

# FINAL EVALUATION of the Getting Result Educating Adults in Texas Project (Project GREAT): 2006-07

## At-a-Glance

**P**roject Getting Results Educating Adults in Texas (Project GREAT) is a federally funded program designed to provide professional development to Adult Education and Family Literacy Program teachers in the northern region of Texas. Service delivery areas in the northern region include Cleburne, Dallas, Denton, Fort Worth, and Weatherford Independent School Districts; Grayson County College; and the Region IX Education Service Center in Wichita Falls. To facilitate service delivery, the program contracts with consultants, education service centers, colleges, universities, and other providers to train participants. The Adult Basic Education Department of the Dallas Independent School District managed the program.

### Evaluation Methodology

The 2006-07 evaluation focused on surveying trained teachers about the program. The survey asked teachers to examine Project GREAT's strengths and weaknesses, and to recommend improvements. The main items on the survey included the quality of training materials, workshop organization, trainers' knowledge of the program, application of theory and concepts discussed, training environment, and clarity of training-related objectives. The survey also asked participants to indicate the types of programs they taught and whether they were part-time or full-time instructors.

### Budget Expenditures

The program's estimated budget for the 2006-2007 school year was \$370,413. Personnel salaries (47.4%), contracted services including program-related training (34.2%), and instructional materials (5.4%) accounted for more than 87% of the budgeted expenditures. Other operating and indirect costs accounted for 12.9% of the budgeted expenditures. The program allocated \$3,000 for evaluation.

### Program Outcomes

A total of 1,254 (duplicate count) mostly part-time teachers received Project GREAT training this year. Of the 1,254 teachers, 387 (31%) attended two program-related northern regional conferences on August 3, 2007 and on August 4, 2007. Most of the participants were English as a Second

Language/English for Speakers of Other Languages (ESL/ESOL) part-time instructors.

A summary of the teachers' and administrators' workshop attendance from October 7, 2006-2007 to September 30, 2007 is displayed below.

Time Frame	Number
October 7, 2006-December 9, 2006	292
January 6, 2007-March 31, 2007	378
April-May 13, 2007	117
June-Sept 30, 2007	467

- Major training topics and the corresponding number of participants (in parentheses) included:
  - ▶ Tying Instruction to Best Plus (42)
  - ▶ ESL Hands On Activities (22)
  - ▶ Determining the Workforce-Related Needs of ESL Learners (41)
  - ▶ TABE as a Diagnostic Tool (23)
  - ▶ BEST Plus (43)
  - ▶ BEST Plus Refresher (38)
  - ▶ Strategies for Transitioning Advanced ESL Students to the ABE Level (17)
  - ▶ Reading Strategies for Adult Learners in the Content Areas (17)
  - ▶ Mathematics Strategies(13)
  - ▶ Advisory Committee Meeting (13)
  - ▶ GED Information Workshop (16)
  - ▶ Fluency: Teaching for Communicative Competency (32)
  - ▶ Transitioning ABE/ASE Students to Post Secondary Education (16)
  - ▶ Strategies for Learning Success: Adults with Special learning Needs (13)
  
- Most survey respondents said the quality of materials used during the training was excellent, that the sessions were well organized, and the

contents of the materials presented met the course's description.

- Respondents also said trainers had in-depth knowledge of the topics presented, emphasized the practical application of the theory and concepts to classroom situations, created positive learning environments, and clearly explained each training session's objectives.
- The majority of participants who attended the Regional Conferences said that the topics discussed (e.g., Flash Cards, Math Games, Geometry Just Fun, Classroom Organization and Management, GED Fast Track, Best Plus, Learning Disabilities, Credit Smart, and Accent Improvement) would be beneficial to them and their students.
- The teachers (at the Regional Conferences) suggested that directions (e.g., maps) to future conference sites should be made clearer to participants long before the conference date. They also suggested that future topics should include Problem Solving.