

Georgia Narrative Report 2008-2009

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), a unit of Technical College System of Georgia (TCSG) promotes and provides adult education programs to all 159 counties in Georgia 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.

(a) Professional Development for Instructional Program Improvement

In FY 2009, professional development was provided for adult education personnel through various media—face-to-face training, workshops, and online classes. The state maximized access to professional development by providing multiple training opportunities to adult education practitioners at convenient locations and flexible schedules.

The state continued three national training initiatives implemented in FY08 for instructional staff. — CAELA Network, STAR and Project Ideal (Distance Education). These remain areas identified on the professional development needs assessment. In addition, Georgia was one of two states to pilot the revised *Bridges to Practice* training for adults with learning disabilities. Twenty-five adult education personnel successfully completed the Train-the Trainer program and disseminated training statewide during the year.

1. CAELA Network Framework (Center for Adult English Language Acquisition) Train the trainer project for ESL teachers was successfully expanded from the original project design to include three (3) additional training modules developed by state personnel: “Managing the Multicultural Classroom,” “Teaching Reading to Adult ESL Learners,” and “Teaching Writing to Adult ESL Learners.” Seven modules have now been developed for usage with teachers throughout the state. A total of 300 teachers and administrators were trained during FY09.

2. STAR (Student Achievement in Reading) training in evidence-based reading instruction (EBRI) was planned for expansion in FY09 through a team of in-state STAR trainers. Two of the teachers, from the STAR pilot of FY08, were selected to attend STAR Train-the-Trainer in January 2009. The certification of these trainers was initiated within FY09 and will conclude in FY2010. Having in-state trainers enhances the state’s capability to disseminate EBRI training more efficiently statewide.

3. The Distance Education Project commenced with training of eleven teachers and program administrators from six pilot sites. Online training was provided over a six-week period to the participants on planning for effective recruitment, orientation, assessing and teaching/facilitating instruction at a distance. The online training provided a convenient means for the delivery of instruction to participants and it allowed participants to experience being a distance student and related challenges. Upon identification of best practices from the pilot, a distance education model will be designed to guide and support other programs statewide as they implement distance learning as an instructional option to students.

4. Bridges to Practice, a research-based program to assist literacy programs and practitioners provide effective services to meet the needs of adults with disabilities, was embraced due to the high interest for training in this area. Georgia was one of two states selected to pilot the revised training. Twenty-five teachers and administrators were selected to attend the Train-the-Trainer who then disseminated the training to 375 teachers across the state.

Online Opportunities

Online professional development classes continued to be an important training option for many teachers across the state. Two hundred nine teachers participated in five on-line courses Spring 2009. The courses were “Teaching

Math to Adults,” “Teaching Reading to Adults,” “Principles of Adult Learning,” “Effective Assessment in ABE/GED Classrooms,” and “Teaching ESL to Adults.” Each class was 25 contact hours and candidates were provided the opportunity to earn 2 Professional Learning Unit (PLU) renewal certificate credits per class.

Fall Adult Education Institute and Teachers’ Academy

Each year the state provides two major professional development activities in a concentrated forum: the Teachers’ Academy and Fall Adult Education Institute. Six hundred adult education practitioners participated in these two events. Sessions at both the Teachers’ Academy and the Adult Education Institute were designed to focus on topics identified through a formal need assessment conducted as part of the planning process. The academy was one and a half days of workshops centered on effective goal setting and the differences between long-term and short-term goals, and effective goal setting process.

The Fall Adult Education Institute, two and a half days, presented opportunities for the adult education community to follow tracks designed for ABE/ASE and ESL teachers, program administrators and administrative personnel to learn from local and national leaders in the field of adult education.

Needs Assessment

In order to identify the needs of the adult education community, an online Professional Development Needs Assessment was conducted of instructional and administrative personnel utilizing Survey Monkey. Respondents were polled in the following areas: assessment, distance education, health literacy and ESL instruction. In addition, a statewide electronic assessment was conducted to guide in planning for the content of the Teachers’ Academy and Fall Adult Education Institute. Professional Development Evaluation Instruments were also used to identify needs following each state-sponsored training session. A statewide assessment of technology skills of teaching staff was conducted using the Project Ideal online survey at www.adultedonline.org, which also revealed the needs of state personnel anticipating the implementation of distance education.

NRS Training for State Staff

On July 15-17, 2008, Georgia OAE staff members attended an NRS Institute Regional Training, *Building and Sustaining Quality in NRS Data: Strategies for Program Improvement*. Agenda items included the following: Examining Data, Identifying Goals and Expected Outcomes, Using Data to Plan a Strategy, and Implementing and Evaluating the Strategy. The selected goal of the Georgia team was to improve the number of employment goals set in the local program.

