
FY 2018 SPRING ADMINISTRATORS MEETING QUESTIONS AND ANSWERS

Funding

1. If no budget is passed by June 30th, can we count on getting Federal funds?
 - a. Yes, ICCB is currently working on negotiating our federal targets and all indications are good that we approval for the usage of Federal funds.

Professional Development /Curriculum & Instruction/ Assessment

1. Could ICCB please provide targeted staff development to help programs improve measurable skills gains for ESL Intermediate and Advance Levels?
 - a. Yes, ICCB has reached out to the Office of Career Technical, and Adult Education (OCTAE) for technical research assistance to examine performance data trends, and the effectiveness of professional development initiatives. Findings from this research will be used to redesign PD to be more targeted to programmatic needs. This work is scheduled to be concluded this summer and will be reflective in FY19 professional development offerings.
2. What training will be offered for TABE 11/12? What are the dates and locations?
 - a. The Service Center Network (SCN), is current working on dates for the Face to Face training and Online training. Once details are finalized, a notification will be sent out through email. You can also check for updates at [Excellence in Adult Education](http://www.excellenceinadulthood.com).
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3. When can we purchase TABE 11/12?
 - a. Programs may purchase TABE 11/12 now. ICCB is working on a special discount purchasing rate with DRC. That arrangement is currently be work on. Once details are finalize, instructions will be sent out how to take advantage of the special state rate.
4. When AE programs are using Flipped/Hybrid/Distance education models, how can program count “out of class” instruction?
 - a. Proxy contact hours must be tracked through one of the following methods, and providers must identify which method will be used. The method must be compatible with the selected software. In addition, all classes must be set up as Individualized Instruction in the statewide Data Collection System.
 - i. Clock Time Model – assigns contact hours based on the elapsed time that a learner is connected to, or engaged in an online or stand-alone software program that tracks time;
 - ii. Learner Mastery Model - assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson.

Learners work with the curriculum; and materials and when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%-80%) earns the credit hours attached to the material. (FY18 Provider Manual pg. 70)

DATA and Accountability

1. With more ESL students enrolling in ABE classes using TABE, as pre/post assessment, do we have accurate data for actual ABE/ASE students who are truly pursuing an HSE certificate?
 - a. Yes, DAISI captures Educational Function Levels (EFL) at entry. Each student is flagged in DAISI as ASE or ESL. HSE outcomes count as Measurable Skills Gains (MSG) for ASE High. Each group is distinctly separate on reports.
2. In preparing the estimated and projected indicators of performance, “How do we take and educate “guess” at median earnings?”
 - a. You do not need to “guess” median earnings – only the number of students that will be separated and employed.

Program Design

1. Under WIOA, as we work with our partners, there is not very much wiggle room for adults in AE to move into CTE and/or credit-certificate programs that are part- time, formatted and design in a way that is a more natural progression. It is not a logical or easy transition for part-time AE students.
 - a. AE programs need to re-think and adjust program design to meet the specific needs of the students in the service region. AE providers need to work with WIOA partners to develop “Flexible” program models that meet the needs of students. This can involve using enabling technologies so that working adults and those with schedule barriers can has access on- demand online instruction and resources, work-base earn and learn models, and comprehensive support services formed through partnerships to provide service to meet student needs. ICCB is current working PD and resources that will support this innovation.