INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

The right skills, at the right time, in the right way.
Indiana's Demand Driven Workforce

Adult Education and Workforce Development Statewide Webinar

October 3, 2018

Marilyn Pitzulo | Adult Education Staff

Department of Workforce Development | Indiana ADULT EDUCATION
10 N. Senate Avenue, IGCS SE 203 | Indianapolis, IN 46204
AdultEd@dwd.in.gov

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

Dion Brown is passionate about food.

He started cooking with his mother when he was six. As a young adult, he landed a job working as a dishwasher for the Holiday Inn in downtown South Bend. He stayed there for 16 years, slowly working his way up to food preparation, breakfast cook, lunch cook and, finally, chef.

Six months later, the company closed its doors and he had to find another job. The new job didn't last long.

"My brother passed away, so I went through a little depression," Dion explained. "He lived with me for a time, so every morning I got up he was there and every night when I came home, he was there."

Dion Brown

South Bend

SOUTH BEND Community School Corporation

INDIANA ADULT EDUCATION

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

Dion Brown

South Bend

"He lacked self-confidence. He wasn't sure how long he would participate." Teacher Brandon Murphy

- √ HSE Classes
- √ Certification
- √ CHEF
- √ Employed

"And then all of a sudden, he wasn't there. I basically shut down and did some stupid stuff at my job *and* got fired."

During this time, Dion's mother also became sick and began to forget things. She was diagnosed with a form of Alzheimer's. It was a lot to handle and Dion says he didn't handle it well. He mostly spent his days smoking marijuana to deal with the pain.

His sister encouraged him to get back on his feet and, in 2016, she registered him for Brandon Murphy's high school equivalency class. "When I first met him," Murphy said, "he was a little undecided about what he wanted to do."

INDIANA ADULT EDUCATION

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

Meet Chef Dion Brown

Cultivate Culinary School & Catering "is devoted to ending the cycle of joblessness, poverty, and hunger in the local communities of northern Indiana by providing a food rescue service and job training in the culinary arts."

701 N Niles Ave
South Bend, IN 46617
Phone: (574) 209-2711

But Murphy says Dion's confidence began slowly to grow. He passed three of the five sections of the readiness test on the first try, something he did not expect to do. Dion decided to stick with the class. His plan was to try and get his HSE and then figure out the rest.

But earlier this year, adult education's career coach Deb Lane approached him about participating in a culinary class being offered through **Cultivate Culinary,** a new South Bend community partner. It would help him to refresh his skills, she told him. Dion signed up. The class lasted two months and provided hands-on training in food safety, food preparation, and knife skills.

INDIANA ADULT EDUCATION

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

MEALS for MICHIANA

"I asked him while I was in the class if there were any open positions," Dion said. "They help people. They rescue food and they repackage it to give to people who could use the help."

The organization liked him, too. A week after the culinary class ended, he started cooking for employees at the Goodwill center where Cultivate Culinary is based, helping the chef to plan and prepare meals and clean up.

More than 100,000 people in Michiana are food-insecure

Source Cultivate Culinary

Meet Chef Brown

16% of the people in St. Joseph County are food insecure

Americans waste $165 billion of food each year

Source Cultivate Culinary

INDIANA ADULT EDUCATION

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

Dion

Brown

"I was at a low point and now I think I'm back."

"He's found his voice and he only reaches for greatness." Teacher Brandon Murphy

"I Really Love the Company"

"When I get into the kitchen I usually see what I need to do and I go," Dion said. This initiative and drive has translated to the classroom as well, where he is finishing his HSE. He hopes to earn his diploma by December.

"His mindset completed changed this year," Murphy said. "He's learned to trust his judgement. Now he's a leader in Cultivate and he's a leader in the classroom.

As for Dion, he's thrilled to be working with food again, and to get the chance to watch people savor his cooking.

INDIANA ADULT EDUCATION

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

Meet Margarita Diaz

Margarita Diaz attended ELL classes to improve her English. Struggling with depression, Margarita often wanted to stop going to class, but she noticed that attending school was good for her mental health.

She pushed herself to continue in school, and was even more motivated after speaking with her child's teacher.

"I went to a parent-teacher conference for my daughter. The teacher told me that my daughter said, 'I'm very proud of my mom because she is going to school to learn English.'"

Margarita was inspired by her daughter's words and told herself, "I CAN DO IT!"

METROPOLITAN SCHOOL DISTRICT OF WARREN TOWNSHIP
RACE TO THE TOP DISTRICT

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

Meet Margarita Diaz

Teacher Brenda Gaston shared that Margarita was an extremely dedicated student. "She put in numerous hours to reach her goal. She was always looking to improve herself and help her classmates." She earned her HSE diploma and graduated in June. "Achieving the HSE means a lot to me and also to my three children. I feel really proud of myself, and I enjoy knowing that I am able to help others succeed. Best of all, I am able to help my children with their homework," Margarita said.

Walker Career Center
Adult Education Graduates

METROPOLITAN SCHOOL DISTRICT OF WARREN TOWNSHIP
RACE TO THE TOP DISTRICT

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

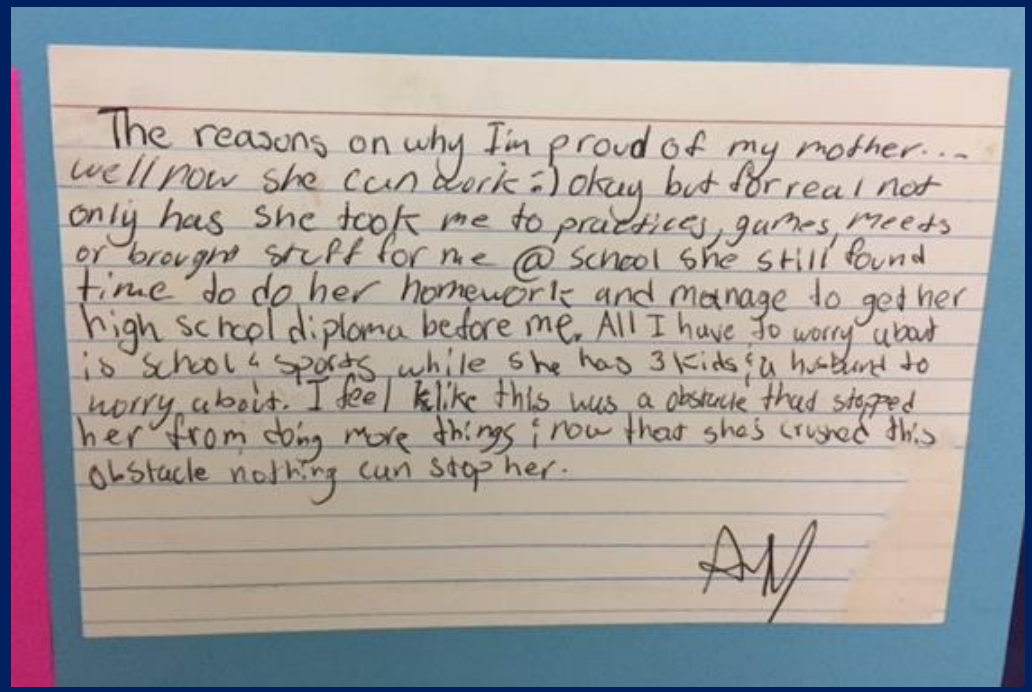
Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

Meet Margarita Diaz

Nothing Can Stop Her NOW!

"Not only has she taken me to practices, games, meets . . . she still found time to do her homework and manage to get her high school diploma before me. All I have to worry about is school and sports while she has three kids and a husband to worry about. I feel like this was an obstacle that stopped her from doing more things and now that she has crushed this obstacle, nothing can stop her."



Note from Margarita Diaz's Son

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

"I am thankful for the TASC."

Sergio A. Villanueva

TEST ASSESSING SECONDARY COMPLETION™

"The first day I went to school was a joyful day for me. I had been waiting many years to further my education. Studying subjects (like social studies and science in addition to language, reading and mathematics) became harder for me due to my lack of comprehension in the English language.

"I recalled a few times wanting to quit. With the encouragement of my teachers and the determination of studying four to five hours every day made it possible for me to accomplish the TASC. I remember the day I want to school, and got the great news from my teacher that I had passed the TASC test. That day I felt tremendous joy in my heart for this huge accomplishment in my life. I would like to thank (my teachers) and tutors for all their help and support. I want to encourage the teachers to continue to teach the way they are teaching. You are doing a great job . . . ."

OAKLAND CITY UNIVERSITY

Oakland City University
WVCF

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

TABE 11/12 Updates

Mike Johnson | National Adult Education Director

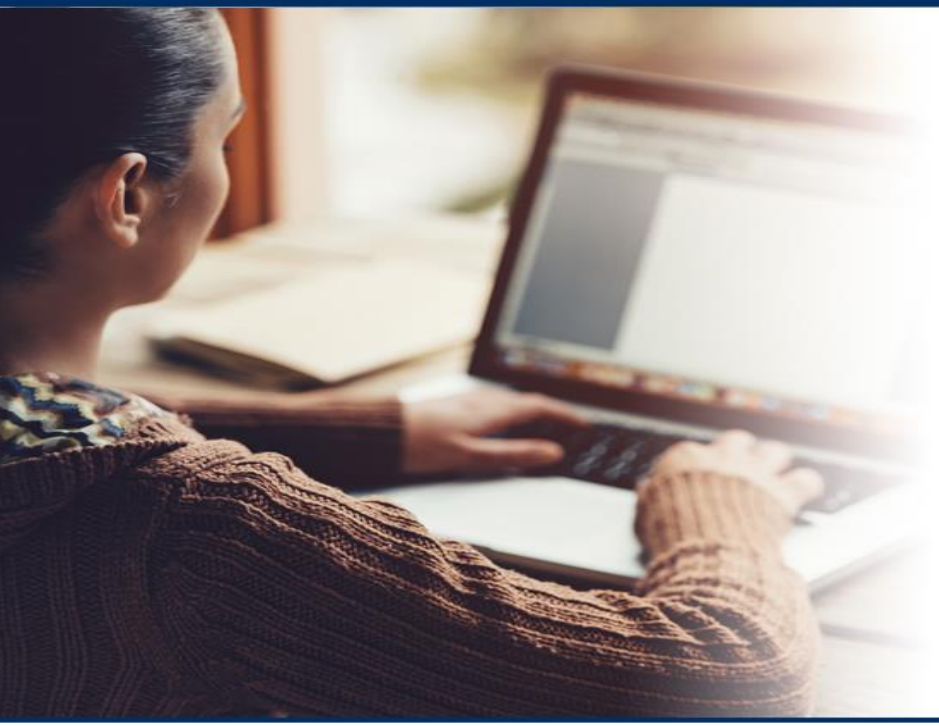
Data Recognition Corporation - CTB

630-995-6712 | mjohnson@datarecognitioncorp.com

Tests of Adult Basic Education

Visit TABETest.com to Learn More

INDIANA ADULT EDUCATION



A NEW TABE FOR A NEW ERA

TEST ASSESSING SECONDARY COMPLETION™

TABE Current Status

- TABE 9&10 is approved until February 2019 (extended to June 30)
- TABE 9&10 released on new DRC INSIGHT platform
- TABE 11&12 Online released January 8, 2018 on DRC INSIGHT
- TABE 11&12 Paper/Pencil to be released April 1st
- Date that states will allow use of TABE 11&12 to be announced
  - TABE 9&10 cut off date to be announced later
- TABE CLAS-E approved in 20 states
  - New College and Career-Readiness (CCR) Standards pending for Adult ESL

NRS Changes

- Public comment period for WIOA draft regulations is closed
- Final NRS Descriptors released March 2016
- Final NRS Regulations released August 2016
  - Rules for all parts of NRS testing/reporting and AEFLA funding
- October 1, 2016, was the first application date for publishers
  - TABE 11&12 application submitted for NRS approval
- **September 7, 2017 TABE 11&12 received 7 year NRS approval**

TABE 11&12 Overview

- New standards
  - National College- and Career-Readiness (CCR) Standards
- New test length
  - Only one test length; no Survey and Complete Battery
- Changes to Math sections
  - Only one Math test; standards focus on Applied Math
- Improved Locator design
  - Longer Locator test provides a stronger prediction to TABE
- Reading, Math, and Language tests only
- Alignment to TASC Test and other HSE exams that align to CCRS

New NRS Educational Functioning Levels

Key Changes:

- Alignment to CCR Standards & Employability Skills Framework
- Same 6 levels but new domains / strands for each
- Increase in specificity & rigor (cognitive demand)
- Language of exit descriptors shifting away from limiting statements to elaborate detail
- Employability skills embedded throughout (often look like academic skills)

Employability Skills Framework website for reference
http://cte.ed.gov/employabilityskills/

From: http://www.in.gov/dwd/abe/files/Statewide_Webinar_2_11_15.pdf

NRS Changes Example: NRS Level 1 Math

Old:

Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.

