

Delaware Narrative Report 2012-2013 2012-2013

In FY 13, adult education focused on preparing for the new GED® assessment and planning for the integration of Common Core Standards into instructional practice. Adult Education pilot programs continued to develop Transition to Careers products for use in ABE programs and state leadership provided extensive training opportunities for programs to understand and implement the new cohort reporting procedures.

Collaborations with other state agencies and community resources continued in order to expand the reach of adult education into areas of need.

- DOL One Stop ABE classes continued to be some of the highest attended classes operating throughout the state. There are currently three One Stop locations. Both the Departments of Education and Labor and the Workforce Investment Board have shared in the funding of space, furniture, salaries, supplies and testing for these locations. DOL referred clients to these classes in preparation for further DOL training, employment or job promotion.
- Adult Education continued to serve on the Strategic Planning Committee of the Workforce Investment Board in the development of a Career Pathway system. This year a career pathway for Informational Technologies (IT) was created and vetted with employers. The development of “gateway” career pathways (retail, hospitality, food service) also was started based on the premise that the soft skills needed in these areas could be readily transferable to other career clusters. The DOL Employment and Training Director and the Director of Adult Education met regularly to discuss initiatives that would raise the educational level of the current workforce.
- Adult Education’s partnership with the Departments of Health and Social Services, Labor, Correction, and Housing in the Governor’s Reentry Project continued through the I-Adapt (Individual Assessment, Discharge and Planning Team) Process. This year, however, the Criminal Justice Council, published an initial Delaware Recidivism Study (<http://cjc.delaware.gov/sac/publications/documents/RecidivismFinalJuly30.pdf>). Based on this report’s findings, it appears that those participating in the I-Adapt Process recidivate at a lower rate. The University of Delaware is studying the effect of adult education participation in this process.
 - Of the total number of I-Adapt participants to date:
 - 522 participated in the Prison ABE Program in Level 5 facilities
 - 208 attained their GED
 - 85 attained their diploma
 - 110 completed at least one prison college course
 - 55 I-ADAPT participants continued their education in community ABE programs

- 369 non I-ADAPT reentering offenders enrolled in community ABE programs.
 - 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.
 - DOC and Adult Education continue to meet regularly to enhance educational opportunities within the facilities, e.g. extending educational hours.
- Adult Education continued to work with K12 administrators to provide information on community based adult education services. A number of school districts embraced the belief that some parents of at-risk students have lower academic skills and consequently can't support their children's academic success as much as they would like. These districts provided parents with information regarding adult education. In addition, ABE Program administrators met with local K12 administrators, teachers and counselors to share information on ABE programming for students who were exiting the K12 system. The results have been mixed. Some school districts viewed adult education as an alternative for their exiting students. Other districts, due to our assessment policy and placement procedures, decreased their referrals to Adult Education and placed their at-risk students in twilight or recovery programs that provided distance learning with reduced attendance requirements and fewer assessment restrictions.
- During 2012-2013, six local programs participated in local day long monitorings that included discussions with program administrators, teachers, and students. These monitorings focused primarily on program performances and implementation of state policies and procedures. Commendations to programs included dedication and commitment to serving adult learners; collaborations with community partners; and use of innovative scheduling to increase student enrollment and retention. During these monitorings, any confusion regarding LACES data entry and/or the Assessment Policy was clarified and rectified, when necessary. Innovations discovered during these visits were shared with other program administrators during the monthly Administrators Meetings.
- This year, a new member of the state team became STAR certified and presented one (1) six day STAR Institute to accommodate programs with new teachers. All programs have at least one teacher trained in STAR.

Leadership Activities

State leadership spent much time sharing information on the upcoming 2014 GED® with other state agencies, K12 districts, local legislators, and community organizations. Adult Education partnered with a new Wilmington City Councilman to ensure that this information was widely disseminated in the city since this is the area of the lowest educational achievement in the state. Through this process, new linkages for adult education programs were identified. State staff presented also information on the GED® and adult education programming to DOL

training contractors, City of Wilmington Council members, faith-based organizations, employers, Rotary clubs, and libraries. The fundamental message was the same to all: (1) the bar for entry into employment has been raised, an educational credential and post-secondary training or further education is required for jobs that pay a living wage; (2) lower skilled jobs are available but in order to support a family, an adult needs to work more than one job at a time; and (3) children with parents who have attained an educational credential are more likely to be successful in school.

