



Missouri

**Adult Education
and Literacy**

Fiscal Year 2009

**Annual Performance
Report**

MISSOURI NARRATIVE REPORT 2008-2009

PART I – SUCCESSFUL ACTIVITIES, PROGRAMS, AND PROJECTS

STATEWIDE - PROGRAM IMPROVEMENT INITIATIVE

The State of Missouri continued with its program improvement initiative. This process began with a program analysis report for each local Adult Education and Literacy (AEL) program. This report detailed their performance strengths and weaknesses, including possible causes and suggested strategies for improvement. Regional meetings were held to instruct these local Program Improvement Team (or PIT crews) on the process. These PIT crews developed performance improvement plans including strategies to be implemented during the pilot phase. Local programs were instructed in how to create, implement, and evaluate pilot initiatives during our Fall AEL Directors' Conference. Each local program created and submitted a Program Improvement Plan (PIP) to the State AEL office for approval. The PIP included the pilot description. The pilot was detailed in a one-page "Pilot EZ Form" including the needed pilot budget and estimates on a program-wide implementation.

Local programs received a small stipend (\$1,000) to complete the PIP and pilot plans by December 2008. The pilots began January 2009 and were completed in May 2009. A mid-pilot "check" or formative evaluation was made during the pilot phase to make any necessary adjustments. Pilot self-evaluations were completed in June and July 2009. Funding requests to fully implement successful pilots were submitted. The program implementation budgets were reviewed, revised, and awarded so local programs could fully institute successful pilots.

The program improvement initiative has been highly successful. Local programs have now experienced the benefits of a program improvement process; many plan to continue to use this process to ensure their performance and services continue to improve. Providing best-practices and research-based strategies was crucial to how local programs proceeded. Over 30% of the local programs decided to pilot a managed intake model. Performance data gathered from these programs using the manage intake process is very encouraging.

The State AEL office will continue to provide support and technical assistance to local programs as they embed the program improvement process in their programs.

AEL STATE ADVISORY COMMITTEE

The Missouri AEL program established a State Advisory Committee in Fiscal Year 2009. Ten local AEL directors serve on this committee. The committee meets quarterly, via web conference or face-to-face. The committee's task is to provide an opportunity for State AEL office staff to discuss issues and topics affecting the AEL program in Missouri with AEL directors. The committee is able to give input and guidance on these issues/topics. This also provides a forum to discuss with State AEL office staff various concerns and problems that may be affecting local AEL programs.

WEB-BASED DATA MANAGEMENT/COLLECTION SYSTEM

This was the second year of Missouri's web-based MIS system, ACES (Adult Computer Enrollment System). Updates were made to ACES for data quality, ease of use, and local program management purposes. The majority of the changes implemented were related to local program management reporting. There is now a different threshold for entering students into ACES. Major changes in business processes have been made based on Missouri's new adult education direction. These changes were outlined in the AEL-411 document (discussed below) which was presented to local programs. These changes influenced the reporting changes in ACES. There were no major functional changes in ACES this fiscal year. We have made every effort to ensure and are confident that Missouri's ACES system provides valid and accurate data for the State AEL office use and for local AEL programs.

AEL – 411 FOR DIRECTORS AND TEACHERS

The program improvement initiative, discussed above, allowed Missouri's AEL programs to focus on performance improvement. The State AEL office has concentrated on helping teachers focus more on quality instruction and progression rather than the number of contact hours generated by students ("filling the seats"). A document, known as the AEL-411, was prepared for AEL teachers to help explain the various changes or shifts that were being made in our state's adult education program. A similar AEL-411 document for AEL directors was also produced. The format of the document: "What was done before", "What will be expected now", and "Things to keep in mind" is shown below. The topics covered the most important behaviors that will be expected of a local program and how they might make the transition. These documents were very well received and have helped directors and teachers understand the changes that were being made and why.

AEL-411: Topic 1		
Contact hours must continue to be collected.		
<i>What was done before...</i>	<i>What will be expected now...</i>	<i>Things to keep in mind...</i>
Contact hours were collected for every student, typically by means of a sign-in sheet.	Contact hours will be collected for every student - a sign-in sheet or swipe card is acceptable. Contact Hours will be entered into ACES for students who meet the enrollment requirement. (See Topic 5)	Federal rules require local programs to collect and report contact hours. Hours are still a useful tool when looking at program data such as when to post-test and reviewing persistence. There will be no audit of contact hours.

