

West Virginia Department of Education
Office of Adult Education and Workforce Development

Adult Basic Education

Annual Performance Report Narrative 2012-2013

STATE LEADERSHIP

West Virginia has utilized federal leadership funds and state funding to broaden the scope and intensity of program leadership functions. For program year 2012-2013 approximately \$476,391 in federal funding and \$1,163,230 in state funding was dedicated to the state leadership activities described below.

Staff Development:

The West Virginia Adult Basic Education (WVABE) program delivered pre-service and/or in-service training for approximately 250 instructors and other program personnel.

In-Service:

Professional development in-service sessions were provided throughout the year to new and experienced personnel. A total of 208 face-to-face in-service sessions were offered, including approximately 40 core (required) and 168 elective (self-selected) course offerings attended by more than 3,100 adult education participants.

Core workshops that were offered as face-to-face sessions were related to research-based reading, writing, and other classroom strategies, intake and placement, standardized assessment instruments/policies, retention and persistence, data management, preparing students for the GED® Tests, and serving adults with disabilities and other special needs.

In an effort to ensure that professional development training was put to use in the classroom, ten of the face-to-face core sessions required follow-up activities for instructors to complete in their own classrooms and report back by sharing their experiences at the [WVABE wiki](#). Credit for these core follow-up activities was awarded to 60 participants. In addition, 40 instructors participated in eLearning courses to fulfill core requirements that they update technology skills at least every three years. Many obtained college credit for their participation.

In the spring, WVABE held its first "Teacher Academy"--a weeklong intensive training involving 50 participants. The Academy focused on introducing new Core workshops related to the common core state standards, Webb's Depth of Knowledge, universal design, brain-based teaching strategies, and comprehensive lesson planning. The curriculum team that was formed as a study group during the previous year worked collaboratively to plan and deliver the Teacher Academy to instructors who would become trainers in the coming program year. An online learning management system, *Schoology*, was used to deliver parts of the training. As a result of this exposure, many instructors are beginning to make use of this free platform in delivering instruction to their students.

Two statewide conferences provided both core and elective training opportunities in different locations. Over 100 participants attended 24 core and electives sessions offered at the summer Technical and Adult Education Conference. Nearly 250 participants (including WVABE personnel, GED Examiners, DHHR counselors, and high school GED instructors) attended a fall conference provided in conjunction with the WV Adult Education Association, Inc. that offered 72 core and elective sessions.

Among the 168 elective options offered at conferences and regionally were 30 sessions that provided instructors the opportunity to learn to use new technologies (such as document cameras, eReaders, electronic tablets, interactive white boards, and handheld responders). These sessions were largely delivered by our Technology Integration Specialist (TIS) cadre. In addition, distance-learning programs such as WIN and PLATO were featured; career awareness was addressed by introducing My Strategic Compass and CFVV; and training was provided in using our state's Adult Education Management Information System (AEMIS) to enter data accurately, read and interpret state and NRS reports, and use data for program management and improvement.

Regional coordinators provided kick-off sessions in six regions. Assessment policies and publisher guidelines for post-testing were important topics as well as reporting procedures.

Sixty-one practitioners took the opportunity to request alternative elective credit for training that was applicable to their program needs. These alternatives included completing short online training courses; or attending national conferences, local training sessions sponsored by other organizations or university courses.

Pre-Service:

All instructors in new roles were asked to complete a class observation as part of their pre-service training. In addition, specialized pre-service training was delivered by peer trainers to 36 individuals (new hires and experienced instructors with new specialties). The training was for:

- 18 ABE/GED Instructors
- 6 SPOKES (TANF work readiness) Instructors
- 11 Institutional Educators
- 1 ESL/ EL Civics Instructor

As a follow-up to pre-service training, newly hired instructors were visited by peer trainers within the first few months of instruction. They were also required to attend a minimum of two core in-service sessions during their first year of instruction. These sessions helped to ensure that new personnel properly enrolled students, identified goals, developed individual programs of study, utilized appropriate standardized assessments, documented student progress and achievements, and reported accurate information to meet federal and state program needs.

