

KENTUCKY Adult Education



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Kentucky Adult Education Standard Operating Policies and Procedures Manual

July 1, 2015

Kentucky Adult Education
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ADULT EDUCATION AND ITS PURPOSE

This manual contains policies and procedures of [Kentucky Adult Education \(KYAE\)](#), a unit of the [Council on Postsecondary Education \(CPE\)](#).

KYAE is charged by the state [Kentucky Adult Education Act of 2000, Senate Bill 1](#) and the federal [Adult Education and Family Literacy Act, Title II](#), of the Workforce Innovation and Opportunity Act (WIOA), to provide, on a voluntary basis, adult education and literacy activities, in order to:

- (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- (2) assist adults who are parents or family members to obtain the education and skills that –
 - (A) are necessary to becoming full partners in the educational development of their children and
 - (B) lead to sustainable improvements in the economic opportunities for their family;
- (3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- (4) assist immigrants and other individuals who are English language learners in –
 - (A) improving their –
 - (i) reading, writing, speaking, and comprehension skills in English and
 - (ii) mathematics skills; and
 - (B) acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

For more information on the *Adult Education and Family Literacy Act, Title II*, of the Workforce Innovation and Opportunity Act (WIOA), 2014, [click here](#).

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ADULT EDUCATION SERVICES

Local county adult education provider shall provide [literacy](#), [adult education](#), and [high school equivalency test preparation](#) that increase a student's ability to:

- (A) Attain a high school diploma or its equivalent;
- (B) Transition to [postsecondary education](#); and
- (C) Obtain employment.

other services that may be provided are [English language acquisition](#), [family literacy](#), [integrated English literacy and civics education](#) (***full implementation of "integrated" is expected in fiscal year 2016-17***); [workforce preparation](#); [integrated education and training, including career pathways](#); and [workplace education](#).

Integrated English literacy and civics education is defined as education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition (formerly English as a second language) and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

Local county adult education provider shall *not* provide instruction in Spanish or any language other than English. However, students may take the GED[®] test in Spanish.

Local county adult education provider shall *not* charge students and/or employers for instructional or other services covered by state and federal adult education funds.

STATE CORRECTIONAL SETTINGS

Local county adult education provider shall provide [literacy](#) and [adult education activities](#) and high school equivalency test preparation that increases a student's ability to:

- (A) Attain a high school equivalency diploma; and
- (B) Transition to re-entry initiatives (i.e., transition to postsecondary education).

Other services that may be provided are [English language acquisition](#), [concurrent enrollment](#), [integrated education and training](#), and [career pathways](#).

Counties with a state adult correctional institution may provide adult education services in collaboration with the Department of Corrections.

[Criminal offenders](#) who are likely to leave a correctional institution within five years of participation in the program shall be given priority of services.

LOCAL JAILS

Local county adult education provider shall provide [literacy](#) and [adult education](#) activities and high school equivalency test preparation at adult regional and full-service jails that increase a student's ability to:

- Attain a high school equivalency diploma; and
- Transition to re-entry initiatives (i.e., transition to postsecondary education).

Services at regional and full-service jails should include:

- At least six hours (or an average of six hours) of classroom instruction must be made available per week, allowing for sufficient instructional time for meeting the post-assessment policy.
- Adequate instructional space dedicated by the correctional facility that is conducive to learning. The space should have a low-noise level, adequate lighting, a comfortable temperature, and appropriate furnishings.
- Student inmate access to instructional material for additional study outside of the classroom setting for at least four hours per week.

Provision of services at regional and full-service jails that do not meet the minimum criteria (above) are made at the discretion of the local provider.

TECHNOLOGY AND DIGITAL LEARNING

Each program shall establish a three-year plan addressing the use of technology and digital learning. The overarching goal is all KYAE students will have 21st century skills needed for college and career readiness. The plan shall be submitted to KYAE by October 1. Quarterly progress reports shall be submitted throughout the program year (January 10, April 10, and July 10).

- The plan should incorporate areas for improvement based on the (online) KYAE Integrated Technology Self-Evaluation (TSE) results. All program directors and no less than 80 percent of the program's instructors shall complete the TSE. (The tool will automatically aggregate the program's responses and plot its status under each of the KYAE Technology Integration Rubric's eight key categories: students, staff, administration, classroom, program, fiscal agent relationship, and results.)
- The plan should address the program's strategies to improve the program's status in each category.
- The plan will address how the program director will ensure all instructors are adequately trained and supported in incorporating technology into the daily curricula and instruction.
- The plan should identify how students will be served by using technology as an ongoing part of the learning process, rather than a separate activity.

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ADULT EDUCATION PROGRAM REQUIREMENTS

ADULT EDUCATION PROGRAMMING

Local county adult education provider shall:

- Provide free and direct instructional services to eligible adult students on a 12-month basis. Services must be of sufficient intensity and duration for students to achieve substantial learning gains.
- Operate one or more sites in the county based on student demand.
- Provide services only in the counties for which they have contracted.
- Expend funds only in counties for which they are allocated.

Note: For more specific requirements on the expenditure of funds by fiscal agents serving multiple counties, see the [Budgeting section](#).

REQUIRED PROGRAM ELEMENTS

Local county adult education provider shall provide structured, scheduled, instructor-led learning opportunities resulting in successful student and program outcomes by incorporating the following managed program elements in their program design:

- Scheduled orientation and assessment.*
- Scheduled classes based on student demand and need.
- Scheduled education alternatives for students whose work or family obligations do not permit them to attend scheduled classes.

More information about each of these elements can be found at [Appendix A, Managed Program Elements](#).

***Scheduled orientation and assessment shall** not exceed six hours. The student shall then have an opportunity to experience another six hours of instruction (prior to the 12 hour enrollment requirement) during which s/he may better gauge his/her readiness to pursue adult education.

Local adult education instruction shall:

- Include full implementation of standards-based instruction using College- and Career-Readiness Standards (CCRS) (and other Common Core Standards).
- *Not* include *stand-alone* employability and/or digital literacy skills instruction.
- Academic instruction shall be contextualized using employability/workforce preparation skills and digital literacy skills shall be integrated throughout classroom educational activities.

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ADULT STUDENT ELIGIBILITY

Pursuant to [Title II of the Workforce Innovation and Opportunity Act](#), the Adult Education and Family Literacy Act, **eligible students are those individuals who:**

- Have attained 16 years of age (see below**);
- Are not enrolled or required to be enrolled in secondary school under State law** and who:
 - are basic-skills-deficient;
 - do not have a secondary school diploma or its recognized equivalent AND have not achieved an equivalent level of education; and/or
 - are unable to speak, read, write, or comprehend the English language.

Eligible students must live, work, or be enrolled in postsecondary education in Kentucky, and have reached the legal age of withdrawal from the local school district where they currently reside.

It is **strongly recommended** that the population without a high school diploma or its equivalent **take precedence**. In other words, serving the population with a high school diploma or its equivalent, **as capacity permits, should not be in lieu of the population without a high school diploma or its equivalent.**

****Effective July 1, 2015, in order to ensure consistency with the compulsory attendance age law (Compulsory Attendance Law – Senate Bill 97 [KRS 159.010]) and the federal WIOA:** KYAE programs in school districts implementing the new compulsory attendance age law 2015-16 school year **shall not serve individuals residing in those districts under the age of 18.**

{The above applies to students who have not earned a high school diploma or its equivalent. An eligible student under the age of 18 holding an accredited or an approved four-year high school diploma (as determined by KDE) and scoring 11.9 or below on the Tests for Adult Basic Education (TABE) is qualified to receive services at KYAE program centers.}

Home-schooled students and Department of Juvenile Justice (DJJ) students **are not exempt** from the compulsory age law.

In accordance with Title VI of the Civil Rights Act of 1964, adult education providers **shall not discriminate** on the basis of gender, race, color, age, and/or national origin in its adult education and literacy programs, activities, employment, or admission policies and practices.

Individuals with an F-1 Visa (student visa) status are ineligible for services and shall “not be accorded a course of study in a publicly funded adult education program.” [Source: U.S. Immigration and Nationality Act (Sec. 1101a(15)(F)(1)]

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INTAKE AND ORIENTATION

Local adult education provider shall create and implement a uniform intake process, which includes assessment and orientation.

Assessment and orientation shall be limited to six hours of the 12 hours required for enrollment.

Goal-setting should be a part of this process, whereby students meet with appropriate staff to, based on assessments and interests, identify a set of realistic short- and long-term goals, including a pragmatic timeframe in which to achieve these goals.

Unrealistic goals should be avoided. Instead, help students break down larger, long-term goals into **discrete steps to attain realizable and celebrated milestones and, ultimately, end goals**. Additionally, these goals should be **revised and modified regularly** to ensure the student remains motivated and on track with his/her expectations.

Goal-setting should inform instruction. Poor goal-setting procedures are a disservice to students and constructive educational planning and instruction.

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ASSESSMENT

The KYAE assessment policy provides guidelines pertaining to standardized assessment practices for all KYAE-funded programs and meets the guidance from the U.S. Department of Education, Office of Career, Technical, and Adult Education, to describe approved assessments, initial and post-testing requirements, accommodations and training requirements. Adult education providers shall use KYAE's assessment policy in conjunction with publishers' official examiner's manuals and training workshops to determine local assessment procedures. Providers shall follow all guidelines in examiner's manuals and maintain the most current version of the manual for each test used by the program.

To learn more about **Need for Assessment Policy**, [click here](#).

To learn more about **Validity and Reliability**, [click here](#).

KYAE-approved pre- and post-assessments are required to determine eligibility, inform instruction, and assess progress.