STAR PROJECT

Because of the successful piloting of the STAR program, Missouri remains committed to sustaining and expanding this program to all of our local AEL programs. Several Professional Development Center (PDC) staff is in the process of being certified as STAR State Trainers.

Of our 44 local AEL programs, 38 have either completed their STAR program training or have started their STAR training. Our hope is to have all AEL programs trained in STAR by the end of Fiscal Year 2010. Missouri's low intermediate literacy attainment has improved from 39% in

Fiscal Year 2008 to 47% in Fiscal Year 2009. We attribute much of the success to local AEL programs using the STAR method.

SPARC FAMILY LITERACY

During Fiscal Year 2009, State AEL office staff continued to support the “SPARC” (Strengthening Partnerships and Resources in Communities) initiative, which is sponsored by the National Head Start Family Literacy Center (NHSFLC), and is designed to support Head Start programs to become leaders in family literacy. In Fiscal Year 2009, the local SPARC pilot team was able to utilize agency data, needs surveys and on-site reviews to establish three new AEL classes in the host region to better serve Head Start adults.

MISSOURI ADULT EDUCATION AND LITERACY PROFESSIONAL DEVELOPMENT CENTER

The State AEL office has committed itself to supporting high quality professional development necessary to make a difference in Missouri’s adult student population. The commitment is in the form of sponsoring and financing the Missouri Adult Education and Literacy, Professional Development Center (PDC). Missouri requires that teachers providing instruction must be certified as an AEL teacher. The certification requires on-going professional development to maintain certification.

The PDC continues to expand opportunities for teacher access to training through a variety of formats, including face-to-face, list serve discussion, video and on-line workshops. The PDC is administered by North Central Missouri College (NCMC), located in Trenton, Missouri.

A summary of the PDC activities are listed in the following table.

Summary of Fiscal Year 2009 Workshops and Training

TYPE OF WORKSHOP	NUMBER	HOW PRESENTED	TOTAL NUMBER OF PARTICIPANTS	TOTAL NUMBER OF PD HOURS
Pre-Certification Workshop (PCW)	9	Face-to-Face	176	2,816
Beginning Teacher Assistance Program (BTAP)	4	Face-to-Face	95	1,520
CASAS	2	Face-to-Face	15	90
New Directors	3	Face-to-Face/Online	24	128
Summer Workshops (CTW)	10 AEL/ASE 6 ESL	Face-to-Face	604	6,040
Various Workshops		Face-to-Face	870	5,436

Various Workshops	49	Online	409	1,636
Video Workshops			318	1,272
TOTAL			2,511	18,938

PROFESSIONAL DEVELOPMENT CENTER ACTIVITY

Specific Workshops/Trainings Offered by the PDC in Fiscal Year 2009:

- Pre-Certification Workshops (PCW)
- Beginning Teacher Assistance Program Workshops (BTAP)
- Using content standards
- Health literacy
- Using the Comprehensive Adult Student Assessment System (CASAS)
- English as a Second Language (ESL) Instruction
- Using the State’s MIS system – Adult Computer Enrollment System (ACES)
- Math institutes
- Using the Test of Adult Basic Education (TABE)
- Video workshops
- Working with low level literacy students
- S-KNOW Bound: S-KNOW Bound sessions were presented during the months of January and February. These sessions were offered online using Wimba and were one hour in length. Eighty-four teachers took advantage of adding S-KNOW Bound sessions to their list of PD activities.

MISSOURI AEL-PDC WEBSITE

The PDC maintains a website housed on NCMC’s server at: www.maelpdc.org. It is updated weekly and lists workshop topics and descriptions, a calendar of events, information about the PCW and BTAP, resources for directors, resources for teachers, contact information for PDC staff, ACES information, an overview of the PDC, and instructions for using the online product Horizon Wimba.

