



MISSISSIPPI
State Board for Community and Junior Colleges
2012-2013 Annual ABE Narrative Performance Report

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.

State leadership funds supported numerous activities and projects that were successful in implementing the goals of the State Plan. One of these projects was the development of a comprehensive Staff Development Program (see schedule listed below) including staff travel cost to staff development, training meetings, workshops and conferences. The program utilizes local trainers/instructors who facilitate staff training locally and at state conferences. The STAR program was supplemented with leadership funds to improve the teaching methods of reading with our level 3 and 4 students. Technology was supported through the purchase of technology related software at all programs, payment of Software license fees for all programs, and providing hands on training and a technical support person available to all programs for the AEMS database. The Program Specialist for ABE and two staff members, who directly support the NRS Data System requirements, attended the NRS Regional Training: Building an Adult Education Longitudinal Data System. A regional part-time position was created to support the state office in program management, staff development and development of new program manuals that support the new College and Career Readiness Standards and the New 2014 GED[®] Test. Program Marketing was supported by the development of the Annual Adult Education Success Calendar. The Calendar highlighted various successful Adult Education students and was distributed statewide for program promotion purposes. A Statewide Summer Conference, STAR Booster Training, LINC'S Numeracy Training and a New Teacher Academy were also supported with leadership funds.

<u>Schedule of Activities:</u>	<u>Location</u>	<u>2012-2013 Dates</u>
New Teachers Academy	Eagle Ridge	July 25-27
New Directors' Orientation & Pre--Monitoring Workshop	MCCB Boardroom	August 21
Teachers' Orientation Training	Local	August/September, local meetings
Directors' & Trainers Retreat	Louisville, MS	September 27-28
Trainers Meeting	Holmes-Ridgeland	November 1-2
AEMS Update (Input Managers)	Conference Call	January
Spring Directors' Meeting	MGCCC	March 6
Train-the-Trainer (Trainers Only)	Eagle Ridge	April 11 -12
ABE Summer Conference	Beau Rivage	June 3-4

AEMS

Debra Lowe Perkins is designated to provide technical assistance to all local programs for NRS and Mississippi AEMS System throughout the year. She developed presentations for training for local directors and AEMS managers. Debra is also available daily by phone and email for the local input managers or program directors to ask questions or make comments or recommendations regarding AEMS. She particularly spends a lot of time in the early part of the program year working with new directors to help them understand their data and what all the tables and charts mean.

New Teacher Academy

Materials were purchased for the New Teacher Academy to train new teachers and provide them with instructional materials for their class. (data drives, portfolios, markers, etc.) Karen Quarrels made revisions to the Apple manual, teacher orientation manual and training.

ESL/BEST Plus

BEST Plus administrator manuals were purchased for BEST Plus training. Kim Wilson trained ESL instructors to administer the BEST Plus.

Success Calendar

MCCB coordinated efforts with all local ABE programs and Northwest MS Community College to put together a state wide success calendar. The calendar profiles various successful Adult Education students from across the state. They gathered materials and information and published the calendar it was distributed statewide to all the stakeholders. The calendar is placed in the mailboxes at the Capitol of all State Legislators on the first day of the legislative session.

Director's Meeting

The Fall Director's Meeting was held at Lake Tiak O'Khata. Conference room and meeting support materials were funded through the Leadership grant. Bob Mullins was a contract speaker for this event. The DISC Classic Personal Profile System was purchased and used with Directors. During this meeting, local program directors and trainers outlined and discussed local training needs and developed a plan for implementation.

Art Ellison was the contract speaker for the February Director's Meeting.

Train-the-Trainers

At the November trainers meeting, were given mini speakers for their computers to use in presentations. Jane Bishop was the contract presenter for this event that was held at Holmes CC in Ridgeland.

At the April train-the-trainer meeting, the team met to finalize detail for the summer conference, review the updated APPLE Instructor Manual and identify Essential Skills for a NEW ABE Instructor. During this meeting, the team identified and outlined components of teacher competencies for all ABE instructors which will be implemented along with the College and Career Readiness Standards beginning July 1, 2014.

