Mississippi Community College Board

Office of Adult Education

PROGRAM GUIDELINES

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The Mississippi Office of Adult Education administers the Adult Education and Family Literacy Act (AEFLA), reauthorized on July 22, 2014 as Title II of the Workforce Innovation and Opportunity Act (WIOA).

The intent of this manual is to provide governance and guidance in the delivery of adult education services by clearly defining staff roles, program expectations, and operating guidelines. The policies represent high-level program statements that embrace the goals of adult education and define what is acceptable to ensure program success and effective and consistent program operations.

The infrastructure provided in this manual reflects federal authority expectations and supports the vision and mission of Mississippi’s Adult Education Program. In addition, the policies also reflect any current broader legislative actions and other state agency policies and mandates related to State authority.

This manual is intended to be used exclusively by MCCB’s Adult Education Program and subrecipients funded through the Adult Education and Family Literacy Act (AEFLA) and will be periodically revised and updated to reflect significant changes at the OAE regarding the Adult Education Program.

This manual contains the policies and procedures developed by the Mississippi Community College Board, Office of Adult Education. These policies define the course of action state and local providers will take to implement the Workforce Innovations and Opportunity Act, (WIOA), and Title II – Adult Education and Family Literacy Act (AEFLA).

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For information, please contact 601-576-1561.

Note: These guidelines are subject to change over the program year based on additional information that would affect their efficacy. Updates will be posted at www.mccb.edu

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VISION
The vision of the Mississippi Community College Board (MCCB), Office of Adult Education (OAE), is to provide leadership, training, and technical assistance to adult education and literacy programs and ensure that quality educational services are available to adults and out-of-school youth across Mississippi.

MISSION
To enable every adult learner in Mississippi to acquire the necessary basic skills—reading, writing, computation, speaking, and listening—to compete successfully in today's workplace, strengthen family foundations, and exercise full citizenship.

FEDERAL ROLE IN ADULT EDUCATION
The Workforce Innovation and Opportunity Act (WIOA) went into effect July 22, 2014, replacing the Workforce Investment Act (WIA) of 1998. WIOA reauthorizes Title II: the Adult Education and Family Literacy Act (AEFLA) which provides the framework for the Mississippi Adult Education program. The federal Division of Adult Education and Literacy (DAEL) provides grants to states to fund adult education and literacy services, including workplace literacy, family literacy, English language acquisition, integrated English literacy and civics education, workforce preparation, or integrated education and training.

PURPOSE OF WIOA
• Unified strategic planning across core programs
• Enhances role of State and Local Workforce Development Boards in developing and implementing a Unified/Combined State Plan

• Establishment of common measures across core programs
• Increases accountability and transparency through reporting and evaluations

• Promotes engagement of employers and alignment of education and training activities through career pathways
• Strengthens partnerships

WHAT IS WIOA?
• Workforce Innovation and Opportunity Act, 2014
• Administered by the U.S. Department of Labor
• Replaces the 1998 Workforce Investment Act (WIA)
• Represents a renewed commitment to workforce development.
• Focuses on prosperity of workers and businesses, and the economic growth of their communities and the state.
• Requires states to create a single strategic plan for training and skill development, employment services, adult education, and vocational rehabilitation.
Federal Governing Authority


Program administrators and practitioners need to rely on the terms of the federal statute, as well as any suggested guidelines the U.S. Department of Education may disseminate. Local providers receiving state and federal funds must adhere to all state and federal laws and regulations governing AEFLA. Additionally, local providers are subject to any State Board Policy and policies of the local providers who are awarded AEFLA grants.

MISSISSIPPI’S STRATEGIC PLAN

- Provide every Mississippian the opportunity to be work or career ready and to secure his or her dream job right here at home.
- Create a workforce ecosystem where all parts are connected and line up to achieve common goals.
- Develop a career pathway model that integrates programs and improves efficiency in employment service delivery across partners, with particular focus on individuals with barriers to employment.
- Strategically align programs with current and emerging high demand sectors.

The OAE establishes the following four goals for the State’s adult education delivery system to ensure the opportunity for academic success of all learners:

1. **Improve Outcomes by Scaling Effective Models and Strategies across the State**
   The OAE will continue building, expanding and scaling comprehensive career pathways systems and creating conditions across every adult education program to achieve expansion of evidence-based models.

