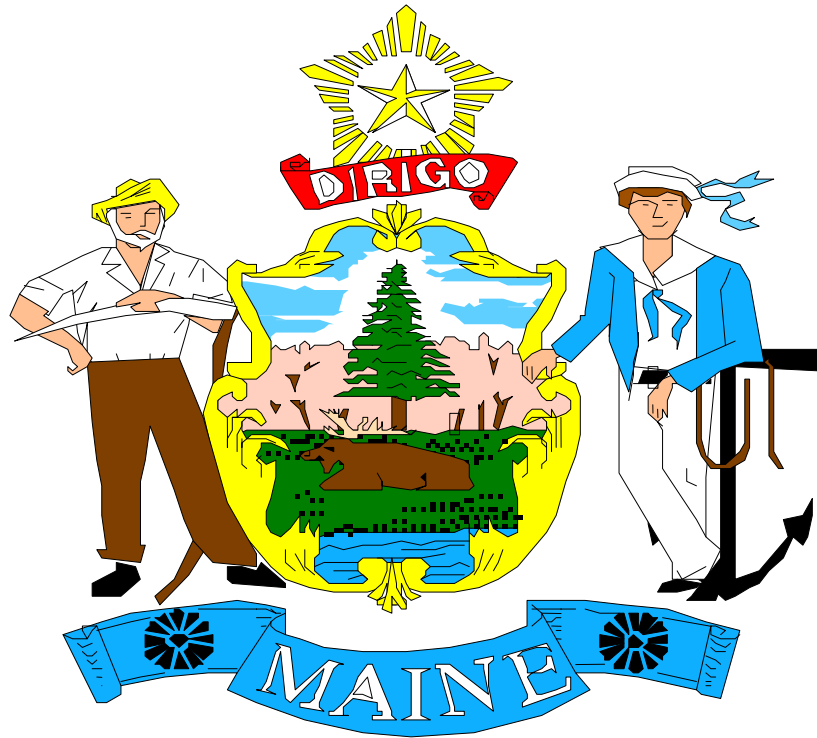


# DIRECTORS HANDBOOK – 2004



7/2004

**MAINE**  
**ADULT EDUCATION DIRECTOR'S**  
**HANDBOOK**

**JULY 2004**

The Maine Department of Education would like to especially acknowledge the contribution of the Maine Adult Education Association to this project in allowing their Executive Director, Cathy Newell, to spend significant time during the spring and summer of 2003 in revising the original Adult Education Handbook published by the Department in 1980, Patrick O'Regan, Director of Adult Education, MSAD #6 for their help in the development of this handbook.

The Maine Department of Education ensures employment, and educational opportunities and affirmation, and does not discriminate in its educational programs, services, activities, or employment policies on the basis of sex, creed, color, race, age, national origin, religion, material status or disability.

Inquiries regarding compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or other Federal or State anti-discrimination laws, or other issues of equity and discrimination, may be directed to:

Affirmative Action Officer  
Maine Department of Education  
23 State House Station  
Tel: 207-624-6834  
Fax: 207-624-6700  
TTY: 207-624-6800

## Maine Adult Education Directors' Handbook

### Table of Contents

<b>Part One: General Information</b> .....	1
1.1 Philosophy .....	2
1.2 Glossary .....	3
1.3 Administrative Charts .....	4-6
1.4 Program Definitions .....	7-10
1.5 Criteria .....	11
 <b>Part Two: Program Areas</b> .....	 12
2.1 Adult Vocational Programming .....	12
2.1.a Program Overview .....	12
2.1.b Adult Vocational Student Categories .....	12
2.1.c Enrollments .....	12
2.1.d Perkins Funding .....	12-13
2.1.e Certificate Programs .....	13
2.2 Basic Education Programming .....	14
2.2.a Sources of Funding .....	14-15
2.2.b Methods of Delivery .....	15-16
2.2.c Basic Education Program Elements .....	16-19
2.3 High School Completion .....	20
2.3.a Adult High School Diploma .....	20
2.3.b GED .....	20-22
2.3.c Records .....	22
2.3.d Graduation .....	22-23
2.4 Family Literacy Programming .....	23
2.5 College Transitions Programming .....	23-24
2.6 Worksite Education Programming .....	24
2.7 Community Programming .....	24-25
2.8 Alternative Education Programming .....	26
2.9 ITV Programming .....	26

2.10 K-12 Related Activities . . . . .	26
2.10.a Driver Education . . . . .	26
2.10.b Children's Programming . . . . .	27
2.10.c Credit Make-up . . . . .	27
2.10.d SAT Prep and Entrepreneurial Classes . . . . .	27
2.10.e Summer School . . . . .	27
2.10.f Teacher Staff Development . . . . .	27
2.10.g Building Scheduling . . . . .	27
<b>Part Three: Processes and Procedures . . . . .</b>	<b>28</b>
3.0 Needs Assessment . . . . .	28
3.1 Personnel . . . . .	28
3.1.a Responsibilities of Director . . . . .	28-29
3.1.b Selection of Instructors . . . . .	29-32
3.1.c Guidance Counselor . . . . .	32-33
3.1.d Interview Questions; Sample . . . . .	33
3.1.e Reference Checks . . . . .	33
3.1.f Fingerprinting . . . . .	34
3.1.g Certification . . . . .	34
3.1.h Contracts/Work Agreements . . . . .	34
3.1.i Personnel File . . . . .	34
3.1.j Course Outlines . . . . .	35
3.1.k Time Sheets . . . . .	35
3.1.l Evaluation . . . . .	35
3.1.m Termination . . . . .	35-36
3.1.n Benefits . . . . .	36
3.1.o Grievance Procedure . . . . .	36
3.1.p Sexual Harassment . . . . .	36
3.1.q Retirement . . . . .	36
3.1.r Workers Compensation . . . . .	36
3.1.s Other Policies . . . . .	37
3.2 Staff Development . . . . .	37
3.2.a Providers . . . . .	37-38
3.2.b Developing a Positive Climate . . . . .	38
3.2.c Implementing Activities . . . . .	39
3.3 Advisory Council . . . . .	39-40
3.4 Program Management . . . . .	41
3.4.a Annual Calendar . . . . .	41
3.4.b Blank . . . . .	42

3.4.c	Student Records . . . . .	43
3.4.d	ADA . . . . .	43
3.4.e	IDEA . . . . .	43
3.4.f	Liability . . . . .	44
3.4.g	Class Cancellations . . . . .	44
3.4.h	Suggestions for Use of Facilities . . . . .	45
3.4.i	Customer Friendly Approaches . . . . .	45
3.5	Financing Adult Education . . . . .	46
3.5.a	Subsidy . . . . .	46-47
3.5.b	Budget Preparation . . . . .	47
3.5.c	Local Warrant . . . . .	48
3.5.d	Fees . . . . .	48-51
3.5.e	Handling Money in the Office . . . . .	51
3.5.f	Credit Cards . . . . .	51
3.5.g	Handling Grants . . . . .	51
3.5.h	Carl Perkins Funds . . . . .	52
3.6	Public Relations . . . . .	52-53
3.7	Collaborative Connections . . . . .	53-54
3.8	Grantwriting . . . . .	54-56
3.9	Evaluation of the Adult Education Program . . . . .	56
3.10	Technology . . . . .	56-59
<b>Appendix: Forms</b>	. . . . .	<b>60</b>

## **Director's Handbook – 2004 Revision**

### **Part One – General Information**

The Maine Adult Education Directors Handbook offers a basic overview of the Adult and Community Education system in Maine. The information is general and intended to provide a background to the person initially becoming involved in adult education – director, teacher, school board member, advisory council member or superintendent. The Handbook is also designed to be a handy “desk reference” for the busy adult education professional, most especially the program director, giving the basics and referencing additional resources.

The Philosophy Statement sets the tone; the Glossary introduces the common acronyms which so frustrate individuals new to the field; and the Chart of State Administrative Structure establishes a framework. Program definitions briefly describe the purpose, scope, funding and enabling legislation of each program area in adult and community education.

Specific information and contact information relating to Maine's public school-based programs may be accessed on the web sites of the Maine Department of Education ([www.maine.gov/education/aded](http://www.maine.gov/education/aded)), the Maine Adult Education Association ([www.maineadulted.org](http://www.maineadulted.org)) or the Center for Adult Learning and Literacy at the University of Maine ([www.umaine.edu/call](http://www.umaine.edu/call)).

## 1.1 Philosophy

The mission of the Maine Adult and Community Education System, adopted in 2001, is to provide educational gateways for lifelong success, in accordance with the following Guiding Principles:

- We affirm the worth of every individual, and affirm our conviction that every individual can learn.
- We provide a safe, secure, welcoming environment for learning.
- We are learner-centered and personally address individual learning needs.
- We are barrier-free and accessible to all.
- We provide flexible schedules and convenient locations.
- We are accountable to the public through performance measurements.
- We have high-quality professional staff.
- We are responsive to community needs.
- We are grounded in current research and theory about learning.
- We are collaborators with other educators, business people, social service providers and job training programs.

The philosophy of adult and community education in Maine is to encourage the exploration, expansion and development of all the learning experiences, formal and informal, present within an adult's life.

It is the goal of the Maine public school-based programs to provide a framework – learning atmosphere, facilities, and programs – through which people can acquire the knowledge and skills to enhance their lives as productive workers, family members, community members, and as life-long learners.

Inherent in this philosophy is an underlying principle that stimulates the adult to progress from a teacher-directed mode of learning to a self-motivated quest for knowledge, through a student-centered and organized approach.

Adults may involve themselves at any time in Maine Adult Education, whether to acquire basic literacy or life skills; to improve skills necessary for employment; to prepare for further formal education; to earn a high school diploma or GED; or to develop new avocational pursuits. The hope is that each adult student will acquire the confidence to move from meeting the expectations of a particular teacher or course to the setting of his or her own goals; and that from participation in adult and community education in Maine, adult learners will gain the skills and knowledge to realize their goals.

The public school-based adult and community education system can be a catalyst for growth in individuals and in Maine's communities. Through adult education, the facilities in which there is so much community investment are available to all members of the community regardless of age.

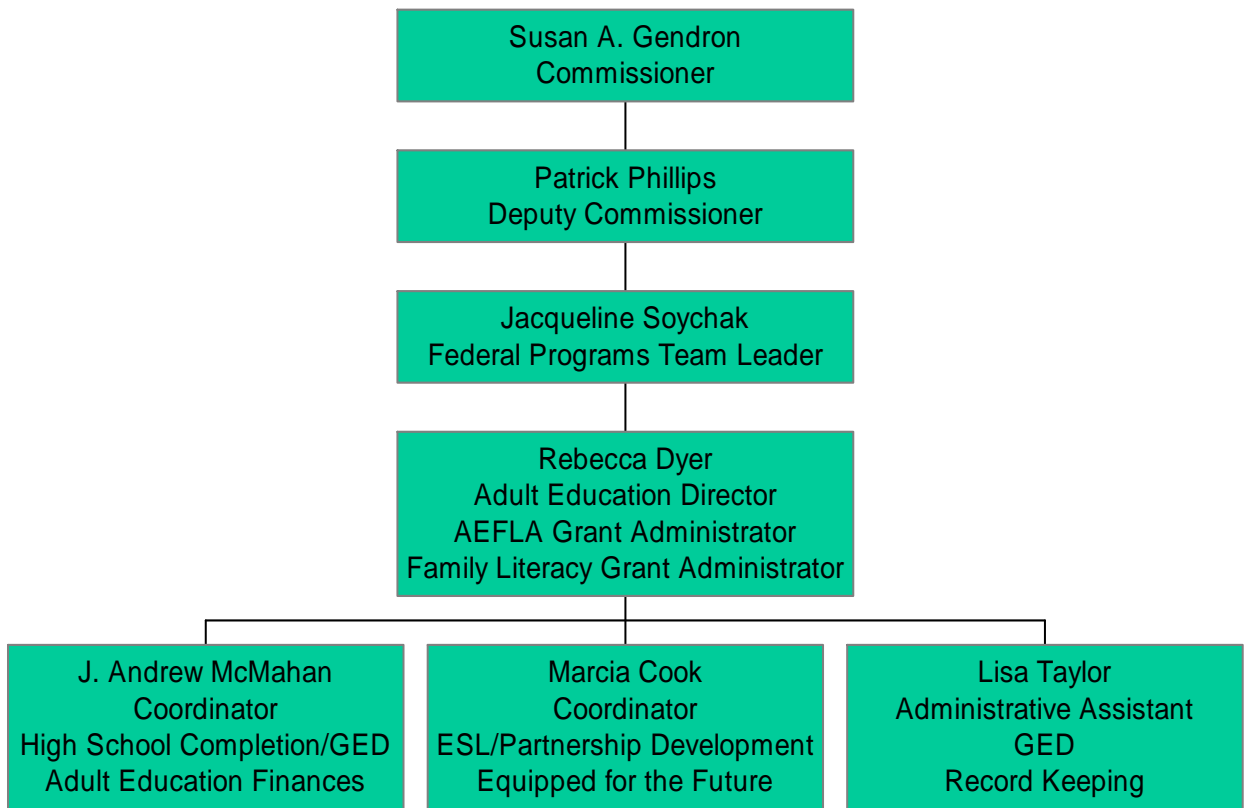
## 1.2 Glossary: Acronyms Common to Adult and Community Education

