

ACPS

**REVIEW OF ALEXANDRIA CITY PUBLIC
SCHOOLS ADULT EDUCATION AND EXTENDED
LEARNING PROGRAMS**

Conducted by:

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2011

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Purpose of the Review of Adult Education Program

The Alexandria City Public Schools wishes to develop and implement an adult education program that achieves the following objectives:

- 1) Provides ongoing programs for adults to obtain and enhance academic and technical credentials.
- 2) Provides regular programs to address adult acquisition of English and/or basic skills required for their roles as workers, parents and community leaders.
- 3) Collaborate with ACPS Family Academies which are charged with providing classes, resources, and tools for parents and caregivers to support the success of ACPS children.

Description of Consultant Services:

A full programmatic review and financial analysis of adult education to determine the status of the current program:

- in meeting the stated objectives, the number of participants and their success rate/outcomes (including graduation rates), and in operating within ACPS policy, procedures, and budgetary guidelines.

The findings of the review and financial analysis will be used to provide detailed recommendations for improvements for the ACPS adult education to more fully meet the program objectives and improve performance outcomes. The review and recommendations will be based on national and state exemplary practice standards and include at a minimum the following areas: 1) program design and implementation, 2) professional development support for program providers, 3) outreach and recruitment practices 4) opportunities for collaboration with ACPS Family Academies, 5) related policies and procedures, and 5) budgetary practices and opportunities for maximizing budget dollars. This review will be provided in both written and oral format with opportunities for ACPS leadership to engage in discussion with the reviewer for the purpose of gaining further insight and clarification to the findings and recommendations. Form templates and suggested procedures may be provided.

Review Process:

The review process and consultation will include interviews, document reviews, and observations, as available, to complete a comprehensive analysis of current practices, outcomes, trends, budgetary implications, course offerings, program strengths and areas for development. The review process and development of recommendations and written report will require five days of consultant time with three days onsite. The final written report will be provided to Alexandria City Public Schools leadership by August 1, 2011.

Interviews conducted July 18, 2011 and July 19, 2011:

Dr. Greg Hutchings, Jr., Director, Pre-K-12 Programs
Ms. Sherri Chapman, Coordinator, Career and Technical Education
Ms. Edna Harris, Administrative Support
Ms. Meloni Hurley, Administrative Assistant I
Ms. Beverly Casey, Adult Education Specialist, Adult Learning Center
Ms. Catherine Drakeford, Teacher Assistant, Adult Learning Center
Ms. Jan Nell Bryant, Lead Teacher, Adult Learning Center
Two adult students, one male, one female, Adult Learning Center
(No teachers were available at the TCW, not in session)

Documents reviewed:

ACPS website- Organizational Chart Central Office, Adult Education, The Family Academy, Adult Learning Center
Brochures- Adult Learning Center, Adult High School Diploma Program
Adult Basic Education Grant Application SY 11-12
The Individual Student Alternative Education Plan (ISAEP) Annual Program Report
General Adult Education (GAE) Diploma Programs Report, Fiscal Year 2009-2010
Virginia Department of Education, Office of Adult Education and Literacy (OAEL), Program Performance Report Card, FY 2009-2010 for Alexandria City Public Schools
Adult ELL Enrollment Numbers, 2010-2011
Adult Education Enrollments at TC Williams High School and William Ramsey Elementary School, 2010-2011
Virginia Department of Education Divisional Enrollment Report, Alexandria City Public Schools
Virginia Department of Education, Office of Adult Education and Literacy website
Adult Education Program Financial Report FY 2008 - FY 2012

Schedule of Review

Friday- July 15, 2011

6:30-11:30 Finalization of Review Methodology, Templates, and Charts
11:30-12:00 Phone discussion with Dr. Gregory Hutchings, Jr. and Ms. Sherri Chapman regarding review procedures and schedule
2:30-4:30 Review of available documents

Monday, July 18, 2011

8:30-11:30 Interviews at George Washington MS Central Office
11:30-12:00 Lunch
12:30-3:30 Interviews continue
3:30-4:30 Travel
4:30-6:30 Interview/document analysis/write-up

Tuesday, July 19, 2011

1:00-4:00 Site visit/interviews at Stonewall Jackson

4:00-5:00 Travel
5:30-6:30 Interview and Document Analysis/Write up

Wednesday, July 20

8:30-8:00 Draft Preliminary report
Share draft with relevant personnel

Thursday, July 21

8:00- 4:00 Revisions to draft report, communication with Ms. Chapman and Dr. Hutchings, Jr.
8:00 pm-1:00 am Draft write up

Friday, July 22, 2011

11:00-1:30 Meeting with Dr. Hutchings, Jr. and Ms. Chapman
1:30-2:30 Travel
2:30-6:00 Additional revisions to report

Sunday, July 24, 2011

2:00- 6:00 Revisions to report, based on ACPS feedback

Tuesday, July 26, 2011

10:00-11:00 Final review
12:00 Submission of Report

Date- to be determined

Follow up consultation or presentation as requested

Program Commendations:

- ❖ Alexandria City Public Schools (ACPS) should be proud of the adult education program it has provided to community adult learners for the past 40 years. Without such programming, there would be few, if any, options available for adults to better themselves with an education. This vital educational service allows citizens to pursue goals of employment, self-sufficiency, family stability, and a brighter future for themselves and their children. Further, ACPS should be commended for the provision of a newly created coordinator position to directly supervise the adult education program in order to lead it to improved outcomes for all of its adult learners.
- ❖ Ms. Sherri Chapman and Dr. Gregory Hutchings, Jr. are commended for their outstanding dedication and commitment to the adult learner population of Alexandria City. They both made themselves available for this review despite several other conflicting obligations. They engaged in extensive discussions about program details and provided necessary data quickly and efficiently. Clearly, they are invested in further improving the program options for these deserving students. In the few months that Ms. Chapman has been supervising the adult education program, she has already made improvement to the communication with personnel, and has provided meaningful advocacy for recommended program expansion. Dr. Hutchings, Jr. will be able to build upon the goals already developed by Ms. Chapman.
- ❖ Ms. Edna Harris and Ms. Meloni Hurley are commended for their ongoing support of multiple educational programs, including the adult education program. Without their conscientious and efficient communication with site personnel and the community, as well as the efficient manner

with which they handle behind-the-scenes duties, such as data collection, grant management issues, program supply orders, etc., the program would not be as effective as it is.

- ❖ Ms. Beverly Casey, Ms. Catherine Drakeford, and Ms. Jan Nell Bryant are commended for going well beyond the call of duty in their devotion to adult learners. The longevity of employment by the adult education employees at the program and the committed relationships they hold with their students were special highlights. They understand their students' specific needs and build personal plans based on that focus. Their joy, passion, devotion, and over the top enthusiasm for their work were undeniable during the site visit. It was a pleasure to see such exemplary teachers whose collective experience constitutes 150 years of devoted teaching.
- ❖ The variety of program options was a particular strength. Students are able to obtain credits toward the adult high school diploma with adequate support. Programs at both T.C. Williams and Stonewall Jackson actually benefit two generations simultaneously by enrolling the parents of ACPS students in the adult programs, with special emphasis on ELL. In this way, there is an educational focus in the home life of families with shared goals of high academic achievement. Adults with diverse needs, such as drop-outs, ELL, pregnant and parenting students, parolees, and those seeking new employment opportunities, all have opportunities to better their lives with these relevant experiences. The cosmetology and LPN program offer important employment knowledge and skills. The correctional education program allows inmates a chance to use their time wisely while incarcerated, and to better equip themselves with skills for life after release from the jail. ACPS has a treasure in this adult education program that should be protected and strengthened for the sake of the Alexandria community.

Message from the Consultant to Alexandria City Public Schools

I wish to thank Dr. Morton Sherman, Dr. GwenCarol Holmes, Dr. Margaret Barker Byess, Dr. Gregory Hutchings, Jr., Ms. Sherri Chapman, Dr. Jean Sina, Ms. Andrea Allen, the school board, teachers and other school personnel with whom I spoke for giving me the opportunity to participate in the review and future planning for the Alexandria City Public Schools adult education program. This report is designed to serve as a springboard for improvements to the instructional options offered to adult learners. It is hoped that the report leads to new ideas, possible reorganization of current services, and clarification of procedures and practices.

