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Kentucky Adult Education performance

*By David Walters, Director,
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Happy New Year!!!

As you know, Kentucky is often looked to as a national leader in adult education. This recognition is a result of efforts of all programs across the state to serve adult students. KYAE is very appreciative of your efforts at the local level and the accomplishments you have achieved.

The beginning of each new year allows us to reflect on the past, set course for the future and create opportunities for success. The new year also offers a chance to review and analyze our performance data in a critical way and see how we measure up to our expectations.

To ensure a strong finish for remainder of the fiscal year, I encourage program directors to review their data and craft a vision to exceed goals for enrollment, GED

attainment and academic performance.

Regardless of where you are currently in relation to your performance goals, please begin now to consider the actions required to exceed your goals. Focus on each facet of the program, while targeting areas needing immediate attention. Continue to use the “drilldown” features in the AERIN system to monitor individual student progress. The administration report TABE summary allows you to view enrollment subjects and performance in each.

The chart below outlines the current state totals in enrollment, academic performance and GED® graduates compared to our state goal.

As a state, we are behind in enrollment – halfway (50 percent) through the year, we’ve achieved only 41 percent of the goal. Academic performance (students in

educational levels demonstrating level completions) should exceed 54 percent by the end of the fiscal year.

With GED graduates at only 34 percent (3,735) of the goal, we face a daunting task in the second half of the year. Significant improvement will need to be made in each area for the state goal to be attained.

GED attainment is highlighted because it is one of the most important areas that need our focused attention. It is important to review where your program is in relationship to the county GED® goal. Recruitment, retention and quality instruction are keys to increasing GED® production. If we all focus on surpassing individual county goals, achievement of the state goal will be a natural result. It is imperative that we equip adult education students with the educational skills to

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Kentucky (Mid-Year Status)	January 2013	2013 Goal
Enrollment	20,637	50,000
Academic Performance	41%	54%
GED® Graduates	3,735	11,000

Source: Kentucky Adult Education Reporting Information Network

Performance, continued from page 1

prepare them for the next venture in life -- transitioning to postsecondary education or a career opportunity.

Obviously, it will take a concerted effort from all of us to make this a reality. To assist efforts for success, I will be sending each authorizing agent (president, superintendent, executive director) a mid-year performance summary of each county program the fiscal agent operates. This will allow directors to discuss ideas and plans for continuous improvement with the fiscal agent lead.

Our mission to serve undereducated Kentuckians is a noble task with

unique challenges. Adults come to us with many educational deficiencies, yet they may exhibit limited patience for the educational process. This is why it is so important to develop a strong rapport with students starting at orientation. Building a relationship with students also builds the student's willingness and capacity for educational growth. It allows the student to become a part of the instructional process. This rapport is the conduit for them to become prepared for the GED® and on the way to college and career readiness.

Here are some quick tips and strategies for increased program success:

- Teach to the KYAE Common Core Standards and students will be prepared for all levels of assessment – TABE, GED®, Compass, ACT and SAT – and be better prepared for the next step in life.
- Mastery on some subjects may be a significant challenge, so expose students to as much educational information as possible. Use “drill and practice” activities as “homework.” Don't underestimate the ability of students to learn a new concept even if they haven't mastered a lower level concept.
- Integrate instructional technology into the classroom. Sign up for the KET Tech Teaching Tips: techteachingtips@ket.org
- Create and instill an environment of teamwork with staff and students.
- Try new educational strategies and approaches. Read the latest research on adult education at <http://lincs.ed.gov/>
- Survey students, staff and community partners on how to improve and market services.
- Use KYAE marketing resources available by [clicking here](#).
- Revitalize and develop community partnerships and involvement. Increasing the number of citizens with a high school credential is a community effort.
- Participate in Power Path training provided annually by KYAE. If you have attended Power Path training, continue to administer screenings and implement strategies.
- Set expectations of students and staff. High expectations can and will be lived up to. An example is setting a goal for each staff member to be responsible for recruiting, retaining and demonstrating results with “x” number of students. Another example is setting a goal that 90 percent of students in a class or cohort will make a level completion after the first progress test. If it is accomplished, the class gets a pizza party or some type of reward.
- Program directors are the administrative and instructional leaders of the program. Be sure to guide and support the staff. Always disseminate educational information and best practices. Keep them abreast of all adult education matters.

