

Delaware Narrative Report 2011-2012

In FY 12, Delaware's Adult Education programs focused on continuous improvement. Adult Education programs participated in two new statewide initiatives, the Learning to Achieve Project and the LINCS National Career Awareness Project. State leadership implemented technological changes that assisted in monitoring the effectiveness of changes. The level of collaboration with other state agencies continued to improve and new partnerships were forged.

Adult Education continued its partnership with the Departments of Health and Social Services, Labor, Correction, and Housing in the Governor's Reentry Project and with the Workforce Investment Board in the development of a Career Pathway system. Simultaneously, Adult Education is working with the Department's certification workgroup to revise adult educator certification regulations while ABE administrators are discussing on how they evaluate teacher performance. Other highlights included:

- ABE classes located in One Stop Centers continue to be some of the most attended classes operating throughout the state. There are currently three One Stop sites with ABE classes. Both the Departments of Education and Labor have contributed to the resources that make these classes possible. With Labor contributing space, furniture and computers and Education paying for teachers, supplies and testing, these classes attract adult learners interested in pursuing further DOL training or obtaining a job through the DOL Resource Rooms.
- Adult Education continues to act as a member of the Workforce Investment Board (WIB) Strategic Planning Committee. The DOL Employment and Training Director and the Director of Adult Education met regularly to discuss improvements to One Stop classes and any other ideas that would mutually benefit both of our systems. In FY 12, DOE and DOL agreed to propose a Career Pathways concept to the WIB as an FY 13 goal. DOE and DOL representatives met to create a plan that would work for Delaware. The presentation of the concept to the WIB took place in October 2013 where it was accepted as an objective for the coming year.
 - The Departments of Labor, Health and Social Services, Correction, Housing and Education continue to collaborate on the Governor's Reentry Project, Individual Assessment and Discharge Planning Team (I-ADAPT). The project's goal is to provide Level 5 and Level 4/Step Down offenders with services that will assist them to positively re-integrate into their communities, e.g. meeting with DOL employment and training counselors upon release; provision of community based substance abuse treatment; continuation of educational services through community ABE programs until a GED or high school diploma attainment; and increased access to housing. After two years of operations, over 900 offenders have volunteered for I-ADAPT. The value of participation in the project is

spreading throughout the prisons and as one prisoner explained being part of I-Adapt is “a valuable commodity” when one reenters their community. Prison Education supervisors meet once a month with DOL, DHSS, DSHA and DOC representatives to review exiting offenders’ needs and to refer them to community services.

Of the total number of I-Adapt participants:

- 279 participated in the Prison ABE Program in Level 5 facilities
 - 85 attained their GED
 - 23 attained their diploma
 - 48 completed at least one prison college course
 - 28 I-ADAPT participants continued their education in community ABE programs.
 - 136 non I-ADAPT reentering offenders enrolled in community ABE programs.
- The Young Offenders Boarding School (Q Pod) continued to provide offenders with additional instructional hours and support through the use of trained offender instructional aides. The educational tutoring on the pod is under the supervision of a Prison Education staff member. This collaborative effort between the Howard R. Young Correctional Center Administration and DOE has resulted in more educational functioning level gains and GED attainments.
- A gap in services for offenders entering Level 4 was demonstrated and consequently, community ABE programs were asked if they would like to provide services there. Three programs volunteered and received funding for the establishment of onsite classes in work release centers. This initial year was a learning experience with two programs deciding to continue their services in FY 13. DOC, DOE and community ABE providers met concerning times and locations for classes, recruitment and retention strategies, and funding for assessments such as the GED. Through commitment and patience on the part of both agencies, these problems were solved. Common issues were identified and strategies for FY 13 are being implemented. The results from the FY 12 pilot were:
 - 97 offenders participated attending from 18 to 70 hours
 - Average attendance was 45 hours
 - Average TABE post test increase was 50 points
 - 1 person was employed
 - 4 people attained their GED
 - 3 people passed their Official Practice Test
 - 1 passed a majority of the OPT sections
 - 41 attained a Certificate of Attainment (EFL gain in Math and/or Reading or Citizenship)

