Fall
Administrators' Meeting

September 14 – 15, 2017

Arkansas Adult Learning Resource Center

Little Rock, AR

Administrators' Meeting
Day 1

Thursday, September 14, 2017

Welcome

Laura McNeel

State WAGE™ Coordinator

New State Staff & Directors Recognition

Dr. Trenia Miles

Deputy Director

Cherie Conner

North Arkansas College

- B.A. Business Administration Management
- MBA in Human Resource Management from St. Leo University

- Actively involved in the community:
  - Chamber of Commerce Ambassador (receiving the 2017 Ambassador of the Year Award),
  - Boone County Single Parent Scholarship Board Member,
  - Beta Upsilon Sorority- raising money for area needy kids and St. Jude.

Debbie Feagin

Crowley's Ridge Technical Institute/
East Arkansas Community College

- A.A. from East Arkansas Community College
- B.S. from Arkansas State University
- M.B.A. from University of North Alabama
- 34 years in education

- Traveling and spending precious moments with her two granddaughters, ages 4 and 6.
- Resides in Forrest City with her husband and their Shih Tzu, Feisty.

John Kelly

Arkansas Northeastern College

- Undergraduate School of Cosmetology
- B.A., Education-History, Arkansas State University
- Educational Administration degree and a Special Education degree
- Doctoral program, University of Arkansas (currently enrolled)
- Former high school principal

- Selected for the National Endowment for the Humanities workshops
- Received recognition as Outstanding Alumnus from the Arkansas Community College Association (ACC) in 2015, and was accepted into Arkansas Leadership Academy's Master Principal Institute.

Trish Miller

Ozarka College

- B.S. in Education from U of A Fayetteville
- M.S. in Education from Arkansas State University
- 28 years with Ozarka College's Adult Education

- A native of Izard County, Arkansas
- Resides in Melbourne with her husband, Kirk, of 29 years.
- Co-owns a business with her husband

Randy Morris

College of the Ouachitas

- MBA, Franklin University
- 6 years as Outreach Coordinator for the Career Pathways program as the Outreach Coordinator;
- Two years as DOL Project Manager at College of the Ouachitas;
- Two years as Southeast Region Program Advisor for the Arkansas Department of Career Education (*"which at that time became the best region in the state of Arkansas but not anymore"*).

- Enjoys coaching his son's sports teams,
- Making a delicious crockpot cobbler,
- Listening to "tall man" jokes.

Jenna Robbins

ASU Mountain Home

- B.A. in Arkansas State University
- Administrative Specialist, Instructor

- Jenna is a native Arkansan and resides in Viola with her husband, Brad, and son.

Thomas Schlauch III

ASU-Mid South

- GED® graduate, BS in Physics, MA in Teaching
- Former Director of Crittenden County Literacy Council

- After a car accident in his mid-20s, Thomas had to relearn how to walk, talk, and all the academics needed to return to college. After a year of strenuous and constant therapy and practice, he returned to college. Thomas was later inducted into the National Honor Society for Physics.
- Thomas and his wife will soon welcome their first child into the world!

Larry Schleicher

Little Rock School District

- B.S. in Education, Northwest Missouri State University; M.A. in Educational Leadership, Saint Louis University.
- Served in the Army from 1981 - 1993; Principal at Stevens Middle School from 2006 - 2013; Principal of Hall High School from 2013- 2017.
- Major educational and personal achievements include:
  - Guiding Stevens Middle School from a 98.2% below basic to AYP in 2010-11
  - Surviving a head-on car crash
  - He thanks his legs for always supporting him, his arms for always being at his side, and his fingers, because he could always count on them.

Patty Hensen Sullivan

Executive Director, Ozark Literacy Council

- Bachelor's in Communication from Arkansas State University; Master's in English from the University of Louisiana.
- Grant and proposal writer for non-profits; teaching developmental English, ESL, and distance learning.

- Peace Corps volunteer in Rwanda
- Volunteered with the Juvenile Diabetes Research Foundation
- Membership
  - Fayetteville Public Library Foundation board,
  - Rotary Club of Fayetteville,
  - The Arkansas chapter of Grant Professionals Association,
  - Association of Fundraising Professionals.

Attendee Introductions

Laura McNeel

State WAGE™ Coordinator

Leadership Approach to Program Management and Improvement

Lupe Ruvalcaba, *Consultant*

Leadership Approach to Program Management & Improvement

Leadership vs Management

Guadalupe C Ruvalcaba

luperuvalcaba1@gmail.com

Agenda

I. Welcome and Introductions
II. Looking deeper into Leadership and Management
III. What's your Leadership style?
IV. Building a Learning Culture
V. On the road to enhancing Leadership Effectiveness
VI. Planning our "Next Steps"
VII. Final Reflection

Goals

- Define the term leadership and manager
- Differentiate between your role as a manager and a leader
- Identify key characteristics of effective leaders
- Explore the 5 Levels of Leadership
- Analyze your own leadership style
- Apply leadership strategies to impact your program’s continuous improvement

Key Traits Great Leaders

Honest/Integrity
Focus
Passion
Respect
Caring
Compassion
Engagement
Empowering
Flexible
Collaboration
Self-Awareness
Communication
Genuineness
Clarity
Celebration
Confidence
Trustworthy
Open-minded

“Leadership is practiced not so much in words as in attitude and actions.”

My Roles and Responsibilities…

What do you do?

Leading People vs Managing Work

Management consists of controlling a group or a set of entities to accomplish a goal.

Leadership refers to an individual's ability to influence, motivate, and enable others to contribute toward organizational success.

Leadership Definition

1. Leadership is – the ability to convince people to follow a path they have never taken to a place they have never been – and, upon finding it to be successful, to do it over and over again.

2. Leadership is – an influence relationship among leaders and followers who intend real changes that reflect their shared purposes.

3. Leadership is - inspiring others to pursue a common vision with you.

Four Leadership Styles

- **Participative or Democratic –** leaders involve others in goal setting, problem solving, team building, etc., but retains final decision making – encourages staff involvement

- **Authoritarian or Autocratic –** provide clear expectations for what needs to be done, when and how – directive & controlling

- **Laissez-Faire –** groups or individuals are left responsible for decision-making and problem solving - permissive or non-directive

- **Situational –** use various styles for different situations

Leaders must not just see the vision themselves: they must have the ability to get others to see it also.

Wisdom of the Crowd – Building a Learning Culture

Management Principle - You spend majority of your time managing day to day activities instead of being proactive to improve program services.

Leadership Principle – You spend less time managing day to day activities and more time on being proactive in improving program services. By building your staff's capacity and allowing a shared role in program improvement indicatives you gain more buy in from your staff and they take ownership of initiatives.

“People accomplish more together than in isolation; regular, collective dialogue about an agreed upon focus sustains commitment and feeds purpose…”

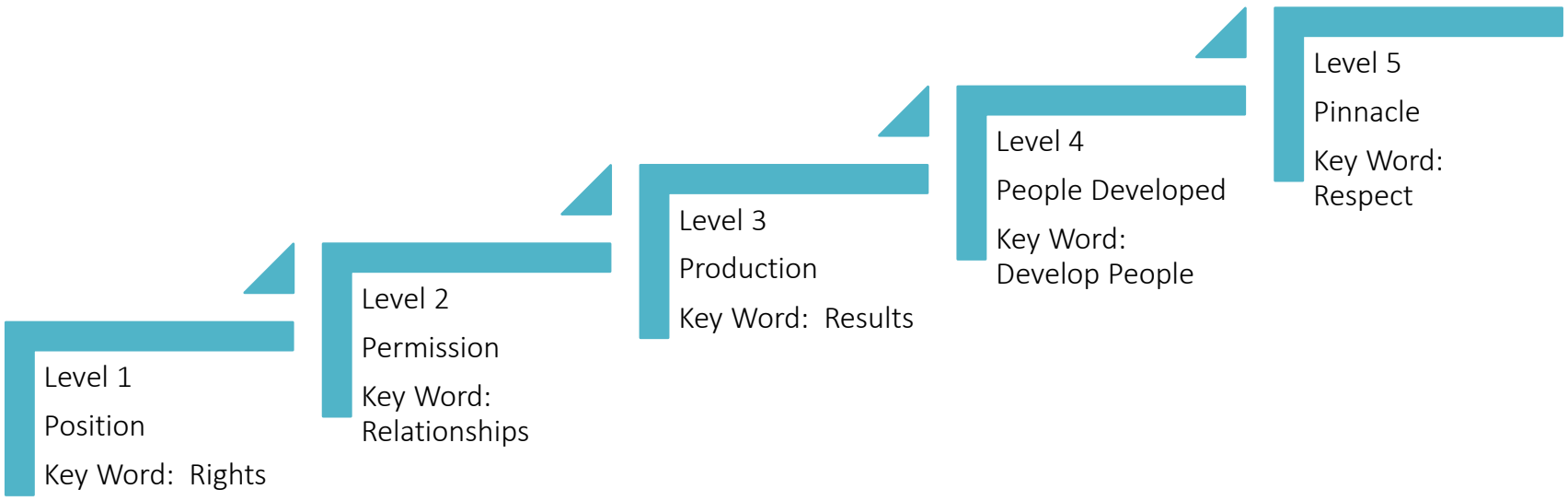
Our Goal

Combine strong, visionary leadership with great management to achieve the best results.

Leadership Formula

1. Create a shared vision or plan along with other staff members
2. Motivate and inspire your team by allowing them the opportunity to use their knowledge, talents, experiences in creating a plan to address the implementation of the vision/plan.
3. Manage the vision/plan along with your team have them create and share the steps to ensure the activity is a success.
4. Coaching the Team to build their capacities as leaders.

The 5 Levels of Leadership



Impact on My Behavior

Change comes from

WITHIN

and everything is on

PURPOSE

My Personal Plan of Action

"It isn't sufficient just to want –you've got to ask yourself what you are going to do to get the things you want."

--Richard Rose

Backward Planning Process

My Plan of Action

Beginning with the
END IN MIND!

Beginning with the End In Mind

- What am I going to try?
- What are my anticipated outcomes? Why am I going to implement?
- How can using this strategy make a difference in my program performance?
- What are some challenges I may face?

All of us perform better and more willingly when we know why we're doing what we have been told or asked to do. WIIFM

Thank you for all you do to assist your staff to positively impact the quality of their student's lives.

TEAMWORK

BREAK

15 minutes

AAAAE Update

Kathleen Dorn,
Adult Education Director
Northwest Technical Institute

Out to
LUNCH!

Bridges Out of Poverty

Monieca West
Federal Program Manager
Arkansas Dept. of Higher Education

15 minutes

Learning Resource Disability Programming

Wendy Bryant
Disability & Online Learning Coordinator
Arkansas Adult Learning Resource Center

Integrated Education and Training

Sarah Yager
Program Coordinator

Integrated Education and Training

Programs will provide *work-relevant instruction* through integrated education and training activities and career pathways.

The purpose of instruction will be education and career advancement.

Refer to 34 CFR §463.34

Integrated Education & Training (IET)

IET Components:
Adult Education & Literacy Activities

Instruction and education services

- in basic academic skills, including those below a postsecondary level and English language acquisition skills, and
- to increase an individual's ability to achieve a secondary school diploma, transition to postsecondary education and training, and obtain employment.

Refer to 34 CFR §463.30

IET Components:
Workplace Preparation Activities

Integrated into the curriculum and taught so as to provide workplace preparation instruction concurrently with adult education & literacy activities.

Must include:

- critical thinking, digital literacy, and self-management skills

IET Components:
Workplace Preparation Activities

Must include cont'd:

- competencies in utilizing resources, using information, working with others, understanding systems, and skills to transition and complete postsecondary education/training, or employment; and

- Career Development Facilitator (CDF) on staff to assist students.

IET Components: **Workforce Training**

May include, but not limited to, the following:

- occupational skills training, including for nontraditional employment;
- on-the-job training;
- incumbent worker training;
- programs combining workplace training with related instruction, including cooperative education programs;

IET Components: **Workforce Training**

May include, but not limited to, the following cont'd:

- training programs operated by the private sector;
- skill upgrading and retraining;
- entrepreneurial training;
- customized training with a commitment by an employer/group of employers to employ individuals upon completion.

IET Components: **Workforce Training**

- Involves a partnership with community/regional organizations.
- Instruction and training is contextualized for specific occupations or occupational clusters.
- Local Workforce Development Boards and One-Stop Centers should be consulted to identify in-demand occupational clusters.

Refer to Section 134(c)(3)(D) of the WIOA Act

IET: Career Pathways Component

A combination of rigorous and high-quality education, training, and other services that:

- aligns with the skill needs of locally in-demand occupations and industries;
- prepares individuals to be successful in any of a full range of educational options, including apprenticeships;
- includes counseling to support individuals in achieving education and career goals;

IET Career Pathways Component

- includes, as appropriate, integrated educational training;
- organizes education, training, and other services to meet the particular needs of individuals that practically accelerates the educational and career advancement;
- enables individuals to attain a secondary school diploma, and at least 1 recognized postsecondary credential; and
- helps an individual enter or advance within a specific occupation or occupational cluster.

RFP IET- Related Questions

- How will the applicant address employability skills that align with local needs?
- How will the applicant transition students to unsubsidized employment? Include partnerships for each county in the service area.
- How will the applicant transition students to postsecondary education and training? Include partnerships for each county in the service area.
- How will the applicant address integrated education and training (IET*) for students? How will career pathways be determined and utilized? Include partnerships for each county in the service area.
- How will the applicant integrate financial literacy into instruction of all students, include topics and subjects included? How often will the applicant measure progress of students' financial literacy?

IET: Tabletop Discussion

At your table, discuss the following questions:

1. *What components are required in an IET?*
2. *What is the purpose or goal of an IET?*
3. *What is your program's current IET status?*

IET: Tabletop Discussion

4. *What are the economic needs in your community/region?*
   a. *What training is needed and/or required to fill those needs?*
   b. *What training program(s) are available in your community/region? (community college, apprenticeships, OJT, technical institutes, etc...)*

IET: Tabletop Discussion

5. *What is your program currently doing that could be part of an IET? What could be developed to be part of an IET?*

5. *Who are the potential partners in your community/region?*
   a. Educational Partners
   b. Business Partners
   c. Training Partners

IET: Tabletop Discussion

7. *What considerations would you include in the planning process?*
   a. *Cost*
   b. *Staff Participation*
   c. *Student Participation*
   d. *Other?*

7. *What are the next steps and timeline for developing and implementing an IET?*

Software Update

Rob Pollan

IT Specialist

Arkansas Adult Learning Resource Center

SNAP E&T Update

Todd Hunter
Program Advisor - Central Region

SNAP E&T Update

Phase I:

The following counties will be served beginning October 1, 2017—

Program	County
Russellville School District	Pope & Yell
South Arkansas Community College	Union
Southern Arkansas University-Tech.	Columbia & Ouachita
UA- Hope & Texarkana	Hempstead, Miller, Lafayette & Nevada
UA Monticello at McGehee	Ashley, Chicot, Drew & Desha
UA Community College at Morrilton	Faulkner

SNAP E&T Update

Phase II:

The following counties will be served beginning January 1, 2018—

Program	County
Arkansas State University Beebe	Cleburne, White & Woodruff
College of the Ouachitas	Clark, Hot Spring & Grant
UA Community College at Morrilton	Conway, Van Buren & Perry

QUESTIONS?