Local program administrators and the state leadership team also discussed the changes in instruction and classroom assessment required to support students in passing the 2014 GED® and to implement Common Core Standards throughout the adult education system. To this end, curriculum committees were developed to study the standards and realign/revise current ABE instructional modules. Program administrators reviewed and revised as necessary ABE delivery strategies to maximize instructional time given past student attendance history.

Administrators and state staff met either in person or via teleconferencing ten months of the year. An important component of these meetings is the sharing of “Ah-Ha” and inspiration moments between programs. This sharing has led to innovative practices being replicated in other programs. Adult Education’s participation in the Governor’s Reentry Project and the transition of offenders from Level 5 correctional education to community education continued as a topic of discussion at every Adult Education Administrators’ meeting. As a result, programs revised their questions to determine if offenders were part of the I-Adapt Project or simply reentering offenders. This distinction will allow us in the future to further analyze the impact of the I-Adapt process on recidivism.

Some of the outstanding activities on FY 13 State Goals that were achieved this year were:

1. Increase the use of technology to enhance adult education services and processes:
 - a. During FY13 the State undertook the process of reviewing all program level created reports both on the student and class side of LACES. Local and state staff team worked created 33 new student reports and 26 new classroom reports that are hard wired into the LACES system. These reports became accessible by all users at any level of authority—read only or full data rights. Training of the committee members was completed in FY13 with further staff development scheduled in FY14 for all LACES users.
 - b. The ACE Network, Adult and Prison Education’s Resource Center, continued to present new information and archive past information through the use of Moodle hosted by Remote-Leaner.net.
 - i. All ABE distance monthly meetings were conducted through this site so that administrators could discuss concerns while viewing the same data online from their local program sites maximizing their time and resources that would have been used for driving to Dover.
 - ii. A repository for professional development and instructional materials has been created on this site for use by all ABE teachers registered with the ACE Network. Program administrators are also monitoring teacher use of

this resource to ensure that instructors are aware of the upcoming changes and resources available especially concerning the 2014 GED®. State staff began only posting resources to this site further promoting its use among local staff. Curriculum and project committees have also posted their products to the site offering other teachers opportunities to view templates in preparation for their own lesson planning, e.g. sample lessons aligned with CCS.

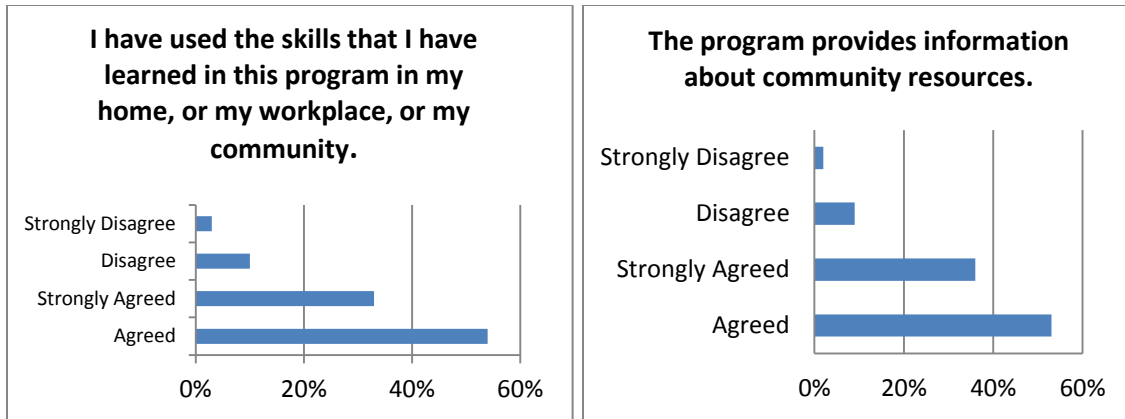
2. Enhance the leadership capacity of program administrators

Continuing with the findings from the doctoral study completed by Michael Grossman, an ABE program administrator, in FY 13 teacher evaluation processes used by individual programs were documented and discussed at monthly meeting. It was learned that various evaluation processes were being utilized and that evaluation criteria varied by program. It was also found that teacher effectiveness was being measured by multiple components such as classroom observations; student performance outcomes by individual teacher; student feedback; classroom culture; instructional planning; and teacher initiative as demonstrated by participation on committees and projects. In FY 14, more discussion on these elements will be conducted.

