

2012 Summer Institute

Going for the Gold



August 23rd and 24th

Indiana Government Center
Indianapolis, IN

Indianapolis Summer Institute

August 23rd – August 24th



Going for the Gold!

We are so excited to welcome you to the 2012 Summer Institute ~ Going for the Gold! It has taken a tremendous amount of effort on the part of many individuals throughout the State to develop this meeting, and we are grateful to all of the presenters who have been so willing to contribute their time, energy, and talent for the good of Adult Education in Indiana. We hope that this meeting offers you not only a reinvigorated outlook on the art of teaching adults but also a number of tools that can immediately be utilized in your own classroom. Without you, the teachers, adult education would cease to exist, so we look forward to partnering with you in future professional development activities to ensure that you can continue to offer adult learners top-quality educational opportunities.

Warmly,

A handwritten signature in black ink that reads "Jaclyn F. Dowd". The signature is written in a cursive, flowing style.

A note on the schedule and concurrent sessions:

Your nametag indicates two different groups to which you are assigned (red/yellow/blue and 1/2/3/4). The majority of the Summer Institute is conducted in breakout sessions which are run concurrent to one another. This helps to ensure that everyone has the opportunity to attend every session. The schedules contained in the following pages indicate which session your group is assigned during each timeslot. If you have trouble reading the schedule, locating your room, or do not know to which group you belong, the staff at the registration desk should be able to help you on your way with these or any other questions you may have.

Indianapolis Summer Institute

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Food

All conference meals will be provided beginning with Breakfast on Thursday August 23rd through Lunch on Friday August 24th. Dinner on Thursday will be provided at the Indians game. More information on attending the Indians game is provided below.

Please notify Alex Perdue if you requested a dietary accommodation. He will be in the room where breakfast and lunch are provided.

No food or drink is allowed in the auditorium. Please note this policy will be strictly enforced.

Driving to Government Center and Parking

The GPS address for the government center is 303 W. Washington St, Indianapolis IN. Parking will be available at both the north and south government center garages on a first-come first-served basis. Parking is very limited and is usually full before 7:30 a.m. Several public parking garages are located near the government center. They can range widely in cost and distance.

Access to the Government Center

All visitors are required to enter Government Center South via the public entrance located at 302 W. Washington St. and must go through security. Attendees can utilize any nonemergency exit but must re-enter at the public entrance and go through security again.

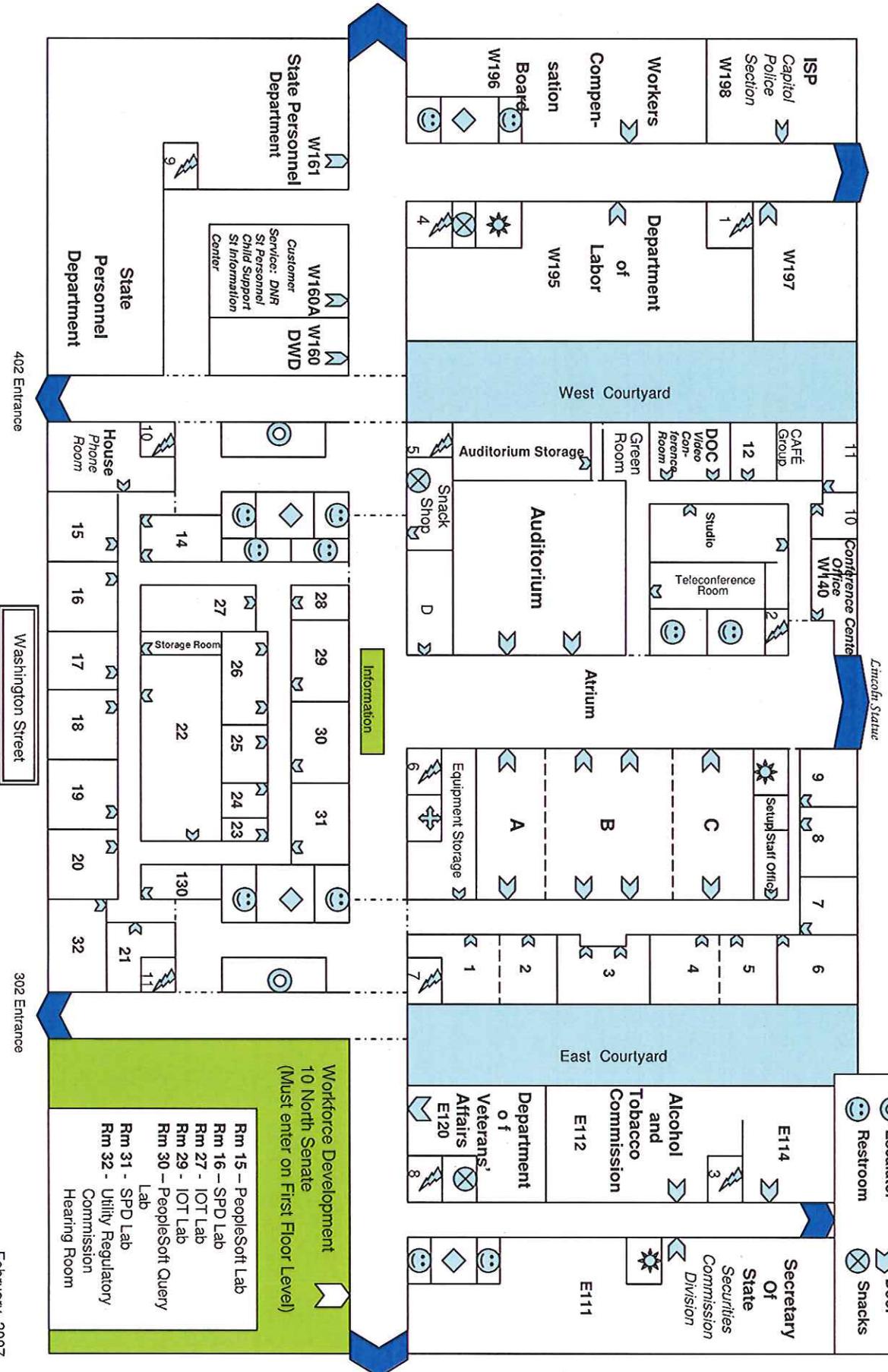
Attending the Indians Game

A ticket is required for entry to both the Indians game and the Coors Light Corner and will be provided at registration for those who preregistered. We do have a limited number of tickets available for individuals that did not pre-register.

Dinner will be served from 5:30pm to 7:00pm. All food and drink will be available in the Coors Light Corner.

A limited number of tickets to attend dinner and the Indians game are still available. Inquire at the registration desk.

INDIANA GOVERNMENT CENTER SOUTH, FIRST FLOOR



- Legend**
- Elevator
 - Stairwell
 - Freight Elevator
 - Escalator
 - Restroom
 - Door
 - Telephone
 - Snacks

Workforce Development
 10 North Senate
 (Must enter on First Floor Level)

- Rm 15 - PeoplesSoft Lab
- Rm 16 - SPD Lab
- Rm 27 - IOT Lab
- Rm 29 - IOT Lab
- Rm 30 - PeoplesSoft Query Lab
- Rm 31 - SPD Lab
- Rm 32 - Utility Regulatory Commission Hearing Room

402 Entrance

Washington Street

302 Entrance

Public Entrance

February, 2007

DWD Contact Information



***For any emergencies during the Summer Institute please contact:
Alex Perdue at 317-937-0255 or Monica Markovich at 317-518-2639**

Adult Education Coordinators

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Marilyn Pitzulo	8/11	812-345-5446	mpitzulo@dwd.in.gov

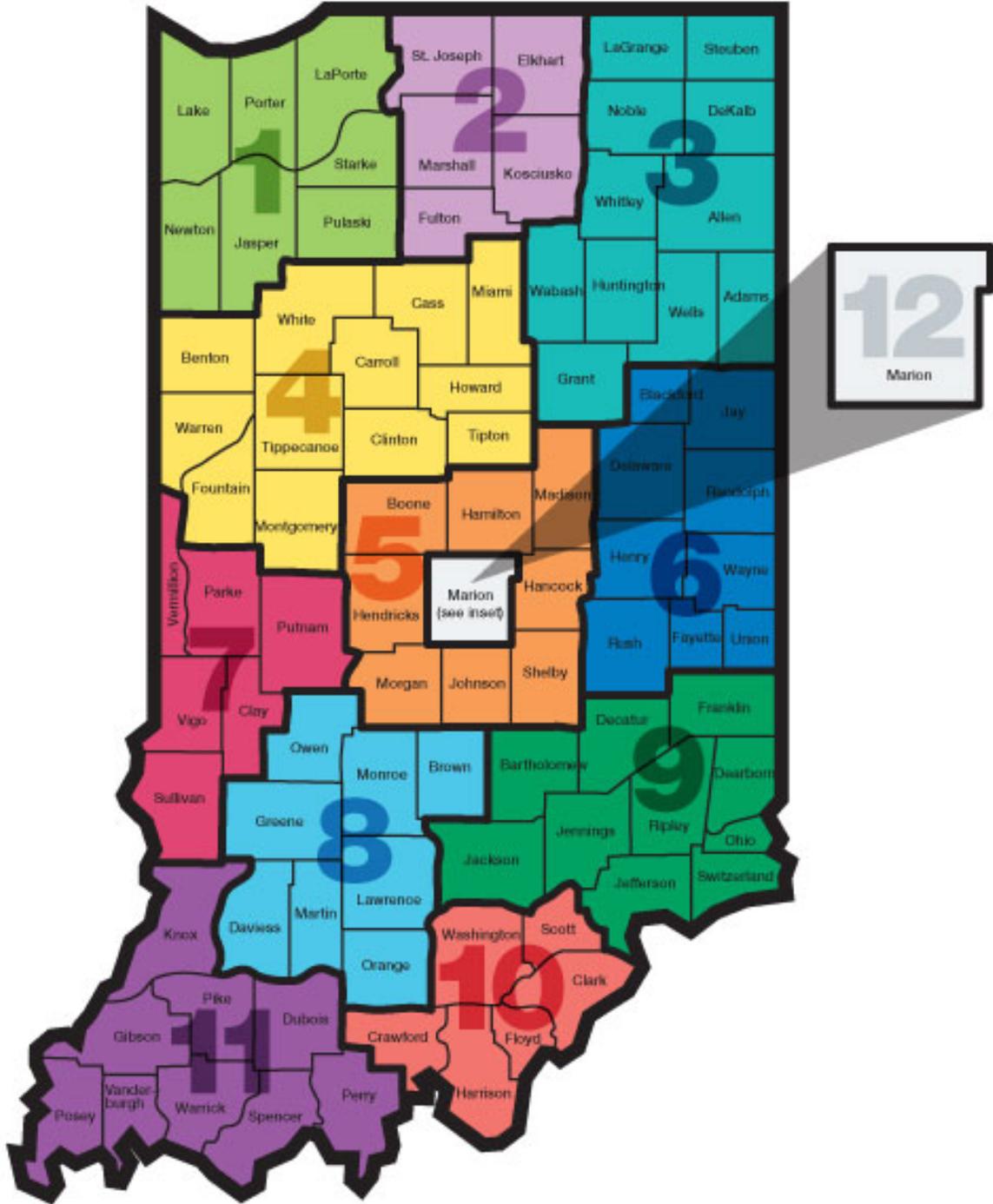
Adult Education Central Staff

Name	Specialty	Phone	Email
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Indiana Regional Map



Thursday, August 23rd

Overview of Events – Teacher



Time	Session Title	Location
8:00 am – 9:00 am	Registration	Atrium
8:00 am – 9:00 am	Continental Breakfast	Room 14
9:00 am – 9:45 am	Opening Ceremonies	Auditorium
10:00 am – 10:45 am	Culture of Poverty	Auditorium
Concurrent Sessions: 11:00 am – 11:40 am 11:50 am – 12:30 pm	The Role of Data- Part I	Room 19
	TABE Overview	Auditorium
12:30 pm – 1:30 pm	Lunch	Room 14
Concurrent Sessions: 1:30 pm – 2:45pm 3:00 pm – 4:15 pm	The Role of a Teacher	Room C
	AFTERNOON BREAK 2:45 pm – 3:00 pm	Atrium
	Learning Styles	Room A
5:30 pm – 9:00 pm	Indians Game (Dinner Provided)	Victory Field Ballpark

Description of Events

Registration – Atrium

8:00 am – 9:00 am

Welcome! We are excited you are here, and we look forward to spending the next two days with you. Please feel free to spend the next bit of time getting to know the government center. Refer to the enclosed map for locations of all entrances and exits, restroom facilities, cafeteria and snack shop. Please note that you may exit any door of the government center, but you can only re-enter via the public entrance. Additionally, no food or drink is allowed in the auditorium, and this will be strictly enforced.

Breakfast – Room 14

8:00 am – 9:00 am

Please help yourself to the continental breakfast and coffee in room 14 from 8am to 9am. There are a limited number of tables available in Room 14; feel free to enjoy your breakfast in the government center cafeteria or grounds surrounding the government center. Please note that food or drink is not allowed in the auditorium, and this will be strictly enforced.

Thursday Opening Ceremonies – Auditorium

9:00 am – 9:45 am

Jackie Dowd; Marie Mackintosh

Session descriptions continue on the next page.

Culture of Poverty – Auditorium

10:00 am – 10:45 am

Shana McCarron

In order to achieve positive outcomes, Adult Education instructors must have an understanding of the challenges that students from poverty face. Using Dr. Ruby Payne’s framework of socioeconomic culture, attendees will examine their own understanding of poverty and develop strategies to incorporate the framework into their practice with Adult Education students.

Thursday Morning Concurrent Sessions			
Time	Group	Session Title	Location
11:00 am – 11:40 am	A & B	The Role of Data- Part I	Room 19
	C & D	TABE Overview	Auditorium
11:50 am – 12:30 pm	C & D	The Role of Data- Part I	Room 19
	A & B	TABE Overview	Auditorium

The Role of Data - I – Room 19

Polly Redmond

This workshop will cover why data is important to your classroom, what data is available, and where it can be found. Attendees will participate in group work and fun brain exercises to practice implementing some of the techniques discussed.

TABE Overview – Auditorium

Dan Devers; Joan Mohr; Nickie Nolting

This session is a fun, interactive panel discussion that focuses on the purpose of TABE. In particular, emphasis will be placed upon how the TABE test helps teachers and students determine academic strengths and weaknesses, methods to help deter invalid testing, and the importance of increasing the frequency of post testing.

Lunch – Room 14

12:30 pm – 1:30 pm

Please pick up your boxed lunch between 12:30 and 1:30 in room 14. There are a limited number of tables available in Room 14; feel free to enjoy your lunch in the government center cafeteria or grounds surrounding the government center. Please note that food or drink is not allowed in the auditorium, and this will be strictly enforced.

Session descriptions continue on the next page.

Thursday Afternoon Concurrent Sessions			
Time	Group	Session Title	Location
1:30 pm – 2:45 pm	A & B	The Role of a Teacher	Room C
	C & D	Learning Styles	Room A
3:00 pm – 4:15 pm	C & D	The Role of a Teacher	Room C
	A & B	Learning Styles	Room A

The Role of a Teacher – Room C

Beth Pattison; Elizabeth Blessing; Teresa Davis; Annette Culbertson; Terry Frank

Adult Education teachers need to be experts in evaluation, motivation, data, collaborative empowerment, and serve as an ambassador. This workshop will explore each of these roles and how teachers use them to improve the quality of the lives of their students.

Learning Styles – Room A

Brenda Utter

This workshop explores characteristics associated with adult learners as well as an overview of different learning styles. Interactive activities help attendees understand how applying adult learning principles and making adjustments based on students' learning styles will improve results.

Refreshment Break – Atrium

2:45 pm – 3:00 pm

Please join us in the Atrium for caffeinated and decaffeinated beverages.

Indians Game – Victory Field Ballpark

5:30 pm

Gates for Victory field open at 5:30 pm, and food will be made available immediately. Our group has reserved space in the Coors Light Corner. We recommend that you enter the park through the entrance on the corner of West Street and Washington Street. Dinner will be served from 5:30 – 7:00, and the game will start shortly thereafter. Please note that all food and beverage service stops at 7:00. Look forward to seeing you all there.

Friday, August 24th – Overview of Events



Time	Session Title	Location
8:00 am – 9:00 am	New Attendee Registration	Atrium
8:00 am – 9:00 am	Continental Breakfast	Room 22
9:00 am – 9:45 am	Friday Opening Ceremonies	Auditorium
3 Concurrent Sessions 9:45 am – 10:30 am 10:45 am – 11:30 am 11:45 am – 12:30 pm	WorkINdiana	Rooms 1 & 2
	The Role of Data Part II	Rooms 4 & 5
	Reaching Higher with the Common Core	Room 19
12:30 pm – 1:30 pm	LUNCH	Room C
4 Concurrent Sessions: 1:30 pm – 2:00 pm 2:05 pm – 2:35 pm 2:55 pm – 3:25 pm 3:30 pm – 4:00 pm	Motivating Students	Room 19
	Integrating Technology in the Classroom	Room 22
	AFTERNOON BREAK 2:35 pm – 2:55 pm	Atrium
	Strategies for Lower Leveled Learners	Rooms 1 & 2
	Teaching Higher Level Math	Rooms 4 & 5
4:00 pm – 5:00 pm	Professional Growth Point Certificates – Registration Table	Atrium

Description of Events

New Attendee Registration – Atrium

8:00 am – 9:00 am

Welcome! We are excited you are here and we look forward to spending time with you. Please feel free to spend the next bit of time getting acquainted with the government center. The enclosed map highlights locations of all entrances and exits, restroom facilities, cafeteria and snack shop. Please note that you may exit any door of the government center, but can only re-enter via the public entrance. Additionally, no food or drink is allowed in the auditorium and this will be strictly enforced.

Breakfast – Room 22

8:00 am – 9:00 am

Please help yourself to the continental breakfast and coffee in room 22 from 8 -9. There is a limited number of tables available in Room 22; feel free to enjoy your meal in the government center cafeteria or grounds surrounding the government center. Please note that food or drink is not allowed in the auditorium and this will be strictly enforced.

Session descriptions continue on the next page.

Friday Opening Ceremonies – Auditorium

9:00 am – 9:45 am

Marie Mackintosh

Friday Morning Concurrent Sessions			
Time	Group	Session Title	Location
9:45 am – 10:30 am	Red	Reaching Higher with the Common Core	Room 19
	Yellow	WorkINDiana	Rooms 1 & 2
	Blue	The Role of Data - II	Rooms 4 & 5
10:45 am – 11:30 am	Yellow	Reaching Higher with the Common Core	Room 19
	Blue	WorkINDiana	Rooms 1 & 2
	Red	The Role of Data - II	Rooms 4 & 5
11:45 am – 12:30 pm	Blue	Reaching Higher with the Common Core	Room 19
	Red	WorkINDiana	Rooms 1 & 2
	Yellow	The Role of Data - II	Rooms 4 & 5

Reaching Higher with the Common Core – Room 19

Kim Harris; Marie Mackintosh

An overview of how common core curriculum and computer based testing impact Indiana and what we can do to prepare. Includes information on the future of assessments and how to begin to modify curriculum and lesson plans using Bloom's Taxonomy are discussed.

WorkINDiana – Rooms 1 & 2

Caroline Foster; Sandy Hartz; Region 8

An overview of the WorkINDiana program and perspectives from across Indiana on how WorkINDiana has succeeded in its first year and how it will grow in the future.

The Role of Data II – Rooms 4 & 5

Lara Pastore

Data is a tool which can aide you in refining your student outcomes. This session will share how NRS tables, the Reimbursement for Outcomes report, and the Teacher Website can be utilized to improve student outcomes.

Lunch – Room C

12:30 pm – 1:30 pm

Please pick up your boxed lunch between 12:30 and 1:30 in room C. There is a limited number of tables available in Room C; feel free to enjoy your lunch in the government center cafeteria or grounds surrounding the government center. Please note that food or drink is not allowed in the auditorium and this will be strictly enforced.

Session descriptions continue on the next page.

Friday Afternoon Concurrent Sessions			
Time	Group	Session Title	Location
1:30 pm– 2:00 pm	1	Motivating Students	Room 19
	2	Integrating Technology in the Classroom	Room 22
	3	Strategies for Lower Levelled Learners	Rooms 1 & 2
	4	Teaching Higher Level Math	Rooms 4 & 5
2:05 pm – 2:35 pm	2	Motivating Students	Room 19
	1	Integrating Technology in the Classroom	Room 22
	4	Strategies for Lower Levelled Learners	Rooms 1 & 2
	3	Teaching Higher Level Math	Rooms 4 & 5
2:35 pm – 2:55 pm	ALL	AFTERNOON BREAK	Atrium
2:55 pm – 3:25 pm	3	Motivating Students	Room 19
	4	Integrating Technology in the Classroom	Room 22
	1	Strategies for Lower Levelled Learners	Rooms 1 & 2
	2	Teaching Higher Level Math	Rooms 4 & 5
3:30 pm – 4:00 pm	4	Motivating Students	Room 19
	3	Integrating Technology in the Classroom	Room 22
	2	Strategies for Lower Levelled Learners	Rooms 1 & 2
	1	Teaching Higher Level Math	Rooms 4 & 5

Motivating Students – Room 19

Kim Harris

An interactive workshop based on motivational frameworks, lesson planning tools and tips, and best practices for creating and sustaining student motivation in the classroom.

Integrating Technology in the Classroom – Room 22

Sheila Butler

This session will help teachers learn the how and why of integrating technology in the classroom curriculum and help them realize through hands on practical usage that technology does not have to be a standalone tool. Attendees will participate in an actual lesson that integrates technology.

Strategies for Lower Levelled Learners – Rooms 1 & 2

Sara Gutting

This session will help attendees learn to work with lower levelled learners through proven strategies and using learning stations. These strategies and lessons will help improve retention and level gain.

Teaching Higher Level Math – Rooms 4 & 5

Beth Butterfield

This session will help attendees understand what the top 10 math topics teachers should teach in correlation to the COMPASS test in order for students to test into entry level math classes in postsecondary institutions. Beth will teach participants 2 - 3 actual math concepts that are on the COMPASS exam.

2012 Summer Institute
August 23, 2012



Session	Length (hrs)	PGP	 if attended
1. Culture of Poverty	1.00	1.00	<input type="checkbox"/>
2. The Role of Data I	.75	.75	<input type="checkbox"/>
3. TABE Overview	.75	.75	<input type="checkbox"/>
4. The Role of the Teacher	1.25	1.25	<input type="checkbox"/>
5. Learning Styles	1.25	1.25	<input type="checkbox"/>
6. Reaching Higher with the Common Core	.50	.50	<input type="checkbox"/>
7. WorkINdiana	.50	.50	<input type="checkbox"/>
8. The Role of Data II	1.50	1.50	<input type="checkbox"/>
9. Motivating Students	.50	.50	<input type="checkbox"/>
10. Lower Levelled Learners	.50	.50	<input type="checkbox"/>
11. Higher Level Math	.50	.50	<input type="checkbox"/>
12. Integrating Technology	.50	.50	<input type="checkbox"/>

Total Growth Points

Awarded to _____
Name of Attendee

_____ Date

_____ DWD Verifier

Culture of Poverty

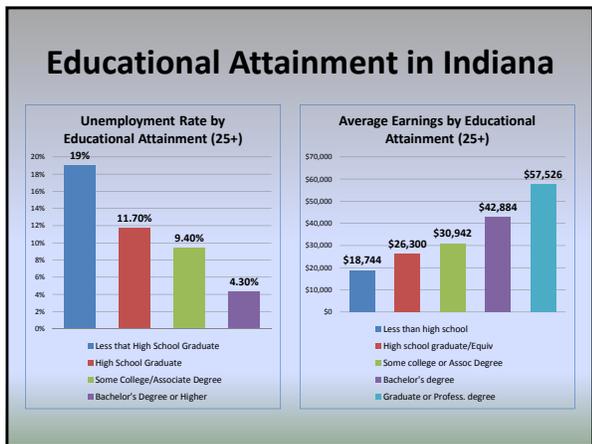
2012 Summer Institute






Part of being a champ is acting like a champ. You have to learn how to win and not run away when you lose.

--Nancy Kerrigan, former Olympic ice skating champion





Topics

- What is Poverty? What are Resources?
- Hidden Rules of Generational Poverty
- Role of Language and Story
- Mentoring
- Intervention Strategies

What is Poverty?

- The extent to which an individual does without resources

Resources Include:

Financial	Emotional	Mental
Spiritual	Physical	Support Systems
Relationships/ Role Models	Knowledge of Hidden Rules	Coping Strategies

Situational Poverty Shorter time period Caused by circumstance	Generational Poverty Being in poverty for two generations or longer
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Generational Poverty

Generational poverty has its own culture, hidden rules and belief systems.





**“The need to act
overwhelms any
willingness people have
to learn”**
-Peter Swartz

- Characteristics of Generational
Poverty**
- Importance of relationships and personality
 - Sense of Humor
 - Oral language tradition
 - Survival orientation
 - Background Noise
 - Time
 - Lives in the moment
 - Polarized thinking
 - Lack of order/organization

Key Points



- Based on patterns and patterns have exceptions
- Individual brings with him/her the hidden rules of class in which he/she was raised
- Schools and business operate from middle class norms and use the hidden rules of middle class

Key Points

Two things that help one move out of poverty are:



Knowledge of Hidden Rules



Hidden Rules

Unspoken understandings that cue members of the group that this individual does or does not fit.



Driving Force or Bottom Line

Hidden Rules of:

Poverty

- Survival
- Entertainment
- Relationships

Middle Class

- Work
- Achievement
- Material Security

Wealth

- Financial, Political, Social Connections

Money

Hidden Rules of:

Poverty

- To be used
- Spent quickly

Middle Class

- To be managed

Wealth

- To be conserved
- Invested

Time

Hidden Rules of:

Poverty	Middle Class	Wealth
<ul style="list-style-type: none">• Present most important• Decisions made for the moment based on feelings of survival	<ul style="list-style-type: none">• Future most important• Decisions made against future ramifications	<ul style="list-style-type: none">• Traditions and history most important• Decisions made partially on the basis of tradition/decorum

Education

Hidden Rules of:

Poverty	Middle Class	Wealth
<ul style="list-style-type: none">• Education is valued and revered as abstract but not as reality	<ul style="list-style-type: none">• Crucial for climbing success ladder and making money	<ul style="list-style-type: none">• Necessary tradition for making and maintaining connections

Knowledge of Hidden Rules

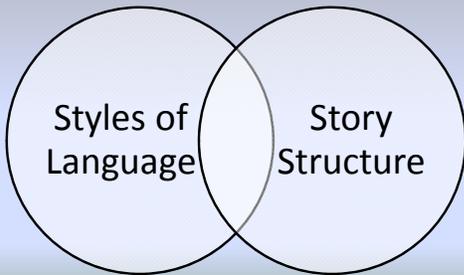


To move successfully from one class to the next, it is important to have a mentor from the class one wishes to move to model and teach these hidden rules.

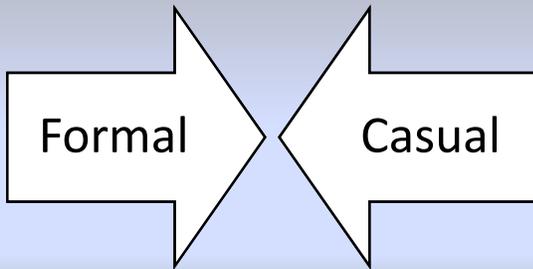
Implications

- Middle class solutions should not be imposed when other more workable solutions might be found.
- Students often need to be taught the hidden rules of the middle class- not in denigration of their own but rather as another set of rules that can be used if they so choose.

Role of Language



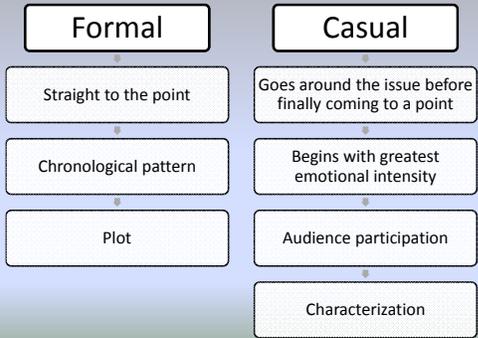
Role of Language



Impact on Adult Education Students



Story Structure



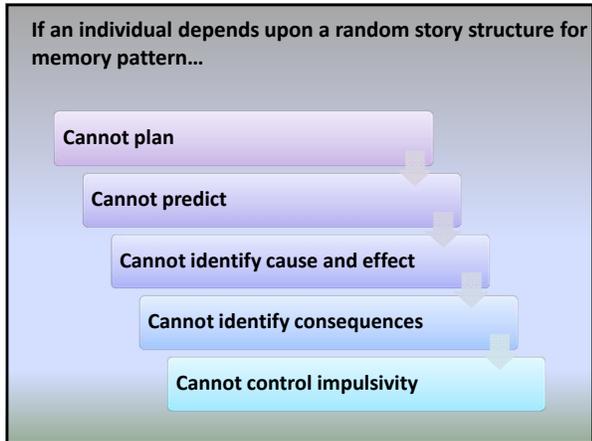
Cinderella- Formal





Role of Language and the Adult Student

- Direct link to learning, memory and achievement
- Direct Teaching
- Students must be "Bi-Lingual"
- Metaphor story



“No significant learning occurs without a significant relationship.”

--Dr. James Comer

Mentoring



Mentor-

- Someone who helps another learn specific tasks or the ways of the world
- The most significant motivator is relationships.

Mentoring

- Through support systems
- Establishing long-term relationships
- Teaching hidden rules
- Identifying options
- Increasing individuals' achievement level through appropriate instruction
- Teaching goal-setting
- Providing opportunities for mentoring

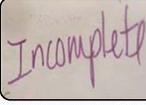
Student Behaviors






<ul style="list-style-type: none"> -Instruct survival skills for workplace and school -Focus on providing organizational tools 	<ul style="list-style-type: none"> -Plan backwards -Use graphic organizers -Procedural self-talk 	<ul style="list-style-type: none"> -Direct teach hidden rules -Use rubrics -Present options and consequences 	<ul style="list-style-type: none"> -Use humor and engaging lesson plans -Provide opportunities for personal expression
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Student Behaviors





<ul style="list-style-type: none"> -Use graphic organizers -Incorporate daily goal setting -Assign labels and procedures to tasks 	<ul style="list-style-type: none"> -Front load relationship building activities -Encourage students to form peer relationships 	<ul style="list-style-type: none"> -Use both formal and casual style language and story telling -Translation activities/"Bi-lingual"
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Culture of Poverty- Conclusion

The hidden rules arise from the environment in which a person lives and helps people survive in the class in which they were raised.

This means that the rules of class are not to be criticized, but that we simply add options, new rules, a wider range of responses, and an ability to negotiate more environments.

It is by adding to the hidden rules that one is raised with, that people develop a range of responses that will give them control over their situations and open doors to new opportunities.

Resources

- Payne, Ruby. (1996). *A Framework for Understanding Poverty (Third Revised Edition)*. Highlands, TX. aha! Process, Inc.
- Payne, Ruby, Devol, Phillip, Dreussi-Smith, Terie. *Bridges Out of Poverty: Strategies for Professionals and Communities*. Highlands TX. aha! Process, Inc.

Could You Survive in Poverty?

Put a check by each items you know how to do.

- 1. I know which churches and sections of town have the best rummage sales.
- 2. I know how to get someone out of jail.
- 3. I know how to physically fight and defend myself physically.
- 4. I know how to get a gun, even if I have a police record.
- 5. I know how to live without a checking account.
- 6. I know how to live without electricity and a phone.
- 7. I know how to use a knife as scissors.
- 8. I know what to do when I don't have money to pay the bills.
- 9. I know how to get and use food stamps or as electronic card for benefits.
- 10. I know where the free medical clinics are.

Could You Survive in Middle Class?

Put a check by each items you know how to do.

- 1. I know how to get my children into Little League, piano lessons, soccer, etc.
- 2. I know how to set a table properly.
- 3. I know which stores are most likely to carry the clothing brands my family wears.
- 4. My children know the best name brands in clothing.
- 5. I know how to use a credit card, checking account, and savings account-and I understand an annuity. I understand term life insurances, disability insurance, and 20/80 medical insurance policy, as well as house insurance flood insurance, and replacement insurance.

- 6. I talk to my children about going to college.
- 7. I know how to help my children with their homework and do not hesitate to call the school if I need additional information.
- 8. I know how to get a library card.
- 9. I know how to use most of the tools in the garage.
- 10. I repair items in my house almost immediately when they break-or I know a repair service and call it.

Could You Survive in Wealth?

Put a check by each items you know how to do.

- 1. I can read a menu in French, English, and another language.
- 2. I have several favorite restaurants in different countries of the world.
- 3. I know who my preferred financial advisor, legal service, designer, domestic-employment service, and hairdresser are.
- 4. I know how to ensure confidentiality and loyalty from my domestic staff.
- 5. I have at least two or three “screens” that keep people whom I do not wish to see away from me.
- 6. I know how to enroll my children in the preferred private schools.
- 7. I know how to host the parties that “key” people attend.
- 8. I am on the boards of at least two charities.
- 9. I support or buy the work of a particular artist.
- 10. I know how to read a corporate financial statement and analyze my own financial statements.

Hidden Rules of Class



	POVERTY	MIDDLE CLASS	WEALTH
DRIVING FORCE	Survival Relationships Entertainment	Work Achievement	Financial, political and social connections
POSSESSIONS	People	Things	One-of-a-kind objects, legacies, pedigrees
MONEY	To be used or spent	To be managed	To be conserved or invested
PERSONALITY	Is for entertainment/ Sense of humor is highly valued	Is for acquisition and stability. Achievement is highly valued	Is for connections. Financial, political, social connections are highly valued
SOCIAL EMPHASIS	Social Inclusion of the people they like	Emphasis is on self-governance and self-sufficiency	Emphasis on social exclusion
FOOD	Quantity important- Key question: Did you get enough?	Quality important-Key question: Did you like it?	Presentation important- Key question: Was it presented well?
CLOTHING	Valued for individual style and expression of personality	Valued for its quality and acceptance into norm of middle class. Label important	Valued for its artistic sense and expression. Designer important
TIME	Present most important. Decisions made for moment based on feelings of survival	Future most important. Decisions made against future ramifications	Traditions and history most important. Decisions made partially on basis of decorum
EDUCATION	Valued and revered as abstract but not as reality	Crucial for climbing success ladder and making money	Necessary tradition for making and maintaining connections
DESTINY	Believes in fate. Cannot do much to mitigate chance	Believes in choice. Can change future with good choices now	Noblesse oblige
LANGUAGE	Casual-Language is about survival	Formal-Language is about negotiation	Formal-Language is about networking
WORLD VIEW	Sees world in terms of local setting	Sees world in terms of national setting.	Sees world in terms of international view

Hidden Rules of Class

Register	Explanation
Frozen	Languages that is always the same. Example- Lord's Prayer, wedding vows.
Formal	The standard sentence syntax and word choice of work and school. Has complete sentences and specific word choice.
Consultative	Formal register when used in conversation. Discourse patter not quite direct as formal register.
Casual	Language between friends and is characterized by a 400- to 800- word vocabulary. Conversation dependent upon non-verbal assists. Sentence syntax often incomplete.
Intimate	Language between lovers or twins. Language of sexual harassment

Payne, Ruby, Devol, Phillip, Dreussi-Smith, Terie.

Below are frequently asked questions regarding TABE. If you are unable to find the answer to your question below, please email AdultEd@dwd.in.gov or the appropriate contact on the Contact Us Tab.

Testing Materials & General Test Questions

1. Why did I receive an invoice for materials that I ordered from the DWD-approved order form?

CTB may send you an invoice for your records. Note that the “Bill to” addressee is the DWD. If the invoice indicates that you are responsible for payment after ordering from the approved DWD order form, please fax the invoice to 317-232-1821 to the attention of Cory Mahon or scan and email it to cmahon@dwd.in.gov.

2. How long does it take to deliver an order?

It takes approximately 3-4 weeks from submission of the TABE order to the DWD to receiving the order at your location.

3. Why am I not able to type on the order form?

The TABE order form is a protected document which means that you are only able to enter information in certain fields. For this form, you can only enter the “Ship To” information, and the quantity of each item that you are ordering. The total per item and total over all should be calculated automatically.

4. What is meant by “Locator” and “Complete Battery?”

The TABE Locator is a pre-test that determines at what level a test taker should be examined. DWD policy 2010-13 states that the TABE Locator must be administered prior to a student’s initial TABE exam. Complete Battery refers to the full length TABE exam, as opposed to the TABE Survey which is an abbreviated version of the exam. The Complete Battery gives more accurate scores for the customer.

5. What is the difference between a Complete Battery test and a Survey test?

A Complete Battery test takes more time and asks more questions than a Survey test. This makes the Complete Battery a more accurate measure of the customer’s education level. According to DWD policy, the Complete Battery must be administered to ensure accurate results for our customers.

6. What do the different levels (A, D, M, E, and L) stand for?

A = Advanced (9.0-12.9); D = Difficult (6.0-8.9); M = Moderate (4.0-5.9); E = Easy (2.0-3.9); and L = Literacy (0.0-1.9). Level L is only available for the Paper and Pencil test, not TABE Online. Each level provides valid score ranges that go +/-2.0 the ranges stated here.

7. How long does it take to administer the Complete Battery?

The Complete Battery requires a commitment of over 3.5 hours if every subtest is administered. However the only subtests required are Reading, Math Computation, Applied Math, and Language. The length of each test is as follows:

	TABE 9 & 10 Online Locator	37 minutes
1	TABE Reading	50 minutes
2	TABE Mathematics Computation	24 minutes
3	TABE Applied Mathematics	50 minutes
4	TABE Spelling	10 minutes
5	TABE Language	55 minutes
6	TABE Vocabulary	14 minutes
7	TABE Language Mechanics	14 minutes
<i>TOTAL</i>		217 minutes

Testing Procedure Questions

1. If a student consistently struggles to complete a portion of the TABE in the allotted time, is it appropriate to take the timer off the exam?

No, it is not appropriate to provide any accommodations for students unless there is written documentation from a medical professional indicating that such an accommodation is needed. TABE is not normed for untimed test taking, which means that it does not reflect this advantage in the test results. This applies for both TABE and TABE Online.

2. If a client is deficient in only one area, does he or she need to be post-tested in all areas?

No, it is not necessary to post-test customers in all areas. They only need to be post-tested in areas for which they receive remediation.

3. If a client is pre-tested with the paper-and-pencil test, can the client be post-tested with TABE Online?

Yes, customers can be pre-tested and post-tested on the different versions of TABE. CTB/McGraw-Hill conducted a study which determined that the NRS levels scores remained consistent between the two tests.

4. Can I post-test a student prior to the student completing the suggested number of instructional hours?

A student can be post-tested before receiving the suggested number of instructional hours but only if mastery of the subject materials can be demonstrated in some way. Any early post-testing must be approved by an administrator. Post-testing a student before the recommended number of hours should not be a regular occurrence.

5. Should students guess on the Locator?

No, students should not guess on the Locator. The Locator is likely to cover skills that have not been taught yet because it is trying to gauge how advanced the student is. When a student comes to a question the he or she does not know, he or she should leave it blank to give the most accurate Locator results.

6. If a student scores at the bottom range of a level on the Locator, is it okay to administer the lower level test?

Yes, it is okay to administer the lower level exam if a student scores on the lower boundary of TABE level. For example, the GE scores for level M are 4.0-5.9 and the GE scores for level D are 6.0-8.9; if a student scores a 6.1 on the Locator, it is permissible to administer the level M test. This allows for more options when post-testing, but it does create the potential for invalid results.

7. Are calculators permissible during the TABE test?

Four function calculators may be used during the Applied Mathematics portion of the test. The Math Computation section is not normed for calculator use.

8. Should I administer a student's post-test at the same level as his or her pre-test?

The answer to this question is not straight forward. If a student has displayed a basic mastery of the skills at the level in which he or she was pre-tested, then he or she should be post-tested at the next highest level. If a student has not displayed basic mastery of the level's skills, then it is advised to administer the post test at the same level as the pre-test.

9. What do I do if a student does not have the time to take all of the required TABE Online assessments?

TABE Online can be administered over several sessions. This is accomplished by scheduling the test over several days and scheduling breaks between sub-tests when originally setting up the test. Passwords will be generated by the OAS for the student to use when resuming a test after a break. Breaks cannot be scheduled in the middle of a sub-test.

10. Will TABE Online Test Takers be able to access online resources to look up answers while taking the test?

No, test takers should not be able to access the internet during the test. The screen is completely taken up by the exam window and a "lockdown" feature is implemented which keeps any other computer program from being opened while TABE is running. The screen remains locked down until the test is completed.

11. If a student's Total Math Score is invalid, but he or she has an invalid math subtest, then does a retest need to be administered?

No, a new test does not need to be administered to the student if the Total Math Score is in the valid range. A student may have an invalid subtest in math as long as the Total Math Score is in the valid range.

TABE CLAS- E

1. What is TABE CLAS-E?

TABE Complete Language Assessment System – English is the official replacement of CASAS for testing ESL students.

2. Why would advanced ESL students receiving such poor scores on the reading section of TABE CLAS-E?

Advanced students are likely to race through TABE without paying much attention to detail. An analysis of questions missed for an advanced student will likely show a trend of morphologically based questions such as selecting the correct verb conjugation or the correct there/their/they're. Encourage all of your students, especially the advanced students, to take their time and pay attention to detail to avoid getting scores that are lower than they ought to be.

3. What sub tests are required to administer for TABE CLAS-E?

Indiana State Assessment Policy requires that one three sub tests be administered: reading, writing, or listening. The other sub tests may be administered as well, but they are not required.

TABE Online Administrative System (OAS)

1. How do I get administrative access to TABE Online?

The assigned administrator for your region should be able to add you to the official list of proctors/coordinators for your site.

2. How do I give someone administrative access to TABE Online?

Click the "Add User" button in the column on the left of the screen. Follow the onscreen instructions from there.

3. I am having trouble downloading content for TABE Online. What should I do?

If you are having any technical issues with TABE Online, please contact Cara Quinn at 866-282-2250. If you are having issues with TABE paper-and-pencil or CLAS-E, contact Jerry McCanna at 317-581-9404.

4. Why do I see a very limited number of students on the Locator Test Report?

There are two ways to assign a TABE Locator test: 1. Keep the box checked when you schedule a test, and then, the corresponding TABE level will automatically be assigned. 2. Assign the Locator as a separate session from the Complete Batter, analyze the Locator results, and assign the appropriate level tests. Only the Locator tests administered separately from the Complete Batter show up in the Locator Test Report.

5. How do I view assessment results for clients that did not originally test under me, but I am working with them now?

There is a statewide user ID that can be used to extract data from other sites. Each Adult Education Director should have access to this ID. If you are having trouble figuring out whom to contact, then email Cory Mahon at cmahon@dwd.in.gov; he will be able to direct you to the correct person.

6. What are the different functions for each role of TABE Online Administrator?

- **Administrator** – This role is responsible for administering every level below their own in their organizational hierarchy.
- **Administrative Coordinator** – This role can access all student and test admin functions.
- **Coordinator/Teacher** – This role can create tests, but it cannot add new students to the system.
- **Proctor** – Proctors are in the classroom/computer lab on the test day. They are responsible for giving students instructions on accessing the system and monitoring students during the test session.

7. What are the steps to set up a test session?

First-time test takers are strongly encouraged to view the TABE Tutorial to ensure valid scores.

1. Click Schedule Test.
2. Choose a test from the Test Group drop-down menu. The Tests table will refresh.

3. Click circle next to test or tutorial to select test. (Locator test is chosen by default Click to uncheck if not needed.)
4. Read User Guide Chapter 2 for complete information about required student test access codes.
5. Click Modify Test (if applicable) to change the available subtests and order of subtests. Click Done.
6. Click Next and continue to follow the on screen instructions.

8. How do I select Test Settings?

1. Scroll down to Options. Uniquely name Test Session, specify Start date/End date, select Start time/End time, select Time zone, and specify Test location.
2. Click Add Students, or skip to step 7.
3. Select an Organization to display students.
4. Click Add All Students or click checkboxes in Select column.
5. Click Update Total.
6. Click OK.
7. Click Next and continue to follow the on screen instructions.

9. How do I register a student for an existing test session?

1. Click circle to select Test Session.
2. Click Register Student. Click Search on Find Student tab to list all students already in database or enter search criteria and click Search.
3. If student is not listed, click Add Student tab. Enter information.
4. If needed, modify test for this student only. Click Next.
5. Print Individual Test Ticket. Click Finish.

10. Is a student's information safe on <https://www.oas.ctb.com>?

Yes, the student's information is secure. The "s" on "https" is for "secure." It means that a website requires a user ID and password to access any information on the site.

11. What reports are automatically generated by TABE Online?

- Individual Reports - shows Scale Score, GE, NRS level, includes GED predictor and individual student objective performance.
- Group List Reports - Shows test results, grade equivalents (GE) and NRS levels for a group of students.
- Item Analysis Reports - indicates the individual item performances, grouped by objective and sub-skill, includes the correct answer and students' answer for each test item.
- Locator Test Report - Indicates the number of test items answered correctly in each subject area of the Locator Test and corresponding TABE level(s) to administer.

12. If someone with administrative access leaves my organization, should I delete their account?

No, do not delete their account because all students and tests that have been registered by this user are linked to his or her account. Deleting the account will delete all the information about those students and tests. Send an email to ctbtechnicalsupport@ctb.com with the user's first and last name, email address, and a brief explanation. The account will be locked, (blocking access by the former staff person), but will not delete the student information.

13. Why can't I see a student's test results immediately after he or she takes a test?

If you go through the reporting bar near the top of the screen, it can take up to an hour to view student results. This is due to the way CTB aggregates data. However, they have included a new function which allows you to immediately view student's results:

1. Find the test session which the student just completed.
2. Select the View Status button.
3. Select a student and select the View Student Report button.

Accessing the reports this way is usually possible within a few minutes of the test being completed.

Locator

Like the Paper-Pencil TABE test, the Locator test is a brief assessment of the student’s academic skill.

1. Assigning the Locator
 - a. Option 1: The Locator may be administered at the same time as the Complete Battery. Using this method, the Locator will automatically assign the level for each of the sub-tests in the Complete Battery.
 - i. Advantages: Efficient for teachers and flows well for students.
 - ii. Disadvantages: The Locator has strict rules that it is programmed to follow, so if a student is assessed to be at the very top of a level, then the Locator will place the student in that level even though it could lead to invalid scores. Also, if the Locator is assigned this way, then the results cannot be viewed by administrators.
 - b. Option 2: Assigning the Locator as a separate test from the Complete Battery. This allows teachers to see the results of the student’s Locator, and assign the level of each Complete Battery sub-test.
 - i. Advantages: If a student scores near the top or bottom of a level, then that can be factored into test level assignments.
 - ii. Disadvantages: This is much more time consuming for both teachers and students. Teachers have to go in and manually set the level for each test for each student. Students will have to take the Locator and come back another time to take the rest of the test.