- In FY 12, three adult education programs became part of the BTOP grant in collaboration with the Division of Libraries. As a result, these programs offered more direct services at public libraries. Adult learners were permitted more time on libraries computers if they were working on distance adult education programs. They were able to access public libraries resources such as online academic and career preparation programs. In FY 13, the libraries will serve as an important source of information for the closing out of the 2002 GED and implementing the new 2014 GED.
- This year two state staff participated in a Train-the-Trainer Institute for Learning to Achieve which is training based on the most rigorous research on learning Disabilities (LD). Staff then provided in state training to eight teachers and administrators from five adult education programs. Workshops consisted of two full-day training events that covered core content modules (Definition of Learning Disabilities, Self-determination, and Legal Issues) as well as three additional modules (Written Expression Disabilities, Explicit Instruction for Strategy learning, and Content Learning). After completing the workshop trainings, the participants developed three content lesson plans, one each in reading, writing, and math. Each participant was also observed teaching one of the lessons. In January 2013, a statewide training will take place to recruit new participants.
- During this year, seven teachers from four Adult Basic Education programs participated in the Career Awareness Project with the goal of incorporating career awareness into adult basic education classes via Certificates of Attainment in Writing. In August 2012, local teachers participated in online professional development to explore the *Integrating Career Awareness into the ABE/ESOL Classroom (ICA)* curriculum. From September through December, the trained teachers developed and implemented lesson plans in their own classrooms. These teachers presented their plans and discussed their expectations and findings at the 2012 Delaware Adult and Community Educators Summit. While the training process continues into FY 13, teachers found that most students valued the embedding of career awareness topics into contextualized ABE and GED instruction.
- Five ABE programs were monitored this year. A Fiscal Management Category was included in the monitoring instrument for the first time as a result of the OVAE training in FY 11. Technical assistance was provided to the five ABE programs monitored in FY 12 concerning documentation for the fiscal management category.

Leadership Activities

This year, local program administrators and the state leadership team reviewed and discussed technological and process changes that would increase student participation and retention as well as monitor student progress. Adult Education's participation in the Governor's Reentry Project and the transition of offenders from Level 4 became an enhancement to the system already in place. Administrators met either in person or via teleconferencing 10 months of the year. The use of the teleconferencing option has allowed administrators to recoup time since there is no need for travelling to meetings. Also depending on the agenda items, administrators can ask if an in person meeting can be designated for specific topics.

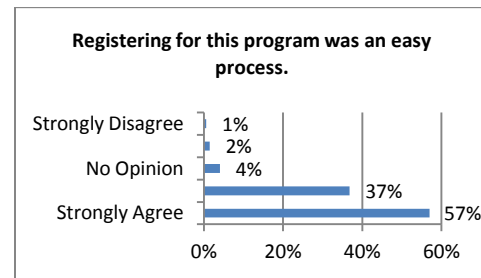
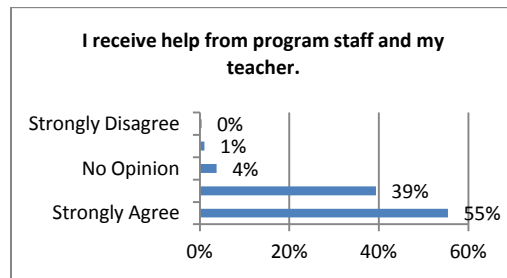
Some of the outstanding activities on FY 12 State Goals that were achieved this year were:

1. Increase the use of technology in instruction, professional development and administrative processes
 - During the FY12 year the ACE Network, Delaware's Adult Education Resource Center, offered 52 different training and workshop events for Adult Education staff. Thirty six (36) of the trainings involved information about the NRS or the state MIS system. Four hundred eighty six (486) seats of Adult Education professional development involving instructional or administrative practices were delivered.
 - Communication with the entire adult education population across the state was increased by using iContact with all employed members of funded programs.
 - The Delaware ACE Network website was replaced with the front page of the Moodle Platform that allowed for an increase in services to local program staff.
 - A "Message Alert" system was added to the state MIS that provides program administrators with information regarding the need for student assessments.
 - The EFL template for monitoring student progress through EFL and program attainment of negotiated performance targets was enhanced this year to include attendance hours. As a result, program administrators can also monitor more closely student attendance hours per EFL.
2. Enhance the leadership capacity of program administrators