ABE Adult Basic Education  
AEFLA Adult Education and Family Literacy Act  
ACE Adult Community Education  
ATM Asynchronous Transmission Mode (distance learning system operated by MDOE)  
AVE Adult Vocational Education  
CALL Center for Adult Learning and Literacy  
CAP Community Action Program  
CEU Continuing Education Unit  
DOE Department of Education  
DHS Department of Human Services  
DOL Department of Labor  
EFF Equipped for the Future  
EFL Educational Functioning Level  
ESL English as a Second Language (another term for ESOL)  
ESOL English for Speakers of a Second Language  
FERPA Family Educational Right to Privacy Act  
GED General Educational Development (HS Equivalency)  
HSC High School Completion  
HSD High School Diploma  
ITV Interactive Television, offered through UMS  
LEA Local Educational Agency  
LVA-ME Literacy Volunteers of Maine  
MAEA Maine Adult Education Association  
MAEMIS Maine Adult Education Managed Information System  
MAPSAE Former name for MAEA, Maine Assn. for Public School Adult Education  
MCCS Maine Community College System  
MDOE Maine Department of Education  
MEFLI Maine Family Literacy Initiative  
NRS National Reporting System required by the federal DOE  
RFP Request for Proposal  
TABE Test of Adult Basic Education  
TANF Temporary Assistance to Needy Families  
UMS University of Maine System  
WIA Workforce Investment Act  
WIB Workforce Investment Board

### 1.3 Administrative Charts

## Maine Department of Education

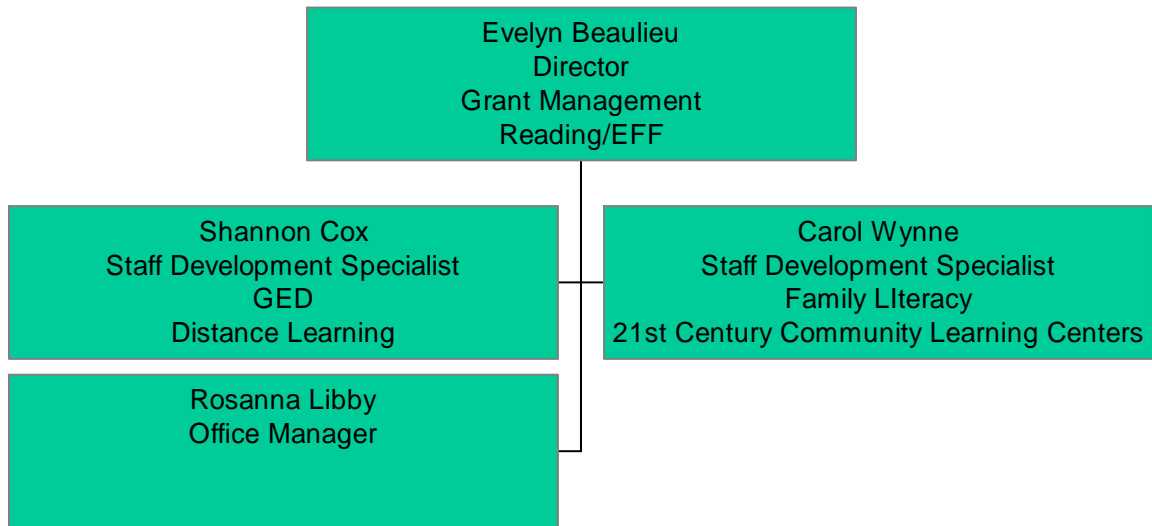
The Maine Department of Education (MDOE) is the department of state government charged with administration of state, federal, and private foundation funds and statewide leadership for the Maine Adult Education system. As a state agency, MDOE is not able to engage in legislative advocacy nor is its mission to provide direct instructional service.



# Center for Adult Learning and Literacy

The Center for Adult Learning and Literacy is a contracted service of the Maine Department of Education. It serves as the State Literacy Resource Center and the adult education professional development project. Professional development is offered to adult educators through local and regional workshops, conferences, teacher academies, graduate courses and research projects. The State Literacy Resource Center houses resources for adult education practitioners as a lending library, publishes the Maine Fertilizer and maintains the adult education listserv.

The chart below identifies staff positions at CALL. CALL also has the contract for MAEMIS support, corrections education and interactive staff development through the Marti Stevens Interactive Improvisational Theater.



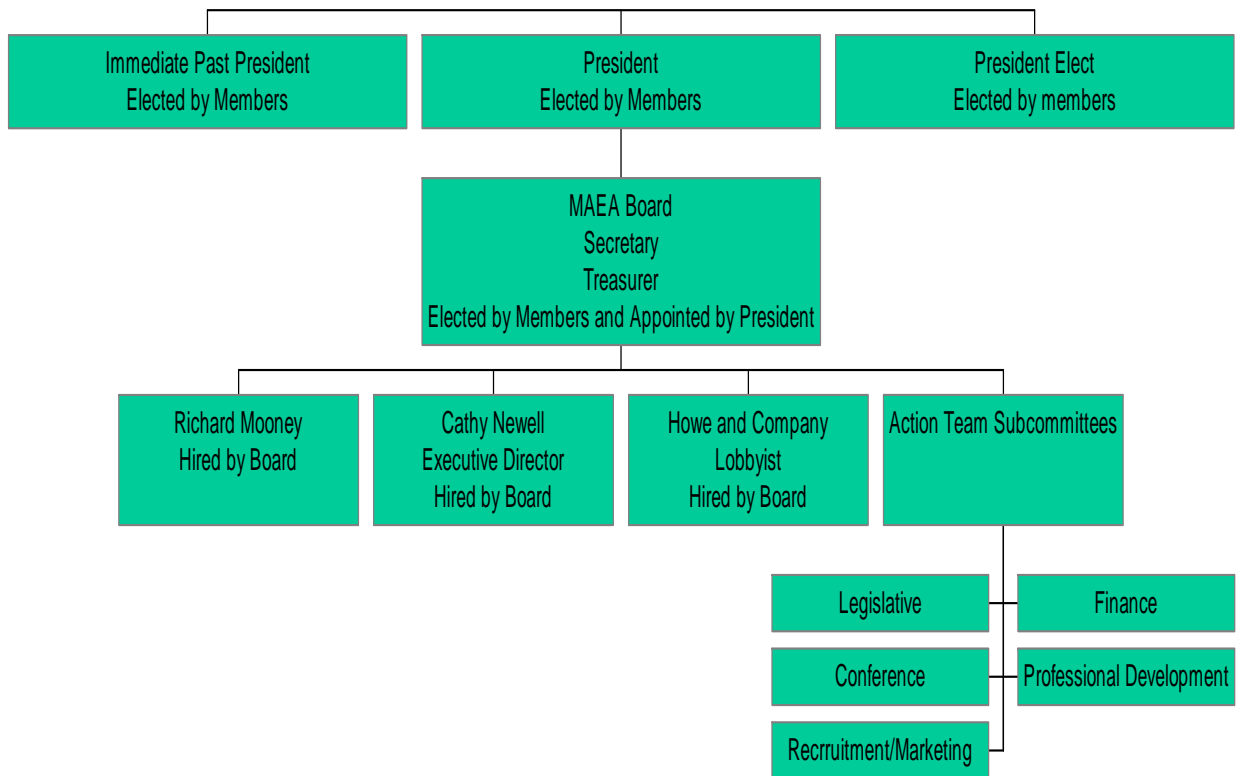
# Maine Adult Education Association

The Maine Adult Education Association (MAEA) is a membership organization representing the field of adult education in Maine. Members may be programs, organizations or individuals. Funding comes from dues, grants and investment income. Activities include legislative representation and advocacy, an annual conference and other events. The web site [www.maineadulted.org](http://www.maineadulted.org) contains additional information on MAEA.

Office Location: Box 187, Greenwood, Maine 04255

Phone: 207-875-2722

Web site: [www.maineadulted.org](http://www.maineadulted.org)



**1.4 Program Definitions**

The accompanying charts define the major federal state and private foundation programs common to Maine Adult Education programs.

**STATE PROGRAM DEFINITIONS**

PROGRAM	DESCRIPTION	FUNDING	ENABLING LEGISLATION
Adult Handicapped	Available to meet the particular basic and life skill needs of handicapped adults through specific academic and vocational programs designed and implemented for them by the LEA.	75/25 State/LEA Funding by reimbursement for instructors’ salaries and 50% of the cost of consumable supplies and textbooks and fringe benefits.	Title 20A, M.R.S.A., Chapter 315, Section 8602-A & 8607 (3)
Adult Vocational (A.V.E.)	Provides adults instruction to upgrade or develop supplemental vocational skills <u>for use in the labor market.</u>	75/25 State/LEA By reimbursement for instructors’ salaries and fringe benefits and 50% of the cost of consumable supplies and textbooks.	Title 20A, M.R.S.A., Chapter 315, Section 8602-A & 8607 (4)
General Educational Development (GED)	Provides adults the opportunity to train/study to take a group of tests covering high school level course topics. Passing scores entitle the person to a high school equivalency certificate.	75/25 State/LEA By reimbursement for instructors’ salaries, proctors salaries, fringe benefits, and 50% of the cost of consumable supplies and textbooks.	Title 20-A, M.R.S.A., Chapter 3, Section 257, Subchapter II.
Adult Literacy	Program content is the same as A.B.E. only this funding source is different.	75/25 State/LEA Funding by reimbursement for instructors’ salaries and 50% of the cost of consumable supplies and textbooks.	Title 20A, M.R.S.A., Chapter 315, Section 8602-A & 8607 (5)
Adult High School Diploma	Provides adults the opportunities to take courses, under the auspices of the local school unit, for Carnegie credits to meet requirements for a high school diploma.	75/25 State/LEA Funding by reimbursement for instructors’ salaries and 50% of the cost of consumable supplies and textbooks and fringe benefits.	Title 20A, M.R.S.A., Chapter 315, Section 8602-A & 8607 (4)

**FEDERAL PROGRAM  
DEFINITIONS**

<b>PROGRAM</b>	<b>DESCRIPTION</b>	<b>FUNDING</b>	<b>ENABLING LEGISLATION</b>
Workforce Investment Act	Instructional services to assist adults in becoming literate, obtaining knowledge and skills necessary for employment and self-sufficiency, obtaining the education and skills necessary to become full partners in their children’s education and completing their secondary school education. Services for the least educated and most in need are the priority.	Multi-year funding beginning in fiscal year 2001 through a statewide competition.	Adult Education and Family Literacy Act (AEFLA), Title II of The Workforce Investment Act of 1998
Carl Perkins	Carl Perkins funds can be used to support adult vocational training and re-training classes/programs as well as certain pre-vocational services.	Funds are distributed from set asides in the Secondary Vocational Center/Region’s and Technical College’s Perkins Grant allocations.	Carl D. Perkins Vocational and Technical Education Act of 1998 (PL 105-332)
Even Start	The purpose is to help break the cycle of poverty and illiteracy by improving the educational opportunities of low-income families by integrating early childhood education, adult basic education, and parenting education into a unified family literacy program.	Federal funding through a competitive grant process.  A maximum of three four-year grant cycles is possible.	No Child Left Behind Act Title IB, Subpart 3

**PRIVATE FOUNDATION  
PROGRAM DEFINITIONS**

PROGRAM	DESCRIPTION	FUNDING	ENABLING LEGISLATION
Maine Family Literacy Initiative (MEFLI)	Designed to provide “seed money” for communities that are developing new family literacy programs or expanding existing programs.	Competitive grant process  One year only  Maximum award \$25,000  One year planning grants are also available for up to \$5,000	Barbara Bush Foundation for Family Literacy

**1.5 Criteria**

Criteria Common to all Adult and Community Education Program Areas

1. The Local Educational Agency (LEA) agrees to conduct all educational programs in compliance with the law and the interpretation of the law as specified by the Maine Department of Education.
2. The LEA agrees to file with the Maine Department of Education such reports as are specified by the Department.
3. The LEA will provide opportunities for staff development and to encourage participation by local adult education staff.
4. The LEA agrees that records requested by the Maine Department of Education will be maintained on file at the LEA.
5. A group of people representative of the community will aid in developing, planning and evaluating the local adult education program.
6. Program supervision will be assigned to an individual certified as Adult Education Director in Maine who is available during the hours of program operation.
7. The program is designed to meet a variety of needs and interests in the community.
8. The adult education director will be available to attend state meetings.

## **Part Two – Program Areas**

Part Two introduces the general information on the program areas that are common to the adult and community education programs in Maine. More detail is included for the program areas that are regulated by the State of Maine.

### **2.1 Adult Vocational Programming**

#### **2.1.a Program Overview**

The major emphasis of Adult Vocational Education is to provide activities that develop new job skills and upgrade existing skills for apprentices, adults and businesses. Adult vocational programs address one of three categories of student activity: preparatory, upgrading skills or apprenticeship. Programs are offered in several ways; at the local adult education program, at a secondary school vocational center or region; at local workplaces or through a collaborative agreement with a local technical/community college.

#### **2.1.b Adult Vocational Student Categories**

**Preparatory:** Students are learning new skills in preparation for employment in a job or occupation that is new to the student. A planned program of progressive skills development is an important component of a vocational program. Certificates are often awarded upon successful completion and mastery of skills.

**Skill Upgrading:** Students are pursuing courses or activities related to current employment, or in preparation for advancement.

**Apprenticeship:** This is a formal program with the Maine State Apprenticeship council involving formal education and on-the-job training with a sponsoring employer.

#### **2.1.c Enrollments**

When vocational courses are offered by a local adult education program or a secondary center or region, individuals may seek to enroll in the courses for personal rather than strictly vocational reasons. It is important that the instructor and the students are aware of the specific course requirements and expectations at the time of enrollment and as the class progresses.