Day 1

Administrators' Meeting

Day 2

September 15, 2017

GED® Update

Dianne Doyle

High School Equivalency Administrator

GED® Testing:
Ten Tips for Test Takers

TIP 1

Use data to tell the story and assess areas of strength and of need.

Building Test-Taker Confidence

- Test-taker Pass Rate
  - Battery pass rate
  - Content area pass rate
- College Ready and College Ready +Credit
  - % per content area nationally and statewide
- GEDPrep Connect™ participation
- GEDWorks™ participation

GED® Performance Levels

BEFORE

170 — GED® with Honors

150 — Pass / High School Equivalency

NOW

175 — GED® College Ready + Credit

165 — GED® College Ready

145 — Pass / High School Equivalency

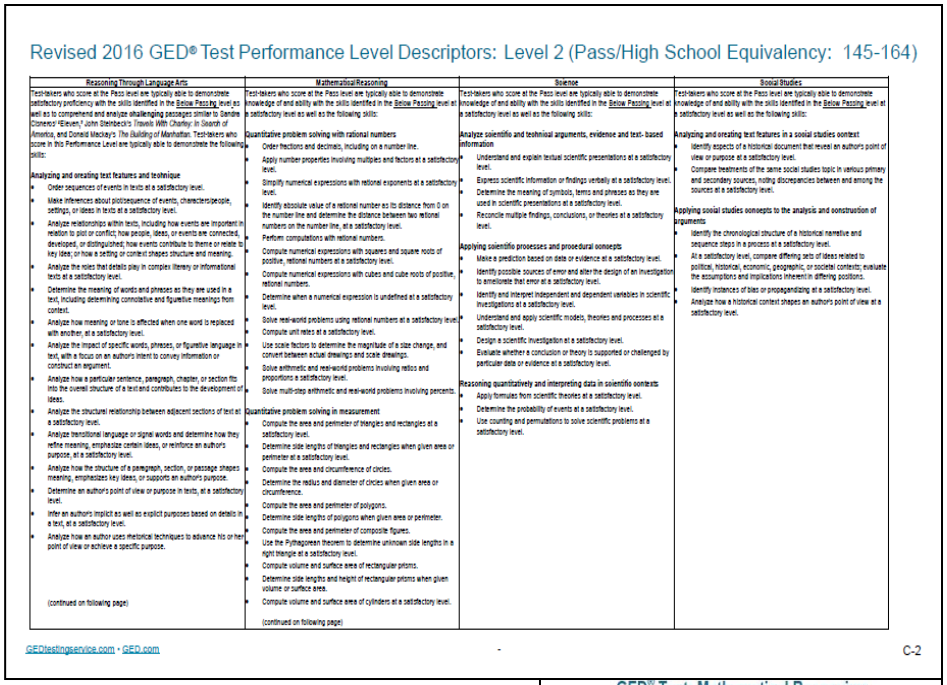
Based on extensive analysis, the new score levels best represent the **full range** of abilities of today's high school graduates.

Performance Level Implementation

- CO C.C. system utilizes both CR and CR + Credit
- Virginia, Georgia C.C., and Rhode Island C.C. use the CR recommendations, as does a number of Oregon colleges
- Kansas and Connecticut systems (including four-year institutions) are currently preparing to implement CR
- Several other state systems are currently in evaluation (IL, TX, etc.)
- Colleges not governed by a system have implemented CR or CR + Credit (e.g. community colleges in KS, Kent State University, colleges in NJ)

TIP 2

PLDs – Stuff to Teach!



Revised 2016 GED® Test Performance Level Descriptors: Level 2 (Pass/High School Equivalency: 145-164)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
Test-takers who score at the Pass level are typically able to demonstrate satisfactory proficiency with the skills identified in the Below Passing level as well as to comprehend and analyze challenging passages similar to Sandra Cisneros' "Eleven," John Steinbeck's *Travels With Charley: In Search of America*, and Donald Mackay's *The Building of Manhattan*. Test-takers who score in this Performance Level are typically able to demonstrate the following skills: **Analyzing and creating text features and technique** • Order sequences of events in texts at a satisfactory level. • Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a satisfactory level. • Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key idea; or how a setting or context shapes structure and meaning. • Analyze the roles that details play in complex literary or informational texts at a satisfactory level. • Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context. • Analyze how meaning or tone is affected when one word is replaced with another, at a satisfactory level. • Analyze the impact of specific words, phrases, or figurative language in a text, with a focus on an author's intent to convey information or construct an argument. • Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas. • Analyze the structural relationship between adjacent sections of text at a satisfactory level. • Analyze transitional language or signal words and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose, at a satisfactory level. • Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose. • Determine an author's point of view or purpose in texts, at a satisfactory level. • Infer an author's implicit as well as explicit purposes based on details in a text, at a satisfactory level. • Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose. (continued on following page)	Test-takers who score at the Pass level are typically able to demonstrate knowledge of and ability with the skills identified in the Below Passing level at a satisfactory level as well as the following skills: **Quantitative problem solving with rational numbers** • Order fractions and decimals, including on a number line. • Apply number properties involving multiples and factors at a satisfactory level. • Simplify numerical expressions with rational exponents at a satisfactory level. • Identify absolute value of a rational number as its distance from 0 on the number line and determine the distance between two rational numbers on the number line, at a satisfactory level. • Perform computations with rational numbers. • Compute numerical expressions with squares and square roots of positive, rational numbers at a satisfactory level. • Compute numerical expressions with cubes and cube roots of positive, rational numbers. • Determine when a numerical expression is undefined at a satisfactory level. • Solve real-world problems using rational numbers at a satisfactory level. • Compute unit rates at a satisfactory level. • Use scale factors to determine the magnitude of a size change, and convert between actual drawings and scale drawings. • Solve arithmetic and real-world problems involving ratios and proportions a satisfactory level. • Solve multi-step arithmetic and real-world problems involving percents. **Quantitative problem solving in measurement** • Compute the area and perimeter of triangles and rectangles at a satisfactory level. • Determine side lengths of triangles and rectangles when given area or perimeter at a satisfactory level. • Compute the area and circumference of circles. • Determine the radius and diameter of circles when given area or circumference. • Compute the area and perimeter of polygons. • Determine side lengths of polygons when given area or perimeter. • Compute the area and perimeter of composite figures. • Use the Pythagorean theorem to determine unknown side lengths in a right triangle at a satisfactory level. • Compute volume and surface area of rectangular prisms. • Determine side lengths and height of rectangular prisms when given volume or surface area. • Compute volume and surface area of cylinders at a satisfactory level. (continued on following page)	Test-takers who score at the Pass level are typically able to demonstrate knowledge of and ability with the skills identified in the Below Passing level at a satisfactory level as well as the following skills: **Analyze scientific and technical arguments, evidence and text- based information** • Understand and explain textual scientific presentations at a satisfactory level. • Express scientific information or findings verbally at a satisfactory level. • Determine the meaning of symbols, terms and phrases as they are used in scientific presentations at a satisfactory level. • Reconcile multiple findings, conclusions, or theories at a satisfactory level. **Applying scientific processes and procedural concepts** • Make a prediction based on data or evidence at a satisfactory level. • Identify possible sources of error and alter the design of an investigation to ameliorate that error at a satisfactory level. • Identify and interpret independent and dependent variables in scientific investigations at a satisfactory level. • Understand and apply scientific models, theories and processes at a satisfactory level. • Design a scientific investigation at a satisfactory level. • Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence at a satisfactory level. **Reasoning quantitatively and interpreting data in scientific contexts** • Apply formulas from scientific theories at a satisfactory level. • Determine the probability of events at a satisfactory level. • Use counting and permutations to solve scientific problems at a satisfactory level.	Test-takers who score at the Pass level are typically able to demonstrate knowledge of and ability with the skills identified in the Below Passing level at a satisfactory level as well as the following skills: **Analyzing and creating text features in a social studies context** • Identify aspects of a historical document that reveal an author's point of view or purpose at a satisfactory level. • Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources at a satisfactory level. **Applying social studies concepts to the analysis and construction of arguments** • Identify the chronological structure of a historical narrative and sequence steps in a process at a satisfactory level. • At a satisfactory level, compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions. • Identify instances of bias or propagandizing at a satisfactory level. • Analyze how a historical context shapes an author's point of view at a satisfactory level.

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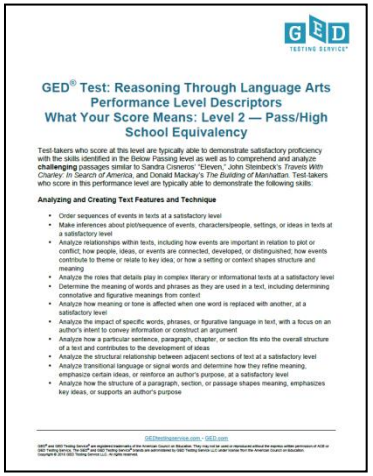

GED® Test: Reasoning Through Language Arts Performance Level Descriptors
What Your Score Means: Level 2 — Pass/High School Equivalency

Test-takers who score at this level are typically able to demonstrate satisfactory proficiency with the skills identified in the Below Passing level as well as to comprehend and analyze **challenging** passages similar to Sandra Cisneros' "Eleven," John Steinbeck's *Travels With Charley: In Search of America*, and Donald Mackay's *The Building of Manhattan*. Test-takers who score in this performance level are typically able to demonstrate the following skills:

Analyzing and Creating Text Features and Technique

- Order sequences of events in texts at a satisfactory level
- Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a satisfactory level
- Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key idea; or how a setting or context shapes structure and meaning
- Analyze the roles that details play in complex literary or informational texts at a satisfactory level
- Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context
- Analyze how meaning or tone is affected when one word is replaced with another, at a satisfactory level
- Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas
- Analyze the structural relationship between adjacent sections of text at a satisfactory level
- Analyze transitional language or signal words and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose, at a satisfactory level
- Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose

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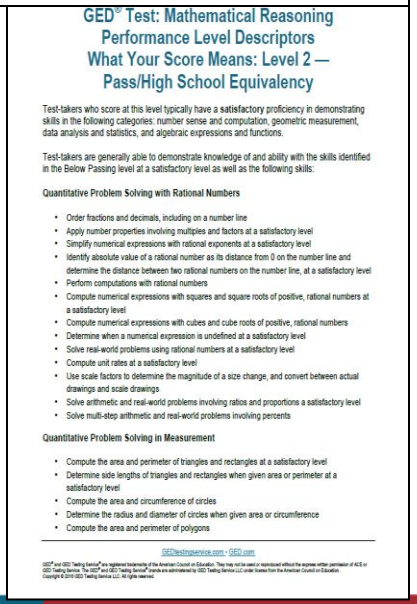

GED® Test: Mathematical Reasoning
Performance Level Descriptors
What Your Score Means: Level 2 — Pass/High School Equivalency

Test-takers who score at this level typically have a **satisfactory** proficiency in demonstrating skills in the following categories: number sense and computation, geometric measurement, data analysis and statistics, and algebraic expressions and functions.

Test-takers are generally able to demonstrate knowledge of and ability with the skills identified in the Below Passing level at a satisfactory level as well as the following skills:

Quantitative Problem Solving with Rational Numbers

- Order fractions and decimals, including on a number line
- Apply number properties involving multiples and factors at a satisfactory level
- Simplify numerical expressions with rational exponents at a satisfactory level
- Identify absolute value of a rational number as its distance from 0 on the number line and determine the distance between two rational numbers on the number line, at a satisfactory level
- Perform computations with rational numbers
- Compute numerical expressions with squares and square roots of positive, rational numbers at a satisfactory level
- Compute numerical expressions with cubes and cube roots of positive, rational numbers
- Determine when a numerical expression is undefined at a satisfactory level
- Solve real-world problems using rational numbers at a satisfactory level
- Compute unit rates at a satisfactory level
- Use scale factors to determine the magnitude of a size change, and convert between actual drawings and scale drawings
- Solve arithmetic and real-world problems involving ratios and proportions a satisfactory level
- Solve multi-step arithmetic and real-world problems involving percents

Quantitative Problem Solving in Measurement

- Compute the area and perimeter of triangles and rectangles at a satisfactory level
- Determine side lengths of triangles and rectangles when given area or perimeter at a satisfactory level
- Compute the area and circumference of circles
- Determine the radius and diameter of circles when given area or circumference
- Compute the area and perimeter of polygons

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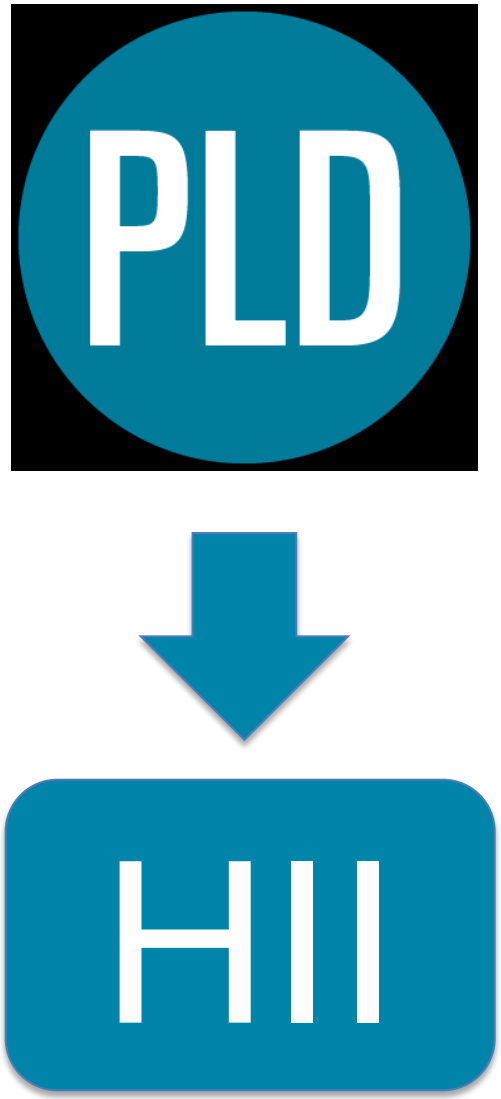
TIP 3



From PLDs to HIIs to Relationships

Performance Level Implementation

- High Impact Indicators
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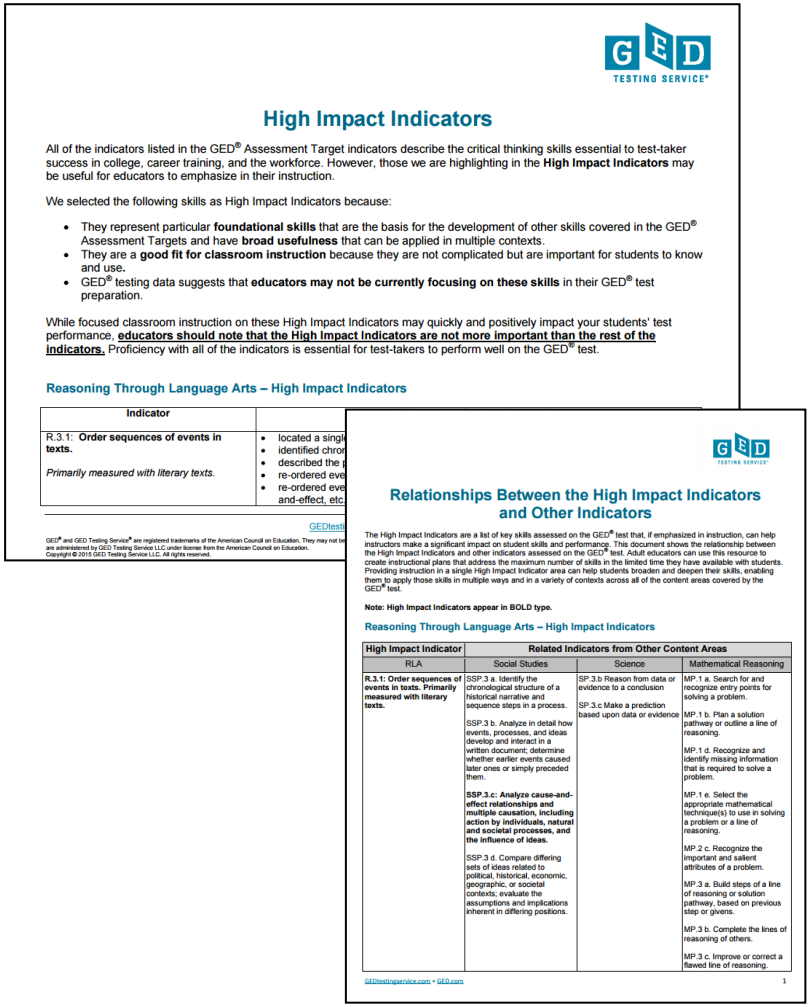
- Relationships Between the High Impact Indicators and Other Indicators
  https://www.gedtestingservice.com/uploads/files/10e886ff3d5a3931ef5581367f4cfd15.pd



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High Impact Indicators

All of the indicators listed in the GED® Assessment Target indicators describe the critical thinking skills essential to test-taker success in college, career training, and the workforce. However, those we are highlighting in the **High Impact Indicators** may be useful for educators to emphasize in their instruction.

