

GEORGIA NARRATIVE REPORT FY 2012-2013

GEORGIA'S OFFICE OF ADULT EDUCATION OVERVIEW

Georgia's Office of Adult Education (GOAE) functions under the auspices of The Technical College System of Georgia (TCSG). The overarching goal of this office is: *Creating a Workforce for Georgia and a Future for Families*.

The GOAE mission statement is "*To enable every adult learner in Georgia to acquire the necessary basic skills — reading, writing, computation, speaking, and listening — to compete successfully in today's workplace, strengthen family foundations, and exercise full citizenship*". Approximately 1.2 million adults over age 18 in Georgia have less than a high school education.

Georgia enrolled 55,747 students in adult education courses in FY 2012-2013, of which 4,397 were institutionalized students. GOAE's programs are staffed with 1,187 instructors (173 full-time and 1,014 part-time) at 561 sites serving Georgia's 159 counties. In addition, the program is supported by 254 local program volunteers and 2,029 volunteers and tutors through the Certified Literate Community Program (CLCP).

Due to local program performance issues and the need to change geographic service areas, an open competition was conducted by Georgia's Office of Adult Education for 20 of Georgia's 159 counties resulting in gaining a new provider, one provider's service area changing from 7 to 12 counties, one provider going from 7 to 9 counties, one provider gaining 1 county and, the loss of five providers. Grants were awarded to thirty-two (32) grant sub-recipients Service Delivery Areas (SDA), each managed by a program administrator. The SDA programs are locally operated by twenty-four technical colleges, three community-based organizations (CBO), one faith-based organization (FBO), three school districts, and one University System of Georgia four-year colleges.

The focus of GOAE's staff support efforts follows the lead of OVAE's emphasis on monitoring, teacher effectiveness, career awareness/pathways and collaborative partnerships. The emphasis is on the provision of grant sub-recipients oversight, comprehensive technical support and staff, professional development.

Two major areas of the GOAE are the Instructional Services (IS) component and the Professional Development and Transition Resources (PDTR) component.

The seven member IS team primarily provides technical assistance, monitoring and training through the IS Director, Grant Program Specialist (GPS), Technical Coordinator and an administrative assistant.

The PDTR team is led by its Director and includes a Professional Development Coordinator and a Transition Coordinator. The focus of this team is three-fold:

- Design, deliver, track participation, and evaluate training and professional development for program administrators, instructors and staff members within our adult education programs state-wide
- Provide training and technical assistance to Transition Specialists state-wide
- Identify, implement, track participation, manage and evaluate national initiatives and program pilots

GOAE continues to take the lead in creating strong collaborations with Georgia's Department of Labor, the technical education staff at TCSG's system office and TCSG college presidents and vice-presidents of academic affairs. These collaborations are essential to the adult education student's success in gaining employment and/or college admission.

GOAE has made a conscious decision to increase the number of counties and cities involved in its Certified Literate Community Program (CLCP). The financial and volunteer support provided to Georgia's adult education students through this program as an essential supplement to reaching the goal of a fully literate Georgia.

In the on-going effort to "treasure what we measure", the 2011 initial awards program designed to honor local programs for their achievements was continued at the Georgia Adult Education Fall Conference. Based upon FY 2011-2012 performance, programs were recognized in a variety of areas.

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.

Through 37 Service Delivery Areas (SDA) the Georgia Office of Adult Education (GOAE) in the Technical College System of Georgia (TCSG) promotes and provides adult education programs to all 159 counties in Georgia. The GOAE monitors, reviews and evaluates local programs; coordinates providers and advisory committees; and facilitates collaboration among local and state organizations to improve adult education efforts.

Needs Assessment

To guide the state's professional development efforts, a state-wide needs assessment was conducted across the system. Input was gathered from Program leaders, adult educators (part and full time), and program support staff members (part and full time). The survey was multi-faceted and solicited input on a vast array of areas deemed critical to program success. Topics included technology use in the classroom, learner engagement and motivation, lesson preparation, classroom management practices, student recruitment/orientation/retention practices, data entry, and assessment. The survey was created to provide insight from the ABE/ ASE and English as a Second Language instructional perspective. Sub-topics included: mathematics, writing, reading, social studies, and science. The results provided the foundation for the following 2012-2013 state-wide offerings that are described in more detail later in this report:

- Program Administrator Masters Series;
- GED Webinar Series and the planning for the GED Blitz workshops;
- Teachers' Academy and Fall Adult Educators Conference presenters and participant tracks; and
- Essential Knowledge for Georgia's Adult Educators online training and test.