New:

Students prepared to exit this level are able to **decipher a simple problem presented in a context** and **reason** about and **apply** correct units to the results. They can visualize a situation **using manipulatives or drawings** and **explain** their processes and results using mathematical terms and symbols appropriate for the level. They **recognize errors** in the work and reasoning of others. They are able to **strategically select** and **use** appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.

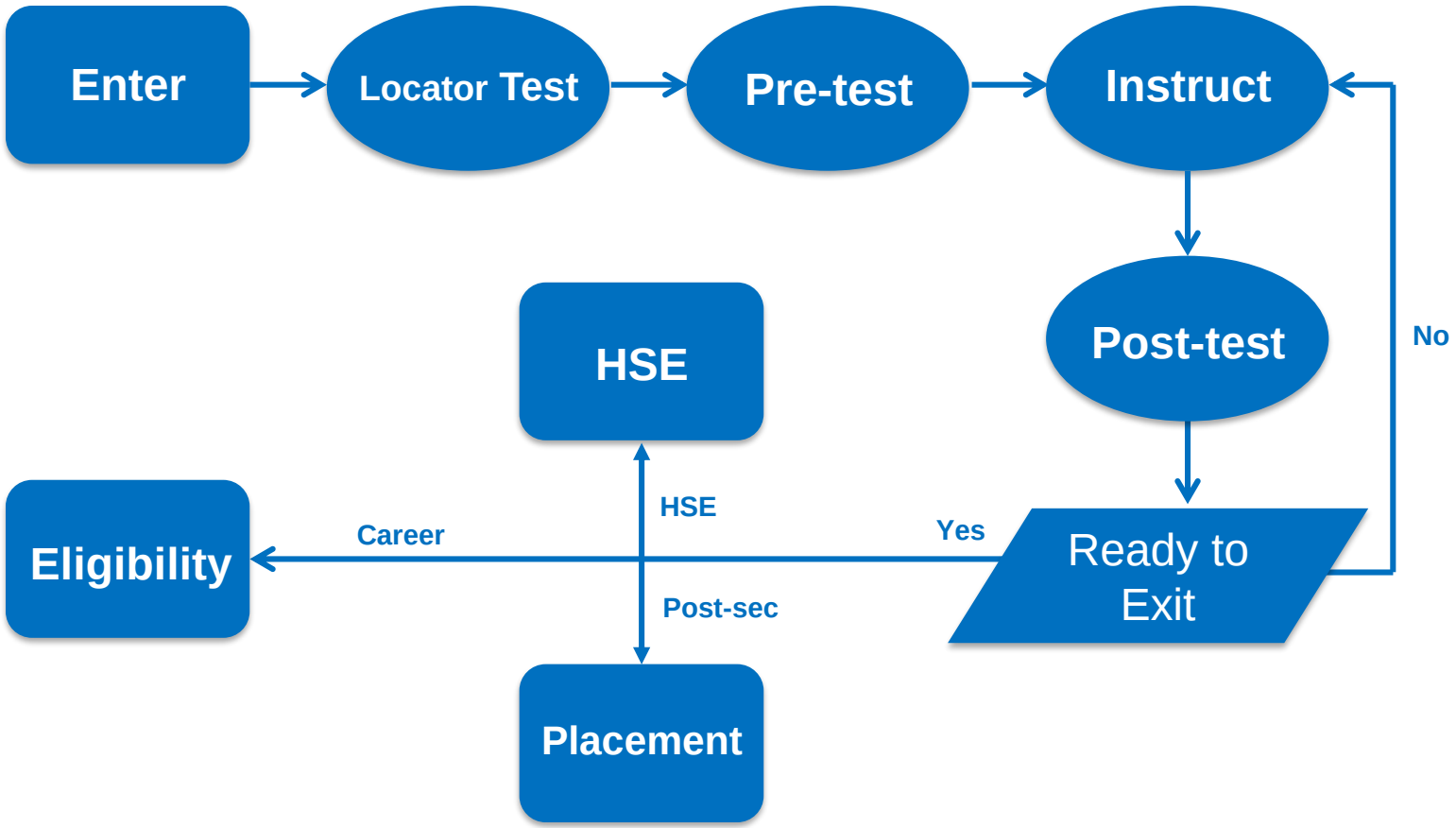
Number Sense and Operations: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to **use their understanding** of place value to compare two-digit numbers. They are able to add whole numbers within 100 and **explain their reasoning**, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They are able to **apply their knowledge** of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.

Algebraic Thinking: Students prepared to exit this level **understand and apply** the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.

Geometry and Measurement: Students prepared to exit this level can **analyze and compare** 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can **reason** with two-dimensional shapes (e.g., quadrilaterals and half- and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to **create composite shapes**. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit.

Data Analysis: Students prepared to exit this level are able to **organize, represent, and interpret** simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.

How to Use TABE



TABE 11&12: Item Types

Level	EBSR	TE	Total	Passages
	Math (Calculator & Non-Calculator Parts)			
L	0	0	35	0
E	0	0	40	0
M	0	4	40	0
D	0	2	40	0
A	0	4	40	0
	Reading (Part 1 & Part 2)			
L	0	0	40	4
E	3	2	47	7
M	7	0	47	8
D	9	1	47	9
A	15	1	47	9
	Language			
L	0	0	35	0
E	0	7	40	2
M	0	4	40	3
D	0	5	40	6
A	0	8	40	4

TABE 11&12 Maximum Allowable Time Revised

Level	Reading Part 1	Reading Part 2	Language	Math Part 1	Math Part 2
L	35 minutes	60 minutes	60 minutes	75 minutes	N/A
E	60 minutes	60 minutes	60 minutes	75 minutes	N/A
M	60 minutes	60 minutes	60 minutes	60 minutes	15 minutes
D	60 minutes	60 minutes	60 minutes	40 minutes	35 minutes
A	60 minutes	60 minutes	60 minutes	30 minutes	45 minutes
Locator	45 minutes	N/A	25 minutes	15 minutes	15 minutes

TABE 11&12: Objectives by Level

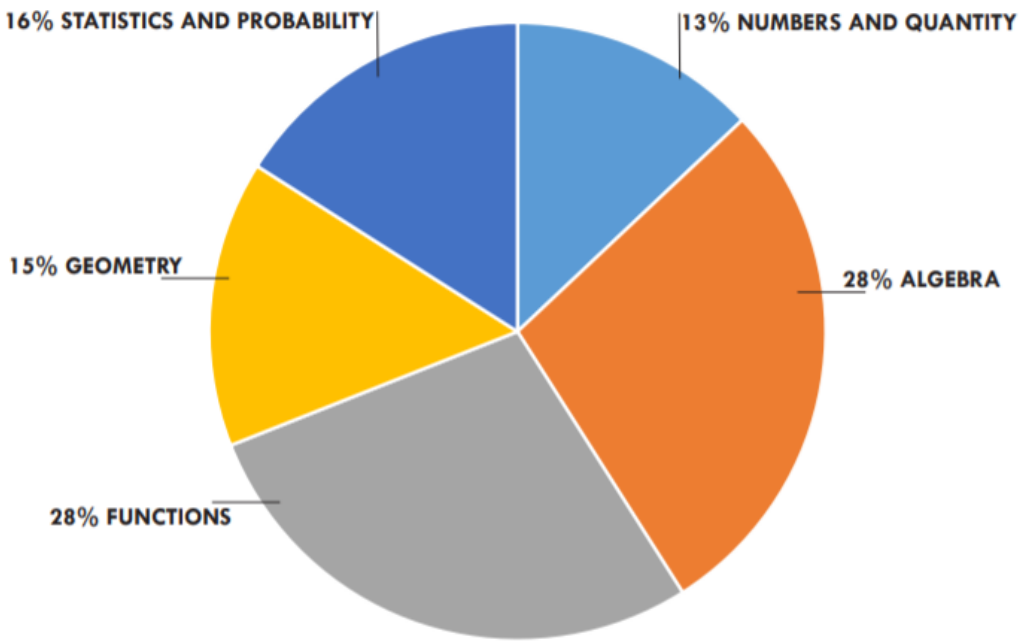
Content Area Reporting Objectives	Covered Objectives				
	L	E	M	D	A
Mathematics					
Measurement and Data	●	●	●		
Number and Operations in Base Ten	●	●	●		
Number and Operations Fractions		●	●		
Operations and Algebraic Thinking	●	●	●		
Geometry	●	●	●	●	●
Expressions and Equations			●	●	
Ratios and proportional Relationships			●	●	
The Number System			●	●	
Statistics and Probability			●	●	●
Functions				●	●
Algebra					●
Number and Quantity					●
Standards for Mathematical Practice (double count)	●	●	●	●	●
Reading					
Phonological Awareness	●				
Phonics and Word Recognition	●	●			
Key Ideas and Details	●	●	●	●	●
Craft and Structure	●	●	●	●	●
Integration of Knoledge and Ideas	●	●	●	●	●
Informational text (double count)	●	●	●	●	●
Literary Text (double count)			●	●	●
Language					
Conventions of Standard English	●	●	●	●	●
Knowledge of Language			●	●	
Vocabulary Acquisition and Use	●	●	●	●	●
Text Types and Purposes		●	●	●	●

TABE 11&12 Blueprints

Tests of Adult Basic Education

LEVEL A

TABE 11 & 12 MATHEMATICS BLUEPRINT OVERVIEW



TABE 11&12 Blueprints

	DOMAIN	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
GEOMETERY (15%)	G.CO: Congruence	G.CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	E	Low
	G.SRT: Similarity, Right Triangles, and Trigonometry	G.SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	E	Medium
	G.GMD: Geometric Measurement and Dimension	G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	E	High
	G.MG: Modeling with Geometry	G.MG.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	E	Medium

TABE 11&12: Level L

- Level L can be used to screen adult examinees entering literacy programs. Level L accomplishes this by screening for:
  - Visual/reversal problems
  - Auditory skills/sound discrimination
  - Beginning comprehension skills
  - Beginning mathematics application skills
  - Beginning grammar, capitalization, punctuation, and spelling skills
  - Vocabulary and word meaning
  - Beginning reading skills

TABE 11&12: Levels E/M/D/A Reading

- TABE 11&12 Reading content reflects mature, life- and work-related situations and highlights overlapping objectives, from word-meaning skills to critical-thinking skills
  - These are measured using texts and forms familiar to everyday adult lives, as well as through excerpts that reflect our cultural diversity
  - Based on OCTAE CCR standards focused largely on informational texts (e.g. research, scientific, historical information)
  - The previous focus on literary text (e.g. fiction, memoir, poetry) is significantly decreased

TABE 11&12: Levels E/M/D/A Mathematics

- TABE 11&12 Mathematics reflects math application, particularly routine tasks such as estimating quantities and making computations involving time, distance, weight, etc.
  - Standards have more emphasis on applied versus computation skills
  - Item sets are integrated by mathematical contexts appropriate for adults
  - The objective distribution at Level A is very closely aligned with the content distribution of the TASC/HSE Mathematics test

TABE 11&12: Levels E/M/D/A Language

- The goal of adult language instruction is to build communication skills necessary for functioning effectively on the job and in daily life
  - TABE Language assesses skills in grammar, usage, mechanics, sentence formation, and paragraph development. Understanding of word meaning and relationships, context, spelling, capitalization and punctuation in sentences, phrases, and clauses is included
  - Items are presented in meaningful contexts that reflect the writing process as it is applied in life

Example of how CCRS changes test items

Applied Mathematics

Reliable Cable provides cable TV service to houses and businesses. They bill monthly for their services. Study the Statement of Service. Then do Numbers 1 through 5.