In May, 2009 state staff also attended the 2009 Summer Training, *The Local Connection: Building a Data Use Learning Community*. The training focused on the characteristics and essentials of developing data use learning communities and technology tools that could be used by the state and local programs. Information from both events described above was presented to staff members who did not attend.

The state staff also participated in workshops on NRS and data analysis, goal setting and outcomes. Update training was also provided on GALIS (Georgia Adult Learners Information System) and use of data from various reports in the system for program improvement and for technical assistance provided by the Regional Education Coordinators.

OAE participated in US DOE-sponsored or affiliated activities such as annual meetings, the Commission on Adult Basic Education (COABE) conference, the National Adult Education Professional Development Consortium (NAEPDC) meeting, Teachers of English as a Second Language (TESOL) conference, and other events.

(b) Technical Assistance and Support

Eligible Providers

OAE has offered technical assistance to eligible providers, as applicable, to their local programs, including, but not limited to, GALIS process, data collection, data management and data reporting. Three technical assistance

workshops are provided for assistance in writing the application for federal funds. Other on-going methods of technical assistance are phone calls, electronic communication, trainings, and state conferences.

Many technical assistance resources are now available online such as 1) all reporting instructions, forms and definitions 2) website with contact information, program information and Request for Application (RFA), 3) oaedatahelp@tcsq.edu, a technical assistance help desk specifically for data problems or reporting questions from the field that is monitored continuously, 4) the Listserv for Adult Education, provides an opportunity for the field to ask data and reporting questions and it also is an avenue for sharing of adult education information (such as web-sites for lesson plans), questions and suggestions, and 5) <http://literacy.myweb.uga.edu> the Office of Adult Education (OAE) Online Professional Learning Center. Each Service Delivery Area (SDA) is assigned one of four Regional Education Coordinators (RECs) from OAE.

Throughout FY09, ongoing professional development was provided to all local programs on NRS topics by Regional Education Coordinators (RECs) in the four assigned sections of the state. Topics covered were: goal setting, data quality management, data analysis, the assessment policy, and analysis of performance outcomes.

CBO's and Faith-Based Technical Assistance

Under the auspices of Community Outreach Partnership, the Office of Adult Education, Instructional Services piloted a collaborative initiative with DeKalb Technical College, DeKalb Literacy Council on Literacy, Inc., and the Certified Literate Community Program entitled **A to Z of GED® Preparation Workshop**. The purpose of this project was two-fold: (1) to respond to local community and faith-based organizations requests of "how to" implement a GED® preparation program in their local communities; and (2) to provide CBO's and faith-based organizations technical assistance and training on relevant components of establishing an adult education and GED® Tests preparation program. The training topics were: (1) How to start a program, (2) How the GED® Testing program works, (3) How to setup a program, (4) What your teacher needs to know, and (5) What to do with Adult Basic Education (ABE) students. The training project was delivered in five three-hour training sessions held every other Saturday. During the fiscal year, the project trained 65 participants representing 30 community or faith-based sites. For additional information, visit the website at <http://dekalbcouncil.org/6.html>.

Program Administrators

The final year of the Leadership Excellence Academies (LEA), a two-year training program for administrators, was completed during FY2009. Training components included modules on student persistence, leadership, and getting instructors off to the right start and keeping them. Program administrators completed several activities, an online class and a final culminating project which documented the results of local program activities designed for program improvement. Twenty-eight program administrators and lead teachers participated in the final year of the program and seventeen completed all requirements to receive the designation of Certified Manager in Program Improvement.

Regional Education Coordinators (RECs)

RECs conducted ongoing technical assistance to local providers on the NRS, performance improvement, recruitment and retention, data management, GALIS, BEST Literacy, and approved NRS assessments. Technical assistance was conducted through face-to-face meetings, telephone and 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. In addition to the initial BEST Plus training, BEST Scoring Refresher training was offered to previously certified test administrators.

(c) Technology Assistance including Staff Training

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 197 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 datacenter@tcsge.edu.

(d) Monitoring and Evaluation of Activities for Program Improvement

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

As a central part of desktop monitoring, the RECs review the data for their assigned region and notify the respective programs via email or phone call so that data errors can be corrected. The RECs conduct announced and unannounced visits. If issues and concerns are identified they are addressed immediately. As a result of the review of data, visits and monitoring, technical assistance is identified and provided, when necessary, to address ongoing issues. Because the GALIS system is web-based, the system allows state staff to conduct desktop reviews and provide ongoing technical assistance for real-time data.

(e) Developing and Disseminating Curricula including Phonemic Awareness, Systematic Phonics, Fluency, and Reading Comprehension

The statewide curriculum framework was implemented across the state in FY09, developed based upon content standards. In reading, the framework emphasizes teaching the components of reading—alphabetics, fluency, vocabulary and comprehension. Throughout the year providers were encouraged to evaluate local program needs and develop curriculum to insure content standards were inclusive of their curriculum offerings. Local programs worked on refining a system for preparation of the Student Education Plan based upon the learner's assessed educational functioning level and goals using the curriculum framework to guide instructional content. The *Adult Education Curriculum Framework* is accessible on the state's online Professional Learning Center at <http://literacy.myweb.uga.edu> and in the national Adult Education Content Standards Warehouse at <http://www.adultedcontentstandards.org/Source/GetStandard.asp>.