3. Adult Education certification was being revised in FY 13; however, the process halted when the Department recommended changes to its K12 certification requirements effective July 1, 2014. In FY 14, adult education will review adult education certification recommendations so they align with the newly adopted K12 requirements.

4. The Adult Education Student Survey, started in 2010, was reviewed and revised to better serve student and program needs.

- 1,116 ABE students responded to the Annual OAASIS Student Survey regarding the Adult Education services they were receiving. The survey indicated that 63% of the participants were involved in Adult Education for the first time in FY 2013. The students were complimentary about the program staff and the learning environment. They were also pleased with having information and community resources available to them (see graph below) and overwhelmingly agreed that the skills they learned in class were transferable to their daily lives (see graph below). Students also acknowledged that their teachers work with them according to their designated learning style in order to maximize learning. The information from this survey was compiled into a statewide report and programs were provided with the responses from their own students. Both state and local teams are reviewing the information for potential changes to programming that would benefit students. The following is an example of the valuable information obtained from students.



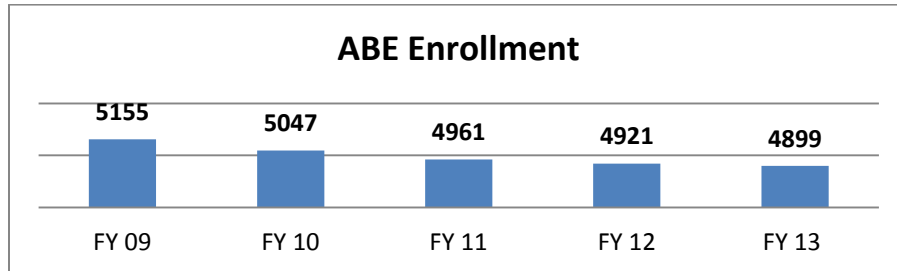
- OAASIS workers partnered with their local adult education programs and students to develop “give back to the community” projects which resulted in food drives for local community agencies; Toys for Tots campaigns; Hugs campaign for foster children; and letters/cards to Armed Services members. Through these activities, students learned the value of teamwork and community involvement.
- Two community adult education pilots with Level 4 Probation and Parole sites continued in FY 13. In these pilots, offenders who are residing at community transition sites are receiving ABE instruction from two local programs in order to complete their GED. 92 offenders were served averaging about 53 hours of instruction during their Level 4 incarceration. 32 offenders increased at least one EFL; 12 passed Official GED Practice Tests; and an average of a 48 point gain on TABE tests was documented. One community program dropped out of the project due to erratic attendance of students. To remedy this situation in FY 14, the P&P site has been wired for the Internet and a virtual instruction provider will resume services. As has proven the case in the past, the female offenders, due to their shorter terms of incarceration, demonstrated few gains.

Effectiveness of Performance

Last year Delaware experienced an average of 7.2% unemployment due to reduction of job opportunities in the manufacturing, real estate, state government, and professional and business service sectors of the economy. However, the Department of Labor is predicting net job growth in Health Care, retail trade, security and investment firms, and insurance companies. The majority of job growth in the next 7 years is projected to be in jobs for cashiers, retail sales persons, nurses, waiters/waitresses, food servers, and customer service reps. Most of these opportunities will be due to replacement needs. However, new growth is projected in nursing, retail sales, food services, medical secretaries and medical attendees. Currently, it is estimated that there are approximately 30,000 unemployed Delawareans. Despite the need to reduce financial obligations due to a decrease in revenues, the state legislature continued to level fund community based Adult Education programs.

Enrollment

In FY 13, enrollment in Adult Education classes dropped by 1 percent from the previous year. A decrease of .3% in enrollment occurred in ABE; while student participation in ESL increased by 7%. The decrease was partially due to a reduction in prison education participation, student retention issues, and data input issues.