We selected the following skills as High Impact Indicators because:

- They represent particular **foundational skills** that are the basis for the development of other skills covered in the GED® Assessment Targets and have **broad usefulness** that can be applied in multiple contexts.
- They are a **good fit for classroom instruction** because they are not complicated but are important for students to know and use.
- GED® testing data suggests that **educators may not be currently focusing on these skills** in their GED® test preparation.

While focused classroom instruction on these High Impact Indicators may quickly and positively impact your students' test performance, **educators should note that the High Impact Indicators are not more important than the rest of the indicators.** Proficiency with all of the indicators is essential for test-takers to perform well on the GED® test.

Reasoning Through Language Arts – High Impact Indicators

Indicator	
R.3.1: **Order sequences of events in texts.** *Primarily measured with literary texts.*	• located a sing • identified chro • described the • re-ordered eve • re-ordered eve and-effect, etc

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Relationships Between the High Impact Indicators and Other Indicators

The High Impact Indicators are a list of key skills assessed on the GED® test that, if emphasized in instruction, can help instructors make a significant impact on student skills and performance. This document shows the relationship between the High Impact Indicators and other indicators assessed on the GED® test. Adult educators can use this resource to create instructional plans that address the maximum number of skills in the limited time they have available with students. Providing instruction in a single High Impact Indicator area can help students broaden and deepen their skills, enabling them to apply those skills in multiple ways and in a variety of contexts across all of the content areas covered by the GED® test.

Note: High Impact Indicators appear in BOLD type.

Reasoning Through Language Arts – High Impact Indicators

High Impact Indicator	Related Indicators from Other Content Areas		
RLA	Social Studies	Science	Mathematical Reasoning
R.3.1: Order sequences of events in texts. Primarily measured with literary texts.	SSP.3 a. Identify the chronological structure of a historical narrative and sequence steps in a process. SSP.3 b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them. **SSP.3.c: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.** SSP.3 d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.	SP.3.b Reason from data or evidence to a conclusion SP.3.c Make a prediction based upon data or evidence	MP.1 a. Search for and recognize entry points for solving a problem. MP.1 b. Plan a solution pathway or outline a line of reasoning. MP.1 d. Recognize and identify missing information that is required to solve a problem. MP.1 e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning. MP.2 c. Recognize the important and salient attributes of a problem. MP.3 a. Build steps of a line of reasoning or solution pathway, based on previous step or givens. MP.3 b. Complete the lines of reasoning of others. MP.3 c. Improve or correct a flawed line of reasoning.

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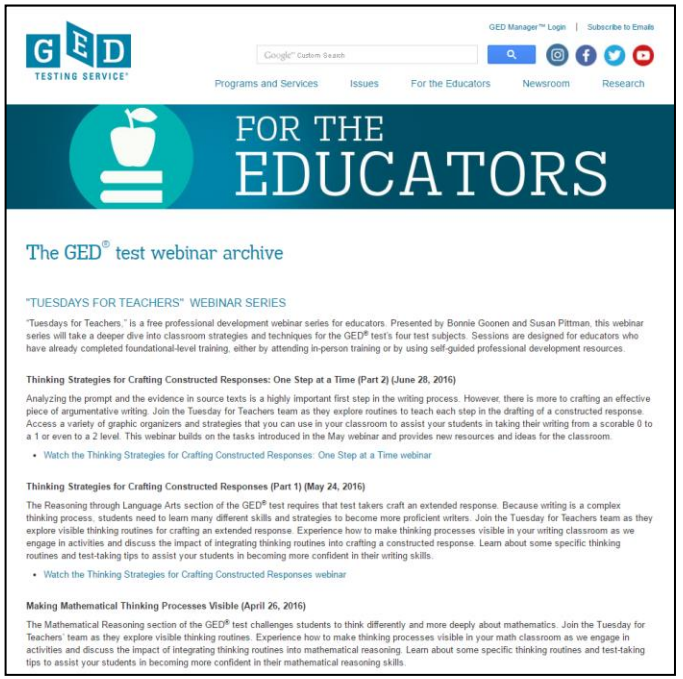
TIP 4
Make Your
Thinking Processes
Visible

Where to Find More on MTPV

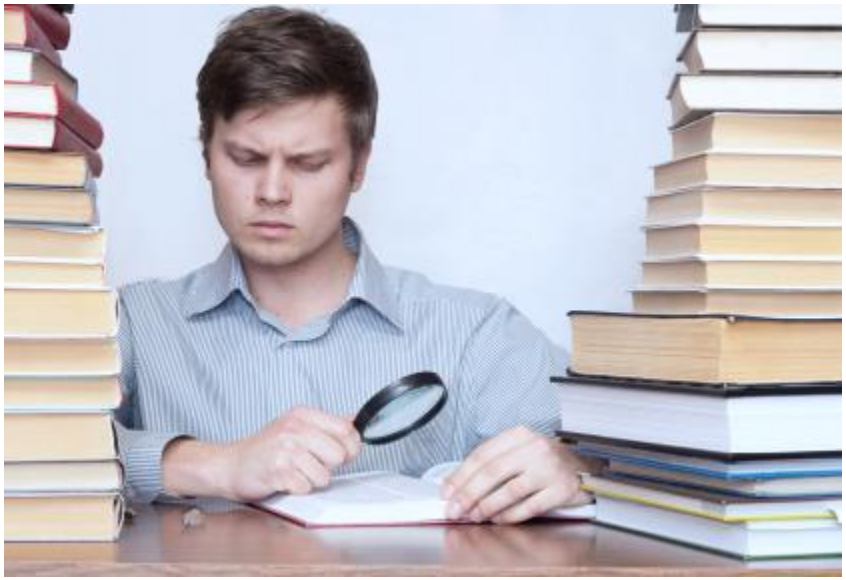
1. Go to the GEDTS Webinar Archive - http://www.gedtestingservice.com/educators/exploring-the-2014-ged-test-webinar-archive
2. Click **Making Math Thinking Processes Visible**
3. Click **Thinking Strategies for Crafting Constructed Responses (Parts 1 and 2)**
4. Access PowerPoints and Guides



TIP 5

It’s All About Evidence,

but first . . .



Where to Access More Strategies on Analyzing and Evaluating Evidence

Tuesdays for Teachers

- Thinking Strategies for Crafting Constructed Responses (Part 1) (May 24, 2016)

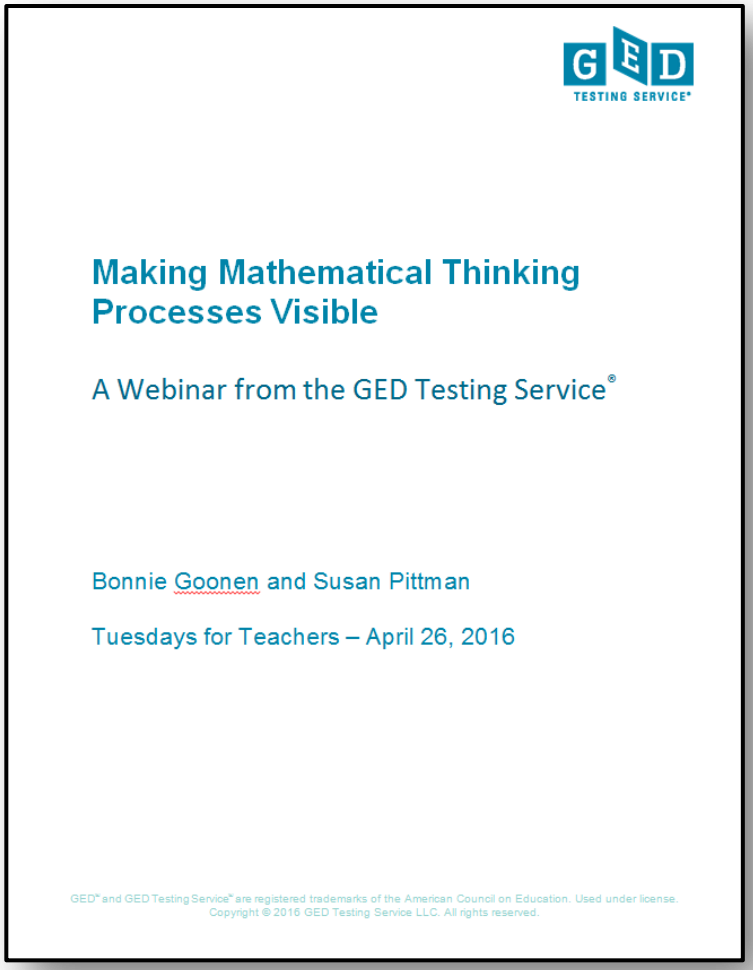
  http://www.gedtestingservice.com/educators/thinkingstrategiesforconstructedresponsepart1
- Thinking Strategies for Crafting Constructed Responses: One Step at a Time - Part 2 (June 2016)

  http://www.gedtestingservice.com/educators/thinkingstrategiesconstructedresponsepart2

TIP 6
Performance Level Implementation

Teach students how to mathematically reason and use different heuristics to solve problems

Where to Access More Information on Problem Solving



Making Mathematical Thinking Processes Visible (Tuesdays for Teachers - April 26, 2016)
http://www.gedtestingservice.com/educators/makingmaththinkingvisible
Heuristics
Graphic Organizers
Websites
More . . .

TIP 7

Teach Close Reading Strategies

Where to Access More Strategies on Close Reading

Tuesdays for Teachers

- Close Reading: A Key to Teaching Constructed Response (May 26, 2015)

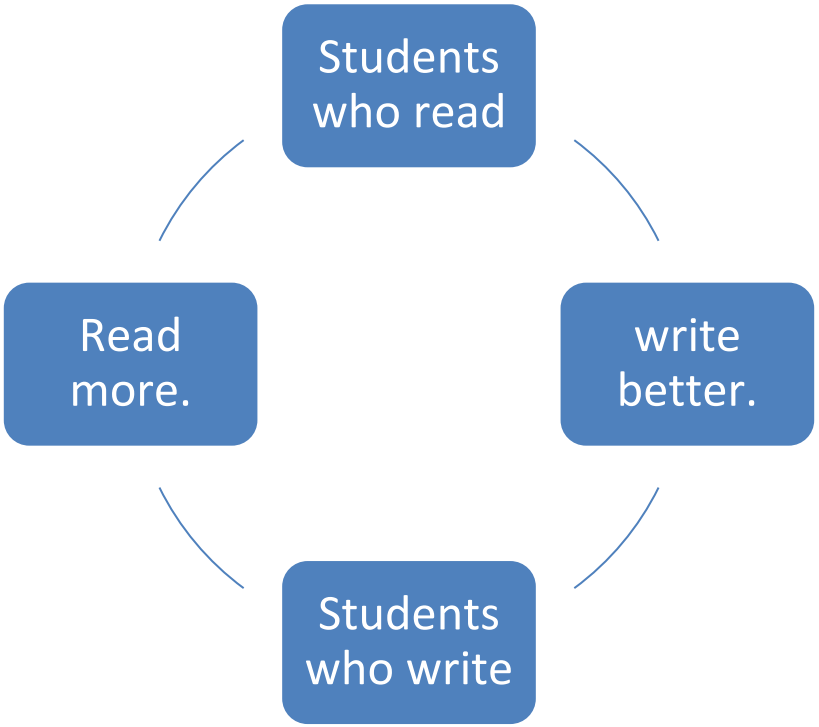
  http://www.gedtestingservice.com/educators/exploring-the-2014-ged-test-webinar-archive
- Mathematical Reasoning (March 24-26, 2015)

  http://www.gedtestingservice.com/ educators/tftwebinar-mathematical_reasoning

Tip 8

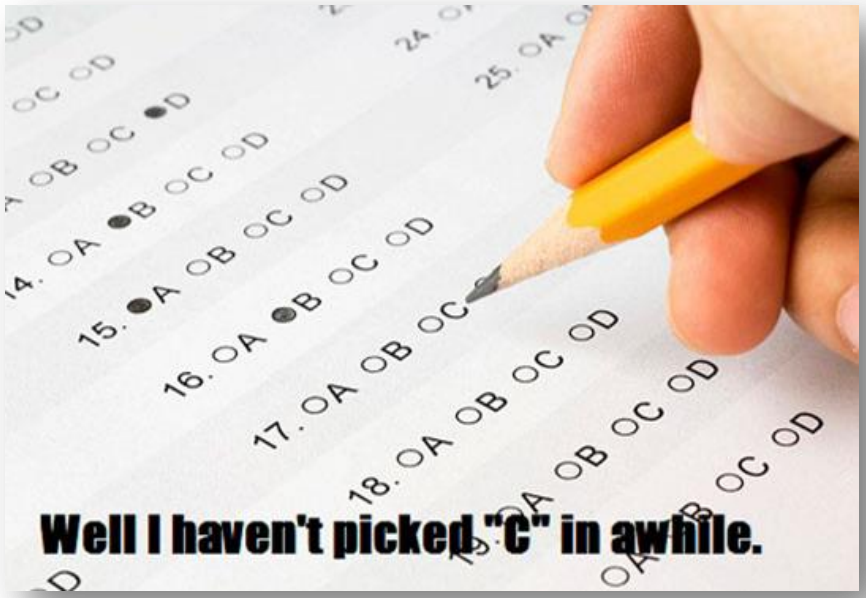
Incorporate reading and writing into every classroom, every day

