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40. Implementing (ELCATE) English Language for Career and Technical Education
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45. GED Fast Track course

SECTION - OTHER TRAINING NEEDS

46. Please list any other training needs you believe are significant or critical at your school.
Survey Overview

Description
Needs Assessment Survey to determine adult education training needs.

Instructions Provided To Respondents
This survey is designed to help direct training efforts for Adult General Education programs in Miami-Dade County Public Schools and partner organizations. Please don't forget to click the "Submit Responses" button at the end to ensure your responses are counted. Thank you for taking the time to participate.

Respondent Metrics
Respondents: 491
First Response: 10/14/2010 04:24 PM
Last Response: 11/8/2010 02:01 PM
Summary of Training Priorities

The following table ranks the training priorities by Likert score, weighting responses from “critical need” (a value of 4 points) to “no need” (a value of 1 point). The survey questions were organized by topic areas, identified and color coded in the column at the far right.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Questions</th>
<th>Critical Need</th>
<th>Significant Need</th>
<th>Minor Need</th>
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<td>Critical thinking and problem solving skill development</td>
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<td>New techniques in GED-level math instruction</td>
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<td>110</td>
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<td>Successful lesson planning based on curriculum frameworks and student needs/goals</td>
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<td>GED Fast Track course</td>
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<td>151</td>
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<td>Special populations: ex-offenders or court-mandated students</td>
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<td>158</td>
<td>151</td>
<td>123</td>
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</table>
Survey Results

The following is a graphical depiction of the responses to each survey question. Additional comments provided by respondents, if any, are included after each graph.

Section - Demographics

Instructions Provided To Respondents
Please answer each question as it relates to you and your role in adult, career, or community education. Select only one answer per question unless indicated otherwise.

1. School or organization
2. Enter your primary role in adult, community, or career technical education.
3. Which curriculum area(s) are you involved with?

491 Respondents
716 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

- ABE
- ESOL
- GED Preparation
- High School Completion

17.32% (124)
24.30% (174)
13.55% (97)
44.83% (321)
4. What is your highest level of education?

- Doctoral Degree
- Specialist Degree
- Master's Degree
- Bachelor's Degree
- Other (please specify):

7.13% (35)
8.15% (40)
12.83% (63)
35.64% (175)
36.25% (178)
5. Years of experience in adult education?

- **Less than 1 year**: 5.30% (26)
- **1-3 years**: 14.66% (72)
- **4-9 years**: 25.25% (124)
- **10+ years**: 54.79% (269)

491 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10
In the last five years, what adult education training have you participated in?

- University-level courses relevant to adult education
- State or national conferences relevant to adult education
- Region V trainings
- M-DCPS ELITE annual conferences for adult educators
- M-DCPS ELITE curriculum fairs for adult educators
- M-DCPS ELITE new teacher trainings for adult educators
- M-DCPS Adult ESOL trainings (Friday Night Academy, Reading Academy, CA)
- M-DCPS K-12 trainings relevant to adult education
- School-based training relevant to adult education
- No formal training addressing adult education in the last five years

491 Respondents
1550 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10
7. Is the current level of professional development adequate to your needs in adult education?
8. Which of the following would be of value to your professional development in adult education?

- Individual professional development plan, on annual basis
- School-level professional development facilitator and workshops
- Follow-up to trainings (e.g., peer groups, study circles)
- Ongoing trainings on priority initiatives
- In-service credit for all approved trainings
- Stipends for evening and weekend workshops
- Stipends for approved planning and implementation activities
- Tuition reimbursement for approved trainings
- Tuition reimbursement for approved university-level courses
- Adult learner input affecting professional development and practices
- Evaluation of individual professional performance, on annual basis
Section - Scheduling Preference

Instructions Provided To Respondents
Please continue.

9. Which are your preferred days/times for training?

491 Respondents
937 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10
10. Would you be interested in training for adult educators that is provided online?

- Yes, depending on the topic.
- Maybe, but only if credit is provided.
- Not interested.