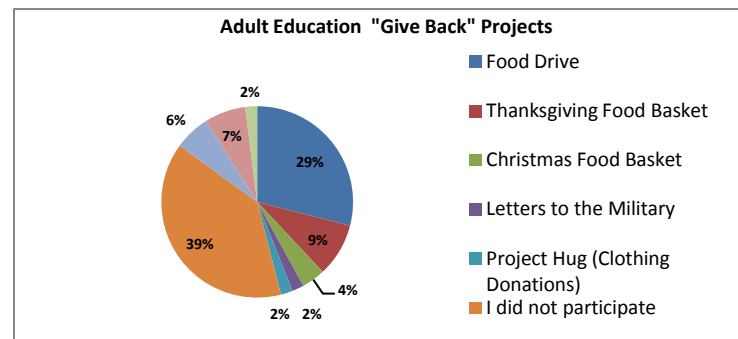
This year, ABE administrators spent considerable time discussing teacher effectiveness, monitoring of teacher performance and how it connected to student progress. The context for this discussion included topics such as certification, hiring, instructional delivery (resource center, managed enrollment, mixed content classes, mixed level classes), staff development and teacher evaluation. This year served as a time to gather baseline information and develop improvements for the future. Results of these conversations included:

- Additional staff development opportunities for teachers were provided. The ACE Network hosted webinar trainings for local programs. The state team also informed local staff of LINCS, ELL-U and other online courses.
- It was discovered that hiring practices, certification requirements, and teacher retention strategies differ by provider. Best practices will be developed in FY 13.
- Teacher effectiveness research was distributed and discussed. It was determined that a survey regarding performance appraisals would be developed and completed in FY 13.

3. The Adult Education Student Survey was reviewed and revised to better serve student and program needs. Questions included in the survey related to: programmatic processes, instructional delivery, how students found out about programs, community resources, students goals and overall evaluation of program value. The information is compiled statewide and posted on the Delaware ACE Network for public review. Student responses are also returned to individual programs for review and local improvement. The graphs below show the composite response of all programs. The graphs below represent some of the questions asked of students in the Spring of each year.



- OAASIS, Organization of Adult Alumni and Students and in Service, added a “give back” component to their services this year. Each adult education program designed its own project in which it “gave back” to the community. Participation in the project by adult learners was voluntary.

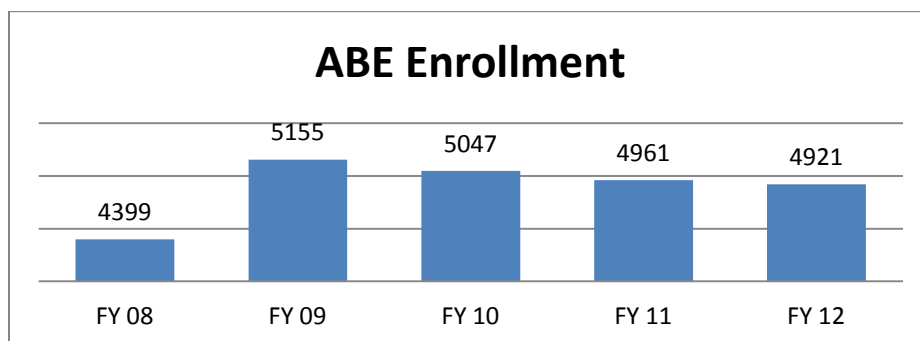


Effectiveness of Performance

Last year Delaware experienced an average of 6.8% unemployment, about 1% below the national average. Currently, the most popular job areas were: cashiers, retail sales, registered nurses, waiters/waitresses, food preparation and fast food, customer service and office clerk. According to the state's Industry Projections, new jobs created between 2010 and 2020 will require various levels of training: 63% on the job training, 20% Bachelors Degree or higher and 17% high school graduation up to a Bachelors Degree. For the future, OOLMI projects that jobs in the health care, construction, retail, administrative and waste, and accommodations and food preparation fields will provide the most employment in Delaware. Within this mixed message context, adult education provides services that prepare adult learners to access jobs and training.