Reliable Cable Service

Statement of Service from 4/01 to 4/30	
Installation Fee	$73.25
Monthly Charges	$32.95
Balance Due	

1. Which of the following is the correct amount to enter in the Balance Due box?
   - **A** $40.30
   - **B** $105.20
   - **C** $106.20
   - **D** $146.50

2. What month of service is covered by the Statement of Service from Reliable Cable?
   - **F** October
   - **G** January
   - **H** June
   - **J** April

3. To the nearest dollar, what does Reliable Cable charge for one month of service?
   - **A** $30
   - **B** $33
   - **C** $40
   - **D** $73

4. How much will a customer pay for 6 months of service from Reliable Cable?
   - **F** $182.40
   - **G** $187.70
   - **H** $195.40
   - **J** $197.70

5. The Statement of Service covers a full month of cable service. About how much does Reliable Cable service cost per day?
   - **A** $0.32
   - **B** $1.00
   - **C** $10.00
   - **D** $33.00

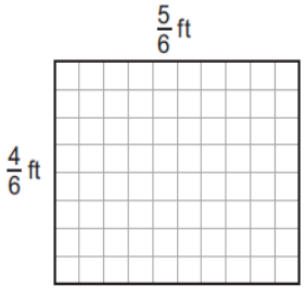
Tests of Adult Basic Education

LEVEL M

TABE 11 & 12 MATHEMATICS PRACTICE ITEMS

4. Look at the rectangle.

What is the area of the rectangle, written in simplest form?



A. $\frac{5}{9}$ ft^2

B. $\frac{3}{4}$ ft^2

C. 3 ft^2

D. $3\frac{1}{3}$ ft^2

5. Two boys earn money mowing lawns. Jacob mowed 12 lawns this week. He mowed 3 times as many lawns as Kevin mowed.

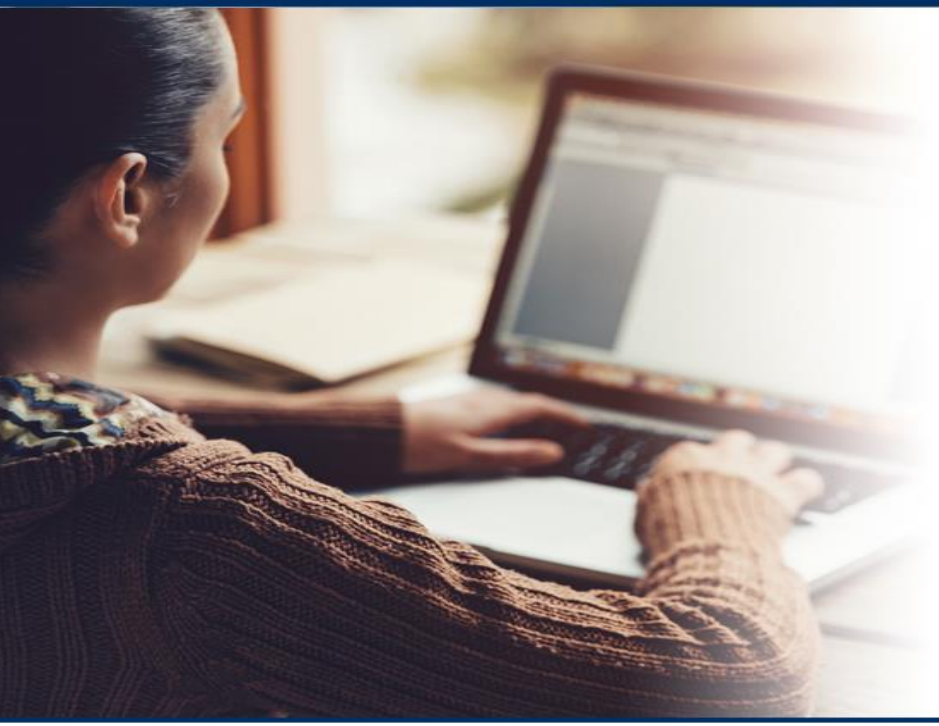
In which equation does the box represent the number of lawns Kevin mowed?

A. 3 + □ = 12

B. 3 × □ = 12

C. 12 + 3 = □

D. 12 × 3 = □



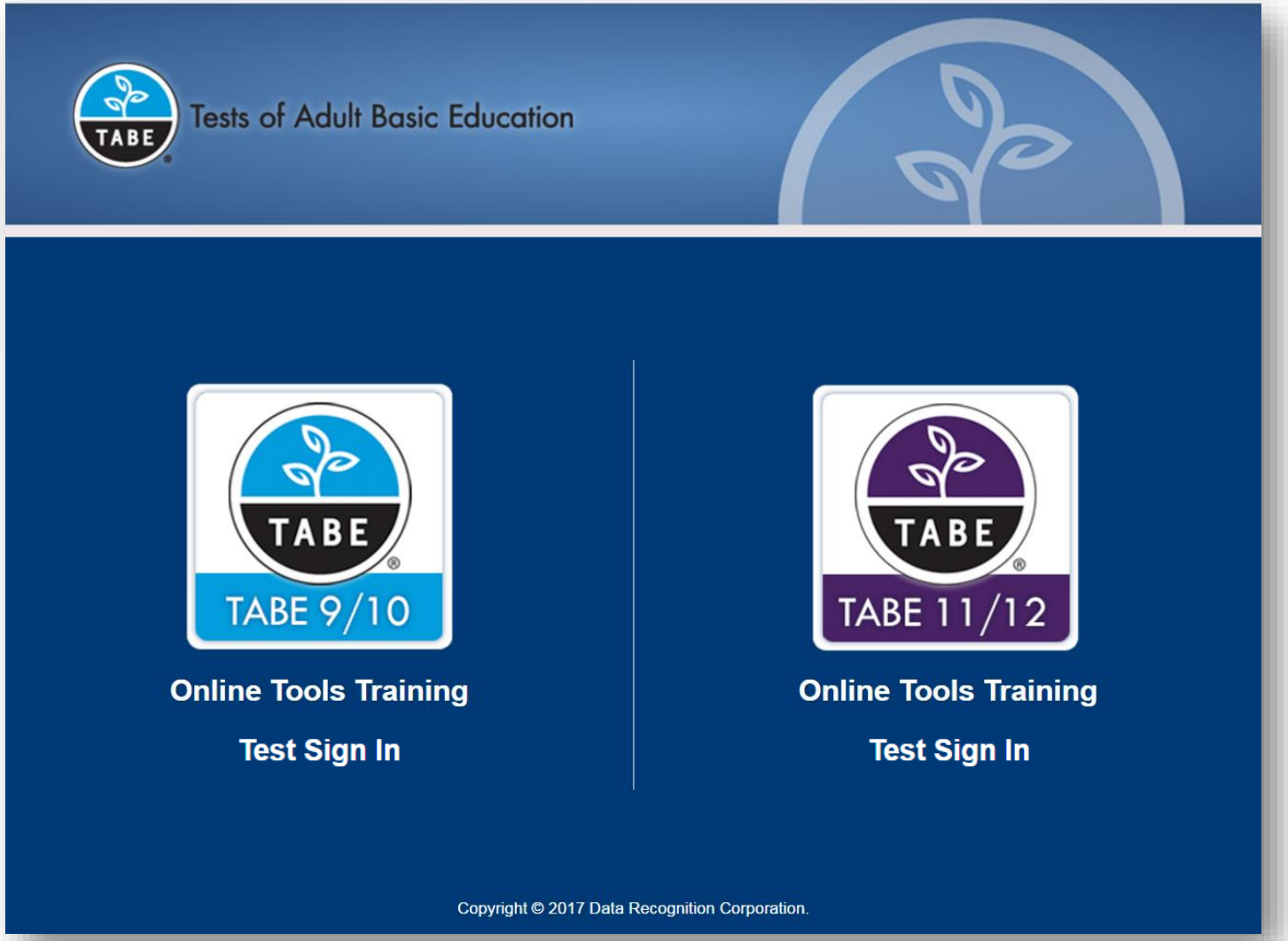
DRC INSIGHT Test Engine

TEST ASSESSING SECONDARY COMPLETION™

DRC INSIGHT Test Engine

- Intuitive, universally designed testing interface that is accessible for all students
- Consistent and reliable performance on a range of testing devices
  - INSIGHT Runs on Windows, Mac, iOS, Chrome, Linux
  - More than 32 million tests delivered in 2016–2017
- Same platform for TABE, TASC Test, TASC Readiness and TABE CLAS-E (pending).
- Since Sept 2017, 3.15 million TABE Sub-tests have been scheduled and 2.1 million of those completed

Examinee Access



TABE Scanning and Scoring

- Web-based; no TestMate software required
- Scanning can be done on plain-paper scanners (examples)
  - Epson WorkForce ES-200
  - Epson WorkForce ES-300
  - Epson WorkForce ES-400
  - Epson WorkForce ES-500
  - FUJITSU Document Scanner fi-7160
  - Brother ImageCente ADS-2800W
- Dual read, Continuous feed, TWAIN compliant
  - Future enhancement: Office Copy Machines
  - Future enhancement: Cell phone captured pictures
- All Data stored in the TABE Database also used by TABE Online

TABE Reports

- TABE 11&12 Individual Profile
- TABE 11&12 Individual Portfolio
- TABE 11&12 Locator Report
- TABE 11&12 Bulk Export
- TABE 11&12 Roster Group Report
- TABE 11&12 Local Exporting
- TABE 11&12 Individual Diagnostic Report (planned)
- TABE 11&12 Workforce Report (planned)

DATA RECOGNITION DRC CORPORATION

TABE

TABE

Individual Profile: Johnson, Mike

Report Criteria			
ID:	4900	State:	MN
Test Name:	TABE 11 ALL	District:	SAMPLE DISTRICT
Report:		School:	TABE TEST SCHOOL
Report Date:	01-12-2018		

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level
			Total	Obtained				
Reading	01/11/2018	A	56	40	40	602	19	5
Mathematics	01/12/2018	M	39	33	35	584	22	4
Language	01/12/2018	A	43	31	35	607	23	5

If a student scores more than one NRS level above the targeted level, then a (+) sign will appear next to the scale score and their score will be set to the highest possible scale score, which is one above the targeted level. In this case, students may want to test with a higher TABE test in order to better assess their ability.