NATIONAL INITIATIVES

1. National Career Awareness (NCA) Project: Integrating Career Awareness into the ABE/ESL Classroom

As a result of Georgia's participation in the National Career Awareness Project pilot in FY 2010-2011; GOAE has continued to promote and utilize the ICA curriculum as detailed in our sustainability plan. During FY 2012-2013, transition specialists were provided training and technical assistance on the curriculum and the processes that support implementation in their programs.

2. NRS Regional Training

The TCSG Assistant Commissioner for Adult Education (State Director) and Assistant Commissioner for Data Management attended the regional National Reporting System (NRS) training in Washington, DC (June, 2012) conducted by the American Institutes for Research (AIR), ***FY 2012 Regional Training – Building an Adult Education Longitudinal Data System (LDS)***. This training focused on creating an awareness of the value of including adult education data into the state's LDS program. The intent was to connect adult education's data with the state's education data system in a collaborative effort. In Georgia this collaboration is already underway via GALIS.

3. Leadership Excellence Academy (LEA)

Eighteen emerging adult education leaders in Georgia completed year two of Phase II of the *Leadership Excellence Academy*. The overall focus of the two-year academy is to establish a responsive, cost-effective leadership development program which utilizes a skills-based approach, grounded in sound leadership and management concepts, principles, and practices. The Academy is built upon a foundation of research, theory, professional wisdom, and best practices. Training occurred over a twelve-month time frame with opportunities for application through a series of interim activities and learning projects. Technology-based delivery mediums, including online courses, discussion boards, electronic portfolios, and webcasts, were combined with face-to-face workshops to expand access. Workshops and webcasts were facilitated by national trainers with strong backgrounds in local adult education management and leadership. By participating, all eighteen program managers earned the Certified Manager in Program Improvement (CMPI) national credential.

4. English Language Learners University (ELL-U)

Twenty-six instructors participated in the Georgia ELL-U cohort which started with a 2-day kickoff workshop at Georgia's Fall Teachers' Academy. After this face-to-face instruction, the group was divided into two distinct tracks: Teaching Adults Who Are Emergent Readers track and the Formative Assessment to Inform Quality ESL Instruction. The program ran was a yearlong experience which included: reading assignments, videos, online discussion groups, reflection write-ups of classroom activities, and the completion of online modules.

5. Learning to Achieve

As Learning to Achieve transitioned to LINCS and with it the creation of online modules to replace face-to-face instruction, information has continued to be provided to Georgia programs to ensure they were updated as to these resources for new program leaders and instructors, as well as any who needed access to refresher training.

6. STAR

In August 2012 the professional development team along with five representatives from the program level attended the STAR Regional Meeting in Charlotte. The meetings objective was to provide focus on the ongoing implementation and sustainability of the STAR program. The team strategized on program implementation and identified needed supports, as well as potential obstacles to success. A major next step that surfaced was the re-certification of the previously trained instructors who would be needed to help with future new instructor training.

7. Standards In Action (SIA)

To support SIA training provided in previous years and to expose other programs to those practices, tenets from the SIA curriculum were incorporated into many of the professional development offerings for FY 2012-2013. Those offerings include the Program Administrator Masters' Series, the Essential Knowledge ABE/ASE and ESL training, the 2014 GED Webinar Series, and in the planning for the 2014 GED Blitz workshops (offered FY 2014). The SIA tenants incorporated were lesson planning, effective instructional delivery, performing classroom observations and using the results, assessing student levels of understanding, improving student engagement and motivation, and the use of The Critical Friends Framework for feedback purposes.