2. Locator Results
 - a. The different levels the TABE Online Locator will place a student are Easy, Medium, Difficult, and Advanced, or E, M, D, and A.
 - b. Each Level corresponds with a Grade Equivalency (GE) range:

Test Level	Content Grade Level Range	Grade Level Range for Valid Scores
Level L (Literacy)	0 – 1.9	0-3.9
Level E (Easy)	2.0 – 3.9	0-5.9
Level M (Medium)	4.0 – 5.9	2.0-7.9
Level D (Difficult)	6.0 – 8.9	4.0-10.9
Level A (Advanced)	9.0 – 12.9	7.0-12.9

- i. Each GE has a leniency of +/- 2 grades for accurate, valid scores. Level M can accurately score a student between 2.0 and 7.9. Any scores that fall outside of the range for Level M are not valid, and, therefore, cannot be used for NRS reporting.
 - c. The Locator will place students in different levels for different subjects. A student can be a Level D in Reading and a Level M in Language.

3. **Note:** Students can expect questions to which they do not know the answer, but they should *not* guess. A correct guess could place a student in a higher level test than what he or she is actually best suited for. Encourage students to leave questions unanswered if they do not know the answer.

Pre Test

The Pre-Test is the first full test taken by students. The State requires that the Complete Battery be used. However, not every sub-test in the Complete Battery is required, only the following:

1. Placement
 - a. If teachers choose to manually place students in the appropriate level based on Locator scores, then the following should be noted:
 - i. If a student's Locator has a GE at the top of a Level, then teachers should consider Pre-Testing the student at the next Level up. If the Locator scores a student at 5.7, then the student is technically at a level M; however, it is not impossible for the student to score above the valid score range for the M Level test. Therefore, a teacher needs to consider bumping the student up to a Level D test to get the most accurate scores for the student.
 - ii. The same is true if a student scores at the lower ranges of a level on the Locator. For instance, a GE of 4.1 is technically a Level M, but a student may struggle with that level on a Pre-Test and score below the valid range.
 - iii. **Note:** It is not recommended that every student who scores at the edge of a level on the Locator have his or her test level changed. A teacher should very carefully consider options prior to making any change to test levels.
2. Interpreting scores
 - a. As discussed above, each TABE Level has a GE range. This valid range is actually +/- 2. The Level M test is normed for a GE of 4.0-5.9. However, it has a valid range of 2.0-7.9.
 - i. The TABE Online Individual Portfolio Report will list Level M scores as -2.0 or +7.9 if they fall outside of the valid range.
 - ii. If a student takes a Level M test and falls outside this valid range, then he or she will need to be retested at the appropriate level.

Post Test

The Post Test is the test that students take after receiving 50-60 hours of instruction based on his or her Pre Test.

1. Post Test Level
 - a. If a student Pre Tests at Level M and displays a basic mastery of Level M skills by the end of the 50-60 training hours, then the student will need to Post Test at Level D. If the student is Post Tested with a Level M test after showing mastery of Level M skills, then he or she is very likely to score beyond the valid range of the test.
 - b. As with the Pre Test, if a student scores outside of the valid range of the Level, then he or she will need to be retested.



INDIANA
WORKFORCE
DEVELOPMENT
AND ITS **WorkOne** CENTERS

TO: Adult Education Consortia Partners

FROM: Gina DelSanto, Ph.D. *YDS*
Senior Deputy Commissioner, Policy, Education and Training

DATE: March 28, 2012

SUBJECT: DWD Policy 2011-13
Indiana's Assessment Policy for Adult Education

Purpose

Local adult education (AE) providers shall follow this standard assessment procedure to measure participant educational gains in AE programs.

Rescission

None

Content

Adult education programs must measure and report student *educational gains* as required by the National Reporting System (NRS), the federal accountability system for the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA).

An *educational gain* measures the primary purpose of the federally funded, state-administered adult basic education program: to improve the basic literacy skills of participants. The NRS approach to measuring educational gain is to define a set of educational functioning levels (EFL) at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. After a set number of attendance hours in adult education, students are again assessed to determine their skill levels. If a student's skill levels have improved sufficiently to be placed one or more levels higher, the student has achieved an educational gain.

This policy describes the standard assessment procedure for measuring educational gains, test administrator training requirements, and acceptable testing accommodations.

Standard Assessment Procedure for Measuring Educational Gains

1. *Eligible adult education students should be pre-tested by the time of official enrollment, defined by NRS as 12 hours of attendance, using Department of Workforce Development (DWD) approved assessments. Students who have not attended adult education for more than 90 consecutive calendar days must be administered a new pre-test.*

Tests for Adult Basic Education (TABE 9&10)

Currently, DWD requires that all adult basic education (ABE) programs administer CTB/McGraw-Hill's TABE 9&10 Complete Battery to measure ABE student skills in three subjects: **total math**

(math computation and applied math), reading, and language.¹ Effective July 1, 2012, ABE programs may administer either the TABE Survey or Complete Battery to measure ABE skills in the three subjects listed above.

Title I Eligible Youth Requirement: Effective July 1, 2012, programs serving WIA Title I eligible youth must administer the TABE Survey to students on or after this date.

Both the TABE Survey and Complete Battery consist of five test levels (Literacy, Easy, Medium, Difficult, and Advanced), two test forms (9 and 10), and a Locator Test. The Survey and Battery can be taken online or in paper-and-pencil format.² Before administering either the Survey or Battery, providers shall administer the Locator test to determine which level of the Survey or Battery to administer to a student. Taking a TABE test level above or below the level indicated by the Locator exam may result in invalid scores.

Table 1 lists the valid content grade level ranges for each test level. **The range for each test is approximately valid plus or minus two grade levels.** For example, a student taking the Level M test would receive valid results if his or her score corresponded to an approximate grade level between 2.0 and 7.9. Scores falling outside of the valid ranges (invalid scores) are not reliable for determining a student's instructional plan. In this case, re-testing with a more appropriate level is **required**. Teachers may also re-test at his/her discretion if circumstances during the original testing session warrant a re-test.

Table 1-TABE 9 & 10 Test Levels

Test Level	Content Grade Level Range	Grade Level Range for Valid Scores
Level L (Literacy)	0 – 1.9	0-3.9
Level E (Easy)	2.0 – 3.9	0-5.9
Level M (Medium)	4.0 – 5.9	2.0-7.9
Level D (Difficult)	6.0 – 8.9	4.0-10.9
Level A (Advanced)	9.0 – 12.9	7.0-12.9

TABE Complete Language Assessment System–English (TABE CLAS-E)

CTB/McGraw-Hill's TABE CLAS-E measures the language proficiency of adult English as a Second Language (ESL) students in the areas of reading, listening, writing, and speaking. Programs must assess ESL students in at least one or more of the following subjects: reading, writing, or listening. Programs may choose to assess students in speaking; however, gains made in this subject will not count as gains for NRS.

TABE CLAS-E consists of four test levels (1, 2, 3, and 4), two test forms (A & B), and a Locator Test. Similar to TABE 9&10, providers shall administer the Locator test to determine which level of TABE CLAS-E administer to a student. See Table 2 for CLAS-E levels and associated ESL proficiency. If the Locator indicates the student should be administered the Advanced ESL assessment, the instructor should transition the student to ABE and administer him/her the TABE 9 & 10.

¹ NRS allows for an ABE, ASE, or ESL student to only test in one subject and/or focus on one subject for instruction. However, these student selected options should only be used rarely and the rationale for doing so must be documented.

² The literacy level test is not available online.

Table 2-TABE CLAS-E Assessment Levels

Test Level	ESL Proficiency
1	Beginning ESL 1
2	Beginning ESL 2
3	Intermediate ESL
4	Advanced ESL

2. Enter the student's raw subject scores in AE InTERS. AE InTERS will then convert the scores to scaled scores and place the student in a NRS-defined EFL.

Providers must enter the student's raw assessment scores in AE InTERS. AE InTERS will convert raw scores to scale scores and place the student in an EFL based on the student's lowest subject score. All subsequent educational gains are measured from this EFL and in the corresponding subject area in which the student scored the lowest.³ For example, consider an ABE student who tests at the beginning level in reading and the low intermediate level in numeracy. Since the student received the lowest score in reading, AE InTERS would place the student in the EFL corresponding to the reading score and would record future educational gains the student makes in reading from this placement EFL.

Table 3 lists the *approximate* alignment between TABE scale scores and NRS EFLs. This alignment is not identical across all TABE tests levels (TABE L-A) or forms (9 & 10).

Table 3-Approximate TABE 9 & 10 Complete Battery & Survey Scale Score Conversions to NRS Levels

NRS ABE/ASE Level	Grade Level Equivalent	Reading	Total Math	Language
1. Beginning ABE Literacy	0-1.9	<368	<314	<390
2. Beginning ABE	2.0-3.9	368-460	314-441	390-490
3. Low Intermediate ABE	4.0 – 5.9	461-517	442-505	491-523
4. High Intermediate ABE	6.0-8.9	518-566	506-565	524-559
5. Low ASE	9.0-10.9	567-595	566-594	560-585
6. High ASE	11-12.9	>595	>594	>585

Similarly, Table 4 lists the *approximate* alignment between TABE CLAS-E scale scores and NRS EFLs. This alignment is not identical across all TABE CLAS-E tests levels (1-4) or forms (A&B). The table also lists which TABE CLAS-E test levels can be used to measure attainment of each NRS EFL. For example, the Level 1 test can only measure attainment of a NRS EFLs 1-3. To measure attainment of NRS EFLs 4 or higher, the student must take a higher TABE CLAS-E test level.

Table 4-Approximate TABE CLAS-E Reading Scale Score Conversions to NRS Levels

NRS ESL Level	Test Levels	Reading	Writing	Total Reading & Writing	Listening
1. Beginning ESL Literacy	1, 2, 3, 4	250-392	200-396	225-394	230-389
2. Low Beginning ESL	1, 2, 3, 4	393-436	397-445	395-441	390-437

³ NRS allows for an ABE, ASE, or ESL student to only test in one subject and/or focus on one subject for instruction. However, these student selected options should only be used rarely and the rationale for doing so must be documented.

3. High Beginning ESL	1, 2, 3, 4	437-476	446-488	442-482	438-468
4. Low Intermediate ESL	2, 3, or 4	477-508	489-520	483-514	469-514
5. High Intermediate ESL	3 or 4	509-557	521-555	515-556	515-549
6. Advanced ESL*	4 only	558-588	556-612	557-600	550-607

*If a student is at this level, transition him/her to ABE and administer TABE 9&10.

3. *Post-test the student to determine educational gain after required number of attendance hours.*

CTB/McGraw-Hill recommends a set number of attendance hours in adult education between the administration of the TABE 9&10 and TABE CLAS-E pre- and post-tests. These hours, summarized in Table 5, vary based on NRS level and the form of the administered test (same or alternate).

Table 5- Recommended Attendance Hours between Pre- and Post-test

Test	NRS Levels	Same Test Form or Alternate Test Form for Post-test	Recommended Attendance Hours
TABE 9&10	ABE EFLs (Levels 1-4)	Alternate Example: Pre-test with 9M, Post-test with 10M	50 - 60 (Minimum 40 hours)
TABE 9&10	ASE EFL (Level 5/6)	Alternate	30 - 59
GED	ASE EFL (Level 6)	N/A	N/A
TABE 9&10	ABE & ASE EFLs (Levels 1-5)	Same Example: Pre-test with 9M, Post-test with 9M	120
TABE CLAS-E	All ESL Levels	Alternate Example: Pre-test with A, Post-test with B	60 - 95 (Minimum of 50 hours)
TABE CLAS-E	All ESL Levels	Same Example: Pre-test with A, Post-test with A	100 - 140

Hours toward a post-test begin counting the next attendance day after the student completes the pre-test and end the day the student completes the post-test. These include all adult education attendance hours, which may comprise orientation, instruction, and the time a student spends on the post-test. Post-tests may be administered sooner than the recommended hours of attendance only if a student receives intense instruction or plans to exit the program. However, documentation of early test administration must be maintained in InTERS.

The instructor may consider administering the next level of the TABE or TABE CLAS-E test if the student shows the potential to score higher than the valid score range if given the same level test that was given as a pre-test. For example, if the student was administered the TABE 9M pre-test, the instructor could administer the student the TABE 9D test if the student shows significant skill progress. As discussed above, test scores that fall outside of the valid content grade ranges for TABE 9 & 10 in Table 1 will not be counted for NRS. Re-testing with a more appropriate level is **required**.

The only exception to administering a TABE or TABE CLAS-E post-test is if a student is at High Adult Secondary Education (ASE) (11.0-12.9). The measure of a gain at the High ASE can be either attaining a grade level equivalent of 12.9 on the TABE, successfully passing the General Educational Development (GED) Tests, or earning a high school diploma.

For students without a GED certificate or high school diploma, the measure of the High ASE gain **must be** attainment of a GED certificate or high school diploma. For students who possess a secondary credential, the measure of the High ASE gain **must be** attaining a grade level equivalent of 12.9 on the TABE.

The student's post-test scores shall be entered into AE InTERS as described above. If a student advances one or more EFLs based on the assessment, AE InTERS records educational gain(s) for the student.

Training for Administering Assessments

Local providers are responsible for participating in DWD assessment training; following DWD guidance; providing ongoing training for new staff; and refreshing skills of previously trained staff. Staff members who attend these trainings should record the training hours in AE InTERS per the Professional Qualifications and Development Policy (DWD Policy 2011-10).

Assessment Accommodations

Providers may provide testing accommodations for learners with disabilities. Contact CTB/McGraw-Hill for the accommodation guidelines for TABE 9&10 and TABE CLAS-E. For GED Testing accommodations, contact GED Testing Service.

Effective Date

Immediately

Ending Date

Upon Rescission

Ownership

Division of Adult Education
Indiana Department of Workforce Development
10 North Senate Avenue
Indianapolis, IN 46204

Action

Indiana's adult education system will follow the guidance contained in this policy.

DWD Staff - First Point of Contact

Name	Region	Phone	Email
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Marilyn Pitzulo	8 and 9	812-345-5446	mpitzulo@DWD.in.gov
Beth Pattison	10 and 11	812-725-3255	bpattison@dwd.in.gov

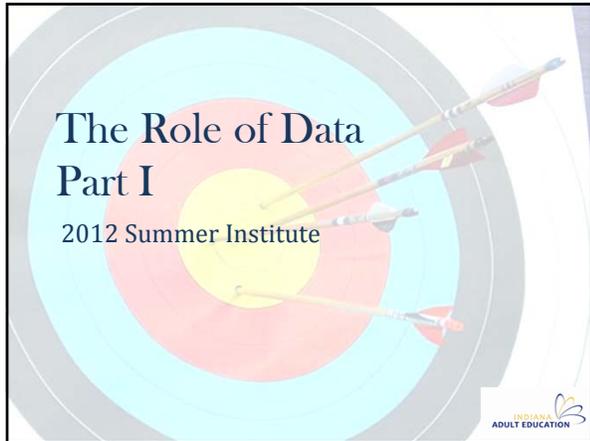
DWD Staff - Second Point of Contact

InTERS Questions

Name	Region	Phone	Email
Brin Cisco	1,2,3,and 4	317-234-4278	bsisco@dwd.in.gov
Matt Crites	5 and 7	317- 232-7241	mcrites@dwd.in.gov
Jeff Smith	8,9, and 10	317- 234-4276	jmsmith@dwd.in.gov
Jedd Vance	6 and 11	317- 233-5663	jvance@dwd.in.gov
Melissa Wafford	IDOC	317- 234-4106	mwafford@dwd.in.gov

TABE Questions

Cory Mahon	Statewide	317-233-6480	cmahon@dwd.in.gov
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Session Overview

- Why is data important?
- What data is available?
- Where is it available?
- Why does this matter?

A photograph of an archer in a yellow shirt and blue cap, aiming a bow. The background is a purple wall with the Olympic rings logo.

Why is data important?

A 3D rendering of many grey human figures on a white surface. One figure in the center has a red bullseye target symbol overlaid on it, indicating a focus or goal.

What data is available?

	National Reporting System (NRS)	Reimbursement for Outcomes
Whose system is this?	Federal	State
What is the name of the main report?	Table 4 and Table 4b	Reimbursement for Outcomes
What does this report measure?	Enrollment	Enrollment
	Hours	Weeks
	Number Completing a Single Educational Level Gain	Number Completing Multiple Educational Level Gains

NRS-Table 4

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Form: 00112012

Table 4 - Educational Gains and Attendance by Educational Functioning Level
School: Cato and Macon
Term: 20112012

Enter the number of participants for each category listed, total attendance hours, and calculated percentage of participants completing each level.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completing Level (D)	Number Who Completed a Level (E)	Number Who Completed a Level (F)	Number Who Completed a Level (G)	Number Who Completed a Level (H)	Percentage Completing Level (I)
ESL Beginning Literacy	10	1140.07	4	0	4	4	2	40%
ESL Beginning Intermediate	107	4260.07	30	10	10	10	9	84.11%
ESL Intermediate Low	99	3661.71	36	19	28	28	8	80.79%
ESL Intermediate High	84	3454.14	30	17	21	24	21	25.00%
ESL Low	90	3330.17	30	13	15	11	7	77.78%
ESL High	17	1348.8	0	0	2	4	1	58.82%
ESL Beginning Literacy	0	361.76	0	0	0	0	0	0%
ESL Beginning High	0	0	0	0	0	0	0	0%
ESL Intermediate Low	0	187.38	0	1	3	0	1	66.67%
ESL Intermediate High	0	0	0	0	0	0	0	0%
ESL Advanced	0	3885.75	10	0	0	0	0	0%
ESL	367	16647.93	110	37	58	53	48	48.23%
Passion - Level 1	0	0	0	0	0	0	0	0%
Passion - Level 2	0	0	0	0	0	0	0	0%
Passion - No High Score	0	0	0	0	0	0	0	0%
Passion - No Entry Level	0	0	0	0	0	0	0	0%
Passion - No High Score	0	0	0	0	0	0	0	0%
Passion - No High Score	0	0	0	0	0	0	0	0%

The total in Column B should equal the total in Column M of Table 1.
Column B represents a subset of Column C (Enrolled Candidates Level) and is accurate only if entered in full for students in one or more higher levels.
Column D represents the number of students who completed the program for the intermediate level and have the indicated services.
Column E-F-H should equal the total in Column B.
Column I represents the number of students who completed the level as entering.
Each row total in Column I is calculated by using the formula: H/C x 100 = Column I.
Blank spaces in total figures are not indicated in this table.
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Questions-Table 4

- How many students in ABE Intermediate High completed a level?
- Which columns add together to equal Total Number Enrolled?
- Which column tells you how many students did not complete a level? What does this information tell you?
- 67 percent of students entering the educational functioning level ESL Intermediate Low completed a level. Is this an accurate picture of the program's overall performance?

Questions- Reimbursement for Outcomes

- How many bundled gains (including GEDs and transitions to postsecondary) were obtained by the program?
- What percentage of bundled gains (including GEDs and transition to postsecondary) were made in the shortest timeframe?

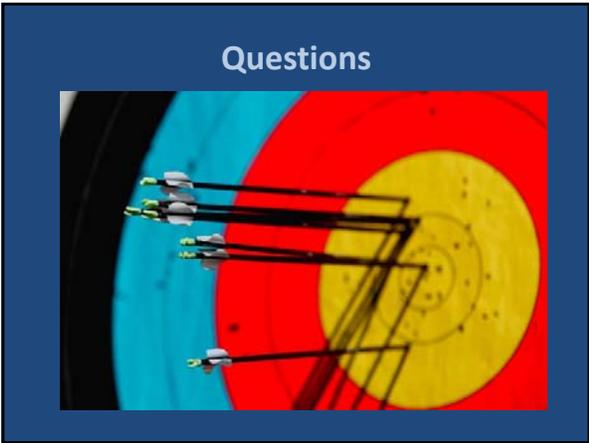


Where is this data available?



Why does this matter to you?





The Role of Data

Cheat Sheet

	National Reporting System (NRS)	Reimbursement for Outcomes
<i>Whose system is this?</i>	Federal	State
<i>What is the name of the main report?</i>	Table 4 and Table 4b	Reimbursement for Outcomes
<i>What does this report measure?</i>	Enrollment	Enrollment
	Hours	Weeks
	Number Completing a Single Educational Level Gain	Number Completing Multiple Educational Level Gains

The Role of Data

Practice Exercises

Table 4

1. How many students in ABE Intermediate High completed a level?
2. Which columns add together to equal the Total Number Enrolled?
3. Which column tells you how many students did not complete a level? How many students did not complete a level? What does this information tell you?
4. 67 percent of students entering the educational functioning level ESL Intermediate Low completed a level. Is this an accurate picture of the program's overall performance?

Table 4b

1. What columns in Table 4 and 4B should be the same? What does it mean if they are not the same?
2. What percentage of students post-tested completed a level?
3. What is the average contact hours per student for those whom post-tested? What could this mean?

Reimbursement for Outcomes

1. How many bundled gains (including GEDs and transition to postsecondary) were obtained by the program?
2. What percentage of bundled gains (including GEDs and transition to postsecondary) were made in the shortest timeframe?

Table 4 - Educational Gains and Attendance by Educational Functioning Level

School:

Term: 20112012

Audit Type: Calc and Manual

Enter the number of participants for each category listed, total attendance hours, and calculated percentage of participants completing each level.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number Who Completed More Than One Level (E)	Number Who Completed a Level and Advanced One or More Levels (E2)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	10	1149.77	4	2	4	4	2	40%
ABE Beginning Basic Education	52	4204.01	21	10	15	22	9	40.38%
ABE Intermediate Low	69	7951.71	35	19	29	26	8	50.72%
ABE Intermediate High	94	8474.14	39	27	31	34	21	41.49%
ASC Low	46	3339.17	30	12	15	11	5	65.22%
ASC High	27	1344.8	16	0	2	9	2	59.26%
ESL Beginning Literacy	6	303.76	1	1	1	4	1	16.67%
ESL Beginning Low	0	0	0	0	0	0	0	0%
ESL Beginning High	0	0	0	0	0	0	0	0%
ESL Intermediate Low	3	157.39	2	1	2	0	1	66.67%
ESL Intermediate High	0	0	0	0	0	0	0	0%
ESL Advanced	0	0	0	0	0	0	0	0%
Totals	307	26924.75	148	72	99	110	49	48.21%
Reason: Invalid Age	0	0	0	0	0	0	6	
Reason: No ParSig	0	0	0	0	0	0	7	
Reason: No App Date	0	0	0	0	0	0	6	
Reason: No Entry Level	0	0	0	0	0	0	39	
Reason: Not Enrolled	0	0	0	0	0	0	46	
Reason: No Prog Type	0	0	0	0	0	0	39	

The total in Column B should equal the total in Column N of Table 1.

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column E represents a subset of Column D (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as entering.

Each row total in Column H is calculated by using the formula: $H = \text{Column D} / \text{Column B}$.

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

OMB Number 1830-0027, Expires 8/31/12

Table 4B - Educational Gains and Attendance for Pre- and Posttested Participants

School:

Term: 20112012

Audit Type: Calc and Manual

Enter the number of pre- and posttested participants for each category listed, calculated percentage of posttested participants completing each level, and enter total attendance hours for posttested completion.

Entering Educational Functioning Level (A)	Total Number Pre- and Posttested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	4	923.25	4	4	0	0	100%
ABE Beginning Basic Education	22	2515.65	21	15	0	1	95.45%
ABE Intermediate Low	40	6241.3	35	29	4	1	87.5%
ABE Intermediate High	44	5329.92	39	31	4	1	88.64%
ASC Low	34	2602.04	31	16	2	1	91.18%
ASC High	16	935.1	16	2	0	0	100%
ESL Beginning Literacy	1	72.68	1	1	0	0	100%
ESL Beginning Low	0	0	0	0	0	0	0%
ESL Beginning High	0	0	0	0	0	0	0%
ESL Intermediate Low	3	157.39	2	2	0	1	66.67%
ESL Intermediate High	0	0	0	0	0	0	0%
ESL Advanced	0	0	0	0	0	0	0%
Totals	164	18777.33	149	100	10	5	90.85%
Reason: Invalid Age	0	0	0	0	0	6	
Reason: No ParSig	0	0	0	0	0	7	
Reason: No App Date	0	0	0	0	0	6	
Reason: No Entry Level	0	0	0	0	0	37	
Reason: Not Enrolled	0	0	0	0	0	46	
Reason: No Prog Type	0	0	0	0	0	37	
Reason: Not Pre/Post	0	0	0	0	0	210	

Include in this table only students who are both pre- and posttest.

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column E represents a subset of Column D (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as entering.

Each row total in Column H is calculated by using the formula: $H = \text{Column D} / \text{Column B}$.

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

OMB Number 1830-0027, Expires 8/31/12

Adult Basic Education Reimbursement for Outcomes

Term: 20112012

Invoice Dates: 07/01/2011 to 07/01/2012

	Reimbursement Weeks	Reimbursement Money	Total Outcomes	Reimbursement Total
Work Indiana				
	N/A	\$300	0	\$0.00
Transition to Postsecondary				
	< 6	\$400	1	\$400.00
	6 - 8	\$300	0	\$0.00
	> 8	\$200	0	\$0.00
GED Attainment				
	< 6	\$400	93	\$37,200.00
	6 - 8	\$300	7	\$2,100.00
	> 8	\$200	10	\$2,000.00
Low ASE Bundle Gain(9-10.9)				
	< 6	\$400	91	\$36,400.00
	6 - 8	\$300	1	\$300.00
	> 8	\$200	5	\$1,000.00
High Int. ABE Bundle Gain(6-8.9)				
	< 22	\$585	83	\$48,555.00
	22 - 24	\$450	1	\$450.00
	> 24	\$315	1	\$315.00
Low Int. ABE Bundle Gain(E-5.9)				
	< 22	\$585	50	\$29,250.00
	22 - 24	\$450	1	\$450.00
	> 24	\$315	1	\$315.00
ESL Int./Advanced Bundle Gain				
	< 22	\$650	0	\$0.00
	22 - 24	\$500	0	\$0.00
	> 24	\$350	0	\$0.00
ESL Beginning Bundle Gain				
	< 22	\$650	0	\$0.00
	22 - 24	\$500	0	\$0.00
	> 24	\$350	1	\$350.00
Total Enrolled				
	>12 HRS	\$60	323	\$19,380.00

*Core 40 Credits earned versus total students

Adult Basic Education Reimbursement for Outcomes

Term: 20112012

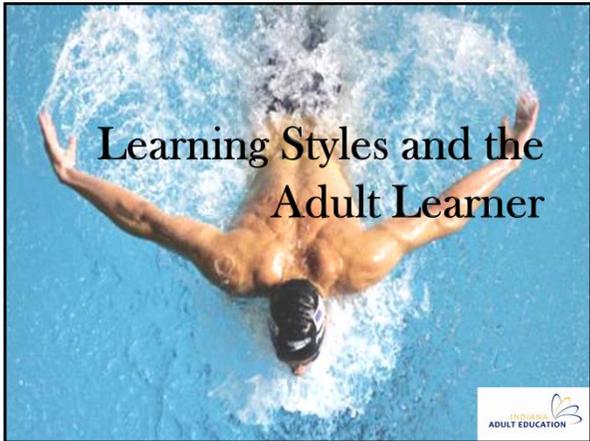
Invoice Dates: 07/01/2011 to 07/01/2012

	Reimbursement Weeks	Reimbursement Money	Total Outcomes	Reimbursement Total
TOTAL Earned			669	\$178,465.00

*Core 40 Credits earned versus total students

Video...

- ▶ http://www.youtube.com/watch?feature=player_detailpage&v=m771PnexCqI



Adult Learners

- ▶ What makes Adult Learners unique?

Brainstorm.....

Characteristics of the Adult Learner:

- Real life, Problem-Oriented
- Resist Learning that Attacks Competence
- Interest, Selfish Benefit
- Why Do I Need to Know This?
- Facilitate Transfer of Learning
- Active Involvement
- Consistent and Frequent Feedback
- Safe Environment
- Treated Like Adults
- Freedom to Express What Works for Them

Swimming to Win the Race...

- ▶ Learning Styles Defined
- ▶ Enhancing Awareness
- ▶ Let's Try



Learning Styles Defined

- ▶ Visual
- ▶ Aural
- ▶ Kinesthetic



Enhance your awareness

- ▶ Take your own learning style quiz...
- ▶ How did you do?

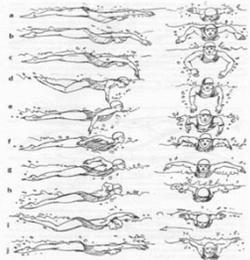


Two blue rectangular boxes for notes.

Seven horizontal lines for writing.

Visual Learner...

- ▶ Do you See What I am Saying?
- ▶ Can you Picture That?
- ▶ What Would That Look Like?



Two blue rectangular boxes for notes.

Seven horizontal lines for writing.

Aural Learner...

- ▶ What's that Sound?
- ▶ Remember that Song?
- ▶ Can You Say that Again?
- ▶ That Rings a Bell



Two blue rectangular boxes for notes.

Seven horizontal lines for writing.

Kinesthetic Learner....

- ▶ Can I Try It?
- ▶ What Does that Feel Like?
- ▶ I've Got a Gut Feeling



Individuality is Exposed



How to Reach the Adult Student?

- ▶ Region 11 is currently using a inventory of learning style guide.
- ▶ What will work for your program?



Break Out....

- ▶ Each table has cards that have been placed set in the middle of the table.
- Please read the instructions and remember to only use the learning style provided!



What if you had to use just one of the Learning Styles?

- ▶ Remember the Importance of Using Multiple Styles



Learning Styles and the Adult Learner



Contact Information

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 - ❖ Warsaw Community Schools
 - ❖ butter@warsaw.k12.us



- ❖ Caroline Foster
 - ❖ Department of Workforce Development
 - ❖ cfoster@dwd.in.gov



Name _____

Date: _____

Learning Styles Inventory (LSI)

	Yes	No
1. I like to listen and discuss work with a partner.	_____	_____
2. I learn by hearing my own voice on tape.	_____	_____
3. I prefer to learn something new by reading about it.	_____	_____
4. I often write down the directions someone has given me so that I don't forget them.	_____	_____
5. I enjoy physical sports or exercise.	_____	_____
6. I learn best when I can see new information in picture form.	_____	_____
7. I am able to visualize easily.	_____	_____
8. I learn best when someone talks or explains something to me.	_____	_____
9. I usually write things down so that I can look back at the later.	_____	_____
10. If someone says a long word, I can count the syllables that I hear.	_____	_____
11. I have a good memory for old songs or music.	_____	_____
12. I like to discuss in small groups.	_____	_____
13. I often remember the size, shape, and color of objects.	_____	_____
14. I often repeat out loud the directions someone has given me.	_____	_____
15. I enjoy working with my hands.	_____	_____
16. I can remember the faces of actors, settings, and other visual details of a movie I saw in the past.	_____	_____
17. I often use my hands and body movement when I'm explaining something.	_____	_____
18. I prefer to practice redrawing diagrams on a chalkboard rather than on paper.	_____	_____
19. I seem to learn better if I get up and move around while I study.	_____	_____
20. If I wanted to assemble a bike, I would need pictures or diagrams to help with each step.	_____	_____
21. I remember objects better when I have touched them or worked with them.	_____	_____
22. I learn best by watching someone else first.	_____	_____
23. I tap my fingers or my hands a lot while I am seated.	_____	_____
24. I speak a foreign language.	_____	_____
25. I enjoy building things.	_____	_____
26. I can follow the plot of a story on the radio.	_____	_____
27. I enjoy repairing things at home.	_____	_____
28. I can understand a lecture when I hear it on tape.	_____	_____
29. I am good a using machines or tools.	_____	_____
30. I find sitting still for very long difficult.	_____	_____

	Yes	No
31. I enjoy acting or doing pantomimes.	_____	_____
32. I can easily see pattern in designs.	_____	_____
33. I need frequent breaks to move around.	_____	_____
34. I like to recite or write poetry.	_____	_____
35. I can usually understand people with different accents.	_____	_____
36. I can hear many different pitches or melodies in music.	_____	_____
37. I like to dance and create new movements or steps.	_____	_____
38. I enjoy activities that require physical coordination.	_____	_____
39. I follow written directions better than oral ones.	_____	_____
40. I can easily recognize differences between similar sounds.	_____	_____
41. I like to create or use jingles/rhymes to learn things.	_____	_____
42. I wish more classes had hands-on experiences.	_____	_____
43. I can quickly tell if two geometric shapes are identical.	_____	_____
44. The things I remember best are the things I have seen in print or pictures.	_____	_____
45. I follow oral directions better than written ones.	_____	_____
46. I could learn the names of fifteen medical instruments much easier if I could touch and examine them.	_____	_____
47. I need to say things aloud to myself to remember them.	_____	_____
48. I can look at a shape and copy it correctly on paper.	_____	_____
49. I can usually read a map without difficulty.	_____	_____
50. I can “hear” a person’s exact words and tone of voice days after he or she has spoken to me.	_____	_____
51. I remember directions best when someone gives me landmarks, such as specific buildings and trees.	_____	_____
52. I have a good eye for colors and color combinations.	_____	_____
53. I like to paint, draw, or make sculptures.	_____	_____
54. When I think back to something I once did, I can clearly picture the experience.	_____	_____

Scoring Your Profile

1. Ignore the NO answers. Work only with the questions that have a YES answer.
2. For every YES answer, look at the number of the question. Find the number in the following chart and circle that number.
3. When you finish, not all the numbers in the following boxes will be circles. Your answers will very likely not match anyone else's in class.
4. Count the number of circles for the Visual box and write the total on the line. Do the same for the Auditory box and the Kinesthetic box.

Visual					Auditory					Kinesthetic				
3,	4,	6,	7,	9,	1,	2,	8,	10,	11,	5,	15,	17,	18,	19,
13,	16,	20,	22,	32	12,	14,	24,	26,	28,	21,	23,	25,	27,	29,
39,	43,	44,	48,	49,	34,	35,	36,	40,	41,	30,	31,	33,	37,	38,
51,	52,	54			45,	47,	50			42,	46,	53		
Total: _____					Total: _____					Total: _____				

Analyzing Your Scores

1. The highest score indicates your *preference*. The lowest score indicates your weakest modality.
2. If your two highest scores are the same or very close, both of these modalities may be your preference.
3. If all three of your scores are identical, you have truly integrated all three modalities and can work equally well in any of the modalities.
4. Scores that are 10 or higher indicated you use the modality frequently.
5. Scores lower than 10 indicate the modality is not highly used. Most often, it is because you have had limited experience learning how to use the modality effectively as you learn. In this case, learning new strategies can strengthen your use of the modality.

Common Characteristics of Visual, Auditory, and Kinesthetic Learners

The following chart shows common characteristics of each of the three types of learners or learning styles. A person does not necessarily possess abilities or strengths in all of the characteristics but may instead “specialize” in some of the characteristics. Some of this may be due to a person’s educational background or background of experiences. For example, an auditory learner may be strong in the area of language skills but may not have had the experience to develop skills with a foreign language or music.

Common Characteristics

VISUAL	<ul style="list-style-type: none"> • Learn best by seeing information • Can easily recall printed information in the form of numbers, words, phrases, or sentences • Can easily understand and recall information presented in pictures, charts, or diagrams • Have strong visualization skills and can look up (often up to the left) and “see” information • Can make “movies in their minds” of information they are reading • Have strong visual-spatial skills that involve sizes, shapes, textures, angles and dimensions • Pay close attention and learn to interpret body language (facial expressions, eyes, stance) • Have keen awareness of aesthetics, the beauty of the physical environment, and visual media
AUDITORY	<ul style="list-style-type: none"> • Learn best by hearing information • Can accurately remember details of information heard in conversations or lectures • Have strong language skills that include well-developed vocabularies and appreciation of words • Have strong oral communication skills that enable them to carry on conversations and be articulate • Have “finely tuned ears” and may find learning a foreign language relatively easy • Hear tones, rhythms, and notes of music and often have exceptional musical talents
KINESTHETIC	<ul style="list-style-type: none"> • Learn best by using their hands (“Hands-on” learning) or by full body movement • Learn best by doing • Learn well in activities that involve performing (athletes, actors, dancers) • Work well with their hands in areas such as repair work, sculpting, art, or working with tools • Are well-coordinated with a strong sense of timing and body movements • Often wiggle, tap their feet, or move their legs when they sit • Often were labeled as “hyperactive”

Learning Strategies

Now that you are aware of your own learning style, you can begin to select learning strategies that work with your strengths: In the following charts you will find a wide array of learning strategies for you to try; the majority of your strategies will likely come from your area of strength. However, a valuable goal to set for yourself is to strive to integrate all of the modalities into your learning process; therefore, try using several of the strategies for your weaker modalities as well. As you will also notice, some learning strategies will incorporate more than one modality. Multisensory learning strategies have the capability of strengthening your memory even more.

Learning Strategies That Utilize Modalities

VISUAL

- Create stronger visual memories of printed materials by highlighting important ideas with different colors of highlighters or by highlighting specific letters in spelling words or formulas or equations in math.
- Take time to visualize pictures, charts, graphs, or printed information and take time to practice recalling visual memories when you study.
- Create “movies in your mind” of information that you read; use your visual memory as a television screen with the information moving across the screen.
- Use visual study tools such as visual mappings, hierarchies, comparison charts, and time lines to represent information you are studying. Expand chapter mappings or create your own chapter mappings to review main ideas and important details in chapters. Add colors and/or shapes or pictures.
- Enhance your notes, flash cards, or any other study tools by adding colors and pictures (sketches, cartoons, stick figures).
- Color-code study tools. (Different colors imprint into memory more easily for some students.) Colors can be used to accentuate specific parts of textbooks, notes, or any written materials you work with or you have created.
- Copy information in your own handwriting if seeing information on paper in your own handwriting helps you learn and remember more easily. Practice visualizing what you write.
- Use your keen observational skills to observe people and pick up on clues they may give about important information, emotions, or their general state of being.
- Always be prepared with a pen and notepaper (or a small notepad) to write down information or directions. (Written information is easier to recall more accurately.)

Learning Strategies That Utilize Modalities (cont.)

AUDITORY

- Talk out loud to explain new information, express your ideas, practice information you are studying, or paraphrase another speaker.
- Recite frequently while you study. Reciting involves speaking out loud in complete sentences and in your own words.
- Read out loud. (Reading out loud often increases a person's comprehension or clarifies confusing information that is read silently.)
- Work with tutors, with a "study buddy," or in a study group to have ample opportunity to ask questions, articulate answers, and express your understanding of information orally.
- For lectures, take your own notes, but back your notes up with a tape-recorded version of the lecture. (Request approval first from the instructor.) Review only the parts of the lecture that are unclear or confusing.
- When you practice reciting your notes, flash cards, study tools or information from a textbook, turn on a tape recorder. Tapes made in your own voice often become valuable review tools.
- Verbally explain information or processes to someone or to an imaginary person. Explaining verbally provides immediate feedback of your level of understanding.
- Make review tapes to review the most important information (rules, definitions, formulas, lists of information, dates, or other factual information) prior to a test.
- Create rhymes, jingles, or songs to help you remember specific facts.
- Read confusing information using exaggerated expression. The natural rhythm and patters of your voice often group information in such a way that it becomes easier to understand.
- Use computerized technology (electronic spell checkers, calculators with a "voice," speech synthesizers on computers) to help with the learning process. Access CD-ROM programs and multimedia software that provide auditory and visual stimuli for learning.

KINESTHETIC

- Handle objects, tools, or machinery that you are trying to learn. For example, handle the rocks you study in geology, repeat applications several times on a computer, or hold and use tools or parts of machinery that are discussed in class or in your textbook.
- Create manipulatives (study tools that you can move around with your hands). These may include flash cards or cards that can be shuffled, spread out, sorted, or stacked as a way to categorize information.
- Cut charts or diagrams apart; reassemble them in their correct order.
- Use exaggerated movements and hand expressions, drama, dance, pantomime, or role playing to assist the development of long-term memory. Muscles also hold memory, so involving movement in the learning process creates muscle memory.
- Type or use a word processor. Using a keyboard involves fine motor skills and muscle memory; it may be easier to remember information that you typed or entered into a computer.
- Talk and walk as you recite or practice information. Pacing or walking with study materials in hands helps some people process information more naturally.
- Work at a chalkboard, with a flip chart, or on large poster paper to create study tools. List, draw, practice, or write information while you stand up and work on a larger surface.
- Learn by doing. Use every opportunity possible to move as you study. For example, if you are studying perimeters in math, tape off an area of a room and walk the perimeter.

Learning Styles Inventory

(This inventory is from "An Affective Skills Curriculum: Enhancing Self Awareness")

Name: _____ Date: _____

Directions: Check each box that applies to you. Total the check marks after each group.

Group #1

- 1. I like to listen to people talk about things.
- 2. I usually remember what I hear.
- 3. I would rather watch a movie than read a book.
- 4. I learned more in school by listening to the teacher's explanation than by reading.
- 5. I would rather listen to the news on the radio than read the newspaper.
- 6. I would rather have someone tell me about an upcoming event than read about it.

_____ **Total number of check marks in Group #1**

Group #2

- 1. I get pictures in my head when I read.
- 2. I remember faces better than I remember names.
- 3. When I have to concentrate on spelling a word, I see that word in my mind.
- 4. When I take a test, I can see in my mind what the notes I took in class look like.
That helps me get the answer.
- 5. I remember what pages in a book look like.
- 6. I remember events in the past by seeing them in my mind.

_____ **Total number of check marks in Group #2**

Group #3

- 1. When I'm thinking through a problem, I move around a lot.
- 2. It's hard for me to sit still and study.
- 3. I prefer to learn by doing something with my hands than read about that same thing.
- 4. I like to make models of things.
- 5. When I see something new and interesting, I like to touch it to find out more about it.
- 6. I would rather go out dancing or bowling than stay home and read a book.

_____ **Total number of check marks in Group #3**

Group #4

- 1. I write down things that I need to remember.
- 2. I make fewer mistakes when I write than when I speak.
- 3. I like it when someone who is explaining something to me uses a chalkboard or a piece of paper to write down the main points so that I can copy what they write.
- 4. I keep my schedule by writing down the things to do. I would be lost without my planner.
- 5. After I take notes, I rewrite my notes in order to better understand something.
- 6. When I read, I often take notes in order to better understand the ideas I've read.

_____ **Total number of check marks in Group #4.**

Group #5

- 1. I would rather read a report myself than be told what is in it.
- 2. I like to read in my free time.
- 3. I usually remember information that I read better than information that I hear.
- 4. I would rather read the newspaper than watch the news on TV.
- 5. I can learn how to put something together by reading the instructions.
- 6. I like it when teachers write on the board so that I can read what they write.

_____ **Total number of check marks in Group #5**

Group #6

- 1. When I have a problem to figure out, I often talk to myself.
- 2. People have wondered why I talk to myself.
- 3. I remember things better when I say them out loud. For example, if I have to learn a new phone number I repeat it again and again to myself.
- 4. I communicate better by speaking than by writing.
- 5. I enjoy talking on the telephone.
- 6. I learn best when I study with other people and we discuss new ideas or concepts.

_____ **Total number of check marks in Group #6**

How do you learn best? *The areas where you have three or more check marks indicate your preferred learning style(s).*

Group #1 Listening Total _____

Group #2 Imaging (Viewing) Total _____

Group #3 Tactile (Doing) Total _____

Group #4 Writing Total _____

Group #5 Reading Total _____

Group #6 Speaking Total _____

Examples of statements individuals with these learning styles might make:

“Would you explain this?” **Listening Style**

“Would you provide a diagram?” **Imaging Style**

“Would you show me?” **Tactile Style**

“Would you let me write down what you’re saying?” **Writing Style**

“Would you provide written instructions?” **Reading Style**

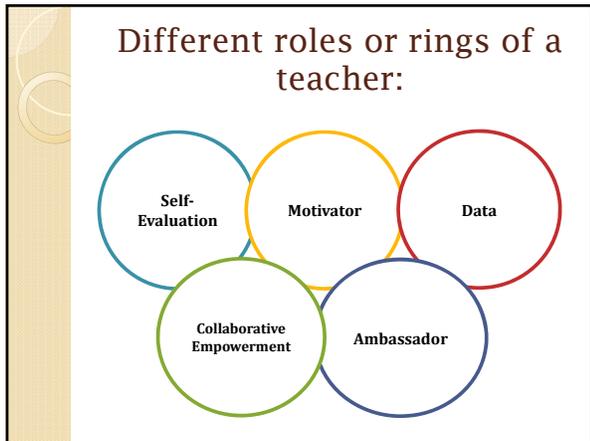
“Would it be possible to talk this through?” **Speaking Style**

	Visual Style	Auditory Style	Kinesthetic Style
Expressive Style	<i>Writing</i>	<i>Speaking</i>	<i>Tactile (Doing)</i>
Receptive Style	<i>Reading</i>	<i>Listening</i>	
	<i>Imaging (Viewing)</i>		

Asking for Accommodations

Learning preferences vary. Your teacher and/or peers may not be aware of your particular learning style. Share with them what you know about your way of learning.





Self-Evaluation

- What are we responsible for?
- What are 2 job descriptions from your list?

Self-Evaluation

Self-Evaluation Continued

- Job Description Examples
- How do you evaluate yourself to determine if you are meeting expectations?



Self-Evaluation

Motivator

- What motivates students?
- Why do cookies work?
- What is the true motivating factor for any adult students?



Motivator

Motivator

- Positive & negative factors that influence student motivation.
- What is not on the list?



Motivator

Data

- Why does data matter?
- How does this affect the student?
- How does this affect the program?



Data

Collaborative Empowerment

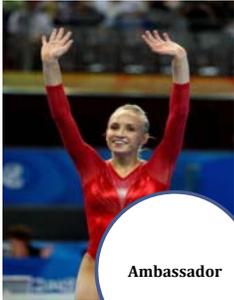
- What do we mean?
- Who?
- What is the difference between empowering & enabling?



Collaborative Empowerment

Ambassador

- You are the ambassador of the program
- Influential in change
- Increase quality of students lives



Ambassador

Teacher must engage **ALL** these rings in order to be successful:



End result; the perfect 5



Adult Literacy and GED Teachers

Summary



Adult literacy and GED teachers instruct adults in basic skills, such as reading, writing and speaking English.

Quick Facts: Adult Literacy and GED Teachers

2010 Median Pay	\$46,530 per year \$22.37 per hour
Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Internship/residency
Number of Jobs, 2010	86,900
Job Outlook, 2010-20	15% (About as fast as average)
Employment Change, 2010-20	12,700

[What Adult Literacy and GED Teachers Do](#)

Adult literacy and General Education Development (GED) teachers instruct adults and youths who are out of school in basic skills, such as reading, writing, and speaking English. They also help students earn their GED or high school diploma.

Work Environment

Adult literacy and GED teachers are often employed by community colleges, community-based organizations, and public schools.

How to Become an Adult Literacy or GED Teacher

Most adult literacy and GED teachers must have at least a bachelor's degree and a teaching certification.

Pay

The median annual wage of adult literacy and GED teachers, also known as adult basic and secondary education and literacy teachers and instructors, was \$46,530 in May 2010.

Job Outlook

Employment of adult basic and secondary education and literacy teachers and instructors is expected to grow by 15 percent from 2010 to 2020, about as fast as the average for all occupations. Growth is expected from continued immigration to the United States and demand for adult education programs.

