



## Texas *LEARNS* Connections Newsletter

The Texas Adult Education and Family Literacy Partnership

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### Message from State Director

Dear Adult Educators:

With the New Year, come new challenges and opportunities for Adult Education in Texas. In this issue of Texas *LEARNS* Connection you will get updates on Even Start, BEST Literacy, important e-grant dates, Q&A from you on TEAMS, and questions from the new administrators conference. You will also read about Legislative Interim Charges that have been issued by the Speaker and Lieutenant Governor. I encourage you to become active during the interim. I hope you find the information in this issue useful. Best wishes for a great 2008!!

*Joanie Rethlake*

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### EVEN START News from the Desk of Beth Thompson

It can feel, at times, like Even Start is always climbing uphill. Well, all that practice climbing is making Texas Even Start stronger. This year's Even Start programs are more experienced and more knowledgeable than in any previous year in Texas.

Your level of expertise was apparent at the October Even Start Institute. We did a series of activities in preparation for the January 2008 Federal Monitoring Visit. Very little follow-up teaching was needed after those activities because you knew the material quite well. Special Guest Lynn Selmsler was a highlight of the Institute. Lynn worked with Congressman Bill Goodling to write the original Even Start legislation and remains an active advocate for Even Start and Adult Education. She is currently a member of the Goodling Institute for Family Literacy at Penn State University and policy director for the National Coalition for Literacy. You gave such good reviews to the Fredericksburg location that we will be returning to the Fredericksburg Inn and Suites next fall, October 8-10.

Quarterly web conferences are continuing. Texas was fortunate to have the support of the US Department of Education for our December web conference, *Using Your Evaluation for Program Improvement*. They granted permission to allow RMC Research Corporation to bring us Dr. Eloise Appel of Appel Associates. The Web Conference was well received. Dr. Appel granted us permission to adapt Adult Attendance Ratios Spreadsheet for your use. We will spend time working with that tool in conjunction with the TESPIRS Participant Hours by Component Report. Get ready to sign on to our next web conferences on March 5, Summer Programming and June 4, Integration of Components.

Continued on page 2.

## EVENSTART Cont'd



The Federal Monitoring Visit was January 14-16, 2008. It was a compliance visit, which means that it concentrated on identifying items that may not have been in compliance with the Even Start statute. Items that were compliant were not discussed. Those include student achievement, financial management and professional development. As odd as it seems, no discussion was a good thing in this instance. Additional details of the Monitoring Visit will be shared at the upcoming Even Start Business Meeting at TALAE on February 28.

The list of positives continues. The most important accomplishment for Even Start is that we are still funded. Student performance was strong in 2006-07. We introduced content standards for adult education.

There is more on the horizon. In fact, look for a major national conference announcement in the coming months.

## Special Learning Needs Training



Texas LEARNS has contracted with Neil Sturomski, M.S. and Nanci Payne, M.S. from Sturomski & Associates and Payne & Associates respectively to conduct a series of trainings for teachers who are enhancing their expertise in providing "effective instruction for all students, including those with Special Learning Needs." The second training was held in Houston on Jan. 31<sup>st</sup>- Feb. 1<sup>st</sup> at Texas LEARNS' new facility. A second cohort of instructors will most likely form in 2008-2009 to go through the 4-part series. Texas LEARNS hopes to create a cadre of trainers from the first and second cohorts to take Texas adult educators to scale on serving all students effectively. Stay tuned for more details...

**"He who dares to teach must  
never cease to learn."**

**- Richard Henry**

## Legislative News!



Texas Speaker of the House, Tom Craddick and Lieutenant Governor David Dewhurst have issued Interim Studies relating to Adult Education. The Senate Education Committee will lead the charge in the Senate, and the House Appropriations Subcommittee on Education will lead the charge in the House. These committees will hold hearings in the upcoming weeks on these charges and report back recommendations to the legislative leadership in the Fall before the 81<sup>st</sup> Legislative Session. Texas LEARNS will notify you when and where public testimony will be heard. You and your students will, for the first time in recent decades, have the unprecedented unique “break” to tell legislators success stories. **How effective is Adult Education in Texas?** Be ready with current and former students to make both verbal and written statements to these committees. **Be part of adult education history! This is a rare opportunity.**

### Texas Senate Education Committee Interim Charge

Review and make recommendations to improve the state's Adult Basic Education program. Emphasis should be placed on ways to advance literacy in Texas in order to promote economic and individual development. The review should also include a study of the coordination of adult education services among state agencies and the availability and accessibility of state and federal funding.

