

Work Group Summary

July 2017

**Please Note: These descriptions provide a brief monthly update of work group meetings. Individual work groups have not approved these descriptions. Information, document titles, wording, and discussion topics may change from month to month. For more information about a specific work group, please visit our google drive (see link below) or contact the work group leader directly.*

Adult Basic/Secondary Education (ABE/ASE)

No Meeting.

Adults with Disabilities (AWD)

7/26/2017

Members reviewed and responded to the following AEBG White Papers (1) June 14, 2017 – pg. 15 and (2) June 26, 2017 – pg. 3. The work group provided the following feedback to AEBG online:

In reviewing the white papers these are suggestions for consideration. (1) Eliminate the word “profound” in reference to students with disabilities. Please use people first language such as “Students with intellectual disabilities requiring the maximum level of support.” Please also change “this population” to “this student population.” (2) Please define “substantial disability.” (3) Please clarify- if a student is enrolled in a non-credit DSPS course (community college), does that qualify them as accessing DSPS services? Is it mandatory that a student be registered with the DSPS office at the college if they are in the DSPS Course? It is not required at this time. Is this becomes mandatory, what is the equivalent mandatory standard for Adult Education? (4) Our suggestion is that you recognize their participation in the class as sufficient for identification. (5) Courses that support students with disabilities including: independent living, post-secondary education, employment and community integration- should have unique codes to provide data outcomes. Refer to www.transitionta.org. (6) For figure nine: Instead of AWD would be “flagged,” use “Adults with Identified Disabilities will be coded based on:” (7) If you have not do so already, we suggest that a K-12 Transition Specialist at the state level be included in these conversations for their technical expertise. Next time AWD plans to review assessments and discuss how these fit in to the pathway they created.

Career Technical Education (CTE)

No Meeting.

Counselors and Support Staff (CSS)

No Meeting.

English as a Second Language (ESL)

7/6/2017

Members reviewed AEBG report entitled “Measuring Student Progress in Basic Skills and ESL.” The consensus was that this work group is already moving in the direction provided by the report with the use of CASAS and the Progress Report. Members also discussed EL Civics requirements and asked for more specific information on this; including how it is to be assessed and whether or not it can be imbedded into existing curriculum or must adhere to the 30-hour instructional requirement. Members also requested more information on what reports are accessible from CASAS. ESL plans to do a joint meeting with ABE/ASE in August to review CASAS reports available to teachers. ESL would also meet with CTE in the future to discuss bridge programs and integrated instruction.
