

ANNUAL PERFORMANCE REPORT 2007-2008

ADULT EDUCATION STATE ADMINISTERED PROGRAM

Submitted by:

State of Georgia
Technical College System of Georgia
Office of Adult Education

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Georgia Narrative Report 2007-2008
Adult Education Annual Performance Report
Part II: Narrative

1. Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the state plan.

The Office of Adult Education (OAE) promotes and provides adult education programs in Georgia's 159 counties through 37 Service Delivery Areas (SDAs). The OAE monitors, reviews and evaluates local programs; coordinates providers and advisory councils; and facilitates collaboration among local and state organizations to improve adult literacy efforts.

Professional Development for Program Improvement

Throughout FY 2008, a multitude of training options were offered to adult education personnel—face-to-face training, workshops, and online classes. The state's goal was to provide professional development to assist teachers in learning new strategies that enhanced the delivery of instructional content to adult learners.

Three national training initiatives were implemented or expanded to enhance skills of instructional staff. These were chosen based on the results of the professional development needs assessment.

1. CAELA (Center for Adult English Language Acquisition) project, for ESL teachers, concluded the final year of the three-year project and also successfully expanded the original project design to include two additional training modules developed by state personnel—"Methods and Materials" and "Effective Lesson Planning for Teaching an Adult ESL Multilevel Class". A total of 287 teachers and administrators were trained.

2. STAR (Student Achievement in Reading), evidence-based reading instructional strategies, is a program that equips teachers with techniques to assist adults with reading challenges. Georgia joined a consortium of states that implemented STAR evidence-based reading instruction. Eight programs were selected as pilot sites. Twenty five teachers were selected to receive STAR training for application in Low Intermediate ABE classes. Five of the programs plan to expand the number of classes next year.

3. Project Ideal, a structured distance education program, was identified as the result of a statewide technology skills needs assessment for teachers and administrators. Full implementation is slated to begin in FY 09.

Online Opportunities

Online professional development classes were expanded spring 2008 from three to five classes. The two new classes offered were "Teaching Math to Adults" and "Teaching Reading to Adults". The previous offerings were "Teaching Adults with Learning Disabilities", "Effective Assessments in ABE/GED Programs", and "Effective Assessments in ESL Classes". This delivery medium remains popular due to its ability to reach staff with special challenges (i.e. schedules and locations) that otherwise would not be able to take advantage of training opportunities. The online classes also provided opportunities for teachers to earn PLU (Professional Learning Unit) credits toward recertification.

Fall Adult Education Institute and Teacher's Academy

The Fall Adult Education Institute, the state's annual conference, is the major professional development outlet. Tracks were provided for ABE/ASE and ESL teachers, program administrators, administrative personnel, and GED Examiners. Regionally and nationally renowned experts presented workshops and/or sessions on adult education issues and trends. Sessions included: research-based instructional strategies by content areas, legal issues relevant to the student populations served, administrative skills enhancement, data management using our adult education database, the Georgia Adult Learners Information System (GALIS), and a multitude of learning resources and aides. A day and a half Teachers' Academy was held prior to the Institute, which engaged teachers in workshops on NRS data Improvement, tools for working with adults with learning disabilities, lesson planning, and the use of diagnostic reading assessments in ABE classes.

Needs Assessment

In the Office of Adult Education, needs assessments were conducted in three ways: formally, through the *Professional Development Interest Inventory*, informally, as state staff members visited and interacted with local program personnel, and through analysis of professional development surveys and evaluations.

NRS

Ongoing professional development was provided on GALIS with topics of data input, data quality and compliance with NRS requirements. Training was conducted by the Regional Education Coordinators in the four assigned sectors with personnel who input data, navigate the system, and generate reports. Data management workshops were conducted throughout the year on NRS reports and their usage for program management and improvement.

State Staff

The OAE state staff participated in training on the NRS, GALIS updates, and data analysis. Staff members also participated in CAELA, STAR and the Leadership Excellence Academies (LEA) in order to equip them with the knowledge and skills needed to provide technical assistance and support to the field.