#### **2.1.d Perkins Funding**

For the past decade Maine Adult Education programs have made use of Carl Perkins funds which come via the Maine Department of Education to the community (formerly technical) colleges and the secondary vocational centers and regions. Adult education directors meet at least annually with community colleges and local vocational school directors to review the plans for these funds, and are required to submit reports on their

use. The frequency and nature of these meetings, and the plans vary by region. New directors should contact other directors in their area for specific information on how Perkins Funds are handled in their region.

The Maine Department of Education offers the following information on the use of funds provided under the Carl D. Perkins Vocational and Technical Education Act of 1998:

The Perkins III Act stresses the importance of comprehensive, integrated, academic and occupational programs that are made up of a coherent sequence of courses, leading to new job skills or upgrading existing job skills. This language is evident throughout the Act, for both the secondary and postsecondary programs. This emphasis seems to preclude short-term, stand-alone courses at any level of education.

The allowable uses of funds are as follows:

- comprehensive, integrated, academic and occupational programs that are made up of a coherent sequence of courses that lead to employment or a certificate in a career area, i.e. certified nurses assistant, truck driving, fire fighting, school bus driver, boiler operator, etc.
- career guidance and counseling for students participating in vocational technical programs
- vocational technical dropout recovery programs for adults which include high school diploma or GED preparation, employability development, vocational technical skill training and youth leadership development

### **2.1.e Certificate Programs**

Portland Adult Education developed and successfully piloted an Office Skills Certificate Program which is in use in many Maine programs. A series of courses have been developed and linked so that the successful completer ends up with a certificate attesting to competence for employment. Other adult education programs have developed certificate programs as well, such as computer classes, certified nursing assistant and customer services certificate programs. These certificate programs meet the guidelines for use of Perkins funding and for vocational funding in general.

References/Resources; Contact Portland Adult Education, [adulted@portlandschools.org](mailto:adulted@portlandschools.org) for information on the Office Skills Certificate Program.

## 2.2 Basic Education Programming

Basic Education programs for adults are designed to provide educational services to people who seek to acquire or improve skills in the areas of reading, writing, and math. Basic education services are provided through several program areas; Adult Basic Education (ABE) which is funded through the Adult Education and Family Literacy Act under the federal Workforce Investment Act (WIA); Adult Literacy, and Adult Handicapped, which are funded with state and local dollars. In addition, funds from Family Literacy grants, from both federal Even Start grants and state-administered Maine Family Literacy Initiative grants, are used for basic education as part of their program.

### 2.2.a Sources of Funding

AEFLA Grants:

Adult Basic Education (**taken from USDOE website**)

“The Adult Basic Education program is designed for adults and out-of-school youth ages 16 years or older who are currently functioning below the eighth grade level or equivalent; are not enrolled in secondary school; do not have a secondary school diploma or its equivalent; and are beyond the age of compulsory school attendance under State law. The Adult Basic Education programs enable students to become more employable, productive and responsible citizens, as well as provide opportunities for them to continue their education, get better jobs, help their children with homework, increase income and boost self-confidence.”

Resources: <http://www.ed.gov/offices/OVAE/AdultEd/adultbe.html>

These programs are funded through the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act; and with state and local dollars.

It is the responsibility of the Maine Department of Education to insure that the funds are distributed in accordance with the federal guidelines and regulations. The Department of Education sponsors training throughout the year for programs receiving AEFLA funds. See the Grant section for additional information.

### Adult Literacy:

Adult Education programs may offer literacy instruction for individuals below the high school level using funds from local sources or from state subsidy. Collaboration with programs such as Literacy Volunteers of Maine is common, and allows expanded services through the use of volunteer tutors.

Adult Handicapped: (taken from Maine Administrative Procedures Act Rules, Chapter 224)

“Adult handicapped students are adults who cannot benefit from a regularly scheduled or planned Adult Education activity because of physical or mental limitations. They must be capable of benefiting from the instruction designed to help adults learn the basic skills through practical life coping instruction and vocational instruction relevant to their own individual goals and needs. Adult Handicapped programming is best paid for by local and state funds.”

It is not an appropriate use of federal Adult Education and Family Literacy Act funding.

Some programs offer very basic life skills training, often in collaboration with state agencies serving the mentally retarded or disabled individuals.

### ESOL:

English for Speakers of Other Languages (ESOL) (taken from USDOE website)

“English Literacy programs are designed to help individuals of limited English proficiency achieve competence in the English language. Individuals of limited English proficiency are those who have a limited ability in speaking, reading, writing, or understanding the English language; whose native language is a language other than English; or who live in a family or community where a language other than English is the dominant language.”

Resource: <http://www.ed.gov/offices/OVAE/AdultEd/englit.html>

This type of programming may be paid for with federal Adult Education and Family Literacy Act funds or with state and/ or local Adult Literacy funds.

## **2.2.b Methods of Delivery**

Basic education services are offered in varied ways, such as one-to-one tutoring and small group classes. All basic education programs focus on the individual student in course content, methodology and location of educational services. Childcare and transportation are frequent barriers to accessing regular adult education settings. To overcome these barriers, programs use of community settings such as churches, housing complexes, community centers, and libraries. Collaboration with social service agencies

is helpful both in locating instructional services, in recruiting students and in arranging for childcare and transportation.

Resource: <http://www.state.me.us/education/aded/standards>

### **2.2.c Basic Education Program Elements**

Quality adult literacy programs incorporate the following program elements, adapted to individual community needs.

**EFF:** *Equipped for the Future* is a long-term project of the National Institute for Literacy designed to develop standards for adult literacy programs and a variety of assessment tools, curriculum guides, and resources. Maine has been an active participant in the development of EFF during the past decade and is working hard to coordinate the EFF standards with the Maine Learning Results. The *Equipped for the Future Content Standards*, *Results that Matter*, and the *Teaching/Learning Cycle* are currently useful to programs as they plan student instruction.

**Program Design:** The *Equipped for the Future* methodology is especially useful in planning the instruction for adult learners. The overall framework is useful in guiding learners in goal setting and in providing meaningful instruction that relates to the individual as a worker, family member and citizen.

**Instruction:** Equipped for the Future Standards (EFF) **(taken from the National Institute for Literacy (NIFL) website)**

“Since 1994 the National Institute for Literacy has led a collaborative, nationwide effort to develop adult learning standards that can guide instruction and assessment and improve the quality and results of adult literacy programs. The 16 *Equipped for the Future* Standards define the knowledge and skills adults need in order to successfully carry out their roles as parents, citizens, and workers in the 21st Century. These skills include strong reading, writing, and math skills; they also include the skills we need to communicate and work well with others; to solve problems; and to keep up with change.”

For more information, go to the NIFL Website and click on Special Collections.

<http://www.nifl.gov/nifl/eff.html>

**Other Resources:**

Stein, S. (2000) *Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21<sup>st</sup> Century*. Washington, D.C.: National Institute for Literacy.

Bingman, B. and Stein, S. (2001) *Results That Matter: An Approach to Program Quality Using Equipped for the Future*. Washington, D.C.: National Institute for Literacy.

**Staff Selection:** The director must seek staff with a sound background in reading instruction, as well as math and writing, the ability to individualize instruction, demonstrated ability to relate sensitively to learners from various socio-economic backgrounds and with physical or mental handicaps. Experience with learning disabilities is highly desirable.

**Recruitment:** Adults most in need of basic education services are often the most difficult to reach. Cooperative relationships with local human service agencies, local non-profit agencies, Head Start, churches, as well as the local Career Centers, are helpful. A basic informational handout with up-to-date program information should be provided to collaborating agencies, and to public school personnel. Marketing efforts such as radio and local cable may be effective. Some programs have been successful in providing personnel to attend kindergarten screenings to talk with parents. Word-of-mouth is also powerful and current students are frequently the best recruiters for the adult education program.

**Intake:** The initial contact with an interested student is critical. A warm, listening and caring approach should be characteristic of first contacts, whether the contact is the individual answering the phone or greeting people in the office. The intake interview should be conducted in a confidential environment and should be of sufficient length to obtain basic information and begin the process of establishing goals and the basics of an educational plan. The Maine Adult Education Managed Information System (MAEMIS) intake form is a helpful tool which simplifies the essential record keeping to insure compliance with the National Reporting System (NRS).

**Assessment:** AEFLA-funded programs must adhere to state policy regarding approved assessment methods, involving pre- and post-testing. This policy is posted on the MDOE web site at [www.state.me.us/education/aded/assessment](http://www.state.me.us/education/aded/assessment). Programs not receiving AEFLA funds have more leeway in selection of instruments and their use, but should keep in mind that assessment is essential to quality student service.

**Counseling and Guidance:** Some programs have staff specifically assigned to assisting learners with goals throughout the time they are enrolled. Others rely on the director or instructors.

**Curriculum Development:** A curriculum framework and rubric has been developed for use in Maine Adult Education Programs. A committee of practitioners has been at work for the past three years and the results of their efforts may be accessed on CALL's web site. These materials are designed for instructors to use in designing curriculum.

**Follow-up Procedures:** AEFLA funding requires that Maine State Adult Education provide data to the National Reporting System (NRS) on the number of adult learners who:

- Get a job
- Keep a job, or
- Enter postsecondary education

In order for the State to gather this data, Social Security Numbers of adult learners who are participating in any literacy activities funded by AEFLA must be provided to the Maine Department of Labor, the Community Colleges and any post-secondary institutions. These agencies and institutions will provide MDOE with the number of learners from that list who have met those goals. MAEMIS facilitates this reporting and therefore it is important to enter student data in a timely fashion.

To meet the requirements of FERPA, Family Educational Right to Privacy Act, all adult learners must sign a form created by the Maine Department of Education in 2003, giving or not giving permission to use their Social Security Numbers to gather data for reporting purposes. For the protection of all parties, a new form needs to be signed each year by each learner.

**Interagency Collaboration:** Local collaboration is essential in streamlining service to adults who are often seeking services from multiple agencies. Personnel new to a job should make personal contact with the Career Center in their region, as well as with Department of Human Services, and the local CAP agency. There are many other community agencies that can be of assistance as well. Experienced directors in the region can often be of great help in providing some history and tips in this area. Agencies serving handicapped individuals and those with mental illness are also useful for collaboration.

One of the objectives of the Maine Adult Education Strategic Plan is to build partnerships to address:

- programmatic ways that we can work together
- policy and public advocacy How do we influence policies? How can we better advocate for ourselves with dwindling resources?
- Talking with Commissioners
- Keep each other updated on what we are doing.

Representatives from the following partner programs and agencies meet on a regular basis: The Maine Department of Labor; the Maine Department of Corrections; the Maine Department of Human Services; the Maine Centers for Women, Work and Community; Maine Public Broadcasting; Literacy Volunteers of Maine and Maine Department of Education, Adult Education.

**National Reporting System:** For AEFLA-funded programs only, data on student enrollment and progress is collected throughout the year using MAEMIS and is filed electronically quarterly or as directed by the Maine Department of Education.

**Budgeting:** For AEFLA-funded programs only. Should program plans change during the year in a manner that affects the budget in a change of more than 10% in a budget category, an addendum is required to be filed with the Department. An annual financial report is required in July and any federal funds unexpended are returned to the Department. Forms are available on the MDOE web site at [www.state.me.us/education/aded](http://www.state.me.us/education/aded).

**Recordkeeping:** The success of a planned program of study for adult learners requires a system of recordkeeping which meets the needs of the learner, the instructor and the program. Cumulative records must be kept and should include basic information (name, age, ethnicity, address, phone, family information, employment and educational background including any information on diagnosed learning disabilities), statement of goals, dates of enrollment, assessment results, and follow-up information. Methods may include a folder system, portfolios, electronic data base. Social Security Numbers are necessary for MAEMIS and for AEFLA follow-up. See the MAEMIS manual for details on this, particularly on how to deal with students who are unwilling to provide Social Security numbers. Basic student records must be kept indefinitely and are subject to FERPA regulations.

**Confidentiality:** All staff should be sensitive to maintaining confidentiality in discussing students, despite the informal atmosphere which often develops in adult education classrooms. A good rule of thumb is to restrict discussion of student progress to only those with a need to know. Permission must be given for using student's names, pictures or personally identifiable information in publicity. Student records of any kind must be stored in a locked cabinet. The section on FERPA regulations elsewhere covers release of records.

**Evaluation:** All AEFLA recipients are required to participate in the evaluation process developed by the Department of Education, which is based on the progress of students toward identified educational goals and state standards. There are prescribed assessment instruments and training in their use is provided. It is advisable for non-AEFLA programs providing academic instruction to have an internal process for evaluation based on student progress.

## 2.3 High School Completion

High School Diploma programs are central to the mission and tradition of Maine Adult Education. Governed by state regulations, but implemented locally under local school board policy and direction, the program has two components: Adult High School Diploma and the Tests of General Educational Development (GED).

### 2.3.a Adult High School Diploma Program

These are secondary educational offerings which lead to a high school diploma awarded by the local district. The program must be approved by the Maine Department of Education.

State & Local Regulations: The Maine Department of Education web site ([www.state.me.us/education/aded](http://www.state.me.us/education/aded)) has all state laws and administrative procedures relating to adult high school completion. All adult education programs offering high school diploma courses have an approved High School Diploma Plan in their files. Copies are also on file at MDOE. Local school board policy manuals may have additional local regulations on participation in adult education programs.