Teresa M. Zutter

Educational Consultant

Overview

What is the adult education program?

The Adult Education and Extended Learning program is responsible for the Adult High School Diploma program, the Student High School program for concurrent high school students, the General Education Development (GED) certificate program, Adult Basic Education (ABE), Adult English Language Learners program (ELL), the Individualized Student Alternative Education Plan (ISAEP), and the Incarcerated Adults program. The Adult Education Program has been in existence since 1969 and is located at two locations, T.C. Williams (TCW) and the Stonewall Jackson Building. The adult education program provides a variety of courses to adult students (18 and above) who wish to continue their education. Students enroll in order to pursue the General Education Development (GED) certificate for high school equivalency, improve their fluency in the English language, increase their basic academic and technical skills, recover credits toward a high school diploma, or to complete the adult high school diploma. (Students currently attending day school may enroll if they are at least 17 years old, and if, by attending this program, will earn sufficient credits to graduate in the current academic year.)

Where are the various programs located?

T.C. Williams High School (TCW) and William Ramsay Elementary School

- Student High School- afternoon classes for concurrent high school students seeking credits for current year graduation
- Adult High School Diploma-evening classes
- Licensed Practical Nursing – full-time day program
- Cosmetology-evening classes
- ELL-offered evenings at TCW and William Ramsey

The Adult Learning Center (ALC) at the Stonewall Jackson Building

- GED Preparation- day and evening classes & GED Testing Center (Mon & Tues)
- Adult Basic Education- day programs
- ELL- day programs-beginner to advanced and college transition
- ISAEP- day alternative program for 16-18 year olds for GED preparation; 10 a.m.-6 p.m.

Detailed information about the various programs is available to the public on the ACPS website, and from utilization of flyers, brochures, word of mouth, and speaking engagements at local organizations and community sites. There is a developing outreach plan to target certain pockets of the Alexandria population who could benefit from adult education services, based on information from city demographics data.

What are the goals of the adult education program?

1. The primary goals of the adult education program are to:

- a. Provide ongoing programs for adults to obtain and enhance academic and technical credentials.
- b. Provide regular programs to address adults' acquisition of English and/or basic skills required for their roles as workers, parents and community leaders.
- c. Provide regular opportunities for adults to explore personal and professional interests and talents through seminars, workshops and short courses.

Specific, attainable goals for the Adult Basic Education program identified in the Adult Basic Education Grant application for SY 2011-2012 are listed below with measurements included that will be reached in a realistic, time-sensitive period.

1. Promote functional literacy among native-born and foreign-born adults
 - a. Target instruction for transition students (age 18-22, primarily ELL students) functioning below a 6th-grade level in Reading, Math, and English.
 - i. Increase instructor hours to provide additional classes targeted to this group of students coming out of high school unable to succeed in the current ABE instructional levels due to lack of language and/or skills
 - b. Offer daytime ELL classes
 - i. Increase summer enrollees by 5% (from 118 to 124)
 - ii. Continue operating at capacity in fall and spring semesters
2. Improve retention and keep students long enough in classes in the program to increase educational functioning level (EFL).
 - a. Motivate students to remain in program
 - i. Teachers/staff will contact student whose attendance indicates trouble
 - b. Implement staff training on retention strategies and importance of post testing
3. Provide education in basic skills and General Education Development (GED) preparation
 - a. Offer daytime and evening GED prep classes
 - b. Increase enrollments by 5% (from 127 to 133)

How does the adult education program fit into the ACPS organization?

The connection between the adult education program and the overall school system is somewhat limited due to the different needs of adult learners. However, a significant number of the students transition from the regular education system into the adult system. There is interest in formalizing ways to better reach students who have aged out of the regular system.

How is the performance of the adult education program evaluated?

The National Reporting System (NRS) is the accountability system required under the Adult Education and Family Literacy Act of 1998, which includes student-level demographic, performance and follow-up data. All adult education programs must submit data to the NRS, from which decisions regarding the success of a program are made. The direct supervisors of the program utilize other factors identified by

the Virginia Department of Education Office of Adult Education and Literacy (OAEL) *Program Performance Report Card* as well as indicators identified by the six grants that support the program:

- a) Race to the GED,
- b) Expanding GED,
- c) Individualized Student Alternative Education Plan (ISAEP),
- d) General Adult Education Diploma Program (GAE),
- e) Adult Basic Education (ABE), and
- f) Corrections and Institutions (C&I).

Performance Indicators include:

- Financial Management
- Policy compliance
- Number of students enrolled
- Number of new students annually
- Number of returning students annually
- Number of students re-entering a public high school seeking a diploma
- Number of students completing an Adult High School diploma
- Number of students who took the GED test
- Number of students who passed the GED test
- Number of students completing an Education Development Plan (EDP)
- Number of students completing a written ISAEP
- Educational Functioning Level (EFL) completion rate
- Attendance
- Attendance hours of ABE post-tested students
- Number of ABE post-tested students
- Attendance hours of ESOL post-tested students
- Number of ESOL post-tested students
- Teacher licensure rate
- Student satisfaction
- Staff satisfaction

How is the adult education program perceived by the public and ACPS communities?

The public perception of the adult education program, while generally favorable, appears to depend on the needs of the observer. Those who need the assistance of the program personally or for family members report that they think it is a great educational asset, while those without direct need may express more limited appreciation of its value.

Governance

The adult education program has evolved over time without a well-defined strategic plan. As a result, local and state expectations, policies and procedures have not always been clear and understood by all relevant parties, including school leadership, school-based personnel, and the community at large. The coordinator of Career and Technical Education has been responsible for the adult education program for the past eleven months. One of the top priorities in the process of being implemented is a communication mechanism to share pertinent federal, state, and local policies and regulations. There has been overreliance on particular individuals to research information on a need to know basis. Much of the data has been maintained at the site level except for data required for mandatory NRS data and grant applications and annual reports. For FY 2012, governance for this program will shift to a new coordinator position. This position will need clear descriptions and procedures for its many responsibilities, including management of six adult education grants that support the program. The coordinator will need to implement many improved procedures to tighten up data collection and analysis, monthly progress reports, an established proper and comprehensive written format to ensure award and continuation of each grant, a process for proper communication to school leadership about each grant, and assurance of timely submission of grants with appropriate signatures.

At this time, it appears that many decisions about the adult education program have been made in isolation by the site-based personnel with minimal oversight at the central office level. While attempts had been made in the past to include community members in discussions and decisions about the adult education program, there was little enthusiasm and meetings with citizens and community leaders ended. At this time, there is no community advisory committee associated with the adult education program.

Planning and Evaluation

The school division is in the continuing stages of planning to develop SMART goals, long-range plans, fiscal projections, and a schedule for implementation of initiatives. Dr. Greg Hutchings, Jr. has been identified as having primary responsibility to develop and implement the planning process as it pertains to instructional programming, grant management, budget, operations and facilities, hiring, supervision and comprehensive evaluation. It is expected that program personnel, adult students, and community members will have the opportunity to offer input for program decisions. A process needs to be formalized to determine how citizens, students, and employees will be selected to participate. A schedule for regular communication with all relevant parties, including school division leadership, will also be required. Currently, there is no strategic plan. Ms. Chapman has been in the process of creating a formal program evaluation for the adult education program. It appears that most of the informal evaluation of the program has been in response to outcomes delineated in the Virginia OAEL Program Performance Report Card and the Grant Annual Reports. It is noted that the budget process must be linked to this comprehensive program planning. At this time, it appears that the program conforms to the assigned budget versus program needs driving the budget. Additionally, a tighter analysis of student

performance during enrollment as well as post-enrollment as a part of formative assessment will assist in decisions regarding curricular materials and instructional strategies.

Communications & Community Relations

The community is informed about the adult education program by the distribution of flyers, brochures, ACPS web-based information, and occasional speaking engagements. Some of these materials need to be updated for current fees, schedules, and offerings. Regular oversight of all publications and media contacts to ensure accuracy and timeliness of information needs to be assigned to an appropriate supervisor. Students often call the central office for information and seek enrollment on their own without a formal school-based referral process. Current discussions include a possible change in practices in order to provide better outreach to community members by the provision of satellite programming directly in the neighborhoods with clear needs.