Link Between Reading and Writing



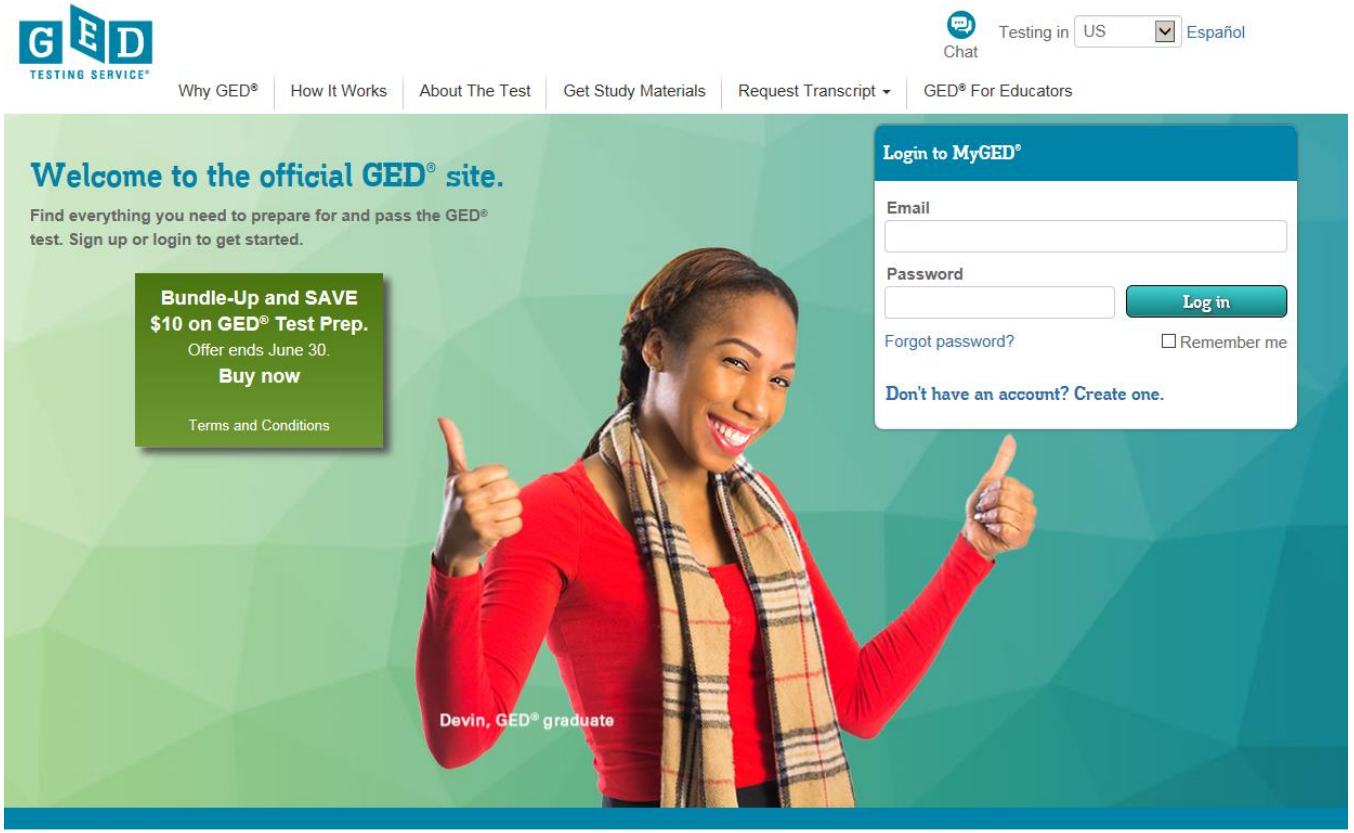
Reading strategies should lead to writing. Writing strategies should encourage further reading.

TIP 9



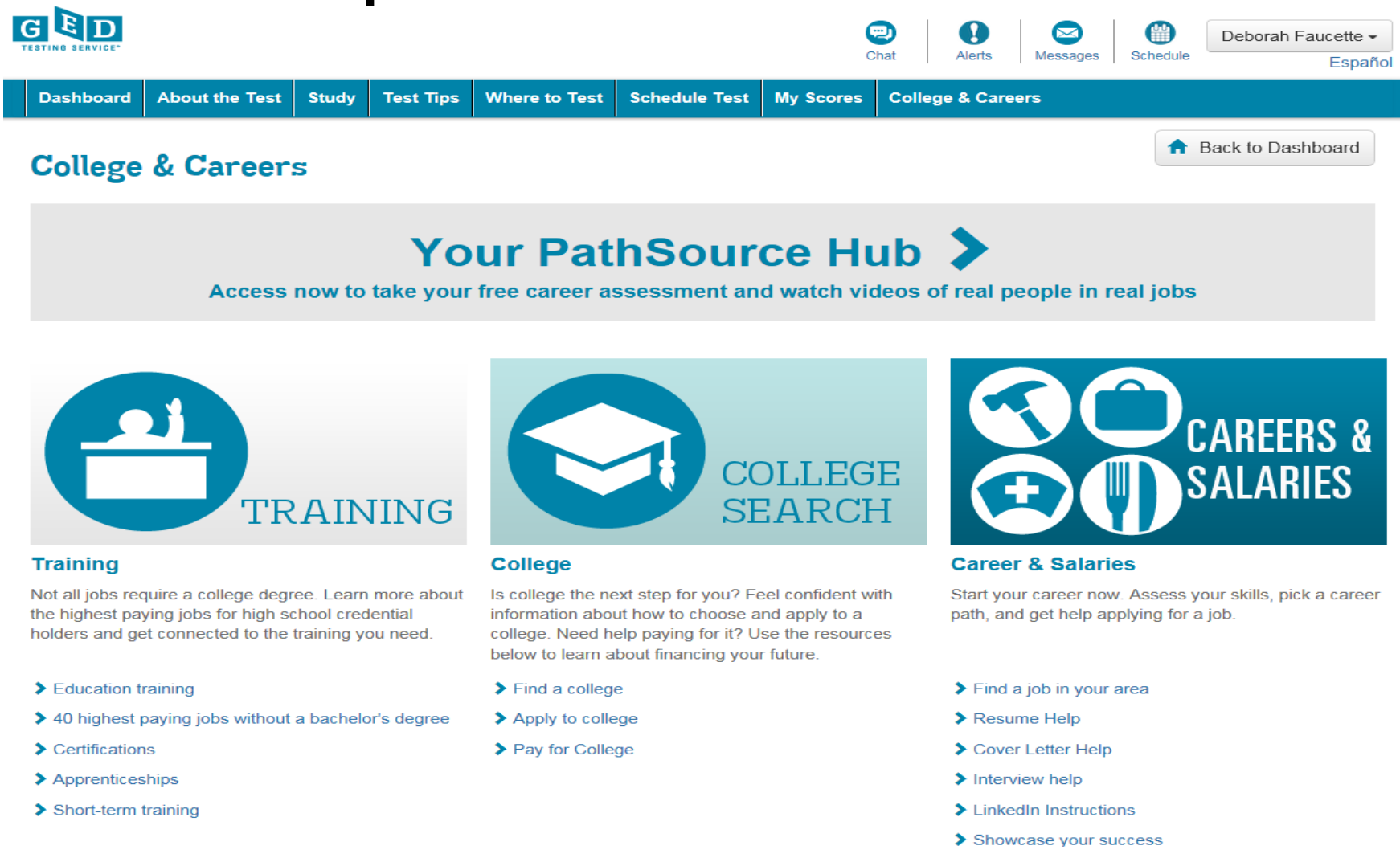
Share test taking strategies and tips with students

Set up their account with GED.com



We're glad you're here!

Explore the Dashboard



Pre-Test Preparation

- Practice, Practice, Practice
  - Test-taking is not a natural part of their everyday routine, so a “refresher” is needed

- There should be no “surprises” when they test in each content area Practice, Practice, Practice
  - Test-taking is not a natural part of their everyday routine, so a “refresher” is needed

Use Free Resources at http://gedtestingservice.com/educators/tutorials

TUTORIALS FOR THE 2014 GED® TEST (ALL UNITED STATES TEST-TAKERS)

The following tutorials are designed to walk you through the registration and scheduling process for the 2014 GED® test. Then you can view a tutorial that gives you an inside look at the GED® test on computer.

Now that you've scheduled a test, learn more about the GED® test on computer and see what a real version of the test will look like. This tutorial will help you learn how to answer test questions on a computer. Click through the tutorial and prepare for your GED® test on computer.

Practice for the Test on Your Own Computer

- 2014 Computer-Based Test Tutorial (View Online Now)
  - (Download and View Later) Click here to download Adobe AIR.
- 2014 Computer-Based Test Tutorial in Spanish (View Online Now)
  - (Download and View Later) Click here to download Adobe AIR.

Standalone Calculator Tutorial

- 2014 Standalone Calculator Tutorial (View Online Now)
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  - (Download and View Later) Click here to download Adobe AIR.

Test Day Resources

- Free Practice Test
  - Become familiar with the “look and feel” of test items
- GED Ready®
  - ½ length practice test
  - Valuable feedback for test preparation

Test Taking Tips

- Time Management

Content Area	Time	Number Sections
RLA	150 minutes	3
Math	115 minutes	2
Social Studies	70 minutes	1
Science	90 minutes	1

- Test item arrangement includes random placement
  - items and
  - item difficulty
- Familiarity with Technology-enhanced item types

Test-Taking Tips Across Content Areas

- Read the questions first and identify helpful hints
- Predict an answer BEFORE you look at the answer choices
- Use annotation tools
- Answer every question, but start with those that are familiar to you

Test-Taking Tips Across Content Areas

Remember…

- The GED® test assesses different levels of skills.
- Some questions will be more difficult, so flag those questions so that you are not taking too much time trying to “figure them out.”
- Students are not penalized for incorrect answers, so select an answer for each question

Test-Taking Tips For Math

- Tackle problems in three waves
  - Do problems that are easily and quickly completed
  - Go back to problems that will take a little longer
  - Save the most challenging problems for last
- Use close reading skills to determine what the word problems is asking
- Take advantage of the erasable whiteboards
- Check answers carefully

Test-Taking Tips for Social Studies

- Remind students to read closely and carefully, especially primary sources
- Examine graphics closely
- Use calculator for data and statistics items

Test-Taking Tips for RLA CR

- **Always** complete the constructed response! (You cannot use the 45 minutes provided for any other part of the test.)
- Closely read the prompt and source texts, analyzing and evaluating the evidence before determining your claim.
- Use the writing routines to draft an effective response.
- Practice using the highlighting tool and the erasable note boards for planning.
- Plan your time
  - Use the entire 45 minutes to write your response
  - Spend 10-15 minutes for reading and planning
  - Save 4-5 minutes to proofread your response

Test-Taking Tips for Science SA

- Provide students with opportunities to read science-based materials
- Focus on the prompt and what students are being asked to do
- Help students understand the scientific method
- Save the short answer items for last so they can focus on them more closely

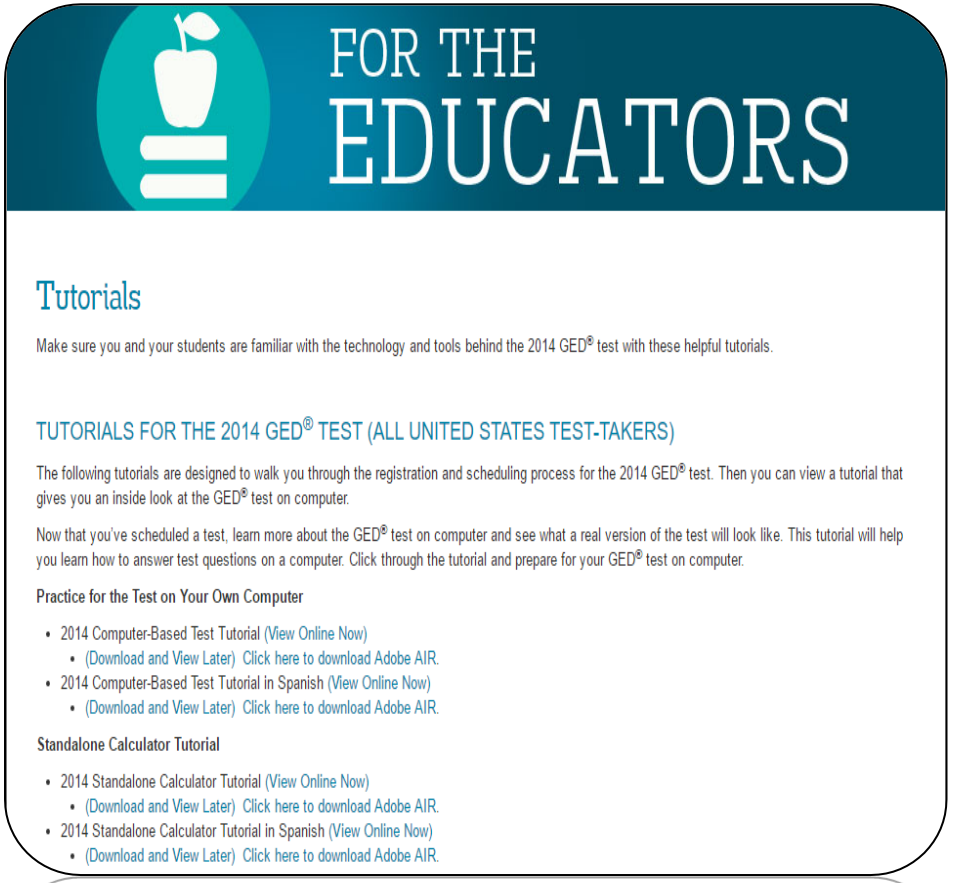
Post-test Tips

- For successful test-takers
  - Review Score Report

- For those who will need to re-take the test
  - Review the Score Report
  - Share the Score Report with Adult Educators

Tutorials

- Ensures no surprises on test day
- Opportunity to practice and build skills
- Familiarity can lead to better performance



FOR THE EDUCATORS

Tutorials

Make sure you and your students are familiar with the technology and tools behind the 2014 GED® test with these helpful tutorials.

TUTORIALS FOR THE 2014 GED® TEST (ALL UNITED STATES TEST-TAKERS)

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TIP 10

- Stay Current - Sign up for *InSession,* be the “first” to know

which
which ?
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FAQ
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how

Source

Communications@GEDTestingService.com

AACAE Update

Regina Olson

Adult Education Director

Arkansas Tech University-Ozark

Adult Ed Advisory Council Update

Bill Ritter
Adult Education Director
National Park College

NRS Update

Bridget Criner
Associate Director

Updates in WIOA Accountability

Effective July 1, 2017

Objectives

- Review key terms and definitions.
- Provide updates and clarifications to performance reporting requirements.
- Understand current Federal Tables 4 and 5.

Periods of Participation and Assessments

Period of Participation (PoP)

- The period of time an individual receives services from an adult education provider (must include a minimum of 12 contact hours).
  - A PoP begins on the first date of services provided.
  - A PoP ends when an individual has not received or has no scheduled services for 90 days.
  - Determination cannot be made until 90 days have passed.
  - The end date of a PoP is the last date of service.