*Future Outlook: The adoption of the Maine Learning Results by the K-12 system in Maine will have implications for adult education programs. This is an area under discussion within the Department and the Maine Legislature. Stay tuned!*

### 2.3.b GED

The GED program provides adults with an opportunity to obtain a certificate with the legal standing of a high school diploma through a pre-testing, preparation and testing program. There are 84 test centers in Maine. The administration and use of the tests is governed by the GED Testing Service of the American Council on Education and the State of Maine. The tests were revised in 2000 to comply with national standards in the content areas. Scoring is done by the Department of Education. Local test centers are assessed an annual fee, and must comply with rigorous standards for storage and administration of the tests.

**GED Regulations:** All test centers have a copy of the GED Examiners Manual which contains detailed instructions on all aspects of the process. Maine DOE staff are always willing to field questions.

#### **Frequently asked questions:**

**Age:** The age requirement to take the GED is that the applicant must be 18. Applicants who are 17 and who have been out of school for a year or who have a documented immediate need may be tested.

**Documented Immediate Need:** The subject of what constitutes immediate need for qualifying for GED testing is often addressed to MDOE. The following is their response: The words “documented immediate need” contained within Section 257, B(1) of Title 20-A refers to waivers for 17 year olds that have been out of school for less than 1 year. This condition has long been part of the legislative language for 17 year olds pursuing their GED. It’s intent was to permit testing in valid situations but to stop short of permitting an open door policy for any 17 year old who had a conflict with their regular high school to look towards the GED for what they perceived to be a quick fix.

In recent years this rule has been interpreted in a way that provides local school boards more flexibility in the waiver application and approval process. However the basic definition of "documented immediate need" for 17-year-old GED candidates who have been out of school for less than one year remains as follows. \*

*“Documented immediate need” is a third party commitment to the GED candidate that the third party will honor that commitment upon the candidate’s receipt of a GED. This would be a written communication from the person making the commitment to the GED candidate. Implied in this is the fact that the writer has the authority and capability of fulfilling the commitment.*

*The three areas of eligibility for a “documented immediate need” are employment, post-secondary education, or enlistment in the armed services.*

Some examples of “documented immediate need” are:

A letter from a potential employer to the candidate committing to employment upon the candidate's receipt of a GED **is valid**.

An open letter or policy statement from an employer stating that a high school credential is a pre-requisite to employment **is not valid**. (No commitment)

A letter from a counselor indicating that a GED would enhance the candidates ability to obtain employment **is not valid**. (Counselor unable to make commitment)

A letter from a post secondary institution to the candidate indicating acceptance as a matriculated student in a program upon receipt of a GED **is valid**.

A general letter or policy statement or brochure stating that a high school credential is necessary for application **is not valid**.

A letter from a recruiter to the candidate indicating that the candidate would be enlisted upon receipt of their GED **is valid**.

A brochure or open letter from the armed services stating that a high school credential is required for enlistment **is not valid**.

There may be other valid situations in which the receipt of a GED results in an immediate, definite and measurable benefit to a 17-year-old that would not otherwise be available. The State GED Administrator may issue a waiver if such circumstances warrant.

Please note that 17 year olds who are out of school for less than one year (and don't qualify for an immediate need waiver) may take GED preparation courses and they may pre-test. We encourage adult programmers to explore options that would help increase the final test scores to the highest level possible for that student.

Another point is that one school system does not necessarily need to accept a waiver given by another school system if the second system does not feel the waiver reflects a genuine immediate need.

Note that the rules allow (subject to local approval policies and procedures) a 17 year old who can document that they have not attended school for one year or more to test regardless of need. Home schooling is not considered being enrolled in either a public or private school. Also note that the Maine Statutes do not permit 16 year olds to be tested under any circumstances. Should you have questions, please feel free to contact the GED Administrator at 207-624-6754.

### **2.3.c Records**

The adult education program must maintain permanent student records for graduates indefinitely. Such records must be kept in locked storage with a list maintained of current personnel who have access. Once a student has graduated, the file may be reduced to include the transcripts. GED scores are also maintained by the Department of Education. Following the 2000 revision of the GED, incomplete test results from earlier years are no longer able to be carried over should an individual return to complete the testing process. However, all complete test results are available locally or through MDOE. See the information regarding FERPA regulations in section 3.4.c.

### **2.3.d Graduation**

It is important to celebrate the accomplishment of adult education graduates. Most programs hold a graduation for both diploma and GED graduates, at least once a year, with the traditional elements of caps and gowns, speakers, family, pictures, and lots of hugs and tears. Some ideas include student speakers, recognition of those participating in academic classes who are not graduating, music and refreshments. While adult education graduations are by their nature different from the traditional high school ceremony, it is important to recognize that individuals graduating missed this important milestone and should have the opportunity to enjoy a ceremony appropriate to the occasion.

**Key tips for graduation:** Invite everyone! Send invitations to community leaders and legislators, put a notice in the paper, invite your alumni. Provide students with invitations to send to their family and friends. Generate publicity in advance, and following the ceremony send in press releases and pictures. Tape the event for broadcast on your local access channel.

References/Resources:

The local high school office is a good source of information on ordering caps and gowns, tassels and diploma covers. Orders must be done well in advance of the date of graduation.

Speakers often include local government officials, legislators, Department of Education or Association personnel, individuals who have graduated from adult education and gone on to success, or local college officials.

## 2.4 Family Literacy Programming

Maine's adult education programs have participated in family literacy programs since the late 1980's, coordinating services to families including adult literacy, parenting skills, early childhood education and intergenerational activities. The most commonly used model is that of the National Center for Family Literacy, with funding coming from federal Even Start Grants and the smaller Maine Family Literacy Initiative grants funded by the Barbara Bush Foundation. Several programs fund family literacy activities with local dollars. Successful programs are built around local collaborations with Head Start, Community Action Agencies, and the local elementary school to name a few.

References/Resources:

NCFL [www.familit.org](http://www.familit.org)

Barbara Bush Foundation [www.barbarabushfoundation.com](http://www.barbarabushfoundation.com)

CALL lending library

MDOE web site – publication “Successful Strategies in Family Literacy”

[www.state.me.us/education/aded/MEFLI/mefli2004.htm](http://www.state.me.us/education/aded/MEFLI/mefli2004.htm)

## 2.5 College Transition Programming

Adult Education programs have been preparing Maine people for post-secondary education for years, but in the past 5 years, this aspect of the mission has increased in visibility, focus and importance. The recent Collaborative Agreements signed between MAEA and the Maine Community College System and the University of Maine System's University College further defines the role of adult education in meeting the goal of increasing the number of college graduates in Maine. Several Maine programs have been the recipient of grants from the Nellie Mae Foundation and their work, and that of programs with a history of work in college transition, are helping further this program area.

College transitions is more than just enrolling individuals in existing high school diploma classes and hoping for the best. Successful programs include curriculum aligned with the entrance requirements of Maine colleges including both content areas and study skills, a counselor and instructional staff knowledgeable in admission requirements, a close relationship with post-secondary staff who may be called upon for visits to the program – or to the campus or center, assistance with applications and financial aid, and some follow-up once the individuals enroll in college.

Articulation Agreements have been developed between some adult education programs and post-secondary providers, primarily the Community Colleges. These agreements outline the course content for delivery in adult education, and the final grades or competencies which will allow the successful student to enter into a higher level of course at the post-secondary institution, for example, by-passing College Writing or an initial Math class.

References/Resources:

Nellie Mae Foundation [www.collegetransitions.org](http://www.collegetransitions.org)

## **2.6 Worksite Education Programming**

Adult Education programs are able to develop contracts with local businesses for instruction to be offered at the local worksite, or using school facilities specifically for employees of a certain business. This involves some needs assessment with local business entities, such as the Chamber of Commerce, and an outreach to local businesses. On occasion, the program may receive a request directly from a business. It is important to have a contract in place, to secure qualified instructional staff, to have visited the business to check out instructional space, and to have worked carefully with the business to assess needs and expectations.

References/Resources:

Maine's committee on Worksite Education is preparing a handbook for programs interested in programming for businesses.

## **2.7 Community Programming**

This segment of adult education programs comes under different names...general enrichment, avocational, community education, etc. Whatever the name, these courses may be what comes to the mind of the average Maine resident when they think of adult and community education. This area brings together a great range of community members – from the college professor to the young parent or the high school drop-out. It is often the first step toward more extensive educational goals. This program area is constantly changing and reflects the latest societal trends, as well as perennial favorite classes. Community programming offers freedom, flexibility, and a mandate to address the particular needs of the community served.

The timing, nature and length of the programs are varied. Most programs advertise between two and four “terms”, with a combination of day, evening, and even weekend programs. Pricing varies widely, and compensation for instructors does as well – see Part III.

**Funding:** Community education classes are normally run as self-supporting endeavors. There is no state subsidy for this program area. It is a constant challenge for the director and the advisory council to set course fees which cover costs and still maintain affordability for residents of modest means. In some programs, the goal is to maintain self-sufficiency within the program area; with some classes run at a loss and others at a profit. Courses carry a registration fee, occasionally with a discount for seniors, and a lab fee to cover the cost of supplies.

**Program Ideas:** The use of an advisory council can be a tremendous help in generating new course ideas. Holding a brainstorming session prior to the planning period for an upcoming term or year may elicit some ideas for courses. A community needs survey might be considered, and every brochure should include mention of the need for suggestions. It is also effective to place an ad in the local paper or on the cable access channel, or to announce the need for courses in a press release. A review of other adult education program brochure or web sites can generate ideas and identify trends.

**Collaboration:** Joint sponsorship with local businesses, groups such as Extension Service, SCORE, Maine Centers for Women Work and Community, Maine Educational Opportunity Center, special interest clubs, and other community groups can expand the offerings of a program. Senior Colleges, a recent phenomenon operated by the University system (and some adult education programs), are excellent collaborators.

**Evaluation:** While the evaluation required is less extensive than in other program areas, it is important for the director to visit classes, to monitor attendance, check in with the instructor on how things are going, and to provide the students with the opportunity to offer feedback. Brief survey forms may be distributed during the course, and certainly at the end to determine if the class met expectations, and to elicit suggestions.

**Tips:** See the Finances section of the Handbook for details on the issue of payment, particularly the use of “independent contractors”.

## **2.8 Alternative Education Programming**

Adult Education programs participate in “alternative education” for high school-aged students in a variety of ways. Some local board policies allow students enrolled in the high school to take adult education courses, primarily high school diploma classes, for credit. This usually involves a course or two which may allow the student to graduate on schedule. Other programs operate a formal program for selected high school age students who need an alternative learning environment to that provided by the high school. Funding issues are a matter of local negotiation. Programs interested in exploring this area may contact the Department's consultant for Alternative Education, Shelley Reed at [shelley.reed@maine.gov](mailto:shelley.reed@maine.gov).

**Tips:** It is important to recognize that time spend administering alternative education is not time spent on adult education and would have to be reflected in how expenditures are reported for subsidy purposes. Andy McMahan at MDOE is your source on this.

## **2.9 ITV Programming**

The University of Maine System's Interactive Television System classes are offered at sites at many Maine high schools and some businesses. Many of the high school sites have been run by adult education programs since the program started in 1989. Income from ITV includes a base payment of \$2500, and additional compensation based on the number of courses running at the site, and the enrollment. The ITV system is run by University College, with offices located at the University of Maine at Augusta.

## **2.10 K-12 Related Activities**

These areas are not common to all adult education programs, but may fulfill identified community needs. It is advisable that programs clearly review a cost/benefit analysis to determine the time involved, potential income to adult education, connection with the core adult education mission, and the political realities of the district, before embarking. Implication on adult education subsidy is also necessary to consider.

### **2.10.a Driver Education**

Some adult education programs have the responsibility of scheduling driver education, particularly if the provider is a local driving school. Potential benefits may be negotiated “scholarships” for adult education students lacking a driver's license, room use income, good will within the school system. There are state requirements for space used, and it is wise to check references with any driving school being considered. There are adult education programs who work directly with the Maine Department of Motor Vehicles to operate driver education classes.

**2.10.b Children's Programming:**

After-school programming and special events, and in some cases, day care programs, may end up in the community education arena.

**2.10.c Credit Make-up**

This aspect of "alternative education" is a matter of local policy. The adult education program should weigh the effect the high school students may have on the adult population, the possibility of scheduling separate class sections, and income to be realized. Students who are enrolled in the K-12 system may not be counted in AEFLA reports, nor may AEFLA funds be used for these classes. Payment received from students or from the high school for these courses is not eligible for subsidy.

References/Resources;

Administrative Procedures Act Regulations Chap. 127 – extended instruction.

**2.10.d SAT Prep and other Entrepreneurial Classes**

Adult Education might be the broker for such imported, or locally developed, ventures.

**2.10.e Summer School**

Maine DOE has guidelines for summer school offered for high school students. Occasionally, adult education directors are called upon to administer these programs.

**2.10.f Teacher Staff Development**

Many programs do offer adult education courses in collaboration with the district or system for teachers seeking recertification. Contact with the local Certification Support Team or with the Superintendent might suggest areas to explore. Some adult education programs provide substitute Teacher Training for local school districts.

**2.10.g Building Scheduling**

In some systems, the Adult Education Program is responsible for scheduling community use of all facilities. This is a matter of local option.

## **Part Three Processes and Procedures**

This section addresses various facets of operating a local adult and community education program. Some sections address mandatory aspects, while others are suggestions based on successful practices used by adult education programs in Maine.

### **3.0 Needs Assessment**

A successful program will be one that works to identify and meet community needs. At a minimum, a review of prior program data and available demographic data relating to the area should be reviewed. The 2000 census data is available online at [www.library.umaine.edu/census/](http://www.library.umaine.edu/census/). In addition the local Chamber of Commerce or Growth Council may have local data that would be helpful. A new director should arrange to meet with key community leaders to gather input regarding educational needs. Formal surveys may be done. Should the school system be engaging in a strategic planning process, the adult education director should make every effort to become involved in the process.