2. **Increase Postsecondary Transitions and Credential Attainment**
   The OAE will provide support and training to local programs to ensure students are transitioning to postsecondary education or training and earning in-demand credentials that lead to self-sustaining employment. The OAE will promote integration of adult education with occupational education and training, as well as development of career pathways systems and authorize the use of funds for integrated education and training and workforce preparation activities.

3. **Strengthen College and Career Readiness for Adult Learners**
   The OAE will provide training and support to local programs to prepare adult learners for success in postsecondary education and the workforce. In addition, all adult education programs will provide the Smart Start Course utilizing the framework developed by the U.S. Department of Education: Employability Skills Framework [U.S. Department of Education: Employability Skills Framework](http://www.ed.gov/policy/adulted/leg/legis.html).
4. **Develop Multi-Level Career Pathways Options**
   Enable the system to design multiple entry points into postsecondary education for various functioning levels of adult education learners that are aligned to clearly identified student readiness levels and credentials, certifications, and/or degrees that lead to employment in high-growth, family-supporting jobs.

**ROLE OF THE MCCB, OFFICE OF ADULT EDUCATION**
(1) Manage and distribute federal and state funds, provide leadership and technical assistance related to adult education and literacy instruction and offer High School Equivalency (HSE) testing throughout Mississippi.
(2) Strive to ensure the availability of high quality adult education programs in which individuals may earn high school credentials, improve English language skills, prepare for the workforce, and prepare for postsecondary education and training programs.
(3) Ensure alignment of adult education and literacy activities with core programs and one-stop partners to support the Mississippi Combined State Plan.
(4) Provide high quality professional development to improve instruction, including essential components of reading instruction and dissemination of models and promising practices.
(5) Provide technical assistance to providers based on research-based instructional practices, local one-stop responsibilities and effective use of technology.
(6) Monitor and evaluate the quality of adult education activities in the State.

**MISSISSIPPI REQUIRED CORE PARTNERS**

| Mississippi Department of Employment Security (MDES) | • Adult, Dislocated Worker, and Youth (WIOA, Title I)  
| • Wagner-Peyser Act (WIOA, Title III)  
| • Trade Adjustment Assistance (Title II, Chapter 2 of the Trade Act of 1974)  
| • Jobs for Veterans State Grant Programs (authorized under Chapter 41 of Title 38 United States Code)  
| • Unemployment Insurance Program (authorized under state employment compensation laws)  
| • Senior Community Service Employment Programs (authorized under Title V of the Older Americans Act) |
| Mississippi Community College Board (MCCB) | Adult Education and Family Literacy Act (WIOA Title II) |
| Mississippi Department of Rehabilitation Services (MDRS) | Vocational Rehabilitation Program (authorized under Title I of the Rehabilitation Act of 1973, as amended by WIOA Title V) |
| Mississippi Department of Human Services (MDHS) | Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP) |

Additional information about the MS WIOA State Plan, and the roles and responsibilities of Title II AEFLA grantees can be found at the Mississippi Works website [http://www.mississippimembrace.org](http://www.mississippimembrace.org)
THE MISSISSIPPI WORKS SMART START PATHWAY

In accordance with the Workforce Innovation and Opportunity Act (WIOA), the Adult Education and Family Literacy Act (WIOA, Title II) is designed to integrate with career development and employment and training activities. Mississippi’s Adult Education program provides career pathway programs, integrated education and training, and basic skills needed for college and career readiness (not simply high school equivalency).

The main focus of the Mississippi WIOA Combined State Plan is to improve the economic opportunities of all job seekers, especially those with low skills. Mississippi has developed a career pathway model that provides different on- and off-ramps for job seekers with different needs. Adult education services play a key role in establishing and conducting the Mississippi Works Smart Start Career Pathway Model. This pathway consists of intensive career development, necessary skills assessment, and basic skills development. Career enrichment activities are geared toward in-demand, middle-skill occupations. The Office of Adult Education (OAE) in collaboration with the State Workforce Investment Board (SWIB) established the Smart Start Pathway Course curriculum and pathway exit criteria that include certain assessment score levels.