491 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

- Yes, depending on the topic: 54.99% (270)
- Maybe, but only if credit is provided: 24.85% (122)
- Not interested: 20.16% (99)
11. Would you like to be notified by email of district approved professional development opportunities?

491 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

No

Yes (please provide email):

No 28.31% (139)
Yes (please provide email): 71.69% (352)
Section - Priority Training Needs

Instructions Provided To Respondents
The following topic have been identified as priorities for adult education providers at the national and/or state level. For each of the training options listed, choose the level of need for the training at your location. These training options can affect any adult, community, or career education program.

12. Evidence-based reading instruction for ABE and/or Adult ESOL classes
13. Using test reports (TABE or TOPSpro CASAS) to diagnose and remedy individual learning needs

401 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment: 10-12-10

- Critical Need: 22.61% (111)
- Significant Need: 49.69% (244)
- Minor Need: 9.57% (47)
- No Need: 18.13% (99)

Legend:
- Critical Need
- Significant Need
- Minor Need
- No Need
14. Infusing practical contexts in ABE and Adult ESOL classes (civic, employment, financial, digital, and health literacies)
15. Student transition from ABE or Adult ESOL to GED or postsecondary training

Critical Need

Significant Need

Minor Need

No Need
16. Facilitating Career Pathways for Adult ESOL, ABE, and GED Students

491 Respondents
Adult Ed Needs Assessment: 10-12-10

- Critical Need
- Significant Need
- Minor Need
- No Need

- Critical Need: 31.96% (157)
- Significant Need: 44.40% (218)
- Minor Need: 5.70% (28)
- No Need: 17.92% (88)
Section - General Training Needs

Instructions Provided To Respondents
For each of the training options listed, choose the level of need for the training at your location. These training options can affect any adult, community, or career education program.

17. Intake procedures and assessment of student needs/goals

- Critical Need: 8.15% (46)
- Significant Need: 52.34% (257)
- Minor Need: 24.03% (118)
- No Need: 15.48% (76)
18. Data-driven decision making (accessing and analyzing adult student data)

491 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

- Critical Need: 24.24% (119)
- Significant Need: 15.07% (74)
- Minor Need: 53.77% (264)
- No Need: 6.92% (34)
19. Student recruitment, retention, reclaiming, and transition strategies

491 Respondents
491 Responses: 10/14/2010 - 11/9/2010
Adult Ed Needs Assessment 10-12-10

- Critical Need: 24.03% (118)
- Significant Need: 50.51% (248)
- Minor Need: 19.55% (96)
- No Need: 5.91% (29)
20. Customer service approach in adult education: registration, student services, mentoring, case management, and goal-oriented instruction
21. Successful lesson planning based on curriculum frameworks and student needs/goals

491 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

- Critical Need: 7.74% (38)
- Significant Need: 16.09% (78)
- Minor Need: 30.96% (152)
- No Need: 45.21% (222)
22. Applying best instructional practices in the classroom (project-based learning)

491 Respondents
Adult Ed Needs Assessment 10-12-10

- Critical Need
- Significant Need
- Minor Need
- No Need

The chart shows the distribution of needs among respondents:
- Critical Need: 49.08% (241)
- Significant Need: 27.29% (134)
- Minor Need: 18.13% (89)
- No Need: 5.50% (27)
23. Sharing and using K-12 resources in adult education

491 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

Critical Need

Significant Need

Minor Need

No Need

9.16% (45)

17.31% (85)

31.16% (153)

42.36% (208)
24. Motivating adult learners (adult learning theory and practice)
25. Critical thinking and problem solving skill development

491 Respondents
494 Responses: 10/14/2010 - 11/6/2010
Adult Ed Needs Assessment 10-12-10

- Critical Need: 5.50% (27)
- Significant Need: 25.46% (125)
- Minor Need: 22.81% (112)
- No Need: 46.23% (227)

Critical Need

Significant Need

Minor Need

No Need

Diagram showing the distribution of responses for critical thinking and problem solving skill development needs.
26. Differentiated instruction to accommodate multiple learning styles and multi-level classes