Period of Participation (PoP)

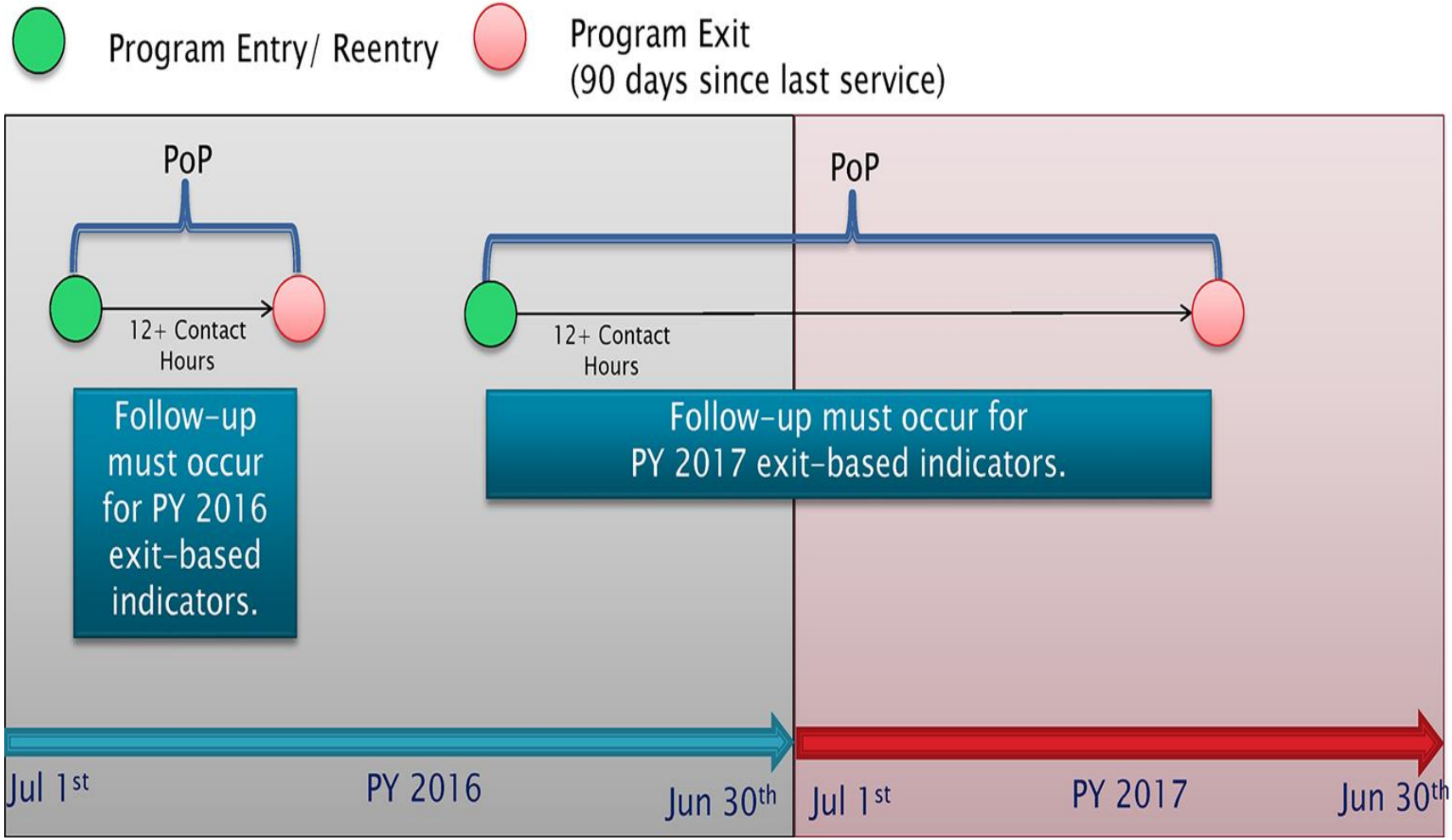
- A second/third PoP begins when an an individual receives at least 12 hours of services from an adult education provider after the previous PoP ended.
- A PoP does not end when a program year ends.

Updates and Clarifications

PoPs and Assessments:

- Review procedures.
- Carry over across PoPs and program years.
- Implications regarding PoPs.
- Pretests and posttest gains.

PoP: Follow-Up Indicators Example



PoP: Participant Status

1. An individual becomes a participant once s/he has attained 12 hours of instruction within a period of participation (PoP).

2. Participant status is retained until an exit occurs (90 days or no scheduled services).

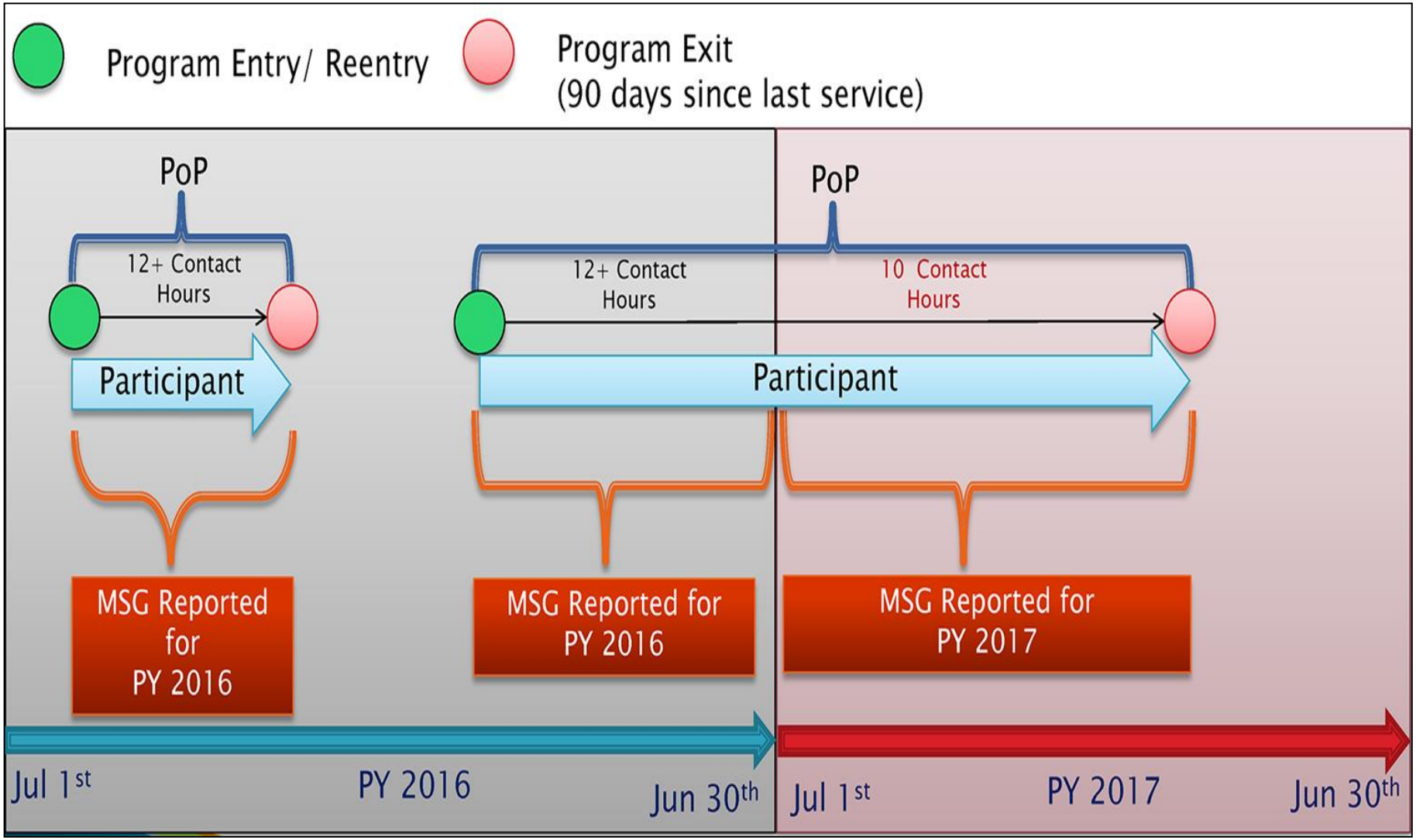
3. Individuals must achieve participant status(12 hours) each time a new PoP begins.

PoP: Participant Status (cont'd)

4. Participants who remain continuously enrolled across multiple program years **do not need to re-qualify** as a participant in new program years (Rollover Students).

5. Measurable Skill Gain (MSG) is reported at least once for every participant per program year.

PoP: MSG Indicator Example



Update: Reporting MSG in a Prior PoP

To avoid PoPs impacting proper assessment practices, clarifications have been made.

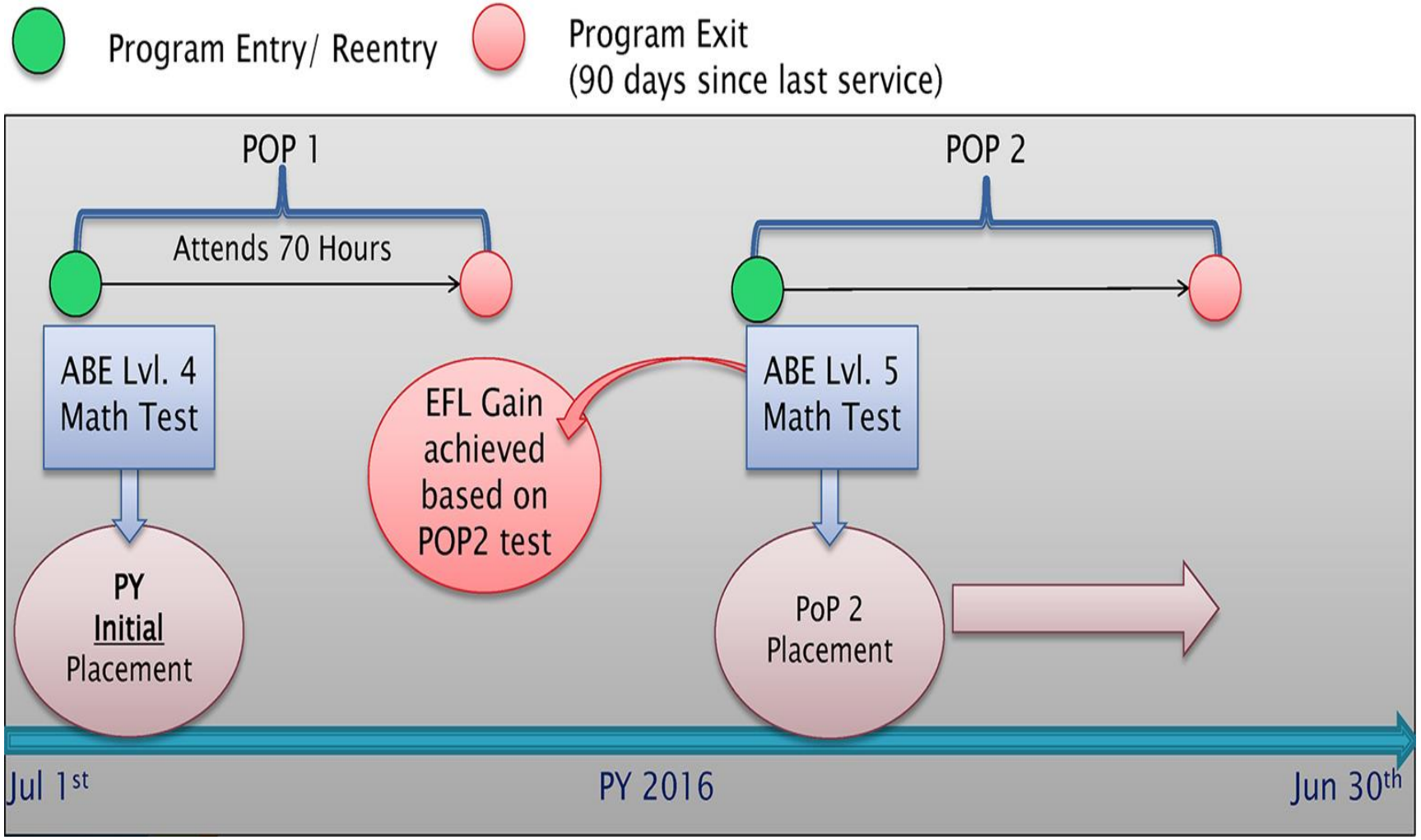
- Educational Functioning Level (EFL) placement may be carried over from a previous PoP, if the assessment is *within the same program year.*

- EFL gain via post-testing may be achieved in a PoP based on post-testing in a subsequent PoP, assuming the assessment is valid.

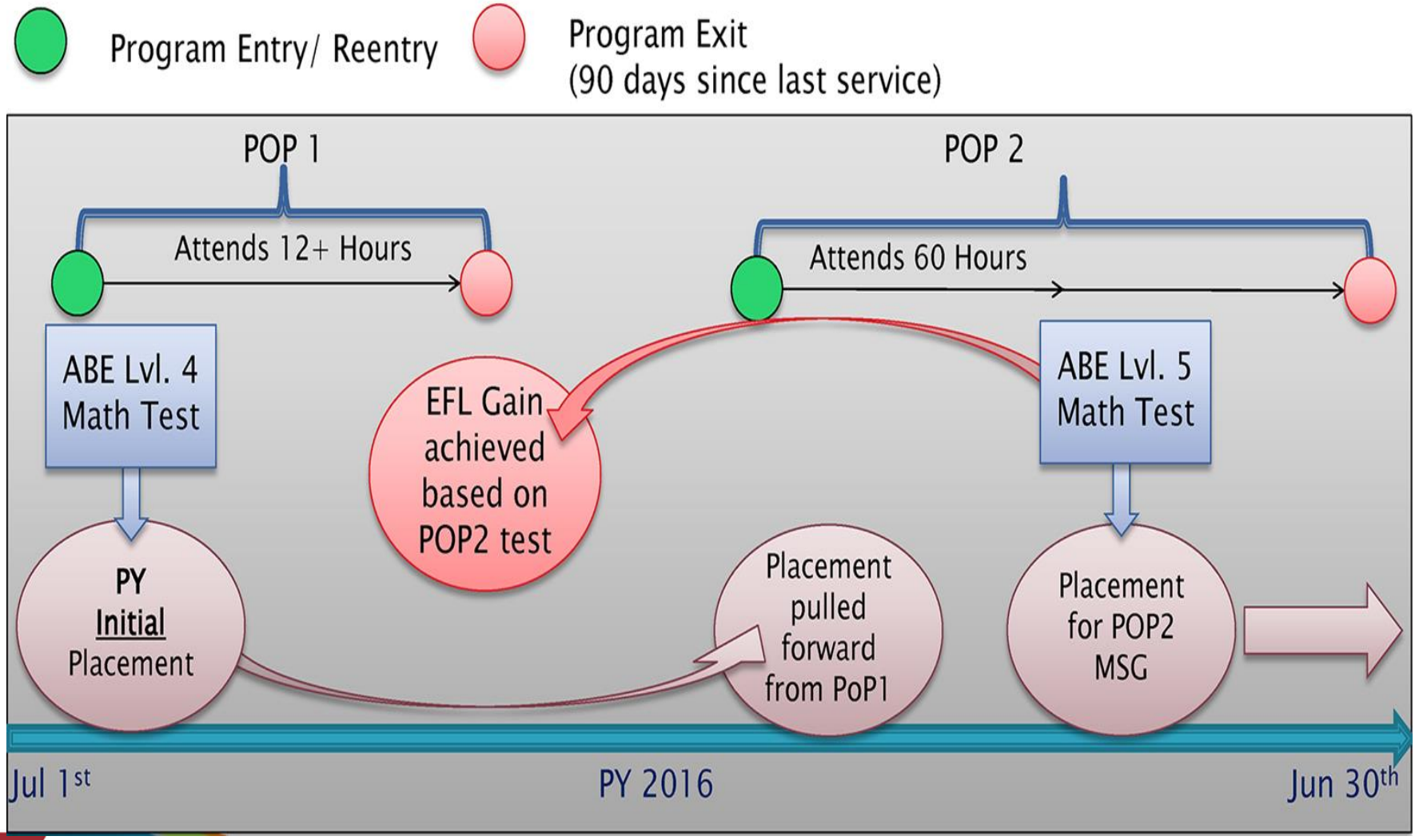
Reporting MSG in Prior PoP: Requirements

- In order to apply MSG across PoPs via pre-/post-testing:
  - The participant must have sufficient hours to posttest according to state policy and test guidelines from either PoP1 or combined PoP1+PoP2.
  - The PoPs must be in the same program year.
    - MSG cannot be retroactively applied to a prior program year.