The Mississippi Works Smart Start Career Pathway Model includes six steps designed to synchronize activities within and between Combined Plan Partners. The model may be described procedurally as follows:

**MISSISSIPPI WORKS SMART START CAREER PATHWAY MODEL (6 STEPS)**

1. **Point of Entry**
   All participants will enter the Mississippi Works Smart Start Career Pathway Model through a Combined Plan Partner’s intake. For example, a participant may visit a local Mississippi Department of Human Services (MDHS) office and begin speaking with a staff member about the TANF program. Combined Plan Partners perform intake procedures to collect two types of information: (1) basic registration information used to determine program-specific eligibility and support WIOA reporting and (2) answers to a diagnostic instrument composed of questions submitted by each Combined Plan Partner.
Next, the partner performs an agency-specific assessment of the participant's immediate needs and works with the participant to create an initial Individualized Success Plan. This initial Individualized Success Plan outlines the Combined Plan Partner services, describes supportive services, and tentatively identifies the subsequent pathway that will bring the participant from his or her current state of work readiness to unsubsidized employment. The Individualized Success Plan may contain referrals to other Combined Plan Partner programs or Strategic Partner programs. A participant becomes part of the Mississippi Works Smart Start Career Pathway Model when a Combined Plan Partner enrolls the eligible participant into a Combined Plan Partner program such as UI benefits or TANF. From that point forward, all resources of Mississippi’s workforce system will be aligned to efficiently support the participant in a process designed to navigate the participant through a pathway that leads to a career.

After a participant receives Combined Plan Partner services and is ready to consider work and pathway options, the partner will ensure that the participant receives a workforce assessment that helps the participant align his or her occupational goals to labor market realities. For some partners such as Unemployment Insurance or TANF, enrollment in and referral to workforce assessment will occur in rapid succession. For other partners, such as the Mississippi Department of Rehabilitation Services, agency services may require an extended period of time to bring the participant into a state of readiness for workforce assessment. The Mississippi Works Smart Start Career Pathway Model accommodates the differences between partner agencies necessitated by each partner's mission.

**Step 2: Workforce Assessment**

Once a participant is ready for a workforce assessment, the participant will be referred to a local One-Stop Operator or Youth Provider, or if the Intake Agency has the internal capacity to provide workforce assessment services, he or she may immediately receive services from the Intake Agency. Assessment will include registration into the Mississippi Works Labor Exchange (MS Works), system generation of a Career-Ready Report Card, and revisiting the participant's Individualized Success Plan in order to specify entry into one of three defined career pathways. This assessment may also include an approved work-readiness assessment instrument as needed.

**Step 3: Pathway Activities**

The Mississippi Works Smart Start Career Pathway Model includes **three main pathways**:
A. Adult Education / Smart Start Pathway Course - Through an established referral system with Combined Plan Partners of the MS WIOA Combined State Plan, all participants who lack a high school diploma or its equivalent will be referred to an adult education program. Participants requiring the most intensive assistance to become job-ready will be referred to the Smart Start Pathway Course. All individuals enrolled in adult education will be strongly encouraged to complete the Smart Start Pathway Course.

The Office of Adult Education has primary responsibility for implementation of the Mississippi Works Smart Start Career Pathway Model through the Smart Start Pathway Course. The course is designed around the following components:

- Smart Start Course (45-hour course of study, not including WorkKeys testing, pass all course content at 75% or higher)
  - Educational Skills
    - Basic Skills (ACT WorkKeys® Curriculum)
    - National Career Readiness Certificate (NCRC), Bronze or higher
  - Employability Skills

B. Career-Tech Pathway - The Career-Tech Pathway is designed to provide career and technical training and education in high-demand job skills or specific job skills that fit the current or future needs of local labor markets. Entry into this pathway is determined by a work-readiness assessment. Based on the assessment, recommended workforce preparation activities for a participant may include enrollment in the Mississippi Integrated Basic Education and Skill Training (MI-BEST) program or in a community college to work toward a postsecondary degree or credential. Necessary skill attainment activities may also be recommended for participants in this pathway. Exit criteria for the Career-Tech Pathway may include (1) the attainment of certain industry-recognized credentials approved by the State Workforce Investment Board, Mississippi Community College Board, or the Mississippi Department of Education or (2) certain scores on approved assessment instruments.