(f) Coordination with Support Services (existing transportation, child care, special needs and other Assistance) Designed to Increase Adult Education Success

The RFA process encourages local providers to collaborate with local resources to provide opportunities for child care, transportation and special needs through local agreements.

(g) Workplace and Linkages with Employers

Workplace Education Program

The Workplace Learning Program provides customized instruction addressing specific industry needs. By providing Adult Basic Education (ABE), General Educational Development (GED), and English Literacy Program (ELP) in addition to functional context and employer-documented objectives; workplace learning prepares workers for the changing demands in 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 are:

- increased productivity and profitability
- improved production quality
- ability to promote 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
- preparation of a competitive workforce to meet the challenges of a changing economy

This instruction prepares students for the GED Tests, enhances their basic skill levels, improves English literacy, and develops computer knowledge/skills, along with providing support in registration for company Educational Tuition Assistance Programs.

During FY09, The Office of Adult Education converted the Georgia Adult Education Workforce Operations and Marketing Manual developed in 2008 into an electronic document to be accessed from the Georgia Professional Learning website, maintained by the University of Georgia. FY09 workplace hours of instruction increased. However, the number of participating students decreased. This decrease is the result of the following:

- Reduction of employment opportunities
- Closings of business and industry throughout Georgia
- Businesses relocating to others states or other countries
- Decreases in international trade through Georgia ports
- Declining volumes of truck freight
- Downturn in residential home sales
- Nonresidential construction decrease
- Georgia hospitality and lodging decrease
- The decline in Georgia's carpet and textile industry due to housing recession and
- slumping automobile sales.

Although the total workplace programs decreased, there were 18 workplace classes serving 225 students who received 8,854 hours of instruction.

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 Work Ready 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 has implemented a career readiness certification. The Georgia Work Ready Certificate is a credential that documents and certifies a worker's 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 33 colleges, individuals seeking certification can be assessed. For those seeking to improve skill levels, there are 37 Adult Education programs within the Technical System throughout the state that provide additional training. To support these efforts, the Office of Adult Education conducted user trainings on the two approved online curricula that prepare students for the WorkKeys Assessment. There were two regional trainings and four online trainings. The trainings were offered to 257 Program Administrators, Lead Teachers, and CLCP Directors.

(h) Linkages with Postsecondary Education and Transition Activities

The OAE acknowledges that acquiring basic skills or earning a GED credential should be the foundation and not the culmination of a student's academic career. Through 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.

(i) Other Activities of Statewide Significance that Promote Adult Education

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.

English Literacy Programs

English Literacy programs support non-English speaking residents as well as limited English proficient speakers in developing, expanding, and increasing their English skills. Instruction in these programs focuses on reading, writing speaking and listening to English so that learners are able to use English in a variety of settings and contexts. As students progress in these programs, they are able to contribute to the economy by becoming a part of the workforce, expending funds that help in the growth of the state's financial system, and add to the community and their family's well-being by becoming actively involved in the American way of life.

Assistance in these programs and courses are extended to every Georgia resident. To ensure learners are equipped with tools needed to function in their new communities, they are given strategies and techniques that they use to assist them in their acclimation, acculturation, assimilation and integration into society. Resources to aid in their continual success are distributed and discussed during classroom instruction.

In FY09, Georgia's English Literacy Programs served 21,347 adult learners. Their academic and social skills increased due to their attendance, willingness to participate, teacher quality and overall program offerings.

Health Literacy Programs

During the 2009 fiscal year, the Office of Adult Education (OAE) developed and implemented an online health literacy toolkit. The Georgia Adult Education Health Literacy Toolkit was developed to provide information and resources to help adult education instructors and administrators:

- better understand the problem of health literacy and its affect on learners

- develop and implement creative approaches to help learners increase health literacy skills through adult education instruction
- develop partnerships between literacy and healthcare organizations

The toolkit is divided into four sections and comprised of:

- professional development opportunities,
- lesson plans,
- resources, and
- health literacy projects.

Also during FY09, OAE began efforts to form a Health Literacy committee for the purpose of establishing and re-establishing relationships to support Georgians with low health literacy. This effort proved successful, as OAE developed collaborations with the following agencies and/or organizations.

- The Centers for Disease Control and Prevention
- Morehouse School of Medicine
- Emory University, Rollins School of Public Health
- The University of Georgia, Center for Health & Risk Communication
- Children’s Healthcare of Atlanta
- Georgia Department of Community Health
- Georgia Hospital Association
- Georgia Refugee Resettlement Program

Additionally, the established committee began efforts to plan, organize and facilitate a Health Literacy Symposium to be held during FY10.