- Critical Need
- Significant Need
- Minor Need
- No Need

491 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10
27. Special populations: teaching students with learning disabilities

491 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

- Critical Need
- Significant Need
- Minor Need
- No Need

Critical Need: 19.14% (94)
Significant Need: 38.09% (187)
Minor Need: 30.75% (151)
No Need: 12.02% (59)
28. Special populations: teaching low literacy students

491 Respondents
491 Responses: 10/14/2010 - 11/6/2010
Adult Ed Needs Assessment 10-12-10

Critical Need

Significant Need

Minor Need

No Need
29. Special populations: teaching households and family literacy

491 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

- Critical Need
- Significant Need
- Minor Need
- No Need
30. Special populations: ex-offenders or court-mandated students

491 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

- Critical Need: 25.05% (123)
- Significant Need: 32.18% (158)
- Minor Need: 30.75% (151)
- No Need: 12.02% (59)
31. Tutoring Programs - implementing evidence-based learning strategies

- Critical Need
- Significant Need
- Minor Need
- No Need

491 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

Pie chart indicating the distribution of needs among respondents.
32. Internet, software, and distance-learning resources for students

491 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

- Critical Need: 19.55% (96)
- Significant Need: 27.70% (136)
- Minor Need: 45.82% (225)
- No Need: 6.92% (34)
33. Use of student hand-held devices and interactive technologies (web 2.0) for learning

- Critical Need
- Significant Need
- Minor Need
- No Need

491 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10
34. Internet, software, and distance-learning resources for teachers

- Critical Need
- Significant Need
- Minor Need
- No Need
35. Using technology hardware in the classroom (computer, hand-held, and presentation devices)

491 Respondents
491 Responses: 10/14/2010 - 11/6/2010
Adult Ed Needs Assessment: 10-12-10

- Critical Need
- Significant Need
- Minor Need
- No Need

Pie chart showing:
- Critical Need: 45.62% (224)
- Significant Need: 27.70% (136)
- Minor Need: 19.76% (97)
- No Need: 6.92% (34)
36. Adult educator guide to community and social services for adult students

491 Responses
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

Critical Need

Significant Need

Minor Need

No Need

46.44% (228)

21.18% (104)

25.25% (124)

7.13% (35)
37. Turning data into dollars - district and school funding overview

491 Respondents
494 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

- Critical Need: 8.55% (42)
- Significant Need: 41.75% (205)
- Minor Need: 24.85% (122)
- No Need: 24.85% (122)
Section - Adult ESOL Training Needs

Instructions Provided To Respondents
For each of the training options listed, choose how significant the need for the training is at your location. These training options can affect Adult English Literacy (a.k.a. ESOL) courses.

38. Teaching targeted oral and listening skills to Adult ESOL students

491 Respondents
491 Responses: 10/14/2010 - 11/18/2010
Adult Ed Needs Assessment: 10-12-10

- Critical Need: 36.66% (180)
- Significant Need: 40.33% (198)
- Minor Need: 16.09% (79)
- No Need: 6.92% (34)
39. Improve student performance with “hybrid” ESOL classes

491 Respondents
491 Responses: 10/1/2010 - 11/8/2010
Adult Ed Needs Assessment: 10-12-10

- Critical Need
- Significant Need
- Minor Need
- No Need
Implementing (ELCATE) English Language for Career and Technical Education

491 Respondents
Adult Ed Needs Assessment 10-12-10

Critical Need

Significant Need

Minor Need

No Need

10.18% (50)

22.81% (112)

23.01% (113)

43.99% (216)
41. Fast-Track to Citizenship Program

491 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

- Critical Need: 11.61% (57)
- Significant Need: 17.92% (88)
- Minor Need: 27.49% (135)
- No Need: 42.97% (211)
Section - GED Training Needs

Instructions Provided To Respondents
For each of the training options listed, choose how significant the need for the training is at your school. These training options can affect GED or Pre-GED courses.