Technical Assistance for Local Providers

Regional Education Coordinators (RECs)

RECs conduct ongoing technical assistance to local providers on the NRS, performance improvement, recruitment and retention, data management, GALIS, BEST Literacy, BEST Plus and TABE. Technical assistance is conducted through face-to-face meetings, telephone or by email.

Student Assessment

Four OAE staff members and one field lead instructor are certified BEST Plus trainers. These trainers offered BEST Plus training in all regions of the state. Teachers and other educators received six hours of consecutive training to ensure that they were able to adequately follow test administration directions and administer BEST Plus to adult learners.

Program Monitoring and Evaluation

The OAE continued its contract with the University of Georgia to provide logistical support and facilitation of On-site Program Review. Eight local programs were evaluated on the quality of the administration of the program and the quality of the instruction provided. RECs conduct ongoing monitoring for each program throughout the year.

Program Administrators

The first component of Year I of LEA, Program Management Training and Certification Project, was completed. Training components included: conducting a program self assessment, examination of research, and using data to guide program improvement. Forty-two people participated in this training. This training was beneficial to new and seasoned administrators as it enabled them to examine their programs closely, develop a workgroup, and prioritize three areas for program improvement. This enabled State staff to have first-hand knowledge of local program needs in order to provide better technical assistance.

Statewide Significance

Curriculum Development

In October 2007, a new curriculum framework was introduced for statewide usage based on content standards. The project was the culmination of a multi-year endeavor to produce a new curriculum for statewide adoption. Instructional focus groups, comprised of teachers by content area, were convened to work on the writing phase of the project. Each group conducted extensive research and examination of adult education curricula nationwide, and then adopted the Georgia format and curriculum content. The new framework replaced the previous 1998 version and was distributed via hardcopy, CD and was made available online through the Online Professional Learning Center which can be found at <http://literacy.myweb.uga.edu>.

GALIS (Georgia Adult Learners Information System)

The Technical College System of Georgia Data Center, coordinating with the Office of Adult Education, began development of the Georgia Adult Learners Information System (GALIS) during Fiscal Year 2006. GALIS is a web-based database application that our 43 adult education and EL-Civics service providers use to collect and report data necessary for local, state and federal reporting requirements. GALIS tracks student demographics, testing, goal attainment, enrollment, attendance and completion data, as well as site, staff, and class information. The GALIS application is designed to adhere to OAE policies according to the Georgia Adult Education Policy and Procedures Administrative Manual.

GALIS is also a comprehensive reporting tool, providing users with state-wide and local reports. Reports are available for edit checks, student populations, tracking attendance, enrollment, and hours, as well as 14 of the 15 NRS tables (Table 14 is tracked separately).

Development of GALIS is ongoing. Features are added or changed to reflect changes in the policy and procedure manual and to meet the growing needs of the local programs. Reports are also added or updated as needed; a total of 192 reports are now available in GALIS. Also in FY 2008, additional online documentation was created related to data matches, the two employment goals, and data entry deadlines. These documents are available on the GALIS "Help" webpage: https://galis.dtae.org/OAL_Portal/Docs/Documentation.aspx.

Support and continued development of the GALIS application and reports are provided by the TCSG Data Center. A help desk is available for our users for all GALIS-related questions and problems at oaedatahelp@tcsge.edu.

EAGLE Awards Program

The Exceptional Adult Georgian in Literacy Education (EAGLE) program celebrates adult learners in pursuit of excellence. The program recognized and honored students who demonstrated exceptional achievement in statewide adult education classes. The concept of EAGLE is one designed to create a greater awareness of educational opportunities that are available in local communities across the state and to foster involvement in lifelong learning pursuits.