The <http://wvde.state.wv.us/abe/> website provided access to the [WVABE Instructor Handbook](#) and several other publications. It also included links to the [on-line calendar of statewide professional development opportunities](#) and to [AEMIS](#) (the Adult Education Management Information System), which allowed all practitioners and their supervisors to view on-line transcripts of their documented professional development activities. A new online resource, the [WVABE LiveBinder](#) was created to organize links to helpful materials.

Specialized listservs were utilized to publicize professional development opportunities and point practitioners toward online-specialized resources.

Listservs Maintained for Specialized Areas	Members
• ABEYOUTH-L: Interest in Young Adults	116
• LIT-VOL: Interest in Low Literacy Adults	126
• WVABE-CTCS-L: Interest in ABE to Community College transition	91
• WVABE-SPOKES:	119
• WVABE-L: Interest in ABE and GED	311
• WVABE-UPDATES-L: All WVABE personnel	571

The WVABE Professional Development Wiki was maintained at www.wvabe.wetpaint.com to provide WVABE practitioners an online site to interact and post resources. There are currently 263 members of the wiki and many active conversation threads in the discussion section.

Technical Assistance:

West Virginia is committed to providing technical assistance to state, regional, and local ABE staff through on-site support and the dissemination of research-based practices and procedures that promote quality programs and instruction. In addition desk-monitoring system is utilized to complement and support the site visitations. This system includes an online “Desk Monitoring Report,” as well as a Class Summary, Student Achievement Report, and the NRS tables, which are all viewable by teachers as well as Regional and State administrators. In 2012-13, technical assistance was provided through the following mechanisms listed below:

Statewide Technical Assistance:

Each state staff member has one or more programmatic areas of expertise for which they provide direct technical assistance to local programs. These include classroom management, curriculum and instruction, distance education, family literacy, workplace education, work readiness training, technology, ESL, special learning needs, financial management, marketing and retention, institutional education, GED testing, program management, Strategic Technical Assistance Reviews, and data management. The assistance is delivered through on-site assistance, local/regional training workshops and meetings, informational bulletins, facilitated listserv, and written and telephone communication. In addition, the ABE web page (<http://wvde.state.wv.us/abe/>) provides a variety of resources for instructors and administrators.

Regional Technical Assistance:

West Virginia’s 55 counties are divided among six regional coordinators of adult education (RCAE) for direct technical assistance. Their responsibilities include on-site visitations to full-time learning centers and special contract classes at least twice a year and to part-time classes on an as-needed basis with the following priorities: (1) classes at a new site or new instructor were visited within the first month; (2) classes scheduled for a **Strategic Technical Assistance Review (STAR)** reviews were visited prior to the on-site; (Eleven (11) classes that were designated as “targeted technical assistance” were visited by the Regional Coordinator to discuss improvement plans prior to STAR visitations.

State Volunteer Literacy Offices:

In support of the dedicated efforts of volunteer literacy tutors, funds were used to support a technical assistance grant to the state office of **Literacy West Virginia**. Literacy West Virginia provided assistance to 37 local programs throughout the state through a combination of five (5) trained regional assistants and the state director.

Literacy West Virginia held a statewide training event at RESA 3 Nitro office on June 14 & 15th, 2013. Statewide participants (35) attended sessions that focused on the use of technology. Sessions included accessing and using free online courses and resources for students, tutors, and program staff. Additional sessions focused on program recruitment through Facebook and other social media. Programs each designed and set up their own webpage during the conference.

The staff of Literacy West Virginia conducted other trainings across the state upon request from the local literacy programs. Some of the trainings were in basic literacy tutoring (twelve-hour), ESL tutoring (twelve-hour), and Ruby Payne training (six hour). These trainings were also offered to ABE and SPOKES instructors. Fifty-three trainings were conducted this year.

Technical assistance was also provided to new programs. Regional assistants held meetings with directors, coordinators, and board members of the local literacy programs. Assistance was provided on a variety of topics including strategic planning, marketing, management, recruitment, and retention of students, and fundraising.