Reporting MSG in a Prior PoP Scenario 1



Reporting MSG in a Prior PoP Scenario 2



ASSESSMENT:
PLACEMENT AND EFL GAIN

Assessment and EFL

- Initial placement for the program year is set using the lowest subject area of pre-tests given.
- All participant data reported on NRS Table 4 will be reported on the row of the initial placement for a given **Program Year.**
  - Only columns I and J will be updated on NRS Table 4 for PoPs 2+.
  - Column C has total attendance hours for **all** PoPs.

2016-17 Performance

- 16,372 Participants
- 43% made a MSG (Table 4 Average)
  - Met Benchmarks in ABE Level 4 & 5 only
- 183 students (1%) had more than 1 PoP
  - 68 students made a gain in their 1st PoP
  - 65 students made a MSG in their 2nd PoP

Assessment:

Changing How EFL Gains Can Be Made

Under WIA

EFL gain was measured with a posttest in the subject area in which the participant was initially placed.

Under WIOA

Measurable Skill Gain via EFL gain may be measured with a posttest in **any** subject area in which a participant was pre-tested.

Assessment and EFL Gain: Example

Initial Placement

Jim enrolls and pretests at the ABE Level 4 in Math and ABE Level 5 in Reading and Language.

MSG

Jim posttests and does not make gain in Math. However, Jim does make a gain in Reading to Level 6. Although Reading was not the subject area for initial placement, Jim is still credited with a MSG.

Reporting Gain on NRS Table 4:

Jim's Example

Since Jim was initially placed at ABE Level 4 based on his Math pre-test score, all of his data would be reported on the ABE Level 4 row for NRS Table 4.

- Assume Jim took a post-test, made an EFL gain, and exited the program. (PoP1)
- Assume Jim returned to the program and completed a secondary credential after reentering the program. (PoP2)

Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours for all participants	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation with Measurable Skill Gains	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
ABE Level 4	1	152	0	1	0	0	100%	2	2	100%
ABE Level 5										

Guiding Questions

At your table, discuss one of the following questions:

- How might the changes discussed affect program practice? Positively or negatively? Why?
- Do you have concerns about accurate testing or misuse of tests? What are they and why?
- What affect might the changes have on data collection or data systems? On performance?

Questions?

Follow-up Measures

Table 5

Follow-up Measures: Employment

- Participants, who are separated, will be data matched for employment in the 2nd and 4th Quarters after exit.

- If a student has more than PoP, each PoP will be data matched.

Follow-up Measures: Employment

- For example, Jim's PoP1 is July 1- September 20, 2017 and his PoP2 is February 1- May 31, 2018.
  - Employment for PoP1 will be checked in 2017-18 Quarter 3 and 2018-19 Quarter 2.
  - Employment for PoP2 will be checked in 2018-19 Quarter 2 and 2018-19 Quarter 4.

Follow-up Measures: Median Earnings

- Collection and Reporting procedures are being developed by OCTAE.
- Median Earnings will be data matched only once per participant who has exited during the program year.
  - 2nd Quarter after exit

Follow-up Measures: GED® and ….

- Participants who obtain a GED® AND enroll in Postsecondary Education or Training.
- Participants who obtain a GED® **AND** gain employment within one year of exit.
- Participants that entered the program year without a secondary diploma/equivalent and were at a **9.0 grade level upon entry** of the program year.

Follow-up Measures:
GED® and ….

- Participants who entered the program year without a secondary diploma/equivalent and were at a **9.0 grade level upon entry** of the program year will be eligible for this follow up measure.

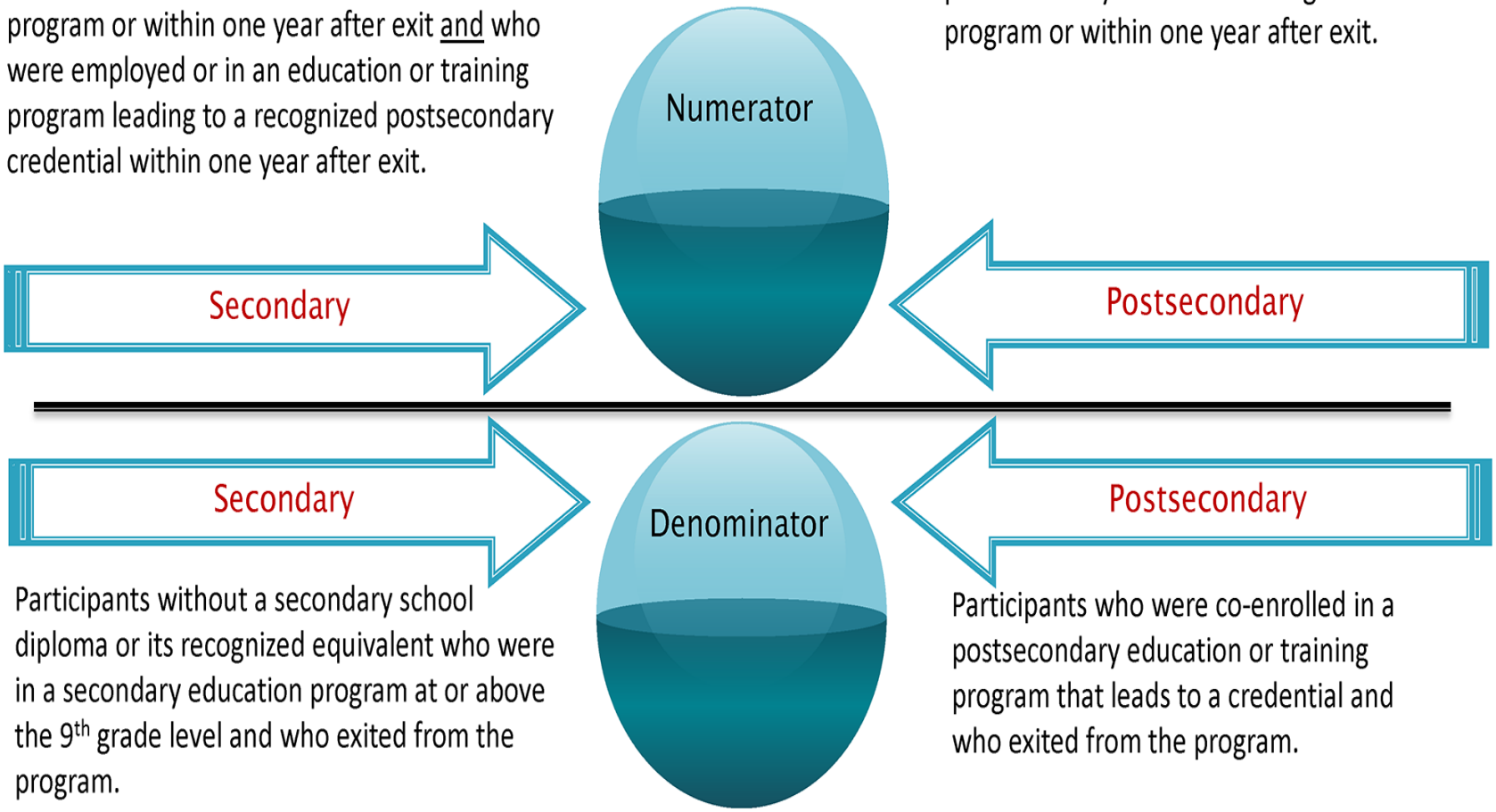
Follow-up Measures: Post Secondary Credential Attainment

- Participants who attain a state-recognized postsecondary credential while enrolled or within one year of exiting the reportable program year.
- Participants who exited and were co-enrolled in a post-secondary training program (including an IET) will be eligible for this follow up measure.

Credential Attainment Indicator-Calculations

Participants who obtained a secondary school diploma or its recognized equivalent during the program or within one year after exit and who were employed or in an education or training program leading to a recognized postsecondary credential within one year after exit.

Participants who obtained a recognized postsecondary credential during the program or within one year after exit.



Participants without a secondary school diploma or its recognized equivalent who were in a secondary education program at or above the 9th grade level and who exited from the program.

Participants who were co-enrolled in a postsecondary education or training program that leads to a credential and who exited from the program.

Follow-up Measures: Effectiveness in Serving Employers

- Total number of establishments* that received or are continuing to receive a service or other assistance during the reporting period.
- Collection and Reporting procedures are being developed by OCTAE.

**defined by the Bureau of Labor Statistics (BLS) Quarterly Census of Earnings and Waged program (QCEW)*

Federal Table Updates

Table 3 Updates

- Integrated Education and Training Program has been added as a subgroup to ABE, ASE and ELA (formerly ESL)
- Integrated English Literacy and Civics Education (IEL/CE) has been added
  - IET is also a subgroup for IEL/CE

Table 3 Updates

Program	16-18	19-24	45-54	55-59	60+	Total
Adult Basic Education						
Integrated Education & Training Program						
Adult Secondary Education						
Integrated Education & Training Program						
English Language Acquisition						
Integrated Education & Training Program						
Integrated English Literacy and Civics Education						
Integrated Education & Training Program						
Total						

Table 4 Updates

- Columns have been added
  - –to reflect EFL Gain and HSE separately
  - –to account for PoPs

Refer to Table 4 Handout

Table 5 Updates

- Updated Follow up Measures
- Will not be available until after 2017-18 program year

Tables 4C and 5A Updates

Participant data for all PoPs are included on distance education tables, if the participant meets the distance education criteria* during any PoP during the program year.

*A participant must receive **51%** of her/his hours from distance learning resources.

Assessment Policy & LACES Updates

Sarah Yager
Program Coordinator

Updates to the Assessment Policy

2017-18

Assessment Expirations

- Previous Policy
  - Assessments older than 180 days are no longer valid
- Updated Policy
  - Assessments are valid for **one program year** from the date given
  - Exception: *rollover assessments* between program years cannot be older than *90 days*

TABE CLAS-E Updates

- Participants may be administered 1-4 of the subject areas in any combination.
  - Each subject area can be an opportunity for multiple gains.
  - The lowest subject area sets the entering EFL for the PY.
  - An EFL gain in any of the subject areas will show a gain on Table 4.

Early Post-Testing Waiver

- A Program may request early post –testing by completing a waiver under the following circumstances:
  1. A participant is moving/leaving the program before accumulating enough hours to post-test.
  2. Participants in a workplace class will not accumulate enough attendance hours to post-test.
     - Must be pre-approved **before** the class begins.

Early Post-Testing Waiver

- Submit the completed waiver to adulted@arkansas.gov
- The request will be reviewed by Dr. Miles, Bridget Criner, Sarah Yager, and/or Program Advisor.
- You will be notified of approval or disapproval in a timely manner.

LACES Updates

LACES

- Launched August 1, 2017
- Director Training and 5 Regional trainings
- 6,000+ student have been entered
- Follow-up training will be provided by LiteracyPro
  - December 4th/5th (attend only **one** session)
  - **Director + 1 Staff** (limited space)
  - In-depth training on reports and searches

LACES and WAGE™

- Entering the WAGE™ assessment in LACES
- In the student record, choose “Outcome” tab
- “Add new record”
  - Complete **Goal Record**
    - Date Set/Met
    - Status: Unmet, Met, Active, etc.
    - Goal
      - Type of WAGE™ certificate
    - Additional Details: Certificate Number

Utilizing LACES

- Dashboard
- Views
- Searches
- Choice Lists
  - Student Keywords
  - Class

Break

Funding Formula

Bridget Criner
Associate Director

Funding Reminders

- Data from 2017-18 PY will be used in determining funding for the 2019-20 PY.

- Data from 2016-17 will be not be used with two exceptions:
  - Contact Hours will be part of the 3- years average
  - Multiple Gains will be part of the 3-year average.

New Funding Formula

- A committee, which included Adult Education and Literacy Directors along with State staff, developed an updated funding formula.
- The updated formula addresses the new WIOA accountability measures and create a more performance-based formula.
- The funding formula address GAE and D&E funds only.

New Funding Formula

- After committee approval, the funding formula was presented to the Career Education Board and approved.
- The proposed formula was submited to the legislators and open to public comment for 30 days.
- After the public comment period and all comments addressed, the formula was **approved**.

ABE Funds

- For 2017-18, ABE funds were redistributed based on county literacy rates (*American Community Survey*).
- Provides set “base” funding for each county.
- For multi-county programs, ABE funds should be used in each county based on county needs (i.e. literacy rates).

GAE Funds

- 100% Performance Based.
- Six measurements are included based on federal and state measurements.
- Programs will not be award in excess of $950,000 of total state funding (ABE & GAE combined).

GAE Funding

1. Meet Educational Functioning Level (EFL) Benchmarks	<u>0-11 points</u> *1 point for each EFL benchmark met or exceeded*
2. Multiple Measurable Skill Gains	<u>3- year Average</u> *(Includes multiple EFL gains and secondary diploma or equivalent)*

GAE Funding

3. Job Readiness Certificates	0-1 point (Maximum 4 points) *Each State recognized and approved job readiness certificate (may include WAGE™ certificates, CRC)*
4. Employment	0-2 points *Enter Employment in the 2nd and 4th Quarter after exit*

GAE Funding

5. High School Equivalency	<u>0-2 points</u> *Obtain a high school equivalency diploma*
6. Post-Secondary	<u>0-2 points</u> *Enter a post-secondary institution/program within 1 year of exit*

D&E Funding

- Federal Funds
- 70% Need- Based
- 30% Performance- Based
  - Table 4 average
  - Program Operations (Risk Assessment)

D&E Funding

Need-Based Funding

1. Enrollment	3-year average *Number of participants*
2. Contact Hours	3-year average *Number of contact hours with participants*

D&E Funding

Performance-Based Funding

3. Risk Assessment	**Reporting: Completing and submitting reports on time (Quarterl, Financial, Monthly Expenditure)** **Benchmarks: Meeting Federal benchmarks** **Financial Management: findings and ability to close CAPs** **Program Management: findings and ability to close CAPs** **Budgets**

D&E Funding

Performance-Based Funding

3. Risk Assessment	**Reporting: Completing and submitting reports on time (i.e. Quarterly, Financial, Monthly Expenditure)** **Benchmarks: Meeting Federal benchmarks** **Financial Management: findings and ability to close CAPs** **Program Management: findings and ability to close CAPs** **Budgets**

D&E Funding

Performance-Based Funding

3. Risk Assessment

Scores

90-100%	5 Points
80-89%	4 Points
70-79%	3 Points
60-69%	2 Points
50-59%	1 Point
49% and below	0 Points

D&E Funding

Performance-Based Funding

4. Table 4 Average	Point System

Under Benchmark	1 Point
Met Benchmark	2 Points
Exceeded Benchmark by 1-3%	+1 Point
Exceeded Benchmark by 4-6%	+2 Points
Exceeded Benchmark by 7+%	+3 Points

Distance Learning Policy Update

Cara Summerfield
Program Advisor - NE Region/
Distance Education Coordinator

Jana Jenkins
Program Advisor - SE Region

What is Distance Learning?

Distance education is a formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period.

NRS Distance Learning Policy

1. For NRS reporting, programs must designate the student as either a distance education student or traditional classroom learner.