Similar Occupations

Compare the job duties, education, job growth, and pay of adult literacy and GED teachers with similar occupations.

O*NET

O*NET provides comprehensive information on key characteristics of workers and occupations.

Contacts for More Information

Learn more about adult literacy and GED teachers by contacting these additional resources.

What Adult Literacy and GED Teachers Do



Adult literacy and GED teachers need to use different teaching strategies to meet their students' needs.

Adult literacy and General Education Development (GED) teachers instruct adults and youths who are out of school in basic skills, such as reading, writing, and speaking English. They also help students earn their GED or high school diploma.

Duties

Adult literacy and GED teachers typically do the following:

- Evaluate students' strengths and weaknesses
- Plan and teach lessons to help students gain the knowledge and skills they need to meet their goals, such as learning English or getting their GED
- Emphasize skills that will help students find jobs, such as learning English words and phrases used in the workplace
- Work with each student to challenge him or her and overcome the student's weaknesses
- Assess students for possible learning disabilities
- Monitor students' progress toward their goals
- Help students develop study skills
- Connect students to other resources in their community, such as mental health services or job placement services

Before students enter these education programs, their educational level and skills are assessed. Sometimes the teachers do this assessment, but in many cases another staff member does it.

In many programs, the teacher then works with other staff members to use information from the assessment and information about the student's goals to develop an individualized educational program (IEP).

Teachers must formally evaluate their students periodically to determine their progress and potential to go on to the next level. However, they informally evaluate their students' progress continually.

Adult literacy and GED teachers often have students of various levels in their classes. As a result, teachers need to use teaching strategies and methods that meet all of their students' needs. In addition, teachers focus on helping students develop skills they need in the workplace. For example, they may teach students how to read a contract or how to estimate the cost of materials needed to remodel a kitchen. Teachers may work with students in classes or tutor them one-on-one.

There are three basic types of education that adult literacy and GED teachers provide:

Adult basic education classes teach students the basics of reading, writing, and math. Students often enter these classes at or below an eighth-grade level in these subjects. Students generally are 16 years and older and need to gain proficiency in these skills to improve their job situation.

GED and adult secondary education classes prepare students to take the test to earn their GED. Sometimes these classes help students finish the credits necessary for them to earn a high school diploma. Some programs are combined with career preparation programs so that students can earn their GED or high school diploma and a career-related credential at the same time.

Passing the GED means passing five tests: reading, writing, mathematics, science, and social studies. In addition, GED and adult secondary teachers help their students improve their skills in communicating, critical thinking, and problem solving—skills they will need for further education and successful careers.

English as a Second Language (ESL) classes teach students to read, write, and speak English. These classes are sometimes also called *English for speakers of other languages* (ESOL). People in these classes are recent immigrants to the United States and others whose native language is not English.

ESL teachers often focus on helping their students with practical vocabulary for jobs and daily living. They may also focus on preparing their students to take the citizenship exam.

In one class, an ESL teacher may have students from many different countries and cultures. Because the ESL teacher and the students may not share a common native language, ESL teachers must be creative in fostering communication in the classroom to achieve their education goals.

Work Environment



Adult literacy and GED teachers often work in community colleges, community-based organizations, and public schools.

Adult literacy and GED teachers held about 86,900 jobs in 2010.

Adult literacy and General Education Development (GED) teachers are often employed by community colleges, community-based organizations, and public schools. Some work in prisons.

The following industries employed the most adult literacy and GED teachers in 2010:

Elementary and secondary schools; state, local, and private 27%

Junior colleges; state, local, and private 23

Other educational services; state, local, and private 13

State and local government, excluding education and hospitals 6

Students in adult literacy and GED programs attend classes by choice. As a result, they are often highly motivated, which can make teaching them rewarding and satisfying.

Work Schedules

Classes are held at times when students are not at work, so many teachers work in the mornings and evenings.

How to Become an Adult Literacy or GED Teacher



Working with students of different abilities and backgrounds can be difficult and teachers must respond with patience when students struggle with material.

Most adult literacy and General Education Development (GED) teachers must have at least a bachelor's degree and a teaching certification. Employers typically prefer workers who have some teaching experience, which they can get through teaching children or adults.

Education

Most states require adult literacy and GED teachers to have at least a bachelor's degree in education, but some employers prefer to hire those with a master's degree.

Master's degrees in adult education prepare prospective teachers to use effective teaching strategies for adult learners, to work with students from various backgrounds, and to develop adult education programs. Some programs allow these prospective teachers to specialize in adult basic education, secondary education, or English as a second language (ESL).

Some colleges and universities offer master's degrees or graduate certificates in teaching adult education or English for speakers of other languages (ESOL). Programs help prospective teachers learn how to teach adults, work with learners from a variety of cultures, and how to teach adults with learning disabilities.

Programs in English as a second language not only help these prospective teachers understand how adults learn languages but also prepare them to teach communication skills. Prospective ESL teachers should take courses or training in linguistics and theories of how people learn second languages. Knowledge of a second language is not necessary to teach ESL, but it is helpful to understand what students are going through.

Many adult literacy and GED teachers take professional development classes to ensure that they keep up with the latest research in teaching adults and improve their teaching skills.

Licenses and Certification

Many states require adult literacy and GED teachers to have a teaching certificate to work in government-run programs. Some states have certificates specifically for adult education. Other states require teachers to have a certificate in elementary or secondary education. To get a license, adult literacy and GED teachers typically need a bachelor's degree and must have passed an approved teacher-training program.

Important Qualities

Communication skills. Teachers must collaborate with other teachers and program administrators. In addition, they talk to students about their progress and goals.

Cultural sensitivity. Adult literacy and GED teachers must be able to work with students from a variety of cultural, educational, and economic backgrounds. They must be understanding and respectful of their students' backgrounds and be familiar with their concerns.

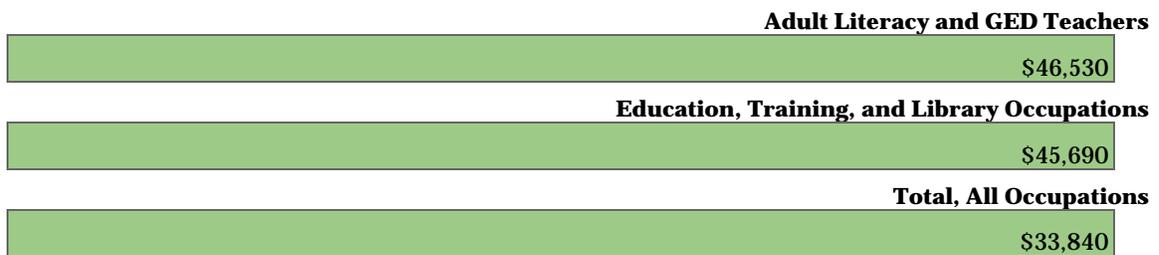
Instructional skills. Adult literacy and GED teachers need to be able to explain concepts in terms that students can understand. In addition, they need to be able to alter their teaching methods to meet the needs of each student they teach and find ways to keep students engaged in learning.

Patience. Working with students of different abilities and backgrounds can be difficult. Teachers must be with patient when students struggle with material.

Pay

Adult Literacy and GED Teachers

Median annual wages, May 2010



Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics

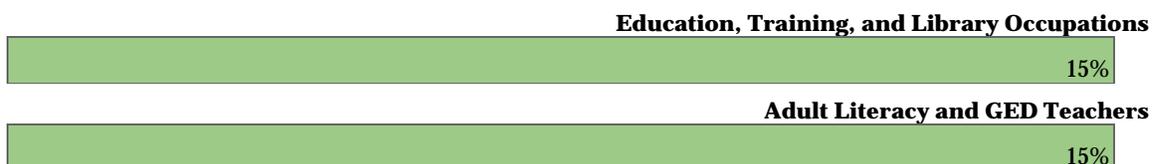
The median annual wage of adult literacy and General Education Development (GED) teachers, also known as adult basic and secondary education and literacy teachers and instructors, was \$46,530 in May 2010. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$27,090, and the top 10 percent earned more than \$83,580.

Classes are held at times when students are not at work, so many teachers work in the mornings and evenings.

Job Outlook

Adult Literacy and GED Teachers

Percent change in employment, projected 2010-20



Total, All Occupations

14%

Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment of adult literacy and General Education Development (GED) teachers, also known as adult basic and secondary education and literacy teachers and instructors, is expected to grow by 15 percent from 2010 to 2020, about as fast as the average for all occupations. Growth is expected from continued immigration to the United States and demand for adult education programs.

From 2010 to 2020, the number of Americans who need adult education is expected to continue to increase. Many adults leave high school before getting their high school diploma and seek their diploma or GED through an adult education program.

In addition, traditional schooling does not give some adults the literacy or other skills they need to find employment. These students often seek to improve their skills in adult education programs later in life. Adult literacy and GED teachers will be needed to instruct them and run adult education programs.

Furthermore, immigration is expected to continue to grow from 2010 to 2020. Some immigrants do not speak English and will want to improve their communications skills to find jobs in the United States. Adult literacy teachers who teach classes in English as a second language will be needed to help these students gain the required skills.

Employment projections data for adult literacy and GED teachers, 2010-20						
Occupational Title	SOC Code	Employment, 2010	Projected Employment, 2020	Change, 2010-20		Employment by Industry
				Percent	Numeric	
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program						
Adult Basic and Secondary Education and Literacy Teachers and Instructors	25-3011	86,900	99,600	15	12,700	[XLS]

Similar Occupations

This table shows a list of occupations with job duties that are similar to those of adult literacy and GED teachers.

OCCUPATION	JOB DUTIES	ENTRY-LEVEL EDUCATION	MEDIAN ANNUAL PAY, MAY 2010
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	OCCUPATION	JOB DUTIES	ENTRY-LEVEL EDUCATION	MEDIAN ANNUAL PAY, MAY 2010
	<u>Career and Technical Education Teachers</u>	Career and technical education teachers help students in middle school and high school develop career-related and technical skills. They help students explore or prepare to enter a particular occupation, such as one in auto repair, healthcare, business, or the culinary arts.	Bachelor's degree	\$53,920
	<u>High School Teachers</u>	High school teachers help prepare students for life after graduation. They teach academic lessons and various skills that students will need to attend college and to enter the job market.	Bachelor's degree	\$53,230
	<u>Instructional Coordinators</u>	Instructional coordinators oversee school districts' curriculums and teaching standards. They work with teachers and school administrators to implement new teaching techniques to improve the quality of education.	Master's degree	\$58,830
	<u>Kindergarten and Elementary School Teachers</u>	Kindergarten and elementary school teachers prepare younger students for	Bachelor's degree	\$51,380

	OCCUPATION	JOB DUTIES	ENTRY-LEVEL EDUCATION	MEDIAN ANNUAL PAY, MAY 2010
	<u>Librarians</u>	<p>future schooling by teaching them the basics of subjects such as math and reading.</p> <p>Librarians help people find information from many sources. They maintain library collections and do other work as needed to keep the library running.</p>	Master's degree	\$54,500
	<u>Middle School Teachers</u>	<p>Middle school teachers educate students, most of whom are in sixth through eighth grades. They help students build on the fundamentals they learned in elementary school and prepare them for the more difficult lessons they will learn in high school.</p>	Bachelor's degree	\$51,960
	<u>Postsecondary Teachers</u>	<p>Postsecondary teachers instruct students in a wide variety of academic and vocational subjects beyond the high school level. They also conduct research and publish scholarly papers and books.</p>	Doctoral or professional degree	\$62,050
	<u>School and Career Counselors</u>	<p>School counselors help students develop social skills and succeed in school. Career</p>	Master's degree	\$53,380

	OCCUPATION	JOB DUTIES	ENTRY-LEVEL EDUCATION	MEDIAN ANNUAL PAY, MAY 2010
	<u>Social Workers</u>	<p>counselors assist people with the process of making career decisions by helping them choose a career or educational program.</p> <p>There are two main types of social workers: direct-service social workers, who help people solve and cope with problems in their everyday lives, and clinical social workers, who diagnose and treat mental, behavioral, and emotional issues.</p>	See How to Become One	\$42,480
	<u>Special Education Teachers</u>	<p>Special education teachers work with students who have a wide range of learning, mental, emotional and physical disabilities. With students who have mild or moderate disabilities, they ensure that lessons and teaching strategies are modified to meet the students' needs. With students who have severe disabilities, they teach the students independent living skills and basic literacy, communication, and math.</p>	Bachelor's degree	\$53,220

	OCCUPATION	JOB DUTIES	ENTRY-LEVEL EDUCATION	MEDIAN ANNUAL PAY, MAY 2010
	<u>Teacher Assistants</u>	Teacher assistants work under a teacher's supervision to give students additional attention and instruction.	High school diploma or equivalent	\$23,220

Contacts for More Information

For more information about adult education in your state, visit

[U.S. Department of Education](#)

For more information about teaching English as a second language, visit

[Center for Applied Linguistics](#)

Suggested citation:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Adult Literacy and GED Teachers, on the Internet at <http://www.bls.gov/ooh/education-training-and-library/adult-literacy-and-ged-teachers.htm> (visited August 10, 2012).

Publish Date: Wednesday, July 11, 2012

Evaluation of Adult Education Program in Region 10

Name of Teacher _____

Class Day or Evening (circle one)

Please rate the following statements by how strongly you agree. 3 is high, 0 is low.

1. This class is helping me attain my educational goals.	3	2	1	0
2. This class is helping me attain my career goals.	3	2	1	0
3. My instructor is outstanding.	3	2	1	0
4. My instructor is organized.	3	2	1	0
5. My instructor is well-prepared.	3	2	1	0
6. My instructor is enthusiastic about teaching.	3	2	1	0
7. My instructor treats students with respect.	3	2	1	0
8. My instructor explains the material clearly.	3	2	1	0
9. My instructor recognizes when students fail to comprehend.	3	2	1	0
10. I would rate this class as excellent.	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>

27-30 =Excellent Rating

24-27=Good Rating

21-24=Average Rating

18-21=Below Average Rating

15-18=Poor Rating

Comments:

NCSALL Seminar Guide:

Helping Adults Persist

October 2005



National Center for the Study of Adult Learning and Literacy

NCSALL Training Materials are funded by the Educational Research and Development Centers Program, Award Number R309B960002, as administered by the Institute of Education Sciences (formerly Office of Educational Research and Improvement), U.S. Department of Education, through contract to Harvard University. The content of *NCSALL Training Materials* does not necessarily represent the positions or policies of the Institute of Education Sciences, or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Helping Adults Persist

This seminar guide was created by the National Center for the Study of Adult Learning and Literacy (NCSALL) to introduce adult education practitioners to the research on adult student persistence and its implications for practice. Programs or professional developers may want to use this seminar in place of a regularly scheduled meeting, such as a statewide training or a local program staff meeting.

Objectives:

By the end of the seminar, participants will be able to:

- Define persistence as used in the Adult Student Persistence study
- List the four supports to persistence identified by the study
- Explain the positive and negative forces that help and hinder adult student persistence
- Recommend instructional and programmatic strategies for improving student persistence

Participants: 8 to 12 practitioners who work in adult education—teachers, tutors, counselors, program administrators, and others

Time: 3½ hours

Agenda:

- 20 minutes 1. Welcome and Introductions
- 5 minutes 2. Objectives and Agenda
- 45 minutes 3. A Student Perspective
- 40 minutes 4. Negative and Positive Forces
- 15 minutes **Break**
- 45 minutes 5. Situational, Institutional, and Dispositional Barriers
- 30 minutes 6. Planning Next Steps for the Group
- 10 minutes 7. Evaluation of the Seminar

Session Preparation:

This guide includes the information and materials needed to conduct the seminar—step-by-step instructions for the activities, approximate time for each activity, and notes and other ideas for conducting the activities. The handouts and readings, ready for photocopying, are at the end of the guide.

Participants should receive the following reading at least 10 days before the seminar. Ask participants to read both articles before the seminar.

-  **Helping Adults Persist: Four Supports** by John Comings, Andrea Parrella, and Lisa Soricone (*Focus on Basics*, Volume 4, Issue A, March 2000)

-  **The First Three Weeks: A Critical Time for Motivation** by B. Allan Quigley (*Focus on Basics*, Volume 2, Issue A, March 1998)

The facilitator should read the articles, study the seminar steps, and prepare the materials on the following list.



Newsprints (Prepare ahead of time.)

- ___ Objectives and Agenda (p. 6)
- ___ Definition of Persistence (p. 8)
- ___ Four Supports to Persistence (p. 8)
- ___ Situational (p. 9)
- ___ Institutional (p. 10)
- ___ Dispositional (p. 10)
- ___ Next Steps (p. 11)
- ___ Useful/How to Improve (p. 12)



Handouts (Make copies for each participant.)

- ___ *Staying in a Literacy Program*
- ___ *Table 1: Negative Forces*
- ___ *Table 2: Positive Forces*



Readings (Have two or three extra copies available for participants who forget to bring theirs.)

- ___ **Helping Adults Persist: Four Supports**
- ___ **The First Three Weeks: A Critical Time for Motivation**

Materials

- ___ Newsprint easel and blank sheets of newsprint
- ___ Markers, pens, tape
- ___ Sticky dots

Steps:

1. Welcome and Introductions

(20 minutes)

- **Welcome participants** to the seminar. **Introduce yourself** and state your role as facilitator. Explain how you came to facilitate this seminar and who is sponsoring it.
- **Ask participants to introduce themselves** (name, program, and role) and briefly describe what they do to encourage students to stay in their programs.
- **Make sure that participants know** where bathrooms are located, when the session will end, when the break will be, and any other housekeeping information.

Note to Facilitator

Since time is very tight, it's important to move participants along gently but firmly if they are exceeding their time limit for introductions.

2. Objectives and Agenda

(5 minutes)

-  **Post the newsprint Objectives and Agenda** and review the objectives and steps with the participants.

Objectives

By the end of the seminar, you will be able to:

- Define persistence as used in the Adult Student Persistence study
- List the four supports to persistence identified by the study
- Explain the positive and negative forces that help and hinder adult student persistence
- Recommend instructional and programmatic strategies for improving student persistence

Agenda

1. Welcome and Introductions (Done!)
2. Objectives and Agenda (Doing)
3. A Student Perspective
4. Negative and Positive Forces
5. Situational, Institutional, and Dispositional Barriers
6. Planning Next Steps for the Group
7. Evaluation of the Seminar

3. A Student Perspective

(45 minutes)

-  **Explain that in this activity participants will reflect on a student's account of his experiences in an adult education program.** An adult learner details his motivation for entering an ABE program and the factors that helped him to persist. **Distribute the handout *Staying in a Literacy Program*.**
- **Ask participants to take five minutes to read the article. Then ask them to underline a sentence or phrase in the article that stands out for them or that they find powerful. Next ask them to underline a word from the article that stands out. Finally ask them to write down a word or phrase that they think represents what the article is about.**
- **Explain that the participants will share what they have underlined and written, without comment from listeners. First ask participants to read the sentences or phrases they underlined. Then, ask them to read the words they underlined, and lastly ask them to share the words they wrote that summarized the article.**
- **After this exercise, ask the group to reflect on the experience and discuss what stood out for them in terms of adult student persistence. Discuss what the participants think motivated the author to enter the adult basic education program and what forces helped him to persist.**

4. Negative and Positive Forces

(40 minutes)

-  **Explain that in the next activity participants will focus on the first reading for today's meeting, *Helping Adults Persist: Four Supports*.**

[Note to facilitator: This article provides a summary of NCSALL's Adult Student Persistence Study in which researchers interviewed 150 Pre-GED students in New England at the beginning of their participation in ABE programs and again after four months of study. In this study, persistence is defined as adults staying in programs as long as possible, engaging in self-directed study when they are not able to attend class, and returning to the program when possible. Researchers identify four supports to persistence—awareness of and management of positive or negative forces that help or hinder persistence, self-

efficacy, establishment of goals by students, and progress toward reaching a goal. The authors argue that it is necessary to reconceptualize adult learners as long-term clients who use a wide range of services including, but not limited to, ABE programs.]

-  **Post the newsprint Definition of Persistence.**

Definition of Persistence

Adults staying in programs for as long as they can, engaging in self-directed study when they must drop out of their programs, and returning to a program as soon as the demands of their lives allow.

-  **Review the Adult Student Persistence Study's definition of persistence. Ask participants to comment on the ways this definition of persistence is similar to or different from the ones they use. Also, discuss the implication of this definition for their practice and/or program design.**
-  **Post the newsprint Four Supports to Persistence.** These supports were identified in the Adult Student Persistence Study.

Four Supports to Persistence

- Awareness and management of the positive and negative forces that help and hinder persistence
- Self-efficacy
- Establishment of a goal by the student
- Progress toward reaching a goal

- **Explain that the group will be focusing on the first support, awareness and management of positive and negative forces that help and hinder persistence, during this session.**
-  **Distribute the handouts *Table 1: Negative Forces* and *Table 2: Positive Forces* and ask participants to review the negative forces that hinder student persistence and the positive forces that support student persistence as identified by the Adult Student Persistence Study.**

- **Ask participants to form small groups and assign each small group one positive force and one negative force to discuss.** Ask the groups to list strategies they might use to help students manage the negative force and draw on the positive force for persistence. Encourage participants to include strategies that they have used successfully in their own programs or instruction. Pass out blank sheets of newsprint and ask the groups to record their ideas on them. Give participants 20 minutes to work.
- **Ask groups to post the newsprints. Then ask participants to walk around and read the newsprints.** [Note: Save the newsprints for other seminars on adult student persistence, if applicable.]

Break (15 minutes)

5. Situational, Institutional, and Dispositional Barriers

(45 minutes)

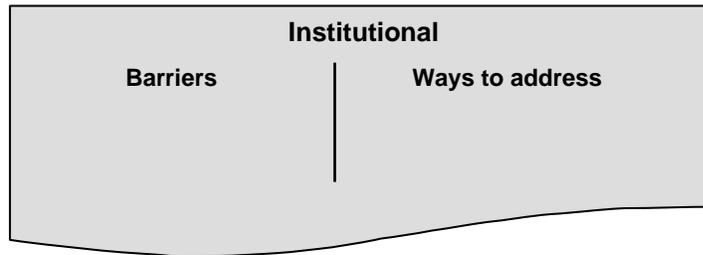
-  **Explain that in this next activity participants will reflect on the second reading for today's meeting, *The First Three Weeks: A Critical Time for Motivation*.**

[Note to facilitator: This article identifies situational, institutional, and dispositional factors as three types of barriers to learner enrollment and persistence. Quigley considers how learners' expectations and perceptions of the value of the program interact with dispositional barriers and argues that it is important to identify those students most at risk for dropping out in the first weeks of participation. The author argues that research supports groupings within classes or small classes, mentoring, and the use of volunteer tutors as promising strategies for promoting the retention of at-risk students.]

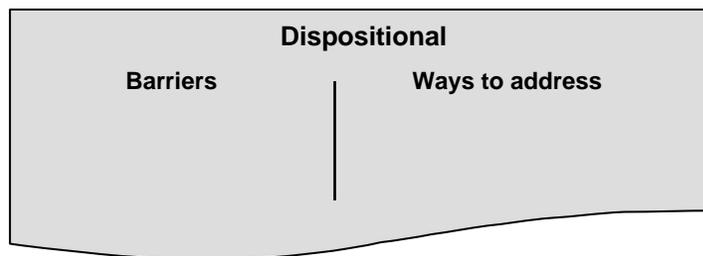
-  **Post the newsprint Situational.** Ask the participants to brainstorm possible situational barriers that could negatively affect student persistence and record these ideas on the left hand column of the newsprint. Then ask participants to think of ways to address these barriers and record them on the right column.

Situational	
Barriers	Ways to address

- 
Post the newsprint Institutional. Ask the participants to brainstorm possible institutional barriers that could negatively affect student persistence and record these ideas on the left hand column of the newsprint. Then ask participants to think of ways to address these barriers and record them on the right column.



- 
Post the newsprint Dispositional. Ask the participants to brainstorm possible situational barriers that could negatively affect student persistence and record these ideas on the left hand column of the newsprint. Then ask participants to think of ways to address these barriers and record them on the right column.



[Note: Save the newsprints for other seminars on adult student persistence, if applicable.]

6. Planning Next Steps for the Group

(30 minutes)

- Ask participants to take 10 minutes review the ideas** generated during the session for addressing barriers to student participation and how to help students manage the negative forces and draw on the positive forces for persistence. Then ask the participants to choose one or two to try in their programs or classrooms and briefly write down a plan for how they will implement the idea and what evidence or data they will collect to determine if the idea works.
- 
Post the newsprint Next Steps. Explain that now that the individual participants have plans to try out in their programs and/or classrooms, the group should make a plan about the group's next steps.

Next Steps

- How might you share with each other how your plans worked, or how might you ask each other questions?

- **Write up potential next steps** on the newsprint as the participants mention them. After five minutes of brainstorming, ask participants to silently look at the options and individually decide on two ways for the group to continue the discussions.
- **Hand out two sticky dots to each participant** and ask the group to put their dots next to the one or two ideas that they would most like the group to do. If they don't want to do any of the activities, they should not put their dots on the newsprint.
- **Lead the group in organizing its choice. For example:**
 - If they choose to schedule a follow-up meeting, set the date, time, and place for the meeting, and brainstorm an agenda for the meeting. Determine who will definitely be coming, and who will take the responsibility to cancel the meeting in case of bad weather.
 - If they choose to organize an e-mail list, pass around a sheet for everyone to write their e-mail addresses. Decide who is going to start the first posting, and discuss what types of discussion or postings people would like to see (e.g., questions about how to try out something in their classroom, descriptions of what happened after they tried it, sharing of other resources about adult student persistence, etc.).

7. Evaluation of the Seminar

(10 minutes)

- **Explain to participants that, in the time left, you would like to get feedback from them about this seminar.** You will use this feedback in shaping future seminars.

-  **Post the newsprint Useful/How to Improve.**

<u>Useful</u>	<u>How to Improve</u>

- Ask participants first to tell you what was useful or helpful to them about the design and content of this seminar. Write their comments, without response from you, on the newsprint under “Useful.”
- **Then ask participants for suggestions on how to improve this design and content.** Write their comments, without response from you, on the newsprint under “How to Improve.” If anyone makes a negative comment that’s not in the form of a suggestion, ask the person to rephrase it as a suggestion for improvement, and then write the suggestion on the newsprint.
 - **Do not make any response to participants’ comments during this evaluation.** It is very important for you not to defend or justify anything you have done in the seminar or anything about the design or content, as this will discourage further suggestions. If anyone makes a suggestion you don’t agree with, just nod your head. If you feel some response is needed, rephrase their concern: “So you feel that what we should do instead of the small group discussion is . . . ? Is that right?”
 - **Refer participants to the National Center for the Study of Adult Learning and Literacy’s Web site (www.ncsall.net) for further information.** Point out that most NSCALL publications may be downloaded for free from the Web site. Print versions can be ordered by contacting NSCALL at World Education: ncsall@worlded.org.
 - **Thank everyone** for coming and participating in the seminar.

Reading 

(To be read by participants *before* the session.)

Helping Adults Persist: Four Supports

by John Comings, Andrea Parrella, and Lisa Soricone

Focus on Basics, Vol. 4, Issue A, March 2000, pp. 1, 3-7

NCSALL's Adult Persistence Study suggests that managing positive and negative forces, self-efficacy, setting goals, and making measurable progress help learners stay in programs

Adults choose to participate in educational programs while children participate because of legal mandates and strong social and cultural forces that identify schooling as the proper “work” of childhood. In fact, most school-aged students probably never seriously consider dropping out. An adult, on the other hand, must make an active decision to participate in each class session and often must overcome significant barriers to attend classes. Most adults come to adult basic education (ABE), English for speakers of other languages (ESOL), or adult secondary education (ASE) programs with goals that require hundreds if not thousands of hours of learning to achieve. Every adult education program should help adult students persist in their learning until they reach their educational goals.

The National Center for the Study of Adult Learning and Literacy (NCSALL) is conducting a study on learner persistence. The first phase of NCSALL's study used research as a tool to develop advice for practitioners on how to help adults persist in their studies. In addition, the study developed advice for policymakers on how to structure funding and accountability systems in ways that will support persistence. The next phase of the study will test and refine this advice in programs. In the first phase of this research, the study team read previous studies and related literature, and talked with practitioners about how they have tried to help adult students persist longer in their studies. The team also interviewed 150 pre-general educational development (GED) students in New England to gain their insights into the supports and barriers to persistence. Most of the students were native speakers of English, but a few were immigrants whose English was sufficient or them to be in a pre-GED class.

Defining Persistence

The staff of the Persistence Study spent time working on their definition of persistence so as to be clear about what they were trying to measure. They found persistence to be a complicated concept. Most of the literature on adult education defines persistence as the length of time an adult attends a class or tutoring sessions (Beder, 1991; Comings, 1995; Quigley, 1997; Tracy-Mumford, 1994; Wikelund, Reder, & Hart-Landsberg, 1992; Young, Fleischman, Fitzgerald, & Morgan, 1994), but learning may extend beyond attendance in a specific program. The definition of persistence used in this study is: *adults staying in programs for as long as they can, engaging in self-directed study when they must drop out of their programs, and returning to a program as soon as the demands of their lives allow.* The study team interviewed learners near the beginning of their participation in a program and again four months later. A persistent learner was one who, at the second interview, was still in class, was no longer in class but was involved in organized self-study, or who had transferred to another class.

Advice

We classify adult students in many ways: by gender, ethnicity, age, employment status, number and age of children, previous school experience, and educational background of other adults in their lives. The first phase of the Persistence Study revealed that these categories do not tell us much about how to help adults persist in their education. The only significant findings were that immigrants, those over the age of 30, and parents of teenage or grown children were more likely to persist than others in the study. The greater likelihood of persistence by immigrant students in ESOL classes is well documented (Young, Fleischman, Fitzgerald, & Morgan, 1994). The findings of this study suggest that this effect continues as immigrants learn English and move on to ABE and GED programs. Grown children might encourage their parents to join and persist in a program. On the other hand, adults who are over 30 are more likely to have teenage or grown children than those under 30. These findings might point to older students persisting longer because they benefit from the maturity that comes with age and they no longer have the responsibilities of caring for small children.

Two aspects of educational experience were also associated with persistence. Adults who had been involved in previous efforts at basic skills education, self-study, or vocational skill training were more likely to persist than those who had not. The strongest relationship was with those who had undertaken self-study. Adults who mentioned a specific goal, such as “help my children” or “get a better job” when asked why they had entered a program, were more likely to persist than those who either mentioned no goal

or said they were doing it for themselves. These findings suggest that experience with education may increase an adult's self-confidence about learning. These relationships also suggest that motivation, especially as demonstrated by undertaking self-study or by being clear about the goal for attendance, supports persistence.

The pre-GED students identified a range of supports and barriers to their persistence; clear trends were evident when the study team analyzed their responses. The team recorded these trends, reviewed the research literature and the data from interviews with practitioners, and developed the following advice, which describes four supports to persistence.

The first support is awareness and management of the positive and negative forces that help and hinder persistence.

In searching for a framework for analyzing data, the study team sought a theoretical model that would both place the adult learner in a central position and be useful to program managers seeking practical advice on how to increase persistence. The study team chose to employ a force-field analysis as developed by the sociologist Kurt Lewin. Lewin's theory places an individual in a field of forces that support or inhibit action along a particular path (Gilbert, Fisk, & Lindzey, 1998; Lewin, 1999). Understanding the forces, identifying which are strongest, and deciding which are most amenable to manipulation provide an indication of how to help someone move in a desired direction, such as reaching an educational goal.

In the case of adult students, positive forces, such as the desire for a higher income, help support persistence in an adult education program. Negative forces, such as lack of free time to study, push adults to drop out. From the time adults enter programs to the time when they either achieve their goals or drop out, both positive and negative forces are acting upon them. Any intervention by an ABE program meant to increase persistence must help adults to strengthen the positive forces and lessen the negative forces.

The force-field analysis looks at barriers and supports as existing at many levels of importance, from those that have no real effect on persistence to those that have a very strong influence on persistence. The force-field analysis also suggests that strengthening or weakening a force that can be influenced might offset the effects of another force that cannot be influenced. Thus, an adult with a very strong need for education to gain better employment might put aside his or her embarrassment, while very strong embarrassment might keep a less strongly motivated student from coming to class.

Programs must help students to develop an understanding of the negative and positive forces that affect their persistence. Building on that understanding, each student must make plans to manage these forces so that persistence is more likely. The plans that come out of such an exercise should include strategies for persistence when the forces that affect a person's life cause them to drop out, and these plans must be revised as adults persist in their studies and these forces change.

Adult students in this study emphasized positive forces. The strongest positive force mentioned by adult students was the support of people, particularly their families, friends, teacher, and fellow students, followed by self-efficacy and personal goals. Most learners mentioned at least three positive forces, while some mentioned many more. At the same time, many learners mentioned no negative forces or just one. Of the negative forces mentioned, no single force was common.

The force-field theory itself offers a tool for understanding and planning to manage these forces. Students can be encouraged to discuss their persistence in terms of the force-field and to build their plan from that discussion. A classroom force-field activity can begin with students identifying all of the supports and barriers to their persistence. They can then categorize them into those that are most likely to help or hinder their persistence.

Once the crucial forces are identified, students can plan to build their supports and reduce their barriers. As happens in some programs, staff must be open to having the outcome of this activity be early dropout for students who, for any reason, are not ready to persist in their studies. If this is the outcome, adults should be helped to make a plan to prepare to return and be successful later. The management of these forces may be an individual responsibility, one that a group of students takes on together, or one that engages a whole community. For example, students might have transportation needs. A group activity might lead to ride sharing or a request to a public agency for transportation support.

The second support is self-efficacy.

The educational program must help adult students build self-efficacy about reaching their goals. The term *self-confidence* is used more often in adult education literature, but self-efficacy is a more useful term to describe this support. Self-confidence is a global feeling of being able to accomplish most tasks. Self-efficacy is focused on a specific task and represents the feeling of being able to accomplish that task, which in this context is successful learning in ABE, ESOL, or ASE programs. The study drew from the theory of a social

scientist, Albert Bandura, for advice on building self-efficacy (Bandura, 1986). Adult education programs should provide the following experiences to their participants as a means to build self-efficacy.

Mastery experiences allow an adult to be successful in learning and to have authentic evidence of that success. This does not mean that instruction should be designed to produce only easy and constant success. Adults must also experience overcoming failure and eventually achieving success through a sustained effort. Instruction should help them develop this insight. Some programs take care to provide regular recognition of progress and celebrations of achievement. Others make sure that instruction provides opportunities for success early in program participation. These efforts provide learners with opportunities to experience success.

Vicarious experiences are those provided by social models. Adult learners should come in contact with adults who are just like them and have succeeded in an ABE, ESOL, or GED class. These role models, both through the knowledge they share directly and the indirect teaching of their behavior, help adult students to acquire the skills to manage the many demands of learning. Some programs employ successful present or former students as speakers during intake and orientation activities, while others recruit past learners as counselors, teachers, and directors. These past students provide models of success.

Social persuasion is support from teachers, staff, counselors, fellow students, family, and friends that reinforces self-efficacy. These verbal assurances are needed, in part, to overcome the negative self-efficacy about learning built up during previous schooling. Most practitioners provide verbal assurances, but some programs encourage family members to provide this positive reinforcement as well. Some teachers take great care to develop a culture of support among students in their classes. These efforts ensure positive support for students.

Addressing physiological and emotional states is the acknowledgement that negative feelings can result from poor self-efficacy and can also lead to low self-efficacy. Examples of these states are tension and stress, among other negative emotional states. Adult learners must be helped to perceive and interpret these conditions so that they do not affect their self-efficacy. Some practitioners feel uncomfortable addressing the personal problems of their students, and all practitioners must acknowledge that they are not trained mental health professionals. Even so, many teachers use life histories and dialogue journals to help students identify the physical and mental states that can affect their learning. For example, adults with limited English skills may feel anxiety when they have to speak in class. A teacher

might ask her class to write about these feelings and practice speaking even with anxiety. Just the acknowledgement that feelings can affect learning can help diminish their negative effect.

Many of the orientation and instructional activities identified by practitioners in this study provide the experiences that Bandura has outlined. Bandura's theory of self-efficacy can act as a powerful framework within which programs can improve on the activities they have already undertaken.

The third support to persistence is the establishment of a goal by the student.

This process begins before an adult enters a program. An adult who could be classified as a potential ABE, ESOL, or ASE student experiences an event in his or her life that causes him or her to enter an educational program. The event might be something dramatic: a person might enter the United States as a refugee and find that she does not have the language skills needed to qualify for a job. The event might be less dramatic: a parent may decide he needs more education when his first child begins school. The event might be subtle: a school dropout might have always felt the desire to study for the GED and when her children are older and need less attention, she finally has some free time available for education. This event provides potential adult students with goals they hope to accomplish by entering an ABE, ESOL, or ASE program. The staff of the educational program must help the potential adult student define his or her goals and understand the many instructional objectives that must be met on the road to meeting that goal. Teachers must then use these student goals as the context for instruction and intermittently review them, since they may change.

The fourth support is progress toward reaching a goal.

Since goals are important supports to persistence, adult students must make progress toward reaching their goals. They must also be able to measure that progress. Programs must provide services of sufficient quality that students make progress, and programs must have assessment procedures that allow students to measure their own progress. Much of the recent interest in measuring progress has come from the need to build systems of program accountability. Helping students measure their own progress may require tools and methods that are not appropriate for accountability purposes. Accountability systems need measures that are easy to collect and quantify. These may not be useful to students and difficult to integrate into instruction. Portfolio and authentic assessment approaches may have weaknesses in an accountability system but might be very useful for adults who want to measure their own progress. These kinds of assessments can be an integral part of an instructional approach.

Further research into assessment might produce a hybrid system that serves both needs and could lead to certification of progress that occurs more frequently than at present in most programs. At this time, most adults who enter ABE, ESOL, or ASE programs will gain certification only if they pass the GED test or acquire an adult high school diploma. Program-level certification may be helpful to student morale, but state-level or even national certification of achievement might make smaller increments of learner achievement more meaningful and provide a range of goal steps.

In Conclusion

Aspects of these four supports already exist in some programs, but a combination of the four may provide a more supportive environment to persistence. These supports are more likely to be built if the policymakers who provide funding value them. This means that persistence must become a more important measure in program accountability. Funding agencies must provide the technical assistance and training needed for programs to put these supports in place. Policymakers could then hold programs accountable for the quality of their intake, orientation, instruction, and program approaches that support persistence. Using the expanded definition presented here, persistence itself should be an outcome measured as part of an accountability system.

Persistence and Accountability

From the point of view of an accountability system, student persistence ends when an adult drops out of a program. When an adult returns to a program after a lapse in attendance, the program may view that student as a dropout who has returned. From the point of view of the student, persistence may continue after drop out through self-study or distance learning. The adult may view him- or herself as a persistent learner who could not attend for a while. Using only attendance in class or in tutoring sessions as a measure of persistence undervalues effective learning activities that should be encouraged. A wider definition of persistence would allow practitioners to focus on helping to become persistent learners adults who use episodes of program participation as critical parts of a comprehensive learning strategy that involves other forms of learning.

The definition developed by the study team in the Persistence Study values self-study, transfer, and reentry into a program as part of a pattern of persistence. For this expanded definition of persistence to become part of an accountability system, it must be measurable. This would require procedures for collecting evidence of “time-on-task” that could be credited to a program. Some of this “time-on-task” might be spent in classes, some in tutoring

sessions, and some in self-study through technology, media, or instructional materials. Other “time-on-task” measures might include increased time reading or reading of new, more challenging materials and engagement in community improvement efforts that require the use of English, literacy, and math skills. Methods of measuring and validating these efforts and linking them to a plan of learning developed within a program context would transform some dropouts into persistent learners who are not presently attending formal classes or tutoring sessions.

This expanded definition would require programs to relate to their students differently. Programs would need added resources to stay connected and serve adults who are not attending formal classes or tutoring sessions. With these added resources, programs could treat their students as long-term clients who use a wide range of services, some provided by the program and some by other agencies, to achieve significant improvement in their skills. Since a single adult student might participate in the services of several different programs, a way to document progress would have to be shared among them.

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About the Authors

John Comings is the Director of the National Center for the Study of Adult Learning and Literacy (NCSALL).

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Reading 

(To be read by participants *before* the session.)

The First Three Weeks: A Critical Time for Motivation

by B. Allan Quigley

Focus on Basics, Vol. 2, Issue A, March 1998, pp. 6-11

“Isn’t there anything I can do to keep my students motivated?” This is the question I asked back in 1972, when I lost two students from my first adult basic education (ABE) class. At the time, my reaction was: “I must do better.” I tried harder. I searched for more and better materials. I employed the best techniques I could find. I was as supportive as any teacher could be. But, somehow, even with my best efforts, things didn’t change much. Some students stayed. Some didn’t. I just couldn’t get a handle on it. My best wasn’t enough.

In the late 1970s, as an ABE program director, my staff and I tried everything we could think of to improve our retention rates. We had full-time, part-time, and drop-in courses. We had block and continuous intake. We had centralized and decentralized classes around the city. We had large individualized classes, team-taught classes, childcare in some, computers in others. Still, even with our best ideas and best efforts, some students dropped out while others persisted. Our collective best still wasn’t enough.

Entering doctoral studies in 1984, I believed the books in the library would hold the answers. However, after working on this issue for almost 11 years as a professor and researcher, I still don’t have the answer. A quarter century of worrying about the same question is a long time. I nevertheless think the contemporary literature and some of what I have found recently may be taking me closer to a better understanding of how to keep students motivated. While others may disagree, I like to think we are getting closer to answers. Let’s see.

Different Perspectives

Looking back, I think neither my excellent co-workers nor I were really able to analyze our world because—and here’s the conundrum—we saw it as our world. You might notice in the above story that at no point did my co-workers and I draw upon the perspective of the learners. I think this is a serious self-limiting condition in ABE. As educators, we often seek to reproduce the experiences that worked for us. Most of us basically liked school and succeeded at the schooling process. Educators have a common experience that

separates us from our students. The culture of school that we so enjoyed is not necessarily a culture into which our students fit. We must keep that in mind when we design programs and instruction.

Our learners are not a “different species,” as some would have us believe (Quigley, 1997), and I must say immediately that I hate the negative stereotypes of our learners. Yet the common characteristics within our learner population, the one that distinguishes it from other populations in the educational spectrum, is that most of our students dropped out of school. Furthermore, most did so under unhappy circumstances. While our learners have many characteristics in common with mainstream adult students, they also have some radical differences. We can certainly learn from theories and research done with the larger adult population in mind, but we cannot extrapolate freely.

A Framework

That said, a model provided by Patricia Cross in 1982 suggests that ABE learners—like all adult learners—must overcome three barriers to enroll and stay in ABE classes. First, ABE learners, like all the rest, must negotiate family, financial, health, transportation, and other problems if they are to come and to stay. These are the situational barriers; they arise out of learners’ day-to-day lives. Many researchers have identified and discussed these barriers in ABE (see, for instance, Hayes, 1988; Malicky and Norman, 1994; Wiklund, Reder, & Hart-Landsberg, 1992). Second, ABE learners, like adult learners everywhere, must confront the institutional barriers our agencies seem inevitably to create. Which adult students don’t have to deal with some type of institutional red tape, or program fee, or scheduling inconvenience at their learning institutions? Our learners face institutional rules and procedures that too often seem to serve the institution, not the learners. So, when we add up the problems that may cause learners to leave, we can separate some of them into these two categories, situational and institutional.

We can try to help our students with the situations they face by referring them to resources. But we can only refer them, we can’t be the resources. Situational barriers are often those about which we in ABE can do very little. This is an area where we need to realize our limitations and reduce the personal guilt we feel when we see our students floundering in the face of these barriers.

Likewise, we can and should keep chipping away at institutional barriers—we do have some control over these—but, again, I don’t think this is where we should expend most of our energy. I have become convinced that the third barrier holds the most promise. The third—and most enigmatic by

far—is the area of dispositional barriers. Herein lies the curious inner world of unique attitudes, personal values, and unstated perceptions. Our learners often carry into our programs mixed emotions, many of which are negative, born of past schooling experiences. These may take up more space in their dispositional baggage than we usually want to acknowledge or are willing to explore.

Our students come to our programs with hopes, fears, and expectations, just like other adult learners. But, as I have said, our students' feelings grow from negative schooling experiences. The “answers” we offer may exacerbate the problems they bring. Faced with students who show low self-esteem or an apparent lack of confidence in ABE programs, Fingeret (1985) found that ABE teachers often “try to be all things to each individual student” (p. 112). But, as Fingeret concludes, even the total devotion of a caring teacher in the face of apparent low self-esteem may not be enough. While Fingeret agrees that such “are admirable aspirations it is possible that instructors ... may actually undermine the adult student's ability to use the program as an area for risk-taking, growth, and learning” (p. 112). As Fingeret found: “Many students do not simply remain in a program because it feels good’ to them. They remain because they see the potential for meeting their goals” (p. 112). I would add, despite the unquestionable value of a caring teacher and learner-centered approaches, these are not the singular answers for retention. If they were, the dropout rate in the U.S. would not have been a staggering 74 percent in the 1993-94 year (U.S. Department of Education, 1995).

I now believe that the gap in perception created by our school-based experiences, when contrasted with those of our students, is a source of serious unseen, under-researched problems. I think that if we can understand dispositional barriers better, if we can see the differences between our dispositions and theirs more clearly, we can become more effective at our tutoring, teaching, counseling, and retention.

Dispositional Barriers

As I noted earlier, schooling experiences in the formative years have a lifelong effect on learners. Cervero and Fitzpatrick (1990) found, through a longitudinal study of 18,000 students from 1,200 U.S. schools, that adults who had been early school-leavers—drop outs—had extremely mixed feelings toward past schooling. Early school leavers participated in credit and non-credit adult education opportunities at a rate well below the norm for mainstream adults who had completed school. The researchers concluded that those who quit school are “shaped...by a powerful set of social circumstances” (p. 92).

Taking the same point further, Wikelund, Reder, & Hart-Landsberg (1992) found that undereducated adult “participants and potential participants tend to perceive and experience the adult education programs...as extensions or continuations of the school programs in which they have previously experienced failure, loss of self-esteem, and lack of responsiveness to their personal needs and goals” (p. 4). This is another important conclusion that can help us think more critically about our programs.

In a study I conducted in 1992, we held in-depth interviews with potential students who chose not to attend ABE programs even though they knew they were probably eligible to attend. We found that the terms ‘education’ and ‘learning’ were understood positively if applied to the children and the friends of the resisters. These two constructs implied absolute good. When we mentioned ‘ABE’ or ‘literacy’—when we flat out asked if they would go to the local ABE programs and register—they heard ‘school.’ They said they did not want to “go back to school” although we had never used that word.

Theories of Participation

If we turn to research on the psychological and socio-cultural and socio-economic factors that go into motivation, we come away disappointed. But we have no lack of advice. In the past, our field was advised to address motivation and participation using mainstream adult education models. Boshier (1973), and Rubenson and Hogheim (1978), for instance, have argued that mainstream adult education theories should be used in ABE settings. In 1986, Gordon Darkenwald wrote that if we would just use such mainstream adult theories “The quality of ABE participation and dropout research would be vastly improved” (p. 12). Maybe, but, given the differences in learner populations, it does not necessarily follow that mainstream adult education research applies to ABE.

