



## The Virgin Islands Adult Education

### NRS Report 2012-2013

#### Narrative

The Virgin Islands Department of Education (VIDE) is working to provide an education that prepares all students for college and careers. Greater emphasis on improving outcomes for all students has been a hallmark of the last eight years. Accountability and school improvement systems have been put in place with results showing improvement in learning. However, recently there have been plateaus in this growth trajectory, therefore VIDE has increased the emphasis on system improvement and set more rigorous expectations.

One step toward this rigor was the adoption of the Common Core State Standards (CCSS), September, 2010. The clear focus of the Common Core is college and career readiness in adult education. VIDE has already completed curriculum frameworks for the CCSS to guide teacher lesson planning. Additionally, textbooks aligned to the CCSS were adopted for English language arts and mathematics. While both districts have been providing interventions to students, it is critical to develop more effective classroom practices to reduce the numbers of students needing interventions. To this end, each district has been providing professional development to teachers to improve instruction focused on the CCSS. This professional development will be ongoing as teachers learn to lead students to meet these more rigorous standards.

#### **VISION**

The state office of Career, Technical and Adult Education envisions a 21<sup>st</sup> century adult education system that will be recognized as a viable gateway to higher education, career readiness and as the catalyst for social equity, economic development, and personal enrichment for all adult students in the Virgin Islands.

#### **MISSION STATEMENT**

The mission of "Adult Education" in the United States Virgin Islands through the Adult Education and Family Literacy Act is to provide a superior preparation in literacy, numeracy and civics that will provide

the adult learner the foundation to promote economic self sufficiency, post secondary readiness and a viable workforce transition.

#### **OBJECTIVE**

- To improve the literacy and numeracy gains of Adults in the VI, ages 16 and older, who are in need of services, one level at a time.

#### **STRATEGIES**

- Promote academic rigor by providing workforce readiness relevance through CTE dual enrollment.
- Provide training in effective literacy instruction combined with Common Core State Standards (CCSS) and College and Career Readiness standards (CRIS) for Adult Educators.
- Provide PD in integrating literacy and numeracy with Adult Career and Tech programs (Promoting co-enrollment)
- RFP for Adult Literacy FFY 2014-2015

#### **ACTIVITIES**

- PD provided to keep adult educators abreast of changing trends in adult literacy instruction.
- Continuous PD on how to provide integrated curriculums in adult literacy and adult career and tech.
- Prepare and submit final program reports to State and USDE

#### **Evaluation**

- Attendance sheets
- evaluation form
- Program reports
- copies of MOA's, copies of integrated curriculums

#### **The AEFLA program will be evaluated in the following phases:**

##### Phase 1

- Programs' enrollment will be reviewed and compared with assessments (via LACES MIS) quarterly (September, December, March and June), to determine consistency, or increase in enrollment; increase in educational gains and EFLs'.
- Fiscal data will be submitted to the state and reviewed monthly.

##### Phase 2

- Formative onsite observation of instructors' teaching methods will be conducted for approximately 4 programs (2 in STT/J district and 2 in STX district) between months of October and February (this allows programs to have enough time to complete their start up phase, and for educational observations to be made before the ending phase of the FFY). This formative

observation also serves as a determination factor in identifying need for training and professional development.

### Phase 3

- Summative evaluation of individual programs' success through review of attendance records, student and teacher feedback surveys and review of individual programs semiannual progress reports on programs' success and slippages. This will be done in June and be completed in a comparative analysis format, to provide programs with information to formulate ideas relative to program improvement and if possible, collaboration.

### Phase 4

- End user evaluation. Complete analysis from the perspective of the adult education student with follow-up from post-transitional institutions.