### **3.1 Personnel**

#### **3.1.a Responsibilities of the Local Director of Adult Education**

**Budgeting:** Knowledge of financial procedures at both the state and local level is critical. Major areas of concern are payroll, equipment and supplies, developing and monitoring budget, facility use, insurance, retirement, and social security, Management of resources available and compliance with state and federal requirements, preparation of annual budget report and maintenance of records and receipts are also requirements.

**Curriculum Development:** Assistance to teachers in planning and preparing instructional materials, evaluating programs, providing guidance in writing course descriptions, and establishing course schedules are required.

**Supervision & Administration:** The local director must be familiar with adult learning theory, and supervision and evaluation techniques to insure that the program meets the needs of staff and adult learners.

**Resource Development:** The director must be creative in maximizing the use of school and community facilities and resources.

**Public Relations:** At a minimum, the director is responsible for brochure preparation, on-going publicity including print and on-line, and facilitation of the Advisory Council.

## Director Compensation

The Director of Adult Education is certified by the Maine Department of Education as an administrative position. The director is often a member of the Administrative Team for the school system. An annual salary and benefits survey is conducted by MAEA and the results are available to member programs to assist in negotiations locally. Part-time positions are sometimes developed to meet community needs. One idea for establishing reasonable paid time in relation to work to be performed is to use a formula of 10 hours of director's work time for each course offered by the program. For example if a program runs 50 courses per year; the director should be working 500 hours per year. Guidance is available from the staff at the Department of Education, with regard to the implications for subsidy should the part-time director be assigned other work in the system that is not related to adult education.

### 3.1.b Selection of Instructors

Hiring in adult education is a major part of the Director's job. As many instructional positions are part-time, it is often necessary to make quick decisions and it is essential to have a process and criteria for hiring staff that is clear and fair.

**Application Form:** Develop an application form that includes basic information about experience and references. Many programs are required to use the standard application form in use by their LEA, particularly if the position is a permanent staff position. For community education classes, the application may be more basic and ask for background information on the applicant and their qualifications to teach the course and a course description and outline. There are certain questions that should not be asked on an application or during an interview. See your LEA Personnel Director or Superintendent for guidance.

**Salary scale:** Salaries are a matter of local policy. In some cases, permanent academic teachers, whether full or part-time, may be included in the local bargaining unit for the K-12 system, on a salaried basis, with benefits. In other cases, individuals are paid on an hourly basis, usually with some sort of scale. For community education classes, some programs take a more entrepreneurial approach in order to secure qualified instructors. Whatever the system, the compensation should be clearly articulated to applicants during the hiring process.

A sample pay scale in use in MSAD 6 in Southern Maine follows:

- Academic Instructors (610 ABE; 650 HSD; 660 Literacy; 700 Perkins)  
Base: \$18; 1 year exp. \$21; 3 yrs exp. \$24; 5 yrs exp. \$27
- Vocational Instructors (630, including clerical, accounting CAD)  
Base: \$18; 1 year exp. \$21; 3 yrs exp. \$24; 5 yrs. Exp. \$27
- Non-credit (621, recreational, crafts, seasonal)  
Base \$15; 1 yr exp. \$18; 3 yrs exp \$21; 5 yrs exp \$24
- Non-credit (621, computer)  
Base \$24; 1 yr exp. \$27; 3 yrs exp. \$30
- Academic and Vocational teachers receive 1 hour of student advising time for 3 hours of class time. Non-credit instructors are paid for class hours only.

Reviewers for this handbook commented that the MSAD 6 hourly rates were on the high side; and there certainly is a wide variety around the state. MAEA does include such information on the annual salary survey and it is available to members. The MSAD 6 pay scale is included primarily because it addresses issues of experience, and differentiation between types of courses.

**Advertisements:** Programs advertise vacancies in the local and statewide papers and should make use of the resources of the school system in designing advertisements which meet district requirements. Many systems are using on-line listings. Area programs are good sources of instructors and a job opening notice may be sent to them. Check with your Superintendent on local posting requirements prior to advertising.

#### Sources of Instructors

- Generic advertising in print and on the web is often used.
- K-12 teachers wishing to teach adult education are used, but should be carefully screened to make sure they possess the qualities essential for working with adult learners
- Community bulletin boards
- School System Substitute list
- Neighboring adult education programs
- Local colleges

**Process:** The Local Education Agency (LEA) and the system business office should be your first source of guidance in hiring staff. Candidates for the same position should be asked the same questions on the application form and in the interview and should be interviewed by the same individual or group of people. It is useful to develop the questions and run off enough copies for all interviews. All questions asked must be related to the position for which the person has applied. The same evaluation criteria should be used for each applicant. A simple list of criteria with a scoring range of 1-5 points, is a useful tool and provides ready documentation should your decision be questioned. All applicants should receive written notification of their status (Hired/Not hired). All applications must be kept on file for 3 years by the LEA.

**Job Description:** Develop a job description for each position in your program specifying tasks, schedule, pay scale, and range of qualifications to present to applicants. Samples are included.

### Sample Instructor Job Description

#### **Adult Education Teacher**

Accountability: The instructor is responsible to the Adult Education Director.

Responsibilities:

- Individual student orientation, lesson planning and evaluation.
- Classroom instruction.
- Attention to individual student academic needs.
- Selection and evaluation of instructional materials.
- Curriculum construction.
- Professional Activities:
- Participate in staff meetings and in-service sessions.
- Act as a resource person for other ABE programs.
- Contribute to local and regional staff development activities.

Required Skills:

- Ability to relate positively to undereducated adults.
- Ability to work a varied schedule.
- Ability to enthusiastically demonstrate thorough knowledge of the content areas.

Background Qualifications:

4 year college graduate; certified in applicable field. Masters degree desirable in correlated fields of education (adult education, social services, counseling, academic content). Minimum of 1-year experience in adult education or related field.

#### **Selection of Adult and Community Education Personnel**

Program success is closely related to the qualifications of the personnel operating the program. The following material is included to help in job description development.

**Teaching Personnel:** Some factors to consider.

1. The learning environment must be different from that of the day school.
2. The curriculum must meet student needs rather than a prescribed program
3. Adult education staff must be certified by the Department of Education for academic courses.
4. Adult education teachers must be current and competent in the subject being taught
5. Adult education students will participate as long as their needs are being met
6. Adult education teachers are frequently hired for short-term periods, to meet a particular need
7. Teachers could be recruited from the community, business, or current or retired day school staff

### **Guidelines to Determine Teacher Competency**

- A. Examination of work experience. Some considerations; What skills are possessed? What positions held? Past supervisory role? Length of time in past positions? Gaps?
- B. Examination of Educational Background: Level of formal educational attainment? What field? What institution? Accredited? Extra-curricular experiences? Honors? Level of direct experience in adult education?
- C. Reference Checks: Personal contacts by phone should be made. (Sample questions; Quality of work? Specific performance responsibilities? Punctuality? How relates to others? Safety? Any reason that the person should not be employed in a situation with children? Would you hire this person again?)
- D. Review of writing: Published materials? Writing sample?
- E. Observation: This may not be possible, but surely is desirable if the individual is available to be observed.
- F. Sample of work: This is especially relevant in craft or vocational classes involving a product.

### **3.1.c Guidance Counselor**

#### Job Description and Responsibilities

1. Maintain accurate and up-to-date student records and files
2. Interview prospective students and conduct the intake process and initial goal development as well as administration of diagnostic tests and interpretation of results.
3. Maintain on-going contact with students during the instructional process
4. Maintain contact with instructional staff to assure lines of communication regarding student problems
5. Provide assistance to students seeking employment or post-secondary education
6. Provide students with career assessment and interest inventories and assist in interpreting the results
7. Oversee the maintenance of resource materials on employment and education
8. Assist the director in administering the GED test
9. Maintain on-going contact with community-based resources for health, abuse issues, and other needs.
10. Maintain a professional record-keeping system on all learners interviewed and tested.

**Qualifications of Guidance Counselor**

1. Experience in guidance work, personnel management, counseling, supervisory experience in a goal-oriented situation, or experience in a related field.
2. Demonstrated knowledge of adult education and adult psychology
3. Ability to organize and develop work experience, volunteer credit, interpret transcripts and student files
4. Awareness of post-secondary opportunities and financial aid
5. Ability to assist others in goal-setting and action planning.
6. Have a working knowledge of the GED and other testing instruments, and appropriate credential if required.

**Hiring and Compensation of Counselors**

The functions described for the guidance counselor may be performed in some programs by an Assistant Director or ABE Coordinator and duties may vary. Programs without an individual capable of performing this function might explore sharing of personnel with neighboring programs or with the K-12 system. Compensation is in some cases hourly, in others the counselor is viewed as a teacher for compensation purposes, in others as administrative.

**3.1.d Interview Questions: Sample**

What interests you about teaching adults?

Describe your experience in adult education.

Describe your style of teaching.

What activities would you plan for the first class?

How do you plan to structure the course?

How would you handle safety issues? (if applicable)

How would you deal with students of different ability levels in the same class?

Are you familiar with assessment tools, such as TABE?

Are you familiar with Equipped for the Future?

Describe your experience in (content area).

**3.1.e Reference Checks**

Only people listed by the applicant as references should be contacted to provide information about the applicant. It is helpful to formulate a list of questions to be used in all reference check calls.

### **3.1.f Fingerprinting**

The State of Maine requires that all staff in contact with youth be fingerprinted as part of the certification process. Information is available on the Maine Department of Education web site. Fingerprinting is done at specified times and places by appointment, according to the schedule on the web site. Check with your local superintendent if you are unclear whether fingerprinting is required.

### **3.1.g Certification**

Maine certification is required for instructors in academic courses and for directors and assistant directors. Information is available on the MAEA web site ([www.maineadulted.org](http://www.maineadulted.org)). For directors and assistant directors, there is a brief pamphlet for downloading, and an update of the MAEA guidebook on this subject will be prepared in 2004. For instructors in academic courses, a bachelors degree is required, and a college transcript with 18 credit hours in the subject area to be taught must be presented along with a completed application to the Maine Department of Education with a check for \$50. This fee is required for initial certification. There is no certification requirement for counselors. Some counselors seek certification as assistant directors or as instructors.

### **3.1.h Contracts or Work Agreements**

For individuals employed under the bargaining agreement, work will be defined. For hourly personnel and those teaching an occasional course, less detailed models may be used. For teachers employed on an individual contract, the contract should be developed to cover the term of employment, expectations of job performance. This should be reviewed by the school system personnel office. Maine is an at-will state. All work agreements should contain a disclaimer that the course will run only with sufficient enrollment.

### **3.1.i Personnel File**

Once a staff member has been hired, establish a Personnel Folder in accordance with school system policy. The file may contain the initial application form and interview notes, a method of recording courses taught with dates, and of recording conference and workshop participation. Certification information if applicable should be included. As the instructor continues with the program, evaluation materials would be added to the folder. These would include both the director's evaluation of the instructor and the student feedback forms regarding the course.

### **3.1.j Course Outlines for Community Education & Enrichment Classes**

The outline, brochure description and materials relating to the course should be on file. This may be part of the personnel records or maintained separately.

### **3.1.k Time Sheets**

A workable system of accounting for time is essential for employees being paid by the hour. Your systems business office should have a variety of forms for hourly employees.

### **3.1.l Evaluation**

Handling evaluation in a positive manner which indicates a clear relationship between evaluation and staff development make the whole process less threatening. The evaluation of community education, i.e. non-credit courses, may be done by the course evaluation form, and other student feedback.

Evaluations of the professional work of each employee engaged in academic instruction should be conducted regularly. There may be a process within the system for use with salaried permanent employees. However, all employees should be told, when hired, of the evaluation system to be used. Evaluations are usually based on observations, student feedback, and on a goal-setting process. The process should result in a written document, which is reviewed with the employee, with their comments noted prior to being placed in the personnel folder. Both the employee and the supervisor should sign the completed evaluation.

The evaluation document should indicate areas of strength and those that need improvement. For the areas needing improvement and action plan, including staff development, should be developed.

### **3.1.m Termination**

**All decisions for termination should be thoroughly reviewed with the superintendent before any action is taken.** Be certain to ask what procedures are required by the system. In all cases involving permanent employees, termination must be for specific grounds which must be documented. Be certain to have evidence to support the decision to terminate. These might include evidence of conversations with the employee, memos and letters to the employee, evaluation forms, showing the actions the supervisor took to assist the employee in correcting the situation.

In the case of community education personnel who are employed “at will”, the employer may terminate at any time for any reason. It is good practice, however, to let an employee know why they are not being re-hired. In the case of a dangerous situation, an employee may be suspended without pay, pending a resolution. In the case of employees who are covered by the local union, procedures will be outlined in the collective bargaining agreement.

### **3.1.n Benefits**

The particular employee benefits for which adult education teachers qualify vary depending on the nature of their employment; those teachers employed in a salaried capacity may have access to health insurance, tuition reimbursement and more. The school system business office will be valuable in defining benefits. This information should be made clear prior to starting the hiring process.

### **3.1.o Grievance Procedure**

Your employees should know who in the school system to contact regarding complaints involving discrimination. Posting of information should be done in accordance with system requirements. The Affirmative Action Officer in the school system should be consulted regarding any issues of concern or the responsibility of the adult education director in notifying employees of policies in place.