STATE INITIATIVES

1. Teachers' Academy and Fall Adult Education Conference 2012

GOAE annually offers two state-wide professional development opportunities, the Teachers' Academy and the Fall Adult Education Conference. Data from a comprehensive needs assessment, which was conducted by our University of Georgia Athens, (UGA) partner, provided guidance on the selection of presenters and topics. Over two hundred teachers participated in the Teachers' Academy. Workshop sessions centered on intensive evidence based reading, writing, and math. The Fall Adult Education Conference offered separate content tracks for over 450 attendees that included Program Administrators, ABE/ASE Instructors, ESL Instructors, and Transitions Specialists.

2. Exceptional Adult Georgian in Literacy Education (EAGLE)

EAGLE (Exceptional Adult Georgian in Literacy Education) honors students who have demonstrated achievement in adult education classes. The program celebrated **twenty** years of recognizing adult learners in pursuit of excellence and continues to build awareness of educational opportunities in counties across the state and to foster lifelong learning. During FY 2012-2013 the *EAGLE* program was revamped into a competitive process in which each adult education grantee had a student representative vying for the title of *EAGLE* State Winner. Students attended professional development sessions that included a key note speaker that shared key points about preparing one's self for the next phase of life and three senior TCSG leaders, who shared their life stories and discussed the importance of Life Long Learning. As an ambassador, this person was charged with representing Adult Education and delivering the message of the significance and impact of adult education across the State of Georgia. As another example of community collaboration, one of our central Georgia car dealerships donated a car to the winner.

3. Transitions Resources

During FY 2012-2013 the Office of Adult Education (GOAE) supported student transition in the local programs by:

- (A) Allocating funds to local grantees to hire a transition specialist. The transition specialist (part or full-time) is responsible for advising and coaching ABE and ELL students on the procedures and academic requirements for transition into post-secondary education.
- (B) Restructuring system office to provide support by creating the role of the "Transition Resource Coordinator". This person provides training, resources and technical support, to the transition specialist statewide.
- (C) Designing and implementing a professional development opportunity through the inclusion of a track during the Fall Adult Education Conference target towards the Transition Specialist. . The track provided information and resources that included: Defining Transition in the Context of Adult Education, establishing Partnerships/Collaborations, and Engaging and Retaining Students. The sessions addressed internal and external resources to support students in transitioning to postsecondary education and/or workforce along with providing instructional tools to enhance skills.
- (D) Conducting face to face site visits to provide targeted technical assistance to emerging transition programs.
- (E) Creating the "Transition to Postsecondary and Workforce Program Improvement Tool" and the "Office of Adult Education Transition Services Monthly Activity Log" to be implemented in FY 2013-2014.
- (F) Conducting data management professional development session for all transition specialists.

4. 2014 GED Webinar Series

GOAE developed and launched a series of 2014 GED® webinars to prepare program administrators and adult educators for the changes that lie ahead in 2014. The entire series spanned seven topics and three modules were completed before the end of this fiscal year. These modules included: 1-Test Overview and Key Features, 2-Technology and 3-Webb's Depth of Knowledge (DOK) Model. Each module included its own workbook, collection of handouts, and mastery test.

5. Faculty Development Institute

GOAE partnered with our Technical Education (Tech Ed) division to provide adult education instructors an opportunity to participate in this Tech Ed offering for Faculty Development. The session is designed for educators who want to deepen their knowledge of teaching practices and theories and sharpen their skills. Phase 1 of the institute includes student learning outcomes, development of syllabi and lessons plans, standards in the curriculum, adult learning styles, academic advisement, professionalism in the classroom and more. Phase 2 includes new instructional methods, the use of about web tools, student's services processes and procedures that impact teaching, and legal issues. The institute concluded with each participant delivering a lesson based upon the all of the content presented during the institute.

6. Essential Knowledge for Georgia's Adult Educators

GOAE launched the online Essential Knowledge series as a fundamental onboarding tool for all program leaders, educators, and staff. The sessions were designed to provide adult educators and staff with the core information needed to succeed in their adult education roles. The sessions are a requirement for initial employment with an expectation that employees update their knowledge every two years. The two current sessions cover ABE/ASE and ESL and there is the intent to add new sessions as deemed necessary.