Another model we could consider is Miller’s 1960’s force field analysis (1967), which says that certain influences pull adults towards a desired goal as other influences push them away. In the classic Miller force-field theory, we need to research the forces acting on students via a force-field analysis. Miller’s theory is, however, constructed on socio-economic status, ignoring prior education and its effects.

Peter Cookson’s (1987) ISSTAL model argues that an individual’s social background and roles, combined with a list of other external and internal elements, can act as a series of filters. These either discourage or challenge the learner to the point where she will either engage in further education or choose not to participate. Actually, Patricia Cross (1982, p. 124)

had much the same idea in her chain-of-response (COR) model a few years earlier. For Cross, the adult's decision process begins with self-evaluation and moves through a predictable sequence of links. So, according to Cookson and Cross, if we can just know the filters and links in the sequence, we can predict who will participate. Neither Cookson nor Cross explicitly includes the powerful effects of pre-adult factors such as past educational experiences in their equations.

Darkenwald and Merriam (1982) created a model that does allow for several pre-adult influences. Their model takes into consideration eight groups of factors from the prospective learner's experience. This seems relevant until we notice that all types of educational goals and participation are lumped together. Credit-bearing, noncredit-bearing, and variations of both are assumed to be essentially the same, and labeled further adult education. Where does ABE fit into this mix of mainstream goals? Does this theory really do justice to the formative experiences of our learners? More recent research by Roberta Uhland (1995) and researchers at the Center for Literacy Studies (1992) tells us this adult mainstream view of educational attainment can vastly oversimplify the ABE learner's decision process (and see Beder, 1990).

Perhaps the theory that, more than any other, perpetuated stereotyping in ABE was Roger Boshier's congruence model (1973, 1977). It classes all potential participants into growth-oriented and deficiency-oriented learners. Boshier effectively says that low-literate adults are at the rock bottom of any Maslowian hierarchy of needs based on 48 motives. They are so seriously deficiency-oriented in the motives department that it would seem almost impossible for our learners to be motivated at all. As Beder (1990) says, Boshier "perpetuates the very social stigma attached to low literacy which limits life success and reduces motivation (p. 44).

On the other hand, perhaps the most promising theory for our field from mainstream higher and adult education is the Vroom (1964) expectancy-valence model. It promotes research on two levels of inquiry. First, it asks what the learners' expectations are of the upcoming experience, or program, in this case. Second, it tries to measure the inherent valence—or worth—of a program as the learner sees it. The strength of these two, says Vroom, will determine participation and success. While expectancy-valence theory has been used with some success in our field (e.g., Van Tilburg & DuBois, 1989; Quigley, 1992, 1993), we are not sure how dispositional barriers interact with what learners find in programs. We don't really know how expectancy and valence interacts with dispositional barriers. And note that all of the above are theories of participation. They are asking: What influences adults to join programs? They are not explicitly focused on retention: "What influences them to stay or quit?"

The Drop-Out Weeks

We need to go beyond participation theory and find a way to understand what our learners actually experience during the first three critical “drop-out weeks.” We do have some understanding of this period, and we have some strategies worth using.

An interesting study by Christophel and Gorham (1995) may be appropriate for us, even though it is based on college students. This study has to do with in-program, not before-program, questions. The researchers found that among young adults in college, motivation “is perceived by students as a personally-owned state, while demotivation is perceived as a teacher-owned problem” (p. 303).

While this finding has yet to be tested in ABE settings, it does make a potentially useful contribution. It introduces the demotivation side of learner experience. And it does square with ABE retention and persistence work (e.g., Bean et al, 1989; Diekhoff & Diekhoff, 1984), which indicates that our learners tend to come to ABE with sufficient motivation to succeed, but things happen that, through their eyes at least, “demotivate” them. It gives us language and a framework to continue the line of reasoning that persistence and motivation are not ultimately “their” problem.

This line of demotivation research also indicates that “motivation is modifiable” (Christophel & Gorham, p. 304). Squaring with the nascent ABE retention research, it suggests that teachers can do something. One positive way intervention can occur, according to Christophel and Gorham, is if teachers respond to student needs right away. They call this teacher-immediacy. As they learned, “teacher immediacy affects motivation.” (p. 304). My own research suggests that “nonverbal immediacy relationships are more slowly established than are verbal immediacy relationships” (p. 304). The point here is that early verbal connections with new learners are critical in sustaining motivation.

The value of teacher immediacy was also demonstrated by a study I conducted in 1993. Through in-depth interviews that contrasted persisters with dropouts, two interviewers found that a randomly selected group who had dropped out of an ABE program in the first three weeks due to evident dispositional barriers had chosen not to talk with their teachers about their decision to quit during the decision period. Instead, they had all gone to the intake counselor. One had done so up to seven separate times prior to dropping out. This is potentially disconcerting for teachers. In contrast, those in the study who persisted for months did not go to the counselor once in the same critical period. Instead, persisters talked to their ABE teachers regularly.

Thus, the “immediacy” role of the intake counselor or intake person may be at least as important as the role of the teachers among the potential dropout population.

Those learners asking for counselor assistance were not the ones who, to the teacher, appeared to need assistance. They were basically invisible in the classrooms. It was the potential persisters who squeaked and seemed to get noticed.

As time goes by, say Christophel and Gorham, the teacher-learner relationship becomes increasingly important in sustaining student motivation. They make it clear that the first few weeks are crucial. If teacher immediacy is not established early, the odds that students will drop out increase. It is imperative that we figure out who needs such attention.

Identification

Most programs have an intake person. It may be a counselor, a teacher, a receptionist, or the program administrator. Research I have done (Quigley, 1997) suggests that some new learners—not all—will need more attention than others, both inside and outside the classroom. I believe it is worth building a sensitive interviewing process for new learners at initial contact, and right after intake, and to use the same personnel to follow up with learners who need more attention. It is also advisable that this person, or persons, not be the same as those actually teaching the learner. As I will explain, some learners may need a safety valve. To make this degree of interview and follow-up manageable, consider ways for staff—not only the teachers—to look systematically for “at-risk indicators” (Quigley & Kuhne, 1997). “At risk” here means those learners who probably have the highest chance of dropping out in the first few critical weeks by virtue of the dispositional barriers they must overcome. The overall logic here is that some new students have more significant dispositional barriers than others. These “at-risk” learners can often be identified and assisted to stay in programs longer.

The study we conducted involved 20 at-risk learners and a control group. The intake counselor, a male, looked for body language and verbal cues that suggested dispositional barriers were at work, barriers sufficient to cause the applicant to drop out early on. These cues included skepticism, hostility, hesitancy, and uncertainty. This observation occurred during a meeting at the beginning of the program. The second meeting was the student intake, about two weeks later, during which the counselor once again looked for the same behaviors and attitudes. At this point, if he saw the same behaviors or attitudes, he referred the student to another counselor, a female. She conducted a more in-depth interview with the new learner about her past

schooling experiences. Having toured the program by now, the student was asked to compare the past with her future expectations for this program. The Prior Schooling and Self-Perception Inventory, which contrasts aspect of past performance and relations with peers with what the potential learner was anticipating in this program, was created and used for this more lengthy interview (Quigley, 1997, pp. 245-246).

With these three procedures, we had identified an at-risk group: learners we hypothesized were especially susceptible to demotivators. But now what? Remember how we usually place so much emphasis on a caring teachers' ability to raise self-concept? Other possibilities were tested. Those who now appeared to be at-risk were referred at random to four separate classroom settings. None were aware they were part of a study. The first randomly selected group was referred to the mainstream just like the others that came to the center. This control group was placed among the usual classes of anywhere from 15 to 20 students, taught by one teacher. Another randomly selected group received team support. This meant their teacher was made aware they were at-risk students and the female counselor visited each in this group at least once per week. The counselor and teacher used the Inventory as a baseline to see how the learner was progressing. So, this "team-supported group" received all the support that a teacher and a counselor could possible give within the program's structure. We hypothesized that if caring teachers and counselors are vital to retention, this approach would result in the highest student retention rate. The third randomly selected group went to small classes of five or six students. This option played down the teacher's importance; we hypothesized that more peer attention, not just more teacher attention, would have a positive impact on retention. The final randomly selected group were assigned to one-on-one volunteer tutors rather than to a classroom, giving them the most teacher attention one could ever get in ABE.

What happened? All three special treatment groups retained students past three weeks and beyond the control group. Our goal was met. The small group option held the most students the longest. This suggests that increased peer support as well as enhanced teacher support for the at-risk, through the small group setting during the first three weeks, may provide an "absence of negatives" sufficient for many at-risk learners. In all events, any of the three treatments were an improvement over the traditional classroom for the at-risk.

Implications

What does this suggest for program design? First, identify those least likely to stay. The at-risk group should be identified by an experienced intake person in the first one-on-one meeting. These observations should be verified during a second interview, using the Prior Schooling and Self-Perception Inventory

(Quigley, 1997). Although using this instrument hardly constitutes scientific prediction, it at least provides a profile based on the new students' own expressed expectations and personal concerns. And it grounds observed behaviors and learner self-perceptions in dispositional barriers. I recommend also using the Witkin Embedded Figures Test (Quigley, 1997; Witkin et al, 1971). This test assesses learners' field dependence and field independence, which, simply put, means levels of needing to belong.

This means making informed judgments early on in programs. Some programs will be able to place the at-risk in classes of five or six students. Some will not. Most programs can have the intake person act as follow-up support to the at-risk by meeting with these students individually at least once a week to go over their progress, using the Inventory as a baseline. The follow-up should include informing the teacher that these students will need more support than others, even if they do not always request it. Finally, the intake person and the teachers can meet and work as a team. In any case, the intake person should be someone other than the teacher so that another interested person is available to the students. This provides a second, less symbolically authoritative figure with whom the at-risk can consult.

Other team support techniques suggest themselves here. Groups within classrooms can be formed to create a smaller peer support group for the at-risk. After-class support groups can be created and the at-risk can be encouraged to attend. Approaches such as mentoring and "buddy systems" can be used with good effect. The idea is to build more support for the at-risk using peers as well as teachers and intake personnel. Finally, many programs can add volunteer tutors to ABE programs, either in or outside of ABE classrooms. The last model tried in the study was to give fuller attention through tutors. It worked better than nothing did. Why not add a tutor to help the at-risk in ABE if this is the approach available?

No one is suggesting that situational and institutional barriers will not creep up on many learners during or after the critical three weeks. We are dealing with adults here. Little is predictable; less is "controllable." But, based on this study and the success of programs that have acted on these same suggestions, we know that we can: 1) understand the time frame in which we must identify the at-risk, 2) identify an at-risk group upon which to focus energy, and 3) employ various groupings found to provide support for the at-risk. Above all, we can at least begin to untangle some of the complex issues of retention and make a better, more informed start. Yes, there is something I can do.

The Answer

If I knew how to enhance motivation, I would have done it 20 years ago. I only wish I had taken the time to question, to analyze, and to be more self-critical in ways that allowed for greater learner input. The efforts of recent researchers, and emerging trends such as action research for the classroom (Quigley & Kuhne, 1997) are positive.

Here are some questions I think we should be asking. What are the differences—dispositional, cognitive, age, gender, and cultural—between those who stay and those who do not? What is the actual process of disengagement? Are there stages of dropout? Do demotivators—especially things done or not done by the teacher—trigger them? What role does learning style play in motivation? And how can we—practitioners, researchers, and learners alike—share and learn from our experiences so that, as a field, we are not reinventing the same disjointed solutions? In my view, just being able to communicate and share ideas through such means as Focus on Basics is a major step forward.

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Staying in a Literacy Program

by Archie Willard

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I was 54 years old when I got started in a literacy program. It was one of the hardest things I have ever done. I had struggled all my life with my reading and had been told so many times that I could not learn to read. That had always bothered me. Deep down inside, I thought I could do better than what others had said about me. Getting started in a reading program was one of the best things I have ever done for myself. After my first reading lesson I told myself, "I'm going to try to make a difference in the literacy field."

When I was five years old and started kindergarten I was right in the middle of everything at school. I was eager to learn. Sometime in the first grade when I had my first reading lesson, things changed. I really struggled in that lesson. From then on the teacher's voice seemed different when she talked to me. When the other children in my class did things, I was not included anymore. So, when we had reading class, I just sat down in my seat and tried not to be noticed. I would be so worried about being called on to read that I lost the concentration that I needed as well as the content of the lesson. I lived in fear, thinking I was not good enough to learn how to read. It was not long after that first reading lesson that I gave up on being a formal learner. Then, after time went by, I became angry because I was being left out of the mainstream of life. I didn't want to be an angry person, but it just happened.

I faintly remember that there were some meetings between my mother and someone from the school. But this was the 1930's, and no one understood learning disabilities then. If you were not learning to read, you were looked at as a dummy. My mother could not read very well and she could not help me with my school work. As I look at my dyslexia and my symptoms I can see some of these same symptoms in my mother's life. I now feel that she must have been dyslexic, too. My father could read quite well but he was a conductor on the Chicago Northwestern Railroad and he worked ten to 12 hours a day, sometimes seven days a week. He did not have the time or energy to help me. My parents were kind to me and encouraged me to do the best that I could do in school. There was a lot of love in our home and it was a place where I could escape from all the frustration at school.

My teacher placed me in the back of the room away from the rest of the students. I was in a room full of other students, but I felt like I was there all alone. I was passed from grade to grade. I graduated from high school, and

because I did well in football I attended college and I played football there for two years. Then I was told that I could no longer stay in school because my grades were not good enough. When I left school, I took a lot of frustration and anger with me.

I then went to work for Hormel Packing Company. I worked with my hands and did not need to know how to read. I married, and my wife and I had one child, a daughter. Hormel was a good company to work for and my family got along fine financially. I worked there for 31 years until the plant closed and I received early retirement.

One day in 1984, my wife read a newspaper article about Bruce Jenner, who had won a gold medal in the 1976 Olympics. The article told about his athletic achievements, but it also told about his being dyslexic. My wife suggested that the "symptoms" of dyslexia that Bruce Jenner exhibited could have been a description of me. That story started me thinking that maybe I had a learning disability. Maybe I wasn't a dummy, after all, as I had been told so many times at school! I was motivated to be tested to see if I had a learning disability. I then went to the University of Iowa Hospitals and was diagnosed as having dyslexia. I was elated to finally know that there was a reason why I had struggled to learn to read.

I decided that I was going to seek reading help and, at age 54, enrolled in an adult reading program at Iowa Central Community College to make changes in my life and to try again. I wanted a quick fix. I hoped that I could learn to read in three to six weeks, then leave the program and never look back. Of course it never happened that way. It had been 34 years since I had been in school and it was hard to get over the hump and get started again. After the experiences from my school years, I came into the program with a lot of frustration and was defensive. I would rather be looked at as someone who didn't care about learning to read than someone who cannot learn to read. Until I saw the program and tutor as non-threatening, I could not start learning to read again.

My tutor was a retired adult basic education program administrator. She had never tutored anyone before. She worked with me from her heart. She was not going to let me get out of this program without teaching me to read. She asked me to do reading outside of class. I did not want to be seen at the public library getting books that were at my reading level, so I read 26 Nancy Drew books which my daughter had collected when she was a young girl.

My tutor had an ability to look at me and see the little things that could keep me going in the program. We started each lesson talking about things that had happened in the world since our last lesson. Sometimes we would

read from the newspaper to help in our discussion. She helped involve me in what was happening in our community. Every second Thursday, the public library held noon programs with presentations about various topics. After our lesson on those days, she and I would take sack lunches and go to these presentations. My tutor became someone I could call “friend.” Because of this friendship, I felt comfortable in this reading program and I wanted to work harder to improve my reading.

One of the most important things my tutor did for me was to enable me to function in my new job. Although I had received early retirement from Hormel Packing Company, this retirement pay was not going to keep a family of three going without some supplemental income. I still needed to work. It was hard to find a job for someone over 50 who couldn’t read. I feel that because my wife helped fill out my application and I did well in my interview, I got a job as an insurance adjuster with Farmers Mutual Hail Insurance Company. This job was extremely hard for me to do, but my tutor helped me learn how to spell words that were used in insurance. We practiced writing insurance reports. Because of her help I was able to work for this company for 14 years.

About a year after I got into my reading program, when I was ready to do more, my tutor got me involved in other parts of the program. I did public speaking, I told my life story to schools, I was on the advisory board for the reading program, I went to a support group, I helped plan the first Iowa State Literacy Congress, and I grew from all this. All of this involvement also helped me to keep going. I began to feel good about what I was doing. The more I reached out, the more confidence I gained. I became open about having dyslexia.

My tutor then encouraged me to find out more about my learning disability, dyslexia. I attended an Iowa State Orton Dyslexia Conference. I learned that 70 to 80 percent of the adults who seek reading help have some kind of a learning disability. I went to more conferences to learn more, and began meeting and networking with people who were professionals in the learning disability field. I heard researcher Dr. Albert Galberta tell about his work and how cells (ectopic cells) get misplaced in the development of the brains of dyslexics, which causes us to have processing problems. Again, I subconsciously heard, “You are not a dummy! You can learn, but you learn differently.”

I stayed in my reading program for two and a half years. Many things kept me going. Initially, perhaps the most important motivation to me was that I wanted to prove to myself and the rest of the world that I was not a dummy. This motivation led to learning which led to more motivation to learn more...

Somehow I got a spark in my life and I became a formal learner again. Another thing that helped me was to stand up and say, "I'm an adult learner." This forced me to set standards for myself because others were watching me as an adult who was learning to read. My wonderful tutor, my understanding of dyslexia, my involvement in literacy issues, the discovery of who I am, were some of the things that motivated me. The chemistry in my home helped to keep me going. I got all the encouragement and support I could want from my wife and daughter who was a senior in high school at the time. I knew that had I not sought reading help, my family would have been very disappointed. My learning to read was so important to my daughter, that when she went off to college at the University of Iowa, she became a volunteer tutor to teach adults to read at nearby Kirkwood Community College. She then organized other college students to become tutors and they helped other adults to read.

Twelve years have passed. I am not an adult literacy student anymore, but I continue to learn. I have kept up on what the latest research has found in the field of learning disabilities. I have traveled many miles advocating for literacy. I have attended Individual Educational Plan meetings at the request of parents. I'm on three different literacy boards. I have continued to do public speaking about adult literacy and about dyslexia. This has taken me to schools, universities, national conferences, and churches. I have had the opportunity to go to Eastern Europe in 1993 and in 1995 to study how learning disabilities are dealt with there. I now work as an adult literacy coordinator for Iowa Central Community College in Fort Dodge, Iowa. Each fall I teach an adult education class at several Iowa community colleges about understanding learning disabilities. In 1996 I completed a fellowship with The National Institute for Literacy.

Last summer, five other adult learners and I organized and conducted a leadership workshop for adult learners at Illinois State University. The six of us are now working with mentors to plan a March 1998 meeting at the Highlander Retreat near Knoxville, Tennessee, to form an adult learner national organization. I have a passion to bring adult learners together and to help them find themselves in life and to continue to make a difference in literacy.

**Table 1: Negative Forces
That Hinder Learner Persistence, Identified by Learners**

N=150 (There were 150 learners total)

Force	Description of Force	Percentage of Learners Who Named Force as a Top 3 Hindrance to Persistence
Life Demands	Conditions at home Special child care needs Work demands Transportation Own/family's health Lack of time/being fatigued Welfare and other official rules Age Weather Moving Lack of income	48.7% (N=73)
Relationships	Unsupportive family members, friends, or colleagues Unsupportive community or welfare workers Religious beliefs Fears about letting other people down by failing in a program	16.7% (N=25)
Negative Self	Thinking negative thoughts Own laziness Lack of own confidence in their ability to succeed	11.3% (N=17)
Learning Process		8% (N=12)
Instructional Factors		6.7% (N=10)
Teacher		2% (N=3)
Program Factors		1.3% (N=2)

From Comings, J., Parrella, & Soricone, L. (1999) *Persistence among adult basic education students in pre-GED classes*. (Report #12) Cambridge, MA: National Center for the Study of Adult Learning and Literacy.

**Table 2: Positive Forces
That Support Learner Persistence, Identified by Learners**
N=150 (There were 150 learners total)

Force	Description of Force	Percentage of Learners Who Named Force as a Top 3 Support for Persistence
Relationships	Friends, families or colleagues God or their church Community groups and community workers Support groups Mentors or bosses Their own children	63.3% (N=95)
Goals	Helping one's children Getting a better job Bettering one's self Moving ahead in life Attending college/some other academic goal Proving someone wrong Obtaining citizenship	57.3% (N=86)
Teacher/ Students	Individual teacher (81%) Fellow students (9%) Combination of the two (10%)	50.7% (N=76)
Positive Self	Me My determination	44% (N=66)
Process Orientation	Enjoyment of learning Skill achievement Routine/structure of learning in a program	8.7% (N=12)
Life Supports	Child Care Conditions at home Mandatory participation in a program Work schedules Pleasure in being in the United States Students' own investment in class	7.3% (N=11)
Program Supports	Facilities and structure of program Overall program quality Program counselors	8% (N=12)
Instruction	Curriculum and methods Particular subjects Access to computers	63.3% (N=95)

From Comings, J., Parrella, & Soricone, L. (1999) *Persistence among adult basic education students in pre-GED classes*. (Report #12) Cambridge, MA: National Center for the Study of Adult Learning and Literacy

Information About NCSALL

NCSALL's Mission

NCSALL's purpose is to improve practice in educational programs that serve adults with limited literacy and English language skills, and those without a high school diploma. NCSALL is meeting this purpose through basic and applied research, dissemination of research findings, and leadership within the field of adult learning and literacy.

NCSALL is a collaborative effort among the Harvard Graduate School of Education, World Education, The Center for Literacy Studies at The University of Tennessee, Rutgers University, and Portland State University. NCSALL is funded by the U.S. Department of Education through its Institute of Education Sciences (formerly Office of Educational Research and Improvement).

NCSALL's Research Projects

The goal of NCSALL's research is to provide information that is used to improve practice in programs that offer adult basic education (ABE), English for Speakers of Other Languages (ESOL), and adult secondary education services. In pursuit of this goal, NCSALL has undertaken research projects in four areas: (1) student motivation, (2) instructional practice and the teaching/learning interaction, (3) staff development, and (4) assessment.

Dissemination Initiative

NCSALL's dissemination initiative focuses on ensuring that practitioners, administrators, policymakers, and scholars of adult education can access, understand, judge, and use research findings. NCSALL publishes *Focus on Basics*, a quarterly magazine for practitioners; *Focus on Policy*, a twice-yearly magazine for policymakers; *Review of Adult Learning and Literacy*, an annual scholarly review of major issues, current research, and best practices; and *NCSALL Reports* and *Occasional Papers*, periodic publications of research reports and articles. In addition, NCSALL sponsors the Connecting Practice, Policy, and Research Initiative, designed to help practitioners and policymakers apply findings from research in their instructional settings and programs.

For more information about NCSALL, to download free copies of our publications, or to purchase bound copies, please visit our Web site at:

www.ncsall.net

Indiana Adult Education
 Summer Institute 2012

Going for the Gold!
Inspiring All Generations



The Demand 2018

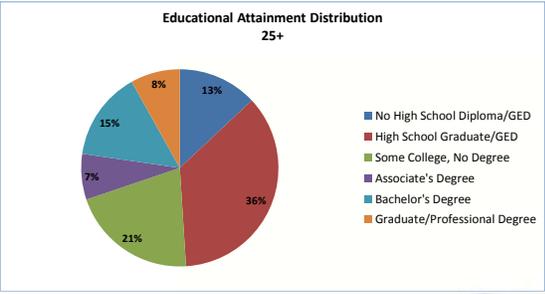
62% of new jobs available in 2018 will require some postsecondary education. Without a dramatic change of course, U.S. employers will be unable to fill **3 million** of these positions.

(Georgetown Center on Education and the Workforce).



Educational Attainment in Indiana

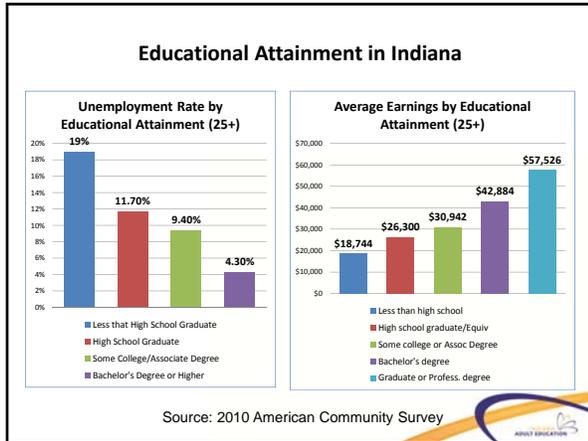
Educational Attainment Distribution
 25+



Attainment Level	Percentage
No High School Diploma/GED	13%
High School Graduate/GED	36%
Some College, No Degree	21%
Associate's Degree	7%
Bachelor's Degree	15%
Graduate/Professional Degree	8%

Source: 2010 American Community Survey









How you are making a difference!

GED + Work Indiana = Career

5276 + 438 = Changed Lives

INDIANA ADULT EDUCATION

Coming Attractions

Adult Numeracy Initiative

- Number Sense, Geometry, Stats/Graphs, Algebra
- Three 2-day trainings
- National trainers
- Kick-off October 25-26

Teacher and Director Meetings

- Topics developed based on PD survey of the field and feedback from Summer Institute
- Day-long meetings
- Rotate around the State

ESL Institute

- Day-long event for all ESL teachers
- Working with ELL-U trainers
- November 2

INDIANA ADULT EDUCATION

Today's Schedule

10am

- Reaching Higher with the Common Core
- WorkIndiana
- Role of Data II

12:30pm

- Lunch

1:30pm

- Transition to Postsecondary Math
- Integrating Technology
- Creative Curriculum for Lower Leveled Learners
- Motivating and engaging students

Professional Development Calendar of Events



Fall 2012

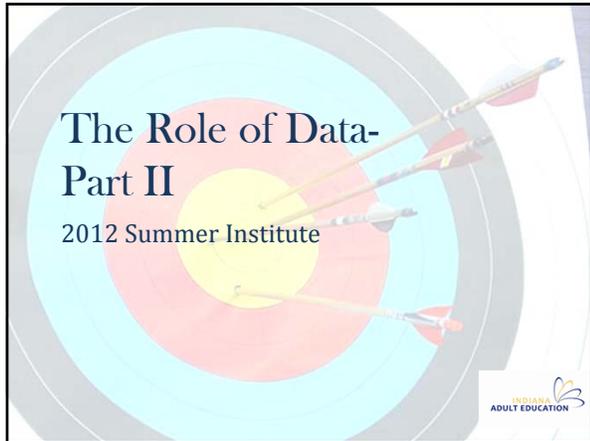
August 23–24	Summer Institute	Indianapolis, IN
September 6–7	Summer Institute	Plymouth, IN
September 21	Director Meeting	Indianapolis, IN
October 25–26th	Adult Numeracy Initiative (part 1)	Indianapolis, IN*
November 2	ESL Institute	Indianapolis, IN **
November 9	Teacher Meeting	Bloomington, IN
December 7	Director Meeting	Indianapolis, IN

Spring 2013

February 28–March 1	Adult Numeracy Initiative (part 2)	Indianapolis, IN*
February 8	Joint Director/Teacher Meeting	Kokomo, IN
April 25–26	IAACE Conference	French Lick, IN
May 9–10	Adult Numeracy Initiative (part 3)	Indianapolis, IN

*The Adult Numeracy Initiative will have national trainers through LINC's. The dates are tentative and subject to change.

** Location is still being finalized.



Session Overview

- Review what we learned yesterday
- Further refine our aim at the data bullseye
- Find out where this data is available
- Reflect on what we learned today



Why is data important?

- Making informed decisions
- Continuous improvement
- Evaluation
- Funding



Key Data From Session II

- Last date tested and last date attended on exported data
- Hours until the next test and needs testing columns on the Teacher Website



Reflection Exercise



Questions?



Reimbursement for Outcomes

Course Name	First Name	Last Name	Enrolled Date	Last Date Attended	Total Hours	Last Date Tested	Last Date of Bundled Gain	Exit Date
Morning ABE	CHRIS	Doe	9/27/2011	12/8/2011	63.52	12/13/2011	9/27/2011	1/13/2012
Morning ABE	JULIAN	CURTIS	9/22/2011	12/20/2011	157.00	8/30/2011	12/15/2011	12/20/2011
Morning ABE	ZACHARY	DANIELS	9/12/2011	9/12/2011	12.00	8/11/2011	9/12/2011	9/12/2011
Morning ABE	TAMMY	DAULTON	10/11/2011	3/27/2012	53.92	12/13/2011	10/11/2011	5/31/2012
Morning ABE	CIARA	DAVIS	2/13/2012	5/10/2012	136.00	5/2/2012	5/2/2012	
Morning ABE	KRISTEN	DAVIS	5/16/2012	5/31/2012	67.00	4/24/2012	6/14/2012	
Morning ABE	DAVID	DENNY	8/26/2011	11/8/2011	132.50	9/16/2011	9/16/2011	11/8/2011
Morning ABE	CHELSEI	DIAZ	9/14/2011	12/21/2011	63.58	8/30/2011	9/14/2011	12/21/2011
Morning ABE	MATHEW	DIETZEN	10/13/2011	5/24/2012	106.00	11/9/2011	3/7/2012	
Morning ABE	SANTANA	DIG	10/11/2011	12/8/2011	53.78	12/8/2011	10/11/2011	12/8/2011
Morning ABE	AUNESTY	DIGRA	8/31/2011	5/30/2012	122.50	8/11/2011	8/31/2011	6/14/2012
Morning ABE	JOSEPH	DISHMAN	3/15/2012	4/10/2012	48.00	2/22/2012	4/10/2012	6/11/2012
Morning ABE	MORGAN	DISHRON	5/2/2012	5/30/2012	40.50	5/2/2012	5/17/2012	6/14/2012
Morning ABE	DOUG	DOBBS	8/30/2011	9/12/2011	16.00	8/23/2011	8/30/2011	11/18/2011
Morning ABE	BRITTENY	DODD	8/16/2011	11/24/2011	86.19	1/23/2012	12/1/2011	1/30/2012
Morning ABE	AMANDA	DRAKE	10/5/2011	10/17/2011	32.83	8/30/2011	10/5/2011	10/17/2011
Morning ABE	TAMA	DUNNING	2/15/2012	2/17/2012	19.00	1/24/2012	2/15/2012	2/17/2012
Morning ABE	LACEY	DUNWID	10/14/2011	11/2/2011	20.00	9/9/2011	10/14/2011	11/2/2011
Morning ABE	RON	EDWARDS	9/12/2011	10/17/2011	40.50	10/10/2011	11/2/2011	10/17/2011
Morning ABE	KAREN	EDWARDS	2/13/2012	3/22/2012	57.50	1/24/2012	2/13/2012	6/11/2012
Morning ABE	CHRISTINA	ELDRIDGE	9/7/2011	12/5/2011	85.16	11/22/2011	9/7/2011	4/30/2012
Morning ABE	BETINA	ELLIS	2/9/2012	5/1/2012	105.57		2/9/2012	
Morning ABE	WINTER	ELLIS	9/20/2011	5/10/2012	88.08	9/28/2011	9/20/2011	
Morning ABE	LEWIS	ESCALA	9/29/2010	9/29/2010	19.00	9/28/2011	9/28/2011	6/30/2011

DAILY ENROLLMENT SHEET

LOCATION [G630] Paradigm Place

DATE 7/19/2012

INSTRUCTOR Alexander, Dan

TIME 8:00 pm

COURSE [1] Paradigm

Student #	NAME	PHONE	GENDER	RACE	TOTAL HOURS ALL COURSES	LAST ATTENDED DATE	CURRENT EFL	HOURS TILL NEXT TEST	NEEDS TESTING	MISSING REQUIRED INFO	ALERT NOTE
	ANCIL, CARA	765-393-1998	F	P	140	5/10/2012	ABE Int Hig	40	40		
	ANDERSON, ARIEL	765-313-2322	F	W	67	5/31/2012	ABE Low	-37	POST		
	ARLINE, KYLE	7656435235	M	W	97	5/24/2012	ABE High	24	24		
	BOND, CIARA	7656394327	F	W	78	5/31/2012	ABE High	18	18		
	BOWLING, CHELSI	765-444-8139	F	W	66	5/30/2012	ABE Low	-36	POST		
	BROAD, JOSEPH	765-737-4050	M	W	69	4/24/2012	ABE High	9	9		
	CALVERT, RON	5765141165	M	W	0		ABE High	30	30		
	DIGRAZIANO, CHEL	7653931215	F	W	325	5/16/2012	ABE High	-228	POST		
	DIGRAZIANO, CODY	765-278-9943	M	W	176	5/3/2012	ABE Int Hig	40	40		
	EDWARDS, LOGAN	7656065292	F	W	78	5/31/2012	ABE Int Hig	-38	POST		
	EHINOLA, BRITTNEY	7656314599	F	W	129	5/31/2012	ABE Low	21	21		
	FLORES, STEPHANI	3176029510	F	H	114	4/24/2012	ABE Low	-9	POST		
	HASKETT, CHELCIE	765-278-7110	F	WH	86	5/23/2012	ABE Int Hig	-45	POST		
	HILL, JASON	765-209-1201	M	W	57	5/31/2012	ABE High	18	18		
	JONES, WILLIAM	7652151643	M	W	81	5/30/2012	ABE Low	-51	POST		
	LACY, TREVOR	765-444-8139	M	W	68	5/31/2012	ABE Int Hig	-28	POST		
	LAMEY, TIMOTHY	765-610-3942	M	W	68	5/31/2012	ABE Int Lo	-28	POST		
	LEWIS, ROB	7652749674	M	W	78	5/30/2012	ABE Beg Li	-38	POST		
	LINDSEY, ANTJUAN	765-610-1176	M	B	62	5/31/2012	ABE Int Hig	-22	POST		
	MARIN, CHRISTIAN	765-393-1998	M	W	131	5/18/2012	ABE Int Lo	-90	POST		
	MERCHANT, JUSTIN	7653932218	M	W	78	5/31/2012		60	*PRE*		
	MUNDEN, BENJAMIN	765-610-6092	M	W	72	5/31/2012		60	*PRE*		
	NEFF, DERICK	7656492212	M	W	460	5/23/2012	ABE Low	30	30		
	OMOSANYA, ROBE	765-631-0776	F	W	111	5/31/2012	ABE Int Hig	-71	POST		
	PATTON, NANCY	765-621-7273	F	W	187	5/31/2012	E Beg Bas	40	40		
	PRATCHER, NICOL	765-274-5145	F	B	119	5/30/2012	ABE High	21	21		
	PRIDDY, CHRISTO	765-642-2559	M	W	12	5/30/2012	ABE Low	-21	POST		
	REDD, JESSICA	7653136012	F	W	66	5/25/2012	ABE Int Hig	37	37		

DAILY ENROLLMENT SHEET

LOCATION [G630] Paradigm Place

DATE 7/19/2012

INSTRUCTOR Alexander, Dan

TIME 8:00 pm

COURSE [1] Paradigm

Student #	NAME	PHONE	GENDER	RACE	TOTAL HOURS ALL COURSES	LAST ATTENDED DATE	CURRENT EFL	HOURS TILL NEXT TEST	NEEDS TESTING	MISSING REQUIRED INFO	ALERT NOTE
	ROBBINS, JASON	765-610-0551	M	W	91	5/15/2012	ABE Low	30	30		
	SMITH, AUSTIN	7656427049	M	W	49	5/31/2012	E Beg Bas	-50	POST		
	STANLEY, MEGAN	7652786446	F	W	69	5/30/2012	ABE Int Hig	-29	POST		
	STOHLER, CHRIS	7653564363	M	W	89	5/31/2012		60	*PRE*		
	TORRES, AMANDA	765-278-5977	F	W	212	5/18/2012	ABE Int Hig	-93	POST		
	VENEGAS, GABRIEL	765-635-6348	F	WH	123	5/31/2012	ABE Low	-25	POST		
	WADE, BENJIMAN	765-610-0172	M	W	82	5/7/2012	ABE High	-52	POST		
	WEBB, CURTIS	765-649-4264	M	W	217	5/31/2012	ABE Low	-110	POST		
	WHITAKER, NICHEL	7653935777	F	W	27	5/16/2012		60	*PRE*		
	WILLIAMS, CURTIS	765-278-8501	M	B	121	5/10/2012	ABE Int Lo	-79	POST		

The Role of Data

Reflection Exercises

Exported Data: Reimbursement for Outcomes

1. Review the Last Date Attended and Last Date Tested columns. What can you determine?
2. Review the Last Date Tested and Exit Date columns. What can you determine?
3. Could this data improve your classroom performance? How?

Teacher Website

1. What column do you find most helpful? Why?
2. Does this report display any information which is difficult for you to track on your own? What information?
3. Could you incorporate this data into your classroom management strategy? How?



WorkINDiana

- ▶ Statewide Snapshots & Statistics
- ▶ GED+/WorkINDiana
- ▶ WorkINDiana Certifications
- ▶ Panel Discussion

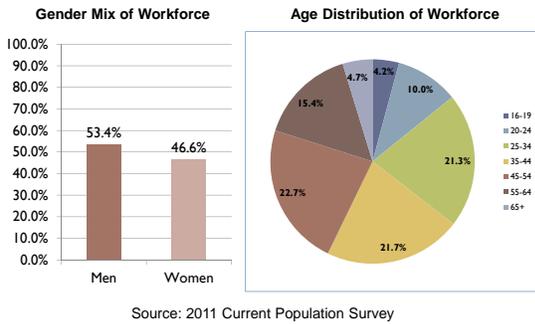
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Statewide Statistics

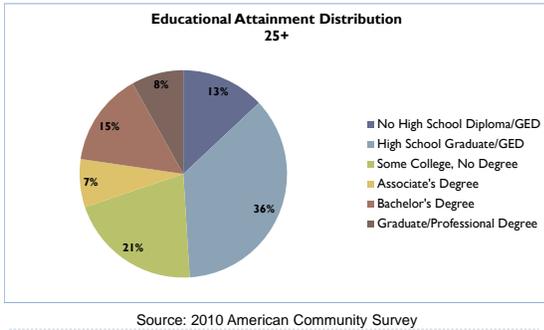
- ▶ 3.2 Million Individuals in the workforce
- ▶ \$31,280.00 is the Median Annual Wage
- ▶ 13% No High School Diploma or GED of those 25 & Older
- ▶ 4.2% Less than a 9th Grade Education

▶

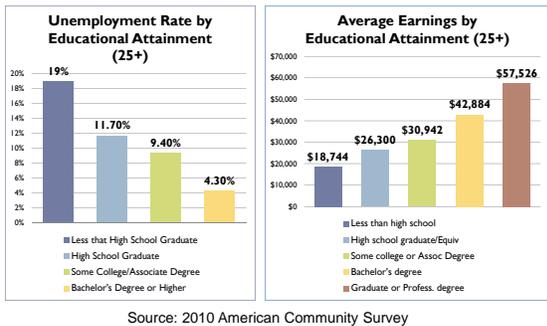
Demographics of IN Workforce



Educational Attainment in Indiana



Educational Attainment in Indiana



Job Market Changes

- 2018: **62%** of American Jobs will Require Post-Secondary Education

Carnevale—Georgetown U. Center on Education and the Workforce

- The hardest jobs to fill are those that have the biggest impact on performance:
 - "...the number one skills deficiency among their current employees is problem solving skills, making it difficult for current employees to adapt to changing needs.

Deloitte and the Manufacturing Institute, "Boiling Point?"



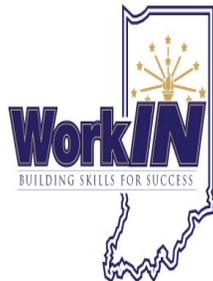
What Can *We* Do To Create Change?

- ▶ Industry Recognized Certifications
- ▶ Partnering with WorkOne to Offer Employment Connections
- ▶ Start Thinking: **What Can I DO??**



GED+ now WorkINdiana

- ▶ What is WorkINdiana?



WorkINdiana Career Certifications

- ▶ **Health Care:**
 - ▶ Certified Nurse Aide (C.N.A.)
 - ▶ Pharmacy Technician (C.Ph.T.)
 - ▶ Emergency Medical Technician (E.M.T.)
 - ▶ Medical Coder (C.P.C.)
 - ▶ Expanded Duties Dental Assistant (L.R.C)
 - ▶ Patient Access (C.H.A.A)
- ▶ **Information Technology:**
 - ▶ Computer Support Specialist (Comptia A+)
 - ▶ Electronics Installer/Repairers (ESPA/EST)
- ▶ **Business Administration & Support**
 - ▶ Bookkeeper (AIPB)
 - ▶ Tax Preparer (IRS Certification)
 - ▶ Admin Assistant (IC3 or Microsoft Office)
- ▶ **Advanced Manufacturing**
 - ▶ Production Worker (MSSC C.P.T.)
 - ▶ Entry Welder (A.W.S.)
 - ▶ CNC Operator (NIMS Level 1)
 - ▶ Heating and Cooling Technician (HVAC)
 - ▶ Underground Coal Mining (MSHA 502)
- ▶ **Transportation and Logistics**
 - ▶ Truck Driver, Light and Tractor Trailer (CDL-B)
 - ▶ Truck Driver, Heavy and Tractor Trailer (CDL-A)
 - ▶ Laborers and Material Movers (MSSC C.L.A.)
 - ▶ Laborers and Material Movers + Forklift Driving (MSSC C.L.A. +)
 - ▶ Automotive Service Technician (A.S.E.)
- ▶ **Hospitality**
 - ▶ Hospitality Staff (START)

WorkINdiana Student Process

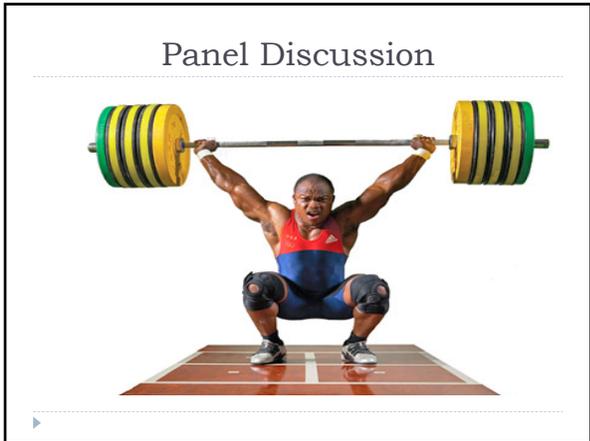
- ▶ **Student Must:**
 - ▶ Be enrolled in a AE Program or a Recent Graduate
 - ▶ Minimum TABE Level based on Certifications in Reading and Math
 - ▶ Take an I.C.E Assessment (Indiana Career Explorer)
 - ▶ Work with an Academic Career Counselor at WorkOne
 - ▶ Pass a Drug Test



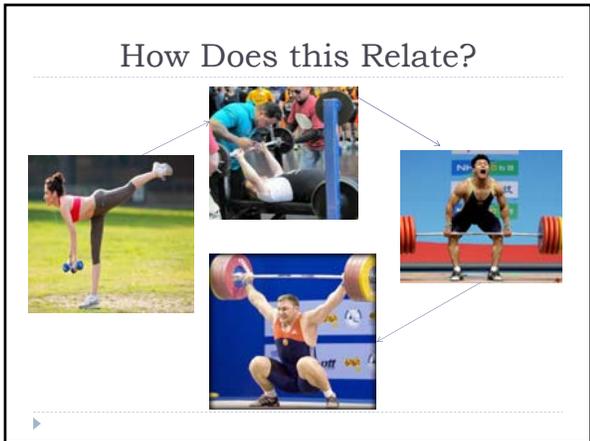
WorkINdiana Last Year

- ▶ 40 Certification Training Programs Implemented
- ▶ 438 Students Enrolled
- ▶ 288 Have Completed the WorkINdiana Program
- ▶ Successful WorkINdiana Programs Across the State





- Top 10 Things **YOU** Need to Know:
1. **This is FREE to students**
 2. Only AE students or recent graduates are able to access this opportunity
 3. Student must meet a minimum TABE score
 4. Most certifications are completed in less than 14 weeks
 5. Students must be enrolled in WorkOne
 6. Get to know your WorkOne representatives
 7. Ask your AE Directors for available certifications
 8. High demand or high wage careers
 9. Entry-level certifications
 10. This is a unique opportunity for students

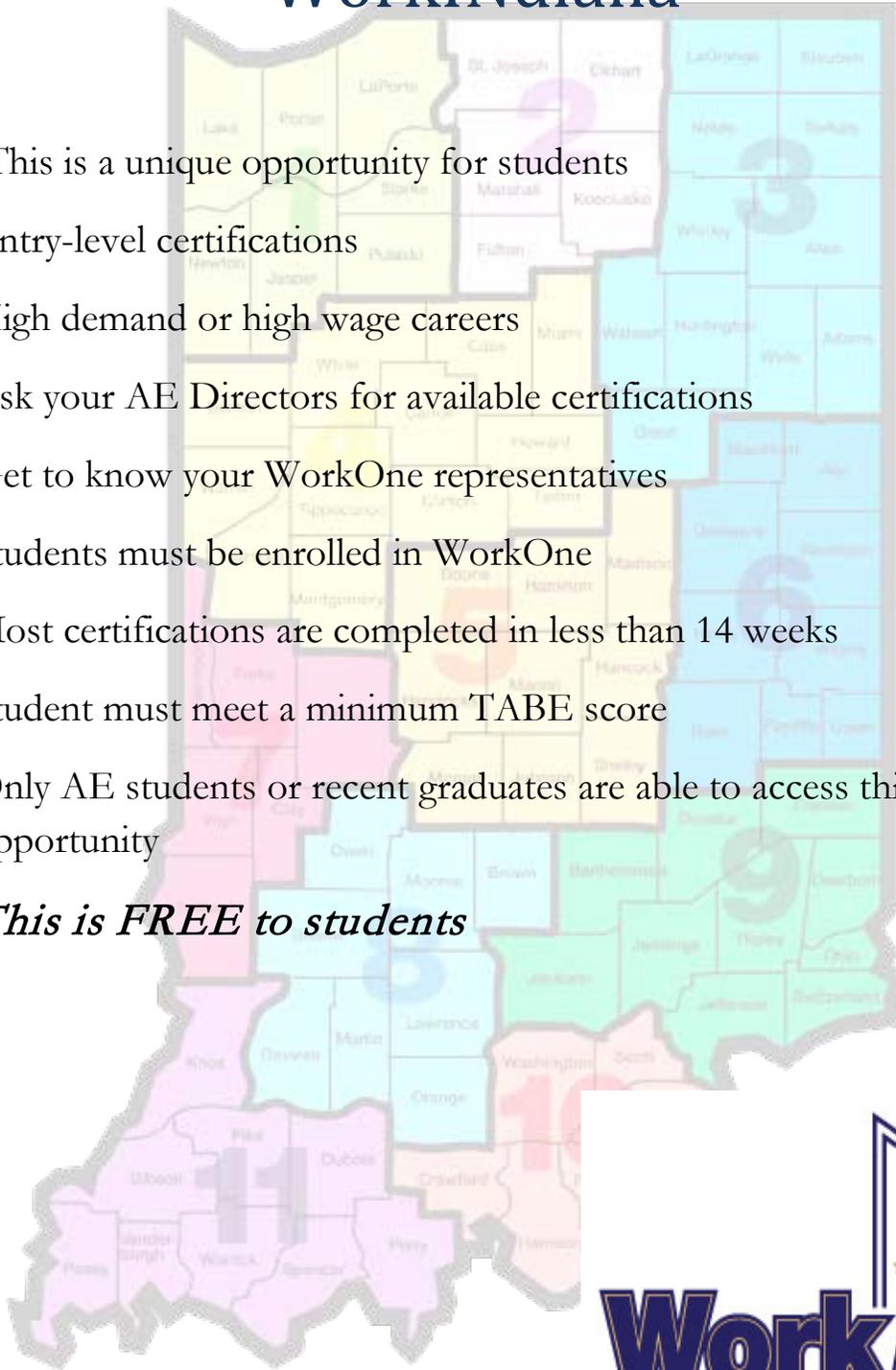


Perfect Power Lift



Top 10 Things You Need to Know About WorkINdiana

10. This is a unique opportunity for students
9. Entry-level certifications
8. High demand or high wage careers
7. Ask your AE Directors for available certifications
6. Get to know your WorkOne representatives
5. Students must be enrolled in WorkOne
4. Most certifications are completed in less than 14 weeks
3. Student must meet a minimum TABE score
2. Only AE students or recent graduates are able to access this opportunity
1. ***This is FREE to students***



Health Care Sector

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs.	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Certified Nurse Aide	\$23,221	20.4% /3.5%	Approved State Certification	LPN to ASN to Registered Nurse to BSN	105 hrs	Although wage is not high, the demand and opportunity for pathways is strong.	\$75 Skills and Written	HLHS 107 CNA Preparation	<ul style="list-style-type: none"> Attend to patient needs including grooming, applying dressings, and turning bedridden patients. Collect specimens. Record patient vital signs Observe and record food and drink intake and output.
Pharmacy Technician	\$26,726	28.0% /3.7%	Certified Pharmacy Technician (CPhT)	Medical Assistant or EKG Technician	400 hrs	Not a traditional pathway, but can lead to other technical degrees, such as EKG technician.	\$129 PTCE; \$105 (EXCPT)	PHAR 101 Pharm Tech I; PHAR 201 Pharm Tech II; PHAR 202 Pharmacy Technician Experiential Seminar	<ul style="list-style-type: none"> Receive prescription requests and confirm that information is complete and accurate. Maintain proper storage of medicines. Prepare bulk medicines. Prepare and affix labels. Assist customers in checking out
Emergency Medical Technician	\$28,538	8.6% / 1.1%	State Certification	to EMT Intermediate to Paramedic to LPN	Approx. 150 hrs	EMT Basic, Intermediary and Paramedic (associate degree) is a clear pathway. EMT Basic requires both classroom and practical experience.	\$15	PARM 102 Emergency Medical Technician-Basic Training	<ul style="list-style-type: none"> Administer first aid and life support. Perform emergency diagnosis and treat Observe, record and report the patient's condition

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs.	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Medical Coder	\$29,000	20.5%/ 3.0%	American Academy of Professional Coders - Certified Professional Coder (CPC)	To AHIMA Certified Coding Specialist (CCS) to Registered Health Info Tech (RHIT) to Registered Health Info Administrator (RHIA)	Not specified	The CPC is not required by the industry currently, however many major employers require it. The CPC will qualify individuals for coding in a physician's office.	\$300	MEAS 137 Medical Insurance & Basic Coding w/ Computer Applications	<ul style="list-style-type: none"> • Proficiency in adjudicating claims for accurate medical coding • Proficiency across a wide range of coding services • Sound knowledge of medical coding rules and regulations
Dental Assistant/ Expanded Duties Dental Assistant	\$33,700	36%/ 3.9%	Limited Radiography Certification	To Dental X-ray Technician to Dental Office Manager to Dental Hygienist	120	The demand for Dental Assistants is large and growing.	\$60	N/A	<ul style="list-style-type: none"> • Provide patient care, take dental radiographs, prepare patients and equipment for dental procedures, and discharge office administrative functions under supervision • Keeping medical records, reception and patient intake, scheduling, equipment maintenance and sterilization, basic radiography, pre- and post-operative patient care and instruction, and taking tooth and mouth impressions

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs.	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Patient Access (Patient Rep)	\$29,400	18%/ 3.4%	Certified Healthcare Access Associate (CHAA)	Patient Access to Health Information Medical Technician or Medical Coder	120	This certification is not required industry-wide, but many major employers require it.	\$100	N/A	<ul style="list-style-type: none"> • Coordinate communication between patients, family members, medical staff, administrative staff, or regulatory agencies. • Identify and share research, recommendations, or other information regarding legal liabilities, risk management, or quality of care.