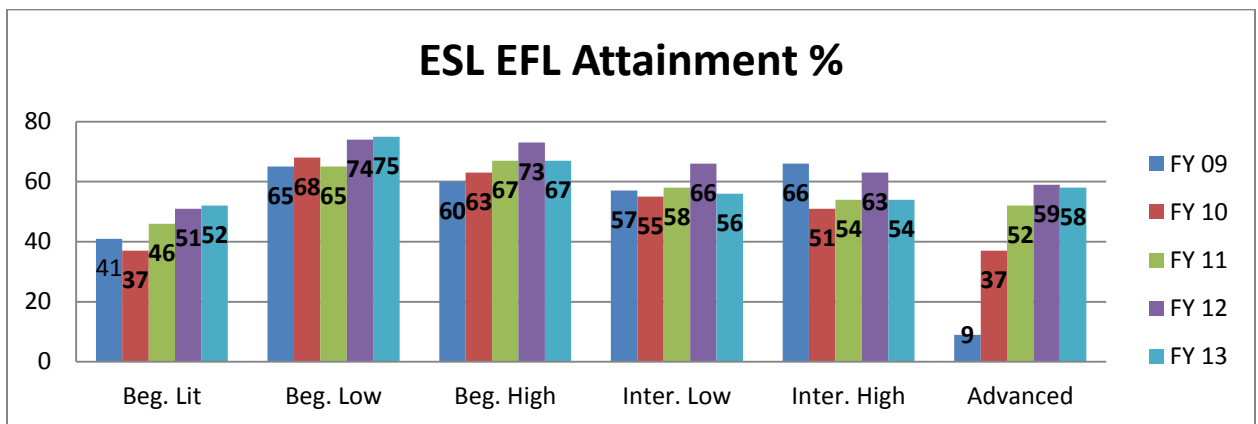
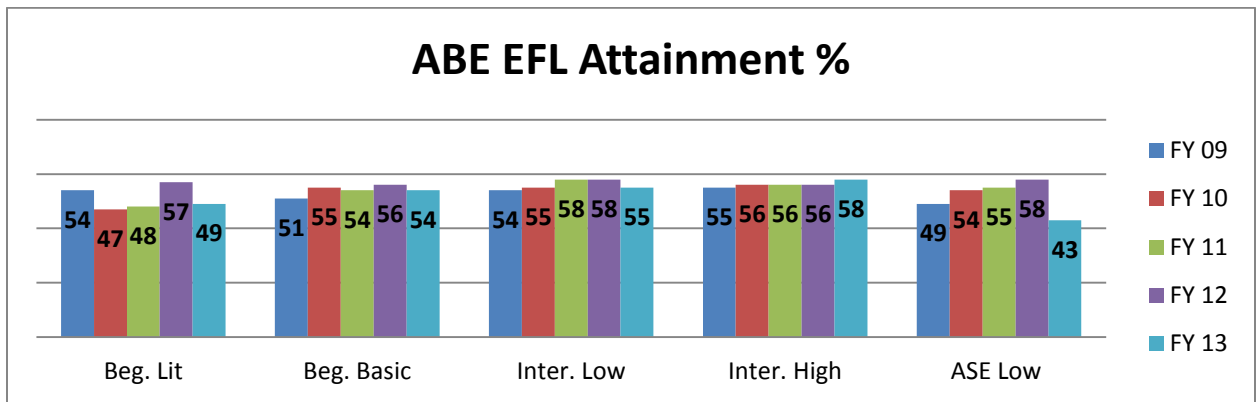
Performance Target Achievements

- *Educational Functioning Levels Completions*

Delaware Adult Education met or exceeded target performances in 7 out of 11 educational functioning levels. In two EFLs, Delaware was within 1% of targets, or 24 outcomes statewide, to achieve state performance targets. In the remaining two EFLs, Delaware was within 3 - 4% of targets or 13 outcomes, to achieve state performance targets. Advancement from ABE Intermediate Low and ESL Intermediate levels were problematic for some programs. The ABE Intermediate Low level fell short by 1% or 19 student outcomes. The ESL Intermediate Low level was missed by 3% or 7 student outcomes and ESL Intermediate High level failed by 4% or 6 students. While Delaware's performance targets are high, we believe in a "continuous improvement" process that better serves our adult learners. The development of the new LACES reports mentioned earlier should allow us to monitor progress better and discover data input concerns earlier.

Prison participation continues to be erratic due to services relocation at one facility; classification revisions; and staff replacement. Filling teacher vacancies can be delayed due to mandatory attendance at DOC Correctional Employee Initial Training sessions (three months) prior to the start of teaching. This CEIT training occurs in response to DOC staffing needs which don't always coincide with DOE needs.

