



Montana Adult Basic and Literacy Education
TRANSITIONS

Program Directors' Meeting
January 28, 2000



Purpose

Use the State-of-the-State

- Program improvement
- Program compliance
- Program planning (short term/long term)
- Program promotion
- Program pride

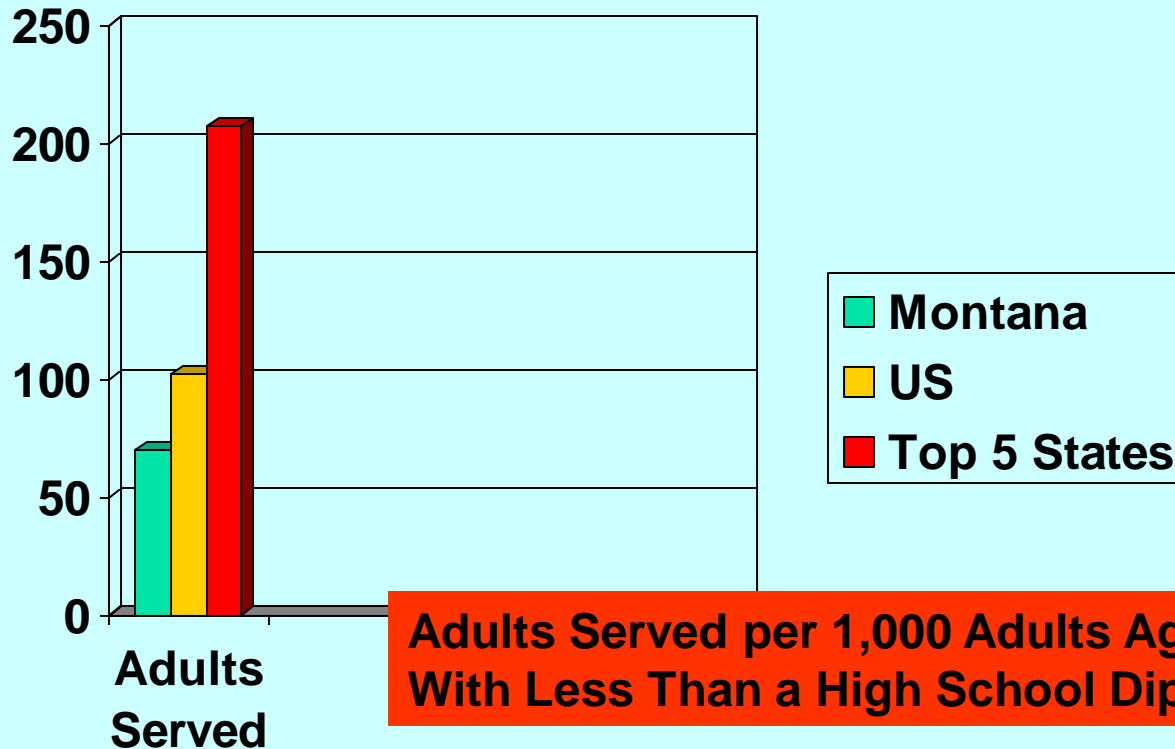
Montana Profile of Adult Learners 2008

How Does Education Pay Off for Montana?

Participation in the Workforce	Education	Lifetime Earnings (By Age 65)
56.5%	Less Than High School	\$834,157
76.4%	High School	\$1,162,658

www.cael.org/adultlearninginfocus.htm

How Well Does Montana Serve Adult Learners?