Adult education teachers in public, private and grantee agencies nominated students at the local program level to participate in the EAGLE recognition program. Selection criteria included student character, attitude, attendance, leadership and community involvement and activities. From this group, one student was selected to represent the local program at the state EAGLE Leadership Institute. EAGLE delegates were not only recognized for their achievements, but also participated in professional development, career development and technical and four year college transition session and cultural enhancement programs that were designed to foster personal, intellectual and professional growth.

English Literacy Programs

English Literacy programs assist non-English speaking residents as well as limited English proficient speakers in developing, expanding, and increasing their English abilities. Instruction in these programs focused on reading, writing and speaking English so that learners were able to use English in a variety of settings and contexts and were able to improve their skills so that they could contribute to the economy, their community and their family's well-being.

These classes are designed to assist the learner in developing and improving workplace skills, navigating the healthcare system, handling everyday life functions, and participating in their communities. Assistance in these programs and courses are extended to every Georgia resident. To ensure learners were equipped with tools needed to function in their new communities, they were given strategies and techniques that they could use to assist them in their acclimation. Resources to aid in their continual success were distributed and discussed during classroom instruction.

In FY08, 20,298 adult learners were served in Georgia's English Literacy Programs. Their academic and social skills increased due to their attendance, willingness to participate, teacher quality and overall program offerings.

Health Literacy Programs

The National Assessment of Adult Literacy (NAAL) focuses on one key aspect in defining health literacy: "The ability to use printed and written information associated with a broad range of health-related tasks to accomplish one's goals at home, in the workplace, and in the community." Health literacy involves more than just the ability to read and understand the words and procedures associated with health care. It involves comprehension, communication, and action. During FY08, Adult Education partnered with the National Institute for Literacy to co-host the NIFL/LINCS Regional Health Literacy Summit held on March 5, 2008 in Atlanta, Georgia.

Health literacy is now provided within the statewide curriculum framework for inclusion by each service delivery area. During FY 08, there were 5 separately funded health literacy initiatives within the State of Georgia. From these initiatives, 80 students were served during 382 hours of instruction in math, reading, writing and English language utilizing health related material. With the assistance of 80 volunteers, local programs were able to collaborate with approximately 30 community agencies to host health expos, women's health luncheons, breast cancer awareness events, and abstinence focus groups, thereby impacting more than 320 Georgia Citizens.

Publications and Marketing

Several marketing strategies were used to publicize adult education programs in the state of Georgia such as: websites, marquis, TV broadcasts, local newspapers statewide, grocery stores, and other sites where citizens gather for social, civic, educational, and community information. In addition to these modes of communication, the OAE publishes a quarterly newsletter, "The Source". It is used as a venue for sharing research, resources, and other materials related to adult education.

Linkages to the Workforce

Tax Credit

The Georgia Legislature developed incentives under Article 2, Chapter 7 of Title 48 of the Official Code of Georgia Annotated, 48-7-41 to benefit businesses with workplace programs. The Georgia Tax Credit for Adult Basic Skills Education program provides credit to businesses that fund basic skills education for employees to enhance reading, writing, or mathematical skills up to and including the twelfth grade. The tax credit is \$150.00 or an amount equal to one-third of the cost of education per full-time equivalent student; whichever is less, for each employee who successfully completes an approved adult basic skills education program.

Georgia WorkReady Initiative

Changes in the global marketplace demand skilled employees. Therefore, a strong basic education is essential to job performance and work outcomes. To respond to these demands, the state of Georgia implemented a career readiness certification. The Georgia Work Ready Certificate is a credential that documents and certifies workers' level of trainability skills. It is based on ACT's WorkKeys Job Skills Assessment, which examines the essential foundational skills needed for virtually every occupation. Through the Technical College System of Georgia's (TCSG) 33 colleges, individuals seeking certification were assessed. For those who sought to improve skill levels, there were 37 adult education programs within the technical system throughout the state that provided training.