7. On-site Program Review Training

The On-site Program Review is GOAE's formal process for evaluating the quality of local program administration and instruction. Review teams include a University of Georgia facilitator, experienced administrators and teachers, and a state staff member. All team members attended a one-day training that prepared them for successful participation in this process. Topics included data collection, conducting interviews, using the On-Site Program Review Manual, and evaluation and scoring.

PROGRAM ADMINISTRATOR PROFESSIONAL DEVELOPMENT

Georgia's Adult Education Program Administrators received targeted professional development throughout the fiscal year. The sessions provided governance and guidance on program implementation, strategies and best practices for program improvement and resources for overall leadership development.

1. Operations Meeting

The operations meeting kicks off the new fiscal year by providing Program Administrators an overview of program policies and procedures, grant management expectations and instructional best practices. The FY 2013 meeting included emphasis on the following items: fiscal and budget management, operational planning, professional development practices and participation expectations (local level versus state-wide), community advocacy, program preparation due to changes with the GED test, the program administrator as a leader, and a kick off to the Program Administrator Masters' Series.

2. Program Administrator Masters' Series

These hands-on, interactive, full-day workshops consisted of a series of five main topics critical to program success and effectiveness. The series was built around the topics of budget management, administration and supervision, instructional leadership, curriculum innovation, and community collaboration. Each workshop incorporated subject-matter-experts from the field to help design the content and was led by a Program Administrator experienced in the topic area.

3. Fall Conference

The FY 2013 Fall Conference included a specific track for Program Administrators with a focus on initial preparations for the 2014 GED® Test. An entire afternoon of the conference was dedicated to bringing the Program Administrators the latest information on the new structure and what new instructional emphasis to be aware of regarding the 2014 GED® Test. Additional sessions for the Program Administrators included:

- Developing a plan to impact Georgia counties with 30%+ populations without a secondary degree
- Breaking down silos between their programs and WIA, Continuing Education and Workforce (joint session with Transition Specialists)
- Incorporating technology in the classroom by going high tech on a low tech budget

4. TCSG Leadership Summit

Program Administrators participated in the TCSG system wide Leadership Summit during April 2013. This event allowed Program Administrators the chance to network across TCSG as a whole and to hear about the state of the organization from the senior leadership team. In addition to that programming, other sessions focused on higher education partnerships and agricultural education in Georgia. Time was set aside during this summit to allow for peer group meetings and the following topics were addressed within adult education: launch of the 2014 GED Webinar Series, participation in the Essential Knowledge online training, feedback for FY 2014 professional development offerings and end of year budgetary closeout processes.

TECHNICAL ASSISTANCE

All members of the GOAE provided technical assistance via emails, phone calls, teleconferences, meetings and on-site visits during FY 2012-2013. However, technical assistance is the primary responsibility of the Instructional Services (IS) team and specifically the four Grant Program Support (GPS) Coordinators who work within assigned geographic regions to help local programs address identified concerns such as performance improvement, instructional matters, student assessment, data collection and reporting, recruitment and retention, and intensity and duration.

Program Improvement Plans

In FY 2012-2013, a system of continuous program improvement entered its second year. A Program Improvement Plan (PIP) was required for all grantees that had consistently performed in the lower quartile on the NRS core measures over the last 3-5 fiscal years. The PIP included specific action steps that addressed student retention, post-testing and assessment, data analysis, training and professional development. Returning grantees for FY 2012-2013 were notified in their award letter that they were considered high-risk grantees and that a PIP was required. Six programs were placed on a PIP. The GOAE provided support to each program through data analysis, technical assistance, and training. Training topics included

TABE, analyzing data, student retention, post-testing, technology usage, program management, and instructional strategies. By the end of the year, four programs were able to improve their overall performance enough to end their PIP. A copy of the first page of the PIP is attached on page 10.

Required Minimum Class Hours

Starting in FY 2012-2013, all adult education classes were required by the grant to meet a minimum of six hours per week. This practice was instituted statewide due to data analysis that showed that many of the highest performing programs required students to attend the program more hours per week than lower performing programs. This practice, along with other strategies, helped Georgia meet all of its educational gain targets in FY 2012-2013.