### Texas House Appropriations Committee Interim Charge

Study the funding needs for Adult Basic Education and the Texas Education Agency's effectiveness in running this program.



## Expected Changes in BEST Literacy Score Ranges

In the last few weeks, programs may have received a communication from CAL, the publisher of the BEST Literacy test, indicating that after careful research they have proposed new score ranges for the literacy test. The changes significantly affect placement in all lower ESL levels, while creating an exit criteria for the upper level.

Because any change in the ranges affects placement as reported to NRS, the proposed change has been submitted by CAL to NRS for approval. NRS expects this change will only affect programs using the new form D literacy test. It is important to keep in mind that after the change is implemented, a student placed in High Intermediate ESL using today's score ranges, will be placed in Low Beginning ESL with the new changes. Thus, in order to avoid the appearance of students regressing or falling back, a program using BEST Literacy form D this year should plan to test all students again at the beginning of next program year. If and when NRS approves the new ranges, the changes will have to be reflected in TEAMS and there will be a transition period. Texas LEARNS will keep you informed. Texas LEARNS expects to hear the outcome of the NRS approval by July 1, 2008.



*Santa checks his list at TCABE*

## TEAMS Q&A

Questions from YOU, answers from Joanie Rethlake, State Director



*Joanie Rethlake and Guadalupe Ruvalcaba at TCABE*

1. What happens if an adult education staff member resigns from a position in the middle of a fiscal year and does not complete the required professional development hours and then decides to come back to work in an adult education program the following year? Are they eligible?

**If there is a good reason for the teacher to have resigned, the program can submit an exemption request at any time during the year to remove the employment block in TEAMS. Keep in mind that the exemption is granted at the local level and that according to the law (TAC §89.25, 5):**

The requirements for in-service professional development may be reduced by local programs in individual cases where exceptional circumstances prevent employees from completing the required hours of in-service professional development. Documentation shall be kept justifying such circumstances.

**This means the local program MUST document an “exceptional circumstance.”**

2. Would it be possible for TEAMS updates to be posted (real time) by TEXAS Learns in the Admin Memo section in TEAMS? That little “Waiting List” button in TEAMS just suddenly appeared. ☺

**The addition of the waiting list was posted to all listservs on October 4<sup>th</sup>, 2007. But yes we need to do a better job of keeping the administrative memo up to date. We apologize for not keeping the memo up to date with all the changes.**

3. After administering and entering both the Best Literacy and the Best Plus Oral, students are showing both areas as DOS on TEAMS.

**This is not completely accurate. This question refers to the arrows pointing down next to the test. TEAMS shows that a test “could be” a DOS because the system does not find within the last year a test in that particular domain with lower scores than this one. This was a feature that confused many and has been eliminated. The system will show the DOS by highlighting (bold) the appropriate test.**

- a. Can an ESL student have two DOS? If yes, what is the consequence of this?

**Students can have a Primary and Secondary Domain of Significance. The primary DOS is determined by the Assessment Instrument used for registration in the class that has the first contact hours for that student for the fiscal year. For example, a student enrolls in September 2007 in an ESL Class with a BEST/BEST Plus assessment showing Literacy as the domain of significance. Later, the student enrolls in an additional class, this time an ABE class using the TABE test. The TABE will have its own DOS but because the first contact hours for the fiscal year were in ESL, the TABE will be considered a secondary domain of significance. Continued on next page.**



*Higher Education Commissioner Dr. Raymund Paredes keynotes the TCABE Conference on Dec. 8th*

## TEAMS Q&amp;A Cont'd

- b. If an ESL student has two DOS, which DOS should be addressed?