### **3.1.p Sexual Harassment**

It is the responsibility of the director to make sure instructor and students are aware of the school system's policies with regard to sexual harassment. This could be included at the time of hiring, or at the time of registration for students, as well as posted in all locations where the program operates.

### **3.1.q Retirement**

Maine State Retirement can be a confusing issue. New directors should seek advice from the Maine Retirement system, your local business office, or experienced directors in their area regarding which staff must be included in Maine State Retirement, and which may be covered by Social Security.

### **3.1.r Workers Compensation**

The school system business office should be able to assist the program director with the approved accident reporting forms and the process to follow. A safety program is an essential part of the planning process and must be required by all staff.

### 3.1.s Other policies

System policies such as training on blood borne pathogens apply to adult education and compliance with state law on such issues as unemployment compensation is required. A thorough review of such information with the system business office is essential.

### 3.2 Staff Development

Staff development is defined as a planned approach to professional growth involving all staff for the purpose of better service to students. While staff development is stressed at every level of education, it is of particular importance in adult education since many adult education instructors come from fields other than that of education and may lack formal training in teaching skills. Other instructors may come from the K-12 system and lack information on adult learning theory and practice.

**CALL** – The Center for Adult Learning and Literacy (CALL) is the adult education professional development project and state literacy resource center for the Maine Adult Education system. It is located at the University of Maine and provides staff development for adult educators in Maine on a local, regional, statewide and national level. Funding comes from a variety of grants and contracts including major initiatives with the Maine Department of Education. The CALL web site [www.umaine.edu/call](http://www.umaine.edu/call) contains detailed information on the services provided and how they are accessed.

**Regional Alliances:** The system of regional alliances includes most of Maine's public school-based programs. In some regions of the state, geographical proximity and common goals have made for effective alliances which frequently focus on staff development. CALL budgets \$500 for each alliance to provide staff development for that area.

MAEA: See [www.maineadulted.org](http://www.maineadulted.org)

MAEA's fall conference is held in October or early November annually. The Association offers professional seminars each year and a Directors Academy in August.

**K-12 System:** The K-12 system may offer some professional development of interest to adult educators, frequently on the designated "workshop days". The director should keep up to date on what is planned and make the adult education staff aware of opportunities.

### **3.2.b Developing a Positive Climate for Staff Development**

Staff members need a strong sense of the importance of their work and of partnership in a team effort. The director should take steps to promote this.

**Orientation:** An orientation session should be held with new staff prior to the beginning of the semester; if a staff member begins during the semester, an individual orientation should be held. This is a time to review policies and procedures, review the job description, discuss the evaluation system, familiarize staff with the personnel folder, complete any forms, and answer questions.

**Staff Handbook:** Every program should have a handbook outlining the program's philosophy and mission, the types of services offered, and the policies governing the program. Procedures for attendance, assessment, access to support services, payroll, building and equipment use, class cancellation, and all of the numerous housekeeping details should be clearly outlined.

**Meetings:** Meeting together as a group is one method for developing a sense of team. Meeting should be well-organized and purposeful. Food is often a desirable element. Pre-service meetings at the start of the semester might include a potluck supper or pizza, snacks at meetings during the semester are a good touch. The frequency of staff meetings depends on the situation. Learning Center staff meetings might be weekly, while meetings of the entire program might consist of the pre-service sessions.

**Communication:** E-mail is an excellent way to facilitate communication. Often school system technology staff are willing to set up a listserv for the adult education program. Programs are becoming sophisticated in using technology for systematizing record-keeping, particularly when classes are held at a variety of locations.

**Recognition Nights:** Recognizing the effort of staff members is a good way to promote commitment and a sense of team effort. A variety of events have been used by programs including dinners, awarding of recognition items at graduation, or end of semester celebrations. This type of event presents a good opportunity for program publicity.

MAEA membership offers the adult education program the opportunity to nominate staff members for honors which are presented at the annual fall conference.

### **3.2.c Implementing Staff Development Activities**

The director should take stock of resources available and develop a plan for the year, based on the needs of staff. Funding is often a critical issue as programs may need to consider both the cost of the training and the need to compensate staff for the time involved. Some programs pay at least one-half of the hourly rate for instruction for participation in in-service and others pay the whole hourly rate. Planning staff development in collaboration with neighboring programs can help to cut costs. The Center for Adult Learning and Literacy (CALL) allocates an amount of money for each regional alliance for staff development, and also provides a menu of workshops on topics within the state plan at no charge. The CALL web site contains much information on offerings and a calendar of events at [www.umaine.edu/call](http://www.umaine.edu/call).

**Some considerations in planning staff development:** Diploma, ABE and GED teachers must maintain certification by earning the equivalent of 6 college credit hours during each 5-year period. This is often done through attendance at workshops for which Continuing Education Units (CEU) are offered. The process for submitting a local staff development activity for CEUs is clearly outlined in the CALL Standard Operating Procedures.

While CALL provides many staff development options for academic and literacy instructors, programs may need to plan and possibly budget for such items as CPR instruction for aerobics instructors, training for computer teachers, etc.

### **3.3 Advisory Council**

People tend to support that which they have helped to create. Programs which endure, and even expand, during difficult budgetary times, are those truly addressing the needs and interests of a community. A dynamic program for adults is labor-intensive and program managers often find that an active advisory council has great value. Expenditures for the operation of the Advisory Council are subsidizable by the State of Maine.

The particular formation, composition and operation of a local council will reflect the concerns of the adult education director and the attitudes and values of the local community. In some communities, the council can be of great help in supporting the program politically, in others the council may function mostly as a sounding board and a group that reflects community needs and ideas. Some highly developed councils may take on active volunteer work in assisting with events, publicity, and evaluation, and are usually included in the hiring process for a new director. The role of the council is, however, advisory in nature and should not be confused with the policy functions of the local School Board.

**Suggestions for forming a council:** The director and superintendent may invite specific members of the community to participate in the council's formation – or revitalization. Representatives may be sought from past students particularly in the academic and vocational programs, teachers, school board members, local business leaders, representatives of post-secondary partners, representatives of local non-profits with an interest in adult education. Following the initial gathering, the group should move to take on leadership roles and develop goals and by-laws for continued operation. From 10 to 15 members is workable. In the case of school districts, some geographical distribution is desirable. Terms of service should be set, with a schedule for rotating terms so that there is continuity.

**Hints:** Agendas, distributed in advance, and minutes are essential. Copies of minutes should be sent to the superintendent regularly. All meetings should be open to the general public and publicized.

**Common Council Functions:**

Program Ratification: Review of class schedule, budget, various policies to be recommended to the School Board

Publicity: Assist with brochure distribution, and other tasks.

Advocacy: Talk up the program around the community.

Program Review: Assist in a formal review of the program

Needs Assessment: Conduct needs assessment surveys, obtain information from community agencies, research other program practices and course ideas, analyze data, publicize results of needs assessment

Program Design: Set goals, develop course ideas, probe community for instructors

Program Operation: Recommend instructors, assist with equipment selection and purchase, locate additional resources within the community, assist with student recruitment, assist with budget development, assist in presentations to School Board or to town officials, assist with registration, graduation, and tutors.

The relationship between the Advisory Council and the Director must be one of mutual respect and cooperation. Together they represent the possibilities or the limitations of a vital adult education sensitive and responsive to the needs of the community.

### 3.4 Program Management

#### 3.4.a Annual Calendar

While programs have great flexibility in their operational timeline, most follow the traditional school year with two, three or four terms. Summer activity is also common but usually on a less intense basis. The following is intended as a planning guide only, using the normal fiscal year of July 1-June 30.

- July: Review budget as approved for coming year
  - Complete review of prior year financials, and data
  - MAEMIS & FERPA Follow-up Quarterly Data (AEFLA)
  - Submit AEFLA reports by July 15
  - Submit 16-20 report for Jan-June
  - Secure instructors for fall classes
  - Nominate staff members for MAEA awards
- August: Get the brochure to the printer and in the mail
  - Plan pre-service and orientation for staff
  - Contact collaborating agencies with fall schedule
- September: Complete state reports due 9/15 (EFX 132 & EFX 174)
  - Conduct Pre-service for fall staff
- October: Visit classes, identify needs for coming term
  - Attend MAEA Fall Conference
  - Preliminary budget planning
  - MAEMIS & FERPA Follow-up Quarterly Data (AEFLA)
- November: Secure instructor and courses for winter or winter/spring terms
- December: Prepare and mail brochure
- January: Submit 16-20 report for July 1-Dec. 31
  - Conduct pre-service for new staff
  - MAEMIS & FERPA Follow-up Quarterly Data (AEFLA)
- February: Scan horizon for grant opportunities
  - Finalize budget following District guidelines
- March: Start planning graduation
- April: Plan for Summer classes
  - MAEMIS & FERPA Follow-up Quarterly Data (AEFLA)
- May: File AEFLA Addendum if necessary
- June: Complete data for year-end reports

### **3.4.c Student Records**

Family Educational Rights and Privacy Act (FERPA) grants parents or eligible students broad rights to access and review education records, and the right to limit to whom a school may release certain education records. When a student turns 18 years old the rights accorded to the parent transfers to the student, unless the student is dependent on the parent's tax return. It is advisable for a program to be cautious and to ask for proof of age, identity and dependency. The adult education staff has access to the legal services of the school system as well as to the special education director who is normally well-versed in FERPA. It is generally advisable to obtain consent to release records as part of the intake process.

### **3.4.d Americans With Disability Act (ADA)**

Resources within every school system available to the Adult Education Director include the special education director, the 504 coordinator, the superintendent and, ultimately, legal counsel. Adult education programs are specifically included in Section 504 of the Rehabilitation Act of 1973, and the Americans with Disability Act applies to state and local governmental services. Section 504 states "No otherwise qualified individual with a disability in the United States...shall, solely by reason of his or her disability, be excluded from participation in, be denied benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance...(29 USC; 794(a))". Other-wise qualified means that the individual would have to meet such admission requirements as age, residency, academic prerequisites, and testing with accommodations as long as the requirements are made of all students. Practically, the greatest impact on adult education programs has been in the requirement that sign-language interpreters be provided. Students needing sign language interpretation must notify the adult education program in advance. The other frequently asked question relates to wheel chair accessibility. This requirement must be met, but can involve classes being rescheduled to a room that is accessible from one that is not.

### **3.4.e Individuals with Disabilities Act (IDEA)**

This covers students up through 20 years of age; however the school system and the PET process must provide resources to students still enrolled in school.

### **3.4.f Liability**

Programs have a responsibility to exercise “duty of care” to protect individuals from unreasonable risks by anticipating foreseeable dangers and taking necessary precautions to avoid those risks. Many adult education classes do involve the use of equipment which could cause serious harm, if misused. Programs must develop and use safety protocols, and document their use, provide direct supervision by the instructor when such activities are ongoing, and the supervisor should monitor to make sure classes are being conducted in accordance with the safety plans.

**Releases:** Programs often ask students to sign a release prior to participation in exercise classes. Such forms may be a deterrent to a suit, or may remind the individual signing up for a class of the risks involved. Such forms should be reviewed by the system's counsel and if used kept on file.

### **3.4.g Class Cancellations**

Programs have different policies regarding weather cancellations. For some programs the cancellation of the K-12 school day is an automatic cancellation for the evening activities. Other programs prefer to make a determination regarding weather in the early afternoon and devise a process to notifying students and staff. Some notification methods are network television, local radio, phone chains, message on the answering machine, web site, etc. It is advisable to pre-schedule “Snow Days” for single session events during the winter. These can be published in the brochure.

Liability issues may arise from icy steps or unplowed parking lots. If evening events are to be held, it is essential that the facilities be adequately prepared. If snow clearing and sanding cannot be done, it is best to cancel.

Cancellation policies should be clearly articulated to staff, and to students. Staff must also be responsible for notifying the program if they are unable to meet their commitment to teach due to illness or emergency. A process must be in place for notifying students, usually by phone or e-mail. It is important to have staff notify the adult education office of any alternate arrangements, regarding time, place or date, they make with their classes.

### **3.4.h Suggestions for Arranging Use of Facilities**

All of the dilemmas and challenges associated with using high school space for adult education are multiplied when using the laboratory or other specialized facilities. To minimize problems, the offering must be well-planned prior to delivery.

The adult education director has the responsibility for facilitating smooth and harmonious use of the laboratory or specialized space. Careful coordination with other individuals using the space is critical. In some cases the instructor also teaches the adult education course, in other cases they may be able to recommend an instructor, or be willing to orient a new instructor to the space and equipment. Coordination regarding supplies is also essential. Key points to cover: Location of keys to equipment or power switches, guest passwords for networks, storage of student projects between classes, supplies, safety procedures, clean-up routines.

### **3.4.i Customer –friendly Approaches**

The program should be managed in a way that makes it as easy as possible for adults to obtain information, register, pay, and enjoy their experience. Most programs find that accepting registrations in multiple ways – including phone, mail, in office, and via e-mail works well. The registration nights of long ago are seldom used and would seem to present a real barrier of time, and often distance, for today's students. In the case of a dissatisfied "customer" the program might consider adopting a policy of offering credit for a free course. Programs often find it useful to adopt a "retail approach" to serving their communities.

### 3.5 Financing Adult Education

#### 3.5.a Subsidy

##### Adult Education Subsidy Formula Explanation

The adult education subsidy formula has two basic components. 1) A percentage reimbursement in each of three categories (administrative costs – 70%, Instructional costs – 75%, & supply and support services costs – 50%) 2) The amount of expenditures in those categories, that is eligible for subsidy, is capped by a ceiling derived by adding the amount of subsidy received in the base year, to the amount of money raised from “local participation” in that same year. The resulting figure is the maximum amount of expenditures that will be reimbursed.