Information Technology Sector

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Computer Support Specialist	\$38,200	7.7% / 2.7%	COMP TIA A+	Network systems and communication analyst to network administrator to IT consultant	100+ hrs.	Depending on the exam, the level of knowledge varies greatly. A+ is 8th grade.	\$168	CINT 210 PC Technology Essentials; (requires passing A+ PC Essentials exam) CINT 211 IT Technician (requires passing A+ IT Technician exam)	<ul style="list-style-type: none"> • Install and perform minor repairs to computer hardware, software, and other equipment • Technical knowledge of computer networking and security
Electronics Installers/ Repairers	\$40,000	14.0%/ 5.8%	Electronics Systems Professional Alliance (ESPA) Electronic Systems Technician (EST)	Supervisor or Manager	Not specified	ESPA provides multiple levels of certification.	\$250 - \$350	N/A	<ul style="list-style-type: none"> • Disassemble entertainment equipment and repair or replace defective components and wiring • Install, service, and repair electronic equipment or instruments • Calibrate and test equipment

Business Administrative & Support, Finance & Insurance Sectors

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Bookkeeper	\$31,000	8.7% / 2.5%	American Institute of Professional Bookkeeping (AIPB) Bookkeeper	Payroll clerk to tax preparer to brokerage clerk	Not specified	requires 2 years of experience before or after exam; testing centers in Merrillville, Mishawaka, Indianapolis, Terre Haute, and Evansville; AIPB has self-study workbooks and practice exams available	\$260	ACCT 101 Financial Accounting I; ACCT 106 Payroll Accounting	<ul style="list-style-type: none"> • Adjusting entries • Error correction and reconciliation • Payroll • Depreciation • Inventory • Internal control and fraud prevention
Admin. Assistant	\$28,985	3.0% / 1.6%	Internet and Computing Core Certification (IC3)	Executive assistant to office manager	70 hrs	IC3 includes knowledge of hardware, software, and Microsoft Office programs. Potential to focus on medical secretary.	\$159	Not available at this time.	<ul style="list-style-type: none"> • Prepare memos, letters, reports and other documents using word processing, spreadsheets, and other computer software

Advanced Manufacturing Sector

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Production Worker	\$36,000	4.6% / 7.1%	Manufacturing Skills Standards Council (MSSC) – Certified Production Technician	Manufacturing Engineering Technician to Technologist to supervisor or manager	140 hrs	MSSC is not recognized throughout the State, but the skills are relevant	\$280	ADMF 101 Key Principles of Advanced Manufacturing AND ADMF 102 Technology in Advanced Manufacturing	<ul style="list-style-type: none"> • Safety • Manufacturing processes and production • Quality control • Measurements
Entry Welder	\$31,000	-2.7% / 2.4%	American Welding Society (AWS) – Sense Certification	Welding technician to welding technologist or specialist	80 hrs	AWS offers multiple levels of credentials; testing facilities in Fort Wayne, Indianapolis, Evansville, South Bend and Lafayette	\$50	WELD 209 Welding Certification	<ul style="list-style-type: none"> • Safely operate welding tools • Layout, position, measure, cut and align pieces
CNC Operator	\$31,000	7.3% / 4.0%	National Institute for Metalworking Skills (NIMS) – CNC Operator Level 1	CNC Programmer	120 hrs	NIMS offers multiple levels of credentials	\$90	Not available at this time.	<ul style="list-style-type: none"> • Measurement & Materials • Job Planning, Benchwork & Layout • Manual Milling Skills • CNC Milling • CNC Turning

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Heating, Ventilation, and Air Conditioning (HVAC)	\$40,217	33%/ 8.6%	EPA 608 and Local Municipality Licensure	Apprentice to Type I Technician to Type II Technician to Type III Technician to Universal Technician	Not Specified	Large demand with significant short term growth and sustained long term growth.	\$24.95	-HVAC 101 Heating Fundamentals -HVAC 103 Refrigeration I -HVAC 208 Heating Service -HVAC 211 Refrigeration II -HVAC 207 HVAC Codes	<ul style="list-style-type: none"> • Work on ventilation appliances and release refrigerants into the air.

Transportation and Logistics, Wholesale Trade Sectors

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Truck Driver, Heavy and Tractor-Trailer	\$37,588	15.4% / 6.3%	Class A CDL	Supervisor, Manager	150 hrs	High short term and long term demand.	\$16 permit fee, \$30 license fee	N/A	<ul style="list-style-type: none"> • Operate a large truck • Obey all traffic laws and regulations
Laborers and Material Movers	\$23,382	.2% / 4.1%	Manufacturing Skills Standards Council (MSSC) Certified Logistics Associate (CLA)	Material Handling, Shipping & Receiving to First Line Supervisor or Manager of Helpers	40 hrs	Cert. Ladder: to Certified Logistics Technician (CLT)	\$115 - \$170	N/A	<ul style="list-style-type: none"> • Use the computer systems and software for supply chain management • Understand supply chain management and quality control
Laborers and Material Movers: Forklift Operators	\$30,000	3% / 2.9%	Certified Logistics Associate + Forklift Certification	Forklift operator to First Line Supervisor or Manager	50 hrs	Moderate demand that provides a livable wage.	\$39.95- \$49.95	N/A	<ul style="list-style-type: none"> • Mechanically load or unload materials from pallets, skids, platforms, cars lifting devices, or other transport vehicles.

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Automotive Service Technician (Diesel Tech/Hybrid Tech)	\$22,000	2.5% / 0.0%	Automotive Service Excellence (ASE) Certification	to Automotive Specialty Technician to Automotive Master Technician	Not specified	Some concerns about demand, but easy to build pathway. Indiana test centers located throughout Indiana. Requires two years of experience before or after certification exam.	\$75	AUTC credits apply depending on the ASE exams passed	<ul style="list-style-type: none"> • Diagnose problems or trouble with vehicle • Provide basic service for vehicle • Make repairs

Hospitality Sector

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Hospitality Staff	\$28,971	15.9%/ 4.6%	START	To Hospitality Skills Certification to Guest Services Gold Certification	180 hrs	High short term and sustained long term demand.	\$50.00	HOSP 101 Sanitation & First Aid	<ul style="list-style-type: none"> Greet and serve customers with professionalism

* Short-term (2010-2012) and long-term (2008-2018) projections were provided by DWD’s Research and Analysis team. The timeframes are set by USDOL Education and Training Administration.

** Prior learning credit is awarded at the discretion of Ivy Tech Community College. If a student has the current certification and is admitted into the related degree program at Ivy Tech, the student may be eligible to receive credit in the course(s) listed.

The Department of Workforce Development initially invested Workforce Investment Act Discretionary funds to support the Work Indiana program. **Work Indiana enrolled its first student in August of 2011 and has reached a total enrollment of 438 students in less than a year.** To date, 288 students have completed a program. Of those 199 students have earned the associated certification, and **100 have found employment** in their new field. Ninety-two students remain active in a program.



The Work Indiana program offers short-term occupational training to adult education students resulting in industry-recognized certifications.

Almost one third of Indiana’s workforce (over 900,000 individuals) does not have the skills necessary to succeed in today’s workforce. To more effectively raise the skill level of the adult population and to meet workforce demands for middle skills attainment, the state has changed the structure of service delivery, refocused the goal of adult education, added basic occupational training opportunities (Work Indiana), enhanced student support, and implemented new data systems to better track clients in the workforce and education training system.

The Department of Workforce Development created a framework of Work Indiana certifications (see table) and requires regional partnerships between adult education centers, career and technical education centers, WorkOnes, community colleges and local economic development representatives. Together these partners determine training programs to implement from the certification framework that are relevant to their regions. **More than 40 certification training programs were implemented across the state in the first year,** and additional programs are being offered beginning in fall 2012.

Work Indiana Career Certifications	
Industry Sectors	Certifications
Health Care	Certified Nurse Aide (C.N.A.)
	Pharmacy Technician (C.Ph.T.)
	Emergency Medical Technician (E.M.T.)
	Medical Coder (C.P.C.)
	Expanded Duties Dental Assistant (L.R.C)
	Patient Access (C.H.A.A)
Information Technology	Computer Support Specialist (Comptia A+)
	Electronics Installer/Repairers (ESPA/EST)
Business Administration & Support	Bookkeeper (AIPB)
	Tax Preparer (IRS Certification)
	Admin Assistant (IC3 or Microsoft Office)
Advanced Manufacturing	Production Worker (MSSC C.P.T.)
	Entry Welder (A.W.S.)
	CNC Operator (NIMS Level 1)
	Heating and Cooling Technician (HVAC)
	Underground Coal Mining (MSHA 502)
Transportation and Logistics	Truck Driver, Light and Tractor Trailer (CDL-B)
	Truck Driver, Heavy and Tractor Trailer (CDL-A)
	Laborers and Material Movers (MSSC C.L.A.)
	Laborers and Material Movers + Forklift Driving (MSSC C.L.A. +)
	Automotive Service Technician (A.S.E.)
Hospitality	Hospitality Staff (START)



The Demand 2018

62% of new jobs available in 2018 will require some postsecondary education. Without a dramatic change of course, U.S. employers will be unable to fill **3 million** of these positions.

(Georgetown Center on Education and the Workforce).

The Reality

High School Students from **more than 30 countries** outperform U.S. High School students in Mathematics.

At least **40%** of students entering 2-year community colleges must take remedial courses—and only 12% of Indiana's students graduate within 3 years.

The Response

- College and Career Readiness Measures
- Increased Testing Rigor
- Computer Based Delivery Model



What we do know...

Common Core



Computer Based Testing



What are Common Core State Standards?

- K-12 academic standards in mathematics and English language arts/literacy.
- Developed by a consortium of states and states voluntarily choose to adopt them
- Aligned to the expectations of two and four year colleges and have been internationally benchmarked
- Ensure comparability across states, districts and schools

Why Common Core State Standards?

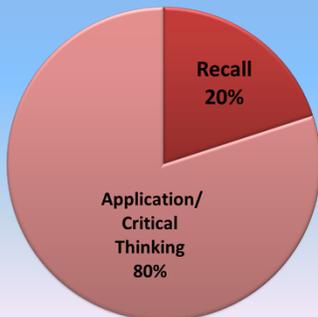
- Clearer and deeper curriculum
- Focused on results
- Outline *what* students learn, not *how* they learn
- Learn more about Indiana’s Common Core State Standards at <http://doe.in.gov/commoncore>

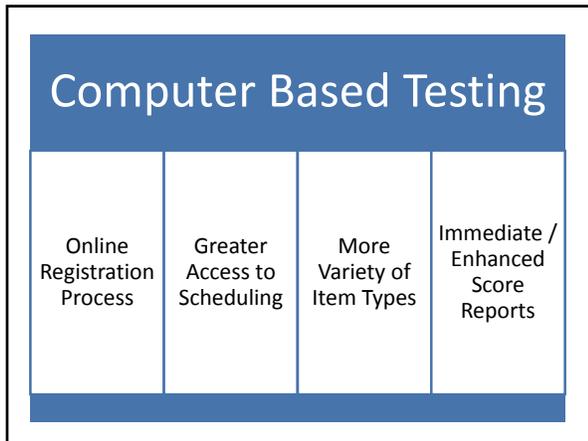


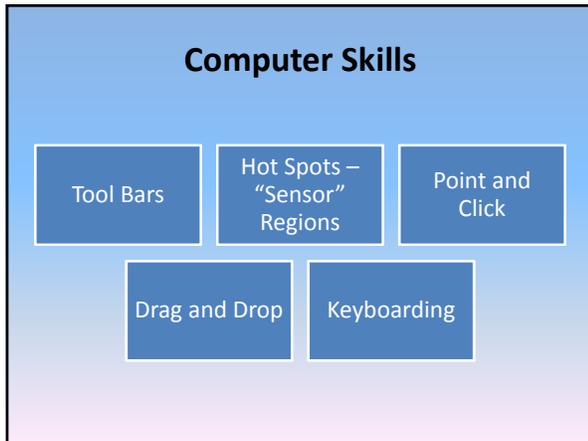
Students who meet the Indiana common core state standards...

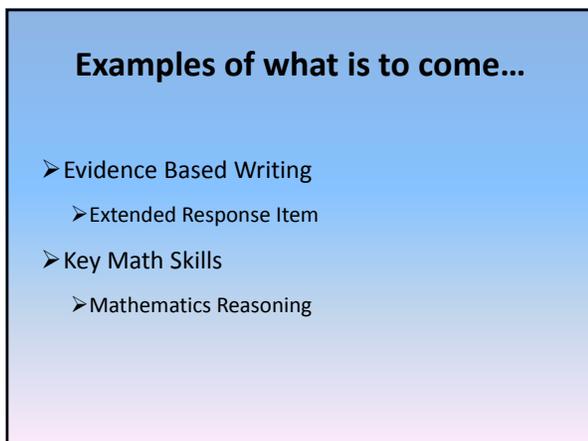
- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands of audience, task, purpose and discipline
- Comprehend and critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Key Skills--Students





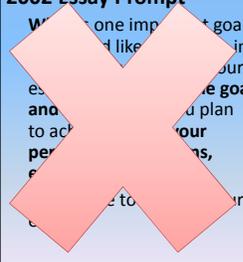




Evidence Based Writing

2002 Essay Prompt

Who is one important goal...
 ...like...
 ...our...
 ...the goal...
 ...plan...
 ...to achieve...
 ...your...
 ...pers...
 ...to...



2014 Extended Response

While Dr. Silverton's speech outlines the benefits of cloud seeding, the editorial identifies drawbacks of this process. In your response, analyze both the speech and the editorial to determine which position is best supported. Use relevant and specific evidence from both sources to support your response.

Extended Response Item

RLA - Candidate Name
 Answer Explanation
 Question 10 of 10
 Time for Review

Seeds of Change: How Humans Can Benefit from Influencing the Weather

Dr. Nathaniel Silverton, meteorologist, speaking at a town hall meeting in Edwardsville, Illinois, July 17, 2010

- It might seem more like science fiction than science, but a process called cloud seeding really can increase rainfall. Since 1946, scientists have been researching technology to change precipitation.
- We are faced with water shortages, droughts, and increasing human populations. In response, many communities in the United States rely upon cloud seeding to increase rain and snowfall. Cloud seeding involves spreading silver iodide into existing clouds. The silver causes moisture to condense more effectively, making bigger clouds and more rain.
- Studies conducted by the Weather Modification Association and the American Meteorological Institute have shown increases in precipitation ranging from five to 100 percent! Coastal ranges have seen the highest increases.

While Dr. Silverton's speech outlines the benefits of cloud seeding, the editorial identifies drawbacks of this process.

In your response, analyze both the speech and the editorial to determine which position is best supported. Use relevant and specific evidence from both sources to support your response.

Type your response in the box. This task may require approximately 45 minutes to complete.

Flag Cut Copy Paste Undo/Redo

Previous Next

Mathematical Reasoning - Candidate Name
 Answer Explanation
 Calculator
 Question 11 of 12
 Flag for Review

Formula Sheet
 Calculator Reference

A speech pathologist collects data from 10 people for an experiment. Each person answers 6 questions. The speech pathologist records the number of questions that each person correctly answered and puts each person's data in the line plot. The median of the data is 3.5, and the mode of the data is 2. Complete the line plot so that the plot matches the pathologist's data.

Click on the red X and drag it onto the graph as many times as necessary to represent the data.

Experiment Data

Number of Questions Correctly Answered

Previous Next

Key Skills - Educators

Align Lesson Plans with Higher Learning Skills

- Who wrote *War and Peace*? (Knowledge)
- What is the value of reading *War and Peace* in the 21st Century? (Evaluation)

Integrate Technology

Focus on Best Practices

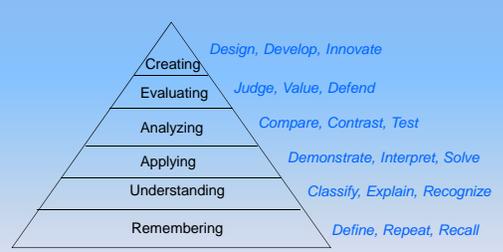
- Evidenced Based Teaching
- Reflective Practice
- Individualized Instruction

What does this mean for you?

Adjust teaching strategies and modify curriculum to ensure your students are prepared to meet increased testing rigor and higher level of thinking



Bloom's Taxonomy



Remembering	Define, Repeat, Recall
Understanding	Classify, Explain, Recognize
Applying	Demonstrate, Interpret, Solve
Analyzing	Compare, Contrast, Test
Evaluating	Judge, Value, Defend
Creating	Design, Develop, Innovate

Benjamin Bloom, 1954; recast in 1990s by L. Anderson, et al.

Summary

- Focus on what we do know
 - Common Core
 - CBT
- Bloom’s Taxonomy
- Look out for future professional development
 - Common Core
 - Integrating Technology

Knowledge/Remember Activity/Idea



Comprehension/Understanding Activity/Idea

Application Activity/Idea

Analyze Activity/Idea



Evaluate Activity/Idea

Create Activity/Idea



GED® Computer Based Testing (CBT)

Moving the current 2002 Series GED® Test to a computer delivery model **prepares the program and adult learners today for the new assessment coming out in 2014**. The new assessment will include the latest standards in assessment development such as complex item types that require a computer-based delivery platform.

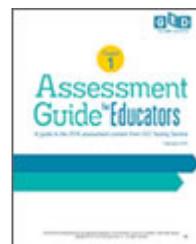
The GED® 2002 series is currently available on computer at the following Ivy Tech Workforce Certification Centers: *Lafayette, Fort Wayne, and Muncie*. For a CBT Testing Fact sheet, visit: http://www.in.gov/dwd/adulted_ged_testing.htm

Additional Ivy Tech Workforce Certification Centers will be offering the GED® on computer by the end of 2012 and existing Paper Pencil Testing (PPT) sites will have the option to convert to Computer Based Testing (CBT) sites during 2013.

The GED® 2014 Assessment is on target to be released January, 2014, and will be offered only as a computer based test. Although candidates will be able to register and schedule tests online, the computer based test is not an “online” test. Candidates still will be required to take the tests at an approved testing center in a proctored environment.

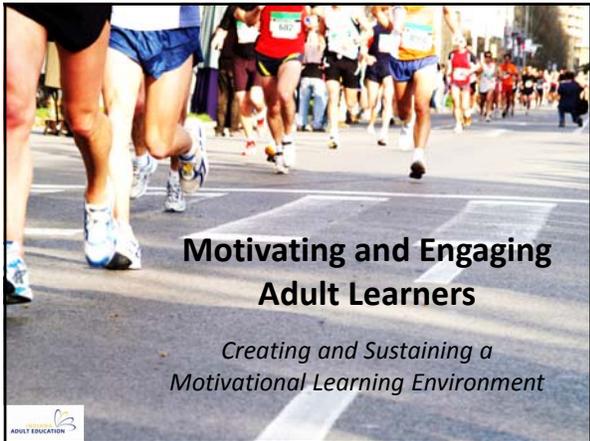
GED® Testing Service, LLC, continues to finalize the new assessment and has published the following documents to help educators prepare for the new, more rigorous test battery that will measure college/career readiness:

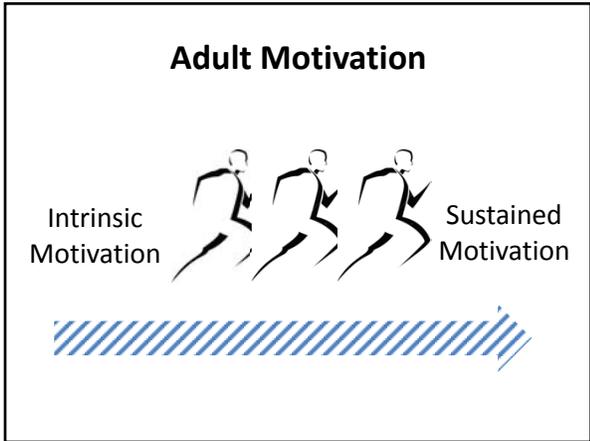
Assessment Guide for Educators, which can be downloaded at:
<http://www.gedtestingservice.com/educators/home>

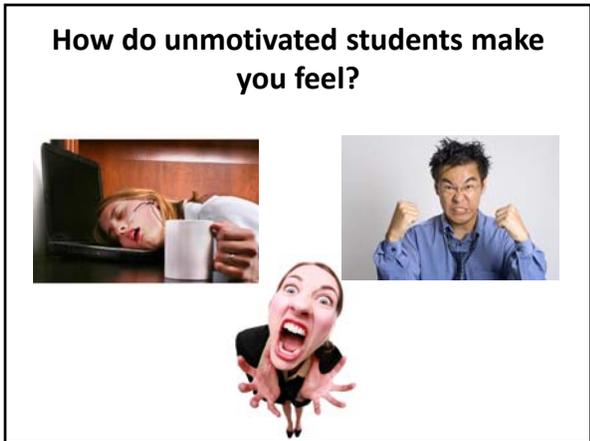


2014 GED Item Samplers, which can be downloaded at:
<http://www.gedtestingservice.com/educators/itemsampler>





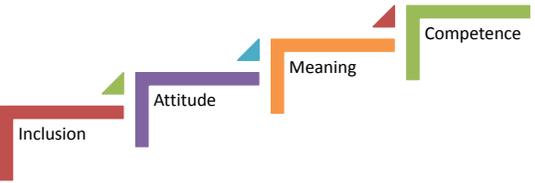




Integrated Levels of Adult Motivation

-  **Highest Level**
 - Success + Volition + Value + ENJOYMENT
-  **Moderate Level**
 - Success + Volition + Value
-  **Minimum Level**
 - Success + Volition

Framework for Adult Motivation



Inclusion → Attitude → Meaning → Competence



Inclusion

Respect
+
Connectedness



 **Attitude**

Personal Relevance
+
Choice



Attitude has a POWERFUL effect on human behavior....

Someone tells you the workshop you are about to enter is boring and the presenter isn't very good.



Someone tells you the workshop you are about to enter is fantastic and the presenter knows their stuff!

 **Meaning**

Engagement
+
Challenge

 **Meaning**

How do we enhance meaning?

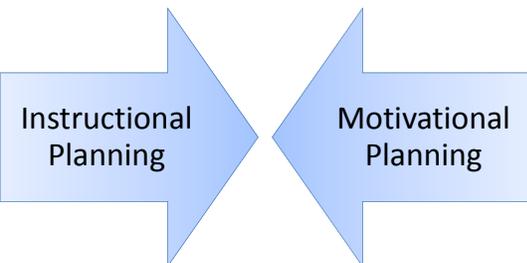
Challenging learning in engaging formats on relevant topics.

 **Competence**

Effectiveness
+
Authenticity



What does this mean for you?



How do we know our students are motivated?

- Begin activities without resistance
- Spontaneously relate learning
- Ask questions
- Go beyond required work
- Take pride in learning and consequences

RETENTION

Motivational Hurdles



Ideas, Tips, and Tricks



References

Content in this presentation was adapted
from the following resource:

Raymond Wlodkowski (1999).
Enhancing Adult Motivation to Learn: A
Comprehensive Guide for
Teaching All Adults – 2nd ed.

Lesson Topic: _____

Establishing Inclusion

Questions to ask during planning:

1. How can I establish a classroom of mutual respect? (Student to Student/Student to Teacher/Teacher to Student)

2. How can I establish an atmosphere of support and connectedness? How can I help students feel supported?

Establishing Inclusion Activity

Developing Attitude

Questions to ask during planning:

- 1. How can I help students feel positive about the subject matter?

- 2. How can I make a connection between the student’s lives and the subject matter (personal relevance)?

- 3. How can I get my students excited about the subject matter?

Developing Attitude Activity

Enhancing Meaning

Questions to ask during planning:

1. How can I engage the student and make the learning experience more interactive?

2. How can I challenge my students without overwhelming them?

3. What adaptations can I make for learners at lower and higher levels?

Enhancing Meaning Activity



Engendering Competence

Questions to ask during planning:

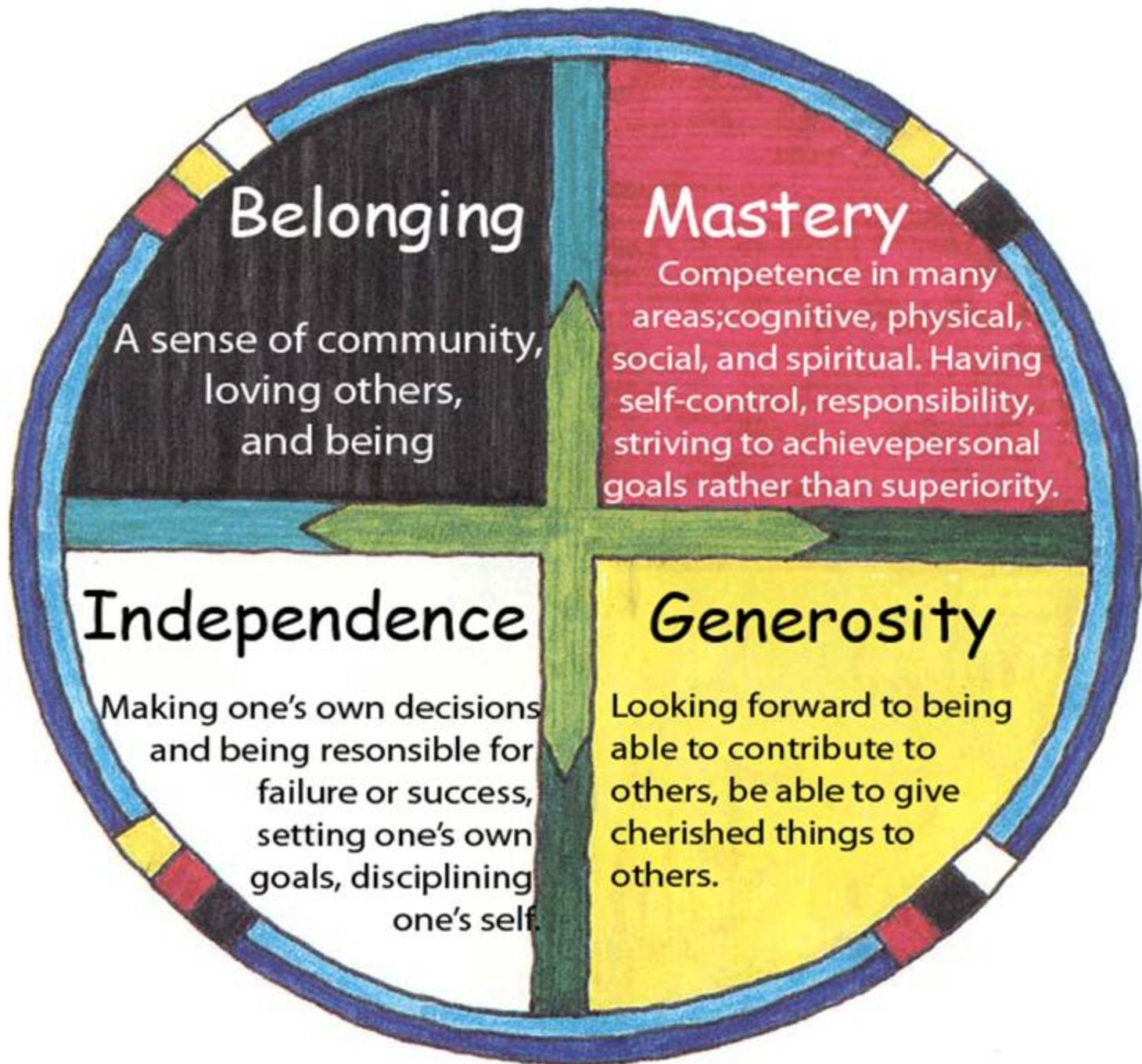
1. What kinds of assessment activities can I include in this lesson to help my students identify whether or not they are learning?

2. When and how can I provide feedback that can help build my students' confidence?

3. What alternative confidence builder can I use if my students are struggling and losing motivation?

Activity for Engendering Competence





Summer Institute 2012

Going for Gold



Olympic Tryouts:

- 1) TRUE or FALSE If a student spells the word “GIRL” like “GRIL” it would be better to teach them reading through memorization strategies than using phonics (such as the Laubach series)
- 2) TRUE or FALSE In a multilevel classroom, it is better to start working with the literacy students first before working with your higher level students.
- 3) TRUE or FALSE It is important to have your literacy student focus on reading and writing instead of math.
- 4) GOLD MEDAL QUESTION: How would you teach someone how to pronounce the word “WRITTEN”?

Working with lower leveled learners in a multi-level classroom

- 1) Use Learning Stations set up for a variety of subjects and levels
- 2) Use Learning Stations that also incorporate different learning styles
- 3) Don't hesitate to let your lower leveled learner participate in the other stations even if they are too hard. It is important that the adult learner learn to make the appropriate decisions to their learning level, but also, it helps them feel part of the total group.
- 4) Have your lower leveled learner participate in whole group activities at some point during class. Once the whole group activity is complete, then break them into their learning stations and work one-on-one with the lower leveled students.

Lessons that work for lower leveled learners

- 1) Whole Language Approach (for one-on-one)
- 2) Memory Flash Cards (Use real pictures, not cartoons or drawings)
- 3) Word Search Puzzles (for vocabulary)
- 4) Close exercises to help with writing sentences (give them words to choose from)
- 5) Learn 10 new words a week
- 6) Write 10 sentences a day
- 7) Integrate math word problems into their reading and writing activities
- 8) Use sentence strips to help them write sentences
- 9) All of the above (with the exception of #1) can be developed into learning stations

Teaching Multi-level ABE/GED/ESL Classes



- **Develop Group Identity in the Class**
 - ⇒ Have students complete a task—it doesn't have to be an assignment
For example: get students to rearrange the furniture or have them fetch books and materials out of the cabinet

- **Use Smaller Groups**
 - ⇒ Don't always group students in the same level of group—mix it up
 - ⇒ It is easier to change the behavior of a group than an individual
 - ⇒ In a large group only one person is speaking at a time
 - ⇒ Smaller groups provide for more interaction
 - ⇒ Smaller groups allow for different learning styles
 - ⇒ Smaller groups allow the participants to be in control of the speed in which they are doing the activity
 - ⇒ Smaller groups allow participants to work with realia of various sorts (bills, newspapers, fliers, letters, etc.)

- **How to Select Your Groups**
 - ⇒ By ability
 - ⇒ By mixing up ability—critical factor is personality—dominate students will take too much control
 - ⇒ Let students select themselves
 - ⇒ By personality—see #2 above—put the strong personalities together and let them “slog it out”; put quiet ones together and force them to verbalize and participate

- **Start up Activities for the Whole Group**
 - ⇒ Social chat time
 - ⇒ Some kind of visual—cartoon, picture from the newspaper, family photos, video clip—teach them to predict from just looking at the object (no sound at first from the video)
 - ⇒ Map Reading

- **Tasks for Whole Class, Performed at Different Levels**
 - ⇒ Difficulty determined by the task or the follow up activity



Seven Learning Station Steps

- 1) Find 5 lessons that you already use on a regular basis. (vocabulary, percentages, grammar.) Be sure to use a variety of academics: grammar, vocabulary, writing and communication skills if ESL; math, writing, reading if GED/ABE.
- 2) Decide how you are going to display the lessons in your classroom. Be creative. You can use plastic stands, manila folders, pocket folders, a bulletin board etc. Some teachers have different crates with lessons in them—one for each academic level.
- 3) Decide how you will display the answers to your stations. You can put them in plastic stands or post them somewhere else around the room. (On an inside closet door or simply out of the workbook.)
- 4) Place workstations around the room. If you don't have room, put them all on one table and allow the students to come get the lesson they want. With multi-level classrooms, you may want to break them into three groups and put three stations around the room.
- 5) You may need to encourage your students to get involved and to learn in this manner. One way to do this is to teach a lesson and then while you are teaching the lesson for the next level, have the student's work on their station. Teach to the highest level first; they demand the least amount of your time. The lower levels can be working on vocabulary or calculator math or other activities that don't require your attention for about 10 - 15 minutes.
- 6) The teacher's responsibility is to rotate around to each learning station. This way you are able to meet the needs of the many students and their learning styles and academic levels. Don't fall into the trap of just letting them work independently all the time.
- 7) Don't hesitate to re-use lessons each week or have the same lessons out every week. Rotate lessons as needed. For example, use vocabulary, daily journals, calculator cards etc. every class period.

KEEP IT SIMPLE!!!

Long I Words: Matching

Use the following words: **Name:** _____

- | | |
|------------------|--|
| _____ mild | 1) in great power, size or amount |
| _____ pipeline | 2) calm |
| _____ find | 3) 12:00 am, the middle of the night |
| _____ flight | 4) a tower with a strong light on top to warn or guide ships |
| _____ type | 5) not busy |
| _____ blind | 6) a quantity of something that is needed or ready for use |
| _____ mile | 7) a group of words that sound alike |
| _____ midnight | 8) to discover |
| _____ idle | 9) a substance that explodes with great force |
| _____ style | 10) to make tight |
| _____ pilot | 11) a person who operates an aircraft |
| _____ mighty | 12) a person who robs a ship at sea |
| _____ supply | 13) a distance traveled by a bird or aircraft |
| _____ pirate | 14) a particular way of doing something |
| _____ lighthouse | 15) to be unable to see |
| _____ hydrant | 16) a hanging pointed piece of ice |
| _____ tighten | 17) a measure of distance |
| _____ icicle | 18) a group of things that are alike |
| _____ rhyme | 19) a wide covered pipe that sticks out of the ground and is attached to an underground water supply |
| _____ dynamite | 20) a line of pipe used to carry gas or oil |



Reading Inventory Skills Builder

1. List 10 Facts you know about the subject without looking at text.
2. Define all terms to familiarize yourself with the subject material. (This includes terms you may not know in the questions as well as the text.)
3. Read all captions, charts, maps, and graphs.
4. Answer questions at the end of the passage. (Do not look up answers)
5. Read the passage.
6. Re-Answer questions and change any answers.
7. Write a paragraph about what you just read or draw a picture that could be used as a map or graphic for this passage.

GED Reading Skills Builder

- You will have to walk your students through this a couple times, but it is a great way to do science social studies or reading lessons in your classroom.
- Works great with any reading passage from a GED book that has comprehension questions following it that are similar to the test.
- Can be done with any level – choose more challenging, GED test-level material for higher-level



1. List Ten Facts you know about the subject.

- a. *Before reading the passage*, students discuss and list facts about topic
 - i. “What 10 things do you know about ___?”
 1. “If you can’t tell me 10 things, then give me one and make nine predictions.”
 - a. “I bet we’re going to learn about ___.”
 - ii. Solar system example:
 1. Students may not know how many planets there are, but they may know that Earth is in it, the sun is hot, Pluto is cold, etc.

2. Define Relevant Terms

- a. Go through the entire passage and define unfamiliar terms
 - i. Eliminate the fear of unfamiliar vocabulary
 1. Could include subject-specific words
- b. Instruct them that any italicized or bold words are probably important and we want to know what those mean before we read.
- c. Works well as a whole group
 - i. Could also write five words each, then trade papers with someone.
- d. Helps to pronounce the words and use simple definition.

3. Read All Captions (pictures, maps, charts, etc.)

- a. Explain that the author decided to use ½ of the page for a chart, so it must be important.
- b. This is a great time to talk to them about fine details and small print.

4. Answer questions at the end of the passage. (Do not look for the answers in the reading)

- a. *Before having read the complete passage*, go straight the questions and do your best to answer them.

5. Read the Passage

- a. *Finally*, read the passage thoroughly.

6. Re-Answer the questions and change any answers.

7. Extension Activities

- a. Do a GED essay about the topic they just read about
- b. Compare piece of history covered in passage to current day news
- c. Recap one item they learned from the reading

Vocabulary (Verbs/Adjectives)

L U F L H E I I S Q R H F Y D
X U B A X B C N H C M Y I F F
Q K J M E I A C V T D R X I F
N O V K D R O N K I F I I N O
J I Q K R C O V U X T J N R Y
C I L I A S T Q S O L E G H B
W R V B K E U Q I N U F D S A
E E S S Y D O P I N I O N J Y
S D F D B H G Y R M G R W T A
W A I K C N W R B P C V X B V
O I O C I R L Q Y T T L O W N
X A D K E B L F R R N R O M T
W F R F W D Y S W Q K D J Z R
C A Z C H G U G I S Y N U T O
P T Q Z U X N S T V M O F U S

ARRIVE
FIXING
PARKING

DECIDE
INVITED
SORT

DESCRIBE
OPINION
UNIQUE

Vocabulary (Nouns)

P P F M S A W C E F A S R P V T W
B J M I Z E O Z H A N Y E C O R F
T H K N L M R E N O H K H B X G E
M P O G P T N K I O R E E U J A V
L B K U Z I E T L U J P E B F H C
U S T K H W C R K I L C B L C R O
O E T C R U B G G J R J I E M E F
R O A O R T E L E P H O N E F M F
Y M W T P C Y C N O H Y C F U O E
C G S G S L D U N U U F Z D R T E
M N F D R W I Y L A Q X S U N S S
I M V E P X J G C H R P I L I U U
R O T A R E P O H U Y T J B T C W
E S I P Q J I Y S T D G N T U T S
N C B A M C Q Q R S N W J E R F X
P J W O V R E C E I P T B Y E D V
F Z R N I K I A A C F B C O B S J

COFFEE

ENTRANCE

INSTRUCTIONS

RECEIPT

COMPUTER

FILTER

MACHINE

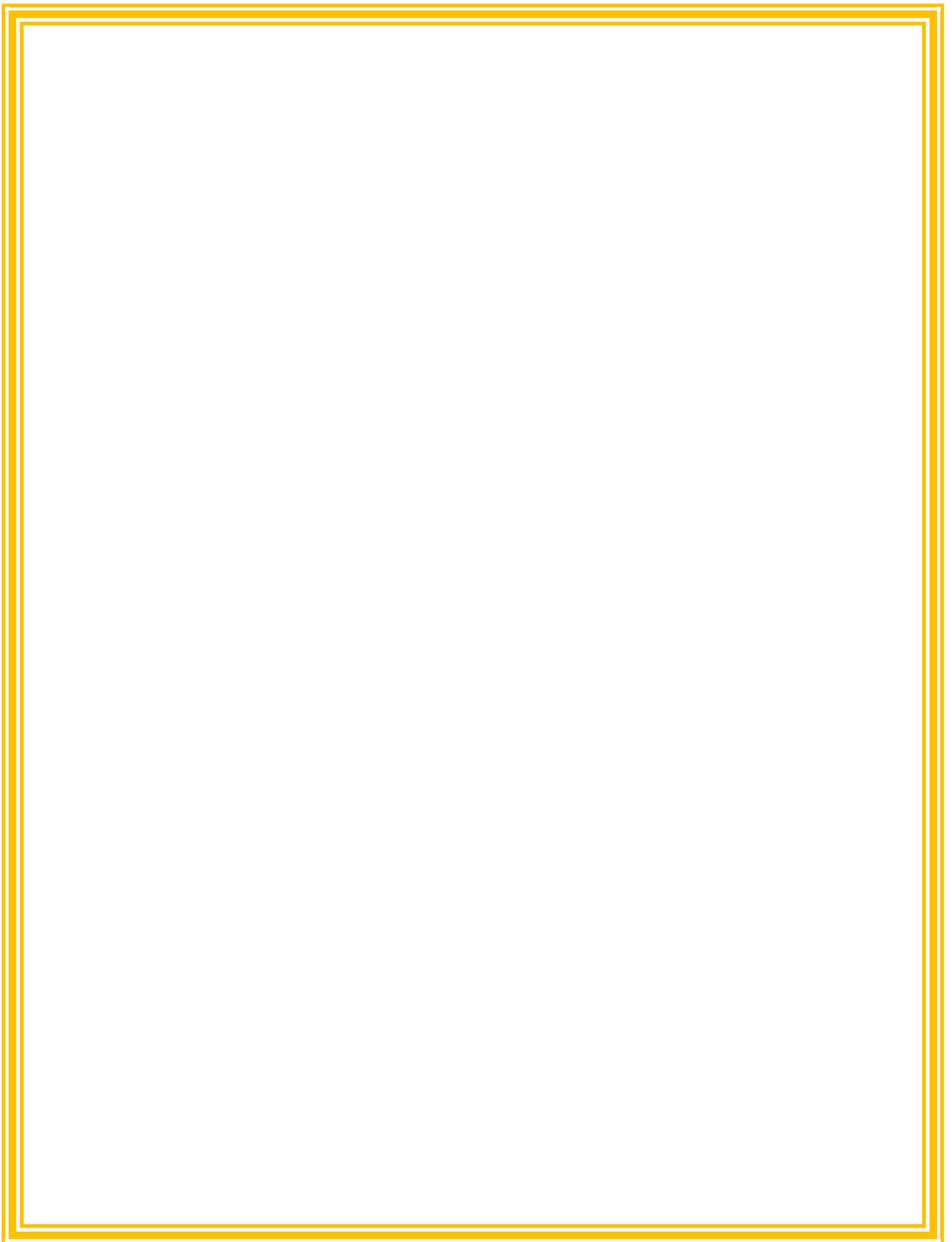
STOPLIGHT

CUSTOMER

FURNITURE

OPERATOR

TELEPHONE



WRITING ABOUT ME



I am _____.

I am _____

because _____.

I like to _____.

I like to _____

because _____.

I would like to _____.

I would like to _____

because _____.

Make a list of vocabulary words below:

Algebra Placement

Elementary Algebra: Linear Equations in One Variable

1. A student has earned scores of 87, 81, and 88 on the first 3 of 4 tests. If the student wants an average (arithmetic mean) of exactly 87, what score must she earn on the fourth test?
- A. 85
 - B. 86
 - C. 87
 - D. 92
 - E. 93

Elementary Algebra: Basic Operations with Polynomials

2. Which of the following expressions represents the product of 3 less than twice x and 2 more than the quantity 3 times x ?
- A. $-6x^2 + 25x + 6$
 - B. $6x^2 + 5x + 6$
 - C. $6x^2 - 5x + 6$
 - D. $6x^2 - 5x - 6$
 - E. $6x^2 - 13x - 6$

Elementary Algebra: Substituting Values into Algebraic Expressions

3. If $x = -1$ and $y = 2$, what is the value of the expression $2x^3 - 3xy$?
- A. 8
 - B. 4
 - C. -1
 - D. -4
 - E. -8

Intermediate Algebra: Rational Expressions

4. For all $r \neq \pm 2$, $\frac{r^2 - 5r + 6}{r^2 - 4} = ?$
- A. $\frac{r-3}{r+2}$
 - B. $\frac{r-2}{r+2}$
 - C. $\frac{r-2}{r+3}$
 - D. $\frac{r+3}{r-2}$
 - E. $\frac{r+3}{r+2}$

Coordinate Geometry: Linear Equations in Two Variables

5. What is the equation of the line that contains the points with (x,y) coordinates $(-3,7)$ and $(5,-1)$?
- A. $y = 3x - 2$
 - B. $y = x + 10$
 - C. $y = -\frac{1}{3}x + 8$
 - D. $y = -\frac{3}{2}x + \frac{11}{4}$
 - E. $y = -x + 4$

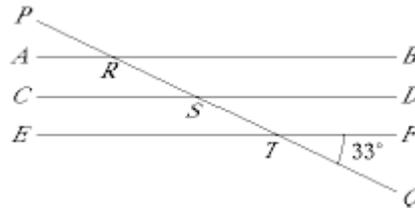
Answers: 1. D 2. D 3. B 4. A 5. E

Geometry Placement

Angles

1. In the figure below \overline{AB} , \overline{CD} , and \overline{EF} are parallel, and \overline{PQ} intersects all 3 lines at points R, S, and T, respectively. If the measure of $\angle QTF$ is 33° , what is the measure of $\angle PRB$?

