

**Alaska Narrative Report 2012-2013**  
**(July 1, 2012 – June 30, 2013)**  
**State of Alaska**

**Amy Iutzi, ABE State Director**  
**December 2013**

**1. State Leadership Funds**

**a. Describe successful activities, programs, and projects supported with State Leadership funds:**

State Leadership funds were used to support a variety of ABE/GED/ESL professional development and technical assistance activities during program year 2012-2013. These activities included providing two statewide ABE/GED/ESL conferences and providing targeted technical assistance to ABE programs.

**Statewide ABE/GED/ESL Conferences:**

Two statewide ABE conferences were held in Anchorage during 2012-2013. The fall conference was convened on October 18-20, 2012 and the winter meeting was held February 28 – March 1, 2013.

*Fall 2012 ABE Conference:* The fall conference that was held October 18-20, 2012 was supported with FY13 State Leadership funds as well as with some state general funds. Over 60 Alaskan ABE professionals, representing the 13 regional ABE programs and the Department of Corrections, participated in this conference. Judith Alamprese, Abt Associates Inc., was the principal presenter with smaller sessions being conducted by Alaskan ABE math specialist Arva Carlson and BEST test administration trainer Polly Smith from the literacy program in Anchorage. The conference focused on training programs to teach the Career and College Awareness (CCA) Course, to teach the basic math course and to co-teach the distance delivered math course. Specific topics on the agenda included discussing implications of data results for program practices and training on administering the TABE test and using TABE reports to improve instruction. As with all of our training meetings, programs were required to complete program review forms before the meeting and to write program planning forms for the year after the meeting.

*Winter 2013 ABE Regional Directors' Workshop:* The second program improvement workshop for the 2012-2013 program year was held February 28-March 1, 2013 in Anchorage. Judith Alamprese from Abt Associates Inc. conducted this workshop, which was attended by the directors from the regional ABE programs and selected instructional staff. The sessions focused on implementing systematic instructional practices to help students meet their current goals, which included completing their secondary degree by the end of 2013. In preparation for teaching more complex reading, which is required to meet the new, more rigorous educational standards, meeting time was spent beginning to train the teachers for teaching to the more rigorous standards. A follow-up to the fall training was provided for the CCA and math teachers.

*Special Meeting for the Department of Correction Education Coordinators:* On October 1, 2012, math specialist Arva Carlson and state director Amy Iutzi met with all of the correction education coordinators who are responsible for teaching the ABE students who are in jail. Amy presented administrative information about the data base, intake form, TABE, etc., while Arva presented math teaching lessons to them.

**Targeted Technical Assistance to ABE Programs:** During the 2012-2013 program year, technical assistance was provided to all programs, particularly as they work with the Statewide ABE Database, BEST Plus, and TABE On-line testing and TABE reports.

**Targeted Technical work on the new Statewide ABE Database:** During the FY13 program year, leadership money helped to fund further development of the Statewide ABE Database, including updating the software used to write the database. Database work was done to prepare for the newly revised NRS tables which must be used for the FY13 data.

The **EL/Civics teachers** continued to practice the techniques they had been taught in using a scope and sequence and planning lessons around behavioral objectives. BEST Plus training is offered every year at the Fall ABE Conference.

*Skipping forward to the FY14 report;*

*Using FY14 State Leadership money the FY14 Fall statewide Alaskan ABE meetings were held October 7-9, 2013. The meetings were spent discussing preparation for the new GED tests and methods for increasing learner success. Judith Alamprese, Abt Associates Inc., was the principal presenter with smaller sessions being conducted by Alaskan ABE math specialist Arva Carlson and GEDTS staff member Martin Kehe. More time was spent discussing integrating College and Career Readiness Standards for Adult Education into the reading, writing, and math instruction. Teachers were also introduced to the new calculator all ABE programs will be using.*

*More FY14 State Leadership money is being spent on teaching the math teachers for two-and-a half days January 13-15, 2014. The training includes all correctional educational coordinators.*

*These paragraphs are typed now while the meetings are still fresh in the state director's mind.*