Technology:

Technology Integration Specialists (TIS)

Since Program Year 2010, 12 WVABE Educators have been selected and trained as Technology Integration Specialists (WVABE-TIS). The goal is/was to provide the selected WVABE educators with the 21st century skills and tools necessary to impart technical assistance in the area of incorporating technology as a vital instructional tool into the Adult Basic Education Curriculum. Participants in this initiative received the equivalent of 320+ hours of technology specific professional development. Many of the completers applied for the TIS advanced credential awarded by the WV Office of Professional Preparation. In turn, the WVABE-TIS have, and will continue to provide technical specifically related to the integration of technology into the ABE classroom/curriculum via classroom visitations, workshops, phone, email, skype, text, etc.

Adult Education Management Information System (AEMIS)

Adult Education Management Information System, better known as AEMIS, is an web-enabled management information system (MIS) developed to meet the individual needs of West Virginia's (WV) Adult Basic Education (ABE) program, while meeting the guidelines of the National Reporting System (NRS).

AEMIS uses Adobe ColdFusion 9 and MS SQL Server 2008 R2 (Standard Edition, 64-bit) to provide a dynamic web-application, enabling its users to access learning program and professional development data in real time. The current AEMIS server is using MS Windows Server 2008 R2, Enterprise Edition (2011).

Grantee Data Managers and **Assistant Grantee Data Managers** are responsible for "managing" AEMIS for individual grantees (programs). It is the responsibility of **Grantee Data Managers** to ensure that student data (enrollment, exit/withdrawal, attendance) is entered into AEMIS accurately and timely (by the 10th of the following month). **Grantee Data Managers** are responsible for creating class sites and classes at the local level. Individual teachers are encouraged to enter their class data into AEMIS (i.e. intake, withdrawal, attendance). It is the responsibility of the **Grantee Data Managers** to provide training and support to the local users. While **Grantee Data Managers** do NOT have to be current ABE employees, it is recommended that they are. If not, at a minimum, they *must* become familiar with the Intake and Withdrawal, and Attendance Forms, by attending ABE PEER Training, INTAKE, and AEMIS4U their first year of providing technical assistance.

Technical Assistant Managers:

- Provide technical assistance to **Grantee Data Managers** and **Assistant Grantee Data Managers** for their *assigned Region(s) / Grantees*
- Conduct "Data Manager Training," as arranged through the office of Louise Miller for their *assigned Region(s) / Grantees*
- Provide technical assistance to local AEMIS Users on an as needed basis via phone and e-mail for their *assigned Region(s) / Grantees*

The **AEMIS System Administrator**, Louise Miller, is available to answer all questions in all regions across the state. There are additional roles specific to state and regional staff that directly relate to their areas of responsibility. Staff members only have access to data for which his/her job responsibilities require.

In 2011-2012, 100% of local program and student data were entered into AEMIS. Additionally, the professional development database created in AEMIS allows administrators and instructors to view their personal transcripts for staff development, dependent upon their various roles and responsibilities.

Various professional development workshops, as well as technical assistance visits, were offered across the state to local providers in the areas of:

- Data Entry
- Goal Setting
- Local Reports
- Program Improvement
- NRS Reports
- Troubleshooting

Monitoring and Evaluation:

West Virginia's Adult Basic Education assessment system provided a structure for accountability and program improvement during 2012-13. This system measured state and local program compliance with federal and state core indicators on an annual basis for all programs utilizing AEMIS computerized NRS reports. In all, a combination of desk monitoring and on-site reviews of all Indicators of Program Quality was conducted with local programs as part of a comprehensive program improvement system.

In addition to the three Federal core indicators, five additional State indicators were monitored. State indicators related to recruitment, retention, learning gains, goal completion, and staff development were utilized. Using this criteria, programs were held accountable for continuous improvement by demonstrating (1) if they were serving a sufficient number of adult learners, (2) if the learners were attending the program on a regular basis to meet their goals, (3) if the learners were achieving substantial gains and outcomes, and (4) if instructional staff attended professional development in-services in order to stay current with technology and trends in adult education.

Data Quality Audits are performed by the Regional Adult Education Coordinators (RAEC), monitoring assessment results, goal-setting, and data entry. These audits are intended to uncover areas of need in local programs, in order to prevent major discrepancies in data management which may require a full monitoring visitation.