Congratulations to the Top 25



Don't forget to look for your county on KYAE's Top 25 Programs updated monthly on

AERIN. Congratulations to the top 25 programs for the first six months of the fiscal year: Russell, Todd, Lyon, Campbell, Marion, Mercer, Greenup, Fulton, Carter, Franklin, Christian, Daviess, Carroll, Lee, Hardin, Crittenden, Anderson, Taylor, Green, Trimble, Monroe, Henderson, Mason, Pulaski and Marshall.

The Top 25 is determined by averaging to-date rankings in achieving enrollment, academic performance and GED attainment. To be eligible for the Top 25 list, programs must meet certain enrollment criteria throughout the year. For example, by December, more than 30 percent of the enrollment goal must be achieved to be eligible as a Top 25 program.

PD Policy Reminder

KYAE's professional development (PD) policy was discussed at regional meetings in August, but it warrants a reminder. Previous PD policy allowed programs to use PD allocations for salaries paid to instructors attending PD activities. However, since only a fraction (less than 20 percent) of counties were taking advantage of this and considering, if all counties did take advantage of it, KYAE could not afford to fund it, the policy was changed beginning July 1, 2012. Therefore, programs' PD allocations cannot be used to pay instructor salaries while participating in PD activities; however, core services funds may be used to pay these salaries as the vast majority of programs have been doing historically.



Faces of KYAE

GED graduate Annie Mayo becomes nurse, keeps going

The following is one in an ongoing series of student success stories. To see your student successes highlighted in News to Use, contact Missy.Brownson@ky.gov.

Growing up in the Philippines, Annie Mayo dreamed of becoming a nurse. College was expensive, and her native country offered few opportunities for loans or financial aid. She was afraid that becoming a nurse would remain a dream. And then she came to the United States and landed in the adult education program at Ashland Community and Technical College (ACTC).

Although Annie said a high school education in the Philippines is more equivalent to a junior high education in the United States, she didn't let this – or the fact that English is her second language – stand in her way. She studied for her GED test credential from 8 a.m. to 5 p.m. every day, and within three months, she earned her GED. The one-on-one attention and support from the ACTC adult education staff were an immense help. “Joan Flanery (program director) is like my second mom,” she said.

Annie didn't stop there. She earned an associate's degree in licensed practical nursing at ACTC followed by an associate's in registered nursing from Ohio University South (OUS) where she was named the class Outstanding Student. Annie, now a U.S. citizen, is currently pursuing her bachelor's in registered nursing from OUS, taking a full course load while working full-time as an orthopedic nurse.

“If you are really determined to get what you want, you have to work for it, but you can do it,” she said. Her next goal is to become a nurse practitioner.

“If it takes me until I'm 90, I don't care,” she said.

Welcome technology consultant

Barry Burkett, formerly an instructor and assistant director in the Franklin County Adult Education Program, has joined the staff of KET as an instructional technology consultant. Barry will serve as a liaison between KET, KYAE and adult education programs statewide, providing support, consultation and resources on using instructional technology services to meet educational goals.

Barry will collaborate with KET and KYAE to integrate instructional technology best practices in adult education programs across the Commonwealth, including individualized and small-group trainings on the effective use of technology, multimedia and educational services and resources.

Barry has nearly a decade of experience in adult education and has made several national presentations on instructional technology. When not in the field, Barry will split his office time between KYAE and KET. He can be reached at bburkett@ket.org, or (859) 258-7010. Please join KYAE and KET in welcoming Barry in his new role!



