

IACEA

Division Meeting: Directed Programs

Conducted by: Karen Avalos and Adria Hale

***34 Attendees on Sign-in Forms**

March 10, 2004

Hot Topics

1. Funding

- **What are some new alternatives for funding?**
- **IACEA to advocate for funding for Family Literacy and Even Start**
- **Two-way communication on national level on Even Start, funding, research**
- **Collapsing fund streams at state level**
- **Funding doesn't grow with programs**

2. Student Services

- **Serving registered sex offenders (legal issues and regulations)**
- **School-age PACT-meeting the challenge-Evening PACT activities**
- **Best Plus & other test options/general information on how it works**
- **Retention**
- **Recruitment of Spanish speakers in community to enroll in class**
 - *Idea—work through churches to recruit Spanish speakers (men will come first before the women)
 - *Idea—bring speakers to class who are knowledgeable about student communities & needs.
- **Citizenship test-What's coming down the pike, when?**
 - *Advocacy and change in the test (high reading level)
 - *Educated immigrants not always best citizens (creates a slave class)
- **Educate the public about immigration (illegals not taking their jobs away)**
- **Latest immigration information (Bush's guest worker plan)**
- **Textbook selection for ESL**
- **Setting specific goals with students (Where do you need English?) [better than STAIRS goals]**
- **Learning styles of various cultures (TESOL keynote was super!)**
- ***More on recognizing learning disabilities in ESL class & how to help**
- **IL Even Start has no Adult/ESL Ed Trainer (only GED trainer)**
- **Lack of uniformity in Recommendations from Local Evaluators (Inconsistent information on what services meet required criteria)**

3. Legislative

- **Pass law to allow driver licenses without Social Security Number**
- **NAFTA- human cost here & Latin America (problems on border-PBS video about Texas border)**
- **Amnesty**
- **Dream Act-federal**
- **Limiting New Adult Literacy Grant to Adult Ed providers with 3 year experience (How can new programs start?)**

4. Corrections Needs

- **Training programs that offer a Certificate of Completion for the instructors**
- * **For example—an 8 week program that meets 2 days each week and offers a certificate of completion on:**
 - **Teaching fractions, decimals & percents to a multi-level class.**
 - **Teaching Phonics & sentence structure, and parts of speech to slow learners**
 - **Including tools, training, computer aided software, etc.**

EVALUATIONS

Benefits:

1. **To hear what's on other people's minds across the state and to get very good suggestions.**
2. **Discussion of other programs**
3. **Discussion topics and to network and make contacts**
4. **Sharing ideas/expectations/concerns/group problem solving**
5. **Brainstorming!**

Outcomes:

1. **Some communication in response to the meeting from IACEA**
2. **Actions taken on the suggestions**
3. **Follow Through**
4. **More uniform/common goals within programs throughout the state**
5. **Just keep the IACEA board apprised of the concerns that came up on the hot topics list.**

Additions to Hot Topics:

1. **Parent Ed/Home visits**

Administrative Division Concerns

Wednesday, March 10, 2004

1. Base Funding Formula -- ICCB Funding Task Force
 - A. What will be implemented?
 - B. How will it impact programs?
2. Building Enrollment, Recruiting Students, SOS #'s Required
3. Retention- Engagement that is meaningful in Urban setting
4. Lateness of the RFP
5. Grant Awards Late?
6. Holdback Procedure is unproductive
7. Transition from Adult Ed to Post secondary: Mechanism needs ongoing discussion and clarification.
8. Unrestricted/Restricted: What's up with that?
9. SPG: Restoration?
10. WIA verses Adult Ed: Different Strokes F.D.F.
11. Professional Development for Administrators "How To's"
 - A. Managing People
 - B. Budgets and Accounting
 - C. Planning
 - D. RFP
12. Additional Assistance for Very New Administrators - Mentoring
13. More information Regarding Research to Practice
14. Non-Adult Ed Community College Representation in Adult Ed Issues so they have a better understanding of what we do.
15. How do we access WIA dollars?
16. Funding
 - A. How to protect smaller programs
 - B. More information about the relationship between WIA & Adult Ed
 - C. Timely notice of grant allocation
 - D. Notice if programs must hold back a certain percentage again this year
17. How to get Part-time employees to staff development?
18. Increased Grant Support?
19. How to communicate with Legislators (personal time vs. work time)?
20. Awareness vs. Lobbying
21. ICCB taking over GED testing?
22. Performance Dollars Up - since low ESL performing students?
23. Difficulty with being held to numbers of GED completions?
24. Funding
25. Bilingual Ed Staff (GED Spanish) - not ESL funding issue - no \$ for new issues
26. How community college funding formula will affect all providers
27. A way to combine FLAIR and STAIRS - have to enter data two twice
28. No data match for students who get jobs out of state

29. Cash flow problems between June 30 and time new \$ come in.
30. NRS vs. Student Centered Goals
31. Reauthorization of WIA - what goal will Adult Ed play?
32. Making a case for Adult Ed students need for vocational training
33. Funding issues - uncertainty - can't plan
34. How does the possible dissolution of ISBE affect Adult Ed
35. Limit of # of unit of instruction for those who already have high school diploma? If they are referred by an agency such as DORS, DHS, and they have used up their maximum units of instruction - how do we serve our partners' clients?
36. Does a Special Education Certificate count as a diploma?

Support Services Division Meetings
IACEA State Conference
Wednesday, March 10, 2004

The following are concerns/burning issues of the support Services Division as discussed at our Division Meeting at the 25th annual IACEA state conference.