Learning to Achieve Training

Learning to Achieve Training (L2A) was held in three regional meetings. One was hosted by Grenada and all support materials were provided. Carla Causey was reimbursed for travel and presenting at the Belden meeting. Notebooks were purchased for the training material for these three events.

Numeracy Training (ANI from LINCS)

LINCS was contracted to provide numeracy training for the state. Three training Institutes that consisted of two days each were conducted at Eagle Ridge Conference Center in Raymond, MS. Karen Quarrels was the state lead for this project. Training supplies (math manipulatives) were purchased for this training event. Each of the 15 programs that participated in the training were given math books which consisted of the following:

EMPower Many Points Make a Point, EMPower Over, Around, and Within, EMPower Keeping Things in Proportion, EMPower Seeking Patterns, Building Rules Algebraic Thinking, The Math Problem Solver, and Hands-On Math 4 book series (PreAlgebra, Algebra, Geometry, Data Analysis and Probability). A student and teacher book was provided for all books listed and was in a nice rolling cart.

Professional Development Team

The new PD Team met and were given the New Readers Press book, Teaching Adults: A 2014 GED Test Resource Book. Math manipulatives were purchased for the initial training of the PD team. Algebra Tiles and Calculator sets were purchased for the Math team.

National Professional Development Conferences

Caleb Smith was given money for expenses related to the Common Core Conference. Julia Floyd Houston was given money for expenses related to the NRS meeting. Karen Quarrel's and Cindy Heimbach's travel expenses were reimbursed and registration paid for the National Adult Education College and Career Readiness Training Design Initiative held in Louisville, KY. Cindy Heimbach and Karen Quarrel were reimbursed for expenses related to the COABE Conference held in New Orleans, LA.

Student Achievement in Reading (STAR)/Evidence-based Reading Instruction Initiative

Four individuals (Priscilla Burns, Amy Savage, Cindy Heimbach, & Vickie Barksdale) are STAR State Trainers. STAR Institutes were conducted with 1 new program. A total of four people went through the training. This training was held at Grenada School District's ABE program. All support materials were provided. All participants attending were given the following.

A list of materials given to instructors follows:

Supplies for diagnostic reading kits
3 Vocabulary books from Townsend Press plus instructor manuals
MegaWords 1 & 2 plus teacher manuals
Reading Fluency (5 levels) with CDs (2 sets given to the director)
The Reading Teacher's Book of Lists
Teaching Phonics to the Intermediate Grades
Timed Reading Plus (5 levels)
Bringing Words to Life
Six Way Paragraphs in the Content Areas
I Read It, But I Don't Get It (comprehension strategies)
Goodman's Five Star Stories (two sets for each program given to the director)

Additional materials were purchased to provide for implementation and added programs in training throughout the year. The training team presents at state conferences, regional meetings, and produces video trainings.

A STAR Booster Training was held in January. All programs in the state that had been trained in STAR since 2009 were asked to attend. The director and at least one teacher were asked to attend from each program. Each teacher was required to implement in their class that year. The event was held at Holmes CC in Ridgeland. Each teacher was given a rolling cart with classroom sets of 15 each of the following: Megawords, Two different novels, Six Way Paragraphs, and Timed Reading Book 4. Cindy, Priscilla, and Vickie conducted the two day training. These trainers also provided any technical assistance needed after the training. Travel expenses were provided for this assistance.

Travel

Travel reimbursement was provided for Priscilla Burns and Cindy Heimbach for STAR trainings. All travel expenses were reimbursed to Karen Quarrels for attending state trainings and director's meetings.

Salary

Cindy Heimbach is paid 15 hours per week at \$25 per hour to oversee the Leadership funds, coordinate the STAR project and the TEAL project for the state, provide professional development as needed, and any other duties as directed by state administration. Karen Quarrels is paid for 20 hours per week at \$28 per hour as an ABE Regional Coordinator. Any office supplies needed were also provided for Karen.

State Regional Workshops and Full-time Teachers' Conferences

Full Time Teacher Conference

This conference was canceled. However, bags with the state logo were purchased for participants. These bags are being given away at other training events in the state.