**Determine by the first contact hours for the student for the year in your program.**

4. What is the reasoning for the Participants Achievements in TEAMS? How are they different from Participant Goals? How are they reported?

**A student comes into the program with goals; at the end of the program year, the student has hopefully achieved those goals. Enter a check mark for every goal the student had that was achieved.**

5. If we have the ability to pull any of the data fields in TEAMS...it would be **awesome** to:
- have a program-wide report, in alphabetical order, of Student Name, Student Birthday, Baseline – including instrument and score, Baseline Date, Progress – including instrument and score, Progress Date and FL. Maybe even Elapsed hours?  
**Most of these functions have been incorporated in new report: You can run the student roster for the whole program, and you can also run a new “Participant Roster with Latest Assessment.”**
  - have a Daily Class Attendance report, by class.  
**This is a new enhancement not yet requested. We will have to prioritize it and work it into our IT’s schedule as resources permit.**
6. TEAMS will not allow students’ contact hours to be saved for those students who “rolled over” an ASE High or Advanced ESL score from 2006-07 school year to the 2007-08 school year. As a consequence, those students who were continuing in a July 2007 summer session and who had made progress in June 2007 ending the 2006-07 year with an ASE High or Advanced ESL levels, those contact hours are lost. Is there anyway TEAMS can be corrected to allow students’ contact hours to be saved in a case like this?  
**The problem is those students have already completed the program as far as can be reported to NRS. If the student completed ESL Advanced that student should have come back as an ABE student. A student who completed a TABE level with ASE high should be given the next higher test level. If the student is classified in TEAMS as ASE high (highest level of TABE) TEAMS does not prevent you from enrolling that student because the GED test can be completion for that student performance level.**
7. Last year TEAMS accepted baseline BEST Plus scores beyond an SPL 7 and allowed the student to show a gain and completion of level when they progress tested with an SPL 8-10. This year if a student baselines with an SPL 7, 8 or 9 on the BEST Plus, TEAMS will record the score, and gives the message, “This assessment cannot be used as a baseline. It is not possible to demonstrate further progress. Continue by administering a TABE assessment.” No other messages are given in TEAMS, the data entry clerk continues to register the student in a class, and not until contact hours are entered, was it discovered that the CHs would not be saved in TEAMS for that particular student(s).

**If this actually happened in TEAMS we apologize. It has been corrected. It is now not possible to “continue to register the student in a class” if that score cannot be used as a baseline. Continued on next page.**



*Federico Salas and  
Christine Nevarez  
visit with  
Congressman Nick  
Lampson who kicked  
off the TCABE  
Conference on  
December 7<sup>th</sup>.*

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Visit us on the web at:  
[http://www-  
tcall.tamu.edu/texasLearns/](http://www-tcall.tamu.edu/texasLearns/)

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## TEAMS Q&amp;A Cont'd

8. This same message as mentioned on (number 7), (*"This assessment cannot be used as a baseline. It is not possible to demonstrate further progress. Continue by administering a TABE assessment."*) is given when the student is administered a progress test and s/he completed a level advancing them to the Advanced ESL. It is my understanding that at this point no further testing is needed for the current school year since the student completed a level. **Correct.**

Will this affect subsequent months' CHs being entered in TEAMS since the student's progress test is now "topped out."

**No. If the student has a valid baseline in the system for the fiscal year, you can continue serving the student the rest of the year. After completion has been recorded there is no obligation to continue testing the student.**

10. At the TEAMS meeting we had in September 2007 in Austin, we were told that the screen would soon be fixed so that the days of the week would be frozen so the numbers scrolled down as the TEAMS clerk entered daily contact hours. This has never been fixed.

**This is not really something that needed to be fixed as it was not broken. It was an enhancement requested by programs for convenience.**

When can we expect this enhancement to be completed? This desperately needs to be fixed as it causes frustration on the part of the data entry clerk, slows down data entry, and increases the chances for error input.