OTHER STATEWIDE ACTIVITIES

Postsecondary/Employment Transitions Website Developed

In Fiscal Year 2009, the state’s Transitions Committee designed and produced a “transition” resource tool for program and student use. A team, consisting of DESE staff and AEL program directors, developed and introduced the *Transition Beyond GED* website (http://www.dese.mo.gov/divcareered/GED_transitions.htm). This website provides a self-directed student track and a program track. The student track guides the client through career awareness/selection, training exploration and funding options, as well as links to employment assistance. The teacher track contains a wealth of transition program models, links to successful transition programs and other resources for integrating transition elements into AEL programs.

Professional Development (PD) Committee

The Missouri AEL PD Committee meets on a quarterly basis. This committee provides guidance and input to the State AEL office on the professional development and training needs of our AEL program. The PD Committee is comprised of the PDC staff, a State AEL office staff person, AEL local program directors, and AEL teachers.

Show-Me Literacy Newsletter

The ***Show-Me Literacy Newsletter*** is a statewide newsletter featuring articles specific to AEL in Missouri. In Fiscal Year 2009, it was decided to offer two versions of the monthly newsletter; one targeted at AEL directors and one targeted at AEL teachers. The newsletter is published 10 times a year. It is available at: http://www.dese.mo.gov/divcareered/ael_news.htm.

FISCAL YEAR 2009 AEL DIRECTORS' CONFERENCES

The State AEL office sponsors two AEL Directors' Conferences each fiscal year.

The Fall Directors' Conference was held September 17-19, 2008, in Osage Beach, Missouri.

Session topics were:

- New Budget Process
- Health Literacy
- STAR Statewide Implementation Plan
- State Library Partnership
- Director's Guide Updates
- Reporting Professional Development
- Pilot Program Improvement Projects
- GED OnlineClass
- Postsecondary and Employment Transitions
- Supplemental Literacy Funds
- ACES (MIS) Update
- Professional Development Update
- Legal Issues
- New GED Tests: 2012
- Program Review Update

A meeting for new AEL directors was also held prior to the Fall Directors' Conference.

Topics for the New AEL Directors' meeting included:

- Budget/Finances
- Data and ACES (MIS)
- Professional Development
- Teacher Certification
- Content Standards
- GED Online
- Managing an AEL program

The Spring Directors' Conference was held May 5-7, 2009, in Osage Beach, Missouri.

Session topics were:

- Transitioning Program Improvement into the Future
- GED Testing Centers and GED 2012
- Professional Development Summer Offerings and Schedule
- Marketing/Branding
- Program Improvement Pilot Update
- The New Way of Doing AEL Business in MO
- Entitlement or Choice
- ESL Online
- Goal Setting and Research
- Transitions

GED ONLINECLASS

The GED OnlineClass program continues to be a valuable instructional option for Missouri adult learners.

- **Student Enrollment**

In Fiscal Year 2009, 2,844 students enrolled as GED OnlineClass students. To be enrolled, a student completes an online screening procedure and then takes the TABE test at a local AEL class site. Students are then assigned an online teacher and given access to the classroom and work on their assignments. Those students accrued 64,157 learning hours in the online classroom. This is a 38% increase in learning hours over Fiscal Year 2008. During Fiscal Year 2009, 257 GED OnlineClass students passed the GED Test. In Fiscal Year 2009, 74% of GED OnlineClass students who post-tested, progressed a level.

- **Curriculum**

The GED curriculum, created by Missouri AEL teachers, continued to be evaluated and updated as needed. *Skills Tutor* and *TutorSystems* continued to be utilized for students working below the GED level.

- **ESL Online**

Missouri piloted an ESL online program in Fiscal Year 2009. One teacher, bilingual in Spanish and English, was hired and the Rosetta Stone online curriculum was used. Links to other free English tools as well as citizenship are also available on the site. In Fiscal Year 2010, the ESL online program will be available to all Missouri AEL programs.

PROJECT IDEAL

Missouri again participated in activities associated with Project IDEAL (Improving Distance Education for Adult Learners). During Fiscal Year 2009, state and local program personnel attended Project IDEAL's Workshop at the University of Michigan.