Performance on Domains	Performance Category			
	Number of Items	Non-Proficiency	Partial Proficiency	Proficiency
Reading				
Key Ideas and Details	18		✓	
Craft and Structure	17		✓	
Integration of Knowledge and Ideas	5			✓
Mathematics				
Measurement and Data	6			✓
Numbers and Operations - Fractions	7		✓	
Numbers and Operations - Base Ten	5		✓	
Operations and Algebraic Thinking	4			✓
Geometry	4		✓	
Expressions and Equations	4			✓
Language				
Conventions of Standard English	21		✓	
Vocabulary Acquisition and Use	4		✓	
Text Types and Purposes	10		✓	

DATA RECOGNITION DRC CORPORATION

TABE

TABE

Individual Profile: Johnson, Mike

Report Criteria			
ID:	4900	State:	MN
Test Name:	TABE 11 ALL	District:	SAMPLE DISTRICT
Report:		School:	TABE TEST SCHOOL
Report Date:	01-12-2018		

FORM	DOMAIN	CATEGORY	SKILL
A	**Reading**		
	Key Ideas and Details	Text Details	• Draw inferences in text • Identify main idea • Support main idea • Summarize • Describe relationship between events
	Craft and Structure	Text Structure	• Meaning of on-level words or phrases in context • Use text tools to locate information • Identify author's/s' point of view • Identify author's purpose • Identify how author uses rhetoric
	Integration of Knowledge and Ideas	Text Integration	• Evaluate arguments/claims in text
M	**Mathematics**		
	Measurement and Data	Measurement	• Solve problems using scaled bar graph • Identify and measure angles • Apply standard measurement • Understand line plots • Calculate and interpret volume
	Numbers and Operations - Fractions	Fractions	• Evaluate fractions • Add fractions • Multiply fractions • Understand decimals • Divide fractions
	Numbers and Operations - Base Ten	Base Ten	• Add whole numbers • Compare and compose tens • Understand place value • Round • Multiply whole numbers • Find quotients and remainders • Understand decimals
	Operations and Algebraic Thinking	Operations	• Apply properties of operations: addition and subtraction • Multiply whole numbers • Apply properties of operations: multiplication and division • Understand and apply pattern rules • Understand prime and composite numbers • Evaluate expressions
	Geometry	Geometry and Spatial Sense	• Know geometric shapes, figures, and attributes • Know coordinate values and grid quadrants
	Expressions and Equations	Expressions and Equations	• Understand exponents • Evaluate expressions • Understand ordered pairs • Evaluate equations and inequalities
	Ratios and Proportional	Ratio and Relationships	• Understand ratio relationships

TABE 11&12 Resources

Now available on tabetest.com:

- TABE 11&12 Blueprints
  - www.tabetest.com/resources-2/testing-information/blue-prints/
- TABE 11&12 Sample Practice Items
  - www.tabetest.com/resources-2/testing-information/tabe-1112-practice/
- TABE 11&12 Online Tools Training
  - www.tabetest.com/resources-2/testing-information/online-tools-training/

Thank You!

Mike Johnson
National Director
630-995-6712
mjohnson@datarecognitioncorp.com

TABETest.com

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

TABE 11/12

TABE 11 & 12 Data Comparisons

Indiana Adult Education utilized statewide data in the InTERS database to compare –

- TABE 9 & 10 grade equivalencies to TABE 11 & 12 grade equivalencies*
  - Comparing students who had tested on both versions of the TABE
- Student NRS Levels (as measured by TABE 11 & 12) to TASC scale scores
  - Looking at students who tested using TABE 11 & 12 and passed all 5 TASC subtests

INDIANA ADULT EDUCATION

TABE TO TABE GRADE EQUIVALENCIES

Total Math

The average change in grade equivalencies from TABE 9 & 10 to TABE 11 & 12 was three grade levels.

This means students, on average, scored three grade levels lower on TABE 11 & 12.

Average Change	-2.9802
Median Change	-2.6
R^2	0.3496

Language

The average change in grade equivalencies from TABE 9 & 10 to TABE 11 & 12 was *over* three grade levels.

This means students, on average, scored over three grade levels lower on TABE 11 & 12.

Average Change	-3.2684788
Median Change	-2.9
R^2	0.3285

Reading

The average change in grade equivalencies from TABE 9 & 10 to TABE 11 & 12 was *over* three grade levels.

This means students, on average, scored over three grade levels lower on TABE 11 & 12.

Avg Change	-3.21592
Median Change	-2.9
R^2	0.3496

TABE 11 & 12 to TASC Scale Scores

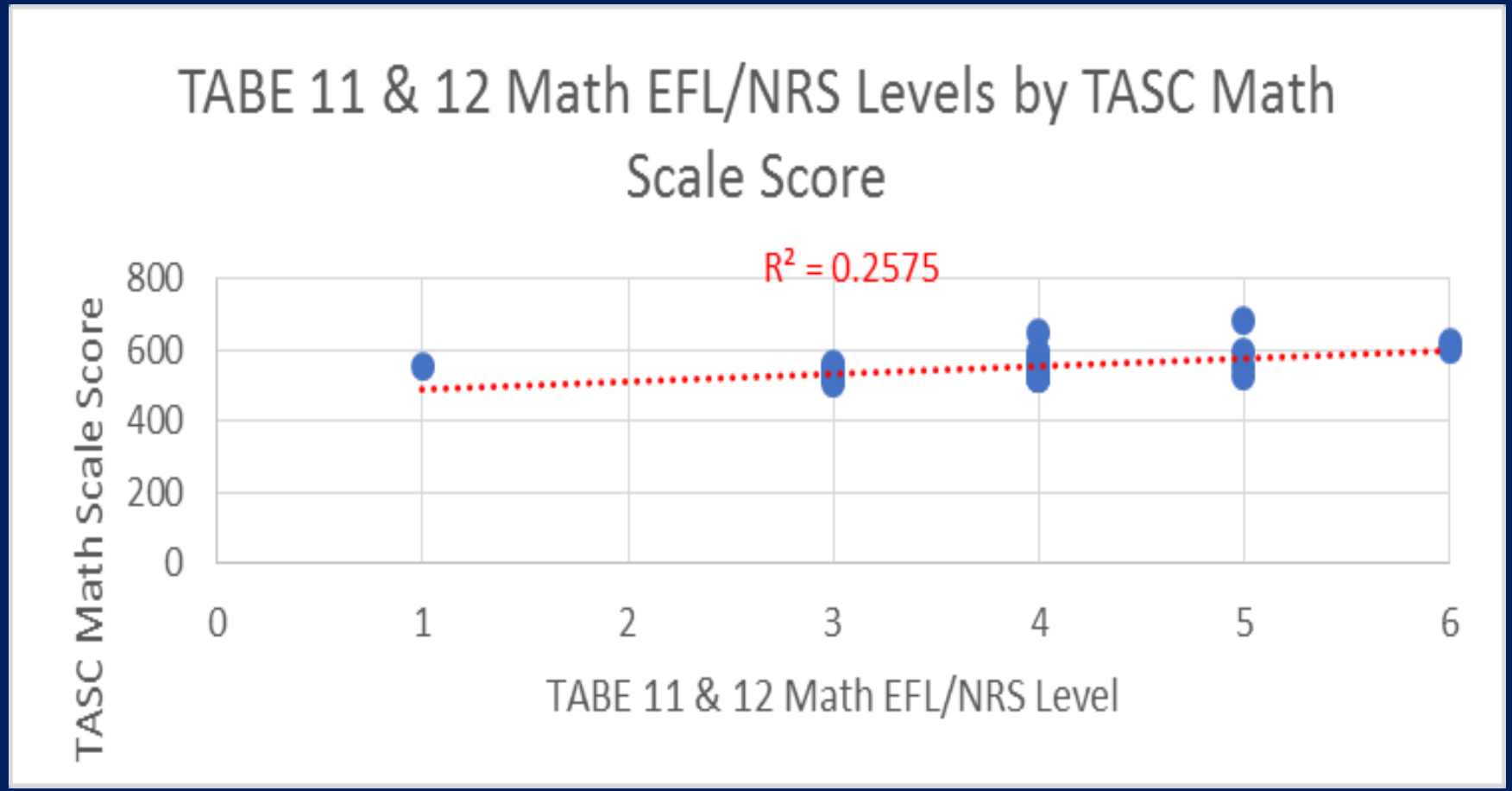
*Total Average/Median TASC 11 & 12 EFL/NRS Levels for TASC	
Average TABE 11 & 12 NRS Level	4.0
Median TABE 11 & 12 NRS Level	4
**Average TASC Scale Score	559.44
**Median TASC Scale Score	555
* Average and median TASC Scale Scores taken from *all* TASC subtests, not just reading, writing and math.	
** Passing TASC scale score is 500 for writing, reading, and math. TASC honors can be awarded with a scale score of 560 for reading and writing, 580 for math.	

MATH

TABE 11 & 12 to TASC Scale Scores

TABE Math NRS/EFL Levels & TASC Math Scale Score	
Average TABE 11 & 12	3.8
Median TABE 11 & 12 EFL/NRS Level	4
*Average TASC Scale	552
*Median TASC Scale Score	540
R^2	0.2432