**This is a major change in the system and we have been working on this enhancement as our resources permit. It will be available as soon as possible but it will take time. We apologize for the inconvenience.**

**Please try to understand the difference between a fix and an enhancement: if the system is not working or a functionality is "broken" TEA will give it top priority. However, when users request enhancements to system functions working properly, then we have to carefully prioritize which enhancements can and which cannot reasonably be addressed within the resources allocated.**

11. Is there a possibility the dates in the monthly report be updated to scroll down on the screen as one enters contact hours. **See above**
12. When Staff Development activities are entered incorrectly in TEAMS by individual adult education programs, are the items automatically deleted or are programs notified to correct the error?  
 Example (wrong way): " Multi-Level Instructional Strategies"  
 Example (right way): " SC 046 Multi-Level Instructional Strategies"

**When staff had already been assigned to the activity, our procedure has been to notify programs and request that the activity be removed and staff reentered in the correct activity. If the activity was wrongly entered but it was blank (no staff had been entered, the activity may have been deleted without further notification. Continued on next page.**



*Congressman  
Nick Lampson  
speaks to Adult  
Educators and  
Directors*



## TEAMS Q&amp;A Cont'd

13. What is the goal of keeping a statewide waiting list on TEAMS.?

a) What is the definition of a waiting list? (waiting for the next registration date, waiting for a class to open that is full, waiting for a class to open where transportation is available, waiting for a teacher to be hired, waiting for money to become available to open a class) (How many days does a person have to be on a waiting list to be classified as on a waiting list)

**The state is concerned about individuals who don't have a space in our programs. If you can serve a person on the next registration date or you are only waiting to assign a student we don't need them in the waiting list. But when you run out of space, your classes are full and you have no more classes nor money to open new classes, then we need the names of any students on the waiting list.**

b) We keep a waiting list - and then check off the name when we place a student in a class.

**In TEAMS you don't have to worry about checking the names off. There is no interaction with the "live" section of TEAMS.**

c) If we are trying to determine zip codes and number of students involved (to send to the legislature) we should just be able to turn in that number to Texas Learns at a specified time and not take up space on TEAMS.

**We are providing a standard way for programs to enter data into the system. The waiting list is not tied to other portions of the system thus it does not take any significant space in the system. In addition, this allows Texas LEARNS to reply to legislative requests by region at any point in time without the delay involved in contacting local programs to request the information.**

**Legislative Budget Board and individual legislators have requested it. They want to know how many people are turned away for lack of space at local programs. They want to have an idea, when we claim we only serve 4% of the total need that we actually have people at our doors waiting for the opportunity.**

14. Can the monthly report be updated to allow exporting (PDF, Word, etc.) for printing?

**Yes, this is an enhancement we are working on. It will be ready in March.**

15. How do we remove people no longer employed w/AE from TEAMS staff development list?

**You cannot "remove" people from TEAMS. If staff no longer employed were still active in the system on July 1 they will show on the Professional Development report for the remainder of the fiscal year. It is important to inactivate staff as soon as you know they will not continue working.**

16. When do elapsed hours begin counting? (Full year? Last 6 months of previous program year? Since the student's most recent test?)

**There are two places where you see "elapsed hours": The Participant Roster by Class, and the Assessment Page. On the roster the hours elapsed are the hours between the last assessment in the previous fiscal year and the end of that year (June 30). On the Assessment Page the elapsed hours are the number of instructional hours for the current fiscal year that have taken place after each test the student has taken.**

17. Can we provide TEAMS access to non-employees (partners) that limits them to a "Read Only" status for their specific classes?

**Yes, you can. You must decide what level of access to give them and have to request the access every year using the same forms you use for employee access. -End TEAMS Q&A-**

## Adult Education and Family Literacy e-Grant Calendar Dates

GRANT	*TETN DATES AND TIMES	ADC FORM AVAILABLE	**GRANT APPLICATION AVAILABLE	GRANT APPLICATION DUE DATE
EL CIVICS	2/25/08 3:15-5:15 pm Event # 30460	2/1/08	2/29/08	4/17/08
ADULT EDUCATION & TANF	3/19/08 1:00-4:00 pm Event # 30551	2/29/08	3/31/08	5/1/08
EVEN START	4/29/08 9:00 am-12:00 noon Event # 30549	3/31/08	5/1/08	6/3/08

\*TETN's satellite broadcasts are held at your local Education Service Center. Please contact your local ESC office to reserve a spot to view the TETN.