Although health literacy instruction is primarily provided through inclusion in the statewide curriculum framework by each service delivery area, during FY09 there was 1 separately funded health literacy initiative. From this initiative, 300 students were served at health expos, women’s health luncheons, breast cancer awareness events, and abstinence focus groups; thereby impacting not only the individuals served directly but also their families.

Publications and Marketing

Several marketing strategies were used to publicize adult education programs in the state of Georgia such as: websites, marquees, TV broadcasts, radio, local newspapers statewide, billboards, 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 best practices, research, resources, and other materials related to adult education.

(j) Community Linkages

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 61 programs comprised of 36 Participants (first level of certification) and 25 Certified Literate Communities (second level of certification). The 61 programs encompass 75 counties and 2 cities. The 36 Participants have made the commitment to serve 261,552 individuals. The 25 Certified Literate Communities had a goal of serving 137,943 and served 184,799. 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 was 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. 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. Although all outcomes for Core Indicator Two and Three are up significantly for FY 2009 over FY08.

Enrollment

- Enrollment in Georgia has increased 4.2 % directly as a result of the loss of jobs in Georgia. The textile industry and the housing market have been impacted by the downturn in the economy.

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.

Georgia's Work Ready program has added strength to the already existing strong link between the local Adult Education program providers and other adult education entities, secondary schools, post-secondary educational institutions, career development programs, employment and training activities, and the 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:

State Planning:

- The TCSG along with the other WIA partners participated in an electronic survey with the information collected being used to create a broad strategic plan.
- The Title I state agency and all of the 20 workforce investment boards are consulted in the development and revision of the Georgia State Plan for Adult Education.
- Title I provides readers for the open and competitive Request For Application (RFA) process in awarding grants to deliver adult education throughout the State of Georgia.
- Adult education grants are awarded in all of the workforce regions of the State.
- The Assistant Commissioner (State Director of Adult Education) of the Technical College System of Georgia (TCSG) is consulted in the development of the Title I State Plan.
- The TCSG Commissioner has a seat on the state Workforce Investment Board.
- 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.

Programs and Services

The Office of Adult Education and all of its programs work in collaboration with the Governor's Office of Workforce Development in the development and implementation of the **Georgia Work Ready Program**. Adult education programs are a major provider of gap training for those seeking the work ready credential.

The Office of Adult Education used its incentive grant in collaboration with the Governor's Office of Workforce Development, local WIA organizations, Chamber of Commerce, business, industry, county officials, and local colleges to develop the first **Accelerated Adult Learning Program**. This program was used as a model for other fast track adult education programs throughout the State.

The TCSG and the Office of Adult Education created the "**JumpStart**" **Transition Initiative** that encourages enrollment of students in adult secondary education programs into technical certificates at the technical colleges of Georgia prior to completing the GED diploma. The program has recommended benchmarks for students in reading and mathematics to assure success in the academic coursework. Special admission codes were created in the student management system to track students enrolled in both adult education and technical college courses.

Department of Labor Commissioner Michael Thurmond is a strong advocate and speaker on behalf of adult education programs. He supports collaboration of the staff from labor, technical education, and adult education to work together to effectively use the resources for skill development, job development, and job placement for a strong Georgia economy.

- 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 Governor awarded 24 Work Ready Golden Opportunity grants awarded to agencies and organizations providing Work Ready skills gap training of which 15 were awarded to OAE federal grantees.

(b) Include a description of how the eligible agency is being represented on the Local WIB

Of the thirty-seven (37) Program Administrators of local adult education programs around the state's 159 counties, 5 program administrators reported that the Technical College President serves as a local WIB member, 13 Technical College personnel serve as a local WIB member and 3 SDA Program Administrators serve. 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 and the Tri-State Workforce Alliance that includes Georgia and Tennessee. A local program attended a local WIB Retreat.

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

The Commissioner of the TCSG serves on the state WIB and represented the interests of adult and technical education.

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

Five (5) 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. Nine (9) local Adult Education programs report some type of co-location with a One-Stop Center. Georgia's One-Stop core services included adult basic education classes, assessment services, resource guides, collaboration of services, counseling, placement of students, promotion information, transition information, employability skills training, and resource sharing agreements. Referrals remained the most dominant activity among agencies in the Georgia One-Stop system. A new activity this year was job shadowing and there was increased activity in displaced worker programs for companies such as Hon, Mohawk, Springs Industry and Fruit of Loom, and an increase in rapid response programs throughout the State. The local programs are involved in the WIA youth activities providing services for the summer youth programs.

(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.

8,439 students were enrolled in EL/Civics classes during FY09. 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. 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.