Adult education program personnel were emphatic that high school-based administrators, counselors, clinical support personnel, and teachers could benefit from more complete knowledge about what the adult education program can offer to students in need. Improved on-going communication with school faculty was identified as an area for improvement in order to increase appropriate student referrals to the program. Apparently, it has been several years since adult education personnel visited the high school, resulting in limited or no knowledge about adult education due to staff turnover. Discussions indicated that more students could be prevented from dropping out of school when they are in danger of aging out of the regular high school program by being informed of the continuing education program offered to adults by ACPS.

Additionally, stronger links could be forged between adult education, special education, and alternative education services. For example, program personnel report that the majority of adults who enroll clearly have apparent special needs, but it has not been investigated how many of these adults were identified as having specific disabilities or how many may have received special education services. Many of the students perform far below grade and age levels, and reading and writing skills at the elementary level is not uncommon for students coming directly from the high school. Implications for earlier intervention for these students, as well as for students with limited English proficiency, should be investigated as a part of long-range instructional planning for all learning environments in ACPS.

It is apparent that adult education personnel at the two locations (TCW and Stonewall Jackson) also do not communicate with one another on a regular basis, and perform their duties without direct collaboration. This is a target area for improvement. There is a critical need to merge current autonomous program sites into a single cohesive entity with direct and effective leadership, improved communication, and one vision for service. The current pipe stem system prevents mutual understanding, on-going communication, and synergy of efforts.

There is limited communication between the adult education program and local media, city officials, institutions of higher education, and city human services offices. In order for Alexandria City to provide more streamlined and cohesive supports for its citizens with a multiplicity of needs, the adult students

may benefit from improved relationships with parole officers, city human services workers, local universities and colleges, employment agencies, local businesses, multi-cultural service organizations, and other entities that interface with the same populations. There are currently no formal business partnerships beyond one peripheral relationship with the Alexandria Seaport Foundation, which receives the total \$50,000 from the Race to the GED in exchange for GED tutoring while participants learn boat building skills.

ACPS adult education is working to strengthen relationships with the following public and private sector organizations. Collaborations with the following partners allow instructors to provide community connections and services to adult learners, thus allowing them successful job opportunities.

- JobLink (local One-Stop)
- Workforce Investment Board (WIB)
- Northern Virginia Community College
- Army National Guard Reserves
- Local Homeless Shelters
- Alexandria Department of Social Services
- Local businesses that have a high degree of foreign-born working for them, including Flippo Construction
- Alexandria Seaport Foundation
- Alexandria Juvenile Court Services Unit
- Alexandria General District Court/Probation and Parole
- Area Career/Professional Schools, including Sanz School and Global Health Care
- Alexandria Redevelopment and Housing Authority

As these relationships are fostered, adult education personnel identified a number of areas that could be further developed or re-designed in order to improve performance and outcomes for adult learners. One of the priority connections pertains to JobLink. There is a need to streamline processes for student acceptance to keep adult students in Alexandria programs and reduce Fairfax placements, more accurate student data tracking, better use of Workforce Investment Act funds, improved fiscal responsiveness on billing issues with use of a new computer system at JobLink, and use of purchase orders.

There is ongoing communication on a regional level with other adult education programs in surrounding school districts and VDOE, especially regarding state sponsored training. Further development of these relationships may offer some potential leverage in the collective purchasing of instructional software or materials (ex: Pearson Digital may offer substantial discounted pricing on NovaNET software licenses if purchased regionally).

The Alexandria community could benefit by knowing more about the poignant personal journeys experienced by the adult students. In the past, program staff members have submitted student stories for publication in the VDOE GED calendar, but the local community would be inspired by the heroic perseverance of these adult students to better their lives and the lives of their families. Improved

coverage of adult education graduations, special events, and celebrations by local television networks and newspapers should be investigated.

Curriculum and Instruction

One of the greatest strengths of the adult education program is reported to be the extraordinary and dedicated service by program personnel. The passionate conviction of the staff members to empower their students with a strong education was clearly evident. The students spoke enthusiastically of the powerful relationships with their teachers. They spoke of their appreciation for how the faculty's genuine care influenced their personal well-being. It was stated that some of the faculty have performed informal outreach by physically visiting common street corners where young people assemble in order to persuade them to return to school and complete the GED or adult high school diploma. They also have maintained some contact with their students after the conclusion of the program through social media networks.

A target area for the suggested strategic plan is alignment of the various adult education programs with Family Academy services to prevent duplication of services and community confusion regarding offerings. The Family Academy provides classes, resources and tools for parents, caregivers and other adults to support the success of their children. Classes are offered during the school year at local schools. All classes are free to participants. The learning opportunities empower and equip parents with knowledge, skills and support networks in order to strengthen families, enhance communication and connections between home, school and community and raise the achievement of all students to reach beyond their expectations. An explanation of the two types of programming will be necessary since this programming is free while adult education courses have a fee.

Curriculum:

The **Adult High School Diploma** program offers the following courses:

- English 9
- English 10
- English 11/SOL
- English 12
- World History/SOL
- US/VA History/SOL
- US/VA Government
- Geometry/SOL
- Algebra/SOL
- Consumer Mathematics
- Biology/SOL
- Earth Science
- Electives: Work Study, Spanish I & II, Career Connections, Psychology, Keyboarding

Cosmetology offers 108 hours to acquire the basic knowledge and skills to become a professional licensed cosmetologist. Program completion usually requires at least four semesters, or two academic years. Upon successful completion of the course, the student will be eligible to take the licensing examination of the Virginia State Board of Cosmetology. Tuition and lab fee listed below are for one semester: 36 sessions @ 3 hours; \$220 City residents, \$275 for non-residents. \$20 Lab Fee

The **Licensed Practical Nursing (LPN) Program** provides its graduates with the knowledge and training necessary to pass the state licensing examination to become Licensed Practical Nurses. The program can be completed in 18 months. Classes are held during the day and follow the T.C. Williams High School calendar. The first nine months students attend classes Monday-Friday in the morning for three hours at T.C. Williams High School. The second nine months students attend school 35 hours each week in a classroom or clinical setting. Students who successfully complete the program are recommended by the Program Director to take the licensing examination (NCLEX-PN) given by the Virginia State Board of Nursing to become Licensed Practical Nurses.

The **Adult English Language Learning (ELL)** program offers several levels of instruction, as follows:

- Literacy
- Low Beginner
- High Beginner
- Low Intermediate
- High Intermediate
- Advanced Conversation
- Advanced Reading & Writing

The **Individual Student Alternative Education Program (ISAEP)**, for students ages 16 to 18, focuses on the development of skills for the workplace environment and GED preparation. Students must meet mandatory testing requirements, be eligible for re-enrollment in their base school, and be referred by their counselor or social worker. Students are required to complete an application and have parental consent if they are below 18 years of age.

Classes for the various programs are offered both days and evenings. Regular classes run from 9:00 a.m. to noon and from 1:00 to 3:00 p.m. Evening classes are held from 5:00 p.m. to 8:00 p.m. Computers are available all day every week day and three evenings per week.

Intake and Goal-Setting Process: Students fill out and sign page one of the Universal Student Profile Document (USPD). Instructors work with students to complete a student learning plan and set specific, measurable goals on USPD with teacher guidance and/or as a class exercise. Any accommodations granted are identified along with test-taking aides as needed by the student. The instructors identify approved National Reporting System (NRS) assessments and/or Official Practice Tests (OPT) and students complete the recommended battery or individual tests.

Curricula and Materials: The adult education program utilizes a combination of curricular resources and materials, and teachers follow the content standards of Virginia. Materials used include: English in

Action Second Edition Textbook and Workbook-Heinle Cengage Publishing, Grammar in Context 3-Heinle Cengage Publishing, GED Contemporary Publishing, the Test of Adult Basic Education (TABE), NovaNET distance learning study, ESL focused instructional materials, and videos from the History Channel, PBS, etc. Basic skills instruction includes: vocabulary, spelling, reading, math, and grammar in Pre-GED and GED, and computer literacy in the Computer Learning Center.