Enrollment

In FY 12, enrollment in Adult Education classes decreased by .8% percent from the previous year. ABE enrollment increased by 2%; while student participation in ESL decreased by 7%. The decrease was partially caused by late openings of some ABE programs due to delayed distribution of funding, renovation of adult education locations which halted programming for periods of time, and the closing of one adult education program.



Performance Target Achievements

- *Educational Functioning Levels Completions*

Delaware Adult Education met or exceeded target performances in all 11 educational functioning levels. While Delaware's performance was good, we still believe in a "continuous improvement" process in order to better serve our adult learners. The development of the new LACES reports this year helped us to monitor more closely student performance.

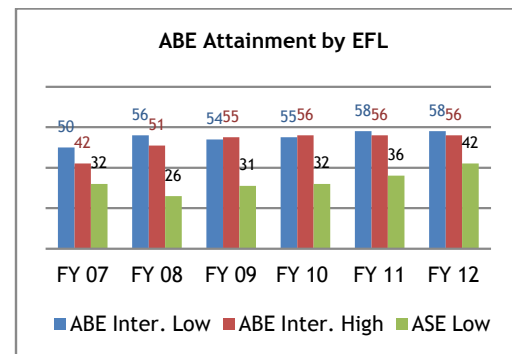
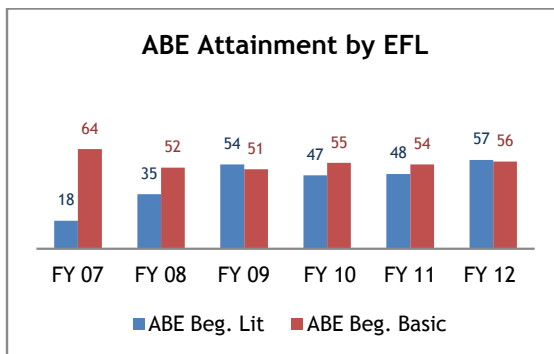
Two targeted areas for NRS reporting improvement were designated in FY 12. One area involved the post-test rate for students with 60 hours. This year, LACES added the Message Alert system to the state MIS. This enhancement allowed program staff to select from several messages and designate how often the program was emailed information. The State requested that at least one person from every program monitor the Message Alert System to determine which students needed post-testing at the 60 hour point. The Statewide Management Liaison at the ACE Network also monitored the information from the SEA side of the system. As a result of this joint monitoring, the post-test rate for 2011-2012 for students with 60 hours of instruction was 97%. While the post test rate has improved since the problem was first recognized in 2007, the greatest improvement has occurred this year with the initiation of the Message Alert System.

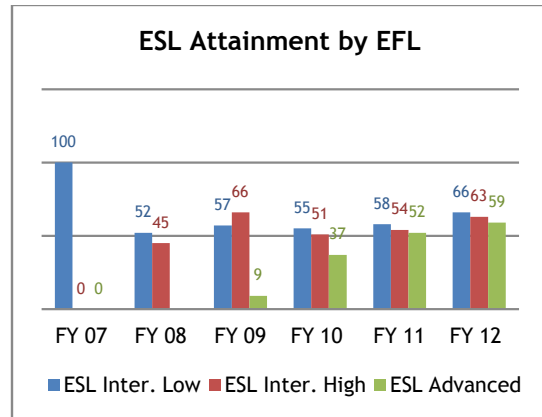
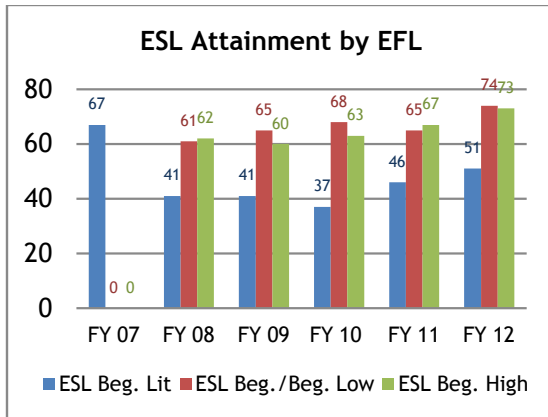
The other area for reporting improvement was capturing per capita instructional hours. The average instructional hours per student in Delaware has historically been below the national average. During Fall 2011, program administrators were asked what they need to help boost student retention. The administrators responded that enhancements to the