C. Work-Ready Pathway - The Work-Ready Pathway is designed for participants who possess both basic skills and a level of academic and/or technical skills that place them in a position to enter directly into the workforce. These participants will begin interactive work search immediately after generating an Individualized Success Plan. Other activities available to individuals in this pathway include job referrals, resume preparation, interview techniques, and other professional development training activities. These job-training programs include the following:

- Pre-employment training allows local community colleges to deliver basic instruction to applicants. During the course of instruction, businesses evaluate the applicants to identify and hire trainees that best meet their needs.
- Train the trainer reimburses (limited) travel costs to businesses that send employees for specialty training not currently offered by the state’s community college system. Once trained, the employees train other business employees on the learned specialty skills.
- Applicant assessment allows community colleges to assist local businesses in evaluating the basic skills of applicants.
- Customized training offers the development and delivery of training that meets a specific business need via a community college trainer.
• Customized industry-based training allows the community college to assist businesses in identifying and securing a training provider when the training is not provided by a local college.

Step 4: Workforce Reassessment - Upon completion of activities in any pathway and meeting the pathway's exit criteria, participants will meet again with either the intake agency or the coordinating One-Stop Center or Youth Provider to reassess the current Individualized Success Plan and determine the participant's next step. Assessment may be conducted using a work-readiness test or by other criteria. Pathway completers will then be directed to another pathway (e.g., a participant who completes the Smart Start Pathway Course will often be referred to the Career-Tech Pathway) or to an exit strategy that will transition the participant from the Mississippi Works Smart Start Career Pathway Model into unsubsidized employment.

Step 5: Exit Strategy - Participants who have satisfactorily exited from any pathway, in consultation with the intake partner or the coordinating One-Stop Center or Youth Provider, may then be directed to an exit strategy such as transitional employment programs or postsecondary degree programs. Transitional employment programs which include subsidized work experience, internships, apprenticeships, or on-the-job training give participants the work experience that is vital for entering or reentering the labor market. The Mississippi Works Smart Start Career Pathway Model aims to be a true K-16 pathway. The model also accommodates exit strategies for participants who emerge capable of either 2-year or 4-year postsecondary degree work to prepare for in-demand occupations. For example, a youth participant may reconnect with the education and training system via the Smart Start Pathway Course and become ready for further post-secondary education or training at one of Mississippi's community colleges. Some participants (e.g., those on the Work-Ready Pathway) may be ready to directly enter unsubsidized employment and may not require a transitional exit strategy.

Step 6: Unsubsidized Employment – Participants who successfully complete an exit strategy will be supported throughout their journey with the Mississippi Works Smart Start Career Pathway Model. They will acquire specialized skills, basic and necessary skills, and be ready to work. Their Individualized Success Plan may be revisited at any time, and they will be connected with incentives and benefits that come through gainful employment.

Mississippi Local Workforce Development Boards (LWDB)
Mississippi has four workforce development regions. Each workforce development region is operated by a local board of directors representing the counties and communities within each region. Adult Education programs must demonstrate alignment between activities and services and the strategy and goals of the local plan under Section 108 of WIOA, as well as the activities and services of the One-Stop partners. Local plans for each workforce region can be found at:
Central Mississippi Planning and Development District
P. O. Box 4935, Jackson, MS 39296
Phone: 601-981-1511, Contact: Mary Powers
Local WIOA Plan: http://www.cmpdd.org/workforce/

South Delta Planning and Development District
P. O. Box 1776, Greenville, MS 38702
Phone: 662-335-6889, Contact: Mitzi Woods
Local WIOA Plan: http://sdpdd.com/about-workforce-development/

Southern Mississippi Planning and Development District
Twin Districts Workforce Area
700 Hardy Street, Hattiesburg, MS 39401
Phone: 601-545-2137, Contact: Patricia Morrison

Three Rivers Planning and Development District
P. O. Box 690, Pontotoc, MS 38863
Phone: 662-489-2415, Contact: Bill Renick
Local WIOA Plan: http://trpdd.com/workforce/downloads/
ADULT EDUCATION AND FAMILY LITERACY ACT