Instructional Methodologies and Learner Follow-up: Instruction varies as needed and includes group lecture, interactive discussions, individual self-paced study, computer practice with teacher facilitating, and reviews at the end of class. Class size is relatively small, capping at approximately 20 students per class. Students benefit from self-paced instruction and progress through proscribed academic levels accordingly. After every 30 hours of instruction the teacher has dialog with students and verifies that a conference was held; students are called when absent keeping constant contact to ensure attendance is maintained; an attempt is made to have students inform the instructor of the next goal after class; and the teacher may be contacted after GED tested students enter work or the military.

Individualized Technology-Based Instruction: A computer lab is available during operating hours for all enrolled students. Online GED preparation is available during operating hours. Individualized academic remediation programming is provided to enrolled students, in accordance to student testing levels. A laptop cart with 30 laptops is available for use in all adult education classes at TCW to support classroom-based instruction. Most recently, classrooms have been equipped with Turning Point technologies, to include classroom response systems, and to facilitate student participation in classroom instruction.

Assessments:

Adult Basic Education students: Test for Adult Basic Education (ABE)

GED students: TABE

English Language Learners: Best PLUS

Educational and Career Counseling: Program personnel offer individualized counseling support for all students in order to develop and actualize academic, personal, and employment goals. Counseling focuses on post-secondary career and education options. Emphasis is placed on self-sufficiency and improved options for desirable employment. Students may be provided informal job-training onsite in the form of clerical support for the Adult Learning Center. Guidance is provided by Center staff.

A new supervisory position is in the process of being implemented to provide direct oversight of the adult education program. It appears that the position will report to Dr. Hutchings, Jr. and will be responsible for all issues regarding the budget, grants management, and personnel supervision and evaluation still need to be resolved.

The instructional program has been supported by ACPS with adequate staffing, facilities, supplies and equipment; however, in order to truly transform the program to an exemplary status, additional funding resources may be required to update technology, facility space, and program staffing. The program furniture and computers, while still usable, were obtained when other schools received newer

replacement equipment. At the Stonewall Jackson site, there are insufficient computers for the number of students enrolled. There are no Smart boards or other typical technological supplies. The program recently received a donated used LCD projector. There are no provisions for updating or replacing student and staff computers to accommodate new software. The program is not utilizing state of the art technology. The program personnel are extremely appreciative of a new Ricoh copier machine just recently purchased for the Stonewall Jackson location.

Finance and Business Affairs

The adult education program is funded by the ACPS operating budget, student fees, and six grants. The grant funds are used to assist with the adult education program employee salaries, which are also supported through the operating fund.

The following chart shows fiscal expenditures (Operating and Grants) for FY 2008 to FY 2012.

	FY 2008 Actual Expenditures	FY 2009 Actual Expenditures	FY 2010 Actual Expenditures	FY 2011 Actual Expenditures	FY 2011 Final Budget	FY 2012 Final Budget
Adult Basic Education	325,228	363,997	372,292	369,993	389,144	388,513
Salaries	212,218	233,806	238,001	259,234	254,431	258,853
Employee Benefits	66,168	73,206	61,474	60,072	75,701	81,635
Other Charges	12,680	15,573	11,882	9,592	10,800	13,000
Materials and Supplies	3,073	4,252	7,265	4,104	5,950	6,600
Capital Outlay	31,088	33,428	48,016	31,944	37,477	28,425
Other Uses of Funds	-	1,006	340	543	-	-
	-	2,726	5,315	4,505	4,784	-
Adult Marketing Education	93,835	96,137	96,245	94,704	94,982	4,970
Salaries	65,328	67,788	68,297	70,346	72,456	-
Employee Benefits	28,508	28,349	27,929	24,359	22,526	4,970
Internal Services	-	-	19	-	-	-
ELL Adult Education	346,601	300,100	337,720	287,953	234,848	322,255
Salaries	273,579	248,180	265,292	234,322	176,634	269,744
Employee Benefits	53,950	35,659	44,127	33,333	37,519	44,661
Purchased Services	-	-	-	-	350	350
Materials and Supplies	19,073	16,261	28,301	20,298	20,345	7,500
GED	275,502	288,042	256,171	271,476	260,871	216,991
Salaries	161,894	185,574	140,372	171,175	165,710	170,225
Employee Benefits	51,217	52,444	65,799	50,301	45,161	46,766
Purchased Services	58,932	50,024	50,000	50,000	47,250	-
Other Charges	409	-	-	-	450	-
Materials and Supplies	3,051	-	-	-	2,300	-
ISAEP		69,242	73,663	68,768	78,546	92,764
Salaries	-	52,253	56,191	53,335	60,421	70,503
Employee Benefits	-	16,989	17,471	15,432	18,125	22,261
Other Adult Education	81,125	83,021	82,987	42,818	81,926	124,517
Salaries	57,121	59,656	60,594	14,894	59,292	-
Employee Benefits	17,008	18,309	17,329	1,174	18,433	15,245
Purchased Services	-	-	-	-	-	50,000
Other Charges	1,253	-	-	-	-	-
Materials and Supplies	5,108	5,056	5,064	26,750	4,200	23,991
Other Uses of Funds	-	-	-	-	-	35,282
Community Education	73,220	77,190	57,561	57,172	29,874	17,791
Salaries	32,068	43,134	37,629	38,877	10,000	10,000

Employee Benefits	2,566	3,592	2,953	3,451	990	765
Purchased Services	18,115	19,369	11,779	10,631	6,655	1,400
Other Charges	9,594	455	943	1,082	6,600	-
Materials and Supplies	10,415	9,871	3,917	3,131	5,629	5,626
Capital Outlay	462	769	340	-	-	-
High School Diploma	55,037	50,412	83,436	78,085	99,816	108,521
Salaries	42,081	33,587	74,179	66,796	85,000	97,000
Employee Benefits	3,652	2,920	5,737	6,589	8,416	7,421
Purchased Services	220	3,166	-	-	400	-
Other Charges	510	706	1,091	2,298	500	1,100
Materials and Supplies	8,574	10,032	2,428	2,403	5,500	3,000
LPN		18,860	18,194	45,127	41,000	22,700
Salaries	-	6,143	-	24,850	-	-
Employee Benefits	-	457	-	1,901	-	-
Purchased Services	-	4,474	8,363	8,952	18,000	11,000
Materials and Supplies	-	7,786	9,831	9,425	23,000	11,7000
Grand Total	1,250,547	1,347,001	1,378,268	1,316,098	1,311,006	1,299,022

Total Grant Management:

\$280,466.67

<u>Race to the GED</u>	\$50,000.00
<ul style="list-style-type: none"> GED/ASE- Darius Ligon (ASF) GED/ASE-Esteban Hernandez (ASF) 	
<u>Expanding GED</u>	\$8,612.00
<ul style="list-style-type: none"> Chief Examiner- Michael Casey GED Proctor- Beverly Casey 	
<u>ISAEP</u>	\$31,434.00
<ul style="list-style-type: none"> Teacher- Mark Bentz 	
<u>GAE (Adult Diploma Program)</u>	\$43,060.00
GED/ASE (6): F. Williams, K. Wilcox, M. Logue, G. Reynolds, R. Leonard, Z. Braxton Lead Teacher- Sharon Solorzano Counselor- Rob Lowe	
<u>ABE</u>	\$133,973.35
<ul style="list-style-type: none"> Lead Teacher- Jan Nell Bryant Lead Teacher- Sean Brown GED/ASE- David Barnhart Teacher Assistant- Catherine Drakeford 	
<u>C & I</u>	\$13,387.32
<ul style="list-style-type: none"> Lead Teacher- Krista Sofonia 	

Per Pupil Costs by Program*

Program	# of Students	Total Program Budget	Per Pupil Cost	Total Program Budget minus Grant Funds	Revised Per Pupil Cost for Operating Fund
ABE	65	388,513	5,977	388,513 <u>-133,973</u> 254,450	3,916
ELL	490	322,255	658	322,255	658
GED	127	216,991	1,709	216,991 <u>-58,612</u> 158,379	1,142
ISAEP	65	92,764	1,427	92,764 <u>-31,434</u> 61,330	944
High School Diploma	295	108,521	367	108,521 <u>- 43,060</u> 65,461	222
LPN	32	22,700	709	22,700	709
Marketing		4,970		4,970	
Other Adult Education ** (Cosmetology-21; Jail-75)	96	124,517	1,297	124,517 <u>-13,387</u> 111,130	1,158
Community Education		17,791		17,791	
Total	1,180	1,299,022	1,175	1,299,022 <u>- 280,466</u> 1,018,556	863

*Direct costs only, indirect costs not included

** Further detail clarification is required here. Assumption of program coverage due to insufficient data.

Note: This chart does not include the number of concurrent students or jail students in the per pupil costs, due to unavailability of data.

