

Chancellor of the Ohio Board of Regents (OBR)
Adult Basic and Literacy Education (ABLE)
Professional Development Policy and Guidelines
Fiscal Year 2011

Introduction

The intent of the Professional Development (PD) system as outlined in this policy is:

- to assist local ABLE program staff in developing skills and gaining knowledge needed to support higher levels of student achievement;
- to ensure program staff have relevant information and training in order to meet the intent and requirements of the grant;
- to ensure that the knowledge and skills acquired are sustained through classroom practice.

The policy and guidelines for Professional Development (PD) for FY 2011 are provided below. Changes in PD policy from previous years reflect the initial steps in the implementation of the comprehensive standards-based PD system.

- The Ohio Board of Regents State ABLE Program requires program staff members to attend specific trainings and encourages local program staff members to attend all activities that they believe are beneficial to their professional growth.
- Program directors should not only encourage their staff to attend professional development activities, but also help staff to determine which professional development activities would be most appropriate for them to attend.
- Program directors should provide reasonable support, as possible, in their program budget, including paid release time to attend events.
- All stipends and reimbursements for professional development available through your Regional Resource Center (RRC) are based on availability of funds. The distribution of the funds must follow the guidelines presented in this document.

I. Policy

- A. All staff must complete a Self-Assessment, Individual Professional Development Plan (IPDP), and Record of Accomplishments annually (See Ohio ABLE Professional Development Planning Guide).
- B. All programs must complete a Program Professional Development Plan (PPDP) annually that reflects the local program goals and staff PD needs.
- C. The State ABLE Program requires local program staff members to engage in at least two (2) activities, if they work more than seven (7) hours per week paid from ABLE funds and in at least one activity, if they work seven (7) hours or fewer per week paid from ABLE funds.
- D. All cancellations for ABLE Resource Center professional development activities or fiscally supported activities must be received at least 24 hours prior to the event. If this does not occur, the program will be charged for costs incurred, and payment is expected within 30 days of the event.
- E. All programs must have a process in place to document that all staff members have met the PD requirements for FY 2011.

- F. Records of staff qualifications and professional development shall be maintained by each fiscal agent and must be available for monitoring by State ABLE staff.
- G. RCs (Resource Centers) can register non-ABLE funded program staff as space allows, although priority will be given to staff that are with ABLE funded programs. **Non-ABLE funded programs will be charged training expenses.**
- H. RCs can register OBR-funded Adult Literacy Coalitions as space allows, although priority will be given to ABLE instructional programs.

II. Required Trainings

Required trainings ensure that all program staff members have the knowledge and skills outlined in the ABLE practitioner standards. Training descriptions are in the Professional Development Catalog.

Required Trainings of All Staff					
Training	Which Staff Must Participate	When Must Training Be Completed	Who is Responsible for Training*	When and How** is Training Conducted	Comments
New Staff Orientation (NSO)	All New Staff	Within one year from date of hire	RCN	AD; ongoing	<ul style="list-style-type: none"> This activity does not count against the other allowable activities for stipends.
New Teacher Orientation (NTO)	All New Instructional Staff	Within one year from date of hire	RCN	F2F; at least annually	<ul style="list-style-type: none"> This activity does not count against the other allowable activities for stipends. The staff includes teachers and instructional aides Prerequisite NSO
New Administrators' Orientation (NSO)	All New Administrators	Within one year from date of hire	OBR	F2F; AD; Annually	<ul style="list-style-type: none"> The administrator may count this training as one of his/her professional development activities. The administrator may receive a stipend according to the guidelines Prerequisite NSO

*Key: **OBR** – Ohio Board of Regents State ABLE Program Staff; **RCN** – Resource Center Network; **LP** – Local Program

How Key: **F2F – Face-to-face; **AD** – Alternative Delivery

Required Trainings of All Staff					
Training	Which Staff Must Participate	When Must Training Be Completed	Who is Responsible for Training*	When and How** is Training Conducted	Comments
Serving Adults with Disabilities	Administrators	Within one year from date of hire	C/SE	F2F	<ul style="list-style-type: none"> This is required for all administrators.
Introduction to <i>Learning to Achieve</i> (for teachers) (formerly LD 201)	Teachers and Support Staff - who work directly with adult students	Within one year from date of hire	C/SE	AD; Ongoing	<ul style="list-style-type: none"> Required for all instructional and other appropriate staff. Staff with formal LD training that meet the competencies identified in the LD Policy and Planning Guide may be exempted (See Form 1 attached to the policy).
<i>Learning to Achieve</i> (for teachers) (formerly LD 202)	Teachers and Support Staff - who work directly with adult students	Within one year from date of hire	C/SE	F2F; At least annually	<ul style="list-style-type: none"> Required for all instructional and other appropriate staff. Staff with formal LD training that meet the competencies identified in the LD Policy and Planning Guide may be exempted.