* Passing TASC scale score is 500 for writing. TASC honors can be awarded

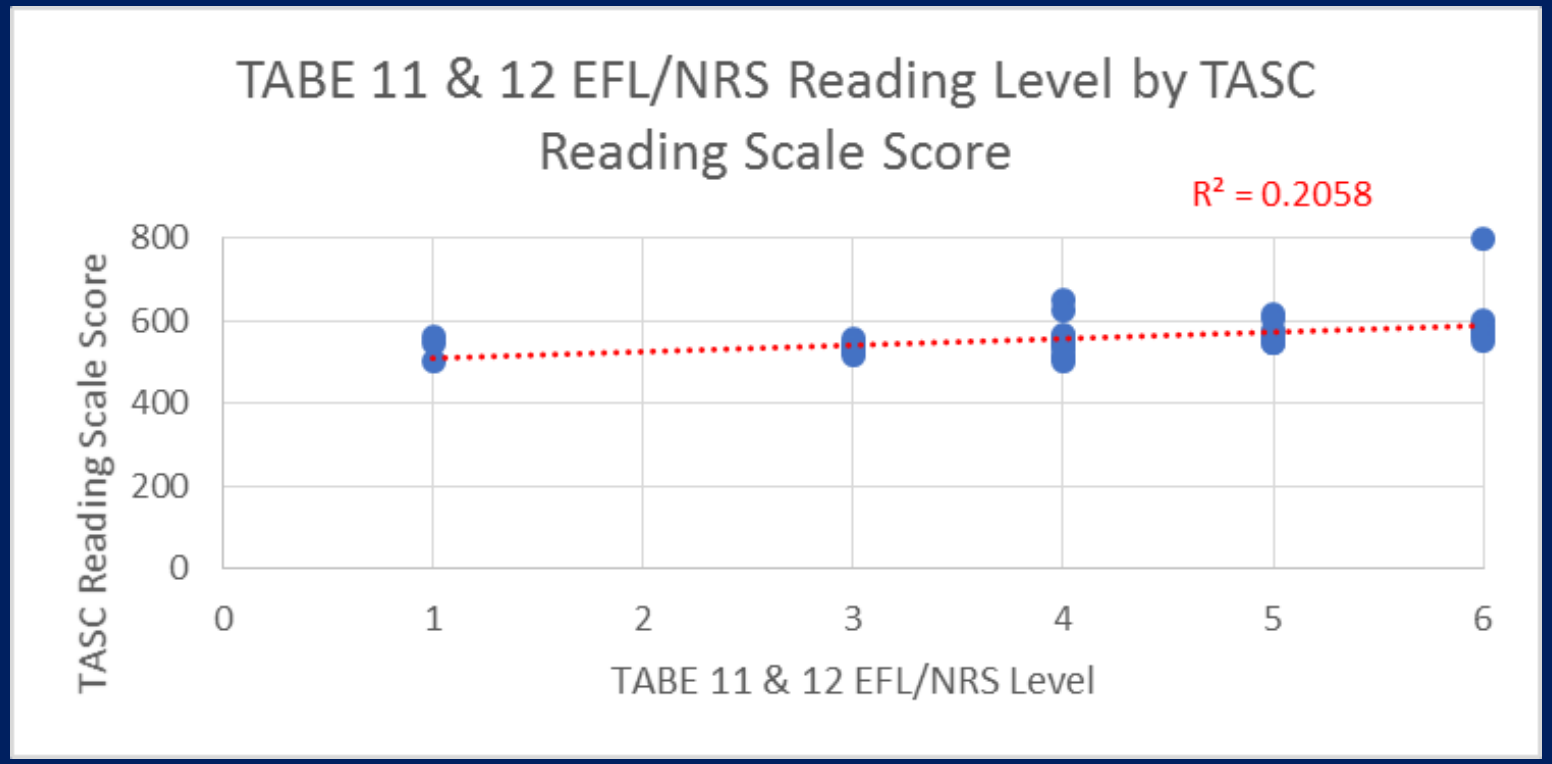


READING

TABE 11 & 12 to TASC Scale Scores

TABE Reading NRS/EFL Levels & TASC Reading Scale Score	
Average TABE 11 & 12 EFL/NRS Level	4.3
Median TABE 11 & 12 EFL/NRS Level	4
*Average TASC Scale Score	562
*Median TASC Scale Score	557
R^2	0.2058

* Passing TASC scale score is 500 for writing. TASC honors can be awarded with a scale score of 560.

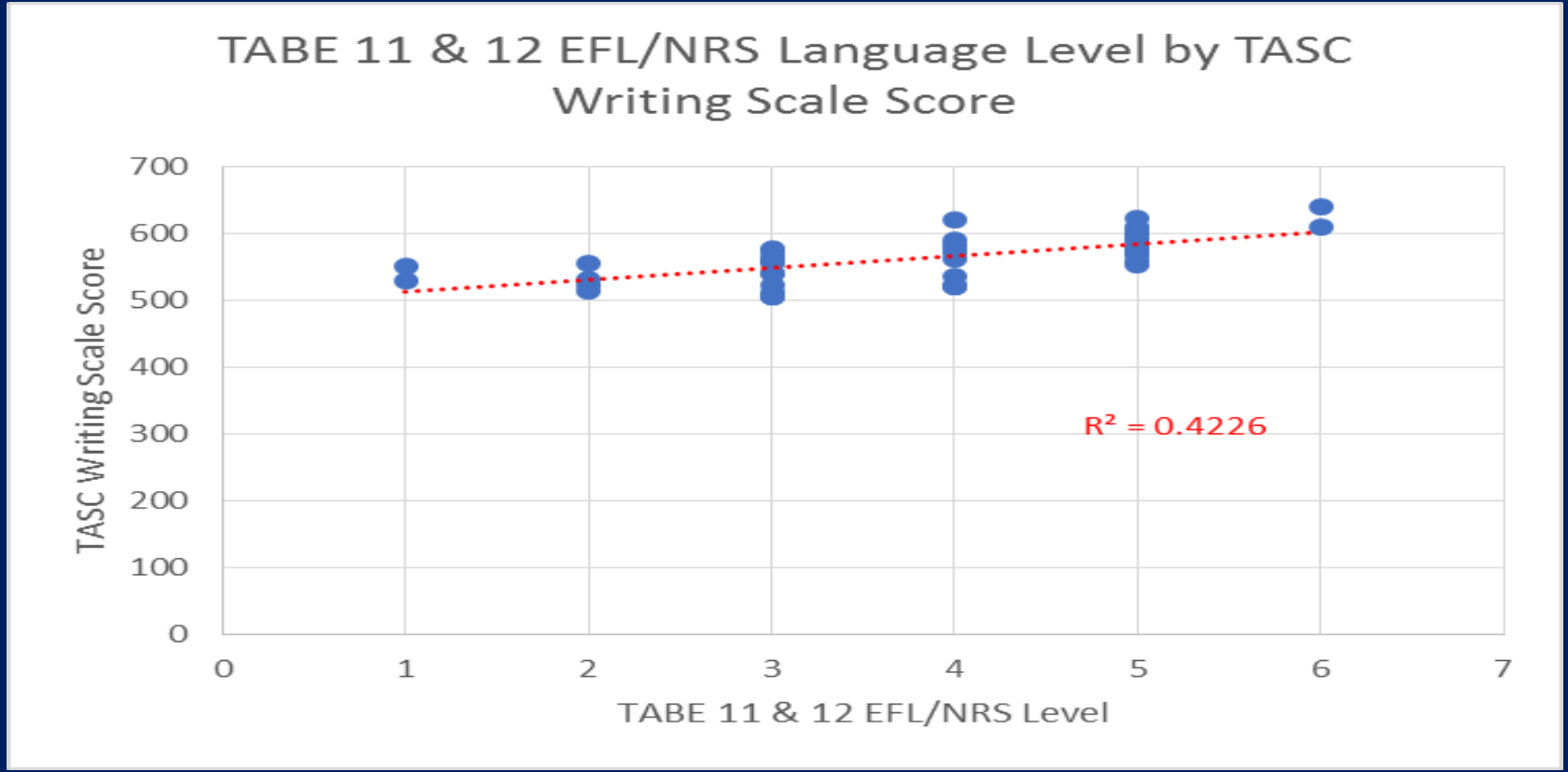


WRITING

TABE 11 & 12 to TASC Scale Scores

TABE Language NRS/EFL Levels & TASC Writing Scale Score	
Average TABE 11 & 12 EFL/NRS Level	3.9
Median TABE 11 & 12 Grade Equivalent	4
*Average TASC Scale Score	564
*Median TASC Scale Score	564.5
R^2	0.4226

* Passing TASC scale score is 500 for writing. TASC honors can be awarded with a scale score of 560.



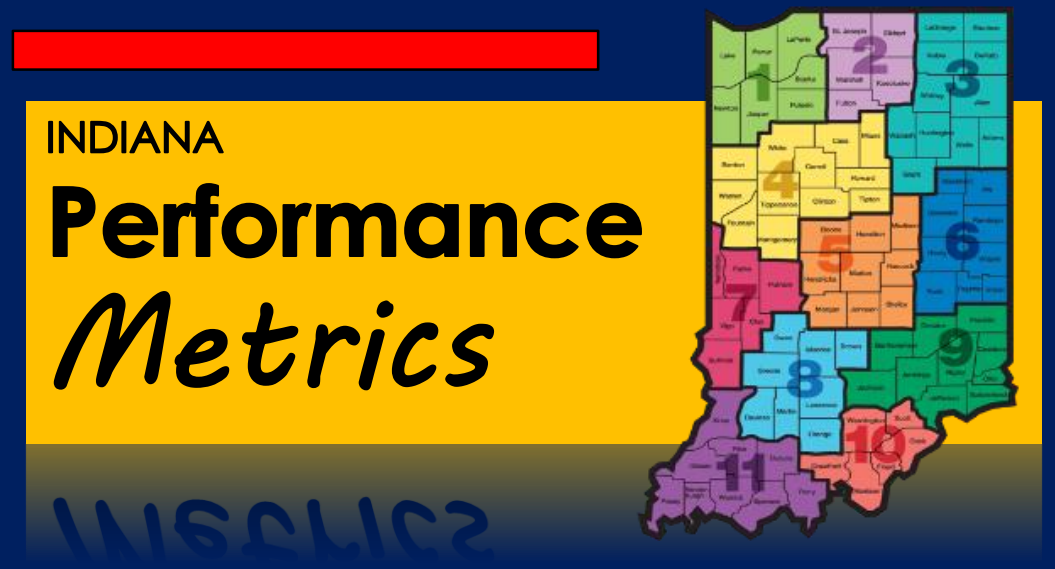
INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

STATE Performance Metrics

- ✓ Measurable Skill Gains
- ✓ High School Equivalency



New NRS State Table 4 – 2018-2019

9-28-18

Date Printed: 9/28/2018 9:48 AM

Table 4 - Measurable Skill Gains (MSG) by Entry Level

School: All Programs Term: 20182019

Audit Type: Calc and Manual

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diplome or its recognized equivalent, and periods of participation outcomes.

	First Period of Participation								All Periods of Participation				
Entering Educational Functioning Level	Number of Participants	Total Number of Participants Excluded from MSG Performance	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 recognized 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 in which Participants achieved at least one educational functional level gain		Total Number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Percentage of Periods of Participation With Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)		(L)	(M)
ABE Level 1	444	0	17522	64	7	1	372	15.99%	449	71		71	15.81%
ABE Level 2	2132	0	88935	335	32	4	1761	17.21%	2143	368		368	17.17%
ABE Level 3	2157	0	97216	382	133	9	1633	23.88%	2160	516		516	23.89%
ABE Level 4	1063	0	47932	213	122	7	721	31.51%	1065	337		337	31.64%
ABE Level 5	270	0	12697	36	39	0	195	27.78%	270	75		75	27.78%
ABE Level 6	140	0	5520	3	51	0	86	38.57%	140	54		54	38.57%
ABE Total	6206	0	269822	1033	384	21	4768	22.83%	6227	1421		1421	22.82%
ELL Level 1	696	0	22451	114	0	0	582	16.38%	697	114		114	16.36%
ELL Level 2	418	0	14038	88	0	0	330	21.05%	420	88		88	20.95%
ELL Level 3	459	0	15470	75	0	0	384	16.34%	460	76		76	16.52%
ELL Level 4	416	0	14528	73	0	0	343	17.55%	417	73		73	17.51%
ELL Level 5	299	0	10921	45	0	0	254	15.05%	299	45		45	15.05%
ELL Level 6	52	0	1526	7	0	0	45	13.46%	52	7		7	13.46%
ELL Total	2340	0	78934	402	0	0	1938	17.18%	2345	403		403	17.19%
Grand Total	8546	0	348756	1435	384	21	6706	21.28%	8572	1824		1824	21.28%

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

Total Enrollment

	2018-2019*	2017-2018**
ABE/ELL	8,546	8,085

*Data as of 9.28.18

** Data as of 9.12.17

ABE/ELL + 461 UP

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

Average Contact Hours

	2018-2019*	2017-2018**
ABE/ELL	40.80 hrs.	34.94 hrs.