The program would be in jeopardy without the support of the grants. It did not appear that the program personnel were well acquainted with specific financial policies and procedures, but they did follow authorized procedures regarding the safekeeping and tracking of all received student payments. Program personnel are responsible for all bank deposits and submit bank receipts to Ms. Chapman and the finance office. There does not appear to be other strong mechanisms in place to safeguard the cash management process other than a lock box in a locked office. A safe recently has been received and discussion occurred about using the safe in the immediate future. Although it appears that no incidents regarding finances have occurred in the past, it might be beneficial to personnel to receive formal training from the finance office on specific activities.

Since her arrival eleven months ago, Ms. Chapman has managed the instructional funds, and to a limited degree, has re-aligned some funds to areas of need. Program personnel send all purchase requests to her central office, using newly implemented requisition order forms.

Students who are Alexandria residents may register for classes for \$65 plus book fees for the first course and \$30 for each additional course. Non-residents may enroll at a cost of \$235 plus book fees. (Students must also submit a negative tuberculosis test result prior to enrollment, which generally costs \$21-\$24.)

Personnel/Human Resources and Employee Relations/Professional Development

Supervision for the adult education personnel was transferred when the position for Adult and Community Education was abolished due to the loss of the Community Education program last year. For the past 11 months, the oversight of personnel has been the responsibility of Ms. Sherri Chapman, Coordinator of Career and Technical Education. For the current school year, supervision for the adult education and extended learning program is being transferred to Dr. Greg Hutchings, Jr., Director of PreK-12 Programs. A new position, the Adult Education Coordinator, will take responsibility for the adult education program, under the umbrella of the PreK-12 Office.

ACPS currently employs six teachers, one educational specialist and one paraprofessional dedicated to adult education services at Stonewall Jackson. In addition, one full-time teacher is housed in the local correction facility. Teachers participate in Virginia Adult Educator Certification Program (VAECP) trainings in professional administration to keep up to date on teaching adult education and literacy and program management. Stonewall Jackson Adult Learning Center staff experience alone totals over 150 years, cumulatively.

	Teachers/Staff	Days of week	# hours/wk (each)	Location
ABE	1 full-time; 1 paraprofessional	M-F	40; 40	Stonewall Jackson
GED	1 full-time; 1 part-time	M-F; T-TH	40; 6	Stonewall Jackson
ELL	2 full-time; 2 part-time	M-F; M-F	40; 20	Stonewall Jackson
C & I (GED)	1 full-time	M-F	40	Alex. Detention Center

The adult education teaching staff at the T.C. Williams High School and Ramsay Elementary School includes approximately 40 hourly teachers on a regular basis. There are approximately 90 teachers who remain in the available pool of teachers who offer adult education classes. There are 16 instructors who

implement the Adult High School at T. C. Williams, along with one program manager, two counselors, one counselor assistant, one office assistant, and four part-time administrative assistants.

Recruitment: Hourly teachers are selected out of a pool identified by the Human Resources office. Often, teachers will indicate their desire to work with adults by contacting the site personnel directly.

Retention: There is very low turnover in the teaching staff of the adult education program. Quality teachers are encouraged to continue their work by the provision of a joyful learning environment, close camaraderie among personnel, and a shared belief that their work is meaningful to their students and beneficial to the community overall. Appreciation is demonstrated by positive supervisory visits, small celebrations for various accomplishments, and most importantly, the obvious love and gratitude of the adult students.

Orientation: Many years ago, a program manual was created that identified specific qualities and skills for teacher working with adult students. However, that manual is no longer available for reference. It would be helpful to resurrect both a comprehensive program manual as well as a student handbook that explains policies, expectations, procedures, and other instructional details, especially as it pertains to adult learning theory and practice.

Professional Development and Training: Interviewed personnel indicated little interest in receiving formal professional development opportunities. They reported that they attend required state trainings and seminars offered by Ms. Chapman. They stated that they attend other ACPS trainings in order to maintain teacher licensure. While personnel indicated no areas of need or particular interest, it would be advisable to develop a tracking mechanism to monitor all trainings attended by adult education personnel to ensure best practices are shared and implemented in compliance with the division goals.

Supervision and evaluation: Program staff members have not participated in the evaluation process. This situation must be immediately remedied by the new coordinator.

Communications: There has been no established communication plan for adult education personnel until recently. Personnel have learned of program changes and other information through informal mechanisms. Ms. Chapman has implemented regular site visits as part of her supervision, and is tightening up expectations for regular email and telephone correspondence. Plans are also being discussed to implement regular joint meetings for all adult education staff members.

Students

City Data

2009 U.S. Census data indicates that approximately 23.9% (33,945 persons) of Alexandria's population are foreign-born; 29.9% (39,033) of the City's population reports speaking a language other than English at home. Approximately 8.6% (9,547 persons) of city residents 25 years and older are not high school graduates. The poverty levels in Alexandria are reflected in the following table:

Age Group	Number in Poverty	Percent in Poverty
All People	14,789	9.9%
18 & over	9,806	6.5%
18-64	8,815	5.8%

This data indicates a specific need for programs to increase the language and educational functioning level of adult learners and thus the possible workforce in Alexandria. Benefits from the education program include a chance to increase post-secondary education option which can lead to a more stable financial security through better economic status.

ACPS serves approximately 11,900 school-aged students and 1,180 adults annually. An additional 650 adults are tested for the GED. One of the most diverse learning communities in the country, adult education students come from numerous countries and speak diverse languages. The Adult Education Program has provided instruction to Alexandria residents for over 40 years.

Adult education enrollments at T.C. Williams High School for the past two years are reported in the following charts:

Fiscal Year 2010

Program	Fall 2009	Winter 2010	Total
High School	101	46	147
Cosmetology	16	16	32
LPN I	19		19
LPN II	20		20

Fiscal Year 2011

Program	Fall 2010	Winter 2011	Total
High School	154	141	295
Cosmetology	11	10	21
LPN I	12		12
LPN II	20		20

There were 29 Adult High School graduates in 2011.

Enrollment data for the Stonewall Jackson programs the prior three years is provided below:

Program	2008-2009	2009-2010	2010-2011
English Language Learners	555	381	490
Adult Basic Education	17	17	52
GED	136	128	127
ISAEP	46	52	65

A snapshot of adult learners for SY 2010-2011 at Stonewall Jackson Adult Learning Center by program and age is reflected below:

Program	Number	Percent
ELL	490	72%
ABE	52	7%
GED	127	19%
Individualized ABE or GED	13	2%
Total Students	682	100%

Age	Number	Percent
16-18	41	6%
19-24	184	27%
25-44	355	52%
45-59	75	11%
60+	27	4%
Totals	682	100%

Approximately 65% (443) of the students are female; approximately 30% (205) of ACPS adult learners care for ACPS K-12 students in their homes, as parents, grandparents, or guardians.

The teacher at the Alexandria jail prepares adult incarcerated students for the GED annually. The program served 93 adults in FY 2011, and 15 passed the GED. The following chart provides detailed information.

FY 2011 General GED Program Stats

# of students coming through GED program	# of programming hours	# of students taking GED test	# of students passing GED test
93	1018	19	15

Test Breakdowns

Date	GED Test: Took	GED Test: Passed	% Passed
September 2010	4	3	75%
December 2010	4	3	75%
December 2010 (re-entry testing)	1	1	100%
March 2011	6	5	83%
June 2011	4	3	75%
2009-2010 TOTALS	19	15	79%

*Re-entry Testing- completed the testing process at ACPS Adult Learning

Transportation/Facilities Management

The adult education program is supported by the established building maintenance resources for both TCW and the Stonewall Jackson Building. Regular cleaning and repairs are provided. There are adequate bathrooms, ventilation, sufficient lighting, water access, office space and classroom space.