In FY 13, average ABE student attendance was 90 hours and 79 hours for ESL students. Average student hours for ABE increased from 84 in FY 13 to 90 this year and from 77 last year to 79 this year. However, students leaving programs prior to completing an EFL or 32% remains a primary focus for all programs. Analysis and discussions with local programs reveal that ESL attendance aligns with the agricultural and landscaping work schedules. To improve retention, programs began classes that met on designated Saturdays which increased student participation somewhat but other solutions are being investigated.



- *Core Completions*

Delaware did not meet its target performance in the gained employment category. Our target was 50% and actual performance was 38%. A partial explanation for this shortfall is that adults lacking a secondary credential had a difficult time obtaining employment. In 2013, Delaware’s unemployment rate fluctuated around 7.2%. There was an “employers’ market” in which employers hired workers with more education since they were unemployed and willing to take salary reductions. Since the Adult and Prison Education Resources Workgroup also served as the state’s GED/Diploma verification contact for the public, it was evident that employers were screening applicants in or out of interviews due to the presence or lack of an educational credential. Likewise, Delaware’s performance attained a 53% performance level in the retained employment category, two percentage points lower than the target goal of 55%. To support Delawareans with obsolete or low skills, the Departments of Labor and Education are working together to develop Career Pathways, align assessments to work more efficiently together and share information on what works for these populations.

The target performance for GED[®]/Diploma was achieved. Since FY 13 was the last full year for administering the current GED, programs exerted extraordinary efforts to support current students and help returning students to pass any failed tests previously taken.

Delaware did attain its performance target in the entered post secondary category with a 32% performance rate. Adult learners are finding that currently available jobs require different skill sets that can only be attained if they continue their education. In contract, the expense of post secondary education/training is becoming a barrier for some. The vast majority of the students continuing their education entered the one community college system in the state, others entering adult vo-tech apprenticeship programs and a smaller proportion entering 4 year colleges.

Integration of Activities Sponsored under Title II

- Adult Education was represented on the Workforce Investment Board's Strategic Planning Committee. Through this work, adult education for dislocated, unemployed and underemployed DOL clients was discussed and more services were offered at three DOL One Stop Centers. Through participation in this group, Adult Education also became a partner in the creation of Career Pathways Lattices and the development of fast track GED classes for those qualified. Additional classes were provided at One Stops in response to client needs. An estimate of the funding for these projects is approximately
- In FY 13, three One Stop Centers had sufficient space to house ABE classes on site - Fox Valley, Hudson and Georgetown One Stops. Clients needing academic remediation from the other two One Stops were referred to the nearest ABE programs. An estimate of funding for these projects is approximately \$40,000.

EL/Civics

The FY13 EL Civics Project focused on Financial Literacy. Four hundred and sixty-nine (469) students participated by completing pre and post surveys regarding their knowledge of the subject. All learners received instruction on various topics such as: savings; banking services; grocery shopping; insurance; loans, and budgeting. In addition, some students attended presentations and/or developed individual financial plans after meeting with financial representatives and coaches. Three hundred and five (305) learners completed the post survey indicating an increase in financial knowledge that could be used in their everyday lives.

This project coordinated the multiple community resources along with local ABE programs. "Stand by me, a Department of Health and Social Services project, provided adult learners with information on budgeting, loans, debt, saving money, managing personal expenses, and grocery shopping. Students were encouraged to take advantage of free, private financial coaching, which is the core of the "Stand by me" project. At some ABE sites, local Discover Bank staff presented financial literacy information and answered banking questions that students posed. The Delaware Food Bank presented information on preparing healthy meals on a budget with their

“Spending Less, Eating Better” segment. The Delaware Money School (Delaware’s statewide Financial Literacy School) presented information on interest rates for credit cards and other loans, credit scores, investments, budgeting, saving for emergencies, retirement and special purchases, and insurance. The Georgetown Library also provided information about work-related services and budgeting.

This project taught essential financial literacy concepts through real life experiences. It also allowed students to go one step further by offering the opportunity for students to individual their learning by working with financial coaches. As an additional benefit, this project reinforced the health literacy information from the last year’s project while building in new information on financial literacy.