

## **Program Abstract**

Provide the vision and mission of the program or organization. Please include a description of the populations the program will serve, including special populations, such as low income, residents of public housing, English deficient, single parents, displaced homemakers, individuals with disabilities, out-of-school youths, welfare recipients, dislocated workers, 16-24 year old African-American males, institutionalized, non-native citizenship skills deficient, etc. *(Limit response to no more than two double spaced pages, size 12 font.)*

The mission of the Chattahoochee Valley Community College (CVCC) Adult Education Division is to improve the educational levels of adults by providing academic instruction that leads to stronger literacy skills and successful completion of the GED®; provides contextualized instruction to meet industry standards; teaches skills for the technologically sophisticated workplace; improves ASVAB scores; all of which are the gateways to postsecondary education, skilled employment and life-long learning. Under the leadership of a new Director of Adult Education, special effort has been made to ensure equitable access to all individuals including low income, residents of public housing, English deficient and non-native citizenship skills deficient, single parents, displaced homemakers, individuals with disabilities, out-of-school youth, welfare recipients, dislocated workers, young African-American males, and institutionalized individuals.

The CVCC Adult Education program has shown great improvement over the past fifteen months. Under the leadership of a new director, four new experienced and dedicated teachers have been hired; enrollment has increased by 127 students; two new class locations have been added; and the number of GED completers is up by 51%. Following a Department of Postsecondary Education Adult Education Technical Assistance visit, the representative wrote that the program had been completely "revamped."

The commitment to serve all special populations is demonstrated by the locations of our classes and the resources provided. We currently offer classes at the Hurtsboro Library. This location was chosen because there is such a crucial need for adult education and most of the population cannot afford to travel to attend classes on campus. Hurtsboro borders Macon County and is among the poorest areas in our region. Of the twenty-three students who took advantage of the classes in Hurtsboro, nine were African-American males. The majority of students who enroll in the Hurtsboro Library class begin on the Beginning ABE Literacy or Beginning Basic Education functioning level. The classrooms in Hurtsboro, as well as all other classrooms, have adequate learning resources such as computers, web-based instruction, a quiet



learning environment, and textbooks specifically designed for adult education students.

Another example of our commitment to provide equitable access is our class at the Russell County Jail. This class began January 2012. Since that time 7 of the 26 inmates participating in the class have completed an Educational Functioning Level or academic gain. The Russell County Sheriff has indicated an interest in beginning another class as soon as construction of a new female wing is complete. At that time we will have a class for female and male inmates.

Throughout the application, it will be apparent that CVCC's Adult Education Department is a team of progressive, conscientious and dedicated employees. Our goal is focused and clear, to serve the individuals in our region in need of literacy according to the Alabama Adult Education and Family Literacy Plan, and to exceed the goals set forth by federal and state mandates.

**Question #1**

**Measurable Goals – Outcomes**

[\(Link to RFP 12 Federal Considerations\)](#)

A. Applicants selected for funding will be held accountable for meeting the state's goals for the following Federal Core Indicators of Performance (FCIP). Additionally, applicants must project their anticipated achievements in the following table [*Adult Education and Family Literacy Act, Section 231, (e)(1)*].

**New applicants do not need to complete the last column under the heading 'Current Recipients.'**

<b>GOALS</b>	<b>Alabama's July 2011 – June 2012 Goals</b>	<b>Alabama's July 2012 – June 2013 Goals</b>	<b>Applicant's Proposed July 2012 -June 2013 Goals</b>	<b>CURRENT RECEIPIENTS July 1, 2011 - June 30, 2012 Performance</b>
<b>ABE Beginning Literacy (0- 1.9 grade level)</b>	76%	45%	45%	40%
<b>ABE Beginning (2- 3.9 grade level)</b>	74%	54%	54%	38%
<b>ABE Low Intermediate (4- 5.9 grade level)</b>	74%	55%	55%	32%
<b>ABE High Intermediate (6- 8.9 grade level)</b>	70%	51%	51%	25%
<b>ASE Low (9- 10.9 grade level)</b>	72%	59%	59%	27%
<b>ESL Beginning Literacy</b>	67%	59%	59%	0%
<b>ESL Low Beginning</b>	76%	56%		



			56%	0%
<b>ESL High Beginning</b>	79%	55%	55%	50%
<b>ESL Low Intermediate</b>	75%	49%	49%	20%
<b>ESL High Intermediate</b>	76%	45%	45%	100%
<b>ESL Low Advanced</b>	53%	30%	30%	0%
<b>Entered Postsecondary Education or Training</b>	67%	38%	38%	46%
<b>Entered Employment</b>	81%	53%	53%	76%
<b>Retained Employment</b>	89%	37%	37%	55%
<b>GED/ High School Completion</b>	79%	78%	78%	34%

**B.** Based on Alabama’s goals, please identify 3 (three) strategies in each of the areas below that the Program will implement to help participants meet each outcome.

**Educational Gain**

1. Maximize student learning by providing goal-setting counseling, research-based instruction and assessments in a student-centered learning environment that motivates and engages all students.
2. Recognize level gain achievement by verbal praise, group recognition, certificates, and awards.
3. Offer high quality accessible classes that are appropriate in duration & accommodate students' schedules and location.

**Entered Employment**

1. Collaborate with the Alabama Career Center System and College Career Coach to provide workshops covering job search skills and proper etiquette for interviews.
2. Stress goal-setting and revisit topic frequently, assign essays about “hot jobs” and post job openings on bulletin boards. Invite Ready-to-Work instructors to speak to class.
3. Emphasize the importance of the GED® and the Alabama CRC, provide contextualized instruction to meet industry standards and teach skills for the technologically sophisticated

**Retained Employment**

1. Provide employment mini-sessions on communication, importance of good work ethic, good communication skills, professional behavior in the workplace and balancing work and family duties.
2. Integrate activities to address potential barriers to continued employment and/or advancement.
3. One-on-one teacher/student time to discuss any problems students might have at work.



**Obtained GED**

1. Track CVCC students who have obtained their GED® and promote their success to current students using bulletin boards, pictures and successful GED® student speakers.
2. Provide classroom environment that is conducive to adult learning.
3. Align instruction, materials and assessments to ensure there is comprehensive scope, the option to fast-track is available and online instruction is accessible as needed.

**Entered Postsecondary Education or Training**

1. Promote meetings with Career Coach when students register for their GED® test to assist with completing admissions application and financial aid forms.
2. When students enter program & throughout their tenure, use tools such as: interest inventories to identify strengths and O-Net to identify career opportunities.
3. Invite career technical faculty to speak to students to promote long & short-term goal setting.

**Question #2**

**Demonstration of Past Effectiveness**

*([Link to RFP 12 Federal Considerations](#))*

*We welcome and strongly encourage all eligible providers to apply regardless of demonstrated experience. All eligible providers have the right to compete for adult education funding regardless of whether or not the eligible provider has provided services in the past.*

**(New Applicants)**

Provide the number of months experience providing adult education /literacy services.

Number of months of experience:

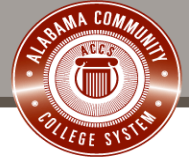
N/A

Describe your program's prior experience in working with individuals to deliver educational services especially with respect to those adults with the lowest levels of literacy. Include numbers serviced, instructional methods and types of services. Also include information about your program student outcomes such as increases in educational ability, obtainment of GED, transition to postsecondary education employment and other successes.

N/A

As a new grant applicant, if awarded grant dollars for FY13, describe start-up plans & specific dates for hiring, staff training & development, class development & implementation and student recruitment.

N/A



**(Previous Grantees)**

Provide the number of months experience providing adult educational/literacy services. Using AAESAP, demonstrate past effectiveness of services for the program for July 1, 2010 to June 30, 2011 and July 1, 2011 to March 31, 2012.

The Adult Education Department at Chattahoochee Valley Community College has existed for 108 months, from July 1, 2003 to June 30, 2012.

As reflected in Table 4B, 135 students were retested and 72 were successful in achieving an academic gain in the 2010 program year.

From July 1, 2011 to March 31, 2012, of the students tested 135 of 196 successfully completed an NRS level gain (Table 4B.)

In addition to the chart below, include a paragraph that explains prior effectiveness for meeting or exceeding the performance measures, especially to those adults with the lowest levels of literacy.