*Data as of 9.28.18

** Data as of 9.12.17

ABE/ELL +5.86 hrs. UP

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

MEASURABLE SKILL GAINS

Basic Skills Remediation

NRS Table 4, Column H

2017-2018*

22.09%

*Data as of 9.12.17

NRS Table 4, Column I

2018-2019**

21.28%

**Data as of 9.28.18

64%

– Indiana Target 2018-2019

Instructional **IMPACT**

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

Number HSE Diplomas

	2018-2019*	2017-2018**
ABE/ELL	384	367

*Data as of 9.28.18

** Data as of 9.12.17

Reported by InTERS

HSE Diplomas + 17 UP

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

MEASURABLE SKILL GAIN

Basic Skills Remediation
NRS Table 4, Columns B, D, I

Enrolled 6,206 (ABE/ELL)

Majority of ABE Students – Level 3

64% – Indiana Target 2018-2019

Data as of 9.28.18

Next Highest – Level 2

21.82%

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

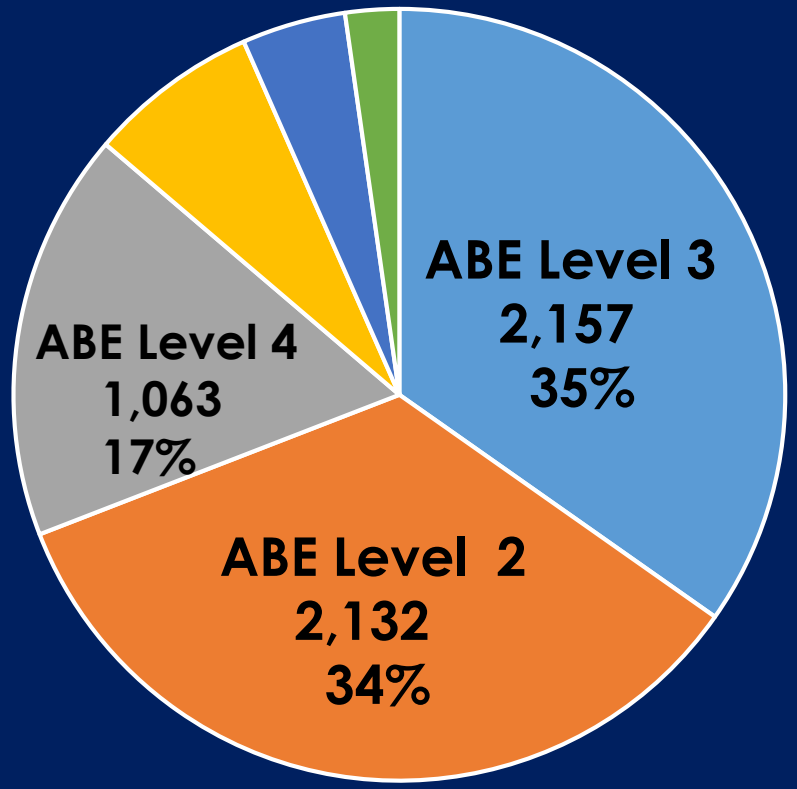
Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

Enrolled

6,206

2018-2019 – ABE
9.28.18 ABE Enrollment

ABE Level 1 – 444
ABE Level 5 – 270
ABE Level 6 – 140
14%



69% Levels 2-3

Data as of 9.28.18

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

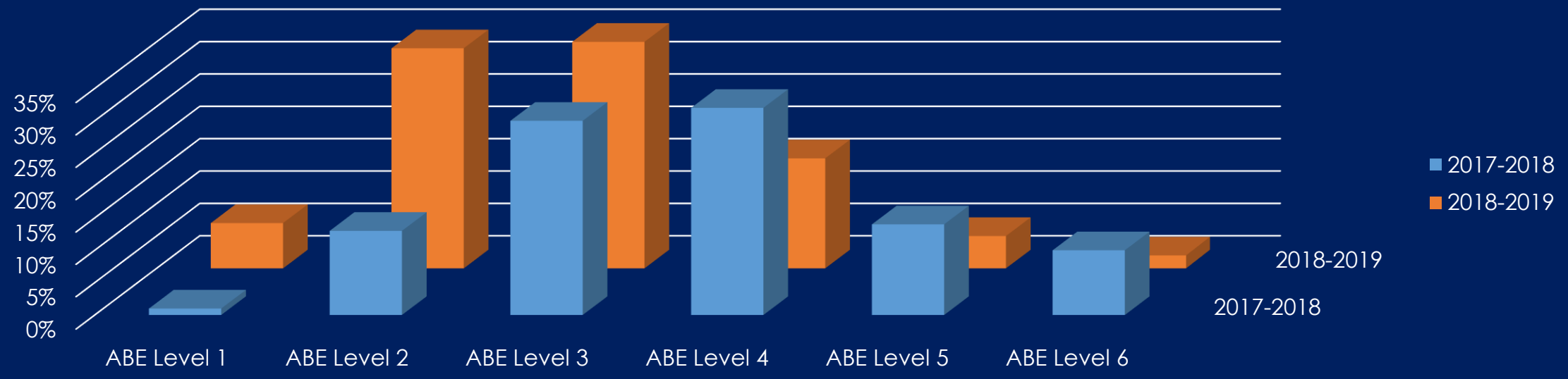
Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

NRS ABE LEVELS 1-6 – PROGRAM YEAR

2017-2018 | 2018-2019

9.26.18 9.28.18



INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

The Snapshot

Program Year Final RESULTS 2017-2018

Enrollment 26,370

Program Year 2016-2017

Enrollment 26,946

Down 576

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

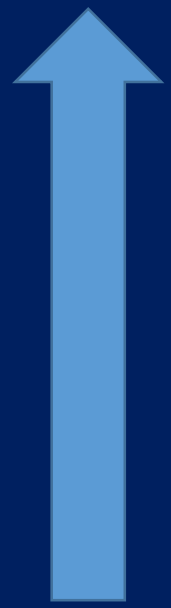
Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

The Snapshot

Program Year Final RESULTS 2017-2018

InTERS

HSEs 4,989



Up 119

Program Year 2016-2017

InTERS

HSEs 4,870

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

The Snapshot

Program Year Final RESULTS 2017-2018

InTERS

HSEs 4,989

APPLAUSE

Ana Angulo
2018 HSE Graduate, Warren Township Adult Education

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

The 2017-2018 Snapshot

MEASURABLE SKILL GAINS

Basic Skills Remediation

NRS Table 4, Column H

	2017-2018		2016-2017
ABE	65.45%	+5.79%	59.66%
ELL	57.28%	**+6.47%**	50.81%
TOTAL	63.78%*	+6.18%	57.60%

60%

– Indiana Target 2017-2018

Instructional **IMPACT**

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

The 2017-2018 Snapshot

Distance Education Measurable Skill Gains

Distance Ed

2016-2017

2017-2018*

71%

7.31.17	8.30.18
2016-2017 NRS **Table 4C** Column H	2017-2018 NRS **Table 4C** Column H
64.96%	**70.99%**

*Data as of 8.30.18

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

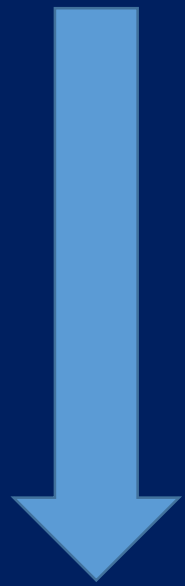
INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

The 2017-2018 Snapshot

No. Separated Before Gain

2016-2017	2017-2018
9,817	8,537
36.36%	32.37%



INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

The 2017-2018 Snapshot

No. Separated Before Gain

2017-2018

– ABE/ASE Levels 1-6	30.91% Separated
– ELL Levels 1-6	38.02% Separated
	32.37% Separated

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

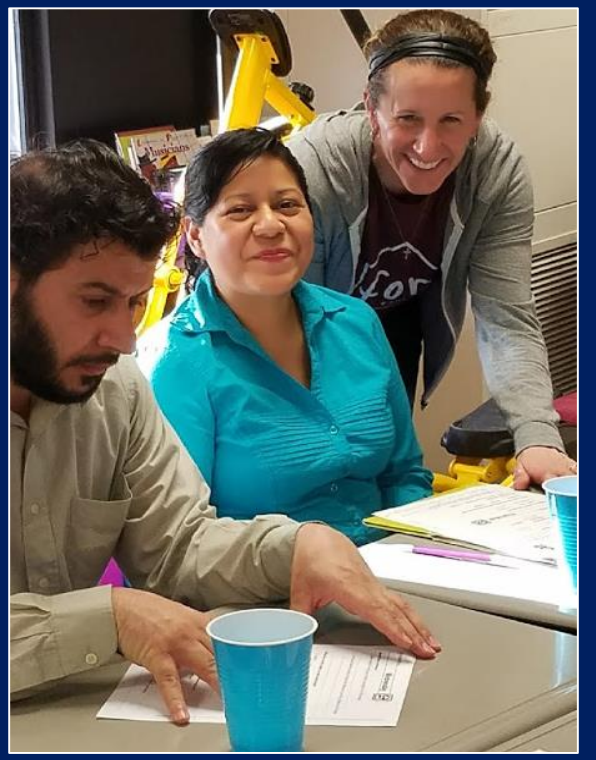
BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

The 2017-2018 Snapshot

Integrated Education and Training Program

IELCE

1,433 Enrolled | 5.43% of Enrollment



MSD Wayne Township Adult Education

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

The 2017-2018 Snapshot

Participant Status on Entry

Employed	35%
Unemployed	41%
Not in the Labor Force	24%

MSD Wayne Township
Adult Education

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

The 2017-2018 Snapshot

Highest Degree or Level of School Completed

29.31% High School Degree/Higher

U.S. based – Non-U.S. based Schooling

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

The 2017-2018 Snapshot

In Correctional Facility
Other Institutional Setting (Medical)

23.25%

6,132

Institutional

Measurable Skill Gains

69.44%

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

President Trump signed last week the FY 19 Labor-HHS bill which includes funding for adult education. It is first time this bill has been enacted before the end of the fiscal year on September 30th. As previously announced, this bill includes a $25 million increase for adult education.

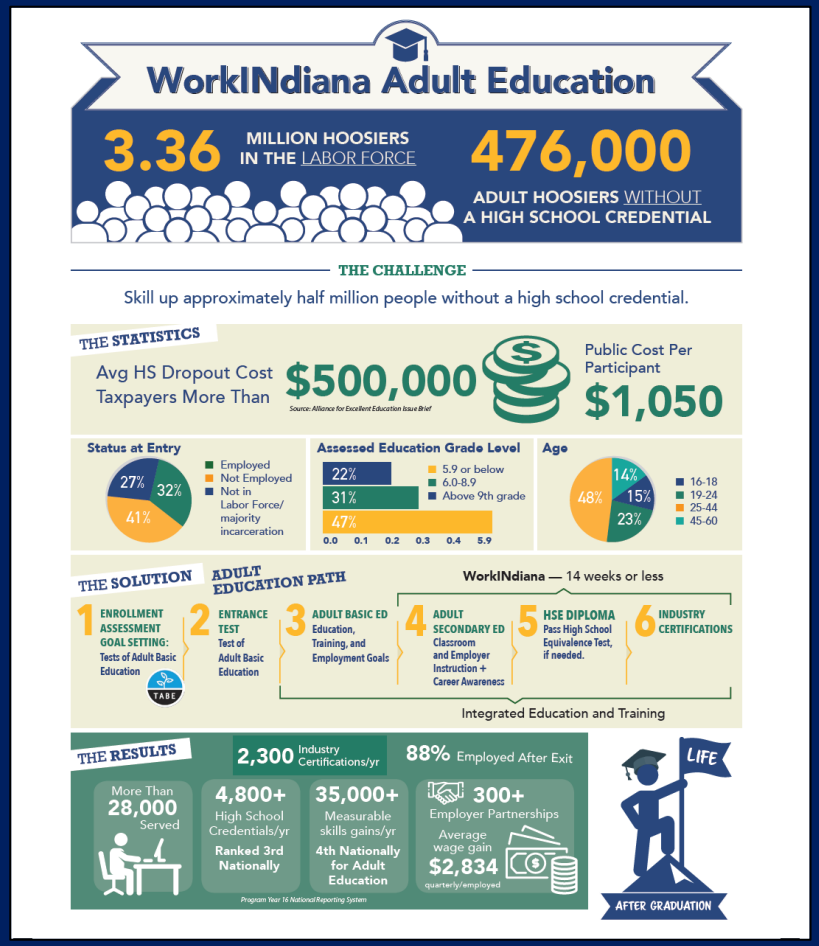
Patricia H. Tyler
Executive Director
National Association of State Directors of Adult Education

$25 million Increase for Adult Education

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.