Data Management

Georgia's data management system, GALIS (Georgia Adult Learners Information System), continued to be a valuable tool for local programs and the state office to monitor program performance and accountability. In addition to the required National Reporting System Reports, the data system has numerous reports for edit checks, attendance, comparisons of data between fiscal years, etc.

GALIS was updated in FY 2012-2013 to meet the new requirements of the National Reporting System, which included student status, teacher status, and core outcome follow-up measures. Data entry fields in the database were either added or changed. Several reports were created or changed, such as NRS Table 5, in order to meet the requirements from OVAE.

A new training for Data Managers was added in FY 2012-2013. The two-day event included best practices, local data procedures, data analysis, and the opportunity to give feedback to GOAE on desired GALIS improvements.

Monitoring and Evaluation

Continuous data monitoring, site visits and on-site reviews identified areas in which technical assistance is needed for program improvement. Specific attention was paid to those programs with low performance data and targeted technical assistance was provided to help improve program outcomes.

Four methods were used to provide monitoring and evaluation of program improvement activities.

1. **Monitoring Visits** – Instructional Services team members established a schedule of uniform monitoring for all of their assigned programs. While making site-visits, they met with program administrators and/or staff, observed classroom instruction, toured facilities and met with stakeholders. The Instructional Services team used standardized monitoring documents during each visit - *Facilities and Classrooms Monitoring Tool*, *Instructional Observations Checklist*, *Orientation and Assessment Observation Checklist*, *Program Management Monitoring Tool*, and a *Student Records Monitoring Tool*.
2. **On-Site Program Reviews** – GOAE continued its contract with the University of Georgia to provide logistical support and facilitation. Five programs were identified from the state's monitoring cycle schedule and were evaluated on the quality of instruction, adherence to policies and procedures and overall quality of program administration. Following the On-Site Review, a formal written report was provided and each program was asked to respond in writing to any areas identified in the written report that needed improvement. GPS Coordinators provided follow-up and technical assistance, as necessary.
3. **Mid-Year Program Performance Report** – In January, a Mid-Year Performance Comparison Report was provided to each local program. The report was revamped from prior years to include more direct correlation to the NRS core measures, such as breaking down the overall Educational Functioning Level into each of the 12 levels. The report also included a number of other data elements, including enrollment comparisons and GED graduates who enroll in postsecondary education. Local programs were asked to develop written action plans to address all areas, but specifically areas in need of improvement or of decline. These plans were reviewed by the GPS Coordinators for appropriateness and for evaluation purposes.
4. **Annual Self-Assessment** – A formal self-assessment addressing all aspects of program management was required of all local programs. Two different formats were provided, one for new program administrators and one for experienced

program administrators that gave them more flexibility in reviewing their overall program for areas of improvement. Programs self-identified areas of concern and provided written comment, as well as steps for improvement. These plans were evaluated by the GPS Coordinators to determine the need for training and technical assistance.

Technical Trainings for NRS and Assessment

In an effort to reach more local program personnel, all NRS Training was offered online in FY 2012-2013. Survey data concluded that this type of training was well received, and is more cost effective and convenient for local program staff. In all, four tutorials were offered:

- The National Reporting System: Foundations
- The Intake Assessment Form
- Assessment Policies and Procedures Manual, and
- NRS Updates and Reminders.

Assessment training for BEST Literacy, BEST Plus, and TABE was conducted face to face. Also, a number of customized trainings were provided at the request of local programs.

In addition, a designated data manager from each local program attended a two-day training session that addressed some of the most common data concerns observed by state and local staff.

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.

The positive outcome results for Georgia are attributed to the approved update to the assessment policy, technical assistance service from the Grant Program Support (GPS) Coordinators, and the extraordinary efforts of many of our local programs to place a renewed emphasis on achievement of the core outcome measures. In reaction to the new cohorts, there were concerns regarding outcomes for Table 5 and the fears are continuing to linger for the category *Entered Postsecondary Education and Training*. Because of the lingering downturn in the economy, targets are still a challenge in that area.

The last few years the factors leading to a decline in enrollment have remained fairly constant which are:

Economic Issues

Students continue to have the challenges of either no or unreliable transportation, lack of money for gas, lack of safe, reliable childcare, and lack of flexible working hours to allow class attendance. For those who have lack of employment it even impacts the inability to pay the probation officer which results in re-incarceration. With the downturn of the economy, local programs have reduced class locations, class hours and number of teachers available resulting in decreased attendance.