Under the leadership of a new director, the Chattahoochee Valley Community College's Adult Education program enrollment increased exponentially over the past year. Enrollment increased by 39% or 127 students for a total of 452 students in 2011 as compared to 325 in 2010. Enrollment for the 2011 year exceeded 2008/2009 and 2009/2010 by 143 and 123, respectively. The number of students who passed the GED® in the 2011 program year increased from 38, 43, and 35 in the previous three years respectively to 53 (51% increase) students passing in 2011, a record high for the program. In addition, postsecondary education/training enrollment grew by 500%, from one student in 2010 to six in 2011. The overall percentage of students achieving an NRS level gain in Adult Basic Education classes in 2011 increased 8% over the previous year. All of these successes were accomplished in a challenging resource environment (see cost per student below).

Total number of months of experience:

108

Total number of students enrolled:

2010-11 - 325

2011-12 - 370 (As of March 31, 2012) and 452 (As of June 30, 2012)

What is the cost per learner (divide the total dollars received by the number of students):

2010-11 - \$ 610.00

2011-12 - \$ 299.11 (As of March 31, 2012) and \$ 450.64 (As of June 30, 2012)



The table below indicates data for 2010-11 and 2011-12 complete program years.

Educational Functioning Levels	# of Students Served Per Level		# of Completions Per Level	
	2010	2011	2010	2011
Beginning ABE Literacy	1	4	0	2
Beginning Basic Education	33	82	12	31
Low Intermediate Basic Education	116	141	33	45
High Intermediate Basic Education	113	129	19	32
Low Adult Secondary Education	50	74	3	20
Beginning ESL Literacy	1	1	0	0
Low Beginning ESL	2	1	1	0
High Beginning ESL	2	4	2	2
Low Intermediate ESL	2	5	1	1
High Intermediate ESL	1	1	1	1
ESL Advanced	0	1	0	0
# in Postsecondary Education	2010 1	2011 6		
# Obtained Diploma/GED	35	53		
# of Entered Employment	8	28		
# of Retained Employment	52	11		

**Question #3**

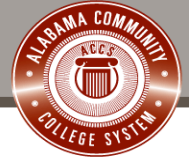
**Serving Those Most in Need – STUDENTS**

*[\(Link to RFP 12 Federal Considerations\)](#)*

**Background:** It is a requirement to ensure equitable access is available to students for programs and activities.

Please describe how you will ensure equitable access is available to all students in need of literacy services, including individuals with low income or who have minimal literacy skills.

CVCC's Adult Education Program will provide classes that meet the needs of all local citizens, especially individuals with low income and those that have minimal literacy skills. Region 14 is mostly rural, has a high dropout rate and for the most part is a poverty stricken area. Classes on campus will meet the immediate surrounding area's demand both in accessibility and scope for all functioning levels. Facilities that house classes are ADA compliant. Appropriate instructional



materials and class locations in strategic areas such as Hurtsboro that gives access to the remote region of Russell and Macon counties, will be provided with the intent of providing free quality education to everyone in need.

Last year, 98 African-American males enrolled in CVCC's Adult Education program, 22% of the total enrollment. Seventy-two of those males were 24 years old or younger. Fifty-seven percent of the students enrolled in the program were non-white.

As demonstrated in the past, CVCC has ensured equitable access to educational services to the citizens in our service area. This success will be continued through the use of instructional practices that research has proven effective. We will provide the online supplemental program, Instruction Targeted for TABE Success (ITTS) that “improves student performance in reading and mathematics (The Effects of the ITTS Online Program on the Performance of Students Enrolled in Community College Programs: A Pilot Study). Instruction will be tailored to the needs of the individual as indicated by assessments such as TABE and learning style surveys such as C.I.T.E.

When a potential student is identified as functioning below the ABE Beginning Literacy Level, we will request a volunteer from our partner, the Phenix City Literacy Council. The volunteer will come in and tutor the student one-on-one using Laubach Literacy techniques. Once the student has reached a 3<sup>rd</sup> grade reading level, we will place that student on the Pre-GED level.

Software including Basic Skills, Math Solutions and Pre-GED will be utilized along with effective use of technology to enhance the individualized plans of instruction for all learners to maximize access to instruction. Instruction in life skills, employability skills and computer literacy will be integrated into academic instruction. Regardless of their economic status, educational background, place of residency or schedule, our primary goal is to provide high quality educational services to all who are eligible for services.

#### **Question #4**

#### **Intensity and Duration**

*[\(Link to RFP 12 Federal Considerations\)](#)*

**A.** Please describe how your program will provide instruction/learning opportunities that are of sufficient intensity and duration to achieve substantial learning gains. Description must include flexible scheduling to meet the needs of various populations.

CVCC Adult Education will ensure that programs are of sufficient quality, intensity and duration to give learners the opportunity to be successful in reaching one or more of the National Reporting System (NRS) core indicators. Classes are scheduled year-round at a variety of locations and at various times. On-campus classes are available Monday through Thursday from 8:30 a.m. to 8:30 p.m. Classes meet 3 ½ hours in morning, afternoon and evening. In addition, online software is available for students to utilize additional study time wherever the internet is available. When a student's circumstances will not allow them to attend classes, we allow them to study via the online



programs. We require these students to meet with the teacher at least every two weeks to give the teacher the opportunity to assess progress.

In 2011, on-campus classes were reduced from four days per week to two days per week after the director studied the 2010 attendance rates. That study found that the majority of students were only attending approximately 50% of the scheduled class days. As a result each class is now scheduled for 2 days per week; however, we encourage students interested in fast-tracking to enroll in multiple classes. It remains possible for a student to attend classes up to 35 hours per week. Students are advised to make up any missed scheduled time within the week and they may attend any available class during that week. Understanding the background of our students and the complexity of their lives, we counsel students who do not consistently attend at least 75% of the available class time each week. Students who continue to fall below the 75% attendance, without an excusable reason, will be considered for removal from the program. These changes have impacted student retention and have had an apparent impact on success, i.e. 53 successful GED® recipients, up 18 from the previous year.

**B. Describe how your Program will use instructional practices such as phonemic awareness, systemic phonics, fluency and reading comprehension that research has proven to be effective in teaching individuals to read.**

Research has proven that there is a strong correlation between being able to recognize and manipulate each sound in a word and being able to read fluently. (Lieberman et al., 1974) For those students entering classes on 3rd - 6th grade level, we will use resources such as the BrainChild that allows students to listen through the interactive personal learning system. This self-paced system allows the student to discover weak areas, correct them and practice concepts that strengthen phonemic awareness, systemic phonics, reading comprehension, and fluency. We will rely on materials that provide research-based principles in addition to individual and group instruction. Other resources, that will be available to our students who need additional help with reading comprehension and phonemic awareness, include computer-based online software such as ITTS, which teaches reading skills through interactive lessons and measures mastery with assessments, additional remediation, and reassessment. Whenever a potential student TABE pre-tests below the 3<sup>rd</sup> grade reading level, we will request a volunteer from the Phenix City Literacy Council (PCLC) to come in and tutor the student one-on-one using Laubach Literacy techniques. Once the student is reading on the 3<sup>rd</sup> grade level the student will enter PRE-GED.

**C. Please identify the Intensity and Duration of Classes by completing the following table:**

	<b>Class Name</b>	<b>Class Address</b>	<b>Hours</b>	<b>Days of the Week</b>	<b>County Served</b>
1	Fulford-RC Jail	307 Prentiss Drive, Phenix City, AL 36869	6:00 p.m.- 10:00 p.m.	Tuesday & Thursday	Russell
2	His Gathering House	3909 Highway 80 West, Phenix City AL 36870	6:00 p.m.- 9:00 p.m.	Monday & Tuesday	Russell & Lee