Trainings Required of All Programs					
Training	Which Staff Must Attend	When Must Training Be Completed	Who is Responsible for Training*	When and How** is Training Conducted	Comments
Ohio ABLE Technology: Level 1	Any new point person from each program	During FY 2011	RCN	F2F	<ul style="list-style-type: none"> One person from each program is chosen as a point person for the local program and is to facilitate program staff's acquisition of computer skills. The point person will then be the technology contact for the program.

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Trainings Required of Staff based on Duties					
Training	Which Staff Must Attend	When Must Training Be Completed	Who is Responsible for Training*	When and How** is Training Conducted	Comments
ESOL Basics	ESOL Teachers and Support Staff - who work directly with ESOL students	Within one year from date of hire	NE	F2F	<ul style="list-style-type: none"> Required for all teachers new to adult ESOL Staff with formal ESOL training that meet the competencies identified for the ESOL Basics training may be exempted (See Form 1 attached to the policy). If ESOL teachers must prioritize trainings within the first year, this training takes priority over LD training.
CASAS	At least one person from program administering a CASAS test	Before administering the assessment	OBR LP	online	<ul style="list-style-type: none"> If the program uses CASAS, at least one person from the program must complete training. Trained staff required to train all other local staff who are responsible for administering the CASAS test.
TABE	Any staff member who will administer a TABE test	Before administering the assessment	NW LP	AD LP F2F	<ul style="list-style-type: none"> If the program uses TABE, all staff administering the test must attend a formal training, use the video/booklet training, or be trained by others in the program who are experienced administering the TABE test.
TABE CLAS-E	Any staff member who will administer a TABE CLAS-E test	Before administering the assessment	NE	AD F2F	<ul style="list-style-type: none"> If the program uses TABE CLAS-E, all staff administering the test must attend a formal training.
BEST PLUS	Any staff member who will administer BEST Plus	Before administering the assessment	NE	F2F	<ul style="list-style-type: none"> All staff members that will be administering the assessment must successfully complete the BEST Plus training and be certified.

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Trainings Required of Staff based on Duties					
Training	Which Staff Must Attend	When Must Training Be Completed	Who is Responsible for Training*	When and How** is Training Conducted	Comments
EL/Civics Online (Foundation Plus four courses)	New EL/Civics teachers	Within one year from date of hire	http://www.elciviconline.org/	AD	<ul style="list-style-type: none"> • If ESOL teachers must prioritize trainings within the first year, this training takes priority over the LD training. • Contact NERC for details. • After completing the ESL Foundation Course, stipends will be paid at \$30 for each civics course completed.
Beginning ABLELink	Data Entry Staff	Within six months of hire	OLRC	F2F	<ul style="list-style-type: none"> • All Data Entry Staff must attend this training to be familiar with the correct procedures for input. • Prerequisite NSO
Training For Distance Learning Teacher	Any new distance learning teacher	Within six months of hire	OLRC	AD	<ul style="list-style-type: none"> • Any new teacher involved with teaching distance education must attend.

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III. General Process for Completing Required PD Forms

- A. The program administrator discusses the grant and priority goals with staff.
- B. Each staff member completes the Self-Assessment and an Individual Professional Development Plan (IPDP) and meets with supervisor for review sign-off.
- C. The program administrator collects all the IPDPs.
- D. The administrator consolidates the information and prepares Program Professional Development Plan (PPDP) based on the program’s priorities.
- E. IPDPs and PPDP are sent to state staff at the OBR. The state staff then forwards the forms to the RRC.
- F. Throughout the year, any revisions and/or new IPDPs are sent to the RRC.
- G. Any revisions to the PPDP are sent to the regional state staff and the RRC.
- H. RRC and the local program administrator use the program information as a guide for planning PD for the year.

IV. General Support

The chart below outlines by hours worked the allowable activities that will be financially supported through the RRC. Please note that individuals are encouraged to attend any/all trainings they believe beneficial to professional growth.