Preparing for GED 2014

The GED Testing Service's Assessment Team has updated the Assessment Guide for Educators and Item Samplers, both of which are posted online in revised form. Each tool is an important component that GEDTS created to help familiarize adult educators with the 2014 GED® test. The changes and adaptations to the tools are a direct result of the valuable feedback received from the field. Click on links below.

[Assessment Guide for Educators – November 2012](#)

[Item Samplers – November 2012](#)

Each chapter of the [Assessment Guide for Educators - November 2012](#) edition includes a “What's New” page after the table of contents that identifies and explains the updates made to the revision. Please delete or discard your old version of the guide and use the newest version linked above.

The Item Samplers have also been updated. The new Item Samplers were created to better reflect the wider range of item difficulty representative of the 2014 GED® test and to include a greater proportion of the multiple-choice item type, while continuing to showcase the full range of item types that will appear on the test. The new samplers can be found on the [same page as before](#), and feature interactive test questions for Mathematical Reasoning, Science, Social Studies and Reasoning through Language Arts.

Please share the information about the changes with your staff and colleagues to ensure that all are working with the latest version. Feel free to email GED2014@GEDtestingservice.com with questions or comments.

Bright Ideas

Best practices from the field



Stay in contact with your students.

“We have been texting our students, calling our students, writing our students, sending them messages to their Facebook accounts. We have discovered that students really feel like we care about them.”

– *Jerry Shaw, Anderson County*

Ask for favors.

“We asked one of our most circulated local newspapers to use our phone number on every page as a filler ribbon. So, every week, on every page, GED call 464-9812 is located throughout the paper, sometimes several times on the same page. Our phone stays busy with inquiries about adult education.”

– *Cheryl Botner, Lee County*

Partner with family resource centers.

“Our partnership with the local family resource centers is invaluable to our program and to the parents who use the services of each center. We have had the opportunity to recruit students from Farley Elementary School, as well as other schools served by the resource centers.”

– *Tammy Owens, McCracken County*

For more details and bright ideas for reaching out to potential and current students, [click here](#). Share your own best practices for outreach by sending them to Missy.Brownson@ky.gov.

Requirements adjusted for Work Ready Communities Program

The Kentucky Workforce Investment Board (KWIB) adjusted some requirements for the Work Ready Communities initiative and made the certification process more user friendly for applicants.

The Work Ready Communities certification from KWIB and the Kentucky Education and Workforce Development Cabinet assures employers that a local workforce has the talent and skills necessary to staff existing jobs and to master the innovative technologies new jobs will require.

To be designated a Kentucky Work Ready Community, business, education, economic and elected leaders must collaborate and apply for the certification. Counties have to meet criteria in six areas including high school graduation rate, National Career Readiness Certificate (NCRC) holders, demonstrated community commitment, educational attainment, soft-skills development and digital literacy. Boyle, Daviess, Henderson, Warren and Woodford counties have been certified as Kentucky Work Ready Communities.

The NCRC attainment requirement for both the Kentucky Work Ready Communities and Work Ready Com-

munities in Progress has been changed. Now, a community has to present a plan to reach 9 percent of the working-age population (18-64) in three years. Previously the requirement was 15 percent in five years.

In addition, the program now requires a plan to reduce the percentage of working age adults in a county without a high school diploma or high school equivalency diploma by 3 percentage points in three years and 5 percentage points in five years. Previously, there were no benchmarks set for this area.

If your community is completing an application to submit for consideration for a Work Ready or Work Ready in Progress Community and need information on the population within your community without a high school diploma or GED® please contact David Walters, Director of Program Administration, KYAE. He can be reached at (502) 573-5114 ext. 122 or david.walters@ky.gov.

For more details about the changes, [click here](#). For more information about KWIB and the Kentucky Work Ready Communities program, visit <http://www.kwib.ky.gov/index.htm>.



Power Up!

Navigating the thousands of available apps and finding the best ones can be challenging. KET has put together a list of free iPad and iPhone apps useful in the adult education toolbox. For the complete list as well as video presentations on using iPads in adult education, [click here](#). A sampling of suggested apps is listed here.