Performance profile results from the annual report of Federal Core Measures/Indicators were used to determine programs in need of technical assistance:

1. Those programs that didn't meet the performance level of at least 60% of the Federal core indicator measures were monitored via the *Desktop Monitoring Report (DMR)* and the *Class Profile Spreadsheet (CPS)* instruments in AEMIS. Regional Coordinators also provided technical assistance and conducted **Data Quality Audits** to selected grantees.
2. Programs that failed to meet at least 60% of the core measures for two consecutive years were considered as **Targeted for Technical Assistance**. In addition to the steps in (1) above, these programs were placed on the list for a future Strategic Technical Assistance Review (STAR).
3. Programs failing to meet at least 60% of the core measures for three consecutive years were designated as **Low Performing**, and in addition to the steps for (1) and (2) above, these programs were placed on a probationary status for the upcoming fiscal year with the possibility of reduction or loss of funding.

Other triggers for a STAR visitation include a request indicated on a grantee's application, a new teacher, or program, or at the request of the Regional Coordinator.

Local programs falling in any of the above categories could be subject to a **Strategic Technical Assistance Review (STAR)**, which begins with a Data Quality Audit by the Regional Adult Education Coordinators (RAEC). This provides a review of enrollment and other data as input into AEMIS. Other documents utilized for evaluation includes a Programmatic Checklist, Administrator's Checklist, and if applicable, a Computer Literacy Only Self-Assessment and *Assessment for Correctional Institutions*. If necessary, the Regional Adult Education Coordinators (RAEC) follow-up on the STAR team's final recommendations with additional technical assistance visits.

Additionally, in 2012-2013, **STAR Mentors** were utilized to provide one-on-one technical assistance to teachers in struggling programs, as well as new teachers. These Mentors were comprised of experienced ABE teachers (both current and retired), Peer Trainers, Technology Integration Specialists (TIS), and other proven leaders in the Adult Education field. An effort was made to match the mentors who have a particular field of expertise (e.g. technology, AEMIS, part-time classes, *Next Gen. /Common Core Standards*, etc.) with a teacher or program which is struggling in that area.

Teams consisting of State and regional Staff as well as RAECs conducted Strategic Technical Assistance Reviews of the following programs in fiscal year 2012-13.

- Raleigh County Schools
- Braxton County Schools (follow-up)
- Monongalia County Schools (follow-up)
- Tri-State Literacy Council
- Kanawha Co. New Connections (desk audit)
- Jackson County ABE
- Huttonsville Correctional Center
- Mt. Olive Correctional Center
- Northern Regional Jail
- Stevens Correctional Center
- Pruntytown Correctional Center

Curricula:

- During the week of April 29 – May 3, 2013, the WVABE Curriculum Design team delivered training at the WV Adult Education Teacher Academy to approximately 40 ABE instructors. The training began on Monday afternoon and continued until Friday afternoon with mandatory attendance of all day sessions. Elective sessions were held in the evenings. The training sessions were all focused on the integration of Common Core State Standards into the classroom. Training began with an overview of the results of the pilot program conducted in one adult learning center for a period of 7 months and a team building activity.
- Sessions delivered during the next four days were: Webb's Depth of Knowledge, Unwrapping Standards, Parts 1 & 2, Universal Design, Parts 1 & 2, Lesson Planning, Parts 1 & 2, Strategies for Engaging Adult Learners, Parts 1 & 2, Creating Lesson Plans, Parts 1 & 2 and a culminating activity on Friday of Group Presentations demonstrating lesson plans that integrated the standards into adult education curriculum. Elective sessions offered in Technology were: How to use Dropbox and LiveBinder, How to develop a webpage, How to use a SmartBoard, a document camera, iPads, and other technology as tools for instruction. The Academy concluded with a celebrative activity and a roll-out plan developed by the academy attendees to deliver the same training to other ABE instructors in the state.
- Academy attendees were scheduled to attend a 2-day training in July with the statewide roll-out to begin in October, 2013 at the WVAEA Adult Education Conference. Academy attendees were charged with taking the sessions presented at the Academy, evaluating what was effective and what needed improvement and working as a team to refine the sessions for training in the fall.

Distance Education:

The West Virginia adult distance education (DE) program continued to offer the PLATO[®] Web Learning Network (now Plato[®] Learning Environment) and the SkillsTutor[™] online software programs as study options for distance learners to help them prepare for the GED[®] test, get ready for college entrance exams, and/or improve their basic skills. In addition, GED[®] Academy was added to the list of approved software as a study option to help distance learners prepare for the GED[®] test.