PURPOSE

In accordance with the Workforce Innovation and Opportunity Act (WIOA) of 2014, **Title II Adult Education and Family Literacy Act (AEFLA)**, the purpose of this program is to assist eligible applicants in developing instructional programs and partnerships to provide services that focus on the following:

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 become 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 career pathways; and
4. assist immigrants and other individuals who are English Language Learners in—
   a. improving their listening, speaking, reading, and writing, as well as comprehension skills in English;
   b. enhancing their mathematics skills; and
   c. acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

For individual definitions of adult education and literacy activities, see definitions at the end of this section.

ELIGIBILITY FOR SERVICES

In accordance with WIOA Title II (Sec. 203), “Adult Education” is defined as services or instruction below the postsecondary level for individuals who:

1. have attained 16 years of age,
2. are not enrolled or required to be enrolled in secondary school under state law,
3. lack sufficient mastery of basic educational skills to enable the individuals to function in society,
4. do not have a secondary school diploma or its recognized equivalent, and
5. are English Language Learners (ELL).

Mississippi requires 16 & 17 year olds to:

1. Not be currently enrolled in K-12 school.
2. Provide documentation (withdrawal form) signed by the superintendent/designee certifying the applicant has been released from compulsory school attendance by the school board.
PROGRAM SERVICES AND ACTIVITIES
Each eligible provider receiving a grant must use the awarded funding to establish or operate programs to provide adult education and literacy activities including programs that provide such activities concurrently. The term “Adult Education and Literacy Activities” includes academic standards-based programs, activities, and services outlined in WIOA, Title II Section 203(2); 34 CFR 463.30:

1. Adult education and literacy activities,
2. English language acquisition activities,
3. Family literacy activities,
4. Workforce preparation activities,
5. Workplace adult education and literacy activities,
6. Integrated English Literacy and Civics Education (IELCE), or
7. Integrated Education and Training (IET)
   a. Provides adult education and literacy activities, concurrently and contextually with both workforce preparation activities and workforce training for a specific occupational cluster, and
   b. Serves the purpose for both educational and career advancement.

In accordance with federal regulation, eligible providers may receive adult education funding for the delivery of any of the following adult education and literacy activities for all public and correctional facilities:

Adult Basic Education (ABE) refers to instruction at the 0–8.9 grade levels in reading, communication skills (writing, speaking, listening), mathematics, social and physical sciences, health, critical thinking, financial literacy, health literacy, basic computer literacy, and employability skills needed to function effectively in society. The curricula of beginning and intermediate ABE courses shall assist adult learners in the development of the skills necessary to process both written and oral information, and to derive meaning from the information applied to specific tasks.

Students with a high school credential may be served in core services if they score 8.9 or below on the Tests of Adult Basic Education (TABE). It is strongly recommended 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.

Adult Secondary Education (ASE) refers to instruction at the 9.0–12.9 grade levels designed to assist learners in pursuit of a high school equivalency diploma. Adult secondary education/HSE test preparation provides instruction designed for adults who have some literacy skills and can function in everyday life but who are not proficient in reading, writing, speaking, problem solving, or computation or do not have a high school diploma.

English Language Acquisition A program of instruction designed to help eligible individuals who are English language learners (ELLs) to achieve competence in reading, writing, speaking, and comprehension of the English language, and that leads to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or employment. Adult education programs offering English language acquisition services are required to include civics education.

Family Literacy includes services of sufficient intensity and quality to make sustainable changes in a family and integrate
   1. Interactive literacy activities between parents and their children;
2. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;
3. Parent literacy training that leads to economic self-sufficiency;
4. An age-appropriate education to prepare children for success in school and life experiences;

Programs may provide family literacy components and activities, such as parenting skills courses.

**Special Rule for Family Literacy**
The OAE will not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law. Exceptions to this rule applies only if a provider is funded as a family literacy program.

**Integrated Education and Training (IET)** A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Instruction must occur concurrently, uses occupationally relevant (contextual) instructional materials, and are organized to function cooperatively with a single set of learning outcomes for the purpose of educational and career advancement. An IET must include the following three components:

a. Adult education and literacy activities,
b. Workforce preparation activities, and
c. Workforce training for a specific occupation or occupational cluster.