LEARNING DIFFICULTIES GUIDELINES

The State AEL office continues to provide training and guidance on serving students with learning difficulty needs. The state issued *Guidelines for Serving Students with Learning*

Difficulties several years ago and the guide is available on the State AEL website (www.ael.mo.gov). It is being updated in Fiscal Year 2010.

PART II – SIGNIFICANT FINDINGS

Missouri’s local programs took advantage of federal incentive funding in Fiscal Year 2009 (July 2008-June 2009) through program improvement pilots. Missouri’s State AEL office staff provided education in August 2008 in common program improvement methodologies. A follow up session on how to develop a research-based pilot with solid deliverables was given later that fall. The pilots were run January-May 2009 with a mid and final evaluation of the pilots. Missouri plans to have the successful pilots implemented “to scale” in all the programs by the end of the next fiscal year. The pilots provided extremely valuable information to the local programs on how to improve their programs. The majority of the pilots centered on transitioning classes to managed intake which was an overwhelming success with the local programs. These pilots put a spotlight on program improvement and are considered one of the possible reasons Missouri improved in performance.

The total unduplicated number of Fiscal Year 2009 participants decreased to 51,079 from 52,486 for Fiscal Year 2008. This was the fifth year the enrollments have decreased. The unduplicated number of Fiscal Year 2009 participants who persisted in classes for 12 hours or more and were pre-tested was 36,161, a 71% enrollment rate. This was a 5% increase from last fiscal year’s retention rate. This trend is expected because of the focus the state office has given local programs to set expectations with their students. The number of student entries may continue to go down but the expectation is the number enrolled at 12+ hours should increase.

CORE OUTCOME MEASURE #1 (EDUCATIONAL GAIN)

The table below shows that 98.6% of all enrolled Fiscal Year 2009 participants were administered pre-tests, compared to 96.7% for Fiscal Year 2008, an increase. In Fiscal Year 2009, 63.1% of the participants who persisted in classes for 12 hours and given pre-tests were administered post-tests, compared to 59.3% for Fiscal Year 2008.

Approximately 66.0% of the Fiscal Year 2009 post-tested participants completed an educational functioning level or advanced to higher educational functioning levels, a significant gain from 59.4% in Fiscal Year 2008. We attribute three possible influences on the increase: the economic situation in the U.S. that influences the quality and motivation of our students, the program improvement projects (mentioned above), and the STAR reading project.

Fiscal Year	2002	2003	2004	2005	2006	2007	2008	2009
Students Pre-Tested	92.1%	87.8%	86.6%	89.8%	97.0%	98.2%	96.7%	98.6%
Students Post-Tested	49.3%	38.1%	55.2%	56.1%	56.5%	61.0%	59.3%	63.1%
Students Who Progressed	31.0%	42.8%	52.3%	55.8%	56.5%	57.1%	59.4%	66.0%

CORE OUTCOME MEASURE #2 (Entered Employment)

Fifty-seven percent (57%) of the Fiscal Year 2009 participants who persisted in classes 12 hours or more, exited, and stated a primary or secondary goal of “employment” entered employment. This was an increase from 54% reported in Fiscal Year 2008. The last half of Fiscal Year 2009 saw an unusual increase in the number of adults entering our program in need of assistance, undoubtedly due to the economy. Local AEL program’s partnership with their local WIA Title I program operators helped these individuals find employment.

CORE OUTCOME MEASURE #3 (Retained Employment)

Individuals were classified as employed or unemployed at entry on the basis of their answers to a question regarding employment status at time of enrollment. Individuals were in the calculation if they were identified as employed at the time of enrollment or unemployed but employed in the quarter following AEL exit.

Individuals were counted as having retained employment if they were employed in the third quarter after the quarter of AEL exit. Sixty-nine percent (69%) of the Fiscal Year 2009 participants “retained employment”. This was a decrease from 71% reported in Fiscal Year 2008. As the economy started to erode in Fiscal Year 2009, many working adults already enrolled in our AEL program were affected by this, and unfortunately were unable to retain their jobs.