Infographic

Statistics

3.36 million Hoosiers in the labor force
476,000 adult Hoosiers without a high school credential
Average high school dropout costs taxpayers more than $500,000

Challenge

Skill up approximately half million Hoosiers without a high school credential

Solution

Adult Education Path | HSE Diploma | Integrated Education & Training
WorkINdiana
Industry Certifications

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

2018-2019 Adult Education Online (Request for Application)

Scott Mills

DWD Adult Education Grants Manager | smills1@dwd.in.gov

Adult Education Online *Award Updates*

Anticipated Start Date
October 2018

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

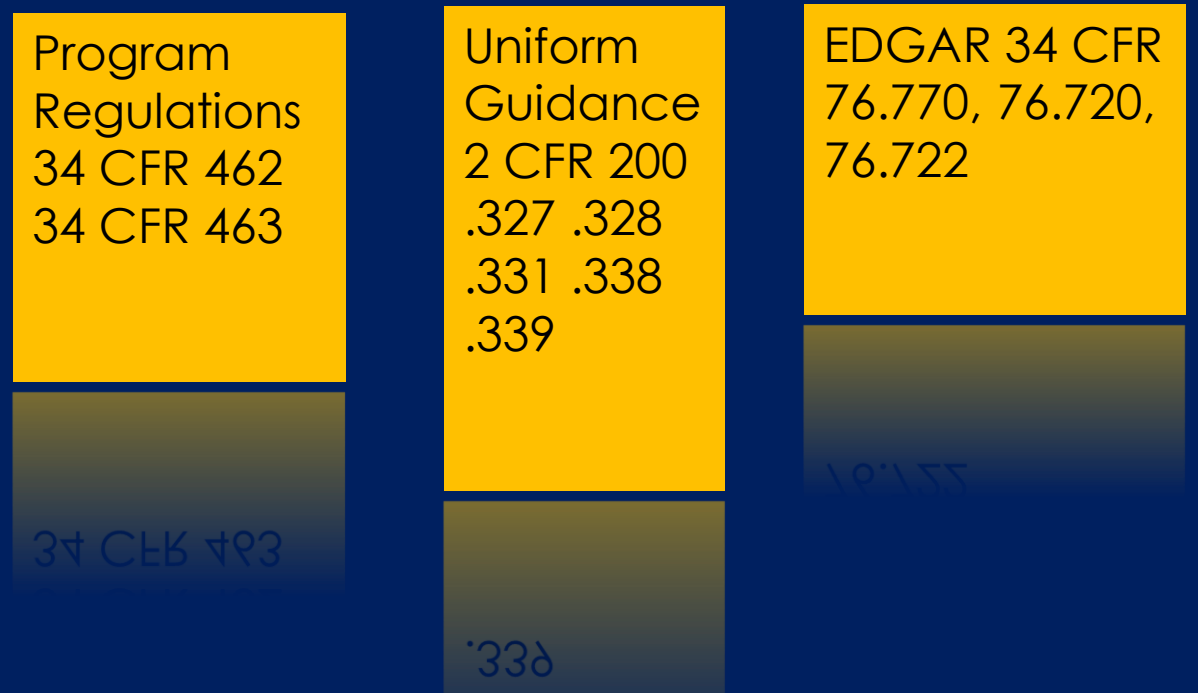
U.S. Department of Education

OCTAE
Office of Career, Technical, and Adult Education

MONITORING PROTOCOL

- Program Regulations
- Uniform Guidance
- EDGAR (Education Department General Administrative Regulations)

Statute WIOA



INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

MONITORING INSTRUMENT for
Indiana Adult Education Programs

NEXT STEPS

Moving Forward

2018-2019

Indiana Adult Education Program Quality Review

Section 1 – Performance Accountability
Section 2 – Fiscal
Section 3 – Local Leadership (professional development)
Section 4 – Monitoring
Section 5 – State Targets

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

2018-2019 INDIANA Grant
Program Quality Review Examples

Indiana Adult Education Program Quality Review

Section 1 – Performance Accountability

- Does the grantee require that all sites and subaward recipients (if applicable) use a standardized intake form (electronic or paper) to collect all participant information required for the Adult Education and Family Literacy Act (AEFLA)? Does the intake form include the correct definitions for all data elements?
- Does the grantee and subaward recipients (if applicable) require a confidentiality release form at intake for data exchange?
- Do the grantee and subaward recipients (if applicable) follow the state's assessment policy to meet Measurable Skill Gains requirements?

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

2018-2019 INDIANA Grant
Program Quality Review Examples

Indiana Adult Education Program Quality Review

Section 1 – Performance Accountability

- Do the grantee and subaward recipients (if applicable) follow the instructional hours to administer pre- and post-tests to students? Is the time for administering the post-test long enough after the pre-test to allow the test to measure educational functioning level gains according to test publisher's guidelines?
- Do the grantee and subaward recipients (if applicable) accurately identify and record the skill areas in InTERS to measure educational gain?
- Do the grantee and subaward recipients (if applicable) identify the appropriate alternate form or forms of each test to use for posttesting?

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

2018-2019 INDIANA Grant
Program Quality Review Examples

Indiana Adult Education Program Quality Review

Section 1 – Performance Accountability

- Do the grantee and subaward recipients enter data into InTERS at least by the 10th of each month to ensure accurate reviews by the state?
- Do the grantee and subaward recipients review InTERS data by the 10th of each month for errors, missing data, out-of-range values, and is there a process in place to resolve problems?
- Do the grantee and subaward recipients have procedures to verify that local reports accurately reflect data collected (e.g., through review of local program documentation, onsite auditing)?

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

2018-2019 INDIANA Grant
Program Quality Review Examples

Indiana Adult Education Program Quality Review

Section II – Fiscal

- Have all required federal/state financial reports (FFR) been submitted? Were the submissions timely?
- Were the percentage caps met in each report for administration?
- Are all the costs allocated for Maintenance of Effort (MOE) verifiable from the grantee's records? Necessary and reasonable for the accomplishment of the program's objectives?
- How much program income is being reported and how is it being spent?
- Are all administrative costs necessary, reasonable, and allocable?

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

2018-2019 INDIANA Grant
Program Quality Review Examples

Indiana Adult Education Program Quality Review

Section II – Fiscal

- Is the grantee reporting One Stop infrastructure costs? Has the grantee used administrative funds to support infrastructure?
- Does the grantee demonstrate that it documents section 243 Integrated English Literacy and Civic Education (IELCE) activities and funds as separate from the basic grant award?
- Is the staffing adequate for the grantee's current adult education responsibilities?
- Can the grantee provide evidence that staff keep time and effort charts to document allowable adult education activities?

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

2018-2019 INDIANA Grant
Program Quality Review Examples

Indiana Adult Education Program Quality Review

Section III – Local Leadership (Professional Development)

- How does the grantee deliver professional development activities to staff? What process does the grantee use to ensure that professional development activities are widely accessed by instructors and program managers? Does the grantee track participation in professional development activities?
- How is the grantee expending funds to monitor and evaluate activities and disseminate information about promising practices?
- Does the grantee have a process in place for using the professional development evaluation data for continuous improvement? If no, why not?

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

2018-2019 INDIANA Grant
Program Quality Review Examples

Indiana Adult Education Program Quality Review

Section IV – Monitoring

- Does the grantee have a process in place to monitor internally? Does the grantee have a process in place to monitor subaward recipients?
- Does the grantee conduct onsite monitoring? Does the grantee have a standard monitoring protocol? Does the grantee conduct desktop monitoring? Who conducts the monitoring?
- Does the grantee provide internal staff, including subaward recipients, with training and technical assistance on programmatic issues?

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

2018-2019 INDIANA Grant
Program Quality Review Examples

Indiana Adult Education Program Quality Review

Section IV – Monitoring

- Are there cooperative arrangements that the grantee has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities?
- Are services in alignment with the local workforce development plan, including how it will promote concurrent enrollment in programs and activities under Title I of WIOA, as appropriate?
- Does the grantee meet performance targets set by the state?
- Does the grantee fulfill, as appropriate, required one-stop partner responsibilities?

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

2018-2019 INDIANA Grant
Program Quality Review Examples

Indiana Adult Education Program Quality Review

Section V – State

- Do the grantee and subaward recipients (if applicable) maintain an inventory of equipment purchased?
- Do the grantee and subaward recipients (if applicable) follow retention schedules for program records and student files for a minimum of three years?
- Do the grantee and subaward recipients (if applicable) collect required signed high school exit forms for students (16-18 years of age)?
- Do the grantee and subaward recipients (if applicable) use Indiana Career Explorer with each student?

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

2018-2019 INDIANA Grant
Program Quality Review Examples

Indiana Adult Education Program Quality Review

Section V – State

- What processes are in place to monitor subaward recipients (if applicable)?
- Are the provider's staff credentials in compliance with the adult education qualifications and development policy?
- Do the grantee and subaward recipients (if applicable) monitor data quality? How often and how is this being done? Are InTERS reports run routinely? Is attendance tracked daily?
- At what frequency does the grantee review planned vs. actual expenditures?

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

Monitoring TEAM

NEXT

STEPS

Moving Forward

2018-2019

Indiana Adult Education Program Quality Review

MONITORING Team*

Lance Halsey

Roy Melton

Jennifer Montgomery

*Continue as Adult Education Coordinators (AECs)

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

MONITORING PROTOCOL

Indiana Adult Education
Program Quality Review

Will the Monitoring Tool be Posted to AmplifyAE? Yes

When Will *Formal* On-site Monitoring Begin Using the New Protocol? *Draft schedule*

How Will I Know if My Program is Selected? Email

How Long Will the On-Site Review Take? *Probably Two Days/Less*

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

WorkINdiana *Updates*

WorkINdiana enrolled its first student in August of 2011 and reached a total enrollment of over 7,000 students by end of June 2018. To date, over 5,800 students have completed a program, and 4,700 students have earned a certification in an industry recognized, in-demand occupation.

WorkIN amplifyAE.org

The WorkINdiana program offers short-term occupational training to adult education students, resulting in industry-recognized certifications.