State requirement for Verification of Eligibility form

The Georgia Legislature passed a law January 1, 2010, that amended O.C.G.A. §50-36-1 to now require adult education students, 18 years of age and older, to declare their citizenship/immigration status via a notarized affidavit. Local programs continue to be impacted by this requirement.

- 3. 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. Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards, adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the one-stop system and an estimate of the Title II funds being used to support activities and services through the One-Stop delivery system.**

Support Services

The child care and transportation agreements are worked out locally at the county level with the classic local agencies and organizations such as Head Start, CLCP, DFCS, Family Connections, WIA and local ministries. For instance a local Sunday school class will provide transportation to ESL students or a local ministry will provide a portion of childcare costs. Disability services are obtained through services offered by University of Georgia, Vocational Rehabilitation, Technical College Special Populations Coordinators, and local libraries. Food banks, Lions Clubs and local health departments provide health related services. Only one site reported a local agreement for new Access Health Grants.

State/Local Workforce Investment Board

The Commissioner of TCSG serves on the State Workforce Investment Board (WIB) and a retired local Program Administrator also serves on the state board. The State Workforce Investment Board oversees the Governor's state workforce development initiatives and ensures these initiatives are successful in implementing sustainable and systemic change in the workforce development system. The Governor's Office of Workforce Development (GOWD) was created to improve the job training and marketability of Georgia's workforce and drive future economic growth for the state. The GOWD was established to implement state workforce development policy as directed by the governor and to serve as staff to the Georgia Workforce Investment Board. Of the thirty-seven local programs, seventeen have representation on the local WIBs through local College TCSG Presidents or Vice Presidents of Economic Development. Eight report no representation. The remaining programs are represented by a variety of local staff and personnel.

One-Stops

Through local MOU's adult education continues to be active partners for youth programs, rapid response and dislocated workers' programs. Services include referrals, promotion information, adult education classes, assistive technology, veterans services, self-help libraries, GED fees, counseling, budgeting, transition information, employability skills, resource sharing, assessment services, collaboration of services, and placement of students. Federal and state dollars designated for Adult Education are not used to support the One-Stop Delivery System.

SPECIAL INITIATIVES:

Accelerating Opportunities

In FY 2012-2013 Georgia was awarded the Accelerating Opportunity grant Associate State status. There are eight colleges participating in the grant implementation: Athens Technical College, Albany Technical College, Lanier Technical College, Georgia Piedmont Technical College, Central Georgia Technical College, Savannah Technical College, Atlanta Technical College, and Gwinnett Technical College. Central Georgia Technical College (the former Middle Georgia Technical College) which took the bold step of implementing an Accelerating Opportunity program prior to the grant award, has served over 100 students and had awarded over 90 certificates. Two other colleges have implemented during FY 2012-2013 with the remaining five scheduled to go live during FY 2014.

Certified Literate Community Program (CLCP)

With the Certified Literate Community Program, a community establishes an independent non-profit collaborative that mobilizes local resources to address the twin problems of limited funding and recruiting adult students in greater numbers. This business-education-government partnership makes literacy a community-wide commitment that has helped children, families and workers improve their literacy levels. The partnerships have resulted in successful public awareness campaigns and fund development. Eighty-six counties and 2 cities have been certified by the State Board of the Technical College System of Georgia as CLCPs. Forty-nine counties and 1 city are CLCP Participants (first level of certification) and 37 counties and 1 city are Certified Literate Communities (second level of certification). CLCP Participants are currently

working towards a collective goal of serving 225,332 individuals. The Certified Literate Communities made the commitment to serve 202,477 and served 257,365 and continue to add to that number each year. Every CLC exceeded their goal and most did it in less than 10 years. Annually, CLCPs now secure over \$2.4 million for their programs and an additional \$2.3 million in in-kind resources. 1,696 CLCP volunteers donated 40,535 hours of service and 333 tutors provided 24,323 hours of volunteer tutoring. CLCPs sponsored over 180 literacy awareness events including 34 health literacy awareness programs.