\*\*The Grant Application is not available prior to the available date and cannot be viewed until the grant applicant submits the ADC Form.

TEA Grant Opportunities Website for further information:

<http://burleson.tea.state.tx.us/GrantOpportunities/forms/GrantProgramDetails.aspx>

## Q&A from New Administrators Training

1. Do I share my data - SS#, financial documentation, with a site provider, but not a partner with ABE/ESL?

**Family Educational Rights and Privacy Act (FERPA)** (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Continued on next page

## Q&amp;A Cont'd

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school. For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. Or you may contact us at the following address:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, D.C. 20202-5920

2. New teacher training - Is a teacher with a Masters but not a Teacher's certificate exempt from 12 hours of training? No, Masters does not make a difference. This person still needs 24 hours for the first two years employment.
3. Does training have to be from a certified GREAT trainer? If you are referring to BEST Plus Training, yes, training must be provided by a Center for Applied Linguistics (CAL) certified trainer. All other trainings at this time have other options.
4. If a student forgets to log or sign out, can the institution put in estimated time? Are you referring to Distance Education? Contact John Stevenson toll free at 866-696-4233 to discuss.
5. Do I have to accept a special needs student who makes (inappropriate) advances on other students? Your Human Resources Division at your agency may be able to advise you. Texas LEARNS is not qualified to give legal advice. Review your assurances that were signed and are in your e-Grant.
6. Does TABE match the Nelson Denny - or THEA reading alignment? Contact CTB/McGraw-Hill in writing at 20 Ryan Ranch Road, Monterey, CA 93940 or call or fax toll free: 800.538.9547 | Fax: 800.282.0266 or Tel: 831.393.0700 | Fax: 831.393.6528

## Q&amp;A Cont'd

7. Under the Administrators Manual - Advisory Committees paragraph 2 say, "The fiscal agent must convene this collaborative advisory committee at least twice a year." Do we or the fiscal agent convene this meeting? The requirement for an advisory committee to meet twice yearly is required of the fiscal agent of each grant. Therefore this is optional for partners.
8. When do I end my services to a special needs student? (No advancement after 3 years)  
This is a local decision. If you do decide to end your service, contact the Department of Assistive and Rehabilitative Services at the following: Department of Assistive and Rehabilitative Services, at DARS Disability Determination Services, P.O. Box 149198, Austin, TX 78741-9198. By email at [DARS.Inquiries@dars.state.tx.us](mailto:DARS.Inquiries@dars.state.tx.us) .Telephone numbers are 1-800-628-5115 or TTY 1-866-581-9328. Information is available on:
- Early childhood intervention services
  - Rehabilitation services
  - Services for people who are deaf or hard of hearing
  - Services for people who are blind or visually impaired
  - Disability determination services
9. What is a recommended reasonable amount of money to spend to educate 1 student? Ex: \$50,000 grant that has 20 students and you are spending \$2500 per student. The state average for adult education fluctuates from year to year, but generally ranges from \$400 to \$500 per year. A \$50,000 grant should plan on recruiting and enrolling 100 students.
10. Do orientation hours count toward the goal of retaining students for 12 hours? We have a student with 3 hours orientation and 9 hours of class and he is showing up as not having 12 hours. Did you check the Participant Roster by Class for the total accumulated hours? The report "Participants with Less than 12 Hours" does not pick up the hours if you run it by class, but it does show all the hours if you run it for the whole program.
11. What level of support do we need to offer for a class in order to enter data into TEAMS? Pay partially/fully for instructor, pay for textbooks, pay for testing materials? I will send this question to my federal contact and publish the answer in the next Texas LEARNS newsletter.
12. How do we serve students who need special attention? We are not trained for such as dyslexic, cannot read, etc.?