Since a written explanation of how the formula is applied can be quite confusing, perhaps it would be best to show it by example first.

##### XYZ Adult & Community Education Program Subsidy Calculation for FY2000

Amount of state subsidy received in foundation year (FY98) - \$70,000.00

Amount of “Local Participation in foundation year (FY98) - **Case #1** - \$30,000; **Case #2** - \$80,000

Instructional Expenses - \$70,000.00

Administrative Expenses - \$40,000.00

Supply Expenses - \$20,000.00

##### Adult Education Subsidy Calculation - Case 1

		Rate	Subsidy	
Initial Ceiling	\$100,000.00			
Instructional Exp.	\$70,000.00	↔ 75%	\$52,500.00	Initial Ceiling=subsidy+local (\$70,000+\$30,000)
Ceiling Forward *	\$30,000.00			
Administrative Costs	\$40,000.00	↘ 70%	\$21,000.00	Use the lesser amount (Ceiling Forward or Administrative costs)
Ceiling Forward	\$0.00			
Supplies expenditures	\$20,000.00	↘ 50%	\$0.00	Use the lesser amount (Ceiling Forward or Supply costs)
<b>Total Subsidy</b>			<b>\$73,500.00</b>	

##### Adult Education Subsidy Calculation - Case 2

		Rate	Subsidy	
Initial Ceiling	\$150,000.00			
Instructional Exp.	\$70,000.00	↔ 75%	\$52,500.00	Initial Ceiling=subsidy+local (\$70,000+\$80,000)
Ceiling Forward	\$80,000.00			
Administrative Costs	\$40,000.00	↔ 70%	\$28,000.00	Use the lesser amount (Ceiling Forward or Administrative costs)
Ceiling Forward	\$40,000.00			
Supplies expenditures	\$20,000.00	↔ 50%	\$10,000.00	Use the lesser amount (Ceiling Forward or Supply costs)
<b>Total Subsidy</b>			<b>\$90,500.00</b>	

**\* The ceiling forward is derived by subtracting the expenditures in the previous category from the ceiling in that same category.**

In the first case the local participation and subsidy amount for the foundation year created a ceiling of \$100,000. Since this is considerably less than the \$130,000 in eligible expenditures, the ceiling was reached when doing the calculation in the administrative category. Since the \$30,000 in remaining ceiling is less than the \$40,000 in expenditures in the administrative category the calculation was done using the smaller of the two amounts. Consequently there was also no subsidy derived from the supply category.

The second case illustrates what happens when the local share is increased while all other factors are held constant. In this example the result was a \$17,000 increase in the subsidy amount. In reality, though, an increase in local share would most likely result in an increase in eligible expenditures as well. Therefore, in the final analysis the increase in the subsidy would be somewhat more than \$17,000. The actual amount would be dependent on which category the extra money was spent in.

These two cases illustrate the logic behind the formula. Since the only thing that changed between the two scenarios is the level of local tax dollar support, the ceiling calculation becomes in effect a measure of the local community's commitment to adult education. The more the community is willing to invest in their adult education program (in the form of local tax dollars) the more the state is willing to "chip in". It is important to also note that the commitment must be in the form of direct tax dollars specifically targeted toward supporting adult education in order to impact the formula. Funds transferred from other accounts or derived by other means are not included in the formula.

There are three caveats to what I have outlined that should be pointed out. 1) Like the K-12 subsidy, the adult education subsidy is based on "two year old costs". Therefore, there is a lag of a year between when the local share is increased and when the impact is realized. 2) We are still operating on a "reduced funding" basis. To account for this, the subsidy is simply evenly prorated across the board. 3) The above examples do not take into account fees (book, lab, etc) that may be collected for activities that are subsidizable. In practice these fees must be subtracted from the total supplies amount used in step three of the calculation.

### **3.5.b Budget Preparation**

The budget preparation process is normally conducted as part of the overall school system's time-line. During the fall, the director and staff should closely review the actual expenditures and revenues from the prior year, and the anticipated activities from the year to date, assess any known needs for staff, equipment or supplies. If the advisory council is to be involved, a meeting should be scheduled to come up with or review a draft budget.

### 3.5.c Local Warrant

#### **Suggested Wording for the Adult Education Warrant Article**

Article \_\_\_\_: To see what sum the district will appropriate for Adult Education (Recommend \$\_\_\_\_\_) and to see what sum the District will raise as the local share (Recommend \$\_\_\_\_\_); with authorization to expend any additional, incidental, or miscellaneous receipts in the interest and well being of the Adult Education Program.

The other acceptable format would be to rearrange the wording a bit to the following:

Article \_\_\_\_: To see if the district will appropriate \$\_\_\_\_\_ for Adult Education and raise \$\_\_\_\_\_ as the local share; with authorization to expend any additional, incidental, or miscellaneous receipts in the interest and well being of the Adult Education Program.

**Note:** If individual towns are approving the budget (as with a School Union), the appropriation line would still be the total amount of the adult education budget, but the amount raised would be just that specific town's local share.

### 3.5.d Fees

#### **Pricing the Non Credit Course (courtesy of Patrick O'Regan)**

There is much discussion in Maine regarding the pricing of non credit classes. Some of this discussion is based on a public service approach to these classes stemming from the old state funding rules providing a 50% subsidy for "General" adult education courses. Some programs and municipalities still support the offerings with what amounts to a "local" subsidy for these courses. Other programs do not have this luxury and must collect enough for non-credit programs to pay the cost of instruction.

If you are required to raise funds from registration fees in order to offer your classes, you have a number of options, some simple, some complex. First, you must determine your approach to public adult education and instructional pay. If you are committed to offering the most courses for the least amount of money, you are somewhat restricted in your approach and will probably run your program into the red. If you approach the pricing in terms of paying for instruction but building a buffer against short enrollments or refunds, you must make additional plans to maintain your fund balance (otherwise known as profits, but never referred to as such). Consideration must also be given to the community and market for the classes; too high a price eliminates potential participants, too low a price can infer a lack of quality in the course content or instruction.

All these discussion points will help you set some parameters for your pricing strategy.

1. The simple approach:

A. Cover the cost of instruction

1. Divide the cost of instruction by your minimum enrollment requirement.

Example: The airbrush instructor makes \$15/hr for a 10 hour class. You require a minimum of 6 enrollments.

$$\$150 / 6 = \$25.00 \text{ Fee}$$

Benefits: Simple math

Drawbacks : a. You enroll six, two demand their money back because the instructor has a lewd tattoo. You are out \$50,

b. You have a senior instructor making \$20/hr for needlepoint. Her 10 hour class costs \$200, or a registration fee of at least \$33. People comment about fee.

2. A less simple approach:

A . Cover the cost of instruction – with program scale.

B. Provide for cost of refunds

This method looks at the variable pay rates for teachers and establishes an hourly rate for class time as opposed to simply dividing the cost by registrations.

1. Establish your average hourly pay rate for the year for non credit programs. If you have very expensive classes, such as a computer training program, you may wish to take it out of the mix. If your average hourly pay is, for instance, \$18.00, that becomes your break point for non credit instructional cost.

2. If you give refunds (and you should) you may wish to protect against a program loss in a worst case. Budgeting 10% of your receipts is safe if you have no history. So add 10 % to your instructional rate.

3 . Divide by your minimum enrollment.

Example: \$18 (average) + \$1.80 (10%) = \$19.80

$\$19.80 / 6 \text{ enrollments} = \$3.30 \text{ per class hour}$

The tattooed airbrush instructor is running his class again. The ten hour program costs \$33.00, as does the needlepoint class.

Benefits: Simple math, fairness. All courses have fees equaling their hours times your class hour rate. No variables class to class, and no changes in pricing semester-to-semester based on instructors.

Drawbacks: Reduces some flexibility.

### 3. Other

#### A. Contracts and Independent Contractors

For some course offerings you may be dealing with an established business, legitimate training program or school. Negotiation of these contracts is always variable but you can establish your own limits on what to pay. Some classes are offered on a per student basis, that is, you register X amount of students and you owe the contractor X times \$Y for their instruction. The State Driving Dynamics class would be an example. You may want to establish an administrative charge on these events, such as \$5 or \$10 per registration, to cover operational expenses.

Some local businesses will want to contract with you rather than be put on payroll. If "Frank's Embroidery and Harley Repair" wants to offer a tatting class, that is a legitimate business offering as long as Frank sends you an invoice on business letterhead. Payment should be specified in the contract as either a lump sum or per student charge.

Not occasionally, you will have teachers or applicants who want to be paid in lump sums without taxes. (They will "take care of it".) This is not legal. If it is being done and the business manager has approved it in the past, please gently remind him/her of the fact that this is in violation of IRS codes. When you employ someone, they are employees, and must be treated as such.

#### B. Generating Program Income

Some programs depend on non credit programming for a percentage of their operating and overhead costs. If this is a requirement, a percentage or cost per registration should be established to insure fairness to the participants and not price your program out of the range of adult ed offerings in other towns.

This can get complex and you may need to sit with the business manager to establish those costs and charge-backs to the district. There are many variables... too many to describe here. But you should establish the right to maintain a fund balance for adult education if you would be faced with cutbacks in an income short year.

#### **3.4.e Handling of Money within the Adult Education Office**

This is an area that can cause serious problems and should never be treated casually. The local school system may have guidelines for the handling of money within the office and this should be reviewed with the business office. Keep in mind that during period of course registration and payment there may be considerable amounts of cash on hand in the evening, and a procedure for storage or deposit must be in place. Receipts should be issued, and a system of accounting for cash must be in place either on paper or electronically with a minimum of two people dealing with daily totals and deposits to provide checks and balances. Accounts should be reconciled and deposits made as soon as possible. It is recommended that adult education expenditures be handled through the local business office on a purchase order system, although some programs do maintain checkbooks.

#### **3.4.f Credit cards**

Many programs have begun to accept credit card payments. Programs should investigate the feasibility of this through local banks for possible public service rates. The District business office should be involved in setting up such a system.

#### **3.5.g Handling grants**

The accounting system used by most school systems provides for separate funds for grants which must be separated from regular adult education funds. Examples would be AEFLA, MEFLI, Even Start grants; however it is good practice to separate foundation grants as well. Once a grant is received, the budget should be reviewed with the individual doing the bookkeeping for the system, so that line items are established which correlate with the budget. Doing this prior to making any expenditures will make life easier when monitoring the grant funds and preparing the final report.

### 3.5.h Carl Perkins Funds

Adult education programs receive Carl Perkins federal funds from two sources; Maine's secondary vocational centers and regions and the Maine Community College campuses. Collaborative arrangements are in place to determine the use of the funds in the various regions, and to allocate the funds on a formula basis. Perkins funds coming through the secondary vocational centers and regions are normally used for vocational programming or equipment; funds from the Community Colleges are frequently used for college transitions programming and prerequisite courses. There is usually a reporting requirement for the funds, including attendance rosters relating to the funded activities.

## 3.6 Public Relations

It is important for the adult education program to educate the local community on the nature of the program, as well as to advertise effectively for registrations. Each program should have a basic marketing plan tailored to its budget and needs. It is also useful to keep a portfolio or scrapbook of press clippings as the plan is implemented.

**The basics:** Develop a basic set of handouts for use with agencies, the K-12 system, and at special events. These should be consistent with a "look", including logo, and include basic contact information and a succinct presentation on what the program offers. Much of this can be done using a computer and a program such as Microsoft Word or Publisher. Basic handouts should be a brief brochure of a size to fit in a literature rack, a business card for director and other staff. Supplies for this type of project are readily available at Staples or Walmart for in-house production; or a commercial printer can be used.

**Publicity:** A press distribution list should be prepared tailored to the local area including local editions of state-wide papers, the weekly paper, and shoppers. Most outlets like to receive press releases and calendar notices via e-mail, and many will accept digital pictures. It is good to meet occasionally with the key individuals at the papers to determine if you are providing information they can use. You can also suggest stories they could develop and events they could cover.

**Newspaper advertising:** Paid advertising is often used for a specific course or program. Another technique is to place a small ad announcing the imminent arrival of the course guide in the mail. Some programs will advertise vocational or job-related courses in the classified or help-wanted sections of the paper. Programs in a region sometimes purchase group ads at the start of the semester.

**Brochure:** Most programs issue a brochure or course guide prior to the start of each term or semester, listing all courses and other program basics. These are often developed in-house on computer and then sent to a commercial printer. Distribution varies by program. It is practical for many small programs to do a bulk mailing to all postal patrons, in larger communities a combination of mailing and distribution to key locations is used. It is advisable to seek guidance from experienced directors in your area. The content of the brochure should include a thorough description of courses including all costs involved for the potential student. Versions of the Maine Adult Education logo are obtainable from the web sites, or upon requests from MAEA for use in brochures.

**Web site:** The school system usually operates a server capable of hosting web sites. This is often an inexpensive option for programs. The system technology coordinator is a good source of advice. Some programs have been successful in creating a site with volunteer help; others pay for development of a site. Costs to consider are the actual development, hosting, but also the updating. It is becoming almost expected that programs will have their course guides on line. At a minimum it is advisable to have a basic web page with contact information. If it is not possible to have a site hosted by the school system, there are free web-based hosting sites.

**Special publications:** Some programs produce newsletters, featuring events in their program, student success stories, etc. These are often issued just prior to budget voting.