Building use at the Stonewall Jackson Building site has changed in over the past two years as the Interim Alternative Education Program has continued to expand on the third floor shared with adult education. There are concerns expressed because some of the space previously used by the adult education program was reallocated to the Interim program, thus reducing the amount of office and classroom space for the adult students. The building condition is adequate and in compliance with all legal requirements. A bus route is located nearby to transport students. Parking is very limited since the leased building houses several other businesses. Only one space is allocated for handicapped parking. Last year, all three full time program personnel experienced serious medical concerns requiring special parking, which was unavailable. A review of reserved handicapped parking would be helpful.

There has been no security breach to date; however, program personnel indicate that they sometimes have concerns regarding their isolation, especially in summer months and late evenings. Security personnel have been assigned to the Interim Education Program sharing the same floor of the building; however, these services are not made available to the adult education program. Adult education personnel express concern regarding the authority of the security staff, as well as their productivity and effectiveness. In the event of an emergency, personnel report they would contact the police. A fire station is located nearby. Although they state an emergency/disaster plan was put in place after 911, they do not believe its components are necessarily realistic (e.g. shelter in place) due to the building configuration and ventilation leaks, etc.

It should be noted that the furniture and equipment at the Stonewall Jackson site has largely been provided as a result of items being replaced in other programs with newer furniture (leftovers from other programs). The items, while usable, are mismatched and made to work with the allocated space. The space appears somewhat "hodge-podge" instead of a being visually aesthetic and spacious.

Program Outcomes and Recommendations

Recommendation #1: Pursue development of a transition program for low academic achievers who are not able to benefit from current programs.

Comments: The adult education program generally has been successful in serving its student population, as evidenced by the continuation of all six grants every year. Although extensive observations and interviews were not possible due to the time of the review, those students who were observed and interviewed report satisfaction with the educational services. Interviewed staff report satisfaction with their workplace climate, duties and responsibilities. They did state that they often worked beyond contract hours and often without lunch. It was evident that students are strongly encouraged to

continue with their education, and individuals are supported to overcome challenges to their long-term goals. Efforts are in place to improve the rate of post-testing when students leave the program prematurely. There is compelling evidence of need for a transitional program for students, age 18-22, primarily ELL, who are functioning below a 6th grade level in reading, math, and English. NRS data shows that the Adult Basic Education and the low Adult Secondary Education students are not able to stay in the programs or make sufficient educational gains or increase their functioning levels. The basic skill level of this group of students has to be increased for them to be able to be placed in a GED class.

Recommendation #2: Take corrective actions to increase tier score by improving timeliness and accuracy of reimbursement request for ABE and GAE funded grants, meeting EFL targets, and increasing requirements for post-testing students in ABE and ELL programs.

Comments: The Virginia Department of Education Office of Adult Education and Literacy (OAEL) *Program Performance Report Card* summary of scores lists the score earned by the local program as well as the state average for each of three performance categories; (1) Financial Management, (2) Target Performance, and (3) Policy Compliance. The financial management and target performance categories each have a maximum value of 20 points. Policy compliance has a maximum value of 10 points. Scores are calculated on a sliding scale using program data specific to each category. All calculations used to generate the scores are based on the data entered by local programs into the state’s NRS Web-based data system as of August 31, 2010.

The financial management category demonstrates how well programs manage grant funds received from the Office of Adult Education and Literacy. The target performance category demonstrates how well programs are able to meet local and state performance targets. The policy compliance category demonstrates how well programs are complying with certain state policies. Programs receive a score that relates to three tiers of performance. Details regarding how the scores and tiers are calculated can be found in the report attachment.

The current report card for FY 2010-2011 is expected to be available in September, 2011. ACPS received the following scores for FY 2009-2010:

Performance Tiers

Tier	Local	State Average
Tier 1		
Tier 2		
Tier 3	✓	✓
Tier 4		
Tier 5		

Summary of Scores

Category	Local	State Average
Financial Management	19.12	16.39
Target Performance	10.00	11.74

Policy Compliance	10.00	9.15
Total (50 Points)	39.12	37.28

Plans to raise performance on this evaluation were made during the past year. The Office of Adult Education expects to see an improvement in the tier system based on specific program improvements.

Recommendation #3: Develop a more efficient and comprehensive student outcome tracking system.

Comments: Data on identified performance indicators listed below were not easily available in each case. Some of this was due to the timing of the review; however, the central office needs to ensure records of all indicators are easily accessible upon request. Tighter centralized data management is necessary.

Student Outcomes- Performance Indicators

Financial Management	Needs improvement with adherence to all fiscal policies and practices
Policy compliance	Needs improvement in awareness and adherence, such as FLSA and work conditions/contract requirements for teachers (ex: duty-free lunch, planning period, etc.)
Number of adult students enrolled in all programs	1,074 total students, plus 650 GED test-takers
Number of new students annually	Not available in each program; needs deeper investigation
Number of returning students annually	Not available in each program; needs deeper investigation
Number of students re-entering a public high school seeking a diploma	Not available in each program; needs deeper investigation
Number of students completing an Adult High School diploma	29 students
Number of students who took the GED test	Not available, needs deeper investigation
Number of students who passed the GED test	Not available, needs deeper investigation
Number of students completing LPN program	12 – unknown how many passed examination
Attendance	Not available; need deeper investigation
Attendance hours of ABE post-tested students	Not available; need deeper investigation
Number of ABE post-tested student	Not available; needs deeper investigation
Number of ESOL post-tested students	Not available, needs deeper investigation
Teacher licensure rate	Not available, needs deeper investigation
Student satisfaction	Not available, needs deeper investigation
Staff satisfaction	Not available, needs deeper investigation

Because some of the direct student outcomes were difficult to obtain due to a lack of available or consistent data, and also due to the timing of the review, it will be important to develop a more efficient student outcome tracking system. This improvement will help determine the percentage of students who achieve their educational goals. For instance, the following questions may need to be answered in the future with improved data accuracy:

1. Of all students who were served in the adult high school program, how many eventually graduated and what was the average length of time in the program required in order to do so?
2. Of all the students in the cosmetology program, how many passed their certification test, and what was the average length of time in the program required in order to do so?
3. Of all the students in the LPN program, how many passed their certification test, and what was the average length of time in the program required in order to do so?
4. Of all the students who were concurrently enrolled, how many graduated within the required school year?
5. Of all the students in the ELL program, how many completed the levels of the program, and what was the average length of time required to finish the program?
6. Of all the students enrolled in the jail program, how many took and passed the GED test, and what was the average length of time required in order to do so?
7. Of all the students in the ABE program, how many progressed through the EFLs and what was the average length of time required to do so?
8. How many students enrolled and then dropped out of each of the programs and what were the listed reasons for leaving prematurely? (Institute consistent exit interviews at all sites)
9. How many students who have completed their specific programs are employed or in higher education or technical training immediately following their educational experience? (Post-surveys and phone interviews)
10. What is the demographic (ethnic, race, gender) trends over a five year period for students in each program? How do those trends match the Alexandria City population at large?

Recommendation #4: Investigate the cost effectiveness of transferring the entire amount of Race to the GED grant funds to the Alexandria Seaport Foundation versus using the funds to support other options for GED preparation and testing.

Comments: Another area for further investigation concerns the transfer of the Race for the GED grant funds (\$50,000) to the Alexandria Seaport Foundation (ASF). More data is required to know exactly how many students were served by the ASF, the length of time for each individual student, and how many students took and passed the GED. It should be examined if such transfer of funds is warranted for the level of support the students are receiving.

Recommendation #5: Implement on-going communications and transfer procedures between the adult education program and the T. C. Williams High School.

Comments: In order to reach more eligible students prior to dropping out or not finishing high school, closer communication with T. C. Williams High School faculty is imperative. Streamlining a transition process will capture more students who are unable to finish their education in the high school setting.