TABE LOCATOR

“Programs should administer a locator test for guidance on the appropriate pretest to use” (*NRS Implementation Guidelines*, 2015, p. 29). If the TABE is the appropriate assessment, all three parts of the Locator should be used, along with other information, to determine the appropriate level of the TABE test to administer. While the TABE Locator is a useful tool to determine which form of the TABE test to use, it can also lend to ascertaining academic ability in content areas. Thus, the student should be administered a TABE test in his/her lowest area(s) of academic ability to ensure appropriate instruction. While the Locator is an important tool, information from a Locator should be viewed as only a **rough estimate** of the student's functional level, not as an absolute prediction.

When possible (i.e., internet access is available) TABE testing should be administered online, so as to take advantage of the instructional diagnostics report that it generates

Students should participate in an intake/orientation process to discuss academic and career goals and previous experiences. Information from intake/orientation and the Locator results should be used, along with professional judgment, to determine the appropriate [TABE level to administer](#).

INITIAL ASSESSMENTS

To determine the appropriate assessment to administer, adult educators should talk with students about educational and career goals. “At a minimum, students must be assessed in basic reading, writing, or math” (*NRS Implementation Guidelines*, 2015, p. 24). “If multiple skill areas are assessed and the student has differing abilities in different areas, the program should place the student according to the lowest functioning level” (*NRS Implementation Guidelines*, 2015, p. 24).

High school equivalency diploma-seekers:

- Assessment in at least two skill areas (e.g., math and English) is recommended to ensure students receiving instruction in multiple skill areas are receiving the appropriate instruction in each area and in his/her lowest functioning level. For example, if the TABE Locator suggests administering the following TABE tests: Language – A, Reading – M, and Math – M, then administering the TABE in both reading and math is recommended. The assessment should inform a student’s educational plan used to facilitate his/her goal(s)/achievement(s).

Those with a high school diploma or its equivalent:

- It is expected that conversations occur early with a student during the assessment process to ascertain her/his interest/preference in a particular subject area for which s/he would like to pursue skill-building first.
- Once a student’s interest/preference is identified, the educator and student can determine if the subject area of interest is a priority (versus identifying her/his greatest subject area by using the TABE test battery). If so, the educator should only administer that subject area section of the TABE test for enrollment and eventually progress testing.

Students and test administrators shall sign either the online or paper-based TABE results (e.g., online printout or Scantron forms).

All initial assessment results shall be entered into KAERS.

The program shall maintain enrollment forms, assessment forms, and the student’s current educational plan on file for three years.

After students are initially assessed, these initial assessment scores are to be used for the purpose of measuring educational gain; however, if a student has not accrued contact hours for more than 12 months, then, upon returning to adult education, the student must complete a new initial assessment to ensure reliable level placement and appropriate instruction. Also, local programs may exercise professional judgment and administer a new initial assessment in fewer than 12 months.

POST-ASSESSMENTS

TABE Post-Assessment Timeframes

In compliance with recommendations as provided by OCTAE, TABE post-testing shall occur as follows. See OCTAE’s [State Assessment Policy Guidance](#) (pages 6-10), and [page 35 of this manual](#).

Other Post-Assessments Timeframes

All other KYAE-approved assessments shall be administered according to the test publishers’ recommended timeframes for post-testing as provided by OCTAE. For timeframes, see OCTAE’s [State Assessment Policy Guidance](#) (pages 6-10), and [pages 35-37 of this manual](#).

General Post-Assessment Requirements

- Providers shall use a different form of the same test for the follow-up assessment. For example, a TABE 9M pre-test should be followed with a post-test using TABE 10M, 9D, or 10D.
- All post-test results shall be entered into KAERS. If more than one assessment is given, the progress assessment determines educational functioning level completion or advancement.
- If no follow-up assessment of the student is made during the program year, the student shall be counted as remaining in the same educational level as upon entry and cannot be reported as advancing to a higher functioning level.
- A “gain” or “completion” is recorded if, according to a subsequent assessment, the student has entry-level skills corresponding to one or more levels higher than the incoming level in the areas initially used for placement.
- The GED Ready™ test [formerly Official Practice Test (OPT)] may not be used as a measure of student progress in instructional programs.
- At least sixty-six percent of pre-tested students will be administered a post-test, using one of the KYAE-approved assessments (TABE 9-10, CASAS, BEST Literacy or Best Plus).

Note: KAERS is programmed so that assessment scores automatically populate the NRS functional level and determine if an educational gain has been made.

RETESTING BASED ON OUT-OF-RANGE TABE TEST SCORES

According to the Norms Books for the TABE tests, the Standard Error of Measurement (SEM) escalates rapidly at the extreme range for each test. The increased SEM indicates that test scores occurring at the high-and low end of each range of scores are unreliable. This means that high and low scores on each of the tests are less likely to be a true indication of the student’s ability.

Therefore, students scoring out of range shall be retested. When a student’s test score on the TABE falls outside of an acceptable range, retesting shall occur with a higher or lower level of the test.

- KYAE has established acceptable ranges for the Reading, Language, Mathematics Computation, and Applied Mathematics sections of the TABE 9 and 10.
- KAERS will not allow any TABE scores [outside of the acceptable ranges](#) to be entered.

ASSESSMENT PROCEDURES

As specified by [KYAE-approved assessments](#), adult educators must meet all test publisher and KYAE training requirements before administering assessments. Adult educators should consult the [KYAE Professional Development Handbook](#) for scheduled training on assessments.

Assessment instruments shall be kept in a secure environment, according to test publisher requirements.

Assessment instruments shall be administered in a proctored environment and in accordance with test publisher and KYAE assessment guidelines.

ASSESSMENT ACCOMMODATIONS

Reasonable accommodations for assessment shall be provided to students when:

- A. The student has disclosed the presence of a disability and has provided documentation by a qualified professional of eligibility for accommodations under the provisions of the Americans with Disabilities Act (ADA)/Section 504 and/or
 - B. The adult education program has administered an informal assessment/pre-screening instrument and determined that accommodations are warranted.
- Accommodated assessments shall be in compliance with accommodated testing guidelines, policies, and procedures established by the program's fiscal agent.
 - Accommodated assessments shall be in compliance with test publisher guidelines.
 - Typical assessment accommodations for students with a documented disability include large print, extended time, audio-cassette, calculator for math, private room, and break time.
 - The accommodation shall be specific to the disability and address only the documented functional limitations.
 - Adult educators should note that inappropriate accommodations may lead to inaccurate test results.

ADDITIONAL STANDARDIZED AND INFORMAL ASSESSMENT

KYAE will recognize BEST Literacy and BEST Plus assessments for our English language learners population only through June 30, 2016.

Therefore, providers currently using BEST assessments should use the program year (2015-16) to expend excess BEST inventories and transition students to the CASAS Life and Work reading series assessments. Those new to administering the CASAS must complete the [CASAS Implementation Training](https://www.casas.org) available at: <https://www.casas.org>. See the [Professional Development Handbook](#) for registration procedures.

Providers may offer the WorkKeys assessment **only** when an individual's adult education eligibility has been established in **accordance with assessment and enrollment policy AND enrolled in a program of study**. WorkKeys may be used when the **student's goals are to get a job, a better job, or improve workforce skills, and earn a National Career Readiness Certificate (NCRC)**.

The COMPASS assessment has been cross-walked to the TABE; however, a **COMPASS score may not be used for enrollment because COMPASS is not an NRS-approved enrollment assessment**. The COMPASS-TABE crosswalk **cannot be**

used for assessment or enrollment purposes. Existing COMPASS scores may be used in the intake process as an **unofficial indication** of a student's level.

In addition to the required standardized pre- and post-assessment instruments, programs **should continue to use a variety of informal instruments and procedures to collect valid on-going information** regarding student instructional needs and progress. Some examples include:

- computerized assessments
- end-of-unit tests from textbooks
- checklists
- individual projects or products
- small group projects
- educator-made assessments
- project/products with clearly defined criteria or performance standards
- dated anecdotal records of teaching observations
- performance samples, including writing samples, journals, audiotapes of student readings or interviews, worksheets
- role playing
- student interviews and self-evaluations

*Programs **shall not use out-of-date forms** of TABE, CASAS, BEST or GED Ready™ test [formerly Official Practice Test (OPT)] as an interim or practice assessment.*

The following **assessment instruments and procedures may not be used** for determining **entry or exit level**:

- GED® Ready™ test [formerly Official Practice Test (OPT)]
- GED® test
- TABE Survey Test
- Short form of BEST (Basic English Skills Test) Oral
- Using different assessment instruments for pre- and post-assessment (i.e., CASAS for pre-assessment; TABE for post-assessment)
- Using the same form of CASAS for both pre- and post-assessment
- Professional judgment
- COMPASS

PROFESSIONAL DEVELOPMENT FOR ASSESSMENT

KYAE provides professional development to all staff who either administer or score each of the KYAE-approved assessments. Within the first 120 days of employment, new KYAE-funded ABE and English language acquisition (formerly ESL) instructors must complete professional development requirements as stated in the [KYAE Professional Development Handbook](#).

NATIONAL REPORTING SYSTEM

KYAE sets annual funding allocations and performance goals based on the county's population without a high school credential, ages 18-64 years, according to the U.S. Census Bureau's 2006-10 American Community Survey (ACS). KYAE negotiates

performance measures with the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE), and holds local programs accountable for meeting these measures through the [National Reporting System](#) (NRS). Data must be reported through KYAE's Adult Education Reporting System (KAERS), [KYAE's web-based data tracking system](#).

DATA COLLECTION AND REPORTING

KAERS is a real-time data system. In order to take advantage of its benefits, providers are required to submit data electronically using KAERS. All provider, student (demographic, academic, etc.), programmatic, and all other data elements collected in KAERS must be reported within 10 business days of the activity. *Failure to comply with the following deadlines may result in the withholding of payment.* Final program year data shall be entered into KAERS by July 3.