Workplace Education Program

The Workplace Learning Program provided customized instruction that addressed specific industry needs. By providing adult basic education, preparation for the GED® Tests, and English literacy, in addition to functional context and employer-documented objectives; workplace learning prepared workers for the changing demands of the workplace. Along with the Georgia Tax Credit for Adult Basic Skills Education available to eligible employers who sponsor a Workplace Learning Program, benefits of workplace learning to Georgia companies:

- increased productivity and profitability
- improved production quality
- promoted wellness and safety
- increased employee retention and loyalty
- improved employee ability to cope with change in the workplace
- enhanced employee capacity to use new technology in the workplace
- prepared a competitive workforce to meet the challenges of a changing economy

This instruction prepared students for the GED Tests, enhanced their basic skill levels, improved English literacy, and developed computer knowledge/skills, along with providing support in registration for company Educational Tuition Assistance Programs.

During FY08, the OAE collaborated with Program Administrators, Workplace Education Coordinators, Workplace Instructors, and the Certified Literate Community Program (CLCP) to develop the Georgia Adult Education Workforce Operations and Marketing Manual. Completion of the manual resulted in a step by step guide for developing and implementing a successful workplace program within the adult education program. Training was conducted with 37 adult education programs, as well as, 60 CLCP Directors on the usage and implementation of the manual with a goal of increasing the number of workplace programs throughout the state. Additional professional development included providing training to Workplace ESL instructors in two of the four regions. The training was comprised of the following subject areas:

- Developing a Workplace ESL Program
- Comparing ESL and Workplace ESL
- Planning, Implementing, and Evaluating a Workplace ESL Program
- ESL Workplace Instructional Strategies
- Workplace ESL Best Strategies

FY08 workplace hours of instruction increased along with the number of participating students. There were a total of 30 workplace classes, serving 277 students who received 8,130 total hours of instruction. Due to this outcome, the OAE met its year end goal which was to increase the number of workplace programs and the student population by 10% in the statewide program.

Community and Education Linkages

Transition to Post-secondary and Training

The OAE acknowledges that acquiring basic skills or earning a GED credential should be the foundation of a student's academic career, not the culmination of it. Throughout our adult education providers, students are encouraged to continue their educational pursuits. The types of activities that occur locally include: giving academic and career counseling, providing information on post-secondary education and training opportunities, inviting college and business partners to address small groups, and assisting students in completing applications and financial aid forms. Local programs utilize designated personnel or instructors to provide these services.

Certified Literate Community Program (CLCP)

This business-education-government partnership makes literacy a community-wide commitment that has helped children, families and workers improve their literacy levels. CLCP uses a collaborative approach that mobilizes local resources to address the twin problems of limited funding and recruiting adult students in greater numbers. These partnerships have resulted in successful public awareness campaigns and fund development. Currently there are 58 programs comprised of 41 participants and 17 Certified Literate Communities. These 58 programs encompass 69 counties and 2 cities. The 41 Participants have made the commitment to serve 297,994 individuals. The 17 Certified Literate Communities had a goal of serving 88,630 and served 114,192. Annually, CLCPs secure well over \$2 million for their communities.

Program Income

The Adult Education and Family Literacy Act (AEFLA) state grant program in Georgia received program income at the (local) sub-grantee level. This income was not generated from tuition and fees charged to students, but were generated from fees received from employers and other government agencies. These fees received from employers and other government agencies were used exclusively to provide additional adult education and literacy services that the (local) sub-grantee would otherwise be unable to provide. This program income was governed by the terms of the agreement between the state grantee and the (local) sub-grantee to which the state provided federal funds, was accounted for in program records and used only for costs allowable under AEFLA.

2. Describe any significant findings from the eligible Agency's evaluation of the effectiveness of the adult education and literacy based on the core indicators of performance.

Core Indicator One

- Table 4B reflects higher percentages for core indicator one than Table 4. The local providers support managed enrollment and 49% of our local providers reported that managed enrollment is yielding stronger outcomes and achievements for students who remain in the program for a longer period of time.

