Spring 2019 Regional Meetings FAQs

Assessment

Q: Early Posttesting: How much formal assessment is needed in the Student Portfolio for early posttesting?

A: We don't have a quantifiable answer for "how much." This policy is new and common sense will have to prevail as we get started.

For example, your student, John, placed into Level 2 Math based on the TABE test. Using the TABE diagnostic profile, the teacher identifies which math skills John has mastered from the test and identifies which skills are needed for instruction. Using the Ohio Math Standards (these come from the national College and Career Readiness Standards), the teacher should identify which standards at level 2 need instruction. In this example, John had mastered 8 of the 14 level 2 math standards based on the TABE test. There are six math skills at that level still needing instruction. John completes 20 hours of classroom instruction in math and 10 hours on Edmentum distance education math lessons. Based on the Assessment Policy, John should have a minimum of 40 hours of instruction to show progress in this subject area since he placed in ABE levels 1-4. The teacher has determined after 30 of instruction, John is ready for a math progress test because he completed with 80% mastery the Edmentum math lessons targeting the six math level 2 standards needing instruction. The teacher also had John take a teacher-made quiz that showed he mastered the six math standards. The teacher attached the scored quiz (with John's answers), the TABE diagnostic profile math sheet that showed the skills he initially had mastered, and the Edmentum lesson printout to show he mastered the online math lessons. Those documents would be attached to the Early Progress Test Exception Form and all three methods of documentation could be checked in this example.

NOTE: you must check at least one method and provide documentation. Please do not attach a collection of the student's work papers. Only the assessment and the student's responses that show mastery is needed as documentation.

Student has demonstrated subject area mastery as documented through (check at least one):
** Completed assessment and student work must be attached to this form

   X   Standards/benchmark level completion

   X   Curriculum assessment, including in-class or distance software

   X   Teacher- or program-developed assessment

Next, the teacher shares the information with his director and the director approves or not (electronic signature is fine) that an early progress test is warranted. The teacher puts the documents in the Student Portfolio which must be kept for one year after the student exits the program.

Q: Early Posttesting: What is my current early posttest percentage?
   A: If a program is accurately tracking early posttests in ABLELink, they are able to download the "Students marked as early post-tested" report. Take the number of students marked as early posttesting and divide this by the total number enrolled to get the early posttest percentage.

Q: TABE 11/12: Can you give us more guidance on how to implement TABE 11/12, including at orientation?
   A: We hope you found the recent TABE 11/12 webinar, hosted by Kentucky, to be helpful. In addition, the state Aspire staff and the PDN will offer technical assistance and additional resources as programs get started with TABE 11/12. More information to come soon.

Lending Library
Q: How do I do a book club if I can't give books to students to take home?
   A: There is no policy that states you cannot allow students to take a book home. Once a set of books is loaned out, you assume responsibility for the materials.   Some titles are shorter and can be used in class. For longer titles, if you deem your students trustworthy enough to take the book home that is fine with the understanding that you are responsible for the cost of a replacement if a book is not returned. For many titles, a used copy is sufficient for replacement and can be purchased for under $10.

Q: I have a student who is deaf. Does the Lending Library have speech to text materials that I could use?

    A: We generally do not lend software due to licensing restrictions and compatibility issues as software ages. Many free speech to text options are available for mobile devices and personal computers. Contact the library for more information.

    https://webcaptioner.com/ (free, web-based)
    https://texthear.com/ (free for Android devices)
    https://itunes.apple.com/us/app/hearing-helper/id1391454121?mt=8 (free for iOS devices)
    https://www.ava.me/ (5 hours of free captioning per month)

Q: We are looking for ESOL curriculum aimed at Latino parents of school-aged children to help schools communicate with them. Does the Lending Library have any resources like this?

    A: The library has a small collection of family literacy curriculum developed around the early 2000s that may be of interest. Web based resources like https://www.laguardia.edu/ce/pages/english-language-learning/english-for-parents-and-teachers/ or http://www.sdce.edu/classes/esl/esl-resources/family-literacy-lessons can supplement old curriculum and address modern concerns like bullying or technology. Contact the library for more information.

Q: Do the leveled readers from the library contain interesting content for adults? Sometimes it's hard to find lower level stuff that's not childish.

    A: Yes, most of the leveled readers are tradebooks selected for their interest to adult readers or from publishers who specialize in adult literacy.

Other

Q: How do we help instructors change their old practices?

    A: Monitor lesson planning (weekly submission for review prior to receiving payment for planning time), increase informal and formal observations/evaluations, utilize student feedback to help guide adjustments in instruction, pair up instructors for mentoring, review individual classroom and instructor data monthly, stress the terms of their contract.

Q: Any suggestions on how to work with an incarcerated population with all the restrictions to access them.

    A: Aspire enrolls over 3,000 incarcerated individuals annually; this equates to approximately 12% of the total student enrollment. 25 of the 49 current Aspire programs provide corrections education. If your program would like assistance on how to partner with correctional facilities to offer services, please contact your program

manager. Our federal grant does have a 20% cap on spending for correctional education so please check in with your program manager before adding this service component in your grant.

Q: Does the state recognize that adults attend class with the semester mindset? They may never intend to attend classes for the whole year. How does this affect persistence?

A: This question highlights the importance of establishing a solid Individual Learning Plan (ILP) from the moment a student enters a program. Students, in general, have many ideas on quickly they will be able to achieve their goal within our programs and are often discouraged when they don't meet their goals right away. By establishing SMART goals on the ILP, students and staff can have honest and realistic conversations and goal setting opportunities. Therefore, the amount of time to get to a goal can be adjusted to a realistic timeframe and will, hopefully, result in a higher level of persistence.

Q: Any suggestions on help with transportation for students getting to class in rural areas?

A: We recommend you apply for grants (Dollar General, WalMart, other local organizations) to help fund student transportation. Bus passes are not an allowable expense from the Aspire budget unless it is for a one-time situation, such as the student has no transportation to get to his scheduled HSE test.