42. GED test taking strategies

494 Respondents
494 Respondents: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

- Critical Need: 14.26% (70)
- Significant Need: 23.63% (116)
- Minor Need: 18.94% (93)
- No Need: 43.18% (212)
43. GED Instruction using the Official Practice Test (OPT)

491 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

Critical Need
Significant Need
Minor Need
No Need

15.68% (77)
20.57% (101)
21.18% (104)
42.57% (209)
44. New techniques in GED-level math instruction

491 Respondents
491 Responses: 10/14/2010 - 11/8/2010
Adult Ed Needs Assessment 10-12-10

- Critical Need: 23.63% (116)
- Significant Need: 39.51% (194)
- Minor Need: 14.46% (71)
- No Need: 22.40% (110)
45. GED Fast Track course

491 Respondents
Adult Ed Needs Assessment 10-12-10

Critical Need

Significant Need

Minor Need

No Need

15.48% (76)
21.18% (104)
23.63% (116)
39.71% (195)
Section - Other Training Needs

46. Please list any other training needs you believe are significant or critical at your school.

- Anything that has to do with Language Skills.

  A professional development enrichment activity that includes visiting all the adult education centers. This would assist support personnel with the knowledge of programs offered at other facilities.

  A more communicative approach to ESOL teaching!!!

  A person who would facilitate all computer and technological systems/programs to be support person/individualist versus teacher or "individualist" having a multi-purpose position/tasks on a day-to-day basis.

  Additional readers with exercises as well as additional exercises with listening comprehensions this portion is critical.

  Additional technology training.

  Any and all listening programs that will help our students pass the CASAS Test

  Any training using technology.

  Attendance gradebook

  Attendance/Gradebook Training

  Better strategies for ESOL students

  Can we provide field trips to institutions (hospitals, courts, businesses, etc.) that can provide real-life working experiences to our adult students?

  Career oriented courses to prepared students for the workforce. For example, paralegal programs, medical oriented programs w/a advance esol format. As well, security license course, from esol to college transition program, etc.

  Career paths that would lead to job placement.

  Computer training for teachers in the most useful programs. Question 3 does not apply to vocational teachers and it needed to be answered.

  Curriculum/book that is correlated to the Casas test with practice tests and handouts covering vocabulary and such available for teachers to utilize to target concerns over the computerized Casas test for the upper levels.

  Customer service and motivational training

  Differentiated instruction for teacher having a wide variety of levels within the same class. Also, additional training on interpreting the TOPSpro and grouping students for target instruction based on the CASAS results.
Elite annual and curriculum conferences offer a great deal to the adult ed. teacher - best practices as well as most effective study materials and software programs. I would like to see more grant opportunities since budgets have been cut and, in my case, there is no opportunity to get new hardware for my learning lab. Any best practices that would fast track ABE students to GED would be welcome. That would help us get more LCP's and GED's. Thank you for everything.

ESOL multi-level within the same class, the needs for differentiated instruction.

Expanding listening lab. It's great but many students aren't able to go in the late afternoon or evening.

Foreign language materials useful in motivating ABE learners.

Functional conversation for everyday living.

GED test taking strategies and Ged fast track course.

Good motivational/teaching practices/strategies that will keep teachers and students engaged throughout the evening as they tire-out before the end of class.

High School completion needs.

How to deal with testing anxiety.

How to develop listening skills in ESOL students. Listening strategies.

How to treat possible students as soon as they get to school.

I think that you have pointed out every possible need, however, I encourage you to continue putting every possibly resource to secure the training and development of all the Adult teaching Staff in our county; Why???? we are very special people!!!!!!

I think the VENTURES program will be better for adult literacy.

I WILL LIKE TO UPDATE ON ALL THE RESOURCES OUR SCHOOL OFFERED ON ESOL / COMPUTER SYSTEM THAT MY STUDENT COULD USE.

I would like to get more information about organizing partnerships and internships within the adult education to motivate transition.

Increase in Adult enrollment for ESOL Classes and overall retention. Moving midlevel students forward.

Job training programs for students with undiagnosed learning disabilities. Students who cannot pass the TABE; yet need to make a living and get job training.

Like to have additional onsite Skills Tutor training.