KYAE regularly updates the KAERS Users' Manual and the KYAE Standard Operating Policies and Procedures Manual to incorporate NRS changes. Updates on system changes and revisions to the manuals are announced and posted on [KYAE's website](#), [KAERS](#) website, and through e-mail.

New KAERS users are required to complete a training session prior to being issued a user identification number.

CONTACT AND ATTENDANCE HOURS

[Click here](#) to access NRS definition of contact and attendance hours listed on page 48. **Note:** Time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress, or inform instruction. Time used to take the GED[®] test, for example, cannot count as instructional activity.

DISTANCE LEARNING

In KAERS, distance and center attendance hours are recorded separately. Attendance hours for students using approved online curricula in the center will be reported as center hours. All student work completed outside of the adult education center will be counted as distance learning/proxy hours and must follow the distance learning policy for determining contact and proxy hours. (See below for more information on proxy hours.)

Distance Education

Distance education is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Instructors support distance learners through communication via mail, telephone, e-mail, or online technologies and software.

Distance Learners

Distance learners are defined as students receiving more of their instruction from a distance than in the local adult education center. Local center hours and distance

learning hours will be recorded in KAERS separately. At separation, or the end of the fiscal year, the student’s status as an adult education center student or distance learner will be determined. Student hours from both online instruction and in the adult education center will be reported according to the [NRS Guidelines for Distance Education Learners](#).

Distance Learning Curricula

KYAE local programs use a variety of distance learning curricula, such as KET’s Fast Forward, WIN, Contemporary’s Instruction Targeted for TABE Success (ITTS), and Edmentum. Additional adult education curricula that have a mechanism for tracking student engagement time may be used.

Identifying and Reporting Contact Hours

[Click here](#) for NRS definition of contact hours (see page 48).

In addition to direct contact hours, proxy contact hours for distance learners will also be collected. **Proxy Contact Hours** may be counted using either the Clock Time Model or Teacher Verification Model.

The Clock Time Model assigns contact hours based on the elapsed time that a student is connected to or engaged in an online or stand-alone software program that tracks time. The chart below shows the Proxy Contact Hour (PCH) criteria and credit for examples of curricula.

Curriculum	Model	Criteria for Awarding PCH	PCH Credit
Examples: WIN, Rosetta Stone, ITTS	Clock	System must track time and log out students after preset period of inactivity.	Recorded time in system.
KET’s Fast Forward	Clock	In-depth online courses. Video: for broadcast and online streaming. Interactive eBook: video to help learners become familiar with test preparation, content, and question types. Management system: for educators to see how learners are progressing and generate reports.	Fast Forward is correlated to the new GED® assessment targets, Common Core State Standards, and College- and Career-Readiness standards. Each subject has straightforward, easy-to-follow lessons. Each lesson includes skills with built-in ways for learners to see their progress and determine where they need to focus. Fast Forward uses an array of approaches to help learners build understanding of both the why and the how of each subject.

If not using the Clock Time Model, programs must use the **Teacher Verification Model** for determining distance learning/proxy hours. The **Teacher Verification Model** assigns a fixed number of credit hours for each assignment based on teacher determination of the extent to which a learner engaged in or completed the assignment.

Assessing Distance Learners

Distance learners must be assessed under the same guidelines as all adult students in Kentucky using approved standardized assessment tools. All standardized assessment must occur in an adult education center where the student's identity is verifiable.

Training Requirements

All adult educators offering distance education must adhere to vendor guidelines and instructions. Distance educators are encouraged to enhance their knowledge through ongoing communication, workshops, and/or webinars.

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ENROLLMENT

Enrollment occurs after a student has been assessed (with a KYAE-approved [assessment](#)) and enrolled 12 hours or more in [adult education services](#).

Distance learning students must complete a KYAE-approved assessment and meet [eligibility requirements](#) prior to accessing distance courses.

SEPARATION

Students shall be separated if the student has not participated in the adult education program for 90 consecutive days.

Local county adult education provider shall establish a local policy to separate students who are not making progress as defined by measurable gains on assessment instruments or objectives outlined in the student education plan.

END OF FISCAL YEAR RE-ENROLLMENT

Local county adult education provider may re-enroll end-of-fiscal-year separated students who have earned their high school equivalency diploma within the first quarter of the subsequent fiscal year.

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GED[®] SERVICES

GED[®] TEST READINESS

The GED[®] testing eligibility regulation, 13 KAR 3:050 Section 3, requires test-takers to successfully complete and pass an official readiness test prior to taking the GED[®] test, with the same passing score required to pass the GED[®] test. The official readiness test for the GED[®] test is GED Ready™ - The Official Practice Test. It is a computer test available online. A non-Internet, computer-based version of GED Ready™ is available for use in corrections settings that do not allow test-takers access to the Internet.

GED Ready™ test has the same four modules as the GED[®] test but is one-half the length of the operational GED[®] test. Once a test-taker passes a module of the Ready™ test, the test-taker can proceed to scheduling that same module of the GED[®] test. GED Testing Service[®] has set the minimum passing score for a module of the GED Ready™ test at 150, which is the same score required to pass a module of the GED[®] test. GED Testing Service[®] considers GED Ready™ test scores valid, which in this case means predictive of performance on the GED[®] test, for 60 days.

GED Ready™ test may be used in an instructional setting. Keeping that in mind, for the score to be truly predictive of how a student will score on the operational GED[®] test, the administration conditions need to be as similar as possible to an actual testing environment.

If the GED Ready™ test is to be administered in a corrections center that does not allow inmates to have Internet access, GED Ready™ can be delivered through the same secure system used to deliver the GED[®] test. While instructors can be involved, the secure testing system makes it impossible for instructors to handle the actual registration and scheduling. Pearson VUE requirements stipulate that in order to access the registration and scheduling system, one has to be a certified test center administrator. Instructors cannot be test administrators.

Individuals with documented disabilities should indicate the need for accommodations on the online application at GED.com and work directly with the accommodations team at GED Testing Service[®] to apply for testing accommodations.

GED[®] ADMINISTRATION

The Pearson VUE test administrator/proctor at a center that offers the GED[®] test must not be involved in ABE or GED[®] instruction. If the test administrator works in an institution that has a Pearson VUE testing center that offers the GED[®] test and an adult education center, then the Pearson VUE test administrator should not be supervised by someone in the adult education center.

Pearson VUE testing centers authorized to offer the GED[®] test in Kentucky may not be located in for-profit entities.

Program funds may not be used to pay GED[®] test fees.

A line item in local program budgets allows for the use of up to 0.5 percent of the core services grant for GED® ceremonies and refreshments for student activities.

To help adult educators inform students about taking the GED® test, the following information is provided.

AGE ALERT

In Kentucky, the minimum age required to take the GED® test is 19 years old. The Kentucky GED® testing program requires all those under the age of 19 to be the legal age of withdrawal for the school district in which the subject currently resides and be officially withdrawn from public or private school for 90 days, as certified by the local school district, or meet other requirements in order to be eligible to schedule test.

Students must complete the application form and the documentation of withdrawal form to test. Submit forms through any of the methods below:

E-mail a scanned copy to: GED@KY.gov,

or

Mail to:
Kentucky GED® Testing
1024 Capital Center Dr., Suite 250
Frankfort, KY 40601

or

FAX to:
502-696-5863

For further information on GED Testing Service® policies, [click here](#).

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DIRECTORY INFORMATION AND FERPA

KYAE programs may disclose to postsecondary institutions, the Kentucky Higher Education Assistance Authority (KHEAA), employers, and employer associations with the following provisions:

- Directory information cannot be used for commercial purposes.
- Directory information cannot be sold or redistributed to other organizations.
- Organizations must state the reason for requesting directory information and indicate they will not use it for commercial purposes nor will they sell or distribute it to another organization.

GED[®] graduates who do not want their directory information to be released must indicate as much when answering the *location-specific questions* at GED.com when scheduling the first test.

Directory information does not include requests for individual records or confirmation of individual GED[®] graduates. **Individuals and organizations seeking individual records must comply with the request process as specified at:** <http://ged.ky.gov>.

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PERFORMANCE AREAS AND FUNDING

KYAE's core business is to raise the educational levels of eligible adults by providing academic instruction that leads to strong literacy skills, GED[®] graduates, and college- and career-readiness.

PERFORMANCE AREAS

KYAE's four (4) performance areas are: *GED[®] graduates*, *transition to postsecondary education*, *academic performance*, and the *National Career Readiness Certificate (NCRC)*. Each performance area will be individually reported via a county score card. KYAE has two (2) performance targets: enrollment and post-testing rates.

GED[®] graduates are defined as the number of persons who earn a high school equivalency diploma. This goal is determined by using the county population of 18-to-64-year-olds without a high school diploma (American Community Survey 2006-10).

Transition to postsecondary education is defined as a student who enrolls in an adult education program and, concurrently or subsequently, enrolls in postsecondary education. The concurrent or subsequent enrollment must occur in the same or immediately following fiscal year. This metric tracks both students who enroll and earn a high school equivalency diploma and students who enroll with a high school diploma.

Academic performance is defined as a student who initially tests at one NRS education functioning level (EFL) then post-tests at a higher NRS EFL in the same subject area (level gain). This metric is tracked two ways.

First, the academic level gain goal is determined by using the county population of 18-to-64-year-olds without a high school diploma (American Community Survey 2006-10).

Second, the academic performance percentage is determined by dividing the number of students who do make a level gain by the number of students eligible to make a level gain.

The National Career Readiness Certificate (NCRC) is awarded based on the WorkKeys assessment. The NCRC goal is determined by using the county population of 18-to-64-year-olds without a high school diploma (American Community Survey 2006-10).