R	FY18	FY19	Total	Still Enrolled	Dropped	Completed	Compl. Rate	Earned Cert
1 - CWI	0	8	8	6	0	2	100.00%	1
1 - NEO	0	1	1	1	0	0	--%	0
2 - ELK	0	0	0	0	0	0	--%	0
2 - NIWB	0	18	18	9	1	8	88.89%	8
3 - FWCS	0	4	4	1	0	3	100.00%	0
3 - NIW	0	4	4	4	0	0	--%	0
4 - LARA	0	28	28	28	0	0	--%	0
5 - C9	0	16	16	11	0	5	100.00%	5
- INREAD	0	0	0	0	0	0	--%	0
5 - MARU	0	16	16	15	0	1	100.00%	0
5 - WARR	0	14	14	12	0	2	100.00%	2
5 - WAYN	0	62	62	61	1	0	0.00%	0
5 - WASH	0	19	19	18	1	0	0.00%	0
5 - R5	0	42	42	25	0	17	100.00%	16
6 - ASG	0	0	0	0	0	0	--%	0
6 - JJCG	0	0	0	0	0	0	--%	0
6 - RICH	0	0	0	0	0	0	--%	0
7 - A30	0	11	11	7	0	4	100.00%	3
7 - WIWB	0	14	14	10	0	4	100.00%	1
8 - MCCSC	0	4	4	4	0	0	--%	0
8 - R8	0	11	11	8	0	3	100.00%	2
9 - SIWB	0	32	32	18	1	13	92.86%	8
10 - R10	0	0	0	0	0	0	--%	0
0 - WFB1(	0	2	2	0	0	2	100.00%	2
10 - RVR	0	17	17	17	0	0	--%	0
11 - GSI	0	1	1	1	0	0	--%	0
1 - WFB1	0	1	1	1	0	0	--%	0
11 - VIN	0	35	35	26	0	9	100.00%	2
- EMPIND	0	6	6	6	0	0	--%	0
OC - IDO	0	0	0	0	0	0	--%	0

STATEWIDE	Goal	To-Date
Enrollment	1,800	366
Enrollment Rate	---	20%
Still Enrolled	---	289
Completers	1,440	73
Completion Rate	80%	94.81%
Dropped	---	4
Dropped Rate	Below 10%	5%
Certifications issued	1,065	50
Certification Rate	74%	68.49%
Employment	640	26
Employment Rate	60%	52%

You're Invited!

Help us commemorate record-setting accomplishments.

November 15, 2018

State House, North Atrium
1:30 p.m. – 3:00 p.m. (ET)

Light refreshments will be served.

WorkINdiana Celebration

Work IN
amplifyAE.org

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

WorkINdiana *Updates*

- Final policy has been posted to the WorkINdiana website
- ERG reports due 10.15.18

WorkIN amplifyAE.org

Jessica Gray

WorkINdiana Program Manager
jgray1@dwd.in.gov
WorkINdiana@dwd.in.gov
(317) 503-1006

Get to know us!

EMPLOYER REIMBURSEMENT GRANT

Employer Reimbursement Form

*Employer must submit reimbursement form to WorkINdiana grantee

https://www.in.gov/dwd/3323.htm

- Any allocation utilizing WorkINdiana 2018 monies are required to have an ERG appropriation
  - All 1819py grantees were allocated ERG funds
  - All second round 1718py grantees will be allocated ERG funds upon an approved additional funds request

- Grantees must partner with at least one employer
- An employer is eligible for an employer reimbursement grant for each eligible employee who obtains a HSD/HSE through a program organized or funded by the employer.

What are eligible ERG expenses?

Example 1: Partnership is established with Employer agreeing to send eligible employees to AE for HSE training. Employer will pay AE for teacher expenses, utilities, rent/lease, TASC, and/or TABE testing per eligible employee. Employer then requests reimbursement from WorkINdiana grantee for these charges for every eligible employee completion.

Example 2: Partnership is established with Employer requesting that AE classes be held at employer site. Employer pays AE for teacher expense, TASC, and/or TABE per eligible employee. Employer then requests reimbursement from WorkINdiana grantee for these charges for every eligible employee completion.

- Instructor salaries (teacher, aide, tutor, counselor)
- Materials (text books, instructional software, orientation materials, workbooks)
- Assessment (TABE or TASC pre-test and test)
- Equipment (computers, projectors, tablets)
- Supportive Services (childcare, transportation)
- Other (postage, printing, property, rent/lease, utilities)

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

Professional Development

NEXT STEPS

Moving Forward

2018-2019

- Regionally Delivered Professional Development
- Locally Delivered Professional Development
- State Initiatives

Professional Development Team*

South – Nancy Karazsia

Central – Dan DeVers

North – Jose Torres

*Continue as Adult Education Coordinators (AECs)

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

Professional Development

NEXT STEPS

Moving Forward

2018-2019

New Teacher Training
Evidenced-based Reading
Addressing Racism in the Classroom
Integrated Education and Training (IET) | Workforce Education Initiative

Contracted PD Trainings

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

Professional Development

NEXT STEPS

Moving Forward

2018-2019

Save the Date

December 14, 2018 | Indianapolis

Adult Education Director Meeting

PDF Meeting

Future Adult Ed Meetings

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

Professional Development

NEXT STEPS

Moving Forward

2018-2019

NRS Courses

https://nrsweb.org/training-ta/online-courses

You will learn about NRS and WIOA requirements and how to improve the quality of NRS data collection and usage. You also will become familiar with the development and purpose of the NRS.

NATIONAL REPORTING SYSTEM for Adult Education

Free NRS Trainings

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

AIR® AMERICAN INSTITUTES FOR RESEARCH®

NATIONAL REPORTING SYSTEM for Adult Education

Course	Description	Time
NRS Data Flow	After completing this course, you should have a comprehensive understanding of each level of the NRS.	10 to 15 minutes
NRS Data Dashboards	This course reviews how to use data dashboards to summarize and present NRS data and other information that you need to make decisions, understand challenges, and highlight progress toward your organization's goals.	2 to 3 hours
NRS Data Systems	This course presents the key steps for planning and implementing a data system that can be used for years to come.	1 hour
Developing Report Cards for Adult Education	Learn to develop your own state or local report card in this four-part self-directed course based on the NRS Guide *Demonstrating Results: Developing State and Local Report Cards for Adult Education*.	80 to 105 minutes
Using NRS Data	Gain an understanding of how to use NRS data and learn basic techniques for using NRS data to assist in the analysis of educational program data.	10 to 15 minutes
Learning to Be an NRS Data Detective	This seven-part course includes a variety of readings and tools that illustrate the art of being a data detective and using data to monitor performance, understand programs, and plan and evaluate program improvement efforts.	3 to 5 hours
NRS Myth Busters	Offers a detailed model and approach to assist state and local adult education programs in using their NRS data to "bust" common myths and conduct research related to adult education students, teachers, or programs.	140 to 180 minutes

https://nrsweb.org/training-ta/online-courses

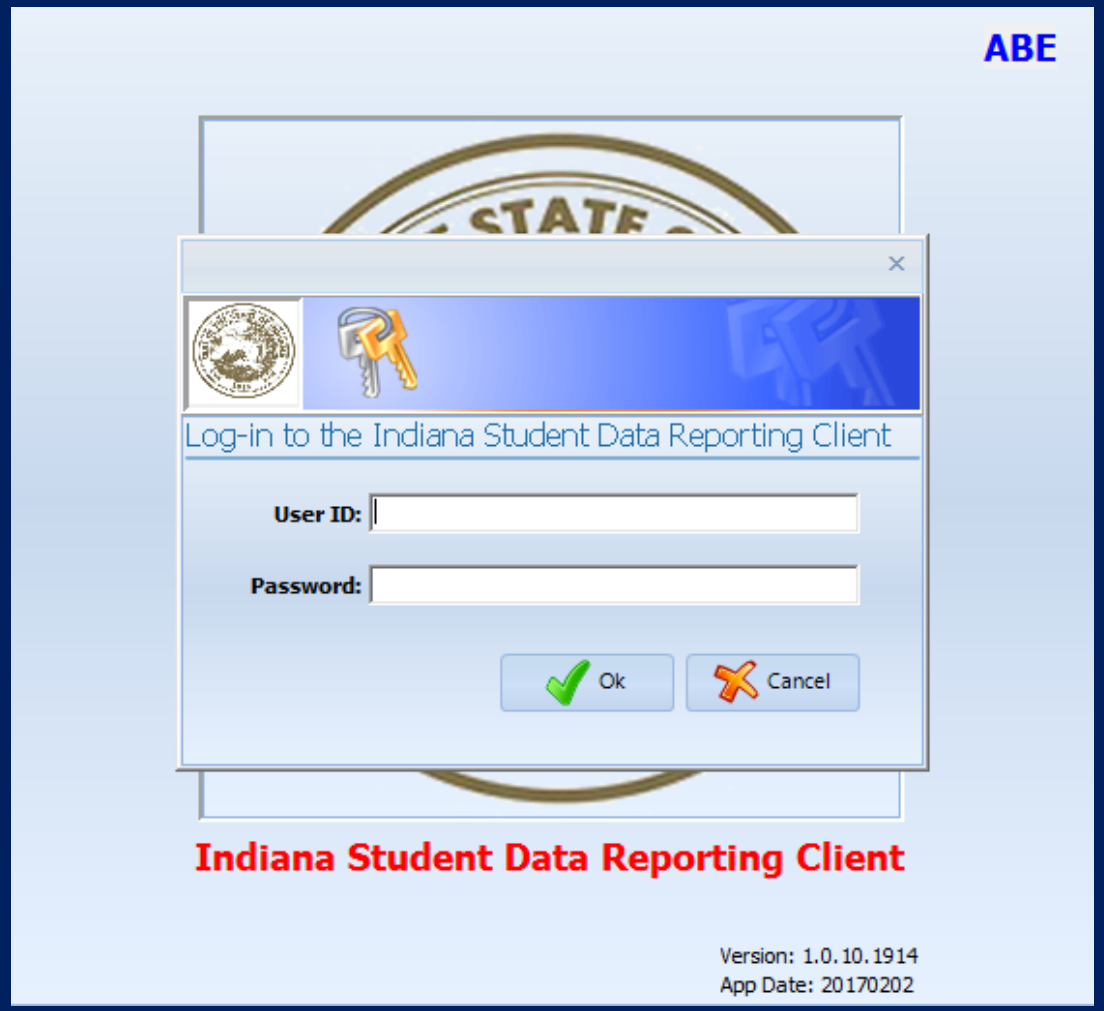
INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

InTERS

ADULT EDUCATION UPDATES, TRAININGS

Matt Crites
mcrites@dwd.in.gov

Brin Sisco
bsisco@dwd.in.gov



INDIANA ADULT EDUCATION

IAACE NOTES

2018 Virtual Conference
October 25-26, 2018 | Produced in Partnership

Thursday, October 25th & Friday, October 26th

The 2018 COABE Virtual Conference will consist of live programming on Thursday, October 25, and Friday, October 26, including 8 hour-long sessions each day, plus presenter interviews, keynote speakers, and opportunities for networking. Don't miss this opportunity to be part of the 2018 COABE Virtual Conference!

IAACE has paid for all members to attend for FREE.
See your September Member News for Details on how to register.
Registration is Required.

COABE
Coalition on Adult Basic Education

Mc Graw Hill Education

PLEASE NOTE: The Virtual Conference DOES NOT have to be viewed live.
If you register you will be able to access archived presentations for up to 6 months after the live conference. So don't worry if you miss a session or two, you can always access it later! Also, you may purchase a registration after the event if you wish to access the archives and haven't previously registered.

IAACE NOTES

IAACE 2019 Annual Conference

'Call for Exhibitors and Sponsors'

If you, or someone you know, is interesting in exhibiting at the annual IAACE conference please visit

www.iaace.com > vendorsponsor-registration

Call for Proposals will be released Oct. 17

You are invited to the next Conference Committee Meeting:

Oct. 12th at 12:15 pm

905 Southfield Drive Suite 145
Plainfield, IN

iaace

IAACE NOTES

IAACE President Issues Challenge

- **IAACE September Member News included a challenge to all Members and Michelle would like to challenge all those in Adult Education…**

"I challenge each of you to make an employer contact. Invite them to visit your program or go visit them. Let them know how your AE program can be a resource to their company!"

iaace

Visit www.iaace.com

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Next Adult Education & Workforce Development

Statewide Webinar

11.7.18

10 to 11:30 a.m. ET

The right skills, at the right time, in the right way.
Indiana's Demand Driven Workforce

INDIANA ADULT EDUCATION