ABE State Summer Conference

The state-wide summer conference was held in Biloxi, MS. The following speakers were contracted with to provide presentations. All travel and speaker fees were provided for: Mary Ann Corley (Washington, DC, AIR), Brooke Istas (LINCS), Bonnie Goonen and Susan Pittman-Shetler (Vondracek Enterprises & GED Testing Services), Neil Sturrombski, and Sally McIntosh. Each teacher attending was given a bag with the following in it: Padfolio, highlighter, calculator, usb drive and an ink pen.

2. Describe any significant findings from the Eligible Agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.

The Mississippi Community College Board (MCCB) conducts evaluations of program effectiveness by monitoring visits (see Monitoring Schedule below) and annual desk audits of all local programs. Our Adult Education Management System (AEMS) allows comprehensive reviews for program effectiveness for core indicators performance through desk audits. The program monitoring visits utilize a monitoring instrument that includes a checklist that covers core indicators of performance. Several significant findings were noted as a result of these monitoring visits and desk audits. They have resulted in improvements in program services such as centralized managed intake, data collection, diagnostic use of the assessments and instructional modifications.

ABE Program Monitoring Schedule

Program Year 2013 (July 1, 2012 - June 30, 2013)

The following programs were monitored during the 2012-2013 program year:

Hattiesburg Public Schools
McComb Public Schools
MS Department of Corrections
Copiah-Lincoln Community College
Jackson State University
Rankin County Schools
Jones County Schools

Hattiesburg Public Schools:

1. Hattiesburg Public Schools failed to meet all of the required NRS Performance Indicators and submitted an official plan of improvement to the MS Community College Board office addressing these deficiencies.
2. Recommendations were also made as follows:
 - A system of managed enrollment needs to be incorporated at your daytime site, starting with two, 8-week classes scheduled for two hours in the morning and two hours in the afternoon. Create a schedule for intake and assessment for all incoming students.
 - Utilize TABE test scores to group students and set times for instruction for the SL3 & SL4 students. Your daytime classes provide the ideal setting to incorporate evidence-based instruction. This will help retention rates and advancement levels of low functioning students which will assist you in meeting your required performance targets set by the NRS.
3. Review with Instructors the need to document assignment dates and completion dates of individual objectives on the approved SIOA forms.

McComb Public Schools:

1. McComb Public Schools failed to meet all of the required NRS Performance Indicators and submitted an official plan of improvement to the MS Community College Board office addressing these deficiencies.
2. Recommendations were also made as follows:
 - Emphasis needs to be placed on meeting the NRS Performance measures in all skill levels.
 - Provide staff development focused on using data to improve those performance measures.

- Consider requiring instructors to review the students needing to be post tested list on a regular basis so priority can be given to obtaining NRS reportable gains.
- Ensure that instructors are completing the AEMS Update form for all achievements to ensure program credit for meeting performance targets.
- Focus on retention strategies to increase the number of students completing levels.

MS Department of Corrections:

1. MS Department of Corrections met and exceeded all of the required NRS Performance Targets. There were no findings or recommendations for this program.

Copiah-Lincoln Community College:

1. Copiah-Lincoln Community College failed to meet all of the required NRS Performance Indicators and submitted an official plan of improvement to the MS Community College Board office addressing these deficiencies.
2. Recommendations were also made as follows:
 - Emphasis needs to be placed on meeting the NRS Performance measures in all skill levels.
 - Provide staff development focused on using data to improve those performance measures.
 - Consider requiring instructors to review the students needing to be post tested list on a regular basis so priority can be given to obtaining NRS reportable gains.
 - Ensure that instructors are completing the AEMS Update form for all achievements to ensure program credit for meeting performance targets.
 - Focus on retention strategies to increase the number of students completing levels.
 - The board has not been active and minutes have not been recorded. It is recommended that program documents from the previous council be reviewed and a council be formed with current stakeholders to meet guideline requirements with the goal of supporting Copiah-Lincoln's ABE Program.
 - Staff development training on the requirements for student folders and completing lesson plans/SIOA forms.