**Integrated English Literacy and Civics Education (IELCE)** Educational 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 include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training (Section 203 (12) of WIOA).

**Workplace Adult Education and Literacy Activities** refers to 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 designed to improve the productivity of the workforce through the improvement of literacy skills.

**Workforce Preparation Activities** (Smart Start Pathway Course) are programs or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. During the Smart Start Pathway Course, students will participate in workforce preparation activities including, but not limited to: problem-solving, teamwork, communication skills, goal setting/time management, professional image, role of employer and employee, career awareness, financial awareness, and life skills.
Corrections Education, Section 225
Adult Education services are also provided in correctional facilities. A separate, competitive grant is used in the application process; however, all Title II rules and regulations apply to both grants, including the same grant announcement and application process detailed in 34 CFR 463.

The term “criminal offender” is defined as any individual who is charged with or convicted of any criminal offense. Services must be provided to individuals who are likely to leave the correctional institution within 5 years of participation in the program. In accordance with Section 225 of Title II, grant funds must be used for the cost of educational programs in correctional institutions and for other institutionalized individuals, including academic programs for:

1. adult education and literacy activities,
2. integrated education and training,
3. career pathways,
4. concurrent enrollment,
5. peer tutoring, and
6. transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

In Mississippi, grantees will focus on adult education and literacy activities, English language acquisition activities, and peer tutoring where feasible. In addition to adult education and literacy activities, programs will provide opportunities for integrated education and training and career pathways. The goal of career pathway exploration, in a limited number of facilities, is to increase the number of institutionalized individuals transitioning to postsecondary education.

The term “correctional institution” is defined as any:

1. prison,
2. jail,
3. reformatory,
4. work farm,
5. detention center, or
6. halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Local institutionalized classes must have the support of the warden and other administrative officers, and have the following available:

1. At least six hours of classroom instruction must be made available per week, allowing for sufficient instructional time for meeting the post-assessment policy.
2. During instructional time, the correctional facility must dedicate adequate space conducive to learning. The space should have a low-noise level, adequate lighting, comfortable temperature, and appropriate furnishings.
3. Inmates (students) should have access to instructional materials for additional study outside of the classroom setting.

In addition to meeting performance outcomes, grantees will annually prepare and submit a report on the relative rate of recidivism for the criminal offenders served.
**Integrated English Literacy and Civics Education, Section 243**

The Integrated English Literacy and Civics Education (IELCE) is a separate, competitive grant funding under Title II, AEFLA; however, all rules and regulations apply, including the same grant announcement and application process detailed in 34 CFR 463.

The purpose of Section 243 is to provide services and activities that—

1. Prepare adults who are English language learners for, and place such adults in, unsubsidized employment with in-demand industries and occupations that lead to economic self-sufficiency; and

2. Integrate with the local workforce development system and its functions to carry out the activities of the program.

Integrated English Literacy and Civics Education includes instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training (Section 231 funds). These funds can be used in combination with Integrated Education and Training (Section 243 funds) as defined in WIOA Section 203(11). (See definitions for Integrated Education and Training and Integrated English Language and Civics.)

A grantee may meet the requirement to use funds for integrated English literacy and civics education in combination **WITH** integrated education and training activities by:

1. Co-enrolling participants in integrated education and training as described in 34 CFR Subpart D that is provided within the local or regional workforce development area from sources other than Title II Section 243; or

2. Using funds provided under Title II Section 243 to support integrated education and training activities as described in 34 CFR Subpart D.
SECTION 1: PROGRAM OVERVIEW

Additional Resources, Forms, and Checklists

- AEFLA/WIOA Resource Guide
- Glossary of Definitions
The Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA, Pub. L. 113-128), is the principal source of federal funding for States for adult education programs. The Office of Career, Technical, and Adult Education’s (OCTAE) Division of Adult Education and Literacy (DAEL) administers AEFLA. The purpose of AEFLA’s basic state grant program is to assist adults in: becoming literate; obtaining the knowledge and skills necessary for employment and self-sufficiency; obtaining the necessary education and skills to become full partners in the educational development of their children; and completing secondary education or its equivalent. The statute requires States to allocate no less than 82.5 percent of their allotments to local agencies, through a competitive grant or contract process.