The KeyTrain[®] online software program continued to be offered as a distance learning option for use with distance learners who wished to prepare for the GED[®] test, enhance their job skills, and/or prepare for the WorkKeys assessment. The WIN[®] Career Readiness online software was added to the list of approved distance education software as an additional option for distance learners to help them prepare for the GED[®] test, improve their job skills, and/or get ready for the WorkKeys assessment. For English as Second Language (ESL) learners, the West Virginia adult distance education program continued to offer Rosetta Stone[®], USA Learns[™], and Crossroads Café[®] as distance education options. Certified distance education instructors located in ABE classrooms provided instruction, supplemental materials, and support to distance education learners as needed.

West Virginia's adult distance education program includes an on-site orientation session at a local ABE program where the potential student is assessed for academic skills, screened for special learning needs, and evaluated for learning styles. Once the orientation session is completed, the student is placed in the appropriate state-approved distance-learning program. The certified distance education instructor provides

the student with any necessary instruction, supplemental materials, support, and encouragement. The certified distance education instructor is also responsible for the student's interim and follow-up assessments.

Marketing of ABE Services:

Marketing adult basic education (ABE) services in West Virginia involves the coordination, production, design, layout, printing, and distribution of materials. The main goal is two-fold: to recruit potential students; and to create awareness of the various components in the WVABE program. Four market segments were targeted in FY'13. They were the general public, existing students, legislators, and potential GED® candidates.

FY'13 marketing activities included:

- An *Information Exchange* that included mid-year updates on policy, initiative, etc. was published and distributed to teachers statewide.
- A collaborative partnership was continued with the WVDE Communications Director to promote ABE.
- The marketing and retention sections of the *Instructor Handbook* were revised.

Linkages with Employers

During 2012-2013, the West Virginia Workplace Education Program worked with 9 companies in 7 counties, offering multiple classes at various worksites statewide. The program served 690 incumbent or potential employees. The employment sectors served included: education (local school systems), mining equipment, hospitals, resorts, and chemical manufacturing.

The program has a Memorandum of Understanding as a partner in one Workforce WV Center. The program maintains ongoing contact with other WIBs by regularly exchanging information on needed training for business and industry and maintains contacts with the Governor's Guaranteed Workforce Program. The program has an MOU with one community and technical college, collaborating on projects to deliver workplace training to businesses in the college's service area.

The West Virginia Workplace Education Program continues to collaborate with other community and technical colleges, the West Virginia Development Office, local economic development authorities, technical education, and other agencies/organizations involved in workforce development.

FINDINGS FROM PERFORMANCE EVALUATION OF CORE INDICATORS

The 2012-2013 statewide performance report indicates the following results related to the core indicators:

Core Measure	Performance Benchmark 2011-2012	Actual Performance 2011-2012
1. Completed Level 1 ABE	75%	69%
2. Completed Level 2 ABE	67%	65%
3. Completed Level 3 ABE	64%	61%
4. Completed Level 4 ABE	53%	54%
5. Completed Level 5 ABE	54%	55%
6. Completed Level 6 ABE	NA	NA
7. Completed Level 1 ESL	64%	60%
8. Completed Level 2 ESL	56%	52%
9. Completed Level 3 ESL	70%	59%
10. Completed Level 4 ESL	60%	67%
11. Completed Level 5 ESL	58%	68%
12. Completed Level 6 ESL	61%	56%
13. Earned a diploma or GED	68%	81%
14. Entered postsecondary	16%	18%
15. Entered employment	26%	47%
16. Retained employment	47%	46%

Analysis of 2012-2013 State Results:

Educational Gains:

West Virginia exceeded four (4) of its eleven (11) FY 2013 annual performance measures on NRS Table 4 in the educational functional levels of ABE Intermediate High , ASE Low ,ESL Intermediate Low and ESL Intermediate High which is an increase of two additional levels over last year. This could be attributed to the simple fact that the measures in these four areas were negotiated at 7-13 % lower for FY 2013 than FY 2012 and were more realistic and obtainable.