TARGETS

Enrollment is defined as a student enrolled 12 hours or more in adult literacy and education, high school equivalency test preparation, and/or English language acquisition.

Post-testing is defined as a student who initially tests at one NRS education functioning level (EFL) then completes a post-test.

PERFORMANCE REPORTING

Program performance will be reported on a county Score Card in each area.

The only overall designation will be if a program meets its goals in all performance areas. The program will be designated as excellent and recognized as such.

PERFORMANCE FUNDING

Performance funding is based on achievement. Programs that meet particular targets will be awarded performance funding. The following is the percentage of the program's base funding that would be awarded if the metric is met.

- GED® Attainment – 1.5%
- GED® Earners Transition to Postsecondary (25%) – 1%
- Academic Level Gains and Percentage of Level Gains (56%) – 1%
- Top 25 Programs – 1.5%

Because KYAE caps the amount of statewide performance funding, other programs eligible for performance funding may earn **up** to their totaled percentage of core services performance funding.

FY16 PROPOSED PERFORMANCE METRICS AND TARGETS

<u>PERFORMANCE METRICS</u>			
<u>METRIC</u>	<u>NUMBER</u>	<u>COUNTY CALCULATIONS</u>	<u>FUNDING</u>
1. GED® graduates	4,100	1% of target population (410,024)	1.5% of base
2. Transition to Postsecondary	1,025	25% of students who earn a GED® diploma	1% of base
		40% of enrolled students who have a high school diploma	
3. Academic Performance	15,275	3.75% of target population	1% of base
		56% of enrolled students (Levels 1-5, 7-12)	
4. NCRC Certificate	4,100	1% of target population	
5. Top 25 Programs			1.5% of base

<u>TARGETS</u>		
<u>METRIC</u>	<u>NUMBER</u>	<u>COUNTY CALCULATIONS</u>
1. Enrollment	32,801	8% of target population
2. Post-Testing Rate		66% of enrolled students (Levels 1-5, 7-12)

Note: Transition to postsecondary will be calculated by comparing FY15 adult education students with a high school diploma and those who earned a GED® to the National Student Clearinghouse (NSC) and the Kentucky Council on Postsecondary Comprehensive Database System (KPEDS) enrollment data from FY15 and FY16 (current and following years). Target population is based on 2006-2010 ACS data. Top 25 is calculated by ranking all programs (1-120) based on the performance metrics: GED® graduates, transition to postsecondary, academic performance, and NCRC

certificates. First, programs must meet a minimum academic performance threshold to be eligible for the Top 25. Then, each program is assigned a point value based on their ranking in each performance metric (e.g., top performer will earn one point, second top performer will earn two points). This is calculated for each metric and the total points are calculated. Last, the programs are ranked based on the fewest total points. The program with the fewest total points is the top performer.

MEETING TARGETS

If a provider meets or exceeds the GED® graduates, transition to postsecondary for GED® graduates, academic performance metrics, or is in the Top 25 Programs, at the end of the fiscal year, then that provider will receive a one-time performance funding bonus for the next fiscal year.

PERFORMANCE IMPROVEMENT PLANS

Providers in the bottom 25 (95-120) of each performance metric (e.g., GED® graduates, transition to postsecondary, academic performance, and NCRC certificates) will be required to attend a one-day training related to that performance area. At this training, the program director will be required to complete a Performance Improvement Plan.

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PERSONNEL

Personnel changes must be reported to KYAE within 5 days of the program and/or fiscal agent having knowledge. To report changes:

- Send changes, including updated contact information, to: Tammy.Powers@ky.gov.
- Update information in KAERS.
- Update information in the KYAE Online Finance Module.

The following guidelines should be used to recruit and hire personnel and develop job descriptions. *The [minimum requirements for each title](#) are mandatory.* All new fiscal agents must ensure that all employees meet the minimum requirements for each title.

When hiring a program director, KYAE shall take part in the review, interviewing, selection, and/or appointment process. At least one KYAE staff member will serve on the interview team. In addition to fiscal agent protocol, three top qualified candidates shall be submitted to KYAE with a hiring recommendation 30 days prior to the appointment of the program director and dependent on **the approval of KYAE's vice president.**

The local adult education program director is essentially an extension of the KYAE staff/team funded via the grant and hired by the local fiscal agent. KYAE has consistently observed the key to successful local program performance is directly correlated to program director leadership. As the agency responsible for the adult education system performance, KYAE will take an active role in the program director hiring process.

KYAE expects a staffing model in which program directors:

1. Work 100 percent of their time in the adult education program as either a full-time adult education director or a full-time adult education program director/instructor;
2. Lead the administrative and instructional functions of the program;
3. Have daily engagement with the adult education staff and communicate all pertinent information in a timely manner;
4. Have their offices in the same physical location as the main adult education center; and
5. Attend KYAE-hosted meetings.

Any consideration of an exception shall be submitted as a plan to become compliant as negotiated by KYAE. Exception request shall be submitted in writing to KYAE's Director of Administrative Leadership.

[Click here](#) to reference personnel position descriptions, including minimum requirements, to ensure effective hiring practices and realistic job expectations.

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PROFESSIONAL DEVELOPMENT

The purpose of KYAE's professional development (PD) is to raise the level of expertise of Kentucky's adult educators through lifelong learning opportunities so they can equip adult students for success. Program directors shall ensure their program's compliance with the PD requirements set forth in the [KYAE Professional Development Handbook](#).

Please note the following changes:

- Program directors (only) may use either core services professional development funds or performance funding to attend the COABE conference. Other attendees to the annual COABE conference, and/or attendance of staff at other KYAE-approved conferences, shall be paid for through performance funding.
- College tuition reimbursement may be available to part-time staff on a case-by-case basis. Full-time staff will receive priority consideration. *Therefore, full-time staff should submit annual requests for tuition reimbursement.* The [KYAE Professional Development Handbook](#) describes the criteria staff will use during the application process. College tuition reimbursement for part-time staff requires participants to adhere to the same policy and procedures as full-time staff.
- All program directors and staff who work over 1,000 hours a year and all new instructors shall take an appropriate GED Ready™ test content module. The area in which the staff member is typically expected to teach is probably a good choice for this exercise. The intent is to acquaint staff with a GED Ready™ test module of which the official GED® test experience mirrors. If staff have taken a GED Ready™ test module, a copy of the results in their file will satisfy this requirement.

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ADMINISTRATIVE

FINANCIAL INFORMATION

REPORTING

Providers shall be reimbursed for reasonable, allowable and actual costs incurred if costs are specified in the contract. Providers shall invoice on a monthly basis. Invoices are due on the 10th of each month. For full reimbursement, final invoices are due to KYAE by close of business on the date specified in the contract (Section II.F.), unless notified otherwise in writing by KYAE. Invoices received after the final invoice date will not be considered for reimbursement. Failure to comply with these deadlines may result in payment being delayed or withheld.

BUDGETING

A line item in local program budgets allows for the use of up to 0.5 (one half) percent of the core services grant for GED[®] ceremonies and refreshments for student activities.

A **maximum** of 15 percent (5 percent federal, 10 percent state) of the core services grant funding may be used for administrative purposes. If the limit of the federal five percent in administrative is too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible provider may negotiate with KYAE to determine an adequate level of funds to be used for non-instructional purposes.

Note: *KYAE will continue to cap administrative funds at 15 percent. If a provider successfully negotiates a higher federal administrative amount, the state administrative amount will be reduced by a like amount, resulting in a maximum of 15 percent administrative funds.*

Fiscal agents serving multiple counties should be aware that:

- Administrative funds can be pooled from multiple counties to support a full-time adult education director.
- Administrative funds from multiple counties must be used proportionately throughout the contracted counties.
- Any administrative functions performed at the county level must be budgeted at the county level.
- Instructional funds may not be used to cover administrative costs at the county level.
- Funds must be expended to provide services only in the county for which the funds are allocated.

Corrections expenditures must be reported as a line item on invoices to KYAE and included in the core services line item total for payment.

When conducting outreach or similar activities using printed materials, posters, signs, etc., programs shall acknowledge that the outreach activity was made possible by funding from Kentucky Adult Education. Use of the KYAE logo will suffice.

Working Capital Advance

In accordance with the federal *Cash Management Improvement Act*, eligible providers that lack sufficient working capital may submit a written request for a working capital advance. The amount of the advance cannot exceed one quarter of the approved budget. Upon approval, the recipient of the advance must submit monthly invoices for cost reimbursement. If the total disbursement amount exceeds the actual costs incurred, the provider shall reimburse the Commonwealth.

Expenditure Reports and Timesheets

Providers shall use the Online Finance Module to report program expenses. A separate expenditure report form shall be completed for each program (core services, integrated EL/Civics, etc.) by county. For fiscal agents administering more than one county, a report shall be submitted for each county individually. Incomplete or incorrect reports shall be returned to the provider and may result in payment being delayed or withheld.

Budget Amendment Request Form

Provider expenditures shall not exceed the line item allocations or budget total as specified in the contract. To request changes to the contract budget, providers must submit an online Budget Amendment Request. To change a line item more than 10 percent, providers must indicate "amendment" on the form. KYAE approval must be obtained before a provider may reallocate funds among line items. To change line item amounts by 10 percent or less, providers must submit the online form and indicate the change as "realignment."

Inventory Reporting

Providers shall submit a comprehensive Inventory Report by August 31 following completion of the contract year, listing all non-consumable items with a useful life greater than one year, and purchased with KYAE funds.

FINANCIAL RECORDS

Providers shall retain all records of financial transactions and accounts relating to this grant for a period of three years and shall make such records available for inspection and audit by KYAE staff members or an authorized representative of KYAE.

Documentation of hours worked shall be maintained for KYAE-funded employees in the fiscal office and/or office of the program director.