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3	Hughes-Rm 103 AM Mon/Tues	2602 College Drive Phenix City, AL 36869	8:30 a.m.- 12:00 p.m.	Monday & Tuesday	Russell
4	Hughes-Rm 103 AM Wed/Thursday	2602 College Drive Phenix City, AL 36869	8:30 a.m.- 12:00 p.m.	Wednesday & Thursday	Russell
5	James-Hurtsboro- PM	501 Main Street Hurtsboro, AL 36860	5:00 p.m.- 8:00 p.m.	Tuesday & Thursday	Russell & Macon
6	Johnson-Rm 114 PM Mon/Tues	2602 College Drive Phenix City, AL 36869	5:00 p.m.- 8:30 p.m.	Monday & Tuesday	Russell
7	Johnson-Rm 114 PM Wed/Thurs	2602 College Drive Phenix City, AL 36869	5:00 p.m.- 8:30 p.m.	Wednesday & Thursday	Russell
8	ONeal - Rm 114 AM Wed/Thurs	2602 College Drive Phenix City, AL 36869	8:30 a.m.- 12:00 p.m.	Wednesday & Thursday	Russell
9	ONeal-Rm 114 AM Mon/Tues	2602 College Drive Phenix City, AL 3686	8:30 a.m.- 12:00 p.m.	Monday & Tuesday	Russell
10	ONeal-Rm 114 MID Mon/Tues	2602 College Drive Phenix City, AL 36869	1:30 p.m.- 5:00 p.m.	Monday & Tuesday	Russell
11	Roper Phenix City Library	1501 17th Avenue Phenix City, AL 36869	9:00 a.m.- 12:30 p.m.	Monday & Tuesday	Russell
12	Wizzard-Rm 103 PM Mon/Tues	2602 College Drive Phenix City, AL 36869	5:00 p.m.- 8:30 p.m.	Monday & Tuesday	Russell
13	CVCC Orientation Class	2602 College Drive Phenix City, AL 36869	10:00 a.m.-3:00 p.m.	Wednesday	Lee, Macon, & Russell
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**Question #5**

**Effective Practices**

*[\(Link to RFP 12 Federal Considerations\)](#)*

Please describe 3-5 examples of research-based instructional practices that your program will use to assist students with achieving substantial learning gains.

There is a connection between a student’s belief about their ability and their ability to actually achieve a task. Instructors will use several different strategies to help students develop the confidence in their ability to grow academically:

1. Recognition of Effort - “Rewards for accomplishment can improve achievement when the rewards are directly linked to successful attainment of an understood performance standard (Cameron & Pierce, 1994; Wiersma, 1992).” Instructors will emphasize the connection between effort and success. We will take pictures of students in the classes periodically and inform the students that we will have a slide presentation of these photographs at graduation. We will use other techniques such as awarding small mementos, presenting coupons and having the student peers applaud the success of a level gain.
2. ITTS is a complete web-based system to help improve student results on TABE 9 and 10. It combines the power of skill-based study plans with targeted skill-level tests to promote student NRS gain. The program's management system provides the tools necessary to track student progress, customize student study plans, and determine TABE readiness. Each student study plan uses actual TABE results to generate a personalized instructional plan based on TABE skill mastery information. (The Effects of the ITTS Online Program on the Performance of Students Enrolled in Community College Programs: A Pilot Study).
3. Heterogeneous Grouping - Research indicates that heterogeneous grouping (combining students of all ability levels in one classroom) has a positive effect on academic achievement and promotes social interaction (Renzulli, 1994; Cohen, 1994). This strategy allows high-level students the opportunity to tutor lower-level students. The teachers will utilize individualized instructional plans coupled with organized problem-solving tasks for group work, differentiated assignments, and performance-based assessments. We will include activities that allow students to reflect upon and share what they have encountered, learned, or mastered during class. This activity can be limited to a teacher generated survey or journal entry or extended to a peer/ group learning activity.
4. Peer Tutoring - Coupled with the heterogeneous strategy, peer tutoring is an effective way to increase a sense of community and connection between classmates. Peer tutoring affords all students the opportunity for one-on-one help. Tutoring helps the person providing the tutoring by increasing his/her confidence and "they learn as much as those they are teaching" (Hattie, 2009).



5. Active Learning - This strategy allows students the opportunity to listen, talk, read and write (Meyers & Jones, 1993). Critical thinking is encouraged through instructional strategies where students are included and actively involved in the learning process. This strategy includes activities such as role playing, group discussions, problem solving exercises and case studies.

### **Question #6**

#### **Use of Technology**

*[\(Link to RFP 12 Federal Considerations\)](#)*

Describe the program's plans for utilizing hardware, software, or any other technologies. Include any distance learning activities/opportunities for students that will be available to supplement classroom learning.

During the 2011/12 grant year, we ordered computers for each classroom. In addition, each on-campus classroom is equipped with a projector. We began utilizing Online TABE testing for all students who attend orientation and for post-testing. Instruction Targeted for TABE Success (ITTS), Pre-GED and Keytrain virtual seats are available for all students. BrainChild devices are available for students who need additional resources such as listening to develop reading and vocabulary skills. Instructors are very internet savvy and have shared many websites that assist in providing additional resource material, i.e. math-aids.com. Additional instructional programs available on each computer are as follows: Skill Assessment Modules for TABE 9 &10, Basic Skills Interactive, GED Interactive, Math Solutions, Top 50 Writing Skills, Top 50 Reading Skills, Keyboarding Pro, Microsoft Office Suite, Encarta Dictionary, and Encarta Encyclopedia.

Providing quality instruction requires an emphasis on managing instructional and planning time as well. Priority is placed on time management, preparing and adhering to schedules, and making effective use of relevant technology.

### **Question #7**

#### **Real Life Context**

*[\(Link to RFP 12 Federal Considerations\)](#)*

Please describe 3-5 examples of "real life" contextual learning practices that your program will use to ensure that an individual has the skills necessary to compete in the workplace and exercise the rights and responsibilities of citizenship.

Students will be provided a variety of real life contextual instruction as part of the CVCC adult education program curriculum. Examples include:

1. Intensive instruction in reading, language, and math skills will be enhanced through the use of job descriptions, technical manuals, pay stubs, and other materials that have real-life relevance.



2. Completion of workplace-related educational activities such as reading for information; application and interpretation of graphic information such as complicated insurance charts and bar charts; completing a W-4, rental application, etc.
3. Resume writing, interviewing techniques that include role playing, dressing for success, and time management.
4. Facilitation of student participation in job seeking seminars, community job fairs, and other job placement activities.
5. Provide applications to register to vote and encourage students to register in class.
6. Strengthen writing skills through assignment to write a letter to a senator while teaching the right to express opinions and the responsibilities of a citizen.
7. Recruitment and facilitation of enrollment in Ready-To-Work classes where they will receive additional relevant training in workplace skills to make students more employable.

**Question #8**  
**Staffing**

*(Link to RFP 12 Federal Considerations)*

Describe how well-trained instructors, counselors and administrators will staff the program. Use this chart to identify key personnel that will be paid from grant funds. Attach a copy of each individual's official job description.

	Name	Position	Employment Status	Educational Completion	Years of AE Experience
1	Angela Elkowitz	<input type="checkbox"/> Director <input checked="" type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input checked="" type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	7
2	Tina Fulford	<input type="checkbox"/> Director <input checked="" type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input checked="" type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	8
3	Jane Hughes	<input type="checkbox"/> Director <input checked="" type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input checked="" type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	41
4	Naomi James	<input type="checkbox"/> Director <input checked="" type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input checked="" type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	30

**Alabama Department of Postsecondary Education**  
**Adult Education Division**  
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5	Takeema Johnson	<input type="checkbox"/> Director <input checked="" type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input checked="" type="checkbox"/> BS/BA <input type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	2
6	Brenda O'Neal	<input type="checkbox"/> Director <input checked="" type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input checked="" type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	25
7	Duane Wizzard	<input type="checkbox"/> Director <input checked="" type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input checked="" type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	5
8	Robin Rudd	<input type="checkbox"/> Director <input type="checkbox"/> Instructor <input type="checkbox"/> Support <input checked="" type="checkbox"/> Instructional Support Other (specify)	<input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input checked="" type="checkbox"/> BS/BA <input type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	6
9	Darlene Thompson	<input checked="" type="checkbox"/> Director <input type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input checked="" type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	22
10		<input type="checkbox"/> Director <input type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	
11		<input type="checkbox"/> Director <input type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	
12		<input type="checkbox"/> Director <input type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	
13		<input type="checkbox"/> Director <input type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	
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16	<input type="checkbox"/> Director <input type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	
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27	<input type="checkbox"/> Director <input type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	
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38	<input type="checkbox"/> Director <input type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	
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49	<input type="checkbox"/> Director <input type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D	
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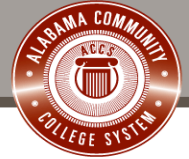


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61	<input type="checkbox"/> Director <input type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D
62	<input type="checkbox"/> Director <input type="checkbox"/> Instructor <input type="checkbox"/> Support <input type="checkbox"/> Instructional Support Other (specify)	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	<input type="checkbox"/> HS <input type="checkbox"/> AA/AAS <input type="checkbox"/> BS/BA <input type="checkbox"/> MA/MS <input type="checkbox"/> Ed S <input type="checkbox"/> Ph D/Ed D
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**Question #9**  
**Coordination**

