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| jscc logo | **Goal Progress Report** |

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| **Program:** | **Adult Education** | **Report period:** | **2020-2021** |

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| **Goals** | **Request & Justification/Resources** | **Goal Progress** | **Strategies Implemented & Follow-up** |
| The Adult Education Program will secure federal and state funds through a competitive grant application process. | Federal and state funds awarded by the Alabama Community College System (ACCS) were utilized. Institutional funds were used to support and provide indirect services. | The Alabama Community College System (ACCS) extended the program’s funding based on prior performance. Additionally, a new Request for Funding Proposal was submitted. A notification of award sent to JSCC in May 2021. | Performance based funding formula was utilized by ACCS. JSSC’s program received comparable funding so services were consistent with previous year’s funding. No follow-up is required. |
| The Adult Education Program will promote access to instructional assistance and supportive services at key locations in the program’s established service region. | Requests to expand AE classes was met by hiring 1 full- time instructor for the Pell City Campus, a part-time instructor for the Birmingham Library, and Woodlawn Foundation/YWCA. Also, 1 part-time instructor was hired to provide digital literacy services to all AE students, as well as on demand TABE testing for special populations. Institutional funds were used to support indirect services. | A total of 24 day and evening classes were provided at 13 sites within the College’s service area. Furthermore, COVID-19 protocols led to the establishment of additional remote learning classes for all AE students (including ESL/IEL) to continue making AE assessable. | Connections were made with the Salvation Army, Birmingham Library, and Woodlawn Foundation/YWCA with the establishment of new AE classrooms at those sites. Also, the AE Director continued to work with Workforce Education and JSCC Program Coordinators to promote co-enrollment of eligible post-secondary students into AE for supportive services. |
| The Adult Education Program will assist learners with increasing their Educational Functioning Level. | Federal and state funds awarded by ACCS were used to hire quality instructors. Funds were also used to purchase and support instructional software. The AE Director explored software options to ensure that materials were State approved, and they had research supporting student advancement. | The EFL gain rate was 16%. However, this is heavily attributed to COVID-19. ACCS temporarily allowed AE programs to accept new students without being administered the TABE. Also, we were unable to post-TABE since the TABE had to be done in an AE classroom. Some students discontinued their enrollment as due to having to homeschool their own children and/or were not comfortable or lacked the technology for remote instruction. | Professional development is conducted yearly with a focus on how instructors can facilitate Measurable Skills Gains (MSG’s). The EFL goal will be amended to include overall focus on Measurable Skills Gains since it encompasses more goals for program learners including improving EFL, obtaining a credential (secondary or post-secondary), and/or securing employment. |
| The Adult Education Program will respond to community needs to provide literary services in areas not currently served or underserved. | Federal and state funds awarded by ACCS were used. Institutional funds were used to support indirect services. | Program worked with the Literacy Council and JCCEO to establish new literacy services in the area. | Literacy events were held on Campus and remotely to respond to the literacy needs of the community. The AE Director continued to work with community partners to increase literacy services. |
| **Submission date: August 18, 2021** | | **Submitted by: Tamara Payne** | |