2. The Arkansas model for distance education is a blended one that combines distance learning with limited face-to-face interaction.

3. Intake, orientation, pre-test and post-tests will occur in a face-to-face setting.

NRS Distance Learning Policy Cont..

4. Distance education may also include face-to-face contact to provide additional support for the student.

5. Instructors must assign work and set timelines for completion of assignments during a face-to-face meeting with the student or through communication via media.

6. Distance education students must have at least 12 contact hours (face-to-face) to be counted for federal reporting.

What Does This Mean For You?

- Increased Enrollments
- Increased Gains
- Happier Students – Which Means Retention and Referrals

Comparison of Distance Learners with Traditional Learners in Over the Past 3 Years

Distance Learners *(Table 4C in AERIS)*

Year	Enrolled	Completed Level	Completed Level and Advanced	% Completed Level	Total Enrolled Attendance Hours	Retention
2014-2015	1,260	609	574	48%	120,294	83%
2015-2016	1,349	690	641	51%	151,771	92%
2016-2017	135	57	======	54%	11,308	55%

Traditional Learners *(Table 4 in AERIS)*

Year	Enrolled	Completed Level	Completed Level and Advanced	% Completed Level	Total Enrolled Attendance Hours	Retention
2014-2015	16,872	6,813	6,139	40%	1,282,225	61%
2015-2016	17,125	6,751	5,946	39%	1,272,596	65%
2016-2017	16,372	5,035	======	43%	1,138,006	43%

Programs Participating in Distance Learning

Arkansas Baptist College
Arkansas Northeastern College
ASU Mid South
ASU Newport
ATU Ozark
College of the Ouachitas
Fayetteville SD
Little Rock School District
Lonoke SD
Northwest Arkansas CC
Ozarka College
UA Phillips Community College
Pulaski County SSD
University of Arkansas Pulaski Tech
UA Rich Mountain
SEARK
South Arkansas Community College
University of Arkansas CC Batesville
University of Arkansas Hope &Texarkana

There are 19 programs currently using distance education as an instructional tool.

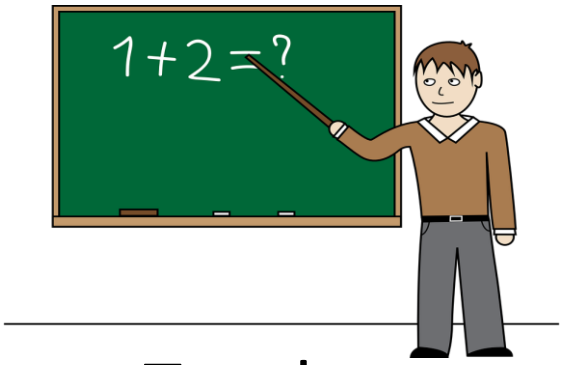
DL Delivery

Distance learning materials are delivered by proxy through a variety of media including, but not limited to:

- Print
- Audio recording
- Videotape
- Broadcasts
- Computer software
- Web-based programs
- Other online technology

Qualifications of Provider

Only licensed instructors are permitted to teach distance learning courses.



Teacher Role

- Teachers support distance learners through communication via:
  - Mail
  - Telephone
  - E-mail
  - Face-to-face meetings on-site
  - or online technologies and software

Technology Competencies for DL Instructors

- Demonstrated skills with technology use
- Regular access to computer technology
- Have an email account

Personal Competencies

- Motivated
- Time management and organizational skills
- Telephone and Internet access
- Navigation using technology
- Self-direction
- Network of support

** **Students must successfully pass the distance learning survey, and complete a distance learning agreement before being admitted into distance learning classes.**

Student Requirements

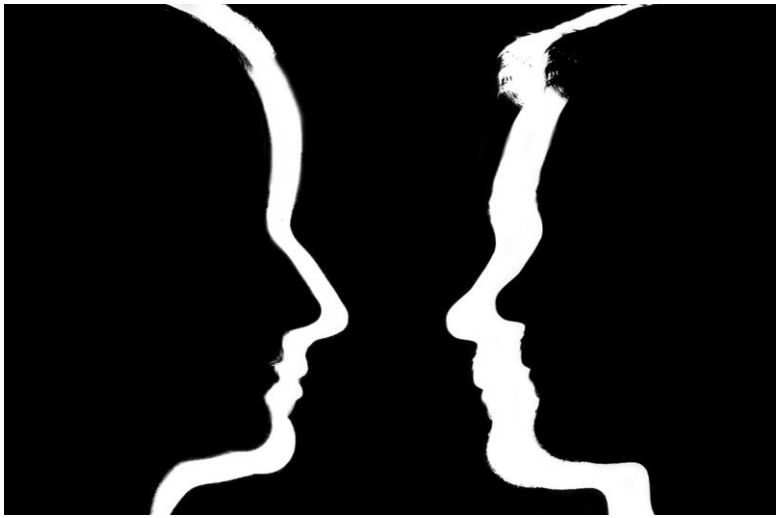
1. There is no minimum grade level; however, the curriculum should be appropriate for the student's educational function level.
2. Maintain a minimum of 15 hours monthly-ensure hours of online and face-to face instruction.
3. Maintain contact weekly.
4. Students who are 16-17 may participate as long as all requirements in the Arkansas Adult Education Program Policies are met.

Assessment & Reporting

All pre-test and post-test procedures, including **proctoring, site,** and **administration,** must **adhere** to the current Arkansas NRS for Adult Education Guidelines.

The First 12 hours of DL

The first 12 hours of a student entering into DL must be Face-to Face.



Hours can include...

- Student Intake
- SLP
- TABE Testing
- Student Orientation
  - Curriculum
  - Hours
  - Expectations

Distance Education Reporting

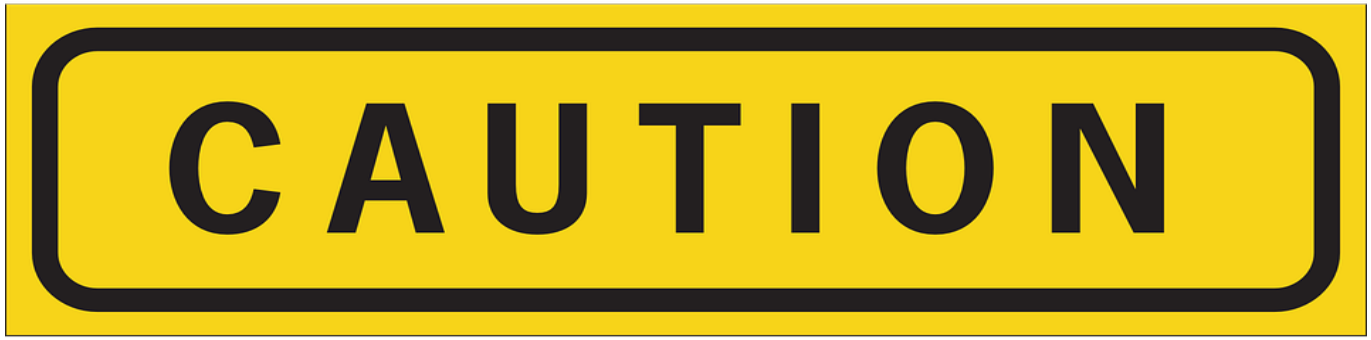
- Distance Education Programs shall be required to participate in:
  - Statewide evaluation activities
  - Instructor training
  - Technical assistance sessions
  - Site visits
  - Other data collection activities to be conducted by the Adult Education Division, AALRC and Project IDEAL staff.

Resources

- Only resources listed on the Arkansas Adult Education Distance Education Instructional Hours Rubric shall be used for distance education purposes.

- Credit of proxy hours shall follow the rubric guidelines for instructional hours awarded.

- CCR alignment.



- Proxy hours can be counted towards instructional time even if instruction occurs onsite. However, student cannot receive proxy hours while simultaneously in a face-to-face class.
- This work must be completed **independently** by learners.

State Funded Platforms

- **AZTEC**
- **Teknimedia**
- **Telephone Doctor (Service Skills)**
- **Rosetta Stone**

AZTEC

Teknimedia™ Enabling Success in a Digital World

Rosetta Stone.

KHAN ACADEMY

Advancer™
College Readiness Online

ReadingHorizons

Career Coach Utilization

Kim Freeman
Program Specialist

Jon Lee
Program Advisor - SW Region

PREPARING OUR STUDENTS TO BECOME CAREER READY!

Career Coach (CDFs) Utilization

Career Coach (CDF'S)
Roles & Expectations

- Career Planning
  - Guidance
- Expectations
  - College & Career Related Services
    - Employment Training, Post Secondary Education/Training, Life Skills, and Financial Literacy
- Transition
  - Workforce, Post-Secondary Education/Training, Apprenticeship, or Career Pathway

College and Career Coaches' Role

- Career Development Facilitators' Role
  - Assist students with career planning from start to finish or from the beginning to the end while the student is in the program.
  - Assist students with transitioning into the workforce, post-secondary education/training, apprenticeships, or career pathway.

College and Career Readiness

CDFs and Career Coaches can offer workshops and training on college and career readiness. Topics can include:

- ➢Goal Setting
- ➢Job Search Skills
- ➢Post-secondary Options & Financial Aid
- ➢Resume Writing
- ➢Dress for Success
- ➢Mock Interviews
- ➢Financial Management

Students must feel engaged during workshops. Be **interactive** with workshops! For example: Kahoot!

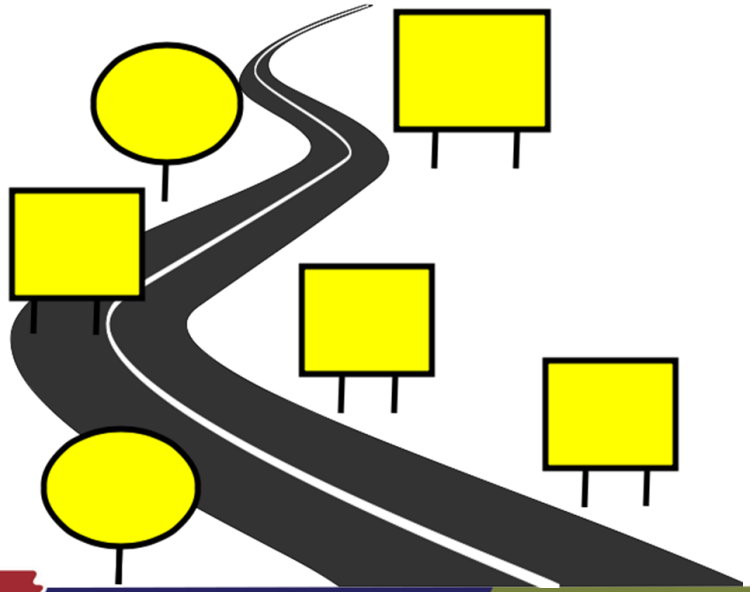
To What Degree?

Post-secondary: Education *and* Training!

- Not interested in college? *Students have other options!*
  - **WAGE™ (Workforce Alliance for Growth in the Economy)**
    - Work readiness, employability, and computer skills!
  - **Apprenticeships**
    - Hands-on experience, paid training – *earn while you learn!*
    - Possibility for full-time position!
    - Arkansas Apprenticeships!
  - **CRC (Career Readiness Certification)**
    - Credential that demonstrates workplace skills!

Career Planning/Mapping
&
Goal Setting

The **Career Coach or CDF** and the **student** will work together to devise a plan that will allow him/her to reach their goals.



While Working on their GED®
Students must have a plan for success!

- What are their interests? What are their skills?
  - Students can help themselves with tools such as the O*NET Interest Profiler!

- Interested in college or workforce? Take care of business on the front end!
  - Financial Aid (FAFSA, scholarships, etc.)
  - What do they want to study?
  - Admissions and enrollment!

Plan of Action/Checklist

College

- Determine POS
- Research college/university
- Schedule Tour
- Meet with Career Coach
- Complete FAFSA
- College Admissions

Workforce

- Create resume
- Create cover letter
- Create reference page
- Complete sample application
- Job Search
- Research the company
- Mock interview
- Job Interview

Now Hiring

Prepare for the job search!

- If education or training does not interest or benefit the student, what kind of career would best suit them?
  - How are they going to search for the job?
  - Do they have a resume that highlights their skills, work experience, and education?
  - Are they confident with their interview skills?
    - Mock interviews provide students with valuable practice!

Questions and Comments

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Let's do
Lunch!

Personal Activity Reports (PARs)

Lorna Claudio

Chief Financial Officer

Curriculum & Instruction Standards

Brenda Baxter
Program Advisor - NW Region

Jana Jenkins
Program Advisor - SE Region

College and Career Readiness (CCR)Standards for Adult Education

Arkansas Adult Education Division

Learning Objectives

1. To understand what a is standard and how to read it or them.
2. To understand what curriculum means and it's importance to classes and managed enrollment.
3. To understand the importance of a syllabus.
4. To understand LINCS.
5. To understand outcome based curriculum.
6. To understand the curriculum plan and timeline for the 2017-2018 program year.

What is a Standard?

Professional Definition

The educational requirements in each subject area, at each grade level, that students are expected to learn, and teachers are expected to teach.

Simple Definition

Expected Learning target!

What is a Curriculum?

- A **curriculum** is the lessons and academic content taught in a school or in a specific course or program.
- A **curriculum** sets standards, goals and learning outcomes that enable teachers to judge whether or not students are able to move onto the next level.

Importance of Curriculum

- Helps teachers to deliver an effective and quality education.
- Provides teachers, students, administrators and community stakeholders with a measurable plan and structure for delivering a quality education.
- Identifies the learning outcomes, standards and core competencies that students must demonstrate before advancing to the next level.

Cont...Importance of Curriculum

- Teachers play a key role in developing, implementing, assessing and modifying the curriculum.
- An evidenced-based curriculum acts as a road map for teachers and students to follow on the path to academic success.

Managed Enrollment

75% of your classes should be Managed Enrollment Courses.

These classes should align with the curriculum.

Curriculum Should Tie into SLP

Curriculum Objectives

SLP objectives

Requirements

- Measurable goals
  - Educational goals
  - Technology goals
  - Personal goals
- Specific
- Achievable
- Timeline

Standard = *Destination*

Las Vegas, Nevada

Curriculum = *Roads*

Books & Resources= *Pit Stops*

Teacher = *Vehicle*

What Kind of Vehicles Does Your Program Have?

Bare minimum

Pretty good and reliable

Completely out of touch

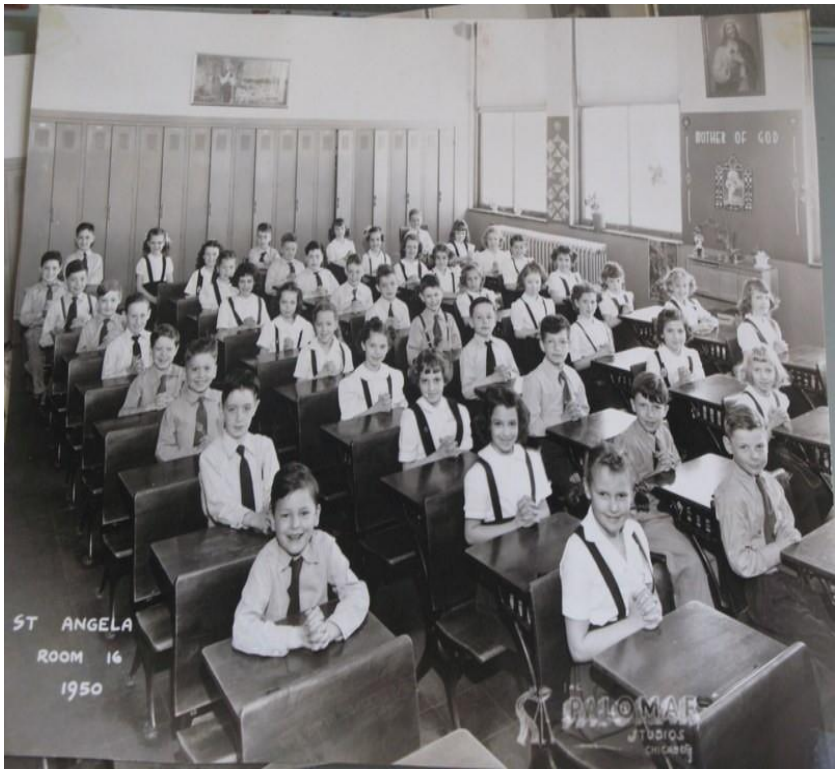
Passionate and Engaging

Our Programs

Goal

To replace negative experiences with positive educational experiences.