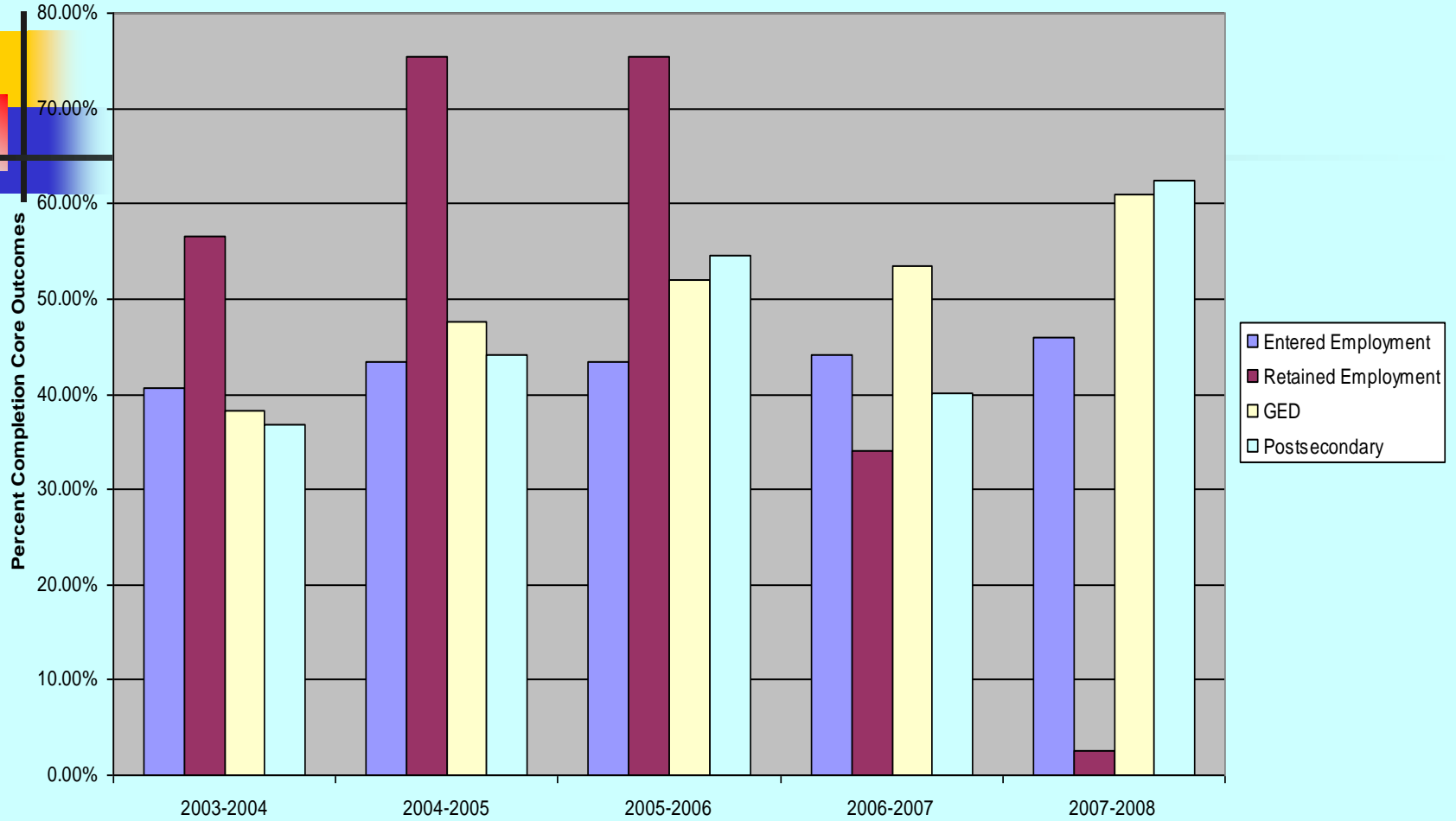




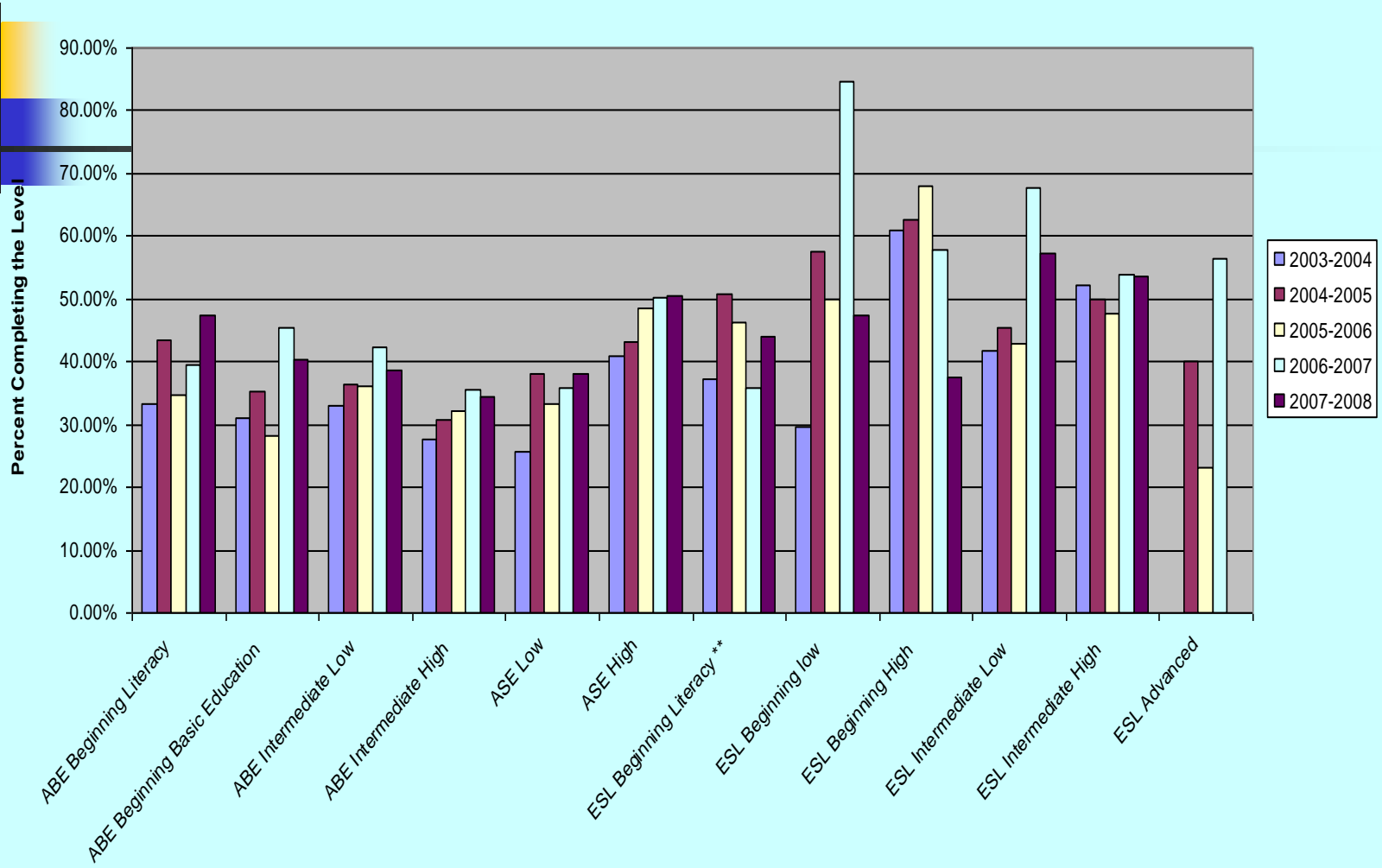
ABLE IS GROWING

Total Number of Students Served			
Year	All Students	Reported	Unreported
2007-2008	4614	2930	1684
2006-2007	3821	2697	1124
2005-2006	4056	3075	981
2004-2005	4104	3258	846
2003-2004	5119	3822	1297

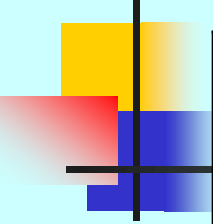
ABLE State



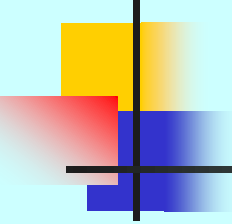
ABLE State




Target Increases for 2009



State	Measure	2006-2007 Performance	2007-2008 Target	2008-2009 Target	% Increase Over Performance	% Decrease From Performance
MT	Beginning ABE Literacy	40%/39%	36%	42%	5%	
	Beginning ABE	45%/40%	32%	46%	2%	
	Low Intermediate ABE	42%/40%	38%	44%	5%	
	High Intermediate ABE	36%/35%	34%	38%	5%	
	Low ASE	36%/38%	36%	36%	0%	



Beginning ESL Literacy	37%/38%	47%	40%	8%	
Low Beginning ESL	85%/40%	43%	55%		-35%
High Beginning ESL	56%/46%	42%	56%	0%	
Low Intermediate ESL	68%/42%	69%	70%	3%	
High Intermediate ESL	54%/40%	46%	54%	0%	
Advanced ESL	39%/22%	49%	45%	15%	



Entered Employment	44%/45%	45%	48%	6%	
Retained Employment	34%/55%	76%	45%		-32%
GED or HS Diploma	53%/53%	55%	58%	9%	
Entered Postsec- Ed	40%/43%	54%	44%	10%	

2009 Continuous Program Improvement



Transitions/Goal Setting

We Are On Target!



Goal Analysis

- Does retain employment align with employed students?
- Are goals attainable in the program year?
- Can someone else help students with goal review?
- Can your affective environment impact goal setting?
- Is a follow-up goal setting process in place?



Goal Setting Revisited

What have you done differently to increase the number of students with employment/postsecondary goals?