**Television:** Local access channels are an excellent vehicle for adult education publicity. Filming graduation and other events is a common use as is the community calendar which many channels use between taped programs. Programs could consider participating in collaborative marketing projects such as that sponsored by MAEA.

**Other:** Items such as pens, pencils, key rings, mugs, or apparel, with program information such as name and phone number or web site make good handouts advertising your program. Banners are useful for special occasion. The Maine Adult Education logo is often used for such projects.

### 3.7 Collaborative Connections

Programs should assess their communities and regions for opportunities for collaboration. Some common collaborative partners are:

**College Transition:** Maine's public post-secondary systems developed formal collaborative agreements with Maine's adult education programs during 2003. These built upon years of informal collaboration with the various campuses of the Maine Technical College System (now Maine Community College System) and the University College of the University of Maine System. The role of adult education programs in moving adults on to college is seen a critical for the future of Maine. Both collaborations make use of regional groupings of adult education programs centered at each campus. Meetings are held several times each year, and there is a contact person at each campus to facilitate aspects of the partnership. See Section 2.5 for additional information.

**Career Centers:** The one-stop centers operated by the Maine Department of Labor are the other major partner of adult education programs. Cross-referral is a common practice, with many individuals being referred to adult education programs for remediation, and others going from adult education to the Career Center for access to training funds and opportunities. It is highly desirable to develop a personal rapport with the local employment specialists to facilitate good student/client service.

**Maine Public Broadcasting: Career and Learning Connections:** A partnership between the Maine Department of Education, the Maine Department of Labor and Maine Public Broadcasting enhances the existing services for adult learning by providing Workplace Essential Skills and GED Connections. The two programs are aired daily by MPBC from 2 p.m – 3 p.m and again at midnight. There are also videos and workbooks that are aligned with the programming and Maine Adult Education and the Department of Labor's CareerCenters are beginning to pilot the on-line component. The Maine State Library in Augusta will copy the videos free of charge if you provide them with blank videos. The Workplace Essential Skills series includes 24, half-hour lessons that help adults learn how to improve their skills in finding a job and doing an existing job with greater competence. The GED Connections features 39, half-hour programs covering the five major subject areas of the new GED Exam that was introduced in January 2002. The GED Connection program also reviews test preparation and strategies.

### 3.8 Grantwriting

**AEFLA Grants:** The Maine Department of Education issues Request for Proposals (RFP) annually, normally in the spring. These are mailed to eligible agencies including all Maine school systems. The first year of the grant cycle requires a complete proposal, with much less complicated renewal proposals required in later years of the cycle. The Department conducts instructional workshops to assist programs in the grantwriting process. Notification of awards is normally done in June. The program will be allotted an amount of money depending on funds available and on the competitive process. The program budget may need to be adjusted prior to the start of the program.

**Foundation Grants:** Programs should explore local foundations whose mission might support specific program needs. There are on-line grant web sites, and the Maine Philanthropy Center in Portland is a great resource. The Maine Community Foundation operates several county funds that are often interested in small projects which have a transformative effect on a community.

**Family Literacy:** The Barbara Bush Foundation for Family Literacy has supported the Maine Family Literacy Initiative for many years. MEFLI grants are administered by the Maine DOE and are awarded annually through a competitive process. A grantwriting workshop is often provided, with the RFP process conducted in the spring, and awards given by Mrs. Bush in June.

## References/Resources:

**Tips sheet I Have a Great Idea, But How Do I Get It Funded?****The “Do’s” of Grant Writing**

1. Decide what your project will be. What do you hope to accomplish?
2. Identify possible partners. Who in your area can you collaborate with?
3. Research possible funding options. Find out what the funder has paid for in the past.
4. Call possible funders. Ask relevant questions. Develop a relationship with the funder, but be careful not to become a pest!
5. Request the grant application and any instructions provided.
6. Read the directions carefully.
7. Re-read the directions. Learn their vocabulary. Look for important information required in the grant.
8. Read the directions again. Make a checklist for yourself of format requirements. Do they ask you to double space?
9. Organize your grant writing team by strengths. Who would be a good editor, a good organizer, a good typist, or good with money? Develop a time line for pieces to get done. Decide what materials must be written, collected or documented and determine which team member will be responsible.
10. Assume nothing. The funders have no knowledge of your program, community, or effectiveness.
11. Break up the narrative with visuals like charts and graphs.
12. Line up all letters of support and signatures needed ahead of time
13. Find an objective person to read your final draft and give you feedback. Don't take criticism personally. This is an opportunity to grow and improve your work.
14. Spell check everything, once, twice, even three times. Remember that the grant package reflects your work. This will inform the funders about the quality of the project they are considering funding.
15. Label each grant correctly (original, copy #1, copy #2). Send out the right number of copies.
16. Read the directions one final time and review your checklist to make sure you have covered everything.
17. Make sure the grant gets to the funder by the due date!
18. Believe that you will get the grant. You have to believe in yourself and the value of your project.
19. HAVE FUN!

### The "Don'ts" of Grant Writing

1. Make sure your project meets the criteria of the funders. If they only fund land management grants and you are applying for family literacy grant, don't waste your time or theirs!
2. Do not send grants in a fancy notebook. It is a waste of your money. Often copies of the proposals will have to be made and funders don't want to have to take things apart and put them back together again.
3. Do not send audiotapes or videotapes.
4. Do not miss the deadline.
5. Do not send in an incomplete grant application. Make sure all of the material is there.
6. Do not send in more information than is requested. If the grant asks for 10 pages, do not send in 15 pages. It may disqualify your grant.
7. Make sure the copies you send are clear and complete. Remember, each reader only sees one copy and rates it accordingly.
8. Do not put information in the appendix that is not referred to in the narrative.
9. Do not call the funder repeatedly to ask simple questions. One person on the grant writing team should be designated as the contact person. If the grant writing team cannot answer the question and they have checked all other available resources for assistance and they still can't answer the question, then they should call the funder for clarification.

### 3.9 Evaluation of the Adult Education Program

All Adult Education and Family Literacy grant recipients are required to participate in a program evaluation, as required by the Maine Department of Education. Generally this evaluation takes place in the form of a monitoring visit by state staff, but may be a more extensive evaluation if the program is not meeting the state standards for AEFLA programs and the individual program's performance indicators. These standards and the monitoring tool, which can be used as a self-assessment for your program, can be found at [www.state.me.us/education/aded/standards](http://www.state.me.us/education/aded/standards) . If you have questions about this process, contact the Maine Department of Education staff.

### 3.10 Technology

**E-rate:** Public schools and libraries are able to realize significant reductions in costs for technology access, including Internet connection and phone service. Adult education programs are able to be included in some aspects of this program and directors should communicate directly with their local technology coordinator or business office to determine if the adult education program is maximizing this opportunity. Normally if the program uses services within the facilities of the K-12 system the expenses are included in the e-rate; there is some question in the case of off-site Learning Centers. Adult Education Programs identified as providing Alternative Education are able to be included even if they are located off-site. The contact at the state level is Linda Lord at the Maine State Library.

**Computer-related issues:** Access to computer technology is a vital component of the modern adult education program. The cost for initial purchase and for upgrading is becoming a major part of the adult education budget. In some cases adult education programs have secured grants for establishment of computer labs in their Learning Centers, or have been able to negotiate lease arrangements. Other programs make use of school system computer labs during after-school hours. It is vital to work closely with the technology coordinator within the system particularly in making smooth use of facilities used during the school day by the K-12 system. There are often issues of filters and passwords which present problems when an adult education class is scheduled which requires less restricted access. In operating a computer lab, it is important to clearly define guidelines for use, require users to complete an acceptable use policy, and establish a sign-in process to monitor use. Having a staff member trained and responsible for regular "housekeeping" goes a long way toward keeping things running smoothly. Some programs have established a system of charging for public use, sort of a cyber-café approach. Others find this difficult to enforce, but may require people to bring their own paper for printing. Other common guidelines include time-limits when people are waiting to use machines, and prohibition regarding some sites, although the latter is usually governed by the overall school system policy.

A very desirable piece of equipment for computer classes is a projection system. While these have been very expensive, prices are coming down, and a system of sharing with the K-12 system may be possible.

**On-line courses:** This is a rapidly expanding area of instruction for adults. Many programs have expanded their programming by using such sources of on-line courses as Education To Go ([www.ed2go.com](http://www.ed2go.com)), while others have assisted students enrolled in the on-line courses offered by the University of Maine system or other post-secondary providers. Some programs have been using Education To Go courses for high school diploma credit. While this is fine, state law requires that no charge be levied to the student for high school completion courses and thus the fee from Education To Go may not be passed along to the student.

**ATM:** This video-conferencing system operated by the Department of Education is located at many high schools. Adult education programs have access to this system which allows up to four fully- interactive sites and many broadcast sites to meet for instruction or for meetings. Community use of the system is also possible; for example joint training for emergency personnel. This is in its infancy and will be an exciting area for adult education programs. Each school with ATM has a designated individual in charge of the facility who can assist with training and scheduling. If your high school has an ATM conferencing system installed, there will be exciting opportunities to collaboratively work with up to three other programs to offer programs or to conduct meetings. It is worth getting trained to use the equipment and then to come up with some ways to use it. There is no charge for the use of the system.

**MAEMIS**

The Maine Adult Education Managed Information System is required for programs receiving AEFLA funding, and is used by other programs for recordkeeping for program management, state reporting, and student records. The MAEMIS User's Guide is available on the CALL web site for download, and contains detailed instructions for system use. MAEMIS is based on Filemaker Pro, a popular relational data base software available for PC and Mac. Training is provided throughout the year in its use.

References/Resources;

CALL web site: [www.umaine.edu/call](http://www.umaine.edu/call)

Appendix

Forms – See the following pages.

Sample documents

**Disability Access Statements****1. Affirmative Action Policy Statements** (check with state, town, or local school district):

\*\* “It is the policy of (name of school district) to ensure equal employment/educational opportunities/affirmative action regardless of race, gender, color, national origin, marital status, religion, age, sexual orientation or disability in accordance with all federal and state legislation. Inquiries and/or grievances can be made to (name of school district Disabilities Coordinator), Affirmative Action/Title IX/504 Coordinator, (address, state, zip code) or to the U.S. Department of Education, Office for Civil Rights, John W. McCormack, Post Office and Courthouse Building, Post Office Square, Boston, MA 02109, (617) 223-9667.”

\*\* “In compliance with the regulations of the Office for Civil Rights and with Equal Opportunity practices as determined by state and federal legislation, the (name of program/agency), as a matter of policy, does not knowingly condone discrimination in employment, assignment, program, or services, on the basis of race, gender, color, religion, national origin, age, sexual orientation, disability, or related abilities to perform the duties of the position”.

## **2. General Accessibility and Accommodation Requests:**

\*\* All activities offered by (name of program/agency) are held in accessible locations. Accommodations for individuals with a disability are available upon request. Please contact (name of person/location/phone number).

\*\* If you are a person with a disability who requires an accommodation in order to participate in any program or activity, please contact (name of person/location/phone number) for further assistance.

\*\* Individuals with a disability who may need accommodations are requested to contact (name of person/location/phone number) at least two weeks in advance of the event in order that appropriate accommodations/arrangements may be made.

## **3. Alternate Formats/Accommodation Requests:**

\*\* These materials (This brochure...) are available in alternate formats upon request. For assistance, please contact (name of person/location/phone number).

\*\* This (newsletter/brochure) is available on disk or in large print upon request. To obtain a copy, please contact (name of person/location/phone number).

\*\* Printed materials will be made available in alternative formats (e.g., large print, audio format, Braille) upon request. For assistance, please contact (name of person/location/phone number).

## **4. Statements for GED Test Accommodations:**

\*\* Accommodations on the GED Tests are available for qualified individuals with a **documented** disability. For more information, contact (name of person/location/phone number).

**Maine Department of Education AEFLA Follow-up Form: This form must be used exactly as worded.**

Release of Social Security Numbers  
And Exchange of Information

\_\_\_\_\_ is required by the Adult Education and Family Literacy  
Name of Local Program

Act, Title II of the Workforce Investment Act to report how many adult learners:

- Get a job
- Keep a job
- Enter postsecondary education

This exchange of information is needed in order to receive funding that pays for part of this adult education program. This is federal money and is used to pay for some of our basic skills classes including reading, writing, math, GED, and high school diploma.

To get this information, this adult education program will send your Social Security Number to the organizations listed below. That organization will tell us how many adult education students got a job, kept a job or enrolled in a postsecondary school.

To get this information, we need to send Social Security Numbers to:

- The Maine Department of Labor – They will tell us how many adults from Adult Education Programs in the State got a job and kept a job.
- The individual campuses of the Community College System (Technical Colleges), the University System, and other Post Secondary Institutions will tell us how many adults from adult education programs in the State are enrolled during the current year.

Because you are a part of this program, we are asking you to sign this form, giving us permission to use your Social Security Number in order to get this information.

The information obtained by the Department of Education will be used for reporting purposes only and will not be sold or used for any other purposes.

I give permission to use my Social Security Number

Signature\_\_\_\_\_

Print

Name\_\_\_\_\_

Social Security\_\_\_\_\_

I do not give permission to use my Social Security Number

Signature \_\_\_\_\_

Print

Name \_\_\_\_\_

Date: \_\_\_\_\_

---

To be completed by the Post Secondary School:

\_\_\_\_\_ The above student is enrolled in one or more classes at this institution during the current year.

School Name: \_\_\_\_\_

Signature/Title: \_\_\_\_\_ Date: \_\_\_\_\_

Please Fax to (207) 624-6731

---

July 1, 2003