CORE OUTCOME MEASURE #4 (Receipt of a Secondary School Diploma or GED)

Of the 7,232 Fiscal Year 2009 participants who persisted for 12 hours or more and identified “GED Achievement” as a primary or secondary goal, 4,016 attempted the GED Tests during the timeframe of July 1, 2008 to December 12, 2009. Of the 4,016 participants who attempted the GED Tests, 3,572 passed (89%). Almost a thousand more adults took the GED Tests in Fiscal Year 2009 than in Fiscal Year 2008. There was also a 2% increase in the pass rate.

CORE OUTCOME MEASURE #5 (Placement in Postsecondary Education or Training)

Thirty-seven percent (37%) of the Fiscal Year 2009 participants who persisted in classes 12 hours or more, exited, and stated a primary or secondary goal of “postsecondary education” entered postsecondary education or training. This was an increase over the thirty-six percent (36%) reported in Fiscal Year 2008. Even though this increase may not seem significant, it does represent an improvement in the number of AEL adults entering postsecondary education.

PART III – INTEGRATION ACTIVITIES

- Ongoing efforts continue to integrate a variety of services in Missouri’s AEL programs. Local AEL programs continue to ensure services are coordinated to provide customers optimum service and improve Workforce Investment Act (WIA) performance results. Local adult education programs continue to be represented on the local Workforce Investment Boards. The Department of Elementary and Secondary Education’s Commissioner of Education serves as the adult education representative on the Missouri Workforce Investment Board (MO-WIB).

- Missouri supported partner activities and services within Missouri’s One-Stop System. Title II “One-Stop Participation” funds totaling more than \$175,993 were allocated according to instructional time generated at AEL class sites co-located within One-Stop, Missouri Career Centers (MCC). These funds were provided to support common operations within the One-Stop (i.e. salary of a shared receptionist, office supplies, office equipment, and service contracts that benefit all partners). There were 21 AEL programs operating classes in “comprehensive” MCCs.
- During Fiscal Year 2009, the State AEL office and the PDC coordinated with the Division of Workforce Development (DWD), WIA - Title I State Administrative Agency, and the Department of Economic Development to develop a transition-to-work training module. This module, highlighted in the Summer Workshops, exposed teachers to the services offered by partner agencies at One-Stop Centers, as well as labor-market/demographic information pertinent to students.
- A Memorandum of Understanding (MOU) developed in Fiscal Year 2006 between the Department and the DWD was still in effect in Fiscal Year 2009. This MOU was utilized to comply with the U.S. Department of Labor (DOL) Training and Employment Guidance Letter (TEGL) 17-05 regarding Common Measures for Youth Literacy and Numeracy Gains. This MOU, coupled with an Implementation Guideline for Testing and Remediation, served as a facilitation tool for the DESE/AEL and WIA Service Providers to better address the needs of out-of-school youth seeking WIA Title I services. Through local agreements, WIA operators were able to partner with AEL programs for the arrangement of testing for youth basic skill levels and possible remediation services.
- The State AEL office continues to coordinate adult education services with the Missouri State Library. An established MOU between our two agencies provides for a sharing of literacy information and the GED Connection and Workplace Essential Skills video series. Local AEL programs utilize both video series. The Workplace Essential Skills video is also available on our GED OnlineClass website.

PART IV – EL/CIVICS

In Fiscal Year 2009, there were 950 participants enrolled in English Literacy (EL)/Civics classes. These students generated 43,765 student hours during the year. Although the number of students served decreased by 8% from the previous year, the number of hours generated increased by 20%. The cost per student was \$577.57.

Local EL/Civics class activities included trips to local governmental agencies such as the local Police Department, Fire Department, City Hall, and City Council meetings. Trips were made to the State Capitol, County Offices, and County Courts (when court was in session). Presentations were also given by local, county, and state officials along with others such as, an official from the League of Women Voters. Other activities included how to read road signs, trips to local grocery stores, and where to find social services.

The EL/Civics grants for Fiscal Year 2009 were awarded to the following AEL programs:

Columbia 93 School District
Cape Girardeau 63 School District
Crowder College
Parkway C-2 School District
Ozarks Technical Community College

Ritenour School District
St. Charles Community College
University City School District

The State AEL office conducted a competitive bidding process in the spring of 2009 for EL/Civics services and activities beginning July 1, 2009. The number of grants awarded increased from 8 to 14 ensuring a wider area of EL/Civics services provided in the state.