

First Mondays

Monthly Notes for Virginia's Adult Education Providers

June 6, 2016

Calendar

VAILL

James Madison University
July 27-29
Harrisonburg

ISAEP Conference

Richmond Marriott Short Pump
August 9
Glen Allen, VA

High School Equivalency (HSE) News GED® Numbers Increasing

By Dr. Sue Mansfield, HSE Specialist, OAEL

The HSE process continues. The GED® test is still the only approved HSE test for Virginia. The HSE Evaluation Committee, through careful consideration of the applications received, made a unanimous decision to approve the GED® test based on the High School Equivalency Examination's Guidelines for Virginia. The HSE Guidelines and Evaluation Committees are coming together this month to review the guidelines and revise as needed for further clarity.

Another committee is looking at a process to employ if more than one test is chosen in the future for Virginia. An HSE Implementation Committee is assigned the task to help develop guidelines for each region in implementation of more than one HSE test. The field will be ready to respond whenever this does occur.

Congratulations to you all for your outstanding work in increasing the number of testers and passers. See the chart below to see how the numbers have improved since the new 2014 series began.

	2014	2015	2016 to date of June 6, 2016
Testers	4,172	6,108	4,980
Completers	2,313	3,502	2,737
Passers	1,446	2,927	2,053
State Pass Rate	63%	84%	77%
National Pass Rate	59%	79%	76%

The pass rates on the tests have changed during this school year. Science still has the highest pass rate, followed in order by Social

Money Matters

Reminder:

Final reimbursement requests for state grants, GAE, PluggedIn VA, and Race to GED, are due by June 10, 2016. There will be no exceptions to this deadline date.

Programs' final federal reimbursement requests will not be approved until fourth quarter match and program income reports are received. Program income may not be carried over. All program income must be expended prior to requesting your fourth quarter reimbursement.

Fourth quarter reimbursement requests from FY 2015-2016 funds will not be approved until all regional reallocated funds are spent.

Studies (yes, it used to be our second lowest), RLA, and then Math. Our graduates have met each of the three skill levels: 75 percent pass at the HSE level, 14 percent at the College Ready level, and 4 percent at the College Ready + Credit level. And we always surpass the national pass rate!

Who are Virginia's testers? Here is some demographic information on our HSE population for the school year 2015-16 to date, with 32% reporting to be in an adult education class:

RACE	AGE	GENDER	REASONS TO TAKE GED TEST	WORKING STATUS	SALARY RANGES
38% White	21% Options (16-some 18)	57% Males	45% Educational Gain	37% - Not working-looking for work	69% earned under \$5,000 or unemployed last year
12% Hispanic	39% 18-24	43% Females	29% Personal Gain	21% - Working Full-time	20% earned between \$10,000-20,000
22% Multi-Race	22% 25-34		19% Work Related	21% - Not working-not looking for work	6% earned \$20,000-30,000
23% Black	14% 35-49		3% Enter Military	20% - Working part-time	4% earned \$31,000 - 49,000
2% Asian	4% 50+		4% Other	1% - Disability	

At this passing rate, you will help meet my projected goal of 8,000 passers per year before the five-year mark. Keep up the good work! Each of you is truly providing a very valuable service to the citizens of the Commonwealth.



Top Ten Virginia Testing Centers by Volume

10. Woodson Adult Center
9. Danville Public School Adult Education Center
8. Hampton Adult Education
7. Chesterfield Technical Center
6. Norfolk Technical Center
5. Germanna Community College
4. Newport News Public Schools
3. Henrico County Adult Education Center
2. Prince William County Public Schools Adult Education
1. Adult Learning Center at Virginia Beach Public Schools

Also, congratulations go to Germanna Community College for having the graduate with the highest scores for 2015-16. This young man, who hails from Greene County, was 12 points below a perfect score on the entire GED® test!

What Is a Text-Dependent Question?

It has been a while since *First Mondays* has presented an article directly addressing issues related to standards-based instruction. The following

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Please visit the [OAEL website](#) for more information about adult education and literacy in Virginia and for news and updates throughout the month.

article by Lori Forlizzi and Kate Crist, ELA/literacy coaches with StandardsWork, Inc., addresses one of the key shifts in ELA/ literacy instruction: Shift 2 – **Evidence: Reading, writing, and speaking grounded in evidence from text, both literary and informational.** The article appeared in the Literacy Information and Communication System (LINCS) College and Career Readiness Standards Discussion Forum on May 17, 2016.