• Technological tidbits for life and learning

- **3D Coin Toss** – Practice probability by shaking the device or touching the screen to see how the coin lands.
- **Best Fraction** – Learn and practice addition, subtraction, multiplication and addition of fractions.
- **Geoboard** – Stretch bands around pegs to form line segments and poly-

gons and make discoveries about perimeter, area, angles, congruence and fractions.

- **Info Circle** – Calculate the circumference, diameter, radius and area of a circle by entering any one of these inputs.
- **Ooops** – Practice order of operations.

GED closeout campaign outreach materials



When the new GED test launches on January 1, 2014, the test's format, content and cost will be different than the 2002 GED test; these are all important things to note. However, the most crucial fact about the changing test format is that the more than 16,000 Kentuckians who have passed part, but not all, of the current version of the GED test have only until December 18, 2013, to successfully complete the current test. If they don't, the scores they worked so hard to earn will no longer be valid.

This is where the year-long KYAE GED Closeout Campaign comes in. The campaign, which launched in December 2012, has been created to support local programs' efforts to

inspire partial completers to finish the GED exam, as well as to encourage others to earn their GED test credentials in 2013.

The campaign will be rolled out in five waves, with updated messages that will increase in urgency as the end of 2013 draws near. The campaign will feature a combination of downloadable, customizable print marketing materials; marketing materials printed and provided by KYAE; news releases; helpful resources to assist with recruiting students; instructional webinars; and additional assistance and opportunities.

Updated information on the campaign can be found by visiting www.kyae.ky.gov and clicking on the "KYAE GED Closeout Campaign Resource-

es" icon on the homepage. To view a PowerPoint used during three webinars on the campaign materials, [click here](#). To view the script from the webinars, [click here](#).

The most recent addition on the page is a news release that can be customized by local programs with quotes and contact information. Another resource is suggested talking points to help in talking with reporters and/or doing local radio and TV public affairs programs.

For more information about or assistance with the KYAE GED Closeout Campaign, please contact Missy Brownson at missy.brownson@ky.gov.

Engaging the adult education field

KYAE routinely and regularly seeks input and opinions from adult education providers on a wide variety of issues. The input is gathered in various ways, both formally and informally, through face-to-face focus groups, group or individual e-mails, conference calls and by just picking up the phone and calling for a chat.

Because of the number of distinct programs (67 fiscal agents serving 120 counties), if you're not contacted for your input on any particular issue, it may seem that KYAE is not effectively seeking provider feedback. But that is not the case. We will continue letting

you know in News to Use some of the ways we're staying in touch with providers and how we're seeking your input on important topics.

Some recent examples include:

- In fall 2012, KYAE staff began seeking student and provider input on the development of a new KYAE logo and tagline. Based on input from six initial counties, the logos and taglines were revised. In January 2013, we plan to visit approximately 20 additional local programs for student and staff feedback.
- In December 2012, providers and test centers were polled about the effective-

ness of free GED testing.

- In December 2012, program directors were asked to complete a survey on how to best identify and share best practices and resources. Results are being compiled and will be shared.
- In December 2012, program directors were asked to share effective marketing and outreach strategies as well as motivational student success stories. Submissions are being shared through News to Use and the KYAE website.
- In January 2013, program directors were asked to complete a survey to help KYAE better meet your communications and outreach needs.

Valuable resources

McGraw Hill Education has developed a webpage with a myriad of Common Core State Standards resources. Check out [Common Core Solutions](#), particularly the video link "Learn More About CCSS," which is a great resource that program directors can use with new instructors as a conceptual introduction to the standards.

Parting Thought • Something to challenge or inspire



"A very wise old teacher once said: 'I consider a day's teaching wasted if we do not all have one hearty laugh.' He meant that when people laugh together, they cease to be young and old, master and pupils, jailer and prisoners. They become a single group of human beings enjoying its existence."

– *Gilbert Highet, classicist, academic, writer, intellectual, critic and literary historian*