*[\(Link to RFP 12 Federal Considerations\)](#)*

Per the Workforce Investment Act of 1998, electronically located at <http://www.doleta.gov/regs/statutes/wialaw.txt> Title II, Section 231: Local Provision for Eligible Providers and Section 232. The local application shall include a description of any cooperative arrangements the applicant has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. The eligible agency (DPE, AE) shall consider whether the



activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies. In the space below, describe any:

1. **Cooperative arrangements/contracts** or coordination efforts developed with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

**The program continues to increase partnerships with agencies that serve individuals with low income and/or minimal literacy skills. Memorandums of Understanding (MOUs & MOAs) have been made with His Gathering House, Phenix City Library, Hurtsboro Library and the Russell County Jail.**

**During 2011 one such partnership was created with a church, His Gathering House, in the Ladonia community. The church provides classroom space, and there are several members of the church who volunteer to tutor students. The church is located on one of the most traveled highways in Russell County and there are two residential subdivisions within walking distance of this location. Currently there are approximately thirty low-income individuals enrolled in that class. Many of the students are provided transportation by church staff volunteers and there is on-going discussion about volunteers providing childcare while parents attend classes.**

**The Russell County Sheriff's Office also agreed to partner with our program in 2011 to provide classes for inmates who were expected to be long-term residents at their facility. We provide an instructor and resource materials. We are afforded space within the jail for a classroom, and jail personnel screen the inmates for additional students for the class. They have requested that we provide another class in late fall, 2012. Once construction of a new wing at their facility is complete, they would like to house one class for males and a class for females.**

**The Phenix City Library and the Phenix City Children and Family Connections Agency (CFC) are among the other partnerships formed to meet those most in need. The Phenix City library is located within a short distance of a large, low income residential area. The CFC assists individuals almost daily who do not have a high school diploma or its equivalent and have minimal literacy skills. We provide classes at the Phenix City Library location for CFC's referrals. The CVCC Director of Adult Education serves on the board of the Children and Family Connections Agency. Through this collaborative relationship we have secured funding for several students' GED testing fee.**

**The Hurtsboro Library is another partner who provides space for a class. Hurtsboro is an area that is among the poorest of Russell County and serves our service area in Macon County. The majority of students who enroll in this class begin with Beginning ABE Literacy or Beginning Basic Education functioning level.**

2. **Coordination efforts** with community organizations, institutions and other agencies to provide services to adult education learners, such as agreements with K-12 school systems and post-secondary educational institutions; community service organizations that provide



health services, facilities, transportation, childcare or services for disabilities; and WIA services such as One Stop Centers.

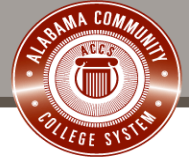
**In addition to the partners listed above who provide classroom space, we have extensive community interaction and collaboration with organizations through formal agreements (MOUs & MOAs). These organizations assist us in serving the needs of our students through referrals that increase enrollment, expand our presence in the community and better serve the literacy needs of our citizens.**

**One such organization is the Phenix City Literacy Alliance (PCLA). They are currently providing volunteer tutoring for students whose reading ability is less than the beginning ABE Literacy level. The PCLA also provided training for volunteer tutors in July, 2011. The director of the CVCC Adult Education program, along with several other volunteers completed a 12-hour tutoring workshop.**

**Teen University is a community-based, non-profit organization that provides intervention services and administers a variety of comprehensive programs specializing in individual, group and family therapy for males. Many of these males have been incarcerated in juvenile detention centers. Judges frequently require those individuals to work toward obtaining their GED once they are released to Teen University. We signed a Memorandum of Understanding (MOU) to allow those eligible individuals to become students in our program. Teen University provides transportation to campus and extra tutoring to the students.**

**Teens Empowerment Awareness with ResolutionS (TEARS) Inc. is a non-profit organization that provides a home, counseling and mentoring services to children of incarcerated caregivers/parents, runaways and other at risk girls from ages 13-18. We have an MOA with TEARS to allow pregnant teens who drop out of school and other females who have barriers that prevent attendance in secondary education to take advantage of our basic skills classes as needed.**

**In an effort to develop/improve relations with the Russell County Department of Human Resources, we have agreed to become a worksite for DHR's JOBS program. Their clients who are in AE classes can be assigned as a volunteer worker in the offices on campus. Also, their clients who are attending CVCC may serve as volunteer tutors for the AE program. This collaboration has proven very successful. The staff at DHR willingly provided several referrals to our Adult Education program last year.**



**Other agencies, institutions and organizations with whom we collaborate on a regular basis include Central High School (Phenix City School System), the City of Phenix City, East Alabama Mental Health, Alabama Rehabilitation Services, the Phenix City Housing Authority, United Way, the Marines Corps Recruiting Station, Phenix City and Russell County Chamber of Commerce and Alabama Career Center (located on-campus).**

### **Question #10**

#### **Flexible Schedules**

*[\(Link to RFP 12 Federal Considerations\)](#)*

Describe how the activities offer flexible schedules and support services (such as childcare and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete the programs.

There are classes available throughout the day and evening. Scheduling includes on-campus classes on Monday and Tuesday at 8:30 a.m. - 12:00 p.m., 1:30 p.m. - 5:00 p.m. and 5:00 p.m. - 8:30 p.m. and at His Gathering house from 6:00 p.m. to 9:00 p.m. We also offer on-campus classes on Wednesday and Thursday at 8:30 a.m.-12:00 p.m. and 5:00 p.m. - 8:30 p.m. On Tuesday, Wednesday and Thursday classes are offered at the Phenix City Library from 9:00 a.m. to 1:00 p.m. At the Hurtsboro Library we offer classes from 5:00 p.m. to 8:00 p.m. We recently postponed the morning class at Hurtsboro Library due there being only one student enrolled. We remain very flexible to meet the needs of the community. The program is proactive in identifying sites for holding classes where the greatest need exists.

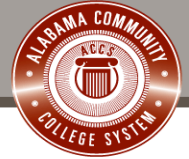
Local partnerships with the Children and Family Connections, His Gathering House and private donors provide payments of GED testing fees for those who cannot afford it. We continue to work with the Lee-Russell Council of Governments to maintain the CVCC campus as a stop on the Phenix City Express (PEX) bus route. This low cost transportation has made our classes more accessible to those who may otherwise have had transportation issues. Upon request, the Children and Family Connections agency also provides transportation monies for our students. Agencies such as the Department of Human Resources often provide childcare services to our low income students.

### **Question #11**

#### **Data Collection and Management Information**

*[\(Link to RFP 12 Federal Considerations\)](#)*

***Having computer equipment in place is encouraged but has no bearing on whether or not applicants are awarded grant funds.***



**A.** Describe how the program will engage all program personnel in data collection and data management to ensure performance accountability is achieved.

A centralized orientation, registration and assessment process is offered weekly and administered by the program secretary. This process includes an overview of the program, completion of enrollment by each learner, selection of class preference, goal setting and TABE locator and level testing. This process takes 3 1/2 to 4 hours and is mandatory for all entering learners. The secretary reviews each form to ensure they are complete and accurate. The secretary then promptly enters the data in the Alabama Adult Education System for Accountability and Performance (AAESAP) in the individual teacher's class site so that data can be analyzed for each class or for the overall program. Each teacher is given a password and enters attendance for themselves and their students. AAESAP is a state provided web-based, real-time data accountability system compliant with the required National Reporting System standards. Enrollment demographics, assessments, posttest and other required information is entered by the secretary to document academic gains, goal attainment and separations. The secretary compares weekly the sign-in and sign-out records with the AAESAP data to ensure accuracy. All data is entered and validated by the 15<sup>th</sup> of the following month being reported. Data quality standards are met by ensuring all teachers become TABE certified, giving each learner the correct approved assessment and by proper administration of the test to assure valid results. All program staff completes NRS training and receive certificates for their participation. The Director of Adult Education randomly monitors and verifies data to ensure quality and accuracy of the data.

**B.** Describe the applicant's experience with administering standardized assessment instruments used to assess adult students' literacy skills.

All CVCC instructors are college graduates and most have a master's degree. Once employed, all instructors and support personnel are required to become TABE Certified Test Administrators. Initial TABE testing is provided during the orientation process in a controlled group environment. Once students are assigned to classes, the instructor identifies a plan of instruction as prescribed by the results of the initial assessment. After the student demonstrates mastery and has acquired the required attendance hours, the teacher administers a TABE retest according to published guidelines and sends a copy of the official test results to the department secretary for documentation of student progress.