already operating Excel template designating student placements from NRS Table 4 would allow them data to better monitor retention efforts. Consequently, additional formulas were added to the template by the State Data Management Liaison so that administrators and staff could monitor not only program progress towards state performance targets, but also real-time data on attendance hours per each EFL. This enhanced tool was used all year and was included as part of each programs quarterly report. As a result, the average attendance hours per student increased by nine hours from 74 hours to 82 hours proving that staff will use data for instructional and program improvement when it is readily available. The use of this template is continuing for 2012-2013.

While prison participation in all four Level 5 sites was up, staff retirements and removals impacted student outcomes. One program is still relocated in a smaller building resulting in a reduction of instructional hours. Instructional sessions were reduced in another prison due to the chow schedule. Program outcomes from other facilities were reduced due to teachers exiting the program and replacements could not be hired until the Department of Correction scheduled its next Correctional Employee Initial Training.

In FY 12, average ABE student attendance was 83 hours and 77 hours for ESL students, an increase for both populations. Student retention remains a primary focus for all programs. Data review indicates that, as in the past, many ESL students who started late in Fall 2011 did not attend in 2012. To increase student participation, several Sussex County ESL programs offered Saturday classes that increased student participation. Late program openings due to budget processing concerns also reduced student participation hours.





- *Core Completions*

Delaware did not meet its target performance in the gained employment category. Our target was 55% and actual performance was 35%. In FY 12, Delaware's unemployment rate averaged 6.8%. The job market remained an "employers' market" as in previous years. Many employers have limited the interview process to workers with at least a GED or high school diploma. Since the Adult and Prison Education Resources Workgroup also serves as the state's GED/Diploma verification contact for the department, it is evident that employers, such as Amazon, require higher educational credentials before even offering interviews.

Delaware attained a 64% performance level in the retained employment category, falling short of the 85% retention rate but significantly outperforming last year's rate of 40%. During this reporting period, Pennacle Foods and Allen Family Foods also closed. Both companies had a long history in Delaware and released hundreds of workers into the current job market. ABE students lost their full and part time employment and had to compete with more educated and/or experienced applicants for available jobs. Delaware's ABE collaboration with DOL is geared to support these DOL clients in need of a secondary credential prior to accessing further skills training.

The target performance for GED[®]/Diploma was also not achieved. While Delaware's performance rate was 75%, it did not meet the 85% target. This performance is partially due to a student retention problem. Students enter programs with the best of intention but do not remain in classes until they are ready to test on the GED. Since the state's pass rate for the GED stands at 91%, this statistic may also be a process based. In FY 13, students in Low ASE will be monitored more closely to identify at-risk learners.

Delaware did attain its performance target in the entered post secondary category with a 91% performance rate. Adult learners are finding that currently available jobs require more advanced skill sets that can only be attained if they continue their education. At the same time, the cost of post secondary education/training is becoming a barrier for some. While the Department of Labor offered various trainings, its capacity to fulfill client needs was not equal to the demand for additional training.