Texas LEARNS, TEA and Adult Education and Literacy programs in Texas and partnering agencies agree to uphold the highest standards of non-discrimination. Adult Education and Literacy programs will provide and/or post information concerning non-discrimination policies and requirements under federal and state disability laws including:

The Americans with Disabilities Act (ADA) of 1990 - civil rights legislation that prohibits employers, public and government agencies and organizations from discriminating against qualified individuals who have disabilities on any basis. ADA was designed to remove the barriers that prevent individuals who have disabilities from enjoying the same opportunities that are available to people who do not have disabilities. The law requires that individuals who have disabilities have access to and be accommodated in employment, transportation, public facilities, state and local government activities and communications.

## Q&amp;A Cont'd

The Rehabilitation Act, Section 504 of 1973 as amended - civil rights legislation that prohibits discrimination against persons who have disabilities in programs receiving or benefiting from federal funding, federal financial assistance, employed under federal contracts, or conducted by an Executive agency or the Postal Service. Section 508 (1998) requires federal agencies to make electronic and information technology accessible to persons who have disabilities.

The Workforce Investment Act (WIA) of 1998 created a new comprehensive workforce investment system through reform of federal job training programs by implementing a universally accessible one-stop career center approach. WIA requires participation of relevant programs administered by Department of Labor, Department of Agriculture, Department of Education (Office of Special Education and Rehabilitation Services and Office of Vocational and Adult Education), Rehabilitation Services Administration, Health and Human Services, and Housing and Urban Development. WIA sets the stage for full employment of all individuals including individuals who have disabilities by integrating welfare, unemployment compensation, employment services, and training into a comprehensive system of public assistance and reform. Under WIA, Section 188, Part 37 of Title 29 of the Code of Federal Regulations prohibits discrimination on the grounds of disability and specifies that public entities and partnering agencies will operate services, programs and activities so that each is readily accessible to and useable by persons who have disabilities. This includes communication of programs services and activities. The regulations include employment practices, employment-related training, program accessibility, and accommodations. The WIA emphasizes the responsibilities of the organization and its partners/affiliates, of which Adult Education and Literacy Programs are one, for the provision of reasonable accommodations and pre-emptive or advance actions in not only the context of employment, but also in the context of aids, benefits services and training.

The Individuals with Disabilities Education Act of 1990/97 - civil rights and education legislation that guarantees the right to the opportunity to learn for all children and adolescents, ages 3-21, who have disabilities. These laws and their regulations are applicable to the Adult Education and Literacy programs in Texas and partnering agencies, for the benefit of all adults enrolling in, receiving, or benefiting from services, programs and/or activities. As such, the Adult Education and Literacy programs in Texas and partnering agencies, including community-based services, do not discriminate against individuals or classes of individuals on the basis of a disability when providing assistance, benefits, and services.

No adult shall be excluded from participation in, denied the benefit of, subjected to discrimination under, or denied services, access to services or programs and/or facilities, in the administration of, or in connection with, any such program or activity funded in whole, or in part by Texas LEARNS, TEA and Adult Education and Literacy or in connection with partnering or community agencies or employers on the basis of disability. The need to provide reasonable accommodations will not be a factor in the identification and/or program enrollment of an adult student, or any opportunity, which may have an impact on the person's educational development.

All Adult Education and Literacy programs in Texas and partnering agencies' staff and volunteers are responsible for communicating a collective commitment to nondiscrimination practices to all students, vendors, contractors, and the community at large when appropriate. Communicating includes verbally, as well as in printed formats, sharing the Texas LEARNS, TEA and Adult Education and Literacy programs and partnering agencies' nondiscrimination policy, and appropriately addressing concerns that are

## Q&A Cont'd

brought forward. These include nondiscrimination statements and all materials written for dissemination to the public provided by federal and state civil rights and related entities.

All Adult Education and Literacy programs in Texas and partnering agencies are responsible for adherence to the nondiscrimination policy.