GED Math CD

- Knowledge and skills needed to pass the GED
- Post questions on LINCS
 - Responses from Rose Steiner and Kathy Jackson (GED Training Institute Participants)
 - Watch for LINCS updates and chats



Distance Learning Update

- 12 Providers
 - Community outreach/partnerships
 - Reallocating resources
 - Serving increasing number of students
 - Ongoing professional development



Adult Education Standards

- Process

- Spring 09: Complete Writing
Finalize Draft
- Summer 09: Hearings
- Fall 09: Standards Training



Leadership Academy

- Teacher Assessment
- Stakeholder Assessment
- Program Assessment
- Student Assessment



2009 Meetings

- ESL Conference
 - First in series of professional development
 - Instructional strands (expanded over time)
 - Director and ESL instructors
 - Approximate participant numbers?
 - Best month?
- TABE Training
 - Approximate numbers?



Breaking News

- Compulsory Education Bill
- Workforce Incentive Grant
- Rapid Response
- Upcoming Monitoring Visits



Compliance

- Post Testing
 - Assessment Policy codified
 - Federal Register, January 2008
- Changing the culture
 - Measuring gains in a consistent time frame according to state policy



Formula Funding

- Fluctuating Federal dollars
- Task Force Review
- Formula applied to all dollars



Core Goals

- Include all programs
- Maintain current programs and improve (expand services)
- Serve most in need
- Create unified, strong identity
- Strengthen workforce partnerships
- Consider inflationary increases in cost of doing business



Concerns

- How will smaller programs maintain?
- How will a program meet performance targets?
- Will we be able to serve all students?
- Will satellites need to be closed?
- Will how we offer services change?
- Do we need to think about reorganization?

Viable & Defendable Components of Montana Adult Basic Education Funding Formula

BASE funding contains 65%	Performance funding contains 35%
# of students enrolled (after intake & assessment) (adjusted by % of the tiers—below) 50%	# of students in more than 12 hours or more (raw number) 5%
Need: Counties Served Census data: (5% poverty/5% education) (16 years or older) Labor data: (5% unemployment) 15%	Made educational gain State Dollars: All Students Federal Dollars: Students with 12 or more hours (Percentage) 15%
Tier approach to account for rural/urban sites (average number of students for two years) Tier 1 = 1-100 (120% of base) Tier 2 = 101-299 (100% of base) Tier 3 = 300 – up (80% of base)	Core outcomes GED completion; enter/retain employment; transition to PS education State Dollars: All Students Federal Dollars: Students with 12 or more hours 15%

Weight identified components of Montana Funding Formula

	Tier	Current Distribution Method	Hold Harmless	Formula-Based Method	07/08 Average # of Student	% of Students Served
Forsyth	1	\$40,686.00	\$36,617.40	\$11,346.00	25	0.6%
Hardin	1	\$43,747.00	\$41,489.00	\$41,489.00	96	2.3%
Lame Deer	1	\$41,286.00	\$37,157.40	\$26,950.00	82	2.0%
Lewistown	1	\$55,820.00	\$50,238.00	\$48,436.00	87	2.1%
MCC	1	\$59,566.00	\$53,609.40	\$28,214.00	67	1.6%
Anaconda	1	\$9,657.00	\$11,298.69	\$11,748.00	20	0.5%
Deer Lodge	1	\$9,657.00	\$11,298.69	\$12,477.00	22	0.5%
Havre	1	\$52,028.00	\$46,825.20	\$29,168.00	65	1.6%
Bozeman	2	\$59,691.00	\$69,838.47	\$145,068.00	266	6.4%
Butte	2	\$43,031.00	\$50,346.27	\$68,445.00	186	4.5%
Glendive	2	\$71,997.00	\$64,797.30	\$57,470.00	168	4.1%
FVCC	2	\$128,584.00	\$141,052.00	\$141,052.00	290	7.0%
SKC	2	\$86,267.00	\$92,302.00	\$92,302.00	246	5.9%
Livingston	2	\$58,127.00	\$52,314.30	\$44,751.00	103	2.5%
Bitterroot	2	\$56,473.00	\$58,917.00	\$58,917.00	144	3.5%
State Prison	2	\$44,829.00	\$47,993.00	\$47,993.00	174	4.2%
Lincoln Center	3	\$262,492.00	\$266,368.00	\$266,368.00	640	15.5%
Great Falls	3	\$122,270.00	\$119,183.00	\$119,183.00	368	8.9%
Helena	3	\$162,862.00	\$157,017.00	\$157,017.00	503	12.2%
Missoula	3	\$227,716.00	\$228,390.00	\$228,390.00	586	14.2%