TECHNOLOGY

The fiscal agent is responsible for providing timely and responsive technical support to the adult education program as needed to ensure security of information, computer access for staff and students, and proper functionality of hardware and software.

County programs must have at least one site with technology and connectivity to offer curriculum and related learning products available on the Internet.

The provider shall have a designated computer sufficient for KYAE's required information management system (KAERS) and have staff capable of maintaining and reporting accurate electronic data on program outcomes and performance. The provider shall make Internet access, including e-mail, available via a dedicated line.

Each program employee shall have an individual e-mail address and must be entered in KAERS.

EQUIPMENT AND SUPPLIES

Providers must have appropriate assessment and instructional materials to meet the needs of their students. The assessment instruments shall be kept in a secure environment according to vendor requirements.

Any non-consumable items purchased with adult education funds shall revert to KYAE at the end of the project or at program closure.

No more than 15% of a program's core services budget shall be spent on instructional materials and supplies in the last quarter of the program year. Eighty-five percent (85%) of instructional materials and supplies shall be expended and invoiced by March 31. Any amendments shall be initiated by March 31.

FACILITIES

To maximize the amount of funds available for direct instructional services, KYAE expects adult education programs to pay minimal or no rent for space, particularly those located in publically owned buildings. Fiscal agents are expected to seek donated or in-kind space in order to avail the maximum level of resources to student instruction.

Postsecondary education institutions receiving grants shall provide adult education services on their postsecondary campus as the primary site for services.

Any consideration of an exception shall be submitted as a plan to become compliant as negotiated by KYAE. Exception request shall be submitted in writing to KYAE's Director of Administrative Leadership.

Fiscal agents shall ensure that:

- All instructional facilities and services are in compliance with the Americans with Disabilities Act of 1990.
- Facilities have appropriate exterior and interior signage clearly identifying the adult education programs.
- The learning environment is in good condition and properly maintained with adequate space and equipment.
- There is a separate room available for student assessment and counseling purposes.

- The building and surroundings are safe, sanitary and non-hazardous.
- The location is easily accessible with adequate parking.
- The facility has an environment conducive to engagement and participation.
- Adult education centers are located in age-appropriate locations conducive to adult learning.

If it is determined through a KYAE site visit that the facility does not meet requirements, the grantee may be asked to relocate the center to a more appropriate location or correct deficiencies.

Newly selected grantees must work with KYAE staff to identify appropriate adult education center locations. Grantees shall also work with the staff when moving the location of an adult education center.

Cost for Facilities

State and federal funds are to be used for program services. If lease expenditures are necessary, they shall meet the definition of “reasonable” as defined in federal circulars (A-87, A-122 and others) as applicable.

COMMUNICATION

Program staff should follow protocol when contacted by media.

Program staff shall:

- Tell contact that you are unable to respond right now but will get back to them ASAP.
- Get their contact information: name, phone number, email address.

If KCTCS is your fiscal agent:

- Contact your community college director of public relations and share media contact information and information being sought.
- Contact KYAE’s senior associate for outreach and communication with the same information.
- Your community college director of public relations and KYAE’s senior associate will confer. You will be contacted with next steps.

If fiscal agent other than KCTCS:

- Contact KYAE’s senior associate for outreach and communication and share media contact information and information being sought.
- You will be contacted with next steps.

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APPENDIX A

MANAGED PROGRAM ELEMENTS

ADULT EDUCATION PROGRAM REQUIREMENTS (page 6)

SCHEDULED ORIENTATION AND ASSESSMENT

Research indicates that the first three weeks of a student's participation in adult education are critical to the student's continued motivation and persistence. Therefore, ensuring that students have a good start through a welcoming, attentive and thorough intake, orientation, and assessment process is extremely important. A scheduled orientation allows adult educators to provide the level of attention this process requires. It also allows students to begin developing peer learning communities, which are important to their persistence and success.

Establishing a scheduled time each week for assessment, especially in small programs with "one-room" centers, is critical to student success. For assessments to be valid and provide accurate information on which a student's learning plan is based, they must be proctored and in a quiet and calm environment when a student is prepared to take the assessment. A scheduled assessment process can reduce over-testing of students. In addition, a scheduled assessment process will increase efficiency and ensure appropriate administration and protocols of required assessments.

SCHEDULED CLASSES

KYAE requires all programs to establish scheduled classes based on student demand, determined through methods such as analyzing student attendance patterns and surveying current students, to ensure that classes are being offered at times when students are most likely to attend. It is expected that students in each adult education program will be enrolled in classes.

Scheduled classes:

- Must be taught by an instructor and should use syllabi, lesson plans, and standards-based curricula.
- Should employ differentiated instruction when necessary to meet the needs of students at various levels. Differentiated instruction is especially important for small programs. Simply put, differentiated instruction employs multiple instructional approaches so that the teacher is effectively reaching students who are at various academic levels and have various learning styles.

- Duration in classes should be based on intended student learning outcomes (i.e., 45 hours, 6 weeks for post-testing, etc.).
- Should use technology in the learning environment that supports 21st century skills. Technology may include: using digital copies, using common digital display (e.g., monitor, projector, white board), and digital content for instruction (e.g., KET's Fast Forward, EdReady, and/or Khan Academy).
- Include various instructional styles, strategies, adaptations, and resources to meet the needs of all students, including those with learning differences and/or challenges.
- Integrate employability and digital literacy skills into academic instruction.
- May have varied timeframes and may be adjusted as necessary (for example, mid-session) based on student and program needs.
- May allow students to enter a class in progress; providing the student's assessment suggests that the student is prepared for the material being covered at that point in the class.

Programs shall use data to determine how to set local guidelines regarding:

- Class attendance.
- Class size and teacher-student ratio.
- Student commitment.
- Student conduct.

SCHEDULED EDUCATION ALTERNATIVES

KYAE recognizes that classroom attendance may not be possible for some students, especially those who are employed. Also, students may need an education alternative, as an exception not the rule:

- While they are waiting for a new class to start;
- Before they are academically prepared to join a class; or
- As college- and career-readiness instruction while enrolled in a class.

In acknowledgment of adult students' potential barriers, KYAE requires that, in addition to scheduled classes, programs also schedule structured education alternatives to meet student needs. It is expected that a minority of students in each program will receive their primary instruction in education alternatives.

Structured options may include, but are not limited to, the following:

- **Facilitated labs** (i.e., instructor-led) - Can be designed for students who miss the start of a new class or need additional assistance. Instructor-led labs allow students who do or do not attend scheduled classes to have an alternative learning opportunity allowing them to accomplish their educational goals without creating another barrier to their success.

- **Distance learning** – Students may begin or supplement their studies using a distance learning product.
- **Open lab** – Study time provides an opportunity for students to independently study and/or complete work while at the center, and is especially important for students who do not have a home environment conducive to learning. Another option is providing opportunities for students to gather pre- or post-class in a facilitated or unfacilitated study group. Computer labs for independent study may be open and available to students any time the adult education center is open.

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APPENDIX B

ASSESSMENT (pages 9-15)

NEED FOR ASSESSMENT POLICY

KYAE's assessment policy provides a framework to measure program effectiveness and provides important criteria for continuous improvement on several levels.

- At the student level, an individual assessment provides valid, reliable information about the student's academic status and progress, and allows the student to make informed decisions about goal setting. KYAE requires adult education programs to evaluate students with an approved standardized assessment upon enrollment to determine the appropriate education plan necessary for students to achieve their goals. Before the adult educator determines the most appropriate assessment, students should participate in an intake and orientation process to discuss academic and career goals and to identify needed skills to help achieve their goals. This orientation session, accompanied by the adult educator's professional judgment and other criteria, such as the TABE Locator, should determine which of the approved assessments and curricula will best meet the student's needs.
- At the program level, accurate assessment data are critical for decision making in planning, instruction, professional development, and program improvement. Student assessments help instructors pinpoint student needs and choose appropriate curricula. Aggregate data inform program directors regarding needed improvements and help guide staff professional development.
- At the state and federal level, performance funding, in part, is based upon student achievement in NRS functioning levels. Uniform implementation of KYAE's assessment policy ensures that high-quality accurate data are collected statewide and reported to OCTAE so programs can be compared across the Commonwealth and nation.

VALID AND RELIABLE ASSESSMENTS

The following section is excerpted from [NRS Implementation Guidelines](#), February 2015, page 27.

Matching Instrument Content to NRS Educational Functioning Level Descriptors

"Validity is concerned with the *accuracy* of measurement; in other words, the extent to which the instrument measures what it is intended to measure. *Content validity* of an assessment is the extent to which the items/tasks of the instrument cover the domain of interest. For the NRS, the domain of interest is comprised of the skills used to describe the educational functioning levels for ABE and ELA. To establish the content validity with respect to the requirements of the NRS, there must be evidence that the

items/tasks of that instrument measure the skills associated with the educational functioning levels (and, by the same token, do *not* measure skills *not* associated with the levels).

“Typically, content validity is established via the judgments of *subject matter experts* (SMEs). For instance, a panel of such experts might be asked to judge the extent to which the items/tasks of a given instrument require the types and levels of skills described for a particular educational functioning level. In general, the greater the judged overlap between the content of the instrument and the skills associated with a given level descriptor, the greater the content validity of the instrument with respect to its use as a measure of educational attainment at that level. It is important to point out that the content validity of a given instrument may vary with respect to different educational functioning levels; that is, it may provide adequate coverage of the skills associated with some levels but less than adequate coverage of the skills associated with other levels. Finally, it should be noted that the usefulness of content validity evidence is directly proportional to the quality of the judgments provided. Consequently, the test publisher should establish the credentials of the SMEs whose judgments were obtained, including their familiarity with adult education and the NRS levels, along with information regarding the number of experts used and the degree of agreement among them, both by skill and level.