### V. Principal Assumptions

- Texas LEARNS, TEA and the Adult Education and Literacy programs in Texas are and will remain compliant with the laws and regulations of the Americans with Disabilities Act of 1990, the Rehabilitation Act, Section 504 & 508 of 1973, the Workforce Investment Act of 1998, Section 188, Part 37 of Title 29, the Civil Rights Act of 1964, the Individuals with Disabilities Education Act of 1990.
  - Texas LEARNS, TEA and the Adult Education and Literacy programs in Texas are and will remain architecturally barrier free.
  - All students and prospective students, regardless of disabilities, have access to all program activities and services offered through Adult Education and Literacy programs.
  - Students who have disabilities are served in integrated settings and participate in the program activities and services alongside people without disabilities.
  - Adults requesting information and/or enrollment in Adult Education and Literacy programs may not know or recognize that they have a disability or special learning need and thus may not know to ask for assistance and/or accommodations.
  - Printed information is presented in a way that is understandable to persons who have disabilities and may have difficulty reading.
  - Orally presented information is available in writing for people who have disabilities that affect their hearing and/or auditory processing.
  - Reasonable accommodations should reflect student choice whenever possible.
  - The Adult Education and Literacy programs in Texas will provide reasonable accommodations for persons who have disabilities in order for each person to access all program activities and services and will implement advance actions whenever feasible.
  - Students can request and receive reasonable accommodations unless the request would result in undue hardship for the program, or fundamentally alter or change program activities or services.
  - Reasonable accommodation need not be the most expensive accommodation available, as long as it is effective for its purpose.
  - Adults seeking information or enrollment in Adult Education and Literacy programs that have or may have disabilities, including learning disabilities, contend with stigmas of repeated failures in school and work as well as crisis situations due to the barriers associated with the disability.
  - Cultural barriers may exist and impede the identification and/or acknowledgment of disabilities, preventing participation in program services and activities.
  - The Adult Education and Literacy programs will provide accommodations to assist people in complying with the policies whenever possible. The Adult Education and Literacy programs may deny services to any person who violates program policy when the denial is consistent with the program standards and the violation is not the direct result of the disability. Circumstance for denial may include, but is not limited to, inappropriate behavior or evidence of chemical abuse. Denial of services and reasons for such must be documented.
  - All Adult Education and Literacy programs will conduct a self-evaluation of non-discrimination and access within their programs as well as programs of contractors and partnering agencies.
13. If literacy and oral test are given in the EL Civics program and the student scored 7 on oral but level 2 on literacy, can student remain in program for ELC? **The student can stay in EL Civics until his/her score does not allow any progress on either test.** Cont'd next page

Q&A Cont'd

14. 2008-09 EL Civics funds available are approximately \$1.3 million more than 07-08. What can TXL tell us about this increase as it relates to our continuation applications?

This is a breakdown according to the USDE website that TEA uses to plan all Federal appropriated funds until we receive the actual Federal NOGA.

	2001-2002 2001 Actual	2002-2003 2002 Actual	2003-2004 2003 Actual	2004-2005 2004 Actual	2005-2006 2005 Actual	2006-2007 2006 Actual	2007-2008 2007 Actual	2008-2009 2008 Estimate	2009-2010 2009 Estimate
ABE	32,712,918	35,219,030	40,899,325	41,552,090	41,223,808	40,803,263	40,803,247	39,975,649	39,965,123
EL									
Civics	5,836,130	5,616,484	5,352,531	5,413,363	5,378,228	5,612,001	5,698,227	5,465,327	5,465,313

There is a decrease not an increase. The amount of funds needed to fund the continuations is: \$5,656,226

You may be looking at the amount we projected on the RFA, for 2007-08 which, at the time, was only \$4,381,727.

We received more funds, so we awarded the maximum number of grants that we could.

Whew.. Was that enough information? If there is something you would like to see in future issues of TLC? Please email [mvillafranca@hcde-texas.org](mailto:mvillafranca@hcde-texas.org)