Core Indicator Two and Three

- The economic situation is affecting core indicator two and three in Georgia as reflected in the entered employment and most certainly the retained employment achievement outcomes.

Enrollment

- Enrollment in Georgia has increased due to loss of jobs in Georgia. The textile industry has been impacted by the downturn in the housing market while concurrently consumers have shifted from "soft" flooring (carpet) to "hard" flooring wood/tile. Shaw Industries, a major carpet manufacturer, has laid-off a large number of employees causing a 9% unemployment rate in the area. Other large industries have laid-off workers. 52% of our local providers reported that the economic downtown is the major factor for increased enrollment.
- There is a shift in the 16-17 year olds. They seem to be waiting a few months after leaving high school before enrolling in adult education which has resulted in a slight drop in enrollment for ASE High. 50% of Georgia's enrollment continues to be the 16 to 24 year olds.
- There has been a surge of refugees this year for an enrollment increase in ESL Intermediate High while migrant workers "dropped out" and Hispanics left the coastal area of Georgia. This is reflected in a slight decrease in ESL Low Beginning.

3. (a) Describe how the Eligible Agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities.

The local Adult Education program providers have developed a strong capacity for working with adult education entities, secondary schools, post-secondary educational institutions, career development programs, employment and training activities, and Rapid Response System for adult and dislocated worker employment. Thirty (30) local programs were administered by technical colleges, five (5) were administered by public school systems, and two (2) were administered by colleges. Examples of integration of activities and coordination with WIA partners are shown below:

- The TCSG along with the other WIA partners participated in an electronic survey with the information collected being used to create a statewide strategic map of Georgia's current workforce development efforts and to develop a broad strategic plan to provide a guide to the development of a skilled and educated Georgia workforce. The Departments of Education, Labor, TCSG and OAE continued to collaborate to establish a continuum of service strategies that addressed the needs of individuals and families, with each partner contributing unique areas of expertise.
- Georgia is one of six states selected to participate in a joint demonstration grant between the Department of Defense and the Department of Labor to provide training grants to spouses of active duty military personnel at Fort Benning through the local One Stop. The TCSG was involved at the state and local level in this training program.

- The Georgia Work Ready Assessment Program is a complete solution for making quick comparisons between a person's skill levels and the job requirements, providing a portable skills credential, the Georgia Work Ready Certificate, which is easily and universally understood and valued by employers and certificate recipients. The OAE is a key player in this work ready program providing foundational skills assessments and skills instruction.
- Because the OAE is the major adult education provider in Georgia, the partnerships with other adult education entities encourage services to be delivered through local housing authorities, the state's public libraries, community-based organizations, and faith-based organizations, to name a few.
- As a partner with the K-12 system, local programs provide the adult education component for Family Literacy programs. Use of secondary school facilities for delivery of adult education services is fairly common around the state.
- The technical colleges refer ESL students having difficulty passing the technical college entrance exam to Adult Education for remediation and English language acquisition. At the same time, many local programs refer GED graduates to the technical college certificate and diploma programs for skills training and careers. Naturally, the majority of technical colleges in the state system provide facilities, funding, technical equipment, technical support, and administrative and managerial personnel support.
- A majority of local programs work in partnership with WIA-Career Development Programs in which adult basic education is delivered to assist the students in acquiring skills to become employable.
- Local programs collaborate with the Department of Labor and the economic development divisions of technical colleges to provide basic skills training for new industries coming into the state. Under the Rapid Response System, local program providers serve employees from plant closings and dislocated workers with rapid training or retraining. Workers facing layoffs often receive on-site training prior to layoff.

(b) Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards:

Of the thirty-seven (37) Program Administrators of local adult education programs around the state's 159 counties, 2 program administrators reported that the Technical College President serves as a local WIB member, 1 Technical College Vice-President served as a local WIB member and 2 SDA Program Administrators served. Appointment of Adult Education representatives are still made primarily by state and local elected officials and directors of local workforce development authorities. Two local programs reported they had representation on Regional WIBs through 1 Technical College President, 1 SDA Program Administrator. One SDA reported having representation on the local Youth Councils through the Technical College President who served as the chairperson.