Reliability/Classification Consistency

“Reliability refers to the degree of consistency in performance on an assessment; that is, the extent to which an examinee would be expected to perform similarly across multiple administrations of the instrument or under different conditions. An important condition that can differ across administrations of a particular instrument to be used for the NRS is the form of the instrument administered. More specifically, because educational gain is determined as a function of the difference between an examinee’s pre- and post-test performance as measured on different forms of the instrument, it is essential to review the test publisher’s information regarding the expected similarity of performance across forms in the absence of instruction or other external interventions. The greater the similarity in performance across forms, the greater the alternate forms’ reliability of the instrument and the stronger the inference that improvements in performance between pre- and post-testing is attributable to something other than measurement error associated with differences across forms.”

TABE TESTING

For TABE 9 and 10 Locator

TABE Level to Administer	Reading	Mathematics	Language
	# Correct	# Correct	# Correct
E	6 or fewer	4 - 6	6 or fewer
M	7 – 8	7 - 8	7 – 8
D	9 – 10	9 - 11	9 – 10
A	11 - 12	12 - 16	11 - 12
Standard Error of Measurement (SEM)	1.26	1.54	1.42

Out-of-Range TABE Test Scores

The following table shall be used to determine whether the student's score is within or outside of the acceptable range of scores on that test and level. If the score is within the acceptable range, the test can be considered valid. If the score is outside of the acceptable range, the test administrator shall retest with a more or less advanced test. The table indicates when more or less advanced tests are not available.

TABE Test Level	Content Grade Level Range	Reading			Mathematics (Applied and Computations)			Language		
		Two Content Grade Level Ranges <u>Below</u> the Scale Score Range	Content Range	Two Content Grade Level Ranges <u>Above</u> the Scale Score Range	Two Content Grade Level Ranges <u>Below</u> the Scale Score Range	Content Range	Two Content Grade Level Ranges <u>Above</u> the Scale Score Range	Two Content Grade Level Ranges <u>Below</u> the Scale Score Range	Content Range	Two Content Grade Level Ranges <u>Above</u> the Scale Score Range
L (Limited Literacy)	0-1.9	160-234	253-360	370-457	160	182-348	355-440			
E (Easy)	2.0-3.9	246-366	368-460	462-516	200-345	308-440	438-500	235-389	397-490	491-523
M (Medium)	4.0-5.9	374-459	464-517	522-549	307-442	440-503	508-548	396-487	492-520	524-546
D (Difficult)	6.0-8.9	463-516	519-561	568-595	442-504	504-572	562-601	492-523	524-556	561-581
A (Advanced)	9.0-12.9	538-565	568-612	619+	528-572	563-626	613+	541-559	564-603	613+

KYAE-APPROVED ASSESSMENTS

TABE 9-10

- TABE is recommended for adult education, corrections education and family literacy students.
- A student with a high school diploma must score 11.9 or below to be eligible for KYAE services.
- New KYAE-funded staff must complete *Introduction to TABE Administration*.
- In compliance with recommendations as provided by OCTAE, TABE post-testing shall occur as follows. See OCTAE's [State Assessment Policy Guidance](#), pages 6-10.
 - **For students in NRS Levels 1-4:** after 50-60 hours of instruction, with a minimum of 40 hours when testing with an alternate form (for example, TABE 9 Level M to TABE 10 Level M).
 - **For students in NRS Levels 5:** 30-59 hours of instruction is recommended when testing with an alternate form (for example, TABE 9 Level D to TABE 10 Level D).
 - If pre- and post-tests are with the same level and use the same form (for example, TABE 9 Level M to TABE 9 Level M), 120 hours of instruction is recommended.

- A higher level form (for example, TABE 9 Level D to TABE 10 Level A) can be used on the progress assessment if the instructor determines that the student has mastered the information assessed on the enrollment assessment level.

TABE ordering information:

Data Recognition Corporation – CTB
13490 Bass Lake Road
Maple Grove, MN 55311.
(800) 538-9547

Website: www.ctb.com

BEST Literacy

BEST Plus

KYAE will recognize BEST Literacy and BEST Plus assessments for our English language learners population through June 30, 2016.

Therefore, providers currently using BEST assessments should use the program year (2015-16) to expend excess BEST inventories and transition students to the CASAS Life and Work reading series assessments. Those new to administering the CASAS must complete the CASAS Implementation Training available at: <https://www.casas.org>. See [KYAE Professional Development Handbook](#) for registration procedures.

- These assessments are to be used for English language learners.
- Adult educators must be trained by a certified BEST Plus trainer before administering the BEST Plus assessment. All new ESL teachers must complete “BEST Plus Implementation” or “CASAS ESL Implementation.” “BEST Plus Implementation,” sponsored by KYAE, is led by certified trainers.
- Adult educators must be familiar with the training video and examiner’s manual for BEST Literacy.
- In compliance with recommendations as provided by OCTAE, BEST post-testing shall occur as follows (see OCTAE’s [State Assessment Policy Guidance](#), pages 6-10):
 - 60 hours minimum; 80-100 hours recommended.
 - If the hours for a course of instruction exceed the recommended number of hours, post-testing may most appropriately take place at the end of the instructional session.
 - Because program-related factors such as intensity of instruction, class size, teacher training, and experience, use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and post-testing.

BEST ordering information:

Center for Applied Linguistics
4646 40th Street, NW
Washington DC 20016-1859
(202) 362-0700

Website: www.cal.org

CASAS

- CASAS Life and Work reading series is to be used only for English language learners.
- Adult educators must complete CASAS Implementation Training before administering these assessments. Training available at: <https://www.casas.org>. See [KYAE Professional Development Handbook](#) for registration procedures.
- In compliance with recommendations as provided by OCTAE, CASAS post-testing shall occur as follows. See OCTAE's [State Assessment Policy Guidance](#), pages 6-10.
 - 70-100 hours (40 hours is the minimum).
 - Allow exceptions for courses with different schedules and intensity; e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses, wait longer than the recommended number of hours to post-test.
 - Programs offering high-intensity courses; e.g., class meets more than 15 hours per week, may choose to test at the end of a semester, term, quarter, or other substantial block of instruction; even though the instructional intervention is more than 100 hours of instruction.
 - Programs offering low intensity courses, with less than 70 hours in a semester, quarter, term, or other block of instruction, may choose to post-test at the end of the instructional period.
 - Programs may choose to assess students who indicate they are leaving the program, before the scheduled post-test time, to maximize collection of paired test data.

CASAS ordering information:

CASAS

8910 Clairemont Mesa Blvd.

San Diego, CA 92123-1104

(800) 255-1036

Website: www.casas.org

ACT/WorkKeys

When administering the WorkKeys Assessment to earn an NCRC, OCTAE's guidance does not differ from any other subject areas in that a program of study is necessary. Therefore, KYAE requires that students who are administered WorkKeys be enrolled in academic program of study. See [State Assessment Policy Guidance](#), page 6.

Contact:

Barb Ciha

Placement Programs

barb.ciha@act.org

NRS REPORTING SYSTEM

The [National Reporting System](#) (NRS) is the accountability system for the federally funded adult education program, mandated by the [Workforce Investment Act](#) (WIA).

Adult education programs nationwide use NRS levels to provide information to the federal government about student progress. KYAE collects student assessment, demographic, and participation data in KAERS to report to the NRS and partners.

NRS Levels

To comply with NRS, providers must use the following entry and progress levels:

Adult Education Levels

- **ABE Beginning Literacy (grade level 0-1.9)**
 - TABE (9-10), Test Benchmarks:
 - Reading: 367 and below
 - Total Math: 313 and below
 - Language: 389 and below

- **ABE Beginning (grade level 2-3.9)**
 - TABE (9-10), Test Benchmarks:
 - Reading: 368 – 460
 - Total Math: 314 – 441
 - Language: 390 - 490

- **ABE Low Intermediate (grade level 4-5.9)**
 - TABE (9-10), Test Benchmarks:
 - Reading: 461-517
 - Total Math: 442-505
 - Language: 491-523

- **ABE High Intermediate (grade level 6-8.9)**
 - TABE (9-10), Test Benchmarks:
 - Reading: 518-566
 - Total Math: 506-565
 - Language: 524-559

- **ASE Low (grade level 9-10.9)**
 - TABE (9-10), Test Benchmarks
 - Reading: 567-595
 - Total Math: 566-594
 - Language: 560-585

- **ASE High (grade level 11-11.9)**
 - TABE (9-10), Test Benchmarks:
 - Reading: 596 and above
 - Total Math: 595 and above
 - Language: 586 and above

English Language Acquisition Levels (formerly English as a second language)

- **ESL Beginning Literacy**
 - CASAS Reading, Test Benchmark: 180 and below
 - BEST Literacy, Test Benchmark: 0-20
 - BEST Plus, Test Benchmark: 400 and below

- **ESL Low Beginning**
 - CASAS Reading, Test Benchmark: 181-190
 - BEST Literacy, Test Benchmark: 21-52
 - BEST PLUS, Test Benchmark: 401-417

- **ESL High Beginning**
 - CASAS Reading, Test Benchmark: 191-200
 - BEST Literacy, Test Benchmark: 53-63
 - BEST PLUS, Test Benchmark: 418-438

- **ESL Low Intermediate**
 - CASAS Reading, Test Benchmark: 201-210
 - BEST Literacy, Test Benchmark: 64-67
 - BEST PLUS, Test Benchmark: 439-472

- **ESL High Intermediate**
 - CASAS Reading, Test Benchmark: 211-220
 - BEST Literacy, Test Benchmark: 68-75
 - BEST PLUS, Test Benchmark: 473-506

- **ESL Low Advanced**

Note: Students must score below the exit criteria to be eligible for ESL services.