Programs should not...



Educational Programs should..

- offer students an opportunity to design a uniquely personalized education plans that are tied to a curriculum.

CCSS-Common Core State Standards

- English Language Arts
- Math
- Social Studies
- Science
- Literacy in History
- Technical Subjects

CCR-College and Career Readiness

- Academic preparation for postsecondary education or training. Without the need for remedial coursework.
- Knowledge and Technical Prepare skills needed for employment

Standards

CCSS-Common Core State Standards

+

CCR-College and Career Readiness

=

Standards

Build a Curriculum

- Syllabus
- Focus for managed classroom
- Preparation for post-secondary Or employment

GOAL

CCR Units of Study

ELA / Literacy

- 7 Units of Study in English Language Arts and Literacy

Math

- 7 Units of Study in Math

Integration Benefits

1. Promotes **consistent expectations** between K–12 and adult education systems so all students—whatever their pathway to graduation—will have access to the preparation they need for Post-Secondary programs.

Common Resources

2. Partnerships between and among states and programs to **combine financial resources** and human capital to **create common tools** and materials to support implementation.

Benefits: Alignment

3. Student **preparation** for new assessment models using knowledge and skills identified by the **CCSS** required for the attainment of a high school diploma or its equivalent (e.g., GED®).

English Language Arts (ELA)

The College and Career Readiness (CCR) Standards for Adult Education in English Language Arts (ELA)/Literacy embody three key advances in instruction inspired by the Common Core State Standards (CCSS).

English Language Arts

Three Focus Advances:

1. Increased text complexity
2. Prioritized evidence when reading and writing.
3. Building knowledge

ELA/Literacy Standards Key

How to Read a Standard	EXAMPLE- RI.4.3
The citation at the end of each standard in the following charts identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).	for example, strands for….. -Reading Informational Text -Grade 4, -Standard 3

WHY BUILD CURRICULUM FROM STANDARDS?

1. Instructor-driven
2. Evidence-based
3. Student-centered
4. Continuous
5. Collaborative
6. Solution-focused

LINCS
Standards - Destination
Curriculum is your - Road Map
START
FINISH

What is LINCS?

LINCS is a national leadership initiative of the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) to expand evidence-based practice in the field of adult education.

Purpose of LINCS

- Demonstrates OCTAE's commitment to delivering high-quality, on-demand educational opportunities to practitioners of adult education, so those practitioners can help adult learners successfully transition to postsecondary education and 21st century jobs.

Components of LINCS

- Resource Collection
- Professional Development
- Online community of Practice
- The Learning Portal

Purpose of Components

- These components provide **adult educators** with the
  - Information
  - Resources
  - Professional development activities
  - Online network
  - **“needed to enhance practice and ensure adult students receive high-quality learning opportunities.”**

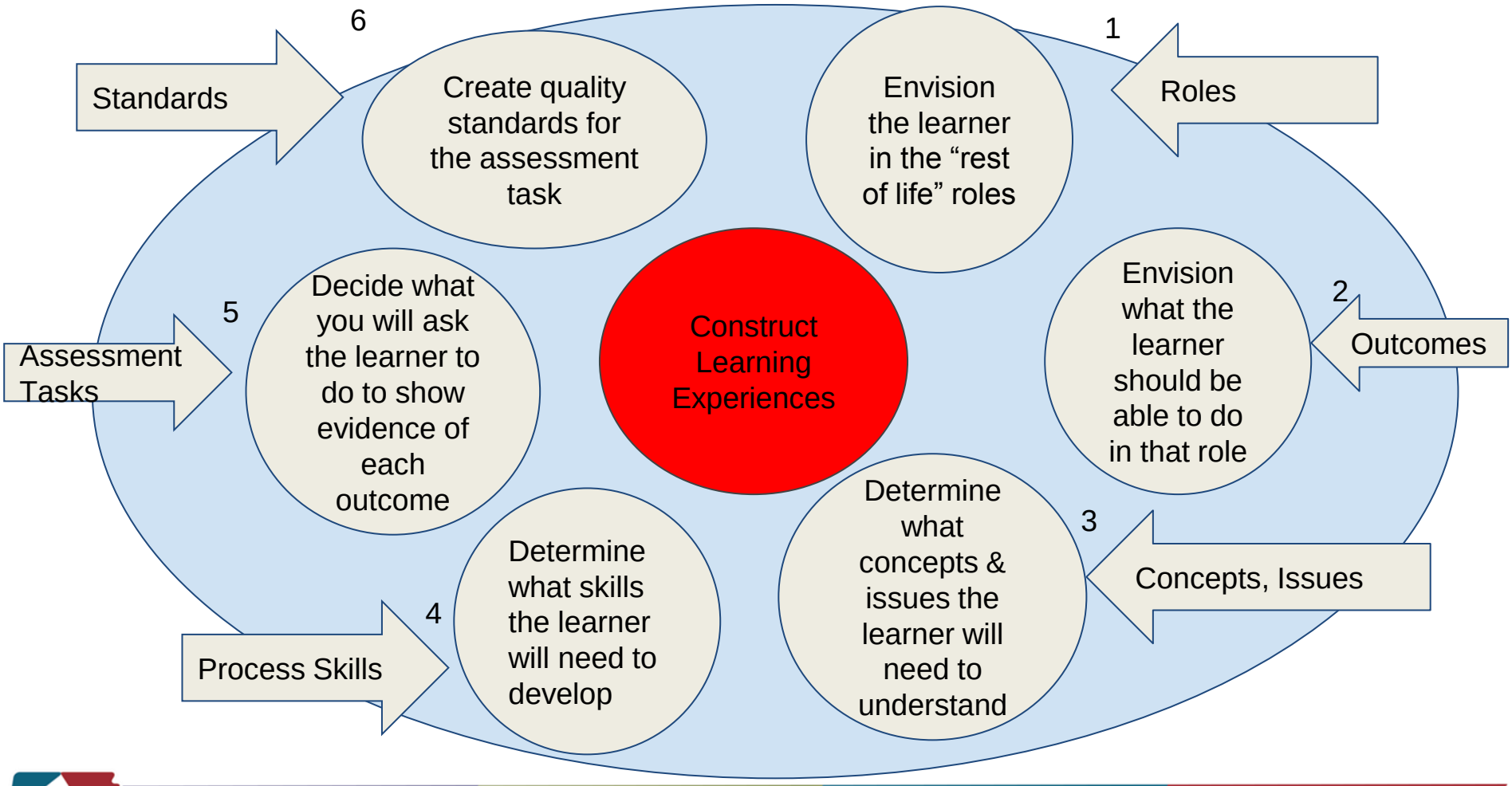
Vision to Design:Reconstructing From the Outside In

Outcomes Based Curriculum

Foundation of the Curriculum

- Learning outcomes drive the efforts of the entire system
- Determines what outcomes should be achieved by students
- Help students achieve those outcomes and assessing the results

Outcomes-Based Curriculum Design Model



Teach with Student Effectiveness in mind

Questions for Directors to ask staff

about the curriculum:

Questions to ask about your current curriculum

1. Is the curriculum aligned with the Arkansas CCR?
2. Do teachers have the opportunity to provide ongoing feedback regarding the program's curriculum?
3. Does the curriculum include skills which prepare students for college-readiness and the 21st century workforce?
4. Are teachers using the curriculum to guide decisions about instruction and assessment?

Curriculum Questions cont.…

5. What are the strengths of our curriculum?
6. What are the weaknesses of our curriculum?
7. Is the curriculum actually being used? There are usually three curricula: the one on paper, the one the teachers think they're teaching, and the one that the students actually learn.

Curriculum Questions cont….

8. **Are the teachers prepared and qualified** to teach the curriculum? Is there a**dequate professional development** to support teacher success?

9. Is there adequate administrative supervision to ensure that the curriculum is being used?

Curriculum Questions cont….

10. Does the curriculum include suggestions for ways to **differentiate learning for diverse learners**?

11. Does the amount of information in the curriculum fit comfortably and realistically into the number of hours that the students meet each week, and the number of weeks in any school year?

Curriculum Questions cont….

13. Does your curriculum align with the **Student Learning Plans**?
14. How do you evaluate the impact of your curriculum?
15. How do you assess the teaching process?
16. How do you assess student achievement?
17. Do teachers submit written lesson plans based upon the curriculum?

Curriculum Plan & Timeline

State Office

1. Dissect Curriculum.
   (Sept -Dec)
2. Examine GED® Connections.
   (Sept -Dec)
3. Research current curriculum & resources in the programs.
   (October - Dec)

Programs

1. Directors will need to look over and start answering the questions from new Administrators Meeting.
   (Sept -Dec)
2. Elect or Nominate a teacher who can represent your program on a curriculum committee. **(Sept -Dec)**

Curriculum Plan

Program Visits

Talk to teachers, look over current curriculum and resources.**(Sept-Jan)**

- **Find questions**, **concerns** and **needs of the teachers and curriculum**.
- Clearly locate the connections of Curriculum, GED® and Employability skills
- Clearly locate connections of curriculum to SLP's
- Programs need to set up a curriculum rep that will serve on State Curriculum Committee.

Spring Training

Set up training starting based on curriculum Needs **(Feb-July)**

TOPICS

1. Curriculum standards
2. How to build a syllabus from curriculum
3. Active Engagement in the classroom
4. Math - BASIC lesson plans
5. English lesson plans
6. Financial and Digital literacy

Anything we find that the programs need.

Infrastructure Costs and MOUs for One-Stops

Bridget Criner
Associate Director

Cara Summerfield
Program Advisor - NE Region

What is Required?

Each Core Partner Must:

- Provide access to its programs or activities
- Use a portion of its funds to support **infrastructure** and to provide career services
- Enter into a **MOU** with the Local WDB
- Participate in the operation of the one-stop delivery system consistent with the terms of the MOU
- Provide representation on the State and Local WDBs as required and participate in Board committees as needed

What are One Stops and How are They Connected to Our Programs?

Types of One Stops

Comprehensive

Affiliate

Comprehensive One-Stop

Is a physical location where job seekers and employer customers can access the programs, services, and activities of all required one-stop partners, along with any additional partners as determined by the Local WDB.

Comprehensive One-Stop

- At least one Title I staff physically present
- Career services provided by all partners
- Access to training services
- Access to partner program services
- Workforce and labor market information

Options for Providing Access

- Physical presence of staff member
- Physical presence of partner staff member appropriately trained to provide information
- Using direct linkage through technology to a program staff who can provide meaningful information or services

Affiliate One-Stop

- Supplemental access points consisting of one or more of the partners' services available
- Not mandated to provide access to every required partner program
- Must be physically and programmatically accessible to individuals with disabilities

Affiliate One-Stop

- Frequency of partner staff's physical presence determined through partner Memorandum of Understanding (MOU) negotiations

- Only those partners that participate in the affiliate centers are required to contribute to the infrastructure costs

MOU

- Product of local discussion and negotiation to ensure successful integration and implementation of partner programs

MOU

- Purpose - To establish the roles and responsibilities of the Local WDB, the chief elected official (CEO) and the one-stop partners in relation to the operation of the one-stop delivery system
- All required partners must be included in the MOU

Negotiation Considerations

- Common Mission
- Goals and objectives of the area's Regional or Local Plan
- Business/Industry needs
- Student/Client Needs

Developing customer-focused service delivery

Key Elements of the MOU

Services

Referrals

Access

Duration

One-Stop Operating Budget

Other Contributors

Modification Process

Signatures

Appeals

One Stop Operating Budget

The one-stop operating budget is the financial plan that the partners and Local WDB agree will be used to achieve the MOU's goals of delivering services in a local area.

One Stop Operating Budget

The operating budget must include (among other things), agreement on funding the costs of services and operating costs of the system, including:

- infrastructure costs
- additional costs (**must** include applicable career services; **may** include shared operating costs and shared services)

The Extent of the MOU

- Expanded workforce services for individuals at all levels of skill and experience.
- Access to multiple employment and training resources.
- Integrated and expert intake process for all customers entering the American Job Centers.
- Integrated and aligned business services strategy among American Job Center partners.

The Extent of the MOU

- Ensures relevance to labor market conditions.
- Expanded community and industry outreach.
- Strengthened partnerships.
- Encourages efficient use of accessible information technology.

What is an Infrastructure Agreement?

- ❑ IFA is a mandatory component of the local Memorandum of Understanding (MOU).
- ❑ IFA contains infrastructure costs budget which is an integral component of the one-stop operating budget.
- ❑ IFA describes a reasonable cost allocation methodology.
- ❑ Local Workforce Development Board (WDB) may negotiate umbrella or individual IFAs for one or more one-stop centers.

What is an Infrastructure Agreement?

- ❑ Strongly recommended that IFA be negotiated along with additional costs.
- ❑ Change in one-stop partners or appeal by one-stop partner's infrastructure cost contributions requires a modification.

What Must an IFA Include?

- Period of time in which the IFA is effective.
- Identification of the infrastructure costs budget.
- Identification of all one-stop partners, CEO(s), and the Local WDB participating in the IFA.
- A description of the periodic modification and review process.

What Must an IFA Include?

- Information on the steps the Local WDB, CEO(s), and one-stop partners used to reach consensus or the assurance that the local area followed the SFM process.
- A description of the process partners will use to resolve issues impeding a consensus related to infrastructure funding.

34 CFR 463.755

IFA Requirements for Partner Contributions

- All partner contributions to the costs of operating and providing services within the one-stop center system must:
- Be based on proportionate use and relative benefit received.
- Adhere to the partner program's federal authorizing statute.
- Adhere to the Federal cost principles requiring that costs are reasonable, necessary, and allocable.

Infrastructure Funding Agreement

- While not required by statute, the Departments consider it essential that the IFA include the signatories of individuals with authority to bind the signatories to the IFA, including all one-stop partners, CEO, and Local WDB participating in the IFA.

Infrastructure Costs

- Infrastructure costs are non-personnel costs necessary for the general operation of the one-stop center.
- Non-personnel costs are all costs that are not compensation for personal services.
  - Rent
  - Utilities
  - Equipment
- Costs related to services performed by contract vendors are non-personnel costs.

Personnel Costs

- Salaries
- Wages
- Fringe Benefits
- Any person(s) contributing to the function of the one-stop.

Cost Allocation Options

- Number of customers frequenting the center
- Number of full-time equivalent (FTE) staff
- Square footage – *Up until now, this is how it's being calculated by DWS*
- Space Allocation

Travel

THANK YOU