Paid Staff Classification	Work seven (7) hours or fewer per week	Work more than seven (7) hours per week
<i>Staff with less than one year in ABLE</i>	<p><i>Staff in this classification may receive a stipend for <u>only one</u> of the following</i></p> <p>Professional Development Activity</p> <ul style="list-style-type: none"> ❖ Workshops conducted or supported by the Ohio ABLE Resource Center Network ❖ Action research ❖ Presentations ❖ RRC visit ❖ Participation in special projects (e.g. task forces) ❖ Focus/study groups ❖ Classroom visits and peer observations ❖ Involvement in professional organizations ❖ Webinars ❖ Online training 	<p><i>Staff in this classification may receive a stipend for <u>only two</u> of the following</i></p> <p>Professional Development Activity</p> <ul style="list-style-type: none"> ❖ Workshops conducted or supported by the Ohio ABLE Resource Center Network ❖ Action research ❖ Presentations ❖ RRC visit ❖ Participation in special projects (e.g. task forces) ❖ Local workshops supported by your regional RC ❖ Focus/study groups ❖ Classroom visits and peer observations ❖ Involvement in professional organizations ❖ Webinars ❖ Online training
<i>Staff with 12 months or more in ABLE</i>	Same as above	<p>OR (one of the following)</p> <ul style="list-style-type: none"> ❖ College course ❖ State conference
<i>Staff with 36 months or more in ABLE</i>	Same as above	<p>OR</p> <ul style="list-style-type: none"> ❖ National conference - with the requirement of providing a written report based on reporting criteria for attending national conferences

A. Stipends

Based on the availability of funds and the listing of professional development options from the chart above, support through the RRCs may be approved as follows:

1. All reimbursements must receive prior financial approval from the RRCs. See below for reimbursement policies pertaining to college courses, state, and national conferences.
2. Stipends of \$30.00 are paid for a half-day activity (minimum of 2.5 hours but fewer than 4.5 hours of contact time or the equivalent).
3. Stipends of \$60.00 are paid for a full-day activity (4.5 or more contact hours or the equivalent).
4. Local ABE program staff meetings **are not** considered professional development activities and **are not** eligible for stipends, unless the content is approved by OBR State Staff.
5. Federal and state regulations **prohibit** payment of stipends to persons receiving regular pay for his/her time during a professional development activity.

B. Conference Guidelines

There is a limited pool of funds for attendance at conferences that will be allocated on a “first come, first served” basis.

1. Applicants requesting reimbursement for a state conference must work more than seven (7) hours per week paid from ABE funds and must have 12 months or more of ABE experience.
2. Applicants requesting reimbursement for a national conference must work more than seven (7) hours per week paid from ABE funds and must have 36 months or more of ABE experience. In addition, the staff member is expected to provide an article for the region’s newsletter to share some of the valuable information learned at the conference **per the standardized template (Form 2 attached to this policy)**. Priority for reimbursement for national conferences is given to individuals who are currently serving on a state task force.
3. Allowable costs to support reimbursement of conference attendance include items such as conference registration, meals and lodging, parking and cab/shuttle. Financial support will be paid for documented costs only; receipts are required.
4. \$250.00 maximum will be available for a state conference; \$500.00 maximum will be available for a national conference.
5. Conferences must be on the attendee’s approved IPDP and must be submitted to the RRC for approval of financial support prior to attendance.
6. Reimbursement is only available for a state conference, a national conference, or a college course (see below).

C. Tuition Reimbursement

1. Tuition reimbursement is available to eligible applicants not to exceed \$250.00 per program year (based on availability of funds). To receive the reimbursement, the course grade must be a “C” or better. If the class is a pass/fail class, the eligible applicants must have passed.
2. Applicants requesting reimbursement must work more than seven (7) hours paid from ABLE funds and must have 12 months or more experience in ABLE.
3. Coursework must be related to the staff member’s ABLE duties and be included on the individual’s IPDP.

D. State-sponsored Initiatives PD – exception

1. The funds participants receive for participating in state-sponsored initiatives do not count toward the allowable stipends for the year.
2. Participants in initiatives such as Student Achievement In Reading (STAR) and Ohio Leadership Excellence Academy (OLEA), may count these activities as their PD for the year.
3. If the participants of these initiatives choose to attend other PD activities, they may apply for the appropriate level of stipends.

<i>Teacher A</i> teaches over 7 hours a week for ABLE and is a participant in the STAR Initiative. She is required to complete two PD activities for the year.	
She may count:	The STAR training as her PD for the year.
If she chooses to attend other training, she would still be eligible for stipends for two additional PD activities.	