Obtain Employment:

Documentation of the performance of this measure was provided through a statewide data match with West Virginia's Bureau of Employment Programs. Information on all four-employment quarters was available and matched consistently with student exit/employment criteria stated in the NRS guidelines. West Virginia was able to exceed its negotiated performance measure of 26% by 21% during 2012-2013. The increase can be attributed to the decrease in the target measure which was based on WV's analysis of sample cohorts from 2010-2011 state data. This performance measure was a result of one cohort reporting quarter (July-Sept, 2012) and three quarters goal based. During the time period of the reporting quarters, professional development emphasized, and still does, the importance of effective goal setting with the students. The lowering of the measure from 2011-12, and the mixture of the reporting quarters (i.e. cohort and goal based) had a major impact on West Virginia being able to rise above the Performance Measure.

Retain Employment:

West Virginia's performance on this measure 47% was also provided through a statewide data match with West Virginia's Bureau of Employment Programs. Information on all four-employment quarters was available and matched consistently with the student exit/employment criteria stated in the NRS guidelines. This measure was not met during 2012-2013 by a mere 1%. This is a decrease over last year's 66% performance measure. Keeping in mind, all of the quarters reported for retain employment were based on goal setting, there was an increase in the number of participants who had the goal (i.e. 633 vs 480). According to the **Bureau of Labor Statistics, Labor Area Unemployment Statistics**, the unemployment rate in West Virginia during November, 2012 to October, 2013 (just a portion of the retain employment wage earning period) averaged from 3.9% or lower to 14.0% or higher, depending on the various areas of West Virginia. The hardest hit areas of the state were the northern panhandle, the central portion of the state, and the southern portion. These areas depend a lot on the coal industry, where there has been a decline in the coal industry, and according to the **US Mine Health and Safety Administration (MSHA)**, West Virginia has felt, and will continue to feel, the brunt of the layoffs.

Receipt of a High School Diploma or Equivalent:

This year's performance result for this measure 81% more than exceeded the negotiated 68%. This data is based on a data match with Oklahoma Scoring Services and reflects well-documented evidence. We attribute the increase in the negotiated measure due to the switch from goal setting to cohort based representation of data. The number of participants represented and the number achieving remained approximately the same from 2011-2012 (goal setting) to 2012-2013 (cohort). It seems the field did effectively set the goal of "Pass the GED."

If the raw data had been utilized, not factoring in the NRS regulations, we would have had an 84.6% outcome. This is due to the fact that West Virginia has a large portion of the population achieve their GED in less than 12 instructional hours because we offer free testing to anyone who takes and passes the OPT through the ABE program. Thus, many of the students enroll in the ABE programs throughout the state, complete the OPT and if pass; go on to take the GED with little or no instruction. Those who do not pass the OPT, are encouraged to enroll in the local program or in one of the Distance Education programs.

Enrollment in Postsecondary Education or Job Training Programs:

The benchmark of 16% for enrollment into postsecondary was exceeded by 2% for 2012-2013. The only disadvantage of our data match system was the lack of enrollment information on students entering private postsecondary or job training programs.

We can attribute the increase in the cohort (3,766 over 723 from last year), due to the goal not being effectively set by the field. Despite the low participants achieving the outcome (666 over 445 last year), this is a truer representation of what is happening in the field.

INTEGRATION OF ACTIVITIES

Representation on Local Workforce Investment Boards

Representatives of ABE were closely affiliated with local Workforce Investment Boards (WIBs). ABE staff served as representatives of adult education on their respective Boards across the state. The adult education representatives served in a variety of capacities on several WIB committees across the state: Performance, Management, Marketing, Business Services, Executive, One-Stop Operations, and Out-of-School Youth.

Adult Education's Involvement on the State Workforce Investment Board:

The Associate State Superintendent of Technical, Adult and Institutional Education represented adult education and literacy on the State Workforce Investment Board. Ongoing dialogue occurs between the State Superintendent of Schools, the Assistant Superintendent of Schools in the Division of Technical, Adult and Institutional Education Services, and the Executive Director of Adult Education and Workforce Development to remain informed and involved in Title II services, programs, capacity, and needs.

