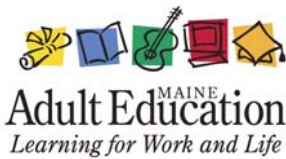


MSAD #27 ADULT AND COMMUNITY EDUCATION NEWS BRIEF

September, 2009



Providing Multiple Pathways to Lifelong Learning

- High School Diploma
- GED Preparation and Testing
- College Transitions
- Workforce Development
- Adult Literacy *
- Family Literacy *
- Northern Maine Community College Courses
- Custom-Designed Workshops
- Personal Enrichment Programming

* Program Components Featured in this News Brief

Learner Spotlight



Chelsea Bernier

Chelsea Bernier earned her GED in June 2009. She and her daughter, Morgan, participated in the CHIPPY Even Start project from 2007-2009. Chelsea currently is enrolled in a Certified Nurse's Aide training program which is scheduled to finish in September. Chelsea has been hired as a health care employee and is working at the Mercy Nursing Home in Eagle Lake.

2009 ADULT LITERACY REPORT REVEALS LEARNER AND PROGRAM SUCCESSES

The Adult Literacy program in MSAD #27 has three main goals: 1. to help adults gain the skills they need to get or keep a job or enter college; 2. to help adults who are parents obtain the skills they need to support their children in school; and 3. to help adults complete their high school diploma or General Educational Development (GED) diploma.

During program year 2008-2009, 122 learners participated in Adult Literacy services in MSAD #27. The following statistical outcomes, as they relate to objectives outlined in the 2009 Maine Department of Education Adult Education Operational Plan, apply to these 122 district residents and their literacy-based accomplishments.

Performance Objective from Maine Department of Education Adult Education Operational Plan	MSAD #27 Outcome
1: After 70 hours of instruction, at least 40% of Beginning Basic Education literacy level enrollees (grade level skills of 0-1.9) will acquire the skills necessary to complete the educational functioning level.	43%
2: After 70 hours of instruction, at least 44% of Basic Education literacy level enrollees (grade level skills of 2-5.9) will acquire the skills necessary to complete the educational functioning level.	100%
3: After 70 hours of instruction, at least 45% of Low Intermediate literacy level enrollees (grade level skills of 6-7.4) will acquire the skills necessary to complete the educational functioning level.	75%
4: After 70 hours of instruction, at least 44% of High Intermediate literacy level enrollees (grade level skills of 7.5-8.9) will acquire the skills necessary to complete the educational functioning level.	74%
5: After 70 hours of instruction, at least 53% of Low Adult Secondary literacy level enrollees (grade level skills of 9-10.9) will acquire the skills necessary to complete the educational functioning level.	58%
6: After 70 hours of instruction, at least 50% of High Adult Secondary literacy level enrollees (grade level skills of 11-12.9) will acquire the skills necessary to complete the educational functioning level.	40% *
* As noted in the MSAD #27 Annual Performance Report submitted to the Department of Education, learners in this educational functioning level are not considered to have completed the level unless they earn a High School Diploma or GED. Some learners in this level, however, already have diplomas or GED's but need additional services to improve their skills for college. Had the program been able to count College Transitions candidates who demonstrated improvements on the Comprehensive Adult Student Assessment System (CASAS) assessments, it would have met this performance objective.	83% rate of accomplishment (5 of 6 objectives met) results in highly effective program rating.

In addition to the successes outlined above, 32 learners earned High School Diplomas or GED's; 53 enrollees either obtained or retained employment, or advanced in the workplace; 13 learners enrolled in post-secondary education; 30 participants registered to vote or voted for the first time; and 40 participants either increased the amount of time they spend reading to their children, provided their children more help with their school work, and/or increased the contact they had with their children's teachers.

"I'm looking to the future with hope, because I'm taking the time to learn."

CHIPPY PROGRAM STAFF DISCOVER GOOD NEWS IN ANNUAL REPORT

Staff of the MSAD #27 CHIPPY Even Start Family Literacy program recently completed its annual Even Start project report for the Maine Department of Education (DOE) concerning the 2008-2009 program year . Even Start reports measure individual program performance against established state standards. State performance indicators reflect that family literacy programs consist of four key components: 1. Adult Literacy; 2. Parent Education; 3. Intergenerational Literacy Activities; and 4. Early Childhood Education. A comparison of how adult and child participants in the CHIPPY program performed in relation to the state performance indicators is provided in the table below. As a result of meeting 91% of state performance indicators, the CHIPPY program once again is designated a highly effective Even Start project by the DOE.

Maine Even Start Performance Indicator	State Expectation	CHIPPY Outcome
Adult Reading - Adults completing one semester or 75 hours of instruction in reading and who score a 245 or below on a Comprehensive Adult Student Assessment System (CASAS) reading pre-test will demonstrate a gain of between three and five points in scale scores on the CASAS reading post-test.	60%	82%
Adult Math - Adults completing one semester or 75 hours of instruction in numeracy and who score a 245 or below on a Comprehensive Adult Student Assessment System (CASAS) math pre-test will demonstrate a gain of between three and five points in scale scores on the CASAS math post-test.	60%	77%
Employment/Post-Secondary Education - Adults enrolled for a minimum of one semester who have entrance into post-secondary education, unsubsidized employment, or job training or re-training as a goal will meet their goal.	80%	100%
Parent Education - Parents who have been enrolled in Even Start for a minimum of six months will demonstrate a gain in their support of their child's learning in the home environment as measured by the Parent Education Profile (PEP) Scale I.	80%	100%
Parent Education - Parents who have been enrolled in Even Start for a minimum of six months will demonstrate a gain in their interaction with their children in literacy activities as measured by the Parent Education Profile (PEP) Scale II.	80%	100%
Early Childhood Education - Even Start children ages 4 months - 2.6 years who have been enrolled for six months will demonstrate an improvement in individual growth and development indicators on the Ages and Stages assessment tool.	70%	91%
Early Childhood Education - Even Start children ages 2.6 - 5.11 years who have been enrolled for six months and who are not enrolled in Kindergarten will demonstrate an improvement of at least four standard scores in receptive language and four standard scores in expressive language as measured by the Peabody Picture Vocabulary Test (PPVT) and the Expressive Vocabulary Test (EVT), respectively.	70%	78%
Early Childhood Education - Children who attend Kindergarten through Grade 3 and who have been enrolled in Even Start for six months will demonstrate progress of at least one grade level in reading or reading readiness on the norm-referenced standardized assessments administered by their school.	55%	78%
Early Childhood Education - Children who attend Kindergarten through Grade 3 and who have been enrolled in Even Start for six months will have attendance equal to or better than the building attendance rate in their school.	65%	50%
Early Childhood Education - Children who attend grades K-3 and who have been enrolled in Even Start for six months will be promoted to the next grade.	95%	100%
Families Served - The program will recruit and identify a minimum of 15 families who are most-in-need of Even Start services.	15	30