**b. What is the extent to which these leadership activities implemented goals of the State Plan?**

All events described above implemented the goals listed in the State Plan. One goal of the plan, which reflects the philosophy of the Alaska DOLWD Job Centers, is to streamline the process so that no matter where in the state the ABE student is, they can receive uninterrupted ABE services. The ABE Statewide Database and the GED Database have both promoted this. In FY13 the structured Distance Math Course, a hybrid course that uses two days a week of instruction via video-conferencing and two days a week instruction with the local teacher, proved to be a way to streamline statewide teaching. Also introduced was a basic level math course complete with all lessons and teacher materials. If the two courses were ranked, the basic level math course would be Math I and the distance delivered math course would be Math II. In the math meeting January 13-15, 2014 the Math III course will also be introduced.

Work continues with the ABE Statewide Database to create reports which help programs provide more efficient instruction and testing.

**2. Describe any significant findings from the evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance:**

For the Alaskan legislature, the focus of our success is how many GED diplomas are awarded each fiscal year. However, the Alaskan State legislature is also interested in how many full time students ABE serves. The following tables show those statistics:

Fiscal Year:	Full-Time ABE Students
FY08	2,877
FY09	3,179
FY10	3,326
FY11	3,176
FY12	2,928
FY13	2,986

Fiscal Year	Number of GED Graduates
FY08	1,540
FY09	1,686
FY10	1,608
FY11	1,660
FY12	1,580
FY13	1,624

1. The value of the grant dollar reflected in data:
  - In FY12 the average number of teaching hours per student was 50.7 (148,685 hours/2,928 students) and in FY13 it is 52 (155,420/2,986). Therefore, total student study hours, number of full time students and the average study time per student is slightly increased in FY13.
  
2. What can be learned from the core indicators of performance? The following statements are explanations of why changing databases and assessment tools does not make for comparable data:
  1. Beginning in 2003 all ABE students in Alaska were being assessed with either TABE or BEST, prior to that a variety of assessments were given.
  2. Beginning in Fall 2006, regional programs began transitioning to using TABE On-line – some of the fluctuation in the ABE student progress may be a result of students adjusting to testing using the computer.
  3. In addition to TABE On-line, further standardization required all programs to use 9-10 TABE Survey.
  4. Beginning FY08, ESL students were being tested with the BEST Plus, again a new assessment process requires learning time for the assessors.
  5. Number of students who were both pre and post tested:
    - o FY06 - 1,963/3,715 or 52.8%.
    - o FY07 - 1,376/3,244 or 42.4%
    - o FY08 – 793/2,879 or 27.5%
    - o FY09 – 1,399/3,179 or 44%
    - o FY10 - 863/3,226 or 27%
    - o FY11 – 1,401/ 3,176 or 44%
    - o FY12 – 1,313/ 2,928 or 45%
    - o FY13 – 1,284/2,986 or 43%
      - In FY13 the programs stated, quite frankly, that post-testing the ASE Low students became less important than getting them in to take the GED tests, if that was the student’s goal.

- Analysis of the data led to a frank discussion with the programs about the need to look at students and determine what they need to increase a level in the education functioning tables. One example is that if they took both TABE reading and TABE math and the math is the lower educational functioning level, then post-testing them in only the reading is not the optimal assessment strategy.
- Before it is asked, we have discussed this with them in the annual training sessions and it is written in the assessment policy. Policy into daily practice is the goal.
- Fall of 2013 we spent time directly on training test administrators on the BEST Literacy test.

How effective was Alaska in teaching those 2,986 full time FY13 ABE students? The following table shows the percentage of students who are reported on NRS Table 4 as having completed educational levels:

Percentages Completing Levels from **Table 4:**

Ed. Levels	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13
<b>ABE Beg. Literacy</b>	53%	53%	40%	32%	3%	39%	20%	25%	19%	24%
<b>ABE Beg.</b>	50%	49%	46%	41%	18%	30%	20%	22%	32%	24%
<b>ABE Int. Low</b>	41%	39%	40%	35%	15%	22%	18%	21%	23%	23%
<b>ABE Int. High</b>	50%	44%	36%	18%	8%	18%	16%	18%	18%	17%
<b>ASE Low</b>	63%	51%	41%	11%	0%	9%	9%	12%	9%	11%
<b>ASE High</b>						68%	68%	68%	75%	71%
<b>ESL Beg. Literacy</b>	46%	35%	32%	53%	18%	25%	17%	18%	13%	22%
<b>ESL Beg.</b>	34%	29%	32%							
<b>ESL Beg. Low</b>				48%	23%	26%	26%	12%	20%	17%
<b>ESL Beg. High</b>				43%	18%	30%	24%	22%	21%	29%
<b>ESL Int. Low</b>	28%	35%	33%	32%	27%	25%	31%	28%	25%	30%
<b>ESL Int. High</b>	27%	42%	39%	24%	21%	20%	5%	10%	11%	11%
<b>ESL Low Adv.</b>	13%	33%	15%							
<b>ESL Advanced</b>									56%	38%

Table 4B may be the best representation of the effectiveness of the instructional activities in Alaska. Students do show educational gain when post-testing is done; therefore, more post-testing needs to be done.

*First Column is the # of students post-tested; Second Column is percentage achieving educational gain.*

<b>Table 4B</b>	FY08 #	FY08 %	FY09 #	FY09 %	FY10 #	FY10 %	FY11 #	FY11 %	FY12 #	FY12 %	FY13 #	FY13 %
<b>ABE Beg. Lit.</b>	42	19%	19	89%	7	100%	12	67%	10	70%	10	80%
<b>ABE Beg. Basic Ed</b>	77	64%	120	68%	63	89%	86	72%	114	79%	107	72%
<b>ABE Int. Low</b>	215	50%	357	54%	191	85%	316	55%	323	56%	322	59%
<b>ABE Int. High</b>	251	23%	389	39%	202	73%	380	41%	341	41%	303	41%
<b>ASE Low</b>	60	2%	81	35%	35	77%	73	34%	49	31%	55	35%
<b>ASE High</b>			150	68%	169	68%	147	67%	105	75%	98	71%
<b>ESL Beg. Lit.</b>	38	68%	148	56%	99	55%	172	37%	122	29%	161	42%
<b>ESL Beg. Low</b>	33	85%	57	63%	58	90%	101	27%	100	44%	74	39%
<b>ESL Beg. High</b>	21	62%	32	78%	22	95%	60	42%	60	43%	58	62%
<b>ESL Int. Low</b>	19	89%	17	71%	13	100%	15	67%	28	50%	36	56%
<b>ESL Int. High</b>	20	75%	22	50%	5	60%	37	22%	43	26%	52	25%
<b>ESL Adv</b>	9	0%	7	0%	0	0%	3	0%	18	56%	8	38%
	<b>794</b>		<b>1,399</b>		<b>864</b>		<b>1,402</b>		<b>1,313</b>		<b>1,284</b>	

Statistics are reported on Table 5 using a data matching process. The goals of *gain employment* and *retain/advance employment* were data matched in the Department of Labor and Workforce Development where the State’s ABE Program is located, this is the same process that has been completed for the past several years. The students who set a goal of *obtaining a GED* were directly data matched against our GED statistics maintained by Oklahoma Scoring Service. The students who set a goal of *entering post-secondary* were first data matched against enrolled students at the University of Alaska and then regional ABE Programs surveyed the remaining students. Same methods were used in FY13, but with using the new cohort groups.

<b>Table 5</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>
<b>Entered Employment</b>	62%	57%	61%	46%	40%	35%	37%	32%	35%	40%
<b>Retained Employment</b>	73%	70%	82%	69%	63%	51%	88%	75%	52%	22%
<b>Obtained GED</b>	79%	65%	75%	86%	62%	61%	58%	68%	61%	83%
<b>Entered Postsecondary Ed.</b>	74%	61%	63%	59%	27%	24%	10%	9.29%	60%	11%

FY08 – FY12 data should be comparable. FY13 is the data match using the new cohort groups:  
 Learned from looking through all of this data:

1. Matching all students who were unemployed/employed at entry has produced a dramatic change in the number who retained employment. Last year only 80 students had as their goal to retain employment and this year that number went up to 906. Also evident is that the programs need to do a better job of determining that the person who is not working is truly “in the labor force” actively looking for work. Changes to the statewide ABE database will make that data entry point more accurate in the future.
2. The programs need to do a better job of serving the various NRS levels. In other words, the ASE high students need different instruction from the ABE Intermediate Low students.
3. More attention must be paid to the initial TABE/BEST scores so that it is understood that, for example, if reading places them in ASE high but math places them in Intermediate Low – then in order to show educational gain, the student must perform better in math on the post test.
4. Testing all GED graduates to see if they have entered post-secondary is also a major change from the past.

### **3. How has Alaskan ABE supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities?**

The adult basic education programs’ partnership in the state One Stop delivery systems continues. Specifically, ABE staff work with representatives from Alaska Department of Labor and Workforce Development’s divisions of Employment Security and Business Partnership. Within those divisions, ABE partners with senior employment, Alaska Vocational Technical Center, Vocational Rehabilitation, and WIA Title I grantees. Partnerships are also formed with the Department of Health and Social Services (public assistance) to deliver coordinated services to persons needing reading, writing, math, English as a Second Language, and targeted workplace literacy.

Referrals of ABE students are made to the University of Alaska and the Department of Labor’s technical centers. At Alaska Vocational Technical Center (AVTEC), there is an adult basic education program which is part of a One Stop. In Kotzebue, the regional adult education program is also part of the One Stop structure through the Kotzebue Technical Center. This cooperation with the University and the relevant Job Center state agencies is apparent in every major community.

#### **3 A. Further information on the integration of activities sponsored under Title II:**

a. How do we support the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities?

The Regional Adult Basic Education Programs have strong referral systems and service collaboration with Workforce Investment Act Partners. In many cases they have grants, in addition to their ABE grant, with the WIA partners.

b. How is the eligible agency represented on Local WIBs?

Within the 13 Regional ABE Programs, some of the programs have staff serving as members of local Workforce Investment Board committees. Most of Alaska's towns are fairly small in population and isolated without roads, so it becomes fairly easy for a community's professionals to know each other and to make arrangements to be working together. The statewide Workforce Investment Board in the fall of 2013 nominated to the board Dr. David Alexander, the director of the Anchorage Regional ABE Program.

c. How is ABE involved on the State Workforce Investment Board?

As stated above, Dr. David Alexander represents ABE on the Alaska Workforce Investment Board. The State ABE Director writes reports for the AWIB when requested. The Regional Directors work with their local AWIB Board members.

d. Core ABE services are provided at One Stops.

- The Anchorage Regional ABE Program teaches classes in One Stops in the Mat-Su Region, located in Wasilla, Alaska.
- The ABE Program in Seward, Alaska is located in the One Stop.
- Classes are taught in the One Stops in Soldotna and Delta Junction.
- ABE programs in Juneau, Fairbanks, Anchorage, Mat-Su, Bethel, and some other locations provide assessment services to clients referred by other WIA agencies.
- All 13 Alaskan Regional ABE Programs are in constant contact with their local One Stops referring students and having students referred to them.

e. Estimate of Title II funds being used to support activities and services through One-Stop:

Alaska's Regional ABE Programs are providing assessment services and instructional services to clients at One Stop Centers in Alaska. In some cases, space and office equipment are provided. With all One Stop Centers in the state taken into consideration, Alaska's Regional ABE Programs are investing amounts ranging from \$2,500 to \$125,000 per year in support of the One Stop facilities.

#### **4. Successful activities and services supported with EL/Civics funds:**

##### **FY12 ABE activities with EL/Civics:**

The EL Civics programs continued in the regional programs in Southeast Alaska, Mat-Su Region outside of Anchorage, Fairbanks, and in both the Anchorage ABE Program and the Alaska Literacy Program. The teachers were charged with using the materials, scope and sequence, and lesson plans which they had been trained with during past years. Approximately 700 students participated in the EL/Civics classes. The programs have begun using the Ventures series from Cambridge Press and the Fall 2012 statewide training once again included instruction in administering the BEST Plus.