Core and Other Services through the Workforce West Virginia Career Centers System:

ABE continued to provide Job Readiness classes for one WIB region as a mandatory pre-requisite for any customer interested in acquiring training vouchers. Successful completers of this class were awarded *Ready to Work* certificates. These certificates require a Level 4 on three ACT WorkKeys® assessments, minimum of 90% attendance, 100% punctuality, minimum of 80% on post-tests for training modules, a mock interview, completed job application, and resume. These completers also obtained the Governor's Career Readiness Certificate awarded to examinees. ABE provides core services either directly onsite at all comprehensive Workforce West Virginia Career Centers or on a referral basis. The core and intensive services delivered by ABE include assessment, basic skills, GED preparation, ESL, computer literacy, job readiness, career exploration, work process skills, and pre-college preparation.

Out-of-school youth programs for 16-18 year old learners are conducted in partnership with Youth Services Systems in the northern part of the state, the Regional Education Service Agency in the central part of the state, and the Fayette County Board of Education/Southern Appalachian Labor School in the southern part of the state. Services for the out-of school youth include academic preparation, counseling, job shadowing, work-based learning, job training and support services.

Title II Funds Used to Support Workforce West Virginia Career Centers Services:

The West Virginia ABE program used Title II funds during 2012-2013 to provide ABE services in comprehensive or satellite Workforce West Virginia Career Center facilities statewide. The contribution and collaboration represents facility rent, staffing and the associated costs related for sponsoring educational programs. While ABE seeks to emphasize the use of public education facilities rather than pay rent, it is not possible in many instances. The ABE unit will only make the financial investments to the WorkForce WV Career Center facilities while the number of students served, student achievements, and the diversity of students served continue to justify the money invested.

Linkages with Postsecondary Educational Institutions:

Community and Technical Colleges continue to provide classroom space, computers and additional services for ABE classes on college campuses. Title II funds were used to cover ABE instructor salaries and supplies at ten Community and Technical College sites.

WorkForce West Virginia

West Virginia's Workplace Education Program closely coordinated with the state's economic development efforts. Through collaboration with Workforce Investment Boards in the state, the Workplace Education Program was able to develop and provide basic workplace training to specific companies/industries in several regions of the state. In addition, ABE is a member of the Interagency Collaborative Team (ICT) comprised of representatives of all mandated partners in WIA. By state legislative action, the ICT is charged with the responsibility of being the primary state level operational team dedicated to advancing the workforce development system in West Virginia. This team meets monthly with the Executive Director of WorkForce West Virginia and his management team to discuss issues and WIA initiatives that concern all partners and continue to learn about and collaborate with partner agencies. These meetings occur January through October each year. Annually, ICT team members review and update their respective agency's section of the state's Memorandum of Understanding (MOU) that outlines the provision of WIA services. The document is signed by each agency's Chief Executive Officer. This MOU is provided to all agencies and the Governor's Office upon obtaining revisions and signatures.

Collaboration with Other Agencies:

In 2012-2013 West Virginia continued to collaborate with other agencies by providing funding, support services, referrals, and assessment as indicated in the chart below.

Collaboration with Other Agencies

AGENCY	ABE Funding	Support Services	Referrals	Testing
WorkForce West Virginia			X	
Business & Industry	X	X		X
Community Colleges	X	X	X	
County Boards of Education	X	X		
Court Systems		X	X	
Department of Health & Human Resources	X	X	X	X
Division of Rehabilitation Services			X	X
Faith Based Community Services	X	X	X	
Governor's Council on Literacy	X	X		
Head Start		X		
Hospitals		X		
Institutional Education	X	X		X
Job Corp				X
Libraries	X	X	X	
Literacy West Virginia	X	X	X	
One-Stop Systems	X	X	X	
Special Education		X	X	
Verizon		X		
Veterans Education		X	X	X
Workforce Investment Boards		X		
WV Adult Education Association		X		
WV Development Office		X		
WV Higher Education Policy Commission		X		
WV Teachers of English to Speakers of Other Languages		X	X	

EL CIVICS FUNDS

West Virginia utilized its EL Civics funds to support local programs for the implementation of curriculum modules developed in previous years.

Six programs were funded to implement EL Civics curriculum modules. Using NRS standards, 255 students were served by these six programs.