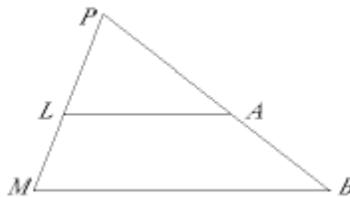
- A. 33°
- B. 57°
- C. 66°
- D. 123°
- E. 147°



Triangles

2. In $\triangle MPB$ below, $\overline{LA} \parallel \overline{MB}$. If $\frac{PL}{LM} = \frac{5}{3}$, then $\frac{PA}{AB} = ?$

- A. $\frac{5}{8}$
- B. $\frac{2}{3}$
- C. $\frac{8}{5}$
- D. $\frac{5}{3}$
- E. $\frac{8}{3}$



Answers:

1. E 2. C

Factoring and Polynomials

1. An airplane flew for 8 hours at an airspeed of x miles per hour (mph), and for 7 more hours at 325 mph. If the average airspeed for the entire flight was 350 mph, which of the following equations could be used to find x ?

- A. $x + 325 = 2(350)$
- B. $x + 7(325) = 15(350)$
- C. $8x - 7(325) = 350$
- D. $8x + 7(325) = 2(350)$
- E. $8x + 7(325) = 15(350)$

2. Which of the following is equivalent to $3a + 4b - (-6a - 3b)$?

- A. $16ab$
- B. $-3a + b$
- C. $-3a + 7b$
- D. $9a + b$
- E. $9a + 7b$

3. What is the sum of the polynomials $3a^2b + 2a^2b^2$ and $-ab^2 + a^2b^2$?

- A. $3a^2b - ab^2 + 3a^2b^2$
- B. $3a^2b - ab^2 + 2a^2b^2$
- C. $2a^2b + 3a^2b^2$
- D. $2a^2b^3 + 2a^4b^4$
- E. $-3a^3b^3 + 2a^4b$

4. Which of the following is a factor of the polynomial $x^2 - x - 20$?

- A. $x - 5$
- B. $x - 4$
- C. $x + 2$
- D. $x + 5$
- E. $x + 10$

5. Which of the following is a factor of $x^2 - 5x - 6$?

- A. $(x + 2)$
- B. $(x - 6)$
- C. $(x - 3)$
- D. $(x - 2)$
- E. $(x - 1)$

Answers:

1 E

2 E

3 A

4 A

5 B

GOING FOR THE GOLD

Top 10 Topics Teachers need to Teach (Beyond the GED)

1. Ratios and Proportions (high level)
2. Operations with Integers
3. Positive Integer Exponents, Square Roots, and Scientific Notation
4. Substituting Values into Algebraic Expressions
5. Setting Up Equations for Given Situations
6. Basic Operations with Polynomials
7. Factoring Polynomials
8. Linear Equations in One and Two Variable
9. Exponents and Radicals
10. Rational Expressions

Getty Images

Integrating Technology into a 3 Hour Class

- 9:00 A.M. – 9:15 Warm up exercise such as typing lesson or brain exercise game.
- 9:15-10:00 Review math lesson students had been assigned to watch – practice in class, use calculator if appropriate.
- 10:00-10:05 Stretch and Breathe
- 10:05-11:00 Read article from online newspaper on a worldly topic using the Close Reading technique of the day. Do a horizontal K (know) W (want to know) L (Learn). After the K and W step, have students research one of the questions online and report back in the know section. Go to Google earth and find the location referenced in the article.
- 11:00-11:05 Practice rote counting while throwing a ball.
- 11:05-12 Choose a topic from their writer's notebook idea page and write for 30 minutes – students may compose at keyboard but must finish at home and e-mail the document to the teacher. Assign the next day's video assignment to watch.



Technology Resources on the Web

How to research with Google

<http://www.googleguide.com/> Awesome site, a must for everyone.

Math Lessons

<http://www.khanacademy.org/> Great video lessons for flipping your teaching. Take a look at Proportions, Pythagorean Theorem and Algebra. Great lessons to help student as well as help teachers with teaching these topics.

<http://www.interactmath.com/> Great math lessons on any Pierson book for additional practice.

<http://www.ket.org/gedtestinfo/> Go to *Mathematics/Calculator* and it shows how to use the calculator as well as sample lessons.

Writing Lessons

<http://discoveryeducation.com/> Go to *Teacher* and then puzzle maker to be able to create crossword puzzles and word searches using classroom, TABE, GED or ESL vocabulary.

Science Lessons (Labs and More)

http://www.mhhe.com/biosci/genbio/virtual_labs/BL_14/BL_14.html Earthworm dissection.

http://www.mhhe.com/biosci/genbio/virtual_labs/ More lab links.

<http://literacy.net/sciencelincs/home.html> LINCS Literacy Resources—Science and Numeracy (log in as student and go to science picture of the day and use this picture to help spark discussion and lessons around these science pictures.)

Social Studies Lessons

<http://www.usatoday.com/> USA Today.

Many of the articles and graphics on the GED Tests will look like USA Today, so why not visit the site?

<http://www.nationalgeographic.com/resources/ngo/maps/> National Geographic
Political, physical, cultural and weather maps to download.

Smartboard Ideas

<http://exchange.smarttech.com/#tab=0>

<http://www.smartboardlessons.org/>

Typing

<http://www.freetypinggame.net/play.asp>

<http://www.nchsoftware.com/typingtutor/index.html> Requires free download.

<http://www.typingweb.com/tutor/> Free and if you create account you can monitor students.

Thursday, August 23rd

Overview of Events -- Administrator



Time	Session Title	Location
8:00 am – 12:00 pm	No Administrator Activities	N/A
12:00 pm – 1:30 pm	Administrator Registration	Atrium
12:30 pm – 1:30 pm	Lunch	Room 19
1:30 pm – 2:45 pm	Creating a Winning Team	Room B
2:45 pm – 3:00 pm	AFTERNOON BREAK	Atrium
3:00 pm – 4:30 pm	Gold Medal Spotlight	Room B
5:30 pm – 9:00 pm	Dinner and Indians Game	Victory Field Ballpark

Description of Events

Administrator Registration – Atrium

12 pm– 1:30 pm

Welcome! We are excited you are here and we look forward to spending the next few days with you. Please feel free to spend the next little bit of time getting to know the government center. Please refer to the enclosed map for locations of all entrances and exits, restroom facilities, cafeteria and snack shop. Please note that you may exit any door of the government center, but can only re-enter via the public entrance.

Lunch – Room 19

12:30 pm – 1:30 pm

Please pick up your boxed lunch between 12:30 and 1:30 in room 19. There are a limited number of tables available in Room 19; feel free to enjoy your lunch in the government center cafeteria or grounds surrounding the government center.

Session descriptions continue on the next page.

Creating a Winning Team – Room B

1:30 pm – 2:45 pm

Marie Mackintosh

This session gives an overview of how the Harvard Evidence-based Adult Education Program Model and the core values of DWD align. Administrators will have an opportunity to apply the Harvard model to their own programs as well as learn about the policies that govern adult education, including a discussion on the reimbursement for outcomes schedule and performance-based funding.

Afternoon Break – Atrium

2:45 pm – 3:00 pm

Please join us in the Atrium for caffeinated and decaffeinated beverages.

Gold Medal Spotlight – Room B

3:00 pm – 4:30 pm

Deb Weaver; Todd Deley; Steve Cunningham

This panel discussion features three programs that have had success in implementing the Harvard Model and DWD's core values. Each program had a unique approach to achieving more than their base allocation through the reimbursement for outcomes schedule. Administrators will leave with innovative ideas on how they might be able to implement the Harvard model and DWD's core values in their own program.

Indians Game – Victory Field Ballpark

5:30 pm

Gates for Victory field open at 5:30 pm and food will be made available immediately. Our group has reserved space in the Coors Light Corner. We recommend that you enter the park through the entrance on the corner of West Street and W. Washington Street. Dinner will be served from 5:30 pm – 7:00 pm and the game will start shortly thereafter. Please note that all food and beverage service is stopped at 7:00. We look forward to seeing you there.

Creating A Winning Team

2012 Summer Institute Administrator Sessions




Going for the gold...

- Harvard Model for Evidence-Based Adult Education
- Indiana Adult Education Core Values
- IDWD Policies
- Performance Based Funding
- Measuring Outcomes



Harvard Model

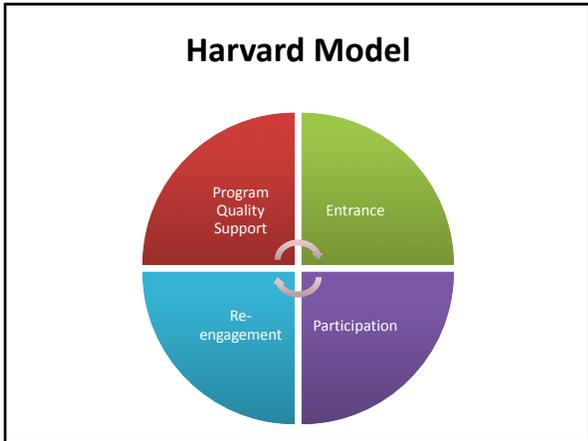
Evidence Based Model for Adult Education

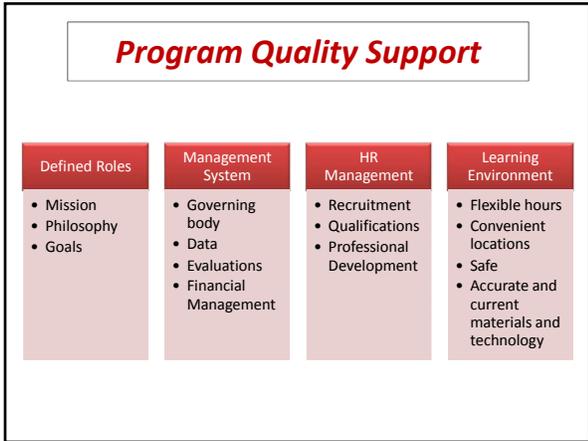
- Program model developed by John P. Cummings and Lisa Soricone (Harvard Graduate School of Education)
- Describes steps to establish an adult education system based on data and evidence

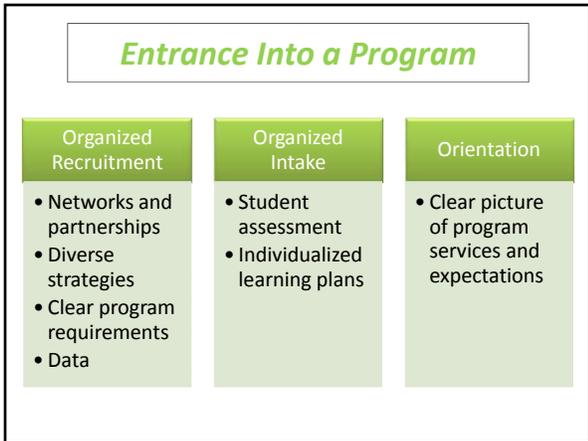


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graph TD
    A[Program Quality Support] --> B[Entrance Into a Program]
    B --> C[Participation in a Program]
    C --> D[Reengagement in Learning]
  
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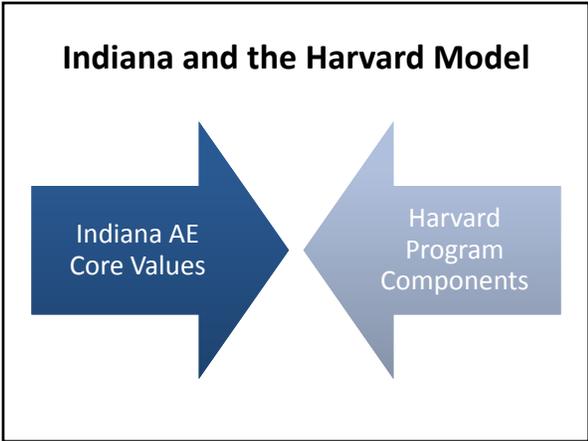
Participating in a Program

Classroom Management	Persistence
<ul style="list-style-type: none">• Staff/Student Ratio• Intensity/Duration• Managed enrollment• Class levels• Safe• Effective activities, curriculum and instructional approaches• Assessment	<ul style="list-style-type: none">• Monitoring• Counseling services• Self-efficacy• System to identify student needs

Re-engagement

System for Re-engagement

- Monitor departure
- Plan to help disengaged students re-engage
- Networks of supportive services



How Indiana's Core Values Fit In

Program Quality Support
Leveraging resources to increase capacity
Seamless referral process between Adult Education and WorkOne
Managed intake, orientation and enrollment
Deliver quality adult education and workforce services

How Indiana's Core Values Fit In

Entrance
Student recruitment support
Managed intake, orientation and enrollment
Accelerate learning

How Indiana's Core Values Fit In

Participation
Deliver quality adult education and workforce services
Accelerate learning
Student retention support

How Indiana's Core Values Fit In

Re-engagement
Learners are prepared to transition to postsecondary, occupational training, or employment
Increase WorkINDiana enrollments
Expand WorkINDiana availability and selection
Student completion support
Build business partnerships

What can you do to help your program go for the gold?



DWD Impact...



DWD Adult Ed Policies

Program Quality Support Policies	Participation/Entrance Policies
<ul style="list-style-type: none">• 2011-5 (Program Standard)• 2011-6 (Funding)• 2011-8 (Data Collection and Reporting)• 2011-9 (GED Testing)• 2011-10 (Professional Qualifications and Development)• 2011-11 (Program Monitoring and Improvement)	<ul style="list-style-type: none">• 2011-12* (Distance Education)• 2011-13* (Assessment) <p><i>* OVAE required policies</i></p>

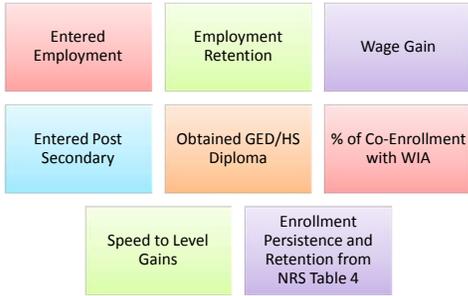
Policy Scavenger Hunt



The Power to Maximize Results



How will we measure success?



NRS Performance Targets

Measure	2012-2013 INDIANA Performance Targets
ABE Beginning Literacy (0-1.9)	36%
ABE Beginning Education (2-3.9)	43%
ABE Intermediate Low (4-5.9)	46%
ABE Intermediate High (6-8.9)	45%
ASE Low (9-10.9)	61%
ESL Beginning Literacy	48%
ESL Low Beginning	45%
ESL High Beginning	50%
ESL Intermediate Low	43%
ESL Intermediate High	43%
ESL Advanced	39%
Entered Employment	65%
Retained Employment	25%
GED or HS Diploma	78%
Entered Postsecondary Education/Other Training	70%

Resources

- For a full copy of the Harvard Model:
 - http://www.ncsall.net/fileadmin/resources/research/op_comings4.pdf
- Adult Education Program Administration
 - www.in.gov/dwd/adultedadmin
- Adult Education for Students/Public
 - www.in.gov/dwd/adulted.htm



Adult Education Program Grant Continuation Guidance Document July 1, 2012 – June 30, 2013



The Department of Workforce Development (DWD), Division of Adult, Career and Technical Education oversees the delivery of adult education, which includes foundational skills development, career pathways, and academic and career counseling services to adults and out-of-school youth for the purposes of employment, reemployment, or enhanced employment.

To support delivery of these services, DWD announces the availability of the continuation of state and federal funds to support the regional provision of the services discussed above for the period of July 1, 2012 to June 30, 2013. Only entities that were the recipients of funding in the previous program year (July 1, 2011 to June 30, 2012) are eligible to apply for continuation of funds. This document provides grant continuation guidance in Sections I and II and narrative requirements in Sections III-V.

Consortia must address all requirements *as a region*, and *one hardcopy application* must be **received** at the Indiana Department of Workforce Development, 10 N. Senate, Indianapolis, IN 46204 by **June 4, 2012**. Please note that DWD must receive applications by this deadline, i.e. this is not the postmark date. DWD will not accept faxed copies. In addition to a hard copy, please email electronic copies of the narrative in Microsoft Word and the budget/cost analysis forms in Microsoft Excel to Donna Lovelady at dlovelady@dwd.in.gov. A confirmation email will be sent when both the hardcopy and electronic versions of the application are received. Additional requirements are included in Section V.

SECTION I: Program and Fiscal Overview

DWD will issue three grants to each region designed to support adult education skill development, GED+ programs, and innovative practices. Together, these support DWD's vision of holistic service delivery. The following sections describe each grant and funding as well as professional development for 2012-2013.

A. Adult Education Program

Indiana Adult Education (AE) is a federally and state-funded program that delivers foundational skill instruction in reading, writing, and/or math to adults whose skills are below the 12th grade level. Additionally, AE provides instruction in English as a Second Language (ESL) for students who cannot speak, read, or write the English Language.

Allocation

DWD has allocated the Workforce Investment Act (WIA) Title II and state adult education funds for these activities to each region based on a funding formula that accounts for enrollment, unemployment claimants, and performance. Table 1 below shows the variables, description, and formula weight. See Appendix B for each region's allocation.

Table 1: AE Formula Allocation

Variable	Description	Weight
% of Statewide Enrollment	<ul style="list-style-type: none"> • Average of 2010-2011 & 2011-2012 (7/1/11-12/31/11 x 2) from NRS Table 4 • Includes hardcopy 10-11 ABE submissions and Adult Secondary Credit (ASC) students 	40%
% UI Claimants	<ul style="list-style-type: none"> • 2011 UI Claimants without a credential ages 18-44 • Source: DWD Claimant Pool Analysis 	10%
% Reimbursements Earned for Outcomes	<ul style="list-style-type: none"> • Reimbursements earned less enrollments (\$60) and EL Civics according to the Adult Education Reimbursement Schedule from 7/1/11 through 12/31/11 	50%

Regions may be eligible for a performance allocation if they earn their base allocation in reimbursements for outcomes according to the Adult Education Reimbursement Schedule for ABE/ASE/ESL/ASC. A copy of the reimbursement schedule is included in Appendix C. These performance dollars must also be earned according to the Reimbursement Schedule and will be awarded for program year 2013-2014. Guidance regarding the use and budgeting of performance dollars will be given to regions once they become eligible for such funding.

Maintenance of Effort

For the state to achieve and maintain the necessary non-federal expenditure on an equitable basis, DWD requires each region to contribute local match against federal funds. This level is included as a column in Appendix B. At the region’s discretion, fiscal agents may increase the amount of local maintenance of effort reported; however, once increased, the region’s responsibility may remain at least at that level in subsequent years. Maintenance of effort can include the following types of resources:

- Any non-federal funds providing direct cash outlay for adult education services. This does not include state reimbursement or costs related to GED testing services.
- In-kind contributions to adult education services such as facility/office space costs, utilities, custodial services, copying and printing costs, and phones and other technology costs
- Personnel cost of staff time spent in service to the adult education program paid from other non-federal or non-AE state funds. These costs may be pro-rated by percentage of time used to provide adult education program related services.

The expenditure must be documented and that documentation must be kept with the fiscal records of the program for the purposes of an audit.

Budget & Cost Analysis

Each regional fiscal agent must submit a budget form and cost analysis for state and federal funds. The budget form (Form 2A in Appendix A) will be part of the grant

contract and only lists two categories of expenses for federal and state funds: program (instructional) and administrative (non-instructional). The cost analysis form (Form 2B in Appendix A) has more detailed budget categories and subcategories for both program and administrative costs. Fiscal agents must categorize costs on this form into federal funds, state funds, or maintenance of effort.

Program (instructional) costs have direct and immediate benefit to the participant and are incurred in direct instruction. Examples include instructional staff salaries, instructional materials and supplies, instructional software, classroom fixtures/space, and data collection and processing relative to individual students.

Administrative (non-instructional) costs are for planning, administration, personnel development and interagency coordination per Section 233(a)(2) of the Workforce Investment Act (WIA). These costs may not exceed 5% in state and federal funds unless a waiver is submitted (See Form 2C-- Non-Instructional Waiver Request in Appendix A). Costs that fall under this category relate to the following activities: administrative, program management, fiscal, clerical, data collection and processing for the program, advertising, and professional development.

Any equipment purchases, especially those in excess of \$5,000, must follow the guidance offered in federal rules, particular those in 2 CFR Part 225 and 29 CFR 97.32. \

Reimbursement Process

Beginning July 1, 2012, fiscal agents may submit reimbursements against the budget form for actual expenditures once a month. DWD will post a revised reimbursement form on the Adult Education Program Management website.

B. GED+

GED+ offers AE students the opportunity to earn a pre-postsecondary credential if they are preparing to earn, or have earned, a GED certificate or high school diploma (HSD) through an AE program.

Allocation

To support this program, DWD allocated funds from the Special Employment and Training Services Fund (SETSF) to each region using the adult education allocation formula. See Appendix B for each region's allocation. These funds will be granted to each Workforce Investment Board (WIB) or Regional Workforce Investment (RWB) by DWD effective July 1, 2012-June 30, 2013. Up to 10% may be used for administration; the WIB/RWB may use a portion of the 10% to supplement regular WIA funds to ensure that participants using SETSF funds receive case management and academic and career counseling as appropriate. The remaining 90% of grant funds must be dedicated to GED+ vouchers.

GED+ Vouchers

GED+ vouchers provide tuition for GED+ programs for AE students who co-enroll in WIA Title I and Title II; are preparing to earn, or have earned, a GED certificate or HSD in an AE program; and meet the requirements of the DWD Statement of Work (SOW) with the Grantee. GED+ programs and tuition costs must be approved by DWD and listed on INTraining. Grantees will submit monthly fiscal reports to DWD as with other WIA grants and enrollment reports at the request of DWD and as specified in the SOW.

Performance

DWD will monitor the number of GED+ vouchers granted for tuition per region and may choose to re-allocate funds mid-year if performance in a region is not acceptable. In subsequent program years, regional GED+ program performance will be considered for the GED+ allocation.

C. Innovation Fund

DWD has allocated \$1,440,000 in funding for this year only for regions to support development, implementation, and expansion of research-based best practices for the delivery of adult education and GED+ programming. Each region may apply for up to \$100,000 in innovation funds as part of their continuing grant application for AE best practices and \$20,000 for the expansion, support, and delivery of GED+ programs. Region 5, which includes Marion County, may apply for up to \$200,000 for AE best practices and \$40,000 for the expansion, support, and delivery of GED+ programs. See Section IV for requirements for the innovation fund. The Innovation Fund will be distributed to up to two fiscal agents per region in a separate SOW.

D. Professional Development

EDSI Consulting will design and coordinate professional development events at least quarterly on topics such as new director training; new teacher training; curriculum delivery; and program evaluation. A single fiscal agent in each region will be eligible for a professional development grant to offset the costs of attendance, including costs related to travel and stipends for part-time teachers. In addition to the events, EDSI will work with DWD on statewide professional development needs including curriculum development and orientation programming.

SECTION II: Performance Metrics

At the federal level, the National Reporting System (NRS) has defined measures of student outcomes, including literacy gains, improved English proficiency, and attainment of postsecondary credential and student advancement to further education. The Office of Vocational and Adult Education (OVAE) requires DWD to set Indiana targets for these measures and report performance on them annually. To ensure Indiana meets OVAE targets, DWD requires each consortium to establish regional targets in Form 3-Regional Performance. DWD may negotiate different targets with each region than those proposed in Form 3.

In addition to the NRS measures, DWD has established eight measures for each consortium listed in Table 2 below. The first five measures are common between WIA Title I & II. DWD will not ask regions to set targets for the consortium metrics for this program year. DWD will track the data through AE InTERS, and will set target measures in subsequent program years.

Table 2: DWD Consortium Metrics

Measure	Description
Entered Employment	<p><i>Of those who are not employed at the date of participation:</i></p> <p># of adult participants who are employed in the first quarter after the exit quarter <i>divided by</i> # of adult participants who exit during the quarter</p>
Employment Retention	<p><i>Of those who are employed in the first quarter after the exit quarter:</i></p> <p># of adult participants who are employed in <u>both</u> the second and third quarters after the exit quarter <i>divided by</i> # of adult participants who exit during the quarter</p>
Wage gain	<p><i>Of those adult participants who are employed in the first, second, and third quarters after the exit quarter:</i></p> <p>Total earnings in the second plus the total earnings in the third quarters after the exit quarter <i>divided by</i> # of adult participants who exit during the quarter</p>

Measure	Description
Entered postsecondary education/training	<p><i>Of those who are not in post-secondary education or employment at the date of participation:</i></p> <p># of participants who are in employment or enrolled in post-secondary education and/or advanced training/occupational skills training in the first quarter after the exit quarter <i>divided by</i> # of participants who exit during the quarter</p>
Obtained GED Certificate/High School Diploma	<p><i>Of those enrolled in education (at the date of participation or at any point during the program):</i></p> <p># of participants who attain a diploma, GED, or certificate by the end of the third quarter after the exit quarter <i>divided by</i> # of participants who exit during the quarter</p>
Percent of Co-Enrollment with WIA	Percentage of adult education students who are co-enrolled in WorkOne services
Speed to level gains	Percentage of gains that occur in the shortest time frame for each of the reimbursements listed in the <i>Adult Education Reimbursement Schedule</i>
Enrollment Persistence & Retention from NRS Table 4: Made an educational gain and exited Made no educational gain and exited Made an educational gain and remains enrolled Made no educational gain and remains enrolled	<p># of students completing a level and advancing one or more levels subtracted from # of students who completed a level</p> <p># of students who separated before completing a level</p> <p># of students who completed a level and advanced one or more levels</p> <p># of students who do not complete a level and remain enrolled</p>

SECTION III: Regional Consortium Narrative Requirements

DWD has identified four program areas for the consortium to address in the continuation application: Consortium Management, GED+, Adult Education Learner Engagement and Completion, and Transition to Postsecondary Education/Training and Employment. DWD has identified key values in each of the four areas and posed questions to guide the narrative responses required from each consortium. The consortium must respond to each of the narrative questions as a region rather than addressing them for individual providers.

A. Consortium Management

DWD believes the collective impact of the consortium partners is critical to the success of adult learners. Thus, it is imperative for regions to maximize capabilities and contributions of consortium partners’ services and resources. Values related to consortium management are listed below. In your answers to the narrative questions, please describe how your consortium will coordinate activities to address these values in the upcoming program year. In addition to the required narrative in this section, please fill out Form 3 – Regional Performance Metrics Targets for the NRS measures.

Value	Value Description	Narrative Questions
Leverage all available resources to increase the capacity of Indiana’s adult education system	Regional partners from adult education, the community (industry & nonprofit), other educational institutions (community colleges & career-tech centers), and the workforce investment system should collaborate to deliver adult education and employment services. In addition to formal consortium members, DWD encourages collaboration with a multitude of other community partners.	<p>A1. List all formal consortium members and their organization category (i.e. WorkOne, Adult Education, Post-Secondary Institution, etc.)</p> <p>A2. List any existing collaborations in your region, e.g. with K-12, postsecondary, business, nonprofits, or literacy groups, and the types of services or resources these collaborations provide. In addition answer:</p> <p>a) How do these collaborations affect regional performance?</p> <p>b) How do you plan to expand collaborations in the upcoming year compared to current activities?</p>
Ensure referral process between WorkOnes and adult education is seamless.	Every consortium should have a defined referral process between WorkOne offices and adult education providers to ensure that learners have access to holistic services.	A3. What is the referral process/procedure between WorkOnes and Adult Education providers? Will you revise these in the coming year and, if so, why? If no, why not?

Value	Value Description	Narrative Questions
<p>Deliver quality adult education and workforce services.</p>	<p>DWD emphasizes effective and efficient regional delivery of services to adult learners for the purposes of employment, reemployment, or enhanced employment. To ensure effective and efficient delivery, the consortium should monitor program and regional performance, assist low performing programs in improving performance, and consider implementing regional policies on subjects such as persistence and retention and attendance.</p>	<p>A4. How does the consortium evaluate regional and program performance?</p> <p>a) How does the consortium address low performing programs?</p> <p>A5: Consortia must implement policies to govern consortium and AE program operation.</p> <p>a) What policies exist to govern the consortium?</p> <p>b) What policies exist to govern AE program operations? At a minimum for PY 2012-2013, regions must have policies for (1) student persistence and (2) attendance.</p> <p>A6: Identify any regional professional development needs (<i>optional</i>)</p>

B. GED+

DWD recognizes that a GED certificate or high school diploma alone is not adequate for most individuals to secure stable employment. Postsecondary education and/or occupational training is paramount in attaining and maintaining employment in the 21st century economy. The GED+ program offers the opportunity to earn a pre-postsecondary industry-recognized certification if they are preparing to earn, or have earned, a GED certificate or high school diploma (HSD) through an AE program.

To support GED+ program growth, DWD has expanded the certification framework to include additional growing occupations and industries, and has modified the program requirements to encourage more providers to offer GED+ programs. See Appendix D for the framework. GED+ programs are designed to be short-term, pre-post-secondary training that result in an industry-recognized certification. As such, GED+ programs should last no longer than fourteen weeks; prepare students to sit for the relevant certification exam; have long-term and short-term employment opportunities; and be included on the certification framework or approved by DWD to be added to the framework.

DWD has identified the following values in continuing the GED+ program. In your narrative, please describe how your consortium will address these values in the upcoming

program year. In addition to the required narrative in this section, please fill out Form 4 – Regional GED+ Programs and Enrollments.

Value	Value Description	Narrative Questions
Expand GED+ Programs availability and selection	Each region must offer a minimum of 10 GED+ certification programs by the fall of 2012. These may include the programs offered during the 2011-12 program year if the GED+ program is running again. In addition to adding more GED+ programs, consortia are strongly encouraged to add additional GED+ providers in order to reach more students. Regions should especially endeavor to capitalize on existing resources such as Career and Technical Education centers.	<p>B1. Describe GED+ programs offered in your region for 2012-2013. Please reference Form 4 as necessary in your narrative.</p> <p>a) Indicate which programs the region offered in 2011-2012 and which are new for this year.</p> <p>b) How did the region choose which programs to add, discontinue, or keep?</p> <p>c) For new programs, indicate launch date, location(s), target enrollment, and target number running.</p> <p>d) How will the region work to add additional GED+ providers throughout the year?</p>
Increase GED+ Enrollments	DWD expects that enrollments in the GED+ program will significantly increase in the coming year.	<p>B2. How will the consortium increase the GED+ enrollments by a minimum of 50% over the 2011-2012 levels?</p>
Build Business Partnerships	It is critical for consortia to build partnerships with businesses to understand what certifications are in demand, create buy-in, and to build work experiences, on-the-job training programs, or to develop internships.	<p>B3. How will the consortium create or expand business partnerships to expand the GED+ program in the coming year?</p> <p>B4. How will the consortium connect GED+ students to internship, work experience, and/or employment opportunities?</p>

C. Adult Education Program Learner Engagement and Completion

Adult education programs should implement components that help students participate, engage, and persist in learning so that they reach their goals. DWD has identified three values associated with program learner engagement and completion. In your narrative, please describe how your consortium will address these values in the upcoming program year.

Value	Value Description	Narrative Questions
Accelerate learning	Time is the enemy of the adult learner. Longer program duration may result in students dropping out of the program or not continuing to higher levels of learning, including occupational training.	<p>C1. How will you accelerate learning in all programs throughout the region? Specifically, speak to any instances of and plans for implementation or expansion of the following:</p> <ul style="list-style-type: none"> • frequency of classes • integration of distance-learning • fast track GED classes • Accelerated curriculum • tutoring, etc.
Managed intake, orientation, and enrollment	<p>Managed enrollment includes:</p> <ul style="list-style-type: none"> • Fixed class times/dates • Orientation at a centralized location outside of instruction time • Class leveling, i.e. placing students in class levels (e.g. beginning, intermediate, advanced) based on students' abilities and needs. The cohort model, which includes the leveled class and the same start/stop time, increases student retention rates. 	<p>C2. What components of managed enrollment will you require? Describe in detail if it differs from program to program.</p>

Value	Value Description	Narrative Questions
<p>Student Recruitment, Retention, and Completion Support</p>	<p>Student recruitment, retention, and completion support includes the offering of courses on a continual, regular basis and the provision of supportive services (transportation, childcare, tutoring, mentoring).</p>	<p>C3. How will the consortium offer classes on a continuous basis throughout the year?</p> <p>C4. Do you identify clients' needs for supportive services and meet these needs?</p> <ul style="list-style-type: none"> a) Do programs provide supportive services? b) If you refer to other agencies, which agencies are these? Is there a standard referral procedure? c) How will you improve upon these processes? Specifically, please speak to any other personnel support for students such as life coaches, tutors, etc.

D. Transition to Postsecondary Education/Training and Employment

DWD’s mission is to ensure delivery of foundational skills development, career pathways, and academic and career counseling services to adults and out-of-school youth for the purposes of employment, reemployment, or enhanced employment. In your narrative, please describe how you intend to address these values in the upcoming year, including demonstrating improved practices beyond those carried out in 2011-2012.

Value	Value Description	Narrative Questions
<p>Learners are prepared to transition to postsecondary education or occupational training and ultimately employment</p>	<p>Learners should be prepared to pursue postsecondary education or occupational training for the purposes of employment, re-employment, or enhanced employment. DWD plans to assist regions in this goal by offering providers access to tools that might enhance this effort, such as Indiana Career Explorer.</p>	<p>D1. How do programs assist students in identifying postsecondary education/training as a goal?</p> <p>D2. What specific instructional or support strategies do you use to prepare students for postsecondary education/training? How will you incorporate more strategies this year?</p> <ul style="list-style-type: none"> a) Do you incorporate Indiana Career Explorer (ICE) into programming? If not, how will you do so? b) Do outside partners/counselors provide guidance and or seminars on postsecondary education/training and employment? c) How much is WorkOne involved in preparing students for the postsecondary transition? For example, does a WorkOne representative visit adult education programs to discuss career/training topics? d) Are there work experience or internship programs established? <p>D3. What partnerships exist between postsecondary education/training providers? How will you continue to build these relationships this year?</p>

SECTION IV: Innovation Fund

As discussed in Section I-C above, DWD has allocated funds for this year only to support development, implementation, and expansion of research-based best practices for the delivery of adult education and GED+ programming. These practices, shown in Table 3 on the next page, closely align with the programming areas and values of the grant continuation narrative.

Consortia must submit a proposal for the development and implementation of one best practice. DWD may also work with the region on the selection of the chosen best practice(s) based on recommendations stemming from the EDSI benchmarking process conducted during the Spring of 2012. Consortia may choose more than one best practice to implement but must submit a separate proposal narrative for each. Each consortium may choose to use up to two fiscal agents and must submit Form 5 – Innovation Grant Budget for each fiscal agent. The Innovation Fund is only guaranteed for the 2012-2013 program year, and the region must consider how the practices will be sustained in subsequent years.

Proposal Requirements:

1. **Needs statement:** Describe briefly the reason for choosing this particular best practice. Regions may use the fund to address deficiencies identified above in Section III: Regional Consortium Narrative Requirements.
2. **Development and Implementation Plan:** Describe how the innovative practice will be developed, implemented, and managed. Discuss key staff and a timeline for deliverables. Discuss how the practice will be sustained in subsequent years. Consortia may work with DWD and/or EDSI on the plan and/or implementation.
3. **Budget:** Submit a budget for the best practice using Form 5 – Innovation Fund Budget Form. Fundable activities are included in Appendix E.
4. **Evaluation:** Describe how the region will evaluate the effectiveness of the best practice. This discussion may include an evaluation of cost savings, student outcome improvements, classroom observation, focus groups, and/or student surveys. DWD will work with EDSI and/or regional personnel on evaluating if and/or how the practice has increased the success of the adult learner, in order to inform statewide curriculum and program development.

Table 3: AE Innovation Fund Best Practices

Best Practice	Components
Consortium Management	<ul style="list-style-type: none"> • Establish a regular process for program and consortium evaluation that incorporates analysis of data, common measures and conversations with stakeholders for purposes of outcomes improvement. • Institute sound management of financial resources, including maintaining financial records, establishing and monitoring a budget, working with local community partners for additional support, and consolidation of fiscal agency responsibilities • Add providers to consortium (literacy groups, postsecondary institutions, other community-based organizations) • Look for opportunities to co-locate GED+ programs, adult education, and/or WorkOne offices • Establish formal networks with employers to develop internships, OJT, and full-time employment opportunities
GED+	<ul style="list-style-type: none"> • Curriculum enhancements/development • Evaluate how to expand GED+ program offerings by analyzing recruitment strategies and collaboration with WorkOnes and other local businesses • Connecting GED+ participants to On-The-Job Training (OJT) toward full employment
Accelerated Learning Program	<p>Delivery of a intensive/fast-track program(s) that include all or part of the following:</p> <ul style="list-style-type: none"> • Prepares students for GED/HSD and college placement in 6-8 weeks • Integrates distance learning and/or take-home technology, such as a lending program that includes loss prevention features • Incorporates volunteer-based instruction and tutoring programs • Incorporates other best practices including managed enrollment and student retention and completion support
Managed Enrollment	<p>Orientation and class start times occur on fixed dates. During orientation, which must occur in a centralized location outside of instructional time, staff must:</p> <ul style="list-style-type: none"> • Provide information about program requirements, instructor expectations, and other supportive services that are available. • Present each student with a realistic assessment of his/her skill level, relevant options for education and training, and the time and effort needed to reach academic and career goals. • Place students in class levels (e.g. beginning, intermediate, advanced) based on the students' abilities and needs, avoiding as much as possible the practice of multilevel classes in which students have profound skill differences.

Best Practice	Components
Student Recruitment, Retention, and Completion Support	<ul style="list-style-type: none"> • Strengthen student referral process between Adult Education and local WorkOne offices as well as other community partners. • Create a clear system for identifying students' needs for support services (childcare, transportation, food, etc.) and providing the necessary services or referring students to agencies that can provide those services. • Provide life coaching designed to help adult students persist in their learning and attain educational goals. Note that this is akin to mentoring and does not include academic and career counseling, which fall under the domain of workforce development.
Work Experience	<ul style="list-style-type: none"> • Establish programs linking adult students to internships and/or work experience
Other	<ul style="list-style-type: none"> • Region-identified innovative practices • Professional development activities (related to the other categories, or other activities)

SECTION V: Grant Submission Guidelines

A. Application Format

Applications must be typed, single spaced in size 12 font on 8 ½” by 11” paper with all pages sequentially numbered and the Consortium’s number at the top of every page. The narrative for Section III may be no longer than sixteen (16) pages, and each response should be correspondingly numbered to the question number in the narrative requirements section. Required forms do not count against the page limitation. The proposal requirements for the Innovation Fund may be no longer than four (4) pages per proposal. The first page must be Form 1 – Grant Continuation Cover Sheet.

B. Submission Requirements

Consortia must address all requirements *as a region* and *one hardcopy application* must be **received** at the Indiana Department of Workforce Development, 10 N. Senate, Indianapolis, IN 46204 by **June 4, 2012**. Please note that DWD must receive applications by this deadline, i.e. this is not the postmark date. DWD will not accept faxed copies. In addition to a hard copy, please email electronic copies of the narrative in Microsoft Word and the budget/cost analysis forms in Microsoft Excel to Donna Lovelady at dlovelady@dwd.in.gov with the subject “Region #: Grant Continuation Application.” A confirmation email will be sent when both the electronic and hardcopy versions of the application are received. Use the checklist in Appendix A to check that all components have been submitted.

SECTION VI: Appendices

Appendix A - Forms

- 2012 Grant Continuation Checklist
- Form 1 – Grant Continuation Cover Sheet
- Form 2A – Adult Education Budget Form (one per fiscal agent)
- Form 2B – Adult Education Cost Analysis (one per fiscal agent)
- Form 2C – Administrative Waiver Request
- Form 3 – Performance Measures Worksheet
- Form 4 – Regional GED+ Programs and Enrollments
- Form 5 – Innovation Fund Budget Form
- Form 6 – Assurances

Appendix B – Regional Allocation

Appendix C – Reimbursement Schedule

Appendix D – GED+ Framework

Appendix E – Innovation Fund

Appendix A - Forms

**2012-2013 Adult Education Program Grant Continuation
Form 1 – Grant Continuation Cover Sheet**



A. Eligible Applicant Agency _____

Mailing Address _____

City _____ State _____ Zip _____

Contact Person _____

Telephone _____ Email _____

B. Economic Growth Region Number _____

C. Type of Applicant

____ Local education agency

____ Community based organization

____ Volunteer literacy organization

____ Institution of higher education

____ Library

____ Faith based organization

____ Non-profit institution

____ Other public agency (specify)

____ Other

D. Financial Officer

This is the person who will receive electronic transfers and is responsible for submitting required fiscal reports.)

Name _____

Phone _____ Email _____

**2012-2013 Adult Education Program Grant Continuation
Form 2A – Adult Education Budget Form**



EDS NUMBER: _____	CFDA#: 84.002A
FEDERAL AGENCY: DOE	DUNS#: _____
	CCR#: _____

ABE - STATE

Project Code	Activity	Cost Category	Budget
5104150P11STATE	5310000	Program	\$ -
5104150P11STATE	5340000	Administrative	
TOTAL			\$ -

ABE - Federal

Project Code	Activity	Cost Category	Budget
5104180P11ABEGR	5310000	Program	\$ -
5104180P11ABEGR	5340000	Administrative	
TOTAL			\$ -

2012-2013 Adult Education Program Grant Continuation
Form 2B – Adult Education Cost Analysis



Region/Fiscal Agent _____

Directions: Specify total cost, differentiated by federal, state, and Maintenance of Effort (MOE). Costs should be classified into one of the categories/subcategories listed below. Include **total number of staff** for each staff category/subcategory. If a cost cannot be classified into one of the categories shown, add a line and specify the sub-category.

SECTION I-Program (Instructional) Budget Detail

Budget Categories	# for Staff	Federal	State Funds	MOE
Staff Salaries (Full Time)				
Teacher				
Instructional Aide				
Tutor				
Counselor/Life Coach				
Intake/Followup Coordinator				
Childcare Teacher				
Staff Salaries (Part Time)				
Teacher				
Instructional Aide				
Tutor				
Counselor/Life Coach				
Intake/Followup Coordinator				
Childcare Teacher				
Benefits				
Total Staff Benefits				
Materials and Supplies				
Textbooks				
Instructional Software				
Orientation materials				
Workbooks				
Equipment				
Computers				
Purchased Services				
Childcare				
Transportation				
Other Charges				
Rent/Leases				
Property				
Utilities				
Total Program Costs				

2012-2013 Adult Education Program Grant Continuation
Form 2B – Adult Education Cost Analysis



Region/Fiscal Agent _____

Directions: Specify total cost, differentiated by federal, state, and Maintenance of Effort (MOE). Costs should be classified into one of the categories/subcategories listed below. Include **total number of staff** for each staff category/subcategory. If a cost cannot be classified into one of the categories shown, add a line and specify the sub-category.

SECTION II-Administrative (Non-Instructional) Budget Detail

Budget Categories		Federal	State Funds	MOE
Staff (Full Time)				
Program Manager/Director				
Fiscal Personnel				
Data Entry Technicians				
Program Coordinator ¹				
Staff (Part Time)				
Program Manager/Director				
Fiscal Personnel				
Data Entry Technicians				
Program Coordinator				
Benefits				
Total Staff Benefits				
Materials and Supplies				
Equipment				
Purchased Services				
Professional Development				
Other Charges				
Marketing/Communications				
Utilities (Phone, Copiers)				
Travel				
Total Administrative Costs				

¹ Program coordinator should coordinate adult education program with WorkOne offices, other agencies, and employers. This individual may also oversee workforce experience programs.

**2012-2013 Adult Education Program Grant Continuation
Form 3 – Performance Measures Worksheet**



Measure	2012-2013 INDIANA Performance Targets (Proposed)	2012-2013 <u>PROPOSED</u> Region Performance
ABE Beginning Literacy (0-1.9)	36%	
ABE Beginning Education (2-3.9)	43%	
ABE Intermediate Low (4-5.9)	46%	
ABE Intermediate High (6-8.9)	45%	
ASE Low (9-10.9)	61%	
ESL Beginning Literacy	48%	
ESL Low Beginning	45%	
ESL High Beginning	50%	
ESL Intermediate Low	43%	
ESL Intermediate High	43%	
ESL Advanced	39%	
Entered Employment	65%	
Retained Employment	25%	
GED or HS Diploma	78%	
Entered Postsecondary Education/Other Training	70%	

**2012-2013 Adult Education Program Grant Continuation
Form 5 – Innovation Fund Budget Form**



EDS NUMBER: _____

DUNS#: _____

CCR#: _____

CFDA#: 84.002A

Directions: Specify budget subcategories for each budget category below and associated costs.

Budget Categories	Costs
Staff Salaries	
Benefits	
Materials and Supplies	
Equipment	
Purchased Services	
Other Charges	

2012-2013 Adult Education Program Grant Continuation Form 6 – Assurances



The applicant organization, legally entitled _____,
gives assurances to the Indiana Department of Workforce Development, that:

1. The information provided in this application is accurate and constitutes a firm request for assistance to conduct an adult education program under the Adult Education Act and Family Literacy Act, Title II of the Workforce Investment Act of 1998.
2. The applicant agency has the necessary legal authority to apply for and receive the proposed grant.
3. If approved, the proposed program will be conducted in accordance with all relevant federal and state laws, with the *Indiana State Plan for Adult Education and Family Literacy*, and with any other applicable policies and administrative guidelines issued by the State Workforce Innovation Council and the Indiana Department of Workforce Development. Specific assurance is given that:
 - a. Federal funds received under the Adult Education and Family Literacy Act will be used to supplement the amount of state and local funds available for uses specified in the act and, in no case, to supplant such state and local funds.
 - b. Each grant will be maintained in a separate ledger account.
 - c. The applicant will take necessary steps to ensure equitable access to and participation in its adult education program by addressing the special needs of students, teachers, or other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.
4. The adult education program will be coordinated with and not duplicative of services, programs, or activities made available to adults in the community under other federal, state, and local programs including: Workforce Investment Act of 1998, Title I, III, and IV; Vocational and Technical Education Act of 1998; Education of the Handicapped Act; Higher Education Act of 1965; and the Domestic Volunteer Service Act.
5. The applicant will comply with the policy of the Indiana Department of Workforce Development not to discriminate on the basis of race, color, religion, sex, national origin, age, or handicap as required by the Indiana Civil Rights Act (I.C. 1971, 22-9-1), Public Law 218 (I.C. 19971 title 20), Titles VI and VII (Civil Rights Acts of 1964), The Equal Pay Act of 1973, Title IX (1972 Education Amendments), and Section 504 (Rehabilitation Act of 1973).
6. If a representative other than the chief administrative officer has been duly authorized to submit this application for and on behalf of the applicant, and if the undersigned is fulfilling the duties so delegated, the applicant verifies such authorization by attaching a copy of the official authorizing document to this application.
7. No board or staff member of this applicant agency will participate in, or make recommendations with respect to, an administrative decision regarding this project if such a decision can be

expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or any member of his immediate family.