Money

Finding alternative funding sources for staff development.
Performance money and how it is awarded
Reduced funding = Reduced Services
Ways to promote job security among support staff
*Funding-understanding the bottom line
Flexibility in using grants appropriate to each program rural vs city
Want communication about money – how money is spent and who gets it

Space

Space for confidential conversations
Space for program components
Space for tutoring

Data Collection

*Getting staff to complete reports (incomplete information forms)
Stairs Upgrades at least 30 days before reports are due
Technology Limitations
*Retention—effect on our number
*Stairs goals not individualized

NEEDS

Mental health issues
Ex offenders
Older students
Court mandated students (challenges)
Transportation
System to encompass the whole family
Lack of family support/friends
Counseling
Motivation for academics
Literacy/Low reading (multi-level classrooms)
Successful strategies for working with WIA Youth
*Retention/Attendance
Volunteer tutors
Process to follow-up inactive students
Communication system with outside sources (referral sources)
Marketing programs for GED

COMMUNICATION

Need consistent reliable, dependable, timely communication
Listserv—Need protocol/explanation of how to use

BASIC AND SECONDARY DIVISION MEETING

MARCH 10, 2004

EVALUATION SUMMARY

1. What Benefit is this division meeting to you?

- Good place to share ideas
- Like the ideas...Good meeting
- Information on what IACEA is all about
- It keeps me informed about adult ed. issues. It's great to be with other people who know what my job is all about.
- Sharing ideas is always good!
- Good discussion
- Specifically outlined goals and progress of IACEA
- It gave us a chance to share ideas with others in other fields.
- Very good
- Sharing "best practices" and moaning and groaning to people who understand.
- It was good to see so many people doing what I do!
- Learning about other classes-their failures and successes.
- Roundtable discussion
- Best one I've attended! Requests from last year listed with demonstrations of what IACEA did to accommodate those requests. Keep up this excellent procedure.
- It is a good opportunity for networking and sharing ideas.
- Thank you for giving us a VOICE!
- Great session girls
- Nice to hear what others in the field are experiencing-successes and difficulties.
- Very helpful
- It was a great way to network with fellow adult educators
- I am a first timer and I will have to evaluate what is being done and said.
- It is my first conference and I found it very informative and a great way to network with other professionals.
- Beneficial in that our suggestions and concerns were discussed and taken seriously.
- Meeting other educators. Listening to concerns.
- Allows me to express my concerns and ideas and hear others ideas.
- Would be beneficial to reduce size of groups so that communication would increase. Enjoyed topic on Needs of instructors.
- Interesting needs "brainstorming" (effective facilitators)
- Finding out that others share the same concerns I have

- Many clarifications of current issues
- Sharing ideas is always beneficial

2. What would you like to see as outcomes of these meetings?

- Action taken on the suggestions of the teachers
- Awareness of programs' workings and networking
- Implement/or at least work on some of the ideas mentioned. Work toward sharing ideas, helping students and maintaining programs.
- Send out a list of ideas shared with us.
- More time
- Progress toward issues we delineated today, as well as help with funding!!
- I wish I could meet with others that work for DOC, as a support group, sounding board, idea bank, etc.
- New format is good –“Goods” “Needs”
- The “Needs” identified come to fruition
- Keep up the procedure of listing with demonstrations of what IACEA did to accommodate our requests from each year.
- Advocate for the membership by accommodating the requests listed in the plenary session.
- I like the summary of last year's meeting-with notations of what was done/
- More direct involvement with IDOC in promoting IACEA conferences/training!
- Have the issues discussed at Division meetings addressed by IACEA
- Some materials that could be shared with other educators. Job shadow-visits to other sites.
- Definite answers with solutions that are workable (handouts)
- I work full time for an agency that works for DHS-I am interested to see how you are going to merge these two fields together.
- Needs that were mentioned are met by IACEA whenever possible
- Mentoring was good
- Questions answered
- List of needs forwarded to participants with needs addressed by facilitators
- Professional standards/qualifications for reading instructors-ABE
- Exchange/visiting/master teacher list
- As long as IACEA can show some sort of outcome/improvement, I will be happy
- Much follow-up
- Good, pertinent sessions in the future

3. Is there anything you want to add to the list of relevant topics?

- Closer interaction with administration
- Money matters, retention, community agency resources
- Possibly more work in math that correlates with GED test. I am finding the books don't quite teach the "thinking" skills needed to pass.
- Could IACEA share info on available grants or funds (alternative) with all programs. (i.e., The Governor's "Bridging the Technology Gap" grant, I think that is the name)
- Much more emphasis on use of technology in ALL classes
- Practical approach to grant writing
- Lobby DHS to require recipients to attend ABE/GED classes if applicable
- To make the grassroots, individual members of IACEA aware that they have a voice that is important to advocate the legislature for literacy/adult ed. programming
- Providing training directly to IDOC/on-site-potential to increase IACEA membership.
- Insurance for part-time staff (IACEA needs to look into it for our people!)
- Issues with "out of school youth" and lack of social skills
- Separate ABE from GED
- Ideal classroom environment, food in the classroom
- Ways to motivate students
- Where can I go to learn more information of helping the disabled with disabilities?
- I am a first timer this year. Thank you for all of this information. I understand from an old-timer that Bevan gave an overview of LD last year in Oak Brook. Maybe next year she could do it again because I know other first timers would probably be interested, or I am, in learning more about LD students.
- I suggest that a remote mike be available for those with comments for the group. It is impossible to hear questions from front to back of this room.
- How to use TABE tests with students.
- No dessert during this session.
- Learning styles
- Creative ideas for retention (they're out there!)
- Basic budgeting/earning a scholarship to pay for the GED Test.
- Paring down the GED info for those students who stay only 5 weeks.