State ABE Staff conduct Desktop Reviews using the AEMS system to assist in monitoring program effectiveness. The Desktop Report allows State Staff and local Program Directors the opportunity to view total performance measures met, contact hours, current enrollment attendance, number of instructors, active participants, exited participants, table 4 & 5, reading levels, and percent of post-testers all by individual class views. If there are significant findings during the desktop review, immediate technical assistance is provided to those programs.

Local directors are required to evaluate each ABE instructor annually using the Performance Assessment System (P.A.S.). The P.A.S. evaluates instructors in the areas of NRS Performance Targets and requires 70% of students to take a post test.

These examples cited above are typical of the findings and recommendations from the monitoring visits as well as the data gleaned from the desk audits and have led to operational changes among the local adult education and literacy programs. Significant findings or failure to meet the NRS

performance targets requires a program to submit an improvement plan to the state office within 60 days.

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.

Five adult education programs at the following community colleges: Pearl River Community College, Meridian Community College, MS Delta Community College, Northeast MS Community College, and Copiah-Lincoln Community College have received a TAACT grant and formed a consortium with four community colleges in Louisiana. The structure of the program is an I-BEST like model and has really been successful for many students. With the combination of hard and soft skills training, the students have seemed to gain momentum while working toward their GED completion and learning a skill at the same time. Lots of training has been conducted jointly with Louisiana in how to team teach with each other using this model.

The adult education office has worked with NSPARC at Mississippi State University for them to data match all of our core measures rather than having to survey students to find out if they were able to become employed after exit and if they retained their employment. This will greatly assist us with tracking students for entered employment and retained employment. It will also help us in knowing how many of our students entered post-secondary or other training programs.

The Adult Education State Office is represented on the State Workforce Investment Board by the Executive Director and two members of our division of Workforce Development. Several local adult education directors at the community colleges represent their agencies on these Boards locally. Some are represented by the Dean of the community college that is responsible for adult education. This allows some directors to offer their input on a monthly basis as well as keep their Division heads informed on a regular basis.

Most of the WIA funded programs now offer GED prep classes without working with the adult education program. All One-Stop Centers at one time had an adult education class in it. Now, the planning and development districts only want to serve clients that are on an educational functioning level of 9th grade or above so they have started their own classes and do not work with us. This duplication of services is totally unnecessary and should be avoided.

4. Describe successful activities and services supported with EL Civics funds, including the number of programs receiving EL Civics grants and an estimate of the number of adult learners served.

Itawamba Community College and Jackson Public Schools were the only two ESL programs that received EL Civics funding this year. Itawamba Community College started a new class in a community center that had several students in attendance. Many of the students were interested in becoming citizens. Educational materials and citizenship materials were ordered to help these students under our government and what becoming a citizen would mean for them.

Jackson Public Schools received some EL Civics funds and served as the main coordinating program for distribution of EL/Civics material for the other ESL classes in the state. Kim Wilson takes the lead and has been nationally trained as a master trainer for the state in BEST Plus. All new instructors attended a training conducted by Kim and were given the BEST Plus Scoring Refresher Toolkit. All new instructors are trained as soon as they are hired. All candidates for re-certification were successful and are qualified to administer the test for the upcoming year. This guarantees consistency and standardization of the test instrument. It also allows the instructors to revisit the skills needed to administer the test and their test administration skills.

All of our ESL instructors are trained in EL/Civics instruction. Approximately 251 students were served this year. This is a decrease in students which has happened for the last few years. Retention is a major issue with our ESL students. At the beginning of the program year when schools are starting everywhere, programs will have 35 to 40 students show up for about two weeks. Students do not want to be assessed and really don't care to increase their educational functioning level. It appears that most ESL students now only want a conversational class in order to survive at the doctor's office, pharmacy, grocery store, or other businesses and agencies in the community.

Many churches throughout the state have started separate services especially for the Hispanic community. They will have services in the morning, feed them lunch, and after lunch have daycare provided for the children and conversational English classes for the adults. We have had local program directors attend these services to inform the limited English proficient adults about what we have to offer. They will get a small percentage to attend a few class sessions but never enough to assess them or stay for 12 hours.