- CASAS Reading, Test Benchmark: 221-235

Exit Criteria: 236 and above

- BEST PLUS, Test Benchmark: 507-540

Exit Criteria: 541 and above

Note: BEST Literacy should not be used for enrollment in ESL High Intermediate or ESL Low Advanced due to the lack of exit criteria.

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Appendix C

GED TESTING SERVICE® POLICIES

[GED® SERVICES](#) (pages 17-18)

ADMISSION POLICY

The test-taker must arrive at the test center 15 minutes before the scheduled appointment time. This provides adequate time to complete the necessary sign-in procedures. If the test-taker arrives more than 15 minutes late for his/her appointment, h/she will be unable to test and will not be reimbursed. The test-taker will be required to provide one or more valid forms of identification on the day of the test. The ID must be government-issued and non-expired. It must also include the test-taker's name, address, date of birth, signature, and photograph. If the test-taker does not present proper ID, h/she will be turned away the day of testing and will lose test payments. No personal items may be taken into the testing room. This includes, but is not limited to, bags, notes, phones, pagers, watches, and wallets.

LANGUAGE POLICY

The GED® test is available in both English and Spanish in Kentucky. The entire test must be taken and passed in a single language. English and Spanish scores cannot be combined in Kentucky.

RESCHEDULE POLICY

If the test-taker wishes to reschedule the exam, h/she must either reschedule online by logging into MyGED™ or contact KYAE's partner, Pearson VUE, one full business day prior to the scheduled appointment at 1-877-EXAM-GED (392-6433). If the test-taker reschedules less than one full business day prior to the appointment, h/she will not be reimbursed. Pearson VUE hours of business are 7:00 a.m. Central Time to 7:00 p.m. Central Time, Monday through Friday.

CANCELLATION POLICY

If the test-taker wishes to cancel the exam, h/she must either cancel online by logging into MyGED™ or contact KYAE's partner, Pearson VUE, one full business day prior to the scheduled appointment at 1-877-EXAM-GED (392-6433). If the test-taker cancels less than one full business day prior to the appointment, h/she will not be reimbursed. Pearson VUE hours of business are 7:00 a.m. Central Time to 7:00 p.m. Central Time, Monday through Friday.

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Appendix D

DIRECTORY INFORMATION AND FERPA (page 19)

The Family Educational Rights and Privacy Act (FERPA) requires that, with certain exceptions, education agencies obtain written consent prior to the disclosure of personally identifiable information from a student record. However, FERPA allows education agencies to disclose appropriately designated “directory information” without written consent, unless the student has advised the agency to the contrary in accordance with agency procedures.

Under FERPA, KYAE will disclose directory information for GED[®] graduates. KYAE designates the following as directory information:

- Student name
- Address
- Telephone number
- E-mail address
- Degrees, honors and awards received, specifically GED[®] test credential attainment

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Appendix E

PERSONNEL POSITION DESCRIPTIONS AND MINIMUM REQUIREMENTS

PERSONNEL (pages 23-24)

CLASS TITLE: PROGRAM DIRECTOR

CHARACTERISTICS OF THE CLASS

Provides program leadership and direction; plans, develops, implements, and evaluates all aspects of program and personnel. Supervises instructors, academic and administrative assistants. The Program Director classification is limited to one staff member per funded agency (i.e., Board of Education, community college, etc.).

EXAMPLES OF DUTIES

Leadership

- Oversees the day-to-day operation of program.
- Establishes and maintains effective teaching and learning practices program-wide.
- Initiates and facilitates change for continuous program improvement and capacity building.
- Understands, interprets, and assures compliance with federal and state laws and regulations.
- Establishes procedures to meet performance areas for performance accountability.
- Initiates program planning, develops goals, and plans for meeting objectives.
- Provides leadership in development of face-to-face and digital curricula, retention activities, and other student services.
- Promotes safe work environment.
- Establishes procedures for collecting, documenting, and reporting data, and ensures accountability.
- Communicates regularly with staff and involves them in planning through a variety of formal and informal means.
- Oversees recordkeeping, fiscal management, and programming.

Instruction

- May provide high-quality, standards-based instruction in literacy; adult basic education; GED® test preparation; English language acquisition; family literacy; (Integrated) English literacy and civics education; workforce preparation; integrated education and training, including career pathways; and workplace education, including National Career Readiness Certificate preparation.

- Applies research-based instructional practices that incorporate the use of computers and other technologies.
- Supports instructional strategies based on research in adult learning and development.

Personnel

- Assures effective and efficient program staffing.
- Supervises, observes, and evaluates staff.
- Coordinates activities of instructional staff to ensure effective and efficient program operation.
- Supervises staff in developing professional development plans targeting student success and ensures staff will complete professional development requirements.
- Promotes professional development opportunities and adheres to the professional development policy.
- Analyzes program data regularly in order to develop partnerships, strategic plans, and data-informed decisions.

Fiscal

- Manages fiscal resources and reports financial information.
- Actively seeks resources through foundations, grants, etc., to leverage additional resources for the program.
- Prepares and monitors all aspects of budget.
- Monitors contract compliance and cooperative agreements.
- Monitors and approves purchasing to meet program needs and KYAE requirements.

Community

- Advocates and promotes adult education program within community.
- Builds partnerships to enhance the availability, quality, and delivery of services.
- Participates in local organizations and initiatives (P-20 councils, local Workforce Development Boards, KY Career Centers, local chambers, Work Ready Communities teams, etc.).

Leadership

- Models professional behavior and requires other staff members to act in a professional manner.
- Promotes the philosophy, goals, and objectives of adult education at local, state and national levels.
- Promotes an environment in which cultural and philosophical diversity is valued and appreciated.

- Cultivates an atmosphere of respect for all staff and students.
- Provides instructional and administrative leadership.
- Recruits and retains students to meet local and state performance goals.

Professional Development

- Participates in required professional development activities.
- Adheres to the expectations for program directors in professional development policy.
- Ensures the use of technology resources by all instructors to engage in ongoing professional development and lifelong learning.
- Assesses personal strengths and weaknesses of staff as a basis for developing a professional development plan.

MINIMUM REQUIREMENTS

- All program directors hired after July 1, 1998, shall possess a minimum of a bachelor's degree.
- All new program directors hired after July 1, 2004, shall possess a bachelor's degree and three years of administrative/management experience; a master's degree can substitute for two years of the administrative/management experience. A bachelor's or master's degree in administration, education, or a related field is preferred.
- If the director instructs, they will have earned a 12.9+ score in every content area (Language, Reading and Math) on a TABE A or, within the past 10 years, they will have earned a 21 composite score on an ACT or 990 on the SAT. A current teaching certificate in the content area of instruction is preferred.

CLASS TITLE: ASSISTANT PROGRAM DIRECTOR

CHARACTERISTICS OF THE CLASS

Performs administrative duties as assigned by the program director. May assist the designated program director in providing program leadership and direction; may assist the program director in planning, developing, implementing, and/or evaluating the adult education program. May help supervise instructors, academic assistants, and administrative assistants.

EXAMPLES OF DUTIES

Administrative

- Understands, interprets, and assures compliance with federal and state laws and regulations.
- Monitors procedures to meet performance areas for performance accountability.

- Assists in program planning, developing goals, and meeting objectives.
- Assists in recruitment and retention activities and other student services.
- Monitors procedures for collecting, documenting, and reporting data, and ensures accountability.
- Oversees recordkeeping.

Instruction

- May provide high-quality, standards-based instruction in literacy; adult basic education; GED[®] test preparation; English language acquisition; family literacy; (Integrated) English literacy and civics education; workforce preparation; integrated education and training, including career pathways; and workplace education, including National Career Readiness Certificate preparation.
- Applies research-based instructional practices that incorporate the use of computers and other technologies.
- Supports instructional strategies based on research in adult learning and development.

Personnel

- Assists to assure effective and efficient program staffing.
- Helps to supervise, observe, and evaluate staff.
- Coordinates activities of instructional staff to ensure effective and efficient program operation.
- Assists staff in developing professional development plans targeting student success and ensures staff will complete professional development requirements.
- Promotes professional development opportunities and adheres to the professional development policy.
- Analyzes program data regularly in order to develop partnerships, strategic plans, and data-informed decisions.

Fiscal

- Monitors fiscal resources and reports financial information to program director.
- Actively seeks resources through foundations, grants, etc., to leverage additional resources for the program.
- Assists program director in preparing and monitoring budget.
- Monitors contract compliance and cooperative agreements.
- Monitors purchasing.

Community

- Advocates and promotes adult education program within community.
- Builds partnerships to enhance the availability, quality, and delivery of services.
- Participates in local organizations and initiatives (P-20 councils, local Workforce Development Boards, KY Career Centers, local chambers, Work Ready Communities teams, etc.).

Leadership

- Models professional behavior and requires other staff members to act in a professional manner.
- Promotes the philosophy, goals, and objectives of adult education at local, state, and national levels.
- Promotes an environment in which cultural and philosophical diversity is valued and appreciated.
- Cultivates an atmosphere of respect for all staff and students.
- Provides instructional and administrative leadership.
- Recruits and retains students to meet local and state performance goals.

Professional Development

- Participates in required professional development activities if program leadership/instructional responsibilities warrant.
- Ensures the use of technology resources to engage in ongoing professional development and lifelong learning.
- Assesses personal strengths and weaknesses as a basis for developing a professional development plan.

MINIMUM REQUIREMENTS

- All assistant program directors shall possess a minimum of a bachelor's degree and three years of administrative or management experience. A degree in administration, education, or a related field is preferred. Assistant program directors who instruct will also meet the minimum requirements for instructors.
- If the assistant director instructs, they will have earned a 12.9+ score in every content area (Language, Reading, and Math) on a TABE A or, within the past 10 years, they will have earned a 21 composite score on an ACT or 990 on the SAT. A current teaching certificate in the content area of instruction is preferred.