(c) Include a description of adult education's involvement on the State Workforce Investment Board:

The Commissioner of the TCSG served on the state WIB and represented the interests of adult and technical education. The federally-mandated board moved from the Georgia Department of Labor to the Office of the Governor, as prescribed by Congress. The WIB dovetails with the newly – designated Governor's Office of Workforce Development, headed by Debra Lyons of Macon a former state board member of the Technical College System of Georgia and a supporter of the Office of Adult Education. The office will coordinate planning and policy for a comprehensive workforce system that supports the state's strategies for economic growth.

(d) Describe the provision of core and other services through the One-Stop system:

In Georgia, there are 12 State Service Delivery Regions and 20 local Workforce Investment Act (WIA) service delivery areas. In each of the 20 local areas there is a local Workforce Investment Board responsible for designing local one-Stop workforce systems that are employer-led, demand-driven, customer friendly, and continuously improving. Each area has at least one comprehensive or full-service One-Stop Center providing a wide range of workforce services. Ten (10) of our local Adult Education Service Delivery Areas do not have a One Stop. Five of our CBO's are not involved in a One Stop while one (1) has an excellent relationship with their One Stop. One (1) local

Adult Literacy program reports some type of co-location with a One-Stop Center. It appears that One Stops are reducing hours and services and even closing One Stops in the more rural areas. Georgia's One-Stop core services included adult basic education classes, assessment services, collaboration of services, counseling, placement of students, promotion information, employability skills training, and resource sharing agreements. Referrals remained the most dominant activity among agencies in the Georgia One-Stop system.

(e) Estimate of the Title II Funds Being Used to Support Activities and Services through the One-Stop Delivery System.

Federal and state dollars designated for Adult Education were not used to support the One-Stop Delivery System.

4. Describe successful activities and services supported with English Literacy/Civics and Citizenship Education funds, including the number of programs receiving EL/Civics grants and an estimate of the number of adult learners served.

Programs and Service

As Georgia's immigrant population continues to grow, the EL/Civics and Citizenship Education Program is presented with increasing challenges to meet their needs. Through 31 programs receiving EL/Civics grants; 20 technical colleges, 2 state colleges, 5 community-based organizations, and 4 school systems we have been able to identify professional development and other training needs to address the concerns and meet the academic and social needs of students. The main focus of these programs and trainings is to assist immigrants with acquiring basic skills required to navigate governmental, educational, workplace, financial, healthcare and other key institutions.

5,830 students were enrolled in EL/Civics classes during FY 08. This increase is credited to improvement in instructional services, program effectiveness and professional development offerings.

Professional Development, Training, and Technical Assistance

CAELA, one of the identified professional development opportunities afforded teachers a chance to receive training in lesson planning, assessing learner needs and instructional strategies. Following the training sessions, participants demonstrated learning by sharing how strategies had been incorporated into the classroom. The training boosted teaching skills and assisted teachers with becoming more effective in their delivery of instructional services to English as Second Language (ESL) learners. One hundred ten (110) teachers received training during FY 07- 08. This accomplishment was monumental in the effort to continue to provide meaningful training for ESL teachers and administrators.

Additional trainings and workshops were held on the Assessment Policy, NRS Reporting Requirements and GALIS. Sessions on GALIS were presented throughout the year with one hands-on session conducted to enable these program grantees to develop a comfort level with data input, report generation and data interpretation.

At the Fall Adult Education Institute several sessions were presented which addressed ESL/Civics concerns such as "Beginning ESL/Civics Curriculum", "Methods for Integrating Limited English Proficient Students into the Adult Classroom", "Immigration and Other Legal Issues", "Teaching English Language Learners through Multicultural Lens", and Strategies for Teaching the Multi-Level ESL/Civics Class.