8. All equipment acquired under the Adult Education and Family Literacy Act will be used continually for the purposes specified in the approved program proposal throughout the period of active federal funding; administrative control of such equipment and other property acquired with these funds will be retained by the Indiana Department of Workforce Development.
9. All fiscal records and records that document program accomplishments, as reported by the applicant to the Indiana Department of Workforce Development, will be maintained for a period of three years.
10. The copyrights on all materials produced under this grant will be held by the Indiana Department of Workforce Development unless a specific exception is explicitly granted in writing to the applicant agency by the Indiana Department of Workforce Development.

We the undersigned hereby attest to the above on behalf of:

(Legal name of applicant organization)

1. Signed: _____
(President/chairman, governing board)

Typed name: _____

Official name of board: _____

2. Signed: _____
(Chief executive/superintendent)

Typed name: _____

STATE USE ONLY

Date approved _____

Director of Adult Education

Appendix B

2012-2013 Funding Formula for ABE & GED+

Date: March 23, 2012

Total Funding	
Total ABE Federal + State Program \$	\$17,098,631
DOC Allocation	\$247,800
Remaining Program Money for Alloc.	\$16,850,831
Region 1 Addition for FY11 Error	\$250,000
GED+ Allocation	\$1,100,000

Formula Weights (See Below for Formula Calculation)	
Enrollment	40%
UI Claimants w/o Credentila	10%
Performance	50%

R	Counties	Need				Performance		FY12				FY11			Program \$ Change
		Enroll. Avg. 10-12		UI Claim. w/o cred. (2011)		Earned Reimb (7/1-12/31/11)		Program Base ¹	Performance Allocation ²	MOE	GED+	85% Guaranteed	MOE	GED+	Percentage
		#	%	#	%	\$	%								
1	Jasper, Lake, LaPorte, Newton, Porter, Pulaski, Starke	3714	13%	2826	9%	\$383,945	9.8%	\$2,128,272	\$375,577	\$485,763	\$122,611	\$2,933,594	\$552,755	\$215,534	-27%
2	Elkhart, Fulton, Kosciusko, Marshall, St. Joseph	3089	11%	5945	18%	\$516,490	13.2%	\$2,171,196	\$383,152	\$495,560	\$141,733	\$1,633,077	\$307,708	\$450,338	33%
3	Adams, Allen, DeKalb, Grant, Huntington, LaGrange, Noble, Steuben, Wabash, Wells, Whitley	2610	9%	4278	13%	\$438,150	11.2%	\$1,799,877	\$317,625	\$410,809	\$117,494	\$1,750,712	\$329,876	\$321,990	3%
4	Benton, Carroll, Cass, Clinton, Fountain, Howard, Miami, Montgomery, Tippecanoe, Tipton, Warren, White	2777	10%	2306	7%	\$410,320	10.5%	\$1,679,264	\$296,341	\$383,280	\$109,620	\$1,762,510	\$332,097	\$205,857	-5%
5	Marion, Boone, Hamilton, Hancock, Hendricks, Johnson, Madison, Morgan, Shelby	7869	29%	8971	27%	\$928,790	23.7%	\$4,381,364	\$773,182	\$1,000,015	\$286,010	\$4,523,438	\$852,318	\$687,249	-3%
6	Blackford, Delaware, Fayette, Henry, Jay, Randolph, Rush, Union, Wayne	1907	7%	1606	5%	\$400,750	10.2%	\$1,409,871	\$248,801	\$321,793	\$92,035	\$1,318,938	\$248,518	\$134,542	7%
7	Clay, Parke, Putnam, Sullivan, Vermillion, Vigo	831	3%	1164	4%	\$108,410	2.8%	\$496,043	\$87,537	\$113,218	\$32,381	\$442,898	\$83,441	\$81,637	12%
8	Brown, Daviess, Greene, Lawrence, Martin, Monroe, Orange, Owen	1109	4%	1401	4%	\$145,735	3.7%	\$656,285	\$115,815	\$149,792	\$42,841	\$634,416	\$119,538	\$101,380	3%
9	Bartholomew, Dearborn, Decatur, Franklin, Jackson, Jefferson, Jennings, Ohio, Ripley, Switzerland	1457	5%	1428	4%	\$253,555	6.5%	\$974,417	\$171,956	\$222,404	\$63,609	\$815,196	\$153,600	\$102,627	20%
10	Clark, Crawford, Floyd, Harrison, Scott, Washington	921	3%	1204	4%	\$142,490	3.6%	\$593,333	\$104,706	\$135,424	\$38,732	\$471,821	\$88,902	\$87,659	26%
11	Dubois, Gibson, Knox, Perry, Pike, Posey, Spencer, Vanderburgh, Warrick	1297	5%	1569	5%	\$192,280	4.9%	\$810,908	\$143,101	\$185,084	\$52,935	\$591,434	\$111,440	\$111,187	37%
SUBTOTALS		27,579	100%	32,698	100%	\$3,920,915		\$17,100,831	\$3,017,794	\$3,903,144	\$1,100,000	\$16,878,034	\$3,180,193	\$2,500,000	
IDOC IN Dept. of Corrections								\$247,800	\$43,729	\$8,900,000	\$220,594				
TOTALS								\$17,348,631	\$3,061,523	\$12,803,144	\$1,100,000	\$17,098,628			

¹ Base Allocations were determined as follows:

$$= \text{Total Funds} \times \left(\frac{En_R}{En_{ST}} \times En \text{ Wt} + \frac{UI_R}{UI_{ST}} \times UI \text{ Wt} + \frac{Reim_R}{Reim_{ST}} \times Perf. \text{ Wt} \right)$$

Where:

En_R / En_{ST} = 2 year enrollment average (10-11 & 11-12 Proj.) for Region/ 2 year enrollment average for state

$UI_{R,ST}$ = 2011 UI Claimants for Region/UI Claimants for State

$Reim_R / Reim_{ST}$ = Total Dollars Earned in Outcomes per the *Adult Education Reimbursement Schedule* for Region / Total Dollars Earned in Outcomes per the Schedule for the State

Reimbursement accrual is from July 1, 2011 through December 31, 2012, pulled 3/23/12, and excludes the Enrollment Reimbursement and EL Civics Reimbursement.

² These dollars may be earned by each region via reimbursable outcomes after a region has earned its base allocation in terms of reimbursable outcomes.

Appendix C

Adult Education Reimbursement Schedule for ABE/ASE/ESL/ASC

Effective: July 1, 2012 to June 30, 2013

Revision Date: 3.14.12



GED+ Reimbursement	
Awarded upon student's completion of GED+ program	
Amount	\$300

Transition to Postsecondary Reimbursement			
Time Start: The first calendar day after official enrollment <u>or</u> last earned reimbursement.			
Time Stop: The student's last calendar day of attendance before earning passing Compass scores (Reading 80+, Writing 70+ & Alg. 35+) or Accuplacer scores (Reading 89+, Writing 80+, & Alg. 53+).			
Time	<6 Weeks	6-8 Weeks	>8 Weeks
Amount	\$400	\$300	\$200

GED Certificate or HS Diploma Attainment Reimbursement			
Time Start: The first calendar day after official enrollment <u>or</u> last earned reimbursement.			
Time Stop: The student's last calendar day of attendance before the student passes the GED Tests or ECA Exams.			
Time	<6 Weeks	6-8 Weeks	>8 Weeks
Amount	\$400	\$300	\$200

9-10.9+ (Low ASE) Reimbursement			
Time Start: The first calendar day after official enrollment <u>or</u> last earned reimbursement.			
Time Stop: The calendar day the student posttests above 10.9.			
Time	<6 Weeks	6-8 Weeks	>8 Weeks
Amount	\$400	\$300	\$200

6-8.9+ (High Int. ABE) Reimbursement			
Time Start: The first calendar day after official enrollment <u>or</u> last earned reimbursement.			
Time Stop: The calendar day the student posttests above 8.9.			
Time	<22 weeks	22-24 weeks	>24 weeks
Amount	\$585	\$450	\$315

E-5.9+ (Bundled Low ABE) Reimbursement			
Time Start: The first calendar day after official enrollment <u>or</u> last earned reimbursement.			
Time Stop: The calendar day the student posttests above 5.9.			
Time	<22 weeks	22-24 weeks	>24 weeks
Amount	\$585	\$450	\$315

ESL Reimbursement #2			
Time Start: The first calendar day after official enrollment or last earned reimbursement.			
Time Stop: The calendar day the student posttests above NRS ESL Level 4 in reading, writing, or both OR above NRS ESL Level 5 in Listening.			
Calendar Weeks	<22 weeks	22-24 weeks	>24 weeks
Amount	\$650	\$500	\$350

ESL Reimbursement #1			
Time Start: The first calendar day after official enrollment.			
Time Stop: The calendar day the student posttests above NRS ESL Level 3 in reading, writing, or both OR above NRS ESL Level 4 in Listening.			
Calendar Weeks	<22 weeks	22-24 weeks	>24 weeks
Amount	\$650	\$500	\$350

ABE Enrollment	
Attendance Weeks	1-2 weeks
Amount	\$60

*If a student skips a level, the program will receive reimbursement for the lower level based on actual instructional weeks and the maximum reimbursement for the level(s) skipped.

Note: DWD discourages the practice of a student sitting for the GED Tests before that student has tested ABOVE the 10.9 level, i.e. into ASE High.

Appendix D

Adult Education GED+ Framework
July 1, 2012 – June 30, 2013



Health Care Sector

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs.	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Certified Nurse Aide	\$23,221	20.4% /3.5%	Approved State Certification	LPN to ASN to Registered Nurse to BSN	105 hrs	Although wage is not high, the demand and opportunity for pathways is strong.	\$75 Skills and Written	HLHS 107 CNA Preparation	<ul style="list-style-type: none"> Attend to patient needs including grooming, applying dressings, and turning bedridden patients. Collect specimens. Record patient vital signs Observe and record food and drink intake and output.
Pharmacy Technician	\$26,726	28.0% /3.7%	Certified Pharmacy Technician (CPhT)	Medical Assistant or EKG Technician	400 hrs	Not a traditional pathway, but can lead to other technical degrees, such as EKG technician.	\$129 PTCE; \$105 (EXCPT)	PHAR 101 Pharm Tech I; PHAR 201 Pharm Tech II; PHAR 202 Pharmacy Technician Experiential Seminar	<ul style="list-style-type: none"> Receive prescription requests and confirm that information is complete and accurate. Maintain proper storage of medicines. Prepare bulk medicines. Prepare and affix labels. Assist customers in checking out
Emergency Medical Technician	\$28,538	8.6% / 1.1%	State Certification	to EMT Intermediate to Paramedic to LPN	Approx. 150 hrs	EMT Basic, Intermediary and Paramedic (associate degree) is a clear pathway. EMT Basic requires both classroom and practical experience.	\$15	PARM 102 Emergency Medical Technician-Basic Training	<ul style="list-style-type: none"> Administer first aid and life support. Perform emergency diagnosis and treat Observe, record and report the patient's condition

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs.	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Medical Coder	\$29,000	20.5% / 3.0%	American Academy of Professional Coders - Certified Professional Coder (CPC)	To AHIMA Certified Coding Specialist (CCS) to Registered Health Info Tech (RHIT) to Registered Health Info Administrator (RHIA)	Not specified	The CPC is not required by the industry currently, however many major employers require it. The CPC will qualify individuals for coding in a physician's office.	\$300	MEAS 137 Medical Insurance & Basic Coding w/ Computer Applications	<ul style="list-style-type: none"> • Proficiency in adjudicating claims for accurate medical coding • Proficiency across a wide range of coding services • Sound knowledge of medical coding rules and regulations
Dental Assistant/ Expanded Duties Dental Assistant	\$33,700	36% / 3.9%	Limited Radiography Certification	To Dental X-ray Technician to Dental Office Manager to Dental Hygienist	120	The demand for Dental Assistants is large and growing.	\$60	N/A	<ul style="list-style-type: none"> • Provide patient care, take dental radiographs, prepare patients and equipment for dental procedures, and discharge office administrative functions under supervision • Keeping medical records, reception and patient intake, scheduling, equipment maintenance and sterilization, basic radiography, pre- and post-operative patient care and instruction, and taking tooth and mouth impressions

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs.	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Patient Access (Patient Rep)	\$29,400	18%/ 3.4%	Certified Healthcare Access Associate (CHAA)	Patient Access to Health Information Medical Technician or Medical Coder	120	This certification is not required industry-wide, but many major employers require it.	\$100	N/A	<ul style="list-style-type: none"> • Coordinate communication between patients, family members, medical staff, administrative staff, or regulatory agencies. • Identify and share research, recommendations, or other information regarding legal liabilities, risk management, or quality of care.

Information Technology Sector

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Computer Support Specialist	\$38,200	7.7% / 2.7%	COMP TIA A+	Network systems and communication analyst to network administrator to IT consultant	100+ hrs.	Depending on the exam, the level of knowledge varies greatly. A+ is 8th grade.	\$168	CINT 210 PC Technology Essentials; (requires passing A+ PC Essentials exam) CINT 211 IT Technician (requires passing A+ IT Technician exam)	<ul style="list-style-type: none"> • Install and perform minor repairs to computer hardware, software, and other equipment • Technical knowledge of computer networking and security
Electronics Installers/Repairers	\$40,000	14.0%/ 5.8%	Electronics Systems Professional Alliance (ESPA) Electronic Systems Technician (EST)	Supervisor or Manager	Not specified	ESPA provides multiple levels of certification.	\$250 - \$350	N/A	<ul style="list-style-type: none"> • Disassemble entertainment equipment and repair or replace defective components and wiring • Install, service, and repair electronic equipment or instruments • Calibrate and test equipment

Business Administrative & Support, Finance & Insurance Sectors

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Bookkeeper	\$31,000	8.7% / 2.5%	American Institute of Professional Bookkeeping (AIPB) Bookkeeper	Payroll clerk to tax preparer to brokerage clerk	Not specified	requires 2 years of experience before or after exam; testing centers in Merrillville, Mishawaka, Indianapolis, Terre Haute, and Evansville; AIPB has self-study workbooks and practice exams available	\$260	ACCT 101 Financial Accounting I; ACCT 106 Payroll Accounting	<ul style="list-style-type: none"> • Adjusting entries • Error correction and reconciliation • Payroll • Depreciation • Inventory • Internal control and fraud prevention
Admin. Assistant	\$28,985	3.0% / 1.6%	Internet and Computing Core Certification (IC3)	Executive assistant to office manager	70 hrs	IC3 includes knowledge of hardware, software, and Microsoft Office programs. Potential to focus on medical secretary.	\$159	Not available at this time.	<ul style="list-style-type: none"> • Prepare memos, letters, reports and other documents using word processing, spreadsheets, and other computer software

Advanced Manufacturing Sector

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Production Worker	\$36,000	4.6% / 7.1%	Manufacturing Skills Standards Council (MSSC) – Certified Production Technician	Manufacturing Engineering Technician to Technologist to supervisor or manager	140 hrs	MSSC is not recognized throughout the State, but the skills are relevant	\$280	ADMF 101 Key Principles of Advanced Manufacturing AND ADMF 102 Technology in Advanced Manufacturing	<ul style="list-style-type: none"> • Safety • Manufacturing processes and production • Quality control • Measurements
Entry Welder	\$31,000	-2.7% / 2.4%	American Welding Society (AWS) – Sense Certification	Welding technician to welding technologist or specialist	80 hrs	AWS offers multiple levels of credentials; testing facilities in Fort Wayne, Indianapolis, Evansville, South Bend and Lafayette	\$50	WELD 209 Welding Certification	<ul style="list-style-type: none"> • Safely operate welding tools • Layout, position, measure, cut and align pieces
CNC Operator	\$31,000	7.3% / 4.0%	National Institute for Metalworking Skills (NIMS) – CNC Operator Level 1	CNC Programmer	120 hrs	NIMS offers multiple levels of credentials	\$90	Not available at this time.	<ul style="list-style-type: none"> • Measurement & Materials • Job Planning, Benchwork & Layout • Manual Milling Skills • CNC Milling • CNC Turning

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Heating, Ventilation, and Air Conditioning (HVAC)	\$40,217	33%/ 8.6%	EPA 608 and Local Municipality Licensure	Apprentice to Type I Technician to Type II Technician to Type III Technician to Universal Technician	Not Specified	Large demand with significant short term growth and sustained long term growth.	\$24.95	-HVAC 101 Heating Fundamentals -HVAC 103 Refrigeration I -HVAC 208 Heating Service -HVAC 211 Refrigeration II -HVAC 207 HVAC Codes	<ul style="list-style-type: none"> • Work on ventilation appliances and release refrigerants into the air.

Transportation and Logistics, Wholesale Trade Sectors

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Truck Driver, Heavy and Tractor-Trailer	\$37,588	15.4% / 6.3%	Class A CDL	Supervisor, Manager	150 hrs	High short term and long term demand.	\$16 permit fee, \$30 license fee	N/A	<ul style="list-style-type: none"> • Operate a large truck • Obey all traffic laws and regulations
Laborers and Material Movers	\$23,382	.2% / 4.1%	Manufacturing Skills Standards Council (MSSC) Certified Logistics Associate (CLA)	Material Handling, Shipping & Receiving to First Line Supervisor or Manager of Helpers	40 hrs	Cert. Ladder: to Certified Logistics Technician (CLT)	\$115 - \$170	N/A	<ul style="list-style-type: none"> • Use the computer systems and software for supply chain management • Understand supply chain management and quality control
Laborers and Material Movers: Forklift Operators	\$30,000	3% / 2.9%	Certified Logistics Associate + Forklift Certification	Forklift operator to First Line Supervisor or Manager	50 hrs	Moderate demand that provides a livable wage.	\$39.95- \$49.95	N/A	<ul style="list-style-type: none"> • Mechanically load or unload materials from pallets, skids, platforms, cars lifting devices, or other transport vehicles.

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Automotive Service Technician (Diesel Tech/Hybrid Tech)	\$22,000	2.5% / 0.0%	Automotive Service Excellence (ASE) Certification	to Automotive Specialty Technician to Automotive Master Technician	Not specified	Some concerns about demand, but easy to build pathway. Indiana test centers located throughout Indiana. Requires two years of experience before or after certification exam.	\$75	AUTC credits apply depending on the ASE exams passed	<ul style="list-style-type: none"> • Diagnose problems or trouble with vehicle • Provide basic service for vehicle • Make repairs

Hospitality Sector

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Hospitality Staff	\$28,971	15.9%/4.6%	START	To Hospitality Skills Certification to Guest Services Gold Certification	180 hrs	High short term and sustained long term demand.	\$50.00	HOSP 101 Sanitation & First Aid	<ul style="list-style-type: none"> Greet and serve customers with professionalism

* Short-term (2010-2012) and long-term (2008-2018) projections were provided by DWD’s Research and Analysis team. The timeframes are set by USDOL Education and Training Administration.

** Prior learning credit is awarded at the discretion of Ivy Tech Community College. If a student has the current certification and is admitted into the related degree program at Ivy Tech, the student may be eligible to receive credit in the course(s) listed.

Appendix E: Innovation Fund Overview

Best Practice	Components	Fundable Activities
Consortium Management	<ul style="list-style-type: none"> • Establish a regular process for program and consortium evaluation that incorporates analysis of data, common measures and conversations with stakeholders for purposes of outcomes improvement. • Institute sound management of financial resources, including maintaining financial records, establishing and monitoring a budget, working with local community partners for additional support, and consolidation of fiscal agency responsibilities • Add providers to consortium (literacy groups, postsecondary institutions, other community-based organizations) • Look for opportunities to co-locate GED+ programs, adult education, and/or WorkOne offices • Establish formal networks with employers to develop internships, OJT, and full-time employment opportunities 	<ul style="list-style-type: none"> • Evaluation of service providers in the region and development of a plan to partner for integration • Funds to support new adult education partners/literacy networks • Promoting linkages with employers • Marketing materials, presentations
GED+	<ul style="list-style-type: none"> • Curriculum enhancements/development • Evaluate how to expand GED+ program offerings by analyzing recruitment strategies and collaboration with WorkOne and other local businesses • Connecting GED+ participants to On-The-Job Training (OJT) toward full employment 	<ul style="list-style-type: none"> • Designing new curriculum for identified occupational training program/pathway • Small equipment purchase
Accelerated Learning Program	<p>Delivery of a intensive/fast-track program(s) that include all or part of the following:</p> <ul style="list-style-type: none"> • Prepares students for GED/HSD and college placement in 6-8 weeks • Integrates distance learning and/or take-home technology, such as a lending program that includes loss prevention features • Incorporates volunteer-based instruction and tutoring programs • Incorporates other best practices including managed enrollment and student retention and completion support 	<ul style="list-style-type: none"> • Staff salaries & benefits for curriculum design • Approved training in curriculum design and development • Informal assessments • Disseminating curriculum • Technology Training • Technology Hardware • Licenses for distance learning software • Marketing materials
Managed Enrollment	<p>Orientation and class start times occur on fixed dates. During orientation, which must occur in a centralized location outside of instructional time, staff must:</p> <ul style="list-style-type: none"> • Provide information about program requirements, instructor expectations, and other supportive services that are available. • Present each student with a realistic assessment of his/her skill level, relevant options for education and training, and the time and effort needed to reach academic and career goals. • Place students in class levels (e.g. beginning, intermediate, advanced) based on the students' abilities and needs, avoiding as much as possible the practice of multilevel classes in which students have profound skill differences. 	<ul style="list-style-type: none"> • Staff salaries & benefits to create a managed enrollment program • Staff salaries & benefits to conduct scheduled orientations • Materials utilized during the managed enrollment process, such as orientation packets • Team building activities during orientation • Marketing materials

Best Practice	Components	Fundable Activities
Student Recruitment, Retention, and Completion Support	<ul style="list-style-type: none"> • Strengthen student referral process between Adult Education and local WorkOne offices as well as other community partners. • Create a clear system for identifying students' needs for support services (childcare, transportation, food, etc.) and providing the necessary services or referring students to agencies that can provide those services. • Provide life coaching designed to help adult students persist in their learning and attain educational goals. Note that this is akin to mentoring and does not include academic and career counseling, which fall under the domain of workforce development. 	<ul style="list-style-type: none"> • Staff salaries & benefits to support establishing/maintaining a referral system between WorkOne office and other community partners • WorkOne/Adult Ed retreat and/or conferences • Support service costs (Childcare, Transportation) • Life coach salaries & benefits
Work Experience	<ul style="list-style-type: none"> • Establish programs linking adult students to internships and/or work experience 	<ul style="list-style-type: none"> • Development of work experience opportunities • Establishing connections to Indiana INTERNnet
Other	<ul style="list-style-type: none"> • Region-identified innovative practices • Professional development activities (related to the other categories, or other activities) 	<ul style="list-style-type: none"> • Staff salaries for technical assistance, curriculum development

The Office of Vocational and Adult Education approved Indiana’s proposed statewide performance targets for student educational gains and follow-up measures. To ensure Indiana meets these OVAE targets, DWD requires each consortium to establish regional targets in **Form 3-Regional Performance**. This document provides guidance on setting targets for educational gains and follow-up measures.

Performance Targets for Educational Gain Measures

Regions should analyze current performance on Percent Completing Level (Column H on NRS Table 4) to set performance targets for ABE, ASE, and ESL educational gain measures. Targets should be at or above the state level depending on performance.

Performance Targets for Follow-up Measures

NRS changed the requirements for the state reporting of follow-up measures of entered and retained employment, attainment of a secondary credential and entry into postsecondary education or training. Instead of tracking student attainment based on goal setting, the NRS will require states to report follow-up measures for all students who meet *certain criteria* for each measure. Students meeting the criteria form the *cohort* for each measure. To determine percent of the cohort achieving the outcome, the InTERS team will data match individuals in cohorts to determine if they have achieved the outcome. In summary, the performance target for each of the follow-up outcomes is equal to the following:

$$\text{Performance Target} = \frac{\text{Participants available for data match/survey who achieved the outcome}}{\text{Participants in the cohort available for data Match (Defined Below)}}$$

Where cohorts are defined as follows:

- **Entered Employment.** Learner *unemployed and in the labor force* when they entered the program and who exit during the program year.
- **Retained Employment.** Learners who were not employed at time of entry and in the labor force, who enter employment by the first quarter after exit quarter; and learners employed at entry who exit during the program year.
- **Obtained a secondary credential.** Learners *who take all GED tests, or are enrolled in adult high school at the high ASE level, or are enrolled in the assessment phase of the External Diploma Program (EDP)*, who exit during the program year. **Thus, the cohort is not all learners. Rather, the cohort is the sum of the learners in the three groups above.**
- **Entered into postsecondary education or training.** Learners who *earned a secondary credential while enrolled in adult education, or had a secondary credential at entry, or who are enrolled in a class specifically designed for transition to postsecondary education or training*, who exit during the program year.

DWD does not expect you to try to estimate cohorts above and the number of students in these cohorts achieving the outcome. Rather, each region should set the targets DWD has set for the state at a minimum.



INDIANA
ADULT EDUCATION



Overview of Regional Fiscal Picture

March 2012

Agenda

- Overview of 2011-2012 funding
 - 13.79% guarantee
 - Performance snapshot
 - GED+
- Overview of 2012-2013 funding
 - Formula allocation
 - Performance
 - Maintenance of Effort
 - Budget forms
 - Innovation fund



2011-2012 Grants



13.79% Guarantee

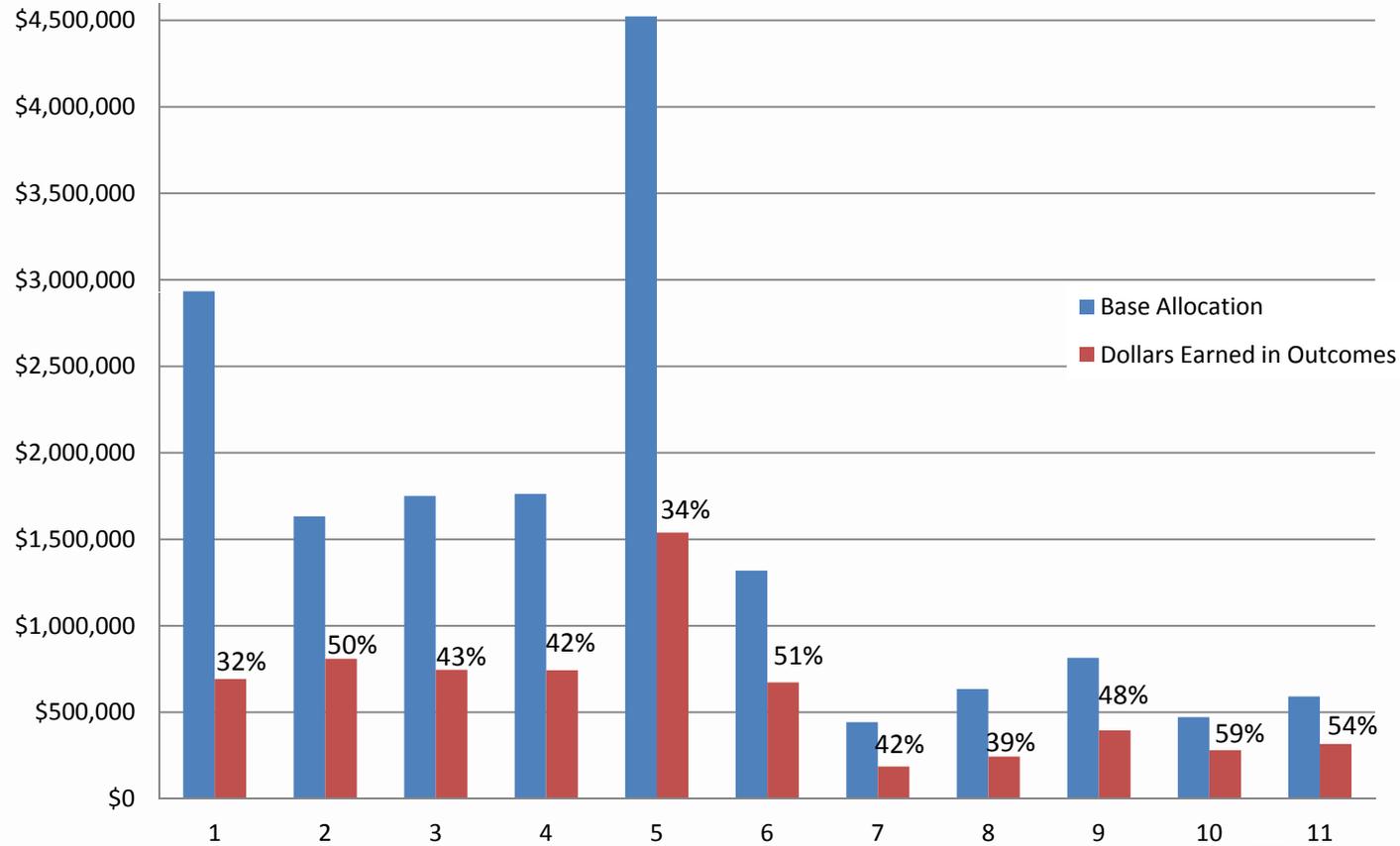
- State dollars
- Accrued expenditure timeline: 7/1/11-6/30/12
- Added to grants as modifications: 8/1/12
- Reimbursements: Claim after grant execution
- DWD will request budgets in mid-April



Performance Snapshot

Regional Percent of Base Allocation Earned in Reimbursements

Date: 3/22/12



INDIANA
ADULT EDUCATION

2011-2012 Performance Funding

- Regions earning performance will be notified
 - Notify: Shortly after 7/10/12
 - Awarded: 8/1/2012
 - Accrued Expense Timeline: **7/1/12-9/30/12**
- Unallocated performance funding will be used to shore up the program statewide



2011 – 2012 GED+

	GED+ (most recent data available)				
	Enroll	% of Enrollments	% of 2011 funding spent	Amt. of 2011 spent	2011 Award
Region 1	3	2%	2%	\$ 4,500.00	\$ 193,980.06
Region 2	20	13%	4%	\$ 14,320.00	\$ 405,304.20
Region 3	13	8%	5%	\$ 15,062.00	\$ 289,791.00
Region 4	30	19%	10%	\$ 18,800.00	\$ 185,271.80
Region 5	63	41%	5%	\$ 33,575.00	\$ 618,524.10
Region 6	7	5%	4%	\$ 4,825.00	\$ 121,087.80
Region 7	5	3%	9%	\$ 6,338.00	\$ 73,473.30
Region 8	2	1%	3%	\$ 2,460.00	\$ 91,242.00
Region 9	12	8%	10%	\$ 8,847.00	\$ 92,364.30
Region 10	0	0%	0%	\$ -	\$ 78,893.10
Region 11	0	0%	0%	\$ -	\$ 100,068.30
TOTALS	155	100%	52%	\$ 108,727.00	\$ 2,249,999.96

GED+ Voucher Continuity

- Current GED+ Vouchers - WIA Discretionary
 - The grants must close out after June 30th
- 2012-2013 Grants – Penalty and Interest
 - Will have a “grandfather clause” in 2012-2013 SOW to account for any students enrolled prior to June 30, but not completing until after July 1
- Continue to enroll students into programs; intended to be a seamless transition



2012-2013 Grant Details



2012-2013 Funding

- **ABE**
 - Base: \$16.8 Million
 - Region Available Performance: \$3 Million
- **GED+ (Awarded to WIBs)**
 - \$1.1 Million in Penalty and Interest for Vouchers (Includes 10% Admin)
 - Performance will be accounted for in future
- **Innovation**
 - \$120,000 for each region
 - Up to \$20K for GED+ program development
- **EL Civics**
 - Base: \$442,747
 - Region Available Performance: \$78,132

ABE, ELC, GED+ Formula Allocation

Variable	Description	Weight
% of Statewide Enrollment	<ul style="list-style-type: none"> •Average of 2010-2011 & 2011-2012 (7/1/11-12/31/11 x 2) from NRS Table 4 •Includes hardcopy 10-11 submissions •Includes ASC students 	40%
% UI Claimants*	<ul style="list-style-type: none"> •2011 UI Claimants without a credential •DWD Claimant Pool Analysis 	10%
%Reimbursements Earned**	<ul style="list-style-type: none"> •Reimbursements earned less enrollments (\$60) and EL Civics 	50%

*ELC: 25+ w/o Credential & Speak Language Other Than English (ACS 5-yr: 06-10)

**ELC: ESL Reimbursements Earned



2012-2013 Schedule for ABE Performance Dollars

- Awarded after PY12-13 as part of PY13-14 grants
- Will allow programs the full PY13-14 year to spend



Maintenance of Effort (MOE)

- **What is the MOE requirement?**
 - State must spend no less than **90 percent** of aggregate expenditures for adult education and literacy activities in previous years (AEFLA Sec. 241(b))
 - Indiana's Commitment: \$25.4 million
- **Breakdown of Indiana's Commitment for 12-13**
 - Indiana State Funding: \$12.6 Million
 - DOC Commitment: \$8.9 Million
 - **Total Program Commitment (Split by Region based on Federal Dollars): \$3.9 Million**



2012-2013 Budget Forms

- Two documents: Budget Form & Cost Analysis
- Budget Form
 - Included as part of grant
 - Two categories: Program (Instructional) & Administrative (Non-Instructional)
 - Separated state and federal funds
 - **No Line Items**
 - Will be used for 13.79% Remainder of State funds
- Cost Analysis Form
 - Included in grant continuation and/or RFA response
 - Detailed Program (Instructional)& Administrative (Non-instructional) Costs



Program & Admin Costs

- Program (Instructional) Costs
 - Costs have direct and immediate benefit to the participant and are incurred in direct instruction.
 - **Examples:** Instructional staff salaries, instructional materials and supplies, instructional software, classroom fixtures/space, and data collection and processing relative to individual students
- Administrative (Non-instructional) costs
 - Costs that are for planning, administration, personnel development, and interagency coordination (AEFLA Sec. 233(a)(2))
 - May not exceed 5% in state and federal funds unless a waiver is submitted
 - Activity examples: administrative, program management, fiscal, clerical, data collection and processing for the program, advertising, professional development



Innovation Fund

- \$120,000 per region
 - \$100,000 through Title II funds
 - \$20,000 through P&I funds
 - Maximum of 2 fiscal agents per region
- Process
 - Initial guidance now
 - Final guidance released in grant continuation documents
 - Negotiation with the State



PY 2012-2013 Professional Development

- Budget as part of Admin and/or include in innovation grant budget (No Microgrants)
- Coordinate PD activities with EDSI



Grant Continuation & RFA Deadlines

- ABE Grant Continuation/EL Civics RFA
Release: April 17th (Day before Statewide
Call)
- Due: June 4th



Memo

To: ABE
From: Finance
CC:
Date: November 2, 2011
Re: Financial Definitions

To ensure that we are all talking the same language, the finance department is providing the definitions to some basic accounting terms that apply to the manner in which we handle our sub-recipients. These definitions come from various federal guidelines as well as the 2008 Governmental Accounting Standards Board (GASB) Codification of Governmental Accounting and Financial Reporting Standards.

Accrued Expense or Expenditures:

❖ **Definition**

- In general, total accrued expenditures are costs incurred for goods and services received regardless of whether payment has been made.
- Accrued expenditures mean the charges incurred by the grantee during a given period requiring the provision of funds for:
 - Goods and other tangible property received;
 - Services performed by employees, contractors, sub-grantees, subcontractors, and other payees; and
 - Other amounts becoming owed under programs for which no current services or performance is required, such as annuities, insurance claims, and other benefit payments.

❖ **Examples of this would include:**

- Books ordered and received on May 3rd – expense would be accrued on May 3rd, even if payment wasn't made until July 23rd;
- Phone bill for the month of June would be a June expense;
- Teacher's salary and benefits for the school year ending June 4th – expense would be accrued on June 4th if though their salary is broken out and they do not receive their final check for the school year until August;
- Teacher's salary for Summer school –
 - Worked June 15th through August 5th –
 - Expense for the period June 15th through June 30th is accrued at the end of June
 - Expense for the period July 1st through August 5th is accrued in July and August.
 - Date of pay does not affect the expense date.

Note, in both instances with the Teacher's salary and benefits above, the date of expense is based on the date worked, not on the date the teacher was paid.

- ❖ **NOTE:** An accrued expense can and must be adjusted if the actual payment does not equal the amount accrued.

Obligations:

❖ **Definition**

- Obligations as defined in 29 CFR 97.3, means the amount of orders placed, contracts, and subgrants awarded, goods and services received, and similar transactions during a given period that will require payment by the grantee during the same or a future period.
- Obligation is a term that references actions where a legal commitment to pay exists. It may occur at the time the services are rendered or before the services are rendered when a binding agreement has been entered into. Obligations are legal requirements – not plans or budgets.

❖ **Examples of this would include:**

- Subgrant agreements or contracts;
- Purchase Orders;
- Cash disbursements; or
- Current expenditures (amount owed for previous or the current month) on a lease and the cancellation penalty, or amount due, if the lease is cancelled.

❖ **Examples of that would not meet the definition of obligation include, but are not limited to:**

- Projected staff time, wages, or benefits;
- Future or projected rent payments;
- Items that are budgeted during the grant period;
- Prepayment for items where goods or services have not been received;
- Encumbrances that have been set aside for a reason but for which no legal document has been issued; or
- Balances on a lease – see above

Disbursements (or Liquidation):

❖ **Definition**

- Transfer of cash either by check, voucher or an electronic transfer issued for an expenditure made. (goods or services received).

❖ **Examples of this would include, but are not limited to:**

- Issuing Payroll
- Processing and issuing checks or bank transfers for invoices for supplies, etc.

Reimbursement:

❖ **Definition**

- The act of repaying or refunding funds paid out for a legitimate expenditure (goods or services received).

❖ **Examples of this would include, but are not limited to:**

- Payment by DWD for payroll costs issued for time worked during the allowable period of the grant.
- Payment by DWD for payments issued for invoices for supplies, etc.



INDIANA
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TO: Adult Education Consortia Partners

FROM: Gina DelSanto, Ph.D. *GD*
Senior Deputy Commissioner, Policy, Education and Training

DATE: February 17, 2012

SUBJECT: DWD Policy 2011-05, Change 1
Adult Education Program Standards

Purpose

This policy establishes program standards for adult education (AE) in Indiana.

Rescission

N/A.

Content

As authorized by IC 22-4.1-20, the Department of Workforce Development (DWD), Division of Adult Education has established standards to ensure delivery of foundational skills development, career pathways, and academic and career counseling services to adults and out-of-school youth for the purposes of employment, reemployment, or enhanced employment.

Student Eligibility for Services

Individuals must meet the following eligibility requirements to receive AE services:

- Be at least eighteen (18) years of age; or
- Between sixteen (16) and eighteen (18) years of age, if a **principal** signs the student's exit form.*

Additionally, the individual must need skill development in English, Mathematics and/or Reading as determined by an initial assessment.

***Individuals who are between sixteen (16) and eighteen (18) years of age must have the superintendent's signature to take the GED Tests in accordance with IC 22-4.1-18.**

Student Enrollment Process

Students become officially enrolled in adult education after 12 attendance hours, which may include both instruction and orientation hours. During these first twelve attendance hours, providers should make every effort to ensure the steps below are completed for each student.

1. Enter student demographic information in AE InTERS.

Student demographic information should be entered in AE InTERS within the first few hours of program attendance.

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2. Administer a pre-test to determine a student's initial skill level.

Eligible adult education students should be pre-tested by official enrollment using DWD-approved assessments. Refer to Indiana's Assessment Policy for Adult Education Programs (DWD Policy 2011-09) for additional guidance.

3. Identify and Set Goals for Instruction.

Based on National Reporting System (NRS) guidance, all students **must be assigned at least the default goal of improving literacy skills**. That is, all students are assumed to be in the program to improve their literacy skills, and thus have the default goal of either improving literacy skills or improving English language skills. Students may also set one of four follow-up goals including obtaining employment, retaining employment, achieving a GED or high school credential, and entering post-secondary education.

Students who achieve these four follow-up outcomes may only be reported to NRS if the student has set the goal. This may require teachers to update goals more frequently. DWD expects all providers to set the minimum goal of GED attainment for all students who have the skill level ability to pass the GED Tests within one year.

4. Explain program specific policies.

Explain program specific policies, such as an attendance policy or class participation requirements, either prior to instruction or during a designated orientation class.

Persistence

There are many factors that promote student persistence in adult education including attendance requirements and intensity and duration of educational activities.

Attendance

AE providers must have an attendance policy approved by DWD that promotes student achievement of measurable outcomes and acknowledges frequency and recency as best educational practices. It is strongly encouraged that the policy includes the following elements:

- an expectation that students will attend all class hours;
- processes by which staff may review attendance on a regular basis to determine if students require additional support services;
- definitions for and limits on excused and unexcused absences; and
- provisions for program dismissal.

Intensity and Duration

Per WIA Section 231, programs must be of sufficient intensity and duration for students to achieve substantial learning gains. Programs should meet year-round, where possible, to maximize student attendance.

Official Exit and/or Separation

Students may choose to exit if s/he has the instructional goals set during enrollment. If a student chooses to exit, the provider must record the date and reason for exit. Separation, or a soft exit, occurs when the student has not participated in the AE program for 90 consecutive calendar days or if the student has notified the program of such separation. Providers may re-enroll separated students at any time. However, the student will be required to complete the full intake process upon re-enrollment, including pretesting.

DWD Policy 2011-05, Change 1

February 17, 2012

Page 3 of 3

Effective Date

Immediately

Ending Date

Upon rescission

Ownership

Division of Adult Education

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Action

Indiana's adult education system will follow the guidance contained in this policy.



INDIANA
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TO: Adult Education Consortia Partners

FROM: Gina DelSanto, Ph.D. 
Senior Deputy Commissioner, Policy, Education and Training

DATE: January 12, 2012

SUBJECT: DWD Policy 2011-06
Adult Education Funding

Purpose

This policy provides an overview of funding for the adult education system.

Rescission

N/A.

Content

The Department of Workforce Development (DWD), Division of Adult Education leverages several resources to ensure delivery of foundational skills development, career pathways, and academic and career counseling services to adults and out-of-school youth for the purposes of employment, reemployment, or enhanced employment. Adult education (AE) regional consortia delivering these services are supported by funds from the federal Workforce Investment Act (WIA), Title I and Title II, and state funds.

Governor's Discretionary Funds—Workforce Investment Act (WIA) Title I

At the request of the DWD, the State Workforce Innovation Council (SWIC) allocated money from the governor's discretionary funds to support career certification (CC) programs for clients who are co-enrolled in AE and WIA. These funds will be distributed to CC program providers in the form of vouchers. For more information on CC programs and vouchers, please reference the Adult Education Training Program Statement of Work (SOW).

Adult Education Funds—WIA Title II and State Funds

DWD allocates state and federal funds to AE regional consortia based on a funding formula that compares a region's productivity index (enrollees/UI claimants lacking a secondary diploma or GED) to a similarly calculated state productivity index. Regions, through their collective AE programs, must earn the allocation through achievement of student-learning performance

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reimbursements as described in Attachment A. The first 85 percent of a region's allocation shall be granted as guaranteed funds. To be eligible for the additional 15 percent, the region as a whole must "earn" the 85 percent in outcomes.

Program Year Budget Requirements

Each fiscal agent in a consortium must submit a line item budget detailing planned expenditures for its share of the entire regional allocation for both the guaranteed 85 percent and the 15 percent performance funding. All proposed instructional and non-instructional expenditures should be included. Non-instructional costs should be limited to 10 percent of the federal request per year. If more than 10 percent is needed to operate the program effectively, regions may request a waiver for up to 15 percent for non-instructional costs. Instructional and non-instructional costs are listed in Attachment B.

Budget Modification

A budget modification is required if the grantee desires to re-budget funds in the approved budget where the adjustment to a cost category is (+) or (-) 10 percent of the total budget amount. Requests for budget modifications must be submitted to DWD and approved before budget modifications are made.

Procedures for Expenditure Reimbursement

Individual programs will be reimbursed for actual expenditures by completing a reimbursement form and electronically submitting it to the DWD Finance Division. Programs may report expenditures for reimbursement at the end of each month but must report expenditures to DWD at least quarterly. Both instructional and non-instructional expenditures may be reimbursed.

Maintenance of Effort

The Maintenance of Effort (MOE) requirements in the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Investment Act (WIA—P.L.105–220) require states to maintain their state and local financial commitment to adult education. In general, Indiana's non-federal funds, which comprise state, local, and Department of Correction (DOC) funds, may not be reduced from year to year.

Indiana's budgeted adult education state funds meet the state's MOE requirement. The total local MOE requirement is allocated to the regions based on each region's percentage of federal funds. As such, regions with a larger federal allocation have a larger MOE requirement.

Revocation and Recovery of Funds

DWD has the discretion to revoke a grant award for an AE region or provider as outlined in the Program Improvement Policy (DWD Policy 2011-11).

Adult Education Program Tuition and Fees

Tuition

An Indiana student who is eligible to be counted as enrolled for purposes of reimbursement in a state-approved adult education program shall not be charged tuition.

Fees

Fees charged for participation in an adult education program are generally not permissible. Participants may be charged fees for learning activities, services, and/or materials.

Permissible fees include textbook rental fees, refundable deposits for books or materials used for review outside of the classroom, and childcare. The DWD encourages programs to establish a fee policy that sets fee requirements. Any fees must be necessary and reasonable and must not impose a barrier to the participation of disadvantaged persons that the program was designed to serve.

Program Income Requirements

Programs choosing to assess fees must reinvest these funds in the adult education program before requesting additional grant money for the same activity in accordance with 34 CFR 80.21(f). Additionally, all income from fees must be spent during the same program year. DWD requires programs to report fees and how these funds were reinvested in adult education. Any fees charged may not be applied towards Maintenance of Effort requirements.

Effective Date

Immediately

Ending Date

Upon rescission

Ownership

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Action

Indiana's adult education system will follow the guidance contained in this policy.