Recommendation #6: Fully implement strategic community outreach, awareness, and communications plan.

Comments: Another priority area to be strengthened is to increase links to the community, as detailed in the earlier narrative.

Recommendation #7: Conduct a desk audit for all personnel to ensure accurate job descriptions, assignment of appropriate duties, and compliance with all contract policies.

Comments: There is considerable concern about how staff support has been allocated at T.C. Williams and Stonewall Jackson. It is important to ensure that work load and responsibilities have been analyzed for fair and reasonable distribution of resources. At this time, it appears that some sites receive more support than required, while other employees are completing so many duties that they are unable even to eat a duty free lunch or experience other guaranteed contract work conditions. A detailed desk audit is advisable to evaluate how staff members have been assigned to locations and what tasks are assigned to each personnel. This is especially true at the TCW location as it pertains to counseling and clerical support positions.

Recommendation # 8: Closely supervise and evaluate all personnel according to ACPS regulations and policies in order to promote best practices in the classrooms and to protect employee rights.

Comments: It became increasingly clear during the review that the adult education program has not been the focus of attention by ACPS until recently. It was reported that none of the program personnel had been evaluated for several years. Until recently, they received minimal and inadequate supervision on a regular basis from the central office. Those interviewed indicated that they appreciated the visits scheduled with Ms. Chapman while under her responsibility for the past eleven months. It appeared that the staff members were used to being left alone and were allowed to make their own decisions regarding the program. Unfortunately, in some cases, these site-based decisions did not always encompass the larger long-term program needs beyond the site where they work. This was evidenced by gaps in instructional equipment, supplies, materials, technology, and other instructional information readily available to other ACPS personnel. While there was an assumption that the instruction received by students was adequate, no one had observed teachers in the classrooms at any of the three sites for years prior to the arrival of Ms. Chapman. Even their professional development was left up to the individual employees without any tracking or oversight of training. Ms. Chapman made Professional Learning Plans (PLP) a top priority as soon as she arrived to her supervisory duties, and the process is in development. It will be necessary for the new coordinator to continue with her plan to provide meaningful and regular professional development. While the employees have, by and large, demonstrated their dedication to the students by their hard work, they and their adult students, nonetheless, deserve consistent and observable support by district leadership.

Recommendation #9: Create a planning team of committed personnel to develop a comprehensive five-year strategic plan.

Comments: Specific program goals and long term action plans need to be developed in tandem with Alexandria City community needs and other ACPS initiatives. The adult education program has been implemented in isolation for such a long time, it appears that few people are aware of its existence, what it does, or why it is important. It appears there are many questions that need to be investigated in order to set SMART goals for the program. For instance, if community outreach is going to be a priority, what percentage of the population should be targeted and how will the program be funded if they try to enroll? What rate of growth is desired? Who are the neediest populations that would most benefit from the program? Should the program explore satellite sites in needy community areas, and if so, how will teachers be selected, properly supported, and supervised? How will “success” be defined for each element of the program educational options? How will the community be involved in meaningful decision-making? What modifications to the budget will be necessary over the next five years in order to achieve exemplary practices? These and multiple other questions need to be generated, explored, answered, prioritized, and set into a long range plan.

Recommendation #10: Develop student and personnel satisfaction surveys to evaluate learning climate and desirable work conditions.

Students and staff who participated in the review interviews spoke glowingly about their satisfaction with the adult education program. It would be important to survey students and staff regularly to determine the state of the learning climate as well as work conditions that promote continued engagement by learners and instructors. Strategies to increase effective use of student exit interviews should be explored. If feasible, post-program surveys to discover what became of students after they left the program would be helpful for future planning, especially as it pertains to employment, higher education, continued technical training, home stability, self-sufficiency, etc.

A summary of additional review findings that may be helpful in the development of a 5-year strategic plan are listed in the two following charts.

Chart One: Evidence Observed	Yes	No	Comments
Communications & Community Relations			
Personnel are aware of policies related to how school personnel communicate with the community		X	It was reported that site personnel have worked in isolation with autonomy for several years.
Community members have input to school issues		X	
Policies and procedures regarding internal communications		X	In development
Ease in giving or receiving pertinent information		X	
Adequate publications disseminated to community regarding programs	X		Needs updating and monitoring
Use of new technology to communicate and teach		X	
Planning and Evaluation			
Sufficient planning and evaluation , including student testing and personnel evaluation		X	
Cooperative planning with community, businesses, local government officials		X	
Program goals mesh with division goals	X		
Student assessment outcomes used to plan for and improve instruction	X		Post-program surveys would be helpful.
Personnel/HR/Staff Development			
Adequate policies/procedures regarding recruitment /hiring practices professional development opportunities		X	In Development
Clear communication		X	
Clear and reasonable job descriptions and personnel expectations		X	Job descriptions need review and match to daily activities
Recognition of outstanding employees		X	
Recruitment of outstanding employees	X		
Curriculum and Instruction			
Clear curriculum goals	X		
Adequate staffing for instructional goals	X		If expansion is planned, more staff will be required.
Sufficient support (people, supplies, resources)	X		
Relevant and ongoing professional development opportunities	X		Should be further strengthened
Sufficient funds to support program	X		Will need to increase if program is expanded
High level of commitment to students' success	X		
Program coherent with division instruction	X		
Facilities/Maintenance			
Policies and procedures for maintenance, transportation, food services, facilities	X		
Smooth communications among personnel	X		Positive collegiality, but limited
Personnel roles are clear, appropriate, and understood		X	
Orientation and on-going training		X	Site-based, Informal approach
Employees aware of evaluation process and expectations		X	Inadequate evaluation for personnel at this time
Long-range facilities planning in place		X	
Technology needs and enrollment projections part of facilities planning		X	May need new computers to support distance learning programs
Community input to long-range facilities planning		X	

(This chart used factors commonly identified in Virginia Association of School Superintendents evaluation tools.)

Chart #2: Additional Outcome Findings – Adapted from VDOE Indicators of Program Quality

	Area of strength	Area of need or further development	Unknown at time of review
ORGANIZATIONAL PERFORMANCE RESULTS			
Indicator 1. The program demonstrates effectiveness in improving adults' literacy skills by meeting or exceeding performance standards established by the state.	✓		
Indicator 2. The program demonstrates effectiveness in key management performance areas.		✓	
Indicator 3. The program produces market results.	✓		
	✓		
PROGRAM PLANNING AND ORGANIZATION			
Indicator 1. The program has a planning process for initial program development.		✓	
Indicator 2. The program has a clearly defined mission consistent with its philosophy.	✓		
Indicator 3. The program has clearly articulated goals.	✓		
Indicator 4. The program has an administrative system that ensures participation of stakeholders, accountability, and effective administration of all program activities.		✓	
Indicator 5. The program has sound financial management procedures.		✓	
Indicator 6. The program maintains a high quality information and management system with the capacity to report participant outcomes and monitor program performance.		✓	
Indicator 7. The program has a plan for outreach, marketing, and public relations that fosters awareness and understanding of the program.		✓	
Indicator 8. The program schedules offerings to meet learner needs and achieves learning goals.	✓		
Indicator 9. The program provides facilities and resources appropriate for adult learners.	✓		
Indicator 10. The program has a curriculum for each type of instructional offering.	✓		
Indicator 11. The program has a comprehensive plan for assessment and evaluation.	✓		
Indicator 12. The program supports the recruitment and retention of qualified instructional or professional staff.	✓		
Indicator 13. The program supports the recruitment, use and retention of volunteers.	✓		
Indicator 14. The program measures customer satisfaction by systematically gathering feedback from		✓ (Exit	