Community Outreach Efforts

In an effort to increase community support and advocacy for adult education, several projects are implemented on an annual basis. A Legislative Literacy Honor Roll recognized 15 congressional and state legislators for their work on behalf of literacy. A letter writing campaign resulted in 3,456 letters, the majority written by adult education students, to legislators about the role adult education plays in their lives, their local communities and the state. A Day at the Georgia State Capitol in February brought together over 100 adult education advocates, providers and students to meet with legislators to discuss issues facing adult education. A CLCP Literacy Honor Roll recognized 32 literacy champions throughout the state. Regional Community Outreach Program (COP) Symposiums were held in Lumpkin and Columbus-Muscogee Counties, sponsored by the local CLCPs. At these events, local leaders in business, civic, education, and community-based organizations as well as faith based entities, adult education students, TCSG representatives, legislators and Georgia's First Lady convened to provide attendees with information and resources to initiate or expand support of local adult education programs. COP symposium participants acquire tools, resources, and best practices to reach adults who might benefit from adult education services.

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.

EL/Civics funds were awarded to 20 adult education programs around that state that used the funds to provide quality instruction in English Literacy and citizenship skills. The grantees included 12 technical colleges, three community-based organizations, two faith-based organizations and three school systems. Through these programs 7,139 students were served for 12 or more hours in EL/Civics classes. EL/Civics outcomes reported by the programs included that 140 students achieved citizenship skills and 78 students achieved U.S. Citizenship.

One method to support to local EL/Civics programs was to provide quality professional development during the Georgia Adult Education Teachers' Academy and Fall Conference.

At the Teachers' Academy, a special English Language Learner University (ELL-U) six-hour session called, "Learner-centered Practice in Adult ESL" was offered. In addition, the session, "Tips for Best Multicultural Practices in the Adult Education Classroom" was available for EL/Civics teachers.

Sessions at the Fall Conference for EL/Civics included, "Prepare Your ESOL Students for the Real World with Project-Based Learning," "Collaborative Writing in the ESL Classroom: Engaging Higher Level Learners," and "Tricks and Tips for a Fun and Dynamic ESL Classroom!"

Assessment training was provided by GOAE for BEST Plus and BEST Literacy. During this fiscal year:

- 5 BEST Plus Test Administrator sessions (6 hours each), 24 participants;
- 3 BEST Plus Scoring Refresher trainings (4 hours each), 29 participants; and
- 3 BEST Literacy Administration and Scoring trainings (3 hours each), 14 participants.

<p style="text-align: center;">Georgia Adult Education Program Improvement Plan (PIP) Requirements and Template for 2012-2013</p>
--

PIP Requirements:

1. Immediately establish a program improvement team. The team must:
 - have a minimum of 5 members (more are encouraged).
 - meet monthly (at a minimum) for FY 2013.
2. Provide each team member a copy of the program's NRS Table 4 results for FY 2007, FY 2008, FY 2009, FY 2010, FY 2011, and FY 2012 (or applicable years as a grantee).
3. Document all team meetings through agendas, minutes, and sign-in sheets.
4. By September 28, 2012 the team should:
 - use the Reflective Discussion Questions handout to help pinpoint reasons for the program's poor performance.
 - identify and list in order the reasons for poor performance.
 - submit a performance improvement plan to Bobby Creech (rcreech@tcsq.edu) using the attached template.
5. Required PIP activities include:
 - Conduct local program improvement training to share the PIP with all program staff.
 - Host program improvement training by November 30, led by state staff, that is a minimum of 3 hours in length.
 - Conduct appropriate assessment training (BEST Plus, BEST Literacy, GAIN, TABE, and/or WorkKeys) with all staff who administers those assessments.
 - All local program personnel who are federally or state funded must complete the following online trainings:
 - NRS Foundations Tutorial (online)
 - Intake Assessment Form Tutorial (online)
 - Assessment Policies Manual Tutorial (online)
6. Submit initial plan and updates by the following dates:
 - Initial Plan – September 28, 2012
 - Status Update #1 – November 16, 2012
 - Status Update #2 – January 18, 2013
 - Status Update #3 – March 15, 2013