Attachment A Reimbursement Schedule

Adult Education Reimbursement Schedule for ABE/ASE/ESL

Effective: July 1, 2011 to June 30, 2012

Revision Date: 12.12.11



Transition to Postsecondary Reimbursement (Goal must be set for program to earn reimbursement)			
Time Start: The first calendar day after official enrollment or last earned reimbursement.			
Time Stop: The student's last calendar day of attendance before earning passing Compass scores (Reading 80+, Writing 70+ & Alg. 35+) or Accuplacer scores (Reading 89+, Writing 80+, & Alg. 53+).			
Time	<6 Weeks	6-8 Weeks	>8 Weeks
Amount	\$400	\$300	\$200

GED Attainment Reimbursement (Goal must be set for program to earn reimbursement)			
Time Start: The first calendar day after official enrollment or last earned reimbursement.			
Time Stop: The student's last calendar day of attendance before the student passes the exam.			
Time	<6 Weeks	6-8 Weeks	>8 Weeks
Amount	\$400	\$300	\$200

9-10.9+ (Low ASE) Reimbursement			
Time Start: The first calendar day after official enrollment or last earned reimbursement.			
Time Stop: The calendar day the student posttests above 10.9.			
Time	<6 Weeks	6-8 Weeks	>8 Weeks
Amount	\$400	\$300	\$200

6-8.9+ (High Int. ABE) Reimbursement			
Time Start: The first calendar day after official enrollment or last earned reimbursement.			
Time Stop: The calendar day the student posttests above 8.9.			
Time	<22 weeks	22-24 weeks	>24 weeks
Amount	\$585	\$450	\$315

E-5.9+ (Bundled Low ABE) Reimbursement			
Time Start: The first calendar day after official enrollment or last earned reimbursement.			
Time Stop: The calendar day the student posttests above 5.9.			
Time	<22 weeks	22-24 weeks	>24 weeks
Amount	\$585	\$450	\$315

ESL Reimbursement #2			
Time Start: The first calendar day after official enrollment or last earned reimbursement.			
Time Stop: The calendar day the student posttests above NRS ESL Level 4 in reading, writing, or both OR above NRS ESL Level 5 in Listening.			
Calendar Weeks	<22 weeks	22-24 weeks	>24 weeks
Amount	\$650	\$500	\$350

ESL Reimbursement #1			
Time Start: The first calendar day after official enrollment.			
Time Stop: The calendar day the student posttests above NRS ESL Level 3 in reading, writing, or both OR above NRS ESL Level 4 in Listening.			
Calendar Weeks	<22 weeks	22-24 weeks	>24 weeks
Amount	\$650	\$500	\$350

Enrollment Reimbursement	
Attendance Weeks	1-2 weeks
Amount	\$60

*If a student skips a level, the program will receive reimbursement for the lower level based on actual instructional weeks and the maximum reimbursement for the level(s) skipped.

Note: DWD discourages the practice of a student sitting for the GED Tests before that student has tested ABOVE the 10.9 level, i.e. into ASE High.

Attachment B
Instructional and Non-Instructional Costs

INSTRUCTIONAL COSTS

Instructional costs include salaries or other expenses directly related to the following:

- Adult basic education instruction
- Activities related to outreach, intake, assessment, counseling, and follow-up services for adult learners
- Curriculum development
- Operation and maintenance related to the upkeep of equipment and facilities used by the program for instruction and related services
- Child care services

NON-INSTRUCTIONAL COSTS

Non-instructional costs should be limited to 10 percent of the federal request per year. If more than 10 percent is needed to operate the program effectively, regions may request a waiver for up to 15 percent for non-instructional costs. The following are non-instructional costs:

- Administrative and secretarial salaries and other administrative expenses
- Professional development activities
- Volunteer recruitment, training, and supervision
- Data-entry and record-keeping of program statistics and fiscal reports
- Audit fees
- Indirect costs
- Any other expenses that do not directly pay for instruction and student support services

NON-ALLOWABLE COSTS

The following are disallowed federal expenses:

- Food (except for child care snacks)
- Rent (except where applicant can document that all efforts to obtain rent-free facilities have been denied)
- In-family literacy programs, salaries of teachers other than adult educators; and
- GED examiner, testing, and GED test fees



INDIANA
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TO: Adult Education Consortia Partners

FROM: Gina DelSanto, Ph.D. *GD*
Senior Deputy Commissioner, Policy, Education and Training

DATE: February 3, 2012

SUBJECT: DWD Policy 2011-08
Adult Education Data Collection and Reporting

Purpose

This policy provides guidance on the collection and reporting of data for adult education programs.

Rescission

None

Content

The National Reporting System (NRS) requires the Department of Workforce Development (DWD), Division of Adult Education to report annually specified information on adult education to the Office of Vocational and Adult Education (OVAE). The NRS measures address the federal accountability requirements of the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA—P.L.105-220).

Adult education (AE) providers who receive federal and/or state funds from the DWD must collect, report, and submit required NRS and state data electronically using the software AE InTERS.

Required Data and Reporting

The following information must be collected and entered for each student in AE InTERS:

- *Educational Gains:* Gains in reading, writing, and mathematics as determined by TABE pre- and post-testing;
- *Follow-up Measures:* Entered employment, retained employment, receipt of secondary school diploma or GED certificate, and placement in postsecondary education or training;
- *Demographics:* Race/ethnicity, gender, and age;
- *Status and Goals:* Labor force status, public assistance status, rural residency, disability status, and reasons enrolled; and

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- *Student Participation:* Contact hours and program enrollment type.

Programs may elect to report the following optional NRS secondary outcome and student status measures in InTERS:

- *Employment:* Reduction in receipt of public assistance;
- *Work-based project learner achievement:* Met work-based project learner goal;
- *Community:* Achieved citizenship skills, voting behavior, and general involvement in community activities;
- *Family:* Involvement in children's education and involvement in children's literacy-related activities; and
- *Student Status:* Low-income status, displaced homemaker, single-parent status, dislocated worker, and learning disabled adult.

Schedule for Data Entry

DWD strongly recommends that data be entered into AE InTERS on a weekly basis. If the time lag for reporting data is too long, the likelihood of missing, and possibly inaccurate, data increases. Timely data entry will allow program staff and DWD to analyze data on a regular basis and use it for program planning and continuous program improvement.

While programs may determine their own schedule for data entry, the DWD requires that all monthly data for NRS and state measures be entered by the **10th of the next consecutive month** and data should be available for review at all times.

Exceptions:

Separations and employment are entered quarterly as follows:

- The NRS defines separations as students who leave the program or receive no services for ninety (90) consecutive calendar days and have no scheduled services. All separations for the quarter must be entered by the last day of the quarter (September 30, December 31, March 31 and June 30).
- Employment data for a student is measured *the first calendar quarter* after they leave the program. Retained employment is measured in the *third calendar quarter* after exit for students who had a goal of employment and who obtained a job in the first quarter. Employment measures are reported to OVAE on different time periods as explained in the *NRS Implementation Guidelines*.

Accurate Data Entry

Programs shall make every effort to ensure accurate data entry. If DWD determines that a program has a pattern of data entry discrepancies beyond occasional errors, the program will be monitored and may be required to submit data documentation. Thus, all programs should maintain data documentation or know where to direct DWD to obtain the proper documentation.

Effective Date

Immediately

Ending Date

Upon Rescission

DWD Policy 2011-08

February 3, 2012

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Ownership

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Action

Indiana's adult education system will follow the guidance contained in this policy.



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TO: Adult Education Consortia Partners

FROM: Gina DelSanto, Ph.D. *GD*
Senior Deputy Commissioner, Policy, Education and Training

DATE: February 3, 2012

SUBJECT: DWD Policy 2011-09
GED Testing

Purpose

This policy provides guidelines for General Educational Development (GED®) testing in Indiana.

Rescission

None

Content

The Department of Workforce Development (DWD), Division of Adult Education will grant the Indiana GED Certificate of Achievement (GED Certificate) to those individuals who earn an official passing score on the GED Tests, provided jurisdictional policy requirements referenced in this document and GED Testing Service (GEDTS) policy are met. GEDTS requirements can be found online in the GEDTS Policies and Procedures Manual:
<http://www.cde.ca.gov/ta/tg/gd/documents/gedplcyprcdr08.pdf>

GED Candidate Eligibility

The GED Tests may be administered only to individuals who do not hold a high school diploma and who meet the following minimum guidelines:

- Be a resident of the state of Indiana for a minimum of thirty (30) days immediately preceding the day of testing; and
- Be at least eighteen (18) years of age; or
- At least sixteen (16) years of age, if a superintendent (as defined in IC 20-18-2-21) recommends that the individual participate in the testing program.

GED Chief Examiners and GED Examiners are responsible for verifying that each GED candidate tested is eligible to take the GED Tests and that each candidate can prove identity. Valid driver's licenses, valid passports, military IDs, or other forms of government-issued (national or foreign) identification that show name, address, date of birth, signature, and photograph are all acceptable forms of identification. Eligibility documentation must be kept on file at the testing center.

Minimum Passing Score

To earn a passing score on the GED Tests, a candidate must earn a total score of two thousand, two-hundred fifty (2,250) points or higher on all five tests with no individual test score below four hundred ten (410).

Reporting of Scores

DWD shall enter into contract with a credentialing partner and a certified GEDTS scoring partner. The Official Transcript of GED Test Results will be issued to GED candidates by the selected credentialing partner on behalf of DWD, given that all scoring and reporting requirements mandated by GEDTS are met. Scores achieved on the GED Test are official only when scored and reported by the credentialing and scoring partner(s) selected by DWD.

Time Limit

An applicant must complete all five (5) tests in the GED test battery within sixty (60) days. On the sixty-first day, if the full GED test battery remains incomplete, test scores for the incomplete test battery will be invalidated. The applicant will be required to retake the invalidated tests and once again will have sixty (60) days to complete the GED test battery.

Retesting

Candidates may retest on an alternate form of the GED test/s but may not take the same form of the test/s in a single calendar year. The full battery of five GED tests does not have to be completed prior to retesting on any single test. A GED candidate who has already earned a GED certificate may only retest if a higher score is needed to meet an admission requirement for postsecondary education or training, to meet employment requirements, or to enlist in the armed forces.

Testing Fees

Beginning in 2012, the GED Test Battery will be offered in two formats: paper-based testing (PBT) and computer-based testing (CBT). Fees for each of the formats are determined as follows:

- PBT: Testing Centers may determine the fee based on the cost of the tests and processing time required. It may not be more than seventy dollars (\$70).
- CBT: GEDTS has set the standard fee of one hundred and twenty dollars (\$120) for the CBT test battery and twenty four dollars (\$24) for each CBT content area test. Testing Centers may reduce these costs by issuing vouchers to test takers.

Effective Date

Immediately

Ending Date

Upon Rescission

DWD Policy 2011-09

February 3, 2012

Page 3 of 3

Ownership

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Action

Indiana's adult education system will follow the guidance contained in this policy.



INDIANA
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TO: Adult Education Consortia Partners

FROM: Gina DelSanto, Ph.D. *gds*
Senior Deputy Commissioner, Policy, Education and Training

DATE: February 3, 2012

SUBJECT: DWD Policy 2011-10
Adult Education Professional Qualifications and Development

Purpose

This policy establishes the minimum qualifications and ongoing professional development expectations for the Indiana adult education (AE) staff.

Rescission

None

Content

The Department of Workforce Development (DWD), Division of Adult Education is committed to raising and sustaining the level of expertise of its adult educators in order to effectively serve Indiana's adult learner population. Establishing minimum qualifications and ongoing learning opportunities for AE staff ensures quality teaching and programming.

Staff Qualifications

AE program directors and instructors must have a bachelor's degree. All teaching aides must have a high school diploma or General Educational Development (GED) certificate. Providers may set more stringent qualifications, such as requiring instructors to hold a valid teacher certificate or a bachelor's degree in a relevant discipline.

Eligible adult education providers are not subject to IC 20-28-6 and, therefore, may elect not to employ an adult education teacher using the regular or temporary teacher's contract or supplemental service contract.

Requirements for Professional Development

The Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA—P.L.105--220) allocates funding for professional development activities that enhance the quality of adult education programs. Per this provision, all regions were required to submit professional development plans.

DWD has established four categories of professional development, sample training topics within this category, and required trainings. All AE program directors and instructors must complete required trainings listed in the table below. Other trainings may be required per the regional plan and/or at the discretion of DWD.

Professional Development Categories	Sample Training Topics	Required Training Topics
Orientation to adult education	<ul style="list-style-type: none"> • Student orientation and intake activities • AE InTERS webinars/trainings • Innovative andragogical teaching strategies • Career pathways/career development 	<ul style="list-style-type: none"> • Program orientation for new teachers • AE InTERS
Curriculum and Instruction	<ul style="list-style-type: none"> • Lesson planning • Teaching mathematics • GED+ • Distance learning technology • Teaching adults with disabilities 	<ul style="list-style-type: none"> • Online Remediation Tool
Assessment and evaluation	<ul style="list-style-type: none"> • Webinars or Trainings on TABE and TABE CLAS-E 	<ul style="list-style-type: none"> • TABE • TABE CLAS-E
English as a Second Language/Civics	<ul style="list-style-type: none"> • Language acquisition theory for the adult learner • English conversation and speaking activities 	

Program directors are responsible for informing teachers and staff of required and optional professional development opportunities in a timely manner and should support participation by allowing release time and outlining reimbursable expenses.

Tracking and Reporting

Providers must record all professional development activities and staff professional development hours in AE InTERS. DWD will monitor professional development in AE InTERS. If requested, providers should be able to provide DWD with documentation of training such as attendance sheets and/or attendance lists for webinars. If DWD determines a program is not meeting the requirements of this policy, DWD may identify the program for improvement per the Program Monitoring and Improvement Policy (DWD Policy 2011-XX).

DWD recommends programs re-assess staff professional development needs on an annual basis and maintain an annual professional development plan for each staff member.

Effective Date

Immediately

Ending Date

Upon Rescission

Ownership

Division of Adult Education

DWD Policy 2011-10
February 3, 2012
Page 3 of 3

Indiana Department of Workforce Development
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Action

Indiana's adult education system will follow the guidance contained in this policy.



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TO: Adult Education Consortia Partners

FROM: Gina DelSanto, Ph.D. *GD*
Senior Deputy Commissioner, Policy, Education and Training

DATE: February 3, 2012

SUBJECT: DWD Policy 2011-11
Adult Education Program Monitoring and Improvement Policy

Purpose

This policy describes the process for monitoring and evaluating adult education (AE) programs.

Rescission

None

Content

The Department of Workforce Development (DWD), Division of Adult Education will monitor AE programs based on the regional grant application submitted to and approved by the DWD. If DWD determines a program is not meeting conditions in the grant, the DWD will identify the program for improvement.

Monitoring

DWD will monitor AE programs by analyzing real time program data in AE InTERS. As required by federal law, DWD staff will also perform an on-site review of at least 20 percent of local programs annually. Programs will be notified of an on-site review and may access the monitoring form on the DWD adult education website.

Programs Identified for Improvement

DWD has the discretion to determine if a program is not meeting conditions of the regional grant and may identify the program for improvement. If a program is identified for improvement, the DWD will notify the fiscal agent overseeing the program. Within two weeks of notification, the program must submit a Corrective Action Plan that addresses programming deficiencies.

After receipt, DWD staff will review the Plan and provide feedback to the program within 30 business days. The program must then implement the DWD-approved Plan and schedule an on-site monitoring visit. Failure to implement elements of the Plan or achieve negotiated performance targets during a

second consecutive year will result in DWD taking further action. These actions may include fiscal agent change or removal of AE provider eligibility for federal and state funding.

Effective Date

Immediately

Ending Date

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Ownership

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Action

Indiana's adult education system will follow the guidance contained in this policy.



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TO: Adult Education Consortia Partners

FROM: Gina DelSanto, Ph.D. *GD*
Senior Deputy Commissioner, Policy, Education and Training

DATE: March 28, 2012

SUBJECT: DWD Policy 2011-12
Distance Education

Purpose

This policy provides the general requirements for local delivery of distance education.

Rescission

None

Content

The Department of Workforce Development (DWD), Division of Adult Education supports distance learning as part of its commitment to increase participation in and access to adult education (AE) remedial services. Moreover, the integration of technologies in distance education supports student development of fundamental computer and technology skills needed to thrive in a complex and rapidly changing technological society.

Defining Distance Education

The United States Department of Education, Office of Vocational and Adult Education (OVAE) defines distance education for AE programs in the *National Reporting System (NRS) Implementation Guidelines, March 2010* (Implementation Guidelines) as follows:

Distance Education--Formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

Measuring Instructional Hours for Learners in Distance Education

There are two types of contact hours for distance education: direct contact and proxy contact. Direct contact hours for distance education can be a combination of actual contact and contact through telephone, DVDs, teleconference or online communication, where student and program staff can interact and through which learner identity is verifiable. Students must have at least twelve (12) direct contact hours for official enrolment in an AE program. These direct contact hours may include both orientation and instructional hours.

Proxy contact hours are the hours students spend on distance learning activities. These hours may be calculated using one of three models:

1. *Clock-Time Model*, which assigns contact hours based on the elapsed time that a learner is connected to, or engaged in, an online or stand alone software program that tracks time.
2. *Teacher-Verification Model*, which assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a learner engaged in, or completed, the assignment.
3. *Learner-Mastery Model*, which assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials and when they feel they have mastered the material, take the test. A passing score earns the credit hours attached to the material.

AE providers must be able to provide documentation of proxy contact hours upon request. Some examples of acceptable documentation include software generated reports, screen shots, or teacher logs.

Approved Distance Education Curricula

The Senior Director of Adult Education has approved the following distance learning curricula for use: ITTS, Plato, WIN, NovaNET, GEDonline, SkillsTutor, and A⁺dvancer. Any other tools must be submitted to the Senior Director for approval before use.

Instructional Delivery Model

There are three instructional delivery models using distance learning curricula: distance education, hybrid, and face-to-face or on-site contact. DWD encourages the use of a hybrid instructional approach that combines distance learning with some degree of on-site interaction.

Pre- and post-testing must be conducted on-site. Students enrolled in distance education must be administered a proctored pre-test and post-test after the same amount of instructional time as other students. For additional assessment guidance, see Indiana's Assessment Policy for Adult Education Programs.

Other on-site contact may be necessary to deliver supplementary support for the student, to assign work, or to set timelines for the completion of assignments.

Materials and Technology Access

Students may access materials for distance education in traditional print forms (e.g., workbooks or take-home instructional packets), via television broadcasts or DVDs, or through online access. Providers should assess the types of materials that meet the needs of the student population they serve.

For those students with limited technology access, providers may consider issuing an instructional packet to be completed by the student in a prearranged time. Completed packets are then returned to the teacher in-person or through an established delivery system. Proxy hours can be calculated using either the teacher-verification or the learner-mastery model.

AE InTERS Reporting Requirements

For distance education students, the sum of proxy and direct contact hours must be entered in AE InTERS as total attendance hours. Selecting the "Distance" option designates the hours as distance education. For purposes of NRS reporting, states must classify the student as either a distance education student or a traditional learner. As such, DWD will classify students as distance education students if 51% of their instruction occurs via distance learning. This is subject to change based on future NRS and/or OVAE guidance.

Effective Date

Immediately

Ending Date

Upon Rescission

Ownership

Division of Adult Education
Indiana Department of Workforce Development
10 North Senate Avenue
Indianapolis, IN 46204

Action

Indiana's adult education system will follow the guidance contained in this policy.



INDIANA
WORKFORCE
DEVELOPMENT
AND ITS **WorkOne** CENTERS

TO: Adult Education Consortia Partners

FROM: Gina DelSanto, Ph.D. *YDS*
Senior Deputy Commissioner, Policy, Education and Training

DATE: March 28, 2012

SUBJECT: DWD Policy 2011-13
Indiana's Assessment Policy for Adult Education

Purpose

Local adult education (AE) providers shall follow this standard assessment procedure to measure participant educational gains in AE programs.

Rescission

None

Content

Adult education programs must measure and report student *educational gains* as required by the National Reporting System (NRS), the federal accountability system for the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA).

An *educational gain* measures the primary purpose of the federally funded, state-administered adult basic education program: to improve the basic literacy skills of participants. The NRS approach to measuring educational gain is to define a set of educational functioning levels (EFL) at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. After a set number of attendance hours in adult education, students are again assessed to determine their skill levels. If a student's skill levels have improved sufficiently to be placed one or more levels higher, the student has achieved an educational gain.

This policy describes the standard assessment procedure for measuring educational gains, test administrator training requirements, and acceptable testing accommodations.

Standard Assessment Procedure for Measuring Educational Gains

1. *Eligible adult education students should be pre-tested by the time of official enrollment, defined by NRS as 12 hours of attendance, using Department of Workforce Development (DWD) approved assessments. Students who have not attended adult education for more than 90 consecutive calendar days must be administered a new pre-test.*

Tests for Adult Basic Education (TABE 9&10)

Currently, DWD requires that all adult basic education (ABE) programs administer CTB/McGraw-Hill's TABE 9&10 Complete Battery to measure ABE student skills in three subjects: **total math**

(math computation and applied math), reading, and language.¹ Effective July 1, 2012, ABE programs may administer either the TABE Survey or Complete Battery to measure ABE skills in the three subjects listed above.

Title I Eligible Youth Requirement: Effective July 1, 2012, programs serving WIA Title I eligible youth must administer the TABE Survey to students on or after this date.

Both the TABE Survey and Complete Battery consist of five test levels (Literacy, Easy, Medium, Difficult, and Advanced), two test forms (9 and 10), and a Locator Test. The Survey and Battery can be taken online or in paper-and-pencil format.² Before administering either the Survey or Battery, providers shall administer the Locator test to determine which level of the Survey or Battery to administer to a student. Taking a TABE test level above or below the level indicated by the Locator exam may result in invalid scores.

Table 1 lists the valid content grade level ranges for each test level. **The range for each test is approximately valid plus or minus two grade levels.** For example, a student taking the Level M test would receive valid results if his or her score corresponded to an approximate grade level between 2.0 and 7.9. Scores falling outside of the valid ranges (invalid scores) are not reliable for determining a student's instructional plan. In this case, re-testing with a more appropriate level is **required**. Teachers may also re-test at his/her discretion if circumstances during the original testing session warrant a re-test.

Table 1-TABE 9 & 10 Test Levels

Test Level	Content Grade Level Range	Grade Level Range for Valid Scores
Level L (Literacy)	0 – 1.9	0-3.9
Level E (Easy)	2.0 – 3.9	0-5.9
Level M (Medium)	4.0 – 5.9	2.0-7.9
Level D (Difficult)	6.0 – 8.9	4.0-10.9
Level A (Advanced)	9.0 – 12.9	7.0-12.9

TABE Complete Language Assessment System–English (TABE CLAS-E)

CTB/McGraw-Hill's TABE CLAS-E measures the language proficiency of adult English as a Second Language (ESL) students in the areas of reading, listening, writing, and speaking. Programs must assess ESL students in at least one or more of the following subjects: reading, writing, or listening. Programs may choose to assess students in speaking; however, gains made in this subject will not count as gains for NRS.

TABE CLAS-E consists of four test levels (1, 2, 3, and 4), two test forms (A & B), and a Locator Test. Similar to TABE 9&10, providers shall administer the Locator test to determine which level of TABE CLAS-E administer to a student. See Table 2 for CLAS-E levels and associated ESL proficiency. If the Locator indicates the student should be administered the Advanced ESL assessment, the instructor should transition the student to ABE and administer him/her the TABE 9 & 10.

¹ NRS allows for an ABE, ASE, or ESL student to only test in one subject and/or focus on one subject for instruction. However, these student selected options should only be used rarely and the rationale for doing so must be documented.

² The literacy level test is not available online.

Table 2-TABE CLAS-E Assessment Levels

Test Level	ESL Proficiency
1	Beginning ESL 1
2	Beginning ESL 2
3	Intermediate ESL
4	Advanced ESL

2. Enter the student's raw subject scores in AE InTERS. AE InTERS will then convert the scores to scaled scores and place the student in a NRS-defined EFL.

Providers must enter the student's raw assessment scores in AE InTERS. AE InTERS will convert raw scores to scale scores and place the student in an EFL based on the student's lowest subject score. All subsequent educational gains are measured from this EFL and in the corresponding subject area in which the student scored the lowest.³ For example, consider an ABE student who tests at the beginning level in reading and the low intermediate level in numeracy. Since the student received the lowest score in reading, AE InTERS would place the student in the EFL corresponding to the reading score and would record future educational gains the student makes in reading from this placement EFL.

Table 3 lists the *approximate* alignment between TABE scale scores and NRS EFLs. This alignment is not identical across all TABE tests levels (TABE L-A) or forms (9 & 10).

Table 3-Approximate TABE 9 & 10 Complete Battery & Survey Scale Score Conversions to NRS Levels

NRS ABE/ASE Level	Grade Level Equivalent	Reading	Total Math	Language
1. Beginning ABE Literacy	0-1.9	<368	<314	<390
2. Beginning ABE	2.0-3.9	368-460	314-441	390-490
3. Low Intermediate ABE	4.0 – 5.9	461-517	442-505	491-523
4. High Intermediate ABE	6.0-8.9	518-566	506-565	524-559
5. Low ASE	9.0-10.9	567-595	566-594	560-585
6. High ASE	11-12.9	>595	>594	>585

Similarly, Table 4 lists the *approximate* alignment between TABE CLAS-E scale scores and NRS EFLs. This alignment is not identical across all TABE CLAS-E tests levels (1-4) or forms (A&B). The table also lists which TABE CLAS-E test levels can be used to measure attainment of each NRS EFL. For example, the Level 1 test can only measure attainment of a NRS EFLs 1-3. To measure attainment of NRS EFLs 4 or higher, the student must take a higher TABE CLAS-E test level.

Table 4-Approximate TABE CLAS-E Reading Scale Score Conversions to NRS Levels

NRS ESL Level	Test Levels	Reading	Writing	Total Reading & Writing	Listening
1. Beginning ESL Literacy	1, 2, 3, 4	250-392	200-396	225-394	230-389
2. Low Beginning ESL	1, 2, 3, 4	393-436	397-445	395-441	390-437

³ NRS allows for an ABE, ASE, or ESL student to only test in one subject and/or focus on one subject for instruction. However, these student selected options should only be used rarely and the rationale for doing so must be documented.

3. High Beginning ESL	1, 2, 3, 4	437-476	446-488	442-482	438-468
4. Low Intermediate ESL	2, 3, or 4	477-508	489-520	483-514	469-514
5. High Intermediate ESL	3 or 4	509-557	521-555	515-556	515-549
6. Advanced ESL*	4 only	558-588	556-612	557-600	550-607

*If a student is at this level, transition him/her to ABE and administer TABE 9&10.

3. *Post-test the student to determine educational gain after required number of attendance hours.*

CTB/McGraw-Hill recommends a set number of attendance hours in adult education between the administration of the TABE 9&10 and TABE CLAS-E pre- and post-tests. These hours, summarized in Table 5, vary based on NRS level and the form of the administered test (same or alternate).

Table 5- Recommended Attendance Hours between Pre- and Post-test

Test	NRS Levels	Same Test Form or Alternate Test Form for Post-test	Recommended Attendance Hours
TABE 9&10	ABE EFLs (Levels 1-4)	Alternate Example: Pre-test with 9M, Post-test with 10M	50 - 60 (Minimum 40 hours)
TABE 9&10	ASE EFL (Level 5/6)	Alternate	30 - 59
GED	ASE EFL (Level 6)	N/A	N/A
TABE 9&10	ABE & ASE EFLs (Levels 1-5)	Same Example: Pre-test with 9M, Post-test with 9M	120
TABE CLAS-E	All ESL Levels	Alternate Example: Pre-test with A, Post-test with B	60 - 95 (Minimum of 50 hours)
TABE CLAS-E	All ESL Levels	Same Example: Pre-test with A, Post-test with A	100 - 140

Hours toward a post-test begin counting the next attendance day after the student completes the pre-test and end the day the student completes the post-test. These include all adult education attendance hours, which may comprise orientation, instruction, and the time a student spends on the post-test. Post-tests may be administered sooner than the recommended hours of attendance only if a student receives intense instruction or plans to exit the program. However, documentation of early test administration must be maintained in InTERS.

The instructor may consider administering the next level of the TABE or TABE CLAS-E test if the student shows the potential to score higher than the valid score range if given the same level test that was given as a pre-test. For example, if the student was administered the TABE 9M pre-test, the instructor could administer the student the TABE 9D test if the student shows significant skill progress. As discussed above, test scores that fall outside of the valid content grade ranges for TABE 9 & 10 in Table 1 will not be counted for NRS. Re-testing with a more appropriate level is **required**.

The only exception to administering a TABE or TABE CLAS-E post-test is if a student is at High Adult Secondary Education (ASE) (11.0-12.9). The measure of a gain at the High ASE can be either attaining a grade level equivalent of 12.9 on the TABE, successfully passing the General Educational Development (GED) Tests, or earning a high school diploma.

For students without a GED certificate or high school diploma, the measure of the High ASE gain **must be** attainment of a GED certificate or high school diploma. For students who possess a secondary credential, the measure of the High ASE gain **must be** attaining a grade level equivalent of 12.9 on the TABE.

The student's post-test scores shall be entered into AE InTERS as described above. If a student advances one or more EFLs based on the assessment, AE InTERS records educational gain(s) for the student.

Training for Administering Assessments

Local providers are responsible for participating in DWD assessment training; following DWD guidance; providing ongoing training for new staff; and refreshing skills of previously trained staff. Staff members who attend these trainings should record the training hours in AE InTERS per the Professional Qualifications and Development Policy (DWD Policy 2011-10).

Assessment Accommodations

Providers may provide testing accommodations for learners with disabilities. Contact CTB/McGraw-Hill for the accommodation guidelines for TABE 9&10 and TABE CLAS-E. For GED Testing accommodations, contact GED Testing Service.

Effective Date

Immediately

Ending Date

Upon Rescission

Ownership

Division of Adult Education
Indiana Department of Workforce Development
10 North Senate Avenue
Indianapolis, IN 46204

Action

Indiana's adult education system will follow the guidance contained in this policy.

Gold Medal Spotlights
2012 Summer Institute




Gold Medalists

- R10 Steve Cunningham**
• Region 10 (Scott County Economic Development Corporation)
- R5 Todd Deley**
• Region 5 (Washington Township)
- R2 Deb Weaver**
• Region 2 (Elkhart Community Schools)

Region 10 

-  1093 Enrollments
-  240 GEDs (+23%)
-  89% in outcomes
-  Table 4 at 46%



How they got gold...

- ☀ Entrance
 - ☀ Marketing
 - ☀ Accelerated Enrollment
- ☀ Participation
 - ☀ Retention and Attendance
 - ☀ Accelerated Online Curriculum
- ☀ Program Quality Support
 - ☀ Professional Development
 - ☀ Fundraising

Washington Township

- ☀ 1335 enrollments
- ☀ 222 GEDs (+26%)
- ☀ 102% in outcomes
- ☀ Table 4 at 65%



How they got gold...

- ☀ Entrance
 - ☀ Managed enrollment/Orientation
- ☀ Participation: Beyond the instructor – building support in the classroom
 - ☀ Instructional Aides
 - ☀ Performance Analysis & Feedback
- ☀ Program Quality Support
 - ☀ Recognize & Celebrate Success
 - ☀ Open & Realistic Staff Communication
- ☀ Re-engagement
 - ☀ WorkIndiana Enrollments

Elkhart Community Schools

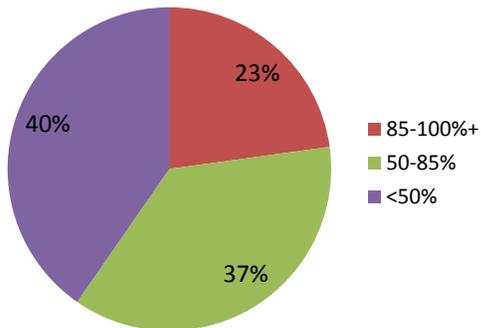
-  805 students
-  180 GEDs (+5%)
-  88% in outcomes
-  Table 4 at 58%

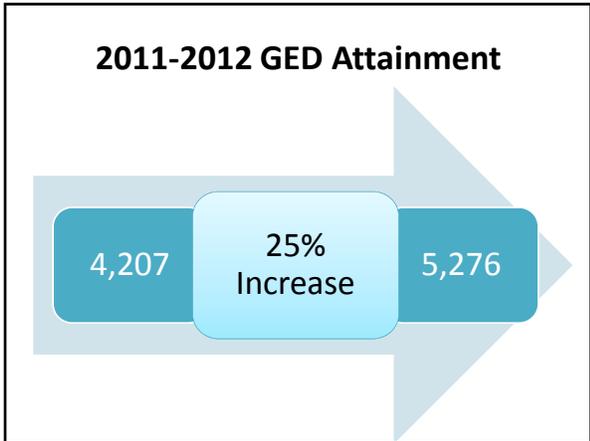


How they got gold...

-  Entrance
 -  Managed orientation process
 -  Attendance Policy Commitment
-  Program Quality Support
 -  Checking Data using Detailed Reimbursement for Outcomes

2011-2012 Outcomes Results





Keys to Success

- Managed Orientation Process
- Engagement with Students
- Data Analysis
- Professional Development



Region 10 Professional Development for 2011-12

Teachers are paid \$20 per hour for non-student time in professional development

- **Orientation for Starting Adult Education Classes - 2 hours**
 - Overview of Adult Education
 - Fiscal Agent Information—Contracts, Payroll
 - School Calendar
 - Class Locations
 - Contact Information
 - Student Registrations and Intake Procedures
 - Attendance Policy
 - TABE Online Testing
- **Teacher Updates – 5 hours**
 - Pre- and Post-testing information; NRS
 - GED Testing Information
 - Career Pathways Information and Referral Process
 - InTERS and Reports
 - Region 10 Consortium Information
- **Best Practices – 5 hours**
 - Presentations by veteran teachers: Liz Blessing, Annette Culbertson
 - Attendance, Intake, Learner Registration Forms
 - Materials for assisting students in Math Concepts
 - Websites for Adult Education Instructors
 - COMPASS Remediation
 - InTERS and data entry
 - Questions and Answers
- **ITTS and GED Online – 2 hours**
 - Dan Helms – Contemporary McGraw Hill
- **InTERS Webinar – 2 hours**
- **InTERS training with Jedd Vance – 2 hours - (microgrant)**
 - Effective use of InTERS, Data Entry, NRS pre-and post-testing requirements, performance measures
- **Partnership between WorkOne Services and Adult Education – 5 hours (microgrant)**
 - Overview of Adult Education
 - Policy Review
 - Tour of WorkOne Facility
 - Youth Services Presentation
 - GED+ Update, Customer Flow, Referral Updates
 - Teacher Assessment and Evaluations, InTERS reports per course and teacher
 - Teacher input on future PD topics
- **Math Concepts – 6 hours (microgrant)**
 - Tom Little-presenter; Teacher hands-on participation.
 - Percentages, Fractions, Exponents, Square Roots, Pythagorean Theorem, Comparing Areas, Area by Partitioning, Area with Variables, Parallel lines and Transversals, Questions and Answers.
- **Computer Training – 7 hours (microgrant)**
 - Teachers receive laptops and Computer Basics by Staples personnel
 - Gmail and InTERS
 - SCEDC Instructions for timesheets, etc.
 - Tour of Mid-America Science Park
 - Websites and Webinars
 - Teacher Evaluation Information
 - InTERS Updates and Reports

WELCOME TO ELKHART COMMUNITY SCHOOLS ADULT EDUCATION

The first day of orientation you will:

- **Learn about the program**
- **Review the attendance requirements**
- **Fill out the required registration forms**
- **Sign up for study sites**
- **Take a thirty-five minute locator test**

On the second day of orientation:

- **Take the Reading assessment (55 minutes)**
- **Take the Language assessment (55 minutes)**

On the third day of orientation:

- **Take the Math assessment (Part I-24 minutes; Part II-50 minutes)**

STUDENT AGREEMENT (100%) ATTENDANCE POLICY

I understand that I am registering for FREE GED study classes. I understand that it will take up to three (3) days to complete the registration and testing. If I begin registration/testing and stop coming, I will not be allowed to register until the next month's registration date.

I understand that once I commit to a class site and time listed below, I will attend class *every* day it is offered (100% attendance). If I miss six (6) classes per semester, I will lose my place and be on a waiting list to return to class. Remittance to class is based on the decision of the Review Board.

I will notify my teacher when I will be absent. If I cannot continue classes, I will give my teacher notice and take a post-test.

Student Signature

Date

STUDENT: Please check the site and time you wish to attend classes. Mark all classes that would work for your schedule (and transportation, etc.). Due to availability of class space or class levels, you may be assigned to a different class close to the chosen location.

Rosedale (ABE/GED/ESL) 501 W. Indiana Avenue Elkhart, IN Ph. 293-0137	<input type="checkbox"/> 8:00–11:30 a.m. <input type="checkbox"/> 11:30 a.m.-2:30 p.m.	Monday –Friday Monday –Friday
L.G.I. (ABE) 1396 Benham Avenue, Suite A Elkhart, IN 866-898-3908	<input type="checkbox"/> 10:00 a.m.-1:00 p.m.	Monday-Thursday
Elkhart Area Career Center (ABE/GED) 2424 California Road Elkhart, IN Ph. 262-5678	<input type="checkbox"/> 9:00 a.m.-1:00 p.m. <input type="checkbox"/> 10:00 a.m.–1:00 p.m. <input type="checkbox"/> 1:30–4:00 p.m. <input type="checkbox"/> 5:30-8:30 p.m.	Monday –Friday Monday –Thursday Monday-Thursday Monday –Thursday
Pierre Moran (ABE/GED/ESL) 200 W. Lusher Avenue Elkhart, IN Ph. 295-4793 after 6:00p.m.	<input type="checkbox"/> 6:00-8:00 p.m.	Monday –Thursday
Work One (ABE/GED) 430 Waterfall Drive Elkhart, IN Ph: 295-0105	<input type="checkbox"/> 9:00 a.m.-12:00 p.m. <input type="checkbox"/> 12:30-3:30 p.m.	Tuesday –Friday
Goshen Public Library (ABE/GED) 601 So. 5th Street Goshen, IN Ph.533-9531	<input type="checkbox"/> 9:30 a.m.-12:30 p.m. <input type="checkbox"/> 1:00-4:00 p.m. <input type="checkbox"/> 5:30-8:00 p.m.	Monday-Thursday

Adult Basic Education Reimbursement for Outcomes

[FA1001] ABE FA Scott Co. Econ Dev.

Term: 20112012

Invoice Dates: 07/01/2011 to 07/01/2012

	Reimbursement Weeks	Reimbursement Money	Total Outcomes	Reimbursement Total
Work Indiana				
	N/A	\$300	0	\$0.00
Transition to Postsecondary				
	< 6	\$400	0	\$0.00
	6 - 8	\$300	0	\$0.00
	> 8	\$200	1	\$200.00
GED Attainment				
	< 6	\$400	198	\$79,200.00
	6 - 8	\$300	13	\$3,900.00
	> 8	\$200	29	\$5,800.00
Low ASE Bundle Gain(9-10.9)				
	< 6	\$400	190	\$76,000.00
	6 - 8	\$300	21	\$6,300.00
	> 8	\$200	34	\$6,800.00
High Int. ABE Bundle Gain(6-8.9)				
	< 22	\$585	260	\$152,100.00
	22 - 24	\$450	2	\$900.00
	> 24	\$315	4	\$1,260.00
Low Int. ABE Bundle Gain(E-5.9)				
	< 22	\$585	155	\$90,675.00
	22 - 24	\$450	1	\$450.00
	> 24	\$315	4	\$1,260.00
ESL Int./Advanced Bundle Gain				
	< 22	\$650	1	\$650.00
	22 - 24	\$500	0	\$0.00
	> 24	\$350	0	\$0.00
ESL Beginning Bundle Gain				
	< 22	\$650	3	\$1,950.00
	22 - 24	\$500	0	\$0.00
	> 24	\$350	1	\$350.00
Total Enrolled				
	>12 HRS	\$60	1095	\$65,700.00
TOTAL Earned			2012	\$493,495.00

*Core 40 Credits earned versus total students

Adult Basic Education Reimbursement for Outcomes

[FA201] ABE FA Elkhart Comm Schools

Term: 20112012

Invoice Dates: 07/01/2011 to 07/01/2012

	Reimbursement Weeks	Reimbursement Money	Total Outcomes	Reimbursement Total
Work Indiana				
	N/A	\$300	0	\$0.00
Transition to Postsecondary				
	< 6	\$400	0	\$0.00
	6 - 8	\$300	0	\$0.00
	> 8	\$200	0	\$0.00
GED Attainment				
	< 6	\$400	129	\$51,600.00
	6 - 8	\$300	19	\$5,700.00
	> 8	\$200	32	\$6,400.00
Low ASE Bundle Gain(9-10.9)				
	< 6	\$400	153	\$61,200.00
	6 - 8	\$300	20	\$6,000.00
	> 8	\$200	25	\$5,000.00
High Int. ABE Bundle Gain(6-8.9)				
	< 22	\$585	212	\$124,020.00
	22 - 24	\$450	3	\$1,350.00
	> 24	\$315	6	\$1,890.00
Low Int. ABE Bundle Gain(E-5.9)				
	< 22	\$585	147	\$85,995.00
	22 - 24	\$450	2	\$900.00
	> 24	\$315	1	\$315.00
ESL Int./Advanced Bundle Gain				
	< 22	\$650	18	\$11,700.00
	22 - 24	\$500	1	\$500.00
	> 24	\$350	4	\$1,400.00
ESL Beginning Bundle Gain				
	< 22	\$650	22	\$14,300.00
	22 - 24	\$500	0	\$0.00
	> 24	\$350	5	\$1,750.00
Total Enrolled				
	>12 HRS	\$60	798	\$47,880.00
TOTAL Earned			1597	\$427,900.00

*Core 40 Credits earned versus total students

EL/Civics Reimbursement for Outcomes

[FA201] ABE FA Elkhart Comm Schools

Term: 20112012

Invoice Dates: 07/01/2011 to 07/01/2012

	Reimbursement Weeks	Reimbursement Money	Total Outcomes	Reimbursement Total
Work Indiana				
	N/A	\$300	0	\$0.00
Transition to Postsecondary				
	< 6	\$400	0	\$0.00
	6 - 8	\$300	0	\$0.00
	> 8	\$200	0	\$0.00
GED Attainment				
	< 6	\$400	0	\$0.00
	6 - 8	\$300	0	\$0.00
	> 8	\$200	0	\$0.00
Low ASE Bundle Gain(9-10.9)				
	< 6	\$400	0	\$0.00
	6 - 8	\$300	0	\$0.00
	> 8	\$200	0	\$0.00
High Int. ABE Bundle Gain(6-8.9)				
	< 22	\$585	0	\$0.00
	22 - 24	\$450	0	\$0.00
	> 24	\$315	0	\$0.00
Low Int. ABE Bundle Gain(E-5.9)				
	< 22	\$585	0	\$0.00
	22 - 24	\$450	0	\$0.00
	> 24	\$315	0	\$0.00
ESL Int./Advanced Bundle Gain				
	< 22	\$650	11	\$7,150.00
	22 - 24	\$500	0	\$0.00
	> 24	\$350	6	\$2,100.00
ESL Beginning Bundle Gain				
	< 22	\$650	16	\$10,400.00
	22 - 24	\$500	0	\$0.00
	> 24	\$350	3	\$1,050.00
Total Enrolled				
	>12 HRS	\$60	49	\$2,940.00
TOTAL Earned			85	\$23,640.00

*Core 40 Credits earned versus total students

Adult Basic Education Reimbursement for Outcomes

[FA508] ABE FA MSD Washington Twnshp

Term: 20112012

Invoice Dates: 07/01/2011 to 07/01/2012

	Reimbursement Weeks	Reimbursement Money	Total Outcomes	Reimbursement Total
Work Indiana				
	N/A	\$300	0	\$0.00
Transition to Postsecondary				
	< 6	\$400	0	\$0.00
	6 - 8	\$300	0	\$0.00
	> 8	\$200	0	\$0.00
GED Attainment				
	< 6	\$400	188	\$75,200.00
	6 - 8	\$300	17	\$5,100.00
	> 8	\$200	22	\$4,400.00
Low ASE Bundle Gain(9-10.9)				
	< 6	\$400	194	\$77,600.00
	6 - 8	\$300	17	\$5,100.00
	> 8	\$200	46	\$9,200.00
High Int. ABE Bundle Gain(6-8.9)				
	< 22	\$585	307	\$179,595.00
	22 - 24	\$450	6	\$2,700.00
	> 24	\$315	10	\$3,150.00
Low Int. ABE Bundle Gain(E-5.9)				
	< 22	\$585	296	\$173,160.00
	22 - 24	\$450	3	\$1,350.00
	> 24	\$315	19	\$5,985.00
ESL Int./Advanced Bundle Gain				
	< 22	\$650	39	\$25,350.00
	22 - 24	\$500	1	\$500.00
	> 24	\$350	6	\$2,100.00
ESL Beginning Bundle Gain				
	< 22	\$650	70	\$45,500.00
	22 - 24	\$500	4	\$2,000.00
	> 24	\$350	14	\$4,900.00
Total Enrolled				
	>12 HRS	\$60	1335	\$80,100.00
TOTAL Earned			2594	\$702,990.00

*Core 40 Credits earned versus total students

2012 Summer Institute – Final Evaluation



Please help us with our ongoing efforts of **going for the gold** by completing this survey.

I am a: Administrator Teacher Coordinator Other (specify) _____

I work in region: _____ Number of years in adult education: _____

How do you rate the 2012 Summer Institute?

Check one: Excellent Good Average Below Average

A. Overall, the content presented:	EVALUATION LEVELS			
	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Is useful to me				
2. Is applicable to my job				
B. Overall, the Summer Institute increased my:				
1. Content area knowledge				
2. Confidence to apply the knowledge to my job				
3. Motivation to implement the content/techniques presented				
C. Overall, I was satisfied with each of the following:				
1. Registration and logistics				
2. Location/facilities				
3. Topic content				
Other comments:				

D. Overall, which session was:	
1. MOST useful and why?	
2. LEAST useful and why?	
E. Overall, response to professional development:	
1. How likely are you to attend future professional development events? Why or why not?	
2. What additional professional development do you need on the topics presented today?	
F. Overall, general comments:	

Thank you!

2012 Summer Institute

SESSION EVALUATION			EVALUATION LEVELS			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Title:	Date:	Time:				
1. Presenter(s) was knowledgeable about the subject.						
2. The presenter(s) delivery of the content was clear and easy to follow.						
3. The session provided me with new information.						
4. I acquired knowledge and/or skills that can be applied in my job.						
5. I would recommend this session to others.						
Comments: <i>(Example: What did you like most/least about the training? How could the training be improved?)</i>			MARK THE CATEGORY THAT BEST DESCRIBES YOUR POSITION <input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Coordinator <input type="checkbox"/> Other (please specify): _____			

2012 Summer Institute

SESSION EVALUATION			EVALUATION LEVELS			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Title:	Date:	Time:				
1. Presenter(s) was knowledgeable about the subject.						
2. The presenter(s) delivery of the content was clear and easy to follow.						
3. The session provided me with new information.						
4. I acquired knowledge and/or skills that can be applied in my job.						
5. I would recommend this session to others.						
Comments: <i>(Example: What did you like most/least about the training? How could the training be improved?)</i>			MARK THE CATEGORY THAT BEST DESCRIBES YOUR POSITION <input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Coordinator <input type="checkbox"/> Other (please specify): _____			