participants and uses the information to continuously improve services.		interviews)	
Indicator 15. The program has a planning process for ongoing program improvement.		✓	
		✓	
CURRICULUM AND INSTRUCTION (INSTRUCTIONAL SYSTEM)			
Indicator 1. Trained practitioners use standardized and formal assessments appropriately to produce valid and reliable results.	✓		
Indicator 2. Learner assessment is ongoing and addresses the informational needs of various stakeholders through appropriate use of formal and informal measures.	✓		
Indicator 3. Assessment results are used to place learners within the instructional program and to continuously update the instructional process.	✓		
Indicator 4. Program staff and learners jointly develop, regularly evaluate and update an instructional plan that incorporates the individual's learning needs, styles and preferences, short- and long- term educational and employment goals.	✓		
Indicator 5. Instruction of sufficient intensity and duration is offered to enable learners to achieve substantial learning gains.		✓ (transition program)	
Indicator 6. Curriculum provides for learning and skill building in real-life contexts that allow learners to become effective family members, workers, and citizens.	✓		
Indicator 7. Curriculum development is based on best theory and practice, a comprehensive review of available materials and technologies, well-articulated instructional goals, reasonable scope and sequence, and coordination with instructional staff.	✓		
Indicator 8. The program uses research-based instructional practices, technology and multiple delivery systems to address learner needs and preferences, and to accommodate the instructional needs of a diverse learner population.	✓		
Indicator 9. The program provides basic skill instruction that meets the demands of the workplace.	✓		
PROFESSIONAL DEVELOPMENT			
Indicator 1. The program has well-trained administrators and practitioners who consistently demonstrate competent practices.	✓		
Indicator 2. Administrators and practitioners		✓	

continuously improve their practice through regular participation in professional development activities.		(Needs improved tracking)	
Indicator 3. The program has a professional development plan developed with input from staff, volunteers, and stakeholders that reflects both organizational and individual needs.		✓	
Indicator 4. Program volunteers receive high-quality pre-service and regular in-service training.			✓
SUPPORT SERVICES			
Indicator 1. Educational support services are provided directly or coordinated with available resources in the community, such as links with elementary and secondary schools, post-secondary schools, post-secondary institutions, One-Stop Centers, job training programs, and social services to ensure non-duplicative and seamless services to learners.		✓	
Indicator 2. The program coordinates support services to enable individuals, including individuals with disabilities or other special needs, to achieve learning goals.		✓	
Indicator 3. The program coordinates support services to enable individuals, including individuals with disabilities or other special needs to achieve learning goals.		✓	

The last portion of this review offers possible goals to consider for the development of a five-year strategic plan for adult education. These identified areas can be expanded to fit the needs of the particular instructional programs and their physical locations. Short-term objectives can be created with appropriate measures and timelines.

Suggested Goals for a Strategic Plan to Improve

Adult Education Program Performance

Organizational Performance

1. The program demonstrates effectiveness in key management performance areas.
 - Data submitted are accurate, complete, and timely for grant applications and other initiatives.
 - Financial reports and requests are accurate, complete, timely, and presented in consistent format, as available.
 - Other program reports are accurate, complete, timely, and in the form prescribed.

Communications & Community Relations

1. The program ensures that personnel are aware of policies related to how school personnel communicate with the community.
2. The community members have input to school issues.
3. Program staff members are informed of policies and procedures regarding internal communications.
4. Program staff members meet regularly as one entity to reduce isolation of site decision-making and site autonomy of program implementation.
5. The program develops and implements a strong outreach plan to inform and engage with the community.
6. The program develops and implements a strong outreach plan to inform and engage with faculty at the TCW High School.

Program Planning and Organization

1. The program has a planning process for initial program development.
 - The program has a strategic (5-year plan) that reflects a comprehensive planning process to deliver adult education services based on the community's needs.
 - The strategic plan is linked to the comprehensive plan of the local Workforce Investment Board (WIB).
 - The program has a technology plan that is aligned with program goals and learner needs.
 - The technology plan addresses the use, acquisition, and maintenance of technological resources and training of program personnel.
2. The program has an administrative system that ensures participation of stakeholders, accountability, and effective administration of all program activities.
 - The program has an active board of directors or advisory group.
 - The program ensures cooperative planning with community, businesses and local government officials.
 - Members attend regularly scheduled meetings.
 - Members contribute financial, time or other resources according to their means.
 - The program fosters and maintains linkages and clear communication with stakeholders.
 - There is a clearly defined relationship between program staff and stakeholders.
3. The program has sound financial management procedures.
 - The program has clear guidelines and procedures for developing and maintaining a written budget.

- The program has procedures to collect, maintain, and report all necessary and required fiscal information.
4. The program maintains a high quality information and management system with the capacity to report participant outcomes and monitor program performance.
 - Uses data to inform program decisions.
 - Uses data for program improvement.
 5. The program has a plan for outreach, marketing, and public relations that fosters awareness and understanding of the program.
 - The program participates in public awareness events that result in community understanding of the importance of adult basic and literacy education.
 - The program uses diverse media opportunities to increase community understanding.
 - The program actively involves business and industry policy makers in public awareness efforts.
 - The program has a well-articulated recruitment plan.
 - Recruitment targets populations most in need of educational services and is consistent with the organizational mission, student and volunteer capacity, and area demographics.
 6. The program measures customer satisfaction by systematically gathering feedback from participants and uses the information to continuously improve services
 - The program has a system in place to collect customer satisfaction data.
 - The program uses customer satisfaction information to improve services.
 7. The program has a planning process for ongoing program improvement.
 - The continuous improvement process is guided by a written plan that includes targeted community demographics, learner needs, retention, local economic trends, educational and technological trends, and resources.
 - Program leaders ensure full staff participation in the continuous improvement process.
 - A program improvement plan team includes program leaders and practitioners.
 - The improvement team meets regularly.
 - The program participates in program improvement training.
 - Program improvement plan execution results in program changes that reflect continuous improvement.
 8. Personnel are supervised and evaluated according to ACPS policies and regulations.

Curriculum and Instructional System

1. Instruction of sufficient intensity and duration is offered to enable learners to achieve substantial learning gains.
 - Appropriate instruction is available for adult students with extremely low academic and English language skills through the implementation of a transition or bridge program.

Personnel/Human Relations/Professional Development

1. The program has a professional development plan developed with input from staff, volunteers, and stakeholders that reflects both organizational and individual needs.
 - Program staff have individual professional development plans to guide professional development activities.
 - The professional development plan is supportive of the needs identified in the program improvement plan.

- Professional development plans are responsive to individual and organizational needs.
 - The program acquires appropriate resources to implement the plan, including compensation for staff participation.
 - The program provides opportunities for its instructional staff to expand their knowledge of current trends, best practices, uses of technology, and research.
 - The program has a process for recognizing the participation of staff in professional development activities.
2. Program volunteer receive high-quality pre-service and regular in-service training.
 - The program has pre-service training for volunteers that demonstrates appropriate content, intensity, and duration.
 3. The program adhere to policies and procedures regarding recruitment and hiring practices
 4. The program uses clear communication mechanisms to relay information to staff, students, and others.
 5. The program utilizes clear and reasonable job descriptions and personnel expectations and reviews regularly with staff.
 6. The program recognizes outstanding employees through a variety of means.
 7. The program ensures that personnel roles are clear, appropriate, and understood by all parties.
 8. The program provides appropriate orientation and on-going training to all staff.
 9. The program ensures that all employees are aware of the supervision expectations and processes.
 10. The program ensures that all employees are properly aware of and complete the evaluation process.

Support Services

1. Educational support services are provided directly or coordinated with available resources I the community, such as links with elementary and secondary schools, post-secondary schools, post-secondary institutions, One-Stop Centers, job training program, and social services to ensure non-duplicative and seamless services to learners.
 - The program has clear links and coordination systems with the other providers of adult education, the elementary and post-secondary educational providers, and the job training programs in the area.
 - The program has clear links with the providers of social support services in the area.
 - There is clear evidence that the services provided do not duplicate the services provided by other agencies in the area.
2. The program coordinates support services to enable individuals, including individuals with disabilities or other special needs, to achieve learning goals.
 - The program has regular communication with local employers.
3. The program coordinates support services to enable individuals, including individuals with disabilities or other special need to achieve learning goals.
 - The program provides a process for identifying individuals with disabilities or special needs.
 - The program provides appropriate training or staff regarding physical and instructional accommodations.
 - The program provides learner support services directly or through referral.

Facilities/Maintenance

1. The program utilizes long range planning for facilities use and programmatic needs.
2. The program ensures that technology needs and enrollment projections are part of facilities planning.
3. The program ensures that the community has input to the long-range facilities planning.