As the name suggests, a text-dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information nor depend on students having other experiences or knowledge. Rather, it privileges the text itself and what students can extract from what is before them.

For example, in a close analytic reading of Lincoln’s “Gettysburg Address,” the following would be examples of good text-dependent questions:

- *What can we know about “our fathers” from sentence two? Who are “our fathers”?*
- *What is the cause that the “brave men... who struggled here” were fighting in support of?*
- *In paragraph 3, what is the impact of Lincoln’s use of repetition: “... we cannot dedicate – we cannot consecrate – we cannot hallow – this ground.”? Why would he choose to use this repetition?*
- *What does Lincoln want the listeners of his speech to do in the future?*
- *Given the context that Lincoln sets in his speech, why would he ask the listeners to do this now?*

The following are not text-dependent questions:

- *Why did the North fight the Civil War?*
- *Have you ever been to a funeral or grave site?*
- *Lincoln says that the nation is dedicated to the proposition that “all men are created equal.” Why is equality an important value to promote?*

Can you tell why?

The overarching problem with these three questions is that they require no familiarity at all with Lincoln’s speech in order to answer them. They seek to elicit a personal or general response and do not move students closer to understanding the text of the “Gettysburg Address.”

Good text-specific questions will often focus on specific words, phrases and sentences to ensure careful comprehension of the text.

They help students:

- *See something worthwhile that they would not have seen on a more cursory reading*
- *Gain proficiency with academic vocabulary and syntax.*
- *Probe each argument in persuasive text, each idea in informational text, and demonstrate how these build to a whole.*

This article provides an overview of text-dependent questions. If you are interested in learning more about how to develop them and use them in instructional activities, then check out the upcoming VAILL sessions. This specific topic (and its companion topic of text complexity), along with other standards-based instructional topics, will be addressed in in-depth sessions already scheduled to be presented at the Institute.

National External Diploma Program (NEDP) in Virginia Guidelines

By Beverly Godwin, Specialist for Adult Secondary Programs and ISAFP

The OAEL is pleased to make available the *National External Diploma Program (NEDP) in Virginia [Guidelines](#)*. NEDP is an approved adult secondary option in Virginia. The program, which leads to an adult high school diploma, is administered by CASAS. Adults who have acquired high school-level skills through life experiences demonstrate their abilities in a series of simulations that parallel job and life situations. All NEDP clients undergo evaluations against a criterion of excellence instead of through comparison to others, take responsibility for acquiring instruction by using existing community resources, and achieve mastery of all the competencies required as well as an occupational or specialized skill.

The guidelines were developed to serve as a streamlined resource for NEDP programs supported by AEFLA and GAE funding, including existing NEDP programs, programs investigating the feasibility of starting NEDP, and programs in the initial stages of NEDP training and implementation. The guidelines seek to address the key requirements and processes involved in operating an NEDP program, and include a wide range of topics including: initial considerations and requirements for becoming an NEDP provider; site requirements and guidelines; prerequisites for client

enrollment into NEDP; overview of the diagnostic, general assessment, and portfolio review phases; advisor and assessor roles, responsibilities, and certification; data maintenance and submission; and remaining an active site. The information provided will help to ensure consistent practices and program quality among NEDP providers.

The NEDP guidelines is a living document and will be revised as necessary to reflect program updates and changes as delineated by CASAS policy and procedures as well as OAEL policy. As NEDP continues to grow in Virginia, it is hoped that the document will serve as a user friendly and helpful resource to programs across the state.

A huge thank you goes out to George Bailey, Jeffrey Elmore, and Janita McNemar for their time and contributions to the NEDP guidelines document. If you have any questions or would like more information about starting an NEDP program in your region, please contact Beverly Godwin, specialist for adult secondary programs and ISAEP, at beverly.godwin@doe.virginia.gov or 804-786-7644.

VAILL UPDATE

There are a few hours left to submit session proposals for VAILL 2016. The deadline for submissions is June 7, and the [submission proposal page](#) will be removed from the website at 11:59 p.m. on that day. It is the goal of the planning committee to have a final program, including session descriptions, days, and times, posted by the end of June.

The VAILL [registration](#) deadline is July 8. After this date there can be no guarantee you will receive a dorm room (if requested), meal card, or a conference tote and materials. So please consider registering early. We hope to see all of you in Harrisonburg next month.