Integration of Activities Sponsored under Title II

- In 2012, DOL and DOE collaborated on the opening of an addition One Stop Center ABE class in Newark. This class started in Winter 2011 and has a constant flow of DOL and DHSS clients. The ABE teacher and the DOL E & T manager confer weekly to ensure that all clients are being served and quality services are being delivered. The students in this class have the ability to come to class to increase skills and access the DOL Resource Room to locate employment. The Fox Valley and the Georgetown One Stops are continuing to offer daytime classes with an evening class slated to begin at Fox Valley in FY 13.
- Adult Education continues to be represented on the Workforce Investment Board. Through this work, the need for elevated academic skills is being acknowledged, DOL clients are being referred to Adult Education classes in preparation for training, and WIB and DOE funding streams are being combined to expand classes.
- Adult and Prison Education, through the I-Adapt Project, is working with offenders to strengthen their skills in preparation for employment and with DOL to align instruction with areas needed in the current job market.
- In FY 12, there were three part-time One Stop ABE classes operating in the Fox Valley, Hudson Center and Georgetown. Clients in need of academic remediation from the Dover One Stop that doesn't have additional space for an ABE class are referred by DOL case managers to nearby ABE programs. An estimate of funding for these projects is approximately \$40,000.

EL/Civics

The EL/Civics project for FY 2011-2012 focused on raising awareness of health issues and connected ESL students with local health organizations and agencies throughout the state. The EL/Civics grantees reviewed the seven goals from the National Action Plan to Improve Health Literacy and chose the following two goals as the basis for FY 2011-2012 Health Literacy Project:

- Develop and disseminate health and safety information that is accurate, accessible and actionable
- Support and expand local efforts to provide adult education, English language instruction, and culturally and linguistically appropriate health information in the community

A pre and post survey was created addressing health issues. 369 ESL students completed the Health Literacy Pre Survey and 269 completed the Post Survey. Based on student response to the pre survey, topics were chosen for instruction. Topics included yearly examinations, information on nutrition, diet, exercise, high blood pressure, high cholesterol, diabetes, cancer, reading medicine and food labels and using 911. All programs used applicable lessons from Florida's curriculum, "Staying Healthy: An English Learners Guide to Health Care and Healthy Living."

Local and state organizations and agencies that presented information to students included the Division of Chronic Diseases; Westside Family Healthcare; the DHSS Match Van; Bay Health Medical Services; state and county departments of Public Health; local hospitals; Delaware Breast Cancer Coalition; Delaware Food Bank; Seaford Fire Department; and Halpren Eye Care. Several programs had students complete a medical history form, a stroke risk card, and/or a medical ID card to keep in their wallets. One program took a field trip to a local grocery store so students could compare nutritional information. These learning opportunities allowed ESL students opportunities to ask and answer questions which supported enhancing their listening and speaking skills.

As a result of this project, eleven students were diagnosed with high blood pressure and referred to a medical facility; students were enrolled in the Screening for Life program; and ten students were referred for additional breast cancer services. Each program also provided three Health Literacy lesson plans that will be archived for ESL teachers to access through the Adult Community Educators website.

An FY 2012 State Goal for EL Civics was to infuse instruction with more technology resources. A technology survey was created for EL/Civics and ESL teachers. The results of the 2012 EL CIVICS Technology Survey were:

- Three programs used computer labs to search for visual aids, to use of online dictionary, to research health and consumer topics, to access the ESL newspapers for grammar and reading comprehension practice, to use the USICS site for practice on the 100 naturalization questions, to locate employment information, to reinforce and practice concepts taught in the class and to provide reading instruction through “Reading Horizons” software.
- Programs reported using the Smart board for Google images for vocabulary, Google Translate and United Streaming videos to build background knowledge.
- Teachers used the following listservs to stay informed on best practices: Pro Literacy, Multicultural Education, English Grammar, Discussion group for ESL, General Technology in Education, and the Forum for Foreign Language Educators.
- Teachers also compiled over 100 recommended websites which were place on the ACE Network.
- Other technology used in the classrooms included: videos, tape recorders, VCR, LCD projector, I Pads, camera, digital recorder and laptops.

In FY 13 based on the recommendations from this survey, professional development will be presented on the use of Moodle, the Smart Board, and cell phones in ESL instruction.