More career-related correlations because these students are the ones who did not do well in a traditional school setting.
More efficiency and better communication of necessary information for teachers (ESPECIALLY information needed by off-campus teachers) among large, seemingly unwieldy staff of Adult Ed. Center office.

More inservice for the high school program

My Skills Tutor.com  We had a training session for 4 hours. It was originally two days.

N/A (2 responses tallied)

Need more casas training.

No other needs at present.

Office personnel, counselors, test-proctors, as well as teachers and teacher assistants, should be trained on how to treat adult students in order to keep them in our schools.

On-going support for health science teachers with respect to strategies for teaching the large ESOL community at my school.

Online staff development courses

Orienting students in study skills (understanding how to learn) and taking personal responsibility for one's education

Physical activities for seniors with disabilities

Promoting personal reading (outside classes) for ABE and ESOL students.

Reading Strategies at all levels / Improving Students Attendance

Reading strategies: students have a hard time pointing out the 'main idea' in readings.

Real-life English skills development for ESOL students

Scheduling of classes.

Sensitivity, Multiculturalism, and diversity trainings

Sometime it is difficult for some of the teachers to attend some of the better workshops because we are day time teachers. Most of these workshops are held on professional days which we can not attend because we have to report to our day time schools and meet our requirements there.

Teach studying strategies for students who are re-entries or study alone.

Teaching materials for students with in the abe and ged levels

Teaching writing skills to ESOL and ABE/GED for both the classroom and distance learning

Team teaching would be beneficial to our population. It would also be beneficial to have reading and math everyday instead of two times a week.
TECHNOLOGY. SMART BOARDS TO BE ABLE TO SHOW PRESENTATIONS.

Technology training @ 21st century level to prepare our students.

Technology training illustrating the latest technological devices, possibly done at each school site.

Test prep materials for the following tests: TABE & CASAS. Books and software.

Test preparation textbooks and materials for CASAS.

TEST-TAKING SKILLS.

The ELITE should be offered every quarter due to the change that the ADULT ED. PROGRAM GOES THROUGH.

THE SIGNIFICANT NEED OF OUR SCHOOL IS TO INCREASE OUR GED PROGRAM.

The use of "SKILLSTUTOR" has been very effective in the VPI lab to improve TABE scores.

This is an excellent and very comprehensive survey!

THOSE TEACHING THE SAME SUBJECT AND LEVEL SHOULD MEET ONCE EVERY TERM TO EXCHANGE IDEAS AND RESOURCES.

Training is need for teaching severe illiterate students.

Training about the new standards for Citizenship

Training for Adult with disabilities.

Training for bilingual teachers to avoid using Spanish in the classroom.

Training for SMART board usage.

Training on students' retentions.

Training with TEST PREP BOOKS AND MATERIALS FOR TABE AND CASAS

Trainings for vocational teacher, i.e. technology teachers.

Tutoring is needed on all levels of learning, especially in math and Language. Student can read, but do not understand what they are reading.

Upon enrollment each student should be given a learning style inventory to identify the mode in which they learn. In addition, teachers should be trained to utilize the results of the inventory to develop appropriate instructional delivery.
USE of technology and new technologies available that these adults have no conception of. Internet, blog, forums, research, social networks, besides presentations creating eportfolios and different media, video conferencing, adobe, and much more!

Use of technology device in the classroom and software for listening activities. Strategies for using this technology. Strategies for reading comprehension activities.

Using technology in the classroom

Using technology so that teachers can network. How to set up blogs and train teachers how to use them. How to write lesson plans using the Florida Adult ESOL Standards and the text.

VOCATIONAL EDUCATION IS AN INTEGRAL PART OF RMEC AND YET THIS SURVEY DOES NOT ACKNOWLEDGE THAT WE EXIST!

We should be able to improve our skills using technology. Any kind of exercises or drills using PCs or technological devices.

Workshops on motivating students to go beyond the 1st and 2nd levels in the foreign languages classes

Writing Skills, Computer Skills

Writing strategies geared towards the GED essay