CLASS TITLE: INSTRUCTOR

CHARACTERISTICS OF THE CLASS

Provides instruction to adult education students. Plans, implements, documents, and evaluates instructional practices, procedures, and materials. Provides direct, on-site daily supervision of academic assistants.

EXAMPLES OF DUTIES

Instruction

- Provides instruction in literacy; adult basic education; GED® test preparation; English language acquisition; family literacy; (Integrated) English literacy and civics education; workforce preparation; integrated education and training, including career pathways; and workplace education, including National Career Readiness Certificate preparation.
- Applies research-based instructional practices that incorporate the use of computers and other technologies.
- Is knowledgeable of reading, writing, and/or math instructional strategies.
- Uses instructional strategies, learning practices, and tools appropriate to the needs of the student.
- Uses lesson plans that integrate instruction across content areas.
- Provides continuous feedback and adjusts instruction to maximize student learning.
- Collaborates with colleagues to develop and evaluate curriculum and materials.
- Integrates work-, family-, and community-related activities into instruction.
- Administers and interprets appropriate placement and diagnostic tests.
- Applies adult education principles and methods in the workforce classroom.
- Facilitates the transfer of learned skills from the classroom to the job.
- Plans learning experiences that are interactive and relevant to the specific workplace environment.
- Customizes and develops workplace education curriculum and lesson plans that facilitate transference from the classroom to the job based on the workforce goals and expected training outcomes.
- Formatively assesses students with whom academic assistants are working.

Assessment and Monitors Learning

- Uses formal and informal assessment data to monitor and document student progress.
- Collects and manages accurate data for program improvement and accountability.
- Participates in the retention and follow-up of students.

Classroom Management

- Maintains knowledge of program regulations, policy, and procedures.
- Maintains student records.
- Supervises and monitors academic assistants.

Community

- Makes referrals to community agencies or postsecondary institutions as appropriate.
- Advocates adult education at the local and state level and explains the impact of under-education on employment and society.
- Assesses adult education needs and promotes program in community.
- Promotes use of community resources and participates in activities of other community agencies.
- Recruits families and matches them with instructional staff.

Professional Development

- Participates in required professional development activities.
- Participates in additional professional growth opportunities to support student achievement.
- Uses technology resources to engage in ongoing professional development and lifelong learning.
- Assesses personal strengths and weaknesses as a basis for developing a professional development plan.

MINIMUM REQUIREMENTS

- As of July 1, 1998, all new instructors shall possess a minimum of a bachelor's degree. A degree in education or a content-related field is preferred.
- All instructors hired after January 3, 2011, shall possess a minimum of a bachelor's degree in education or a content-related field. They will have earned a 12.9+ score in every content area (Language, Reading and Math) on a TABE A or, within the past 10 years, they will have earned a 21 composite score on an ACT or 990 on the SAT. A current teaching certificate in the content area of instruction is preferred. Requests to have the test score requirement waived for instructors with current certification may be made in writing to Director of Administrative Leadership; a strong justification must be presented.
- Program directors who supervise non-degreed instructors shall work with KYAE staff to develop individualized educational plans for non-degreed instructors by July 1, 2011.

CLASS TITLE: ACADEMIC ASSISTANT

CHARACTERISTICS OF CLASS

The Academic Assistant must work under the daily supervision of a qualified instructor, assistant program director, or program director. The Academic Assistant may provide one-on-one instruction at the discretion of the instructor or program director. The Academic Assistant may **not** develop or determine curricula or provide classroom and/or group instruction.

EXAMPLES OF DUTIES

Program

- Follows the directions of the instructor or program director and works as an effective member of the instructional team to ensure the success of all students.
- Carries out the preparation of instructional materials under the direction of the instructor.
- Monitors and observes student behaviors and shares observations with the instructor.
- Assists instructor in providing individual support for students and in checking for understanding of instructional materials.
- Organizes, uses, and maintains supplies, materials, and equipment.
- Assists in providing non-instructional support for students.
- Understands community resources and discusses possible referrals with the instructor.

Recordkeeping

- Assists instructor in implementing, recording, and monitoring student educational plan.
- Assists instructor in administering, scoring, and evaluating diagnostic tests.
- Assists instructor in preparing student folders and maintaining records of student progress.
- Assists instructor in collecting data for reports.
- Understands and uses the KAERS data system.

MINIMUM REQUIREMENTS

- Effective July 1, 2016, all newly hired or appointed academic assistants must have a minimum of a high school diploma or its equivalent, plus completed at least two years of postsecondary education.
- They will have earned a 12.9+ score in every content area (Language, Reading and Math) on a TABE A or, within the past 10 years, they will have earned a 21 composite score on an ACT or 990 on the SAT.

CLASS TITLE: ADMINISTRATIVE ASSISTANT

CHARACTERISTICS OF THE CLASS

Must work onsite under the direct, daily supervision of the program director or instructor. Assists in the overall functioning of the program by performing clerical and other duties as required.

EXAMPLES OF DUTIES

- Works as an effective member of the team to ensure the success of all students.
- Collates files and/or prepares documents and reports.
- Collects and enters data for reports.
- Maintains documents and reports.
- Audits reports for accuracy.
- Performs receptionist duties.
- Operates office machines such as copier, calculator, computer, or audio-visual equipment.
- Opens, sorts, prepares, sends, and distributes mail.
- Assists in the security and maintenance of test materials.
- Performs basic bookkeeping duties such as counting receipts, bank deposits, and payment vouchers.
- Follows established methods and procedures.
- Assists in preparing student folders and maintaining records of student progress.
- Assists in proctoring and scoring diagnostic tests.
- Enters data, understands, and uses the KAERS data system.

MINIMUM REQUIREMENTS

- Effective January 1, 2016, all administrative assistants must have a minimum of a high school diploma or its equivalent.

VOLUNTEERS/IN-KIND SUPPORT

Volunteers or in-kind support individuals must meet the job requirements associated with the position that they are volunteering for in the adult education program.

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Glossary (2015 -16)

Adult Education (defined according to WIOA): Academic instruction and education services below the postsecondary level that increase an individual's ability to: (A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; (B) transition to postsecondary education and training; and (C) obtain employment.

Adult Education and Literacy Activities (defined according to WIOA): Programs, activities, and services that include adult literacy and education, English language acquisition, family literacy, integrated (full implementation of "integrated" is expected in fiscal year 2016-17) English literacy and civics education, workforce preparation, integrated education and training, and workplace education. (Workforce preparation and integrated education, including career pathways, will be a *requirement* of WIOA implementation.)

Annual Funding Allocations (and associated goals): These are based on a county's population without a high school credential, ages 18-64 years, according to the U.S. Census Bureau's 2006-10 American Community Survey (ACS).

Career pathways and other bridge programs – Programs which align adult education, job training, higher education, and basic support systems to create pathways to postsecondary educational credentials and employment. Should include best practices achieved through working with local partners to:

- Identify viable labor force occupational demands for family-sustaining wage jobs;
- Provide a seamless transition between adult education and career exploration and training, and/or postsecondary education;
- Contextualize standards-based academic instruction;
- Issue stackable credentials; e.g., earning an NCRC, GED[®] credential, and technical certificate;
- Avail students to intensive, wraparound support services; e.g., acquaint students with postsecondary education success coaches and/or navigators; and
- Refer students to sources of financial aid for low-income adults; e.g., scholarships, foundations, etc.

Concurrent Enrollment: Enrollment in adult education and credit-bearing academic postsecondary education.

Correctional Institution: Prison, jail, reformatory, work farm, detention center, halfway house/community-based rehabilitative center, or other similar institution for the confinement or rehabilitation of criminal offenders.

Criminal offender: Individual who is charged with or convicted of any criminal offense.

English Language Acquisition (defined according to WIOA and formerly English as a second language): Program of instruction (A) designed to help eligible students who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to attainment of a high school diploma or its equivalent, transition to postsecondary education, or employment.

English Language Learner (defined according to WIOA): An eligible student who has limited ability in reading, writing, speaking, or comprehending the English language, and whose native language is a language other than English or who lives in a family or community environment where a language other than English is the dominant language.

Essential Components of Reading Instruction: Section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368):

Family Literacy: Activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities:

- (A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency;
- (B) Interactive literacy activities between parents or family members and their children;
- (C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and
- (D) An age-appropriate education to prepare children for success in school and life experiences.

Home Schools: Nothing in Title II of the WIOA, AEFLA, shall be construed to affect home schools, whether a home school is treated as a home school or a private school under state law, or to compel a parent or family member engaged in home schooling to participate in adult education and literacy activities.

Integrated Education and Training: Service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation (see "Workforce Preparation" below) and workforce training for a specific occupation or occupational cluster for the purposes of educational and career advancement.

Integrated English Literacy and Civics Education: Education services provided to English language learners (see "English Language Learners" above) who are adults, including professionals with degrees and credentials in their native countries, that enable them to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the U.S. Such services shall include instruction in literacy and English language

acquisition (formerly English as a second language) and the rights and responsibilities of citizenship and civic participation, and may include workforce training.

Literacy: A student's ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in a family, and in society.

Office of Career, Technical, and Adult Education's Performance Targets: KYAE negotiates these targets annually. KYAE holds local programs accountable for meeting these goals through the [National Reporting System](#) (NRS).

Postsecondary Educational Institution (defined according to WIOA): An institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree, a tribally-controlled college or university, or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary education level.

Workforce Preparation: Activities, programs, or services designed to help an individual acquire a combination of academic, critical thinking, digital literacy, and self-management skills, including competencies in utilizing resources and information, working with others, understanding systems, and obtaining skills necessary for successful transition into (and completion of) postsecondary education and training, or employment.

Workplace Education: Adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

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