**C.** Describe how the applicant reports participant outcomes and monitor performance.

A goal sheet is completed by each learner during the intake process. Entering learners are counseled again by their instructor about the importance of setting goals and instructor. Instructors periodically poll their classes to determine if any students have obtained employment. When a student has been identified as having obtained employment, the instructor provides that information to the department secretary. We are currently utilizing the survey methodology to verify attainment of outcome measures. The AAESAP system identifies the cohort group of students who should be contacted. Then the department secretary calls each individual to determine if they are employed, if employment was retained if the student entered the program while employed, if the student has obtained their GED or high school diploma, or if the student has enrolled in postsecondary education or training. The state provides and will continue to provide data matching for the obtainment of a GED. Next year the state will also provide data matching for employment, retained employment and enrollment



in postsecondary. The CVCC program will continue to use survey calls as a second method of verifying student outcomes.

Each instructor receives pre-service training that includes AAESAP data entry, running reports and guidelines. Instructors are required quarterly to produce Table 4 and 4B to complete a worksheet that compares their respective class performance with overall program performance and state performance. The director of the program monitors each instructor quarterly and discusses performance and methods by which performance can be improved.

### **Question #12**

#### **English Literacy**

*[\(Link to RFP 12 Federal Considerations\)](#)*

Describe the demonstrated need for English Literacy Programs in that specific service area(s).

According to the 2000 Census, 2.2% of the Russell County population is Hispanic. The demand for an English Literacy Program is increased by the campus' proximity to the Fort Benning U. S. Army Maneuver Center of Excellence. Western Hemisphere Institute for Security Cooperation (WINSEC) is a Department of Defense institute that instructs rising civilian, military and law enforcement leaders from throughout the Western Hemisphere. The institute educates an array of military and civilian students to solve regional problems, including peacefully resolving border conflicts; fighting terrorism, the illegal drug trade and organized crime; responding to natural disasters; and supporting peacekeeping efforts. An average of 1000 students attend WINSEC annually. We contacted the WINSEC and as a result our program enrollment increased by 5 students immediately.

The enrollment process begins with a centralized orientation, registration and TABE Clas-E. assessment. Student progress is monitored by retests according to the publisher's instructions. We incorporate civics and citizenship topics in addition to reading, writing, listening and speaking English. The classroom is equipped with computers, a projector and screen, dvd player and Brainchild (small personal learning device). A monthly newspaper, designed for this type of class, is provided to allow learners an opportunity to discuss current events and incorporate civics learning.

### **Question #13**

#### **Recruitment and Retention Plan**

Use the space below to detail the major recruitment and retention strategies that the program will use to assist students with achieving substantial learning gains.

The most effective strategic change to CVCC's program last year was the implementation of weekly orientation/intake. This change makes it possible for students to enter the program while their interest remains high. We will continue this process for the upcoming year.



CVCC's program works closely with the college recruiters in an effort to ensure our services are represented at all public and private recruiting events. The College recruiter will also visit the local Department of Labor each week in order to recruit prospective students to the college and to the Adult Education program as needed. A representative of the College and/or the Director of the Adult Education program will attend local and regional job/educational fairs in recruitment efforts.

The effectiveness of the recruitment activities will be measured through the continued growth in program enrollment and retention. We will continue a multi-faceted recruitment program in order to inform all learners in the target population. These efforts will include the use of free public service announcements; maintaining collaborative agency relationships and contacts; using print media including rack cards, postcards, flyers and billboards; using radio, television and other media to distribute information as funding allows.

Retention is made easier with the flexibility of our program that allows students to make up missed scheduled classes at any other unscheduled class during the respective week. All adult education staff and instructors are actively involved in the retention process. The results of NRS reporting, along with the results of learner satisfaction surveys, will be considered in order to determine whether improvement in retention efforts are necessary program-wide or in specific classes. The Learner Retention Plan consists of the following components: Director reviews the NRS data results from each class, director meets with instructors to discuss student retention and instructors counsel students not achieving functioning level. Additionally, retention statistics are discussed at staff meetings.

The program staff works one-on-one with students to develop individual goals and a frequent review/update of those goals, ensuring that each student receives a minimum of one form of recognition/intervention for attendance during their tenure, and provides documented contact with enrolled students who consistently miss classes.

### **Question #14**

#### **Transition to Postsecondary Education/Occupational Training**

Describe your organization's "Transition to Postsecondary Education/Occupational Training" strategic plan to include:

- a. Program description, programmatic goals and targeted outcomes;
- b. Dual enrollment, career readiness and workforce development;
- c. Local "Transition to Postsecondary Education/Occupational Training" protocols for both instructional staff and student;
- d. Techniques for providing contextualized instruction, career inventory/assessment and planning, along with scheduling time for face-to-face guidance counseling;
- e. And, monitoring and evaluation.





The Workforce Development Division (WFD) is the umbrella that encompasses all adult education/career activities at CVCC. WFD constantly seeks new and innovative ways to meet the learning needs of the community. The Division currently provides job readiness training; short-term, non-credit training; continuing education including online training; manufacturing training; simulation and modeling training; WorkKeys® Job Profiling and WorkKeys® Career Readiness Certificate; and customized training for business and industry. The WFD offers comprehensive workforce training for workers in every stage of their careers. Through this multi-faceted division, we have the opportunity to transition GED completers into the appropriate education/training to help them complete their goals, whether it is additional education or specific job skills training.

For the past three years, WFD has awarded approximately \$30,000 per year in dual enrollment scholarships as a result of a state workforce initiative grant. In December 2011, the WFD hired a Career Coach through a grant funded by the Alabama Department of Postsecondary Education Workforce Development Office. The Career Coach is on campus two or three days per week and met with a number of adult education students last year. This provided a bridge for adult education students as they prepared to transition into their next phase of education and/or careers. Teachers identified students who were prepared to take their GED test and referred those students to the Career Coach, who then scheduled an appointment with the student. The Career Coach assists the students in assessing their workplace academic skills with the intent of helping the student realize the need to bridge the gap between skill levels needed and skill levels possessed. However, we would like to provide more accessibility to our Adult Education students and to a greater extent; therefore, if funding is made available, we will hire a career advisor that would provide these services for the Adult Education Division exclusively.

The WFD also receives a Ready to Work grant, awarded by the Alabama Department of Postsecondary Education Workforce Development grant. Because most of the low-level achievers in our program have developed few appropriate work-related life skills, there is a need to bridge the gap between the work and education. This grant provides a class for students to learn more about the different career clusters, how to properly fill out a job application, how to write a resume, and how to search for the right job.

The division's goal is to serve the community with the best and most in-demand training programs for businesses and individuals in today's economy. We strive to ensure quality programs through an evaluation of all programs and surveys to determine the needs in the community.

### **Question #15**

#### **Local Staff Professional Development Plan**

**Background:** It is a requirement to ensure equitable access is available to staff for professional development.



**Describe plans to ensure that all program personnel will have equitable access to professional development.**

Professional development is essential to continuing improvement. CVCC's program will provide professional development opportunities that are intensive and relevant. Professional development will include demonstrations, review of programmatic goals and peer coaching activities. Pre- and in-service training that meets the needs of the staff will be based upon several factors which include, but are not limited to, mandates from the Department of Education, software purchases and reinforcement of program goals based on student outcomes. The staff and instructors will be trained about the importance of the four core outcome measures as the driving force behind teaching and not as a secondary result.

The CVCC program will provide in-service training sessions for all staff as needed, but not less than quarterly as required by the Alabama State Plan. Instructors and support staff will receive pre-service training prior to beginning their duties. Instructors are also required to attend at least one professional development conference if offered by the state as funding is available (Workforce Development Conference and/or ALAPCAE Summer Conference). In addition, staff must make every effort to attend annually at least two additional program in-service training sessions. Each instructor is required to participate in at least ten (10) clock hours of continuing training per program year. Ongoing staff development training topics will be related to staff, student and program needs and will be responsive to program development. We will solicit input from instructors and staff for on-going training topics. In addition, all program staff completes NRS training and receives certificates for their participation. The results of the training should directly impact the program through improved performance and improved student retention.