The following resource guide provides additional support to the following technical assistance modules, including:

- Performance Accountability
- One-Stop Partner Roles and Responsibilities
- Competitions and Making Awards under Subpart C of 34 CFR Part 463
- AEFLA Activities - Integrated Education and Training (IET)
- AEFLA Activities—Basic Grant Services for English Language Learners
- AEFLA Activities - Workforce Preparation
- Section 243 Integrated English Literacy and Civics Education Program

Performance Accountability

Statute
WIOA title I, Chapter 4, Performance Accountability (Section 116).

Regulations—Subpart I—Performance Accountability under Title I of the WIOA

§ 463.150 What definitions apply to WIOA performance accountability provisions?
§ 463.155 What are the primary indicators of performance under WIOA?
§ 463.160 What information is required for State performance reports?
§ 463.165 May a State establish additional indicators of performance?
§ 463.170 How are State levels of performance for primary indicators established?
§ 463.175 What responsibility do States have to use quarterly wage record information for performance accountability?
§ 463.180 When is a State subject to a financial sanction under the WIOA?
§ 463.185 When are sanctions applied for a State’s failure to submit an annual performance report?
§ 463.240 What are the requirements for data validation of State annual performance reports?

OCTAE Program Memorandum

This policy guidance, issued jointly with the U.S. Department of Education’s (ED) Rehabilitation Services Administration and the U.S. Department of Labor’s (DOL) Employment and Training Administration, provides sub-regulatory guidance on the requirements set forth in WIOA related to the implementation and operation of the performance accountability system under section 116 of WIOA and the implementing joint regulations.

WIOA Performance Accountability Guidance 17-2 (December 19, 2016; Revised August 23, 2017)

ED–DOL Joint Guidance
The U.S. Departments of Labor and Education have collaboratively issued joint guidance to assist state agencies, educational agencies and institutions, and service providers in meeting the
performance reporting and evaluation requirements of WIOA. The guidance provides States with information about applicable requirements for, and procedures and options for, matching confidential unemployment compensation information from wage records with personal information from vocational rehabilitation records and personally identifiable information from education records, and for protecting the confidentiality of information contained in such records. Data Matching to Facilitate WIOA Performance Reporting and Evaluation (Performance Reporting and Evaluation information can be found in the Executive Summary on pages 3-5 and section “Options for Matching Student Data with UC Wage Records to Report Performance Outcomes” on pages 29-51.)

**ED–DOL Joint Performance Information Collection Request (ICR) – Response to Public Comments**

**ED–DOL Joint Performance Information Collection Request Presentations**

These four presentations provide stakeholders with a better understanding of the performance accountability provisions in section 116 of WIOA and the accompanying regulations. Performance accountability WIOA Wednesday PowerPoint presentation Part 1 (October 12, 2016) Performance accountability WIOA Wednesday PowerPoint Presentation Part 2 (November 2, 2016) WIOA Performance Accountability—Hot Topics! WIOA Wednesday PowerPoint Presentation (January 11, 2017)

LEAP Into WIOA: Part 2: NRS Measures and Reporting will provide State teams with a detailed look at the new NRS reporting requirements and revised tables as a result of WIOA implementation and help them develop a plan for meeting these requirements. The slides: 1) describe NRS data requirements and changes needed in State data collection and reporting systems; 2) include ideas for implementing changes and disseminating information to local programs and State WIOA stakeholders; and help states identify areas of needed support.

- Day 1 PowerPoint Slides
- Day 2 PowerPoint Slides
- Day 3 PowerPoint Slides

**One-Stop Partner Roles and Responsibilities**

**Statute**

WIOA title I, Chapter 2, Local Provisions (section 107 Local Workforce Development Boards) WIOA title I, Chapter 2, Local Provisions (section 108 Local Plans)

**Regulations—Subpart J—Description of the One-Stop Delivery System under Title I of the Workforce Innovation and Opportunity Act**

- 463.300 What is the one-stop delivery system?
- 463.305 What is a comprehensive