E. Acceptable PD Activities – not financially supported

1. Staff development activities required by the local program, such as safety, OSHA, or sexual harassment training, are allowable but will not be financially supported through the RRCs.
2. Required fall and spring directors’ meeting costs are to be accounted for within the ABLE grant budget.

Process for requesting exemptions from required training

Existing or new staff who have attended trainings or completed coursework that address the content covered in the required trainings for administrators and/or teachers as explained in the policy may be exempt from the equivalent required trainings.

To request an exemption:

1. Review the competencies covered in the training (see form attached).
2. Complete the **FY 2011 Request for Exemption from Required Training** form. Note: For each training for which you are requesting an exemption, indicate the credential, training, and/or coursework previously taken that included the required content/competencies. The credential, training, and/or coursework should be identified as to when it was taken with a description of the material covered.
3. Have the immediate supervisor sign the form.
4. Send the form and any additional documentation necessary to Regional Consultant at the OBR State ABLE Program.

Process for review:

1. Once Regional Consultant receives the form, it will be reviewed within two weeks.
2. The approval or denial will be communicated to the supervisor.
3. If approved, maintain a copy of the form in the employee's personnel folder.

FY 2011 Request for Exemption from Required Training

Name _____ Position _____ Program Name: _____

1. Request for Exemption		
Please indicate the training(s) for which you are requesting an exemption. <input type="checkbox"/> ESOL Basics <input type="checkbox"/> Serving Adults with Disabilities (administrator) <input type="checkbox"/> Introduction to <i>Learning to Achieve</i> (for teachers) <input type="checkbox"/> <i>Learning to Achieve</i> (for teachers)		
2. Documentation Supporting Request For each training for which you are requesting an exemption, indicate the credential, training, and/or coursework previously taken that included the required competencies. The credential, training, and/or coursework should be identified as to when it was taken and the description of the material covered.		
ESOL Basic Competencies	Related credential, training and/or coursework taken (indicate name of credential or training and a brief description of the content)	Date of completion
<ul style="list-style-type: none"> Understand characteristics of the Adult Language Learner Define the Principles of Language Acquisition Discuss the factors that affect second language learning Describe a variety of approaches to teaching ESOL Select and use appropriate instructional methods and materials for teaching the four language skills Adapt instruction to include receptive and productive skills Recognize implications of culture in the classroom Define and access ESOL/ABLE Standards 		
Learning Disabilities Competencies		
Serving Adults with Disabilities (administrator)	Related credential, training and/or coursework taken (indicate name of credential or training and a brief description of the content)	Date of completion
<ul style="list-style-type: none"> Understand legal implications for serving adult students with learning disabilities Develop a program plan for serving adult students with learning disabilities which includes a procedure for screening, a process for referring students to other agencies, a process for addressing staff professional development needs, and methods for providing instructional adaptations and accommodations 		

Introduction to <i>Learning to Achieve</i> (for teachers) <i>Learning to Achieve</i> (for teachers)	Related credential, training and/or coursework taken (indicate name of credential or training and a brief description of the content)	Date of completion
<ul style="list-style-type: none"> • Understand legal implications for serving adult students with learning disabilities • Modify instruction to meet the needs of adult students with suspected or documented learning disabilities (based on appropriate documentation, which may include screening or diagnostic testing) • ADDITIONAL COMPETENCY FOR ABE TEACHERS: Understand the process for assisting students to obtain GED accommodations • ADDITIONAL COMPETENCY FOR ESOL TEACHERS: Have a basic understanding of language learning and cultural implications 		

Employee Name (Print) _____

Employee Signature _____ Date _____

Immediate Supervisor's Name (Print) _____

Immediate Supervisor's Signature _____ Date _____

E-mail of Immediate Supervisor _____

FOR OBR USE ONLY	
Not Approved	
Approved	
Date of Decision	

Signature of Consultant

Copies needed for: Supervisor Staff Member OBR

Send completed form to the attention of your State Regional consultant at:

Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, Ohio 43215

FY 2011 Report after Attending National Conference

Name _____ Position _____ Program Name: _____

1. Name and Date of Conference Attended:
2. Objective(s) for attending this conference:
3. List the session(s) which were most helpful to you in achieving your objective(s).
4. What recommendations/ideas did you bring back?
5. Please write a brief description of the important and/or useful information that you can apply to your practice. Attach any handouts that might be useful to share.

Date Sent to Regional Resource Center:

FOR RCN USE ONLY	
Date Received	Reviewed by