Last year, nine out of eleven employees of CVCC's Adult Education program attended the ALAPCAE Summer Conference. Approximately 80% of the employees attended all local in-service training. If funding permits, the Director of Adult Education will attend 2013 COABE LAPCAE Conference in March, 2013 and at least one person from the program will attend TESOL 2013.

Use the form below to develop and describe the program's **Local Professional Development Plan** for the award year. This should include pre- and in-service training programs. *Professional development is considered an administrative cost and should not exceed 5% of your proposed budget but may be negotiated with the State to determine an adequate level of funds for non-instructional purposes.*

	<b>Training Topic</b>	<b>Proposed Date(s)</b>	<b>Estimated Expense</b>	<b># of Hours</b>
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**Alabama Department of Postsecondary Education**  
**Adult Education Division**  
**Fiscal Year 2013**



1	Paxen's Xcellerator	August 9, 2012	\$ 225	2
2	Learning Disabilites Recognition and Teaching Strategies	October 11, 2012	\$ 750	4
3	Writing Strategies	February 21, 2013	\$ 750	4
4	Best Practices	April 11, 2013	\$1,000	5
5	Pre-service (estimate of 4 new employees)	on-going throughout the year	\$3,500	112
6	New GED Math Strategies	August 8, 2013	1,000	5
7				
8				
9				
10				



<b>Total Estimated Expense:</b>	<b>Total # of Hours:</b>
\$7,725	132

**Question #16**  
**Participatory Planning Committee**

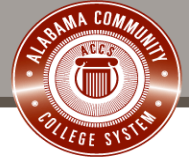
All applicants are to engage in coordination/cooperation planning with other public and private agencies for the delivery of adult literacy services. The participatory planning committee and/or advisory committee are to assist in preparing the application.

**Please provide the past or future date(s) of meetings that have taken place along with the participant’s name and the organization represented.**

As indicated in the table below, CVCC's Adult Education program has been diligent in efforts to grow and maintain partnerships to avoid duplication of services. Below are just a few examples of our continued effort to provide additional resources including childcare and transportation services to our students.

	<b>Date of Meeting</b>	<b>Agency’s Name</b>	<b>Participant’s Name</b>	<b>Brief Summary of Discussion</b>
1	9/21/11	The Children and Family Connection, Inc	Mattie Arrington, Calaie Smith and Darlene Thompson	Cooperative development of training, "Managing Resources"
2	10/6/11	The Children and Family Connection, Inc and Phenix City Housing Authority	Mattie Arrington, Calaie Smith, Judy Hare and Darlene Thompson	Cooperative development of training, "Managing Resources" and discussion of possible AE class at the Phenix City Housing Authority
3	10/27/11	The Children and Family Connection, Inc, City of Phenix City, Phenix City School System	Mattie Arrington, Calaie Smith Mary Jane Riley, Susie Gunnels, Michelle Cole and Darlene Thompson	Cooperative development of training, "Managing Resources", identifying additional partners. CFC will lead development

**Alabama Department of Postsecondary Education**  
**Adult Education Division**  
**Fiscal Year 2013**



4	08/19/11	Phenix City Library	Martha Noyes and Darlene Thompson	Discuss class meeting dates, furniture for classes and sign contract
5	11/30/11	CVCC invited by The Children and Family Connection, Inc	Premier Russell County Action, Janet Ormond and Darlene Thompson	Presentation about the work to improve Phenix City and its citizens
6	1/12/12	The Children and Family Connection, Inc., and United Way	CFC Executive and Advisory Board, Scott Ferguson, Darlene Thompson	Children and Family Connection Board Meeting, Becoming a United Way Organization
7	1/18/12	Department of Human Resources (DHR)	Anna Willis, Susan Cabrera and Darlene Thompson	CVCC's Workforce Development and Adult Education Division becoming a worksite sponsor for the JOBS Program
8	2/6/12	His Gathering House	Don Russell, Pat Russell, Bill Holmes, Dennis Andrews, Angie Mitchell, Pearl Mitchell, and Darlene Thompson	Partnering to provide a new adult education class at this faith-based facility, volunteers for transportation and childcare services
9	7/11/12	His Gathering House	Don Russell, Pat Russell, Bill Holmes, Dennis Andrews, Angie Mitchell, Pearl Mitchell, Wayne King, Kayla Wilson, Angela Elkowitz and Darlene Thompson	Discussion concerning IT volunteer, Wayne King and updating technology with new computers and software. Introducing the new instructor to the church staff
10	7/30/12	The Children and Family Connection, Inc	Mattie Arrington, Trena Lowe, Calie Smith, Darlene Thompson	Collaborate on an ADECA grant to provide assistance to at-risk youth; Adult Ed classes, WorkKeys Certificates, and childcare.



## Question #17 Program Planning and Improvement

A. Please describe how the program will assess the effectiveness of the organization in achieving continuous improvement of adult education and literacy activities.

The degree of effectiveness of the organization will be determined by a continuous evaluation of how well we are meeting the needs of our students. This continuous process will consist of planning, assessment, and evaluation. The planning process will be achieved through a coordinated effort with CVCC's Cabinet, the Adult Education instructors, the advisor committee that will include student representation and community agency representatives, and the Director of Adult Education. Assessments will be accomplished by administering surveys and evaluations by students and staff. Feedback from instructors will determine subject matter for future professional development. The surveys and evaluations will be analyzed to determine any improvements warranted. A review of AAESAP data, to include a review of core outcome measures to determine will also be completed quarterly in an effort to address areas of needed improvement expeditiously.

B. With respect to instructional activities, describe the research or effective educational best practices that are used by the program to ensure that students achieve substantial learning gains.

CVCC Adult Education instructors will provide learning opportunities that draw upon and extend students' knowledge, skills and interest. The instructional process shall consist of assessing the needs of the student, monitoring progress and providing feedback. Instruction will be linked to the student's academic needs as determined by the results of valid, reliable assessment and reassessment. Materials and individual lesson plans will be chosen to address student's individual learning styles. Additionally, students' knowledge and competency will be extended through the use of technology aids.

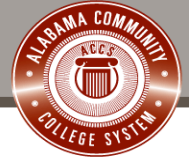
The Direct Instruction strategy will help students to learn more effectively and independently. This teaching method will include explanations, demonstrations, student practice, teacher monitoring and specific feedback. The traditional use of textbooks will continue to serve as a foundation for learning. However, instructors will intertwine the use of technology to expand instruction.

## Form #1 Financial Responsibility

### Availability for Funds

All awards are subject to availability of funds from the federal government and state government. A delay in the receipt of federal and/or state allocations may delay the issuance of a contract.

If selected for funding, please describe how the public funds will be used by completing the table below. Per Alabama's approved State Plan, **the current cost per learner is \$801.00; please budget not to exceed \$801.00 per adult education student.**



**ADULT EDUCATION & FAMILY LITERACY ACT: P.L. 105-220, CFDA 84.002**  
**FY 2013 RFP FISCAL WORKSHEET**

<b>Description</b>	<b>Adult Education Program</b>	<b>Institutional Program</b>	<b>E. L. Civics</b>	<b>Total Requested Budget</b>
<b>Salaries</b>	\$250,000	\$18,000	\$	\$268,000
<b>Benefits</b>	\$24,000	\$1,500	\$	\$25,500
<b>Official Travel</b>	\$500	\$250	\$	\$750
<b>Professional Development</b>	\$10,000	\$1,000	\$	\$11,000
<b>Instructional Materials and Supplies</b>	\$30,000	\$15,000	\$	\$45,000
<b>Memberships and Subscriptions</b>	\$1,000		\$	\$1,000
<b>Communications and Operations</b>	\$500	\$150	\$	\$650.00
<b>Equipment Maintenance and Repairs</b>	\$1,000			\$1,000
<b>Advertising and Printing</b>	\$7,000		\$	\$7,000
<b>Non-Capitalized and Capitalized Items</b>	\$15,000	\$4,100	\$	\$19,100
<b>Rental of Nonpublic Facilities</b>	\$1,000			\$1,000
<b>Outreach Transportation and Childcare</b>				
<b>Sub-Contract Salaries</b>				
<b>Sub-Contract Benefits</b>				
<b>TOTAL BUDGETED IN EACH COLUMN</b>	\$340,000	\$40,000	\$	\$380,000



**SECTION TWO**

**SECTION TWO**

**SECTION TWO**

FY 2013 AEFLA English Literacy/Civics (E. L. Civics)  
Title II, Workforce Investment Act of 1998, P.L. 105-220 CFDA 84.002A

**Request for Proposal (RFP)**

**Purpose**

To support projects that assist in the development of Adult Education English Literacy/Civics education programs through cooperative activities with other training agencies and activities required by the Alabama Adult Education and Family Literacy Plan

**Definition:** Civics education is defined as an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members.

**Guidelines:**

Lessons and projects will involve students in activities that are meaningful and have a clear purpose.

Instruction will include, but not limited to:

- Civics – Concepts related to civil society and government, constitutional government, foundation of the American political system, and distinctive characteristics of American society.
- Citizenship – Concepts related to rights and responsibilities of citizens, naturalization procedures, civic participation, and related U.S. history topics.
- Life Skills – Concepts related to daily living, personal, and social skills.
- Job Readiness – Concepts related to occupational skills and employability skills.
- Occupational Specific Skills – Targeted training programs related to employment.
- Basic Computer Skills – Orientation to basic computer competencies and E-Learning.

**Criteria for Evaluating Application**

Federal Statutory Considerations Questions 1-12 are worth 4 points each and State mandated Form 1: Financial Responsibility worksheet column specific to E.L. Civics is worth 2 points for a total of **50 points**.

**In order for an applicant to be considered for funding,  
a minimum of 37.5 points must be awarded!**





**CONTINGENCY CLAUSE:** *In the event adequate coverage is not provided for all service areas by the selected grantees, the Chancellor reserves the right to select candidates that fall below the cut score of 37.5, in order of ranking from highest to the lowest, for those proposals that provide adult education and literacy services in that specific area.*

**Evaluators rate the questions based on the following scoring key:**

**Outstanding** – Response to the established criteria is comprehensive, clear, specific, convincing, and/or feasible. (Worth 4 Points)

**Satisfactory** – Response to the established criteria includes good elements, but it is not fully developed. (Worth 3 or 2 Points)

**Unsatisfactory** – Response fails to address the established criteria or is poorly developed, non-specific, not feasible and/or convincing. (Worth 1 or 0 Point(s))

### **Program Abstract**

Describe how this grant will support demonstration projects that provide integrated English and Civics education for adults learning English as a new language. Include how emphasis will be placed on innovative and creative programs that help new language learners acquire proficiency in English so that they may effectively participate in the education, work, and civic opportunities of this country. It should be evident that the applicant understands the differences between the EL/Civics program and other adult education programs. *(Limit response to no more than two double spaced pages, size 12 font.)*

**The CVCC E.L. Civics program will provide persons with limited English proficient with the English language skills needed to effectively meet the challenges of their daily lives and to succeed in other educational/training programs, the workplace and civic opportunities. Topics such as the rights and responsibilities of citizenship, the principles and values upon which democracy was founded, United States government and history, and the naturalization procedures shall be intermingled with teaching students reading, writing, listening and speaking the English language. This program will assist individuals in understanding and navigating governmental, educational, workplace systems and key institutions, such as banking and health care.**

### **Question #1**

#### **Measurable Goals-Outcomes**

*([Link to RFP 12 Federal Considerations](#))*



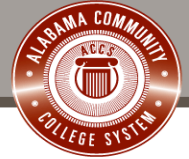
Applicants selected for funding will be held accountable for meeting the state’s goals for the following Federal Core indicators of Performance. Applicants must project their anticipated achievements in the following table, Adult Education and Family Literacy Act, Section 231, (e)(1).

<b>GOALS</b>	<b>Alabama’s July 2011 – June 2012 Goals</b>	<b>Alabama’s July 2012 – June 2013 Goals</b>	<b>Applicant’s Proposed July 2012 -June 2013 Goals</b>	<b>CURRENT RECEIPIENTS July 1, 2011 - June 30, 2012 Performance</b>
<b>ESL Beginning Literacy</b>	67%	59%	59%	0%
<b>ESL Low Beginning</b>	76%	56%	56%	0%
<b>ESL High Beginning</b>	79%	55%	55%	50%
<b>ESL Low Intermediate</b>	75%	49%	49%	20%
<b>ESL High Intermediate</b>	76%	45%	45%	100%
<b>ESL Low Advanced</b>	53%	30%	30%	0%
<b>Entered Postsecondary Education or Training</b>	67%	38%	38%	46%
<b>Entered Employment</b>	81%	53%	53%	100%
<b>Retained Employment</b>	89%	37%	37%	38%
<b>GED/ High School Completion</b>	79%	78%	78%	34%

**Question #2**  
**Demonstration of Past Effectiveness**  
*([Link to RFP 12 Federal Considerations](#))*

Alabama is required to consider the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, the success of an eligible provider in meeting or exceeding the performance levels. If available, applicant must submit NRS Tables 4, 4b, and 5 for FY 2010-11 and FY 2011-12. If an applicant cannot demonstrate past program effectiveness through NRS data tables, the applicant must describe the literacy services provided in the past, provide data demonstrating the effectiveness of those services, and a description of the method used to collect the reported data.

The E.L. Civics Class is relatively new at CVCC and teacher retention has had a negative effect. Finding an instructor who is the right fit for the program has been a challenge, however that problem has now been solved. Our new instructor, Ms. Angela Elkowitz has verbally committed to teach three years and is excited to be a part of the program. She is an experienced high school and college teacher and previously volunteered to teach ESL at a faith-based class. Ms. Elkowitz just moved to



the area with her husband who is the new Chaplain on the Fort Benning U. S. Army Maneuver Center of Excellence. We believe this will afford many recruiting opportunities and important connections.

Under the leadership of a new director, the Chattahoochee Valley Community College's E. L. Civic class enrollment increased by 5 students over the past year. In 2010, only eight students enrolled in the program. Withstanding the problems associated with instructor retention in 2011, enrollment increased by 62% or 5 students for a total of 13 students in 2011 as compared to 8 in 2010. Enrollment for the 2011 year exceeded 2008/2009 and 2009/2010 by 6 and 10, respectively. The percentage of students who progressed an NRS level increased over the past two years. In program year 2008 and 2009, only 1 student progressed an NRS level. However, nine total students achieve an NRS level in the 2010 and 2011. All of these successes were accomplished in a challenging resource environment (see cost per student below).

### **Question #3**

#### **Serving Those Most in Need**

*[\(Link to RFP 12 Federal Considerations\)](#)*

Describe the results of a literacy needs assessment for adult learners of a new language in the specific geographic area for which the applicant is applying and explain how the provider will recruit and serve the adults identified as “most in need”.

According to the 2000 Census, 2.2% of the Russell County population is Hispanic. In a recent meeting, one of the Russell County School teachers complained about the number of students enrolled in the system whose parents could not speak English and related the type of problems the lack of English literacy creates. One factor that affects the demand for English Literacy Program in our service is increased by the campus' proximity to the Fort Benning U. S. Army Maneuver Center of Excellence. Western Hemisphere Institute for Security Cooperation (WINSEC) is a Department of Defense institute that instructs rising civilian, military and law enforcement leaders from throughout the Western Hemisphere. The institute educates an array of military and civilian students to solve regional problems, including peacefully resolving border conflicts; fighting terrorism, the illegal drug trade and organized crime; responding to natural disasters; and supporting peacekeeping efforts. An average of 1000 students attend WINSEC annually. The length of their stay is about one year. Most of the students who attend WINSEC, have family (who have no or little English literacy) traveling with them. We contacted the WINSEC and as a result our program enrollment increased by 5 students immediately. As the word spreads, we expect the class to continue to grow.

### **Question #4**

#### **Intensity and Duration**

*[\(Link to RFP 12 Federal Considerations\)](#)*

Describe how the applicant will ensure that the program is of sufficient intensity and duration for participants to achieve learning gains. Include specific locations and what services will be offered.

CVCC Adult Education will ensure that programs are of sufficient quality, intensity and duration to give learners the opportunity to be successful in reaching one or more of the National Reporting



System (NRS) core indicators. Classes are scheduled year-round on campus and at various times. On campus classes meet on Wednesday and Thursday from 5:30 p.m. to 8:30 p.m. In addition to the classroom time, the instructor will supplement learning content with a variety of resources. Homework will include using internet sources, interviewing exercises, and gathering information related to workplace situations, community related activities, and family/social interaction.

A monthly newspaper, designed for this type of class, is provided to allow learners an opportunity to discuss current events and incorporate civics learning. Student progress is monitored by retests according to the publisher's instructions. We incorporate civics and citizenship topics in addition to reading, writing, listening and speaking English.

### **Question #5**

#### **Effective Practices**

*[\(Link to RFP 12 Federal Considerations\)](#)*

Describe the specific assessment (s) and assessment procedures that will be used to determine student needs and functioning level. What research-based instructional practices will be used to address the Civics and Citizenship academic requirements and the Life Skills and Job Readiness requirements of the English Literacy/Civics grant?

The enrollment process begins with a centralized orientation, registration and TABE Clas -E. We administer the initial assessment and follow the publisher guidelines,

1. Recognition of Effort - "Rewards for accomplishment can improve achievement when the rewards are directly linked to successful attainment of an understood performance standard (Cameron & Pierce, 1994; Wiersma, 1992)." Instructors will use several different strategies to help students develop the confidence in their ability to grow academically. They will emphasize the connection between effort and success. We will take pictures of students in the classes periodically and inform the students that we will have a slide presentation of these photographs at graduation. We will use other techniques such as awarding small mementos, presenting coupons and having the student peers applaud the success of a level gain.
3. Heterogeneous Grouping - Research indicates that heterogeneous grouping (combining students of all ability levels in one classroom) has a positive effect on academic achievement and promotes social interaction (Renzulli, 1994; Cohen, 1994). This strategy allows high-level students the opportunity to tutor lower-level students. The teachers will utilize individualized instructional plans coupled with organized problem-solving tasks for group work, differentiated assignments, performance-based assessments. We will include activities that allow student to reflect upon and share what they have encountered, learned, or mastered during class. This activity can be limited to a teacher generated survey or journal entry or extended to a peer/ group learning activity.
4. Peer Tutoring - Coupled with the heterogeneous strategy, peer tutoring is an effective way to increase a sense of community and connection between classmates. Peer tutoring affords all students the opportunity for one-on-one help. Tutoring helps the person providing the tutoring by increasing his/her confidence and "they learn as much as those they are teaching" (Hattie, 2009).



5. Active Learning - This strategy allows students the opportunity to listen, talk, read and write (Meyers & Jones, 1993). Critical thinking is encouraged through instructional strategies where students are included and actively involved in the learning process. This strategy includes activities such as role playing, group discussions, problem solving exercises and case studies.

### **Question #6**

#### **Use of Technology**

*[\(Link to RFP 12 Federal Considerations\)](#)*

Describe the program's plans for utilizing hardware, software, or any other technologies.

### **Question #7**

#### **Real Life Context**

*[\(Link to RFP 12 Federal Considerations\)](#)*

Describe the practices and methodologies that are used to effectively teach adult learners a new language and how this will ensure that an individual has the skills necessary to compete in the workplace and exercise the rights and responsibilities of citizenship.

### **Question #8**

#### **Program Personnel/Staffing**

*[\(Link to RFP 12 Federal Considerations\)](#)*

Describe the program staff that will be providing services to eligible students. Include the position title, the experience with an ESL population, the education credentials, and the employment status of full or part time for each staff member associated with the program.

### **Question #9**

#### **Coordination**

*[\(Link to RFP 12 Federal Considerations\)](#)*

Describe collaboration efforts with other community sources, educational institutions, One-Stop centers, social service agencies, programs for out-of-school youth, and business and industry who will support the goals of adult learners of a new language.

### **Question #10**

#### **Flexible Schedules**



[\*\(Link to RFP 12 Federal Considerations\)\*](#)

Describe how the activities offer flexible schedules and support services (such as childcare and transportation) that are necessary to enable adult learners of a new language to attend and complete the program.

### **Question #11**

#### **Data Collection and Management Information**

[\*\(Link to RFP 12 Federal Considerations\)\*](#)

*Having computer equipment in place is encouraged but has no bearing on whether or not applicants are awarded grant funds.*

Describe how the program will engage all program personnel in data collection and data management to ensure performance accountability is achieved.

### **Question # 12**

#### **Program Continuous Improvement Plan**

[\*\(Link to RFP 12 Federal Considerations\)\*](#)

Describe the program's continuous improvement plan to ensure that the staff will meet the required hours of professional development approved in the Alabama State Plan for Adult Education and Family Literacy. Discuss how information from professional development activities is put into practice and how data are used to make decisions that improve program performance.

### **Form #1**

#### **Financial Responsibility**

##### **Availability for Funds**

All awards are subject to availability of funds from the federal government and state government. A delay in the receipt of federal and/or state allocations may delay the issuance of a contract.

If selected for funding, please describe how the public funds will be used by completing the table below. Per Alabama's approved State Plan, **the current cost per learner is \$801.00; please budget accordingly.**

Mandatory: Please complete the E.L. Civics column of the FY 2013 RFP Fiscal Worksheet located at the end of Section One.



**ADDENDUM A**  
**Geographic Regions**

A proposal may encompass more than one Geographic Region, a portion of a Geographic Region, or a portion of multiple Geographic Regions. The Chancellor may make exceptions to this list as appropriate.

<p><b><u>Region 1</u></b>  Lauderdale County  Colbert County  Franklin County  Lawrence County (western one-half)  Winston County (northwestern one-fourth)</p>	<p><b><u>Region 2</u></b>  Limestone County  Madison County  Morgan County (northern two-thirds)  Lawrence County (eastern one-half)</p>
<p><b><u>Region 3</u></b>  Jackson County  DeKalb County (northern one-half)  Cherokee County (northern one-fifth)</p>	<p><b><u>Region 4</u></b>  Marion County  Lamar County  Fayette County  Walker County  Winston County (southwestern one-fourth)  Jefferson County (extreme western edge)  Pickens County</p>
<p><b><u>Region 5</u></b>  Cullman County  Winston County (eastern one-half)  Morgan County (southern one-third)  Blount County (northeastern one-half)</p>	<p><b><u>Region 6</u></b>  Marshall County  Blount County (southwestern one-half)  DeKalb County (southern one-half)</p>
<p><b><u>Region 7</u></b>  Etowah County  Cherokee County (southern nine-tenths)  St. Clair County  Calhoun County  Cleburne County</p>	<p><b><u>Region 8</u></b>  Jefferson County (eastern one-half)  Shelby County (northwestern one-half)  St. Clair County</p>
<p><b><u>Region 9</u></b>  Jefferson County (western one-half)</p>	<p><b><u>Region 10</u></b>  Tuscaloosa County  Bibb County  Sumter County  Greene County  Hale County  Pickens County</p>
<p><b><u>Region 11</u></b>  Talladega County  Coosa County  Tallapoosa County  Shelby County (southeastern one-half)  Macon County (center one-third)  Clay County (western one-half)</p>	<p><b><u>Region 12</u></b>  Randolph County  Chambers County  Clay County (eastern one-half)  Lee County (northwestern two-thirds)</p>

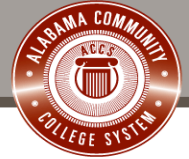


**ADDENDUM A (continued)**  
**Geographic Regions**

A proposal may encompass more than one Geographic Region, a portion of a Geographic Region, or a portion of multiple Geographic Regions. The Chancellor may make exceptions to this list as appropriate

<p><b><u>Region 13</u></b>  Elmore County  Montgomery County  Macon County (western one-third)  Lowndes County  Bullock County (western one-half)</p>	<p><b><u>Region 14</u></b>  Russell County  Lee County (southwestern one-third)  Macon County (eastern one-third)</p>
<p><b><u>Region 15</u></b>  Chilton County  Perry County  Dallas County</p>	<p><b><u>Region 16</u></b>  Autauga County</p>
<p><b><u>Region 17</u></b>  Choctaw County  Marengo County  Clarke County  Monroe County (western nine-tenths)  Wilcox County</p>	<p><b><u>Region 18</u></b>  Conecuh County  Monroe County (eastern one-tenth)  Butler County  Wilcox County</p>
<p><b><u>Region 19</u></b>  Escambia County</p>	<p><b><u>Region 20</u></b>  Washington County  Mobile County</p>
<p><b><u>Region 21</u></b>  Covington County  Crenshaw County  Butler County</p>	<p><b><u>Region 22</u></b>  Pike County  Coffee County  Geneva County  Dale County (western one-half)</p>
<p><b><u>Region 23</u></b>  Houston County  Henry County  Barbour County  Bullock County (eastern one-half)  Dale County (eastern one-half)  Geneva County (eastern one-fifth)</p>	<p><b><u>Region 24</u></b>  Baldwin County</p>





## ADDENDUM B SERVICE REGIONS

**Highlight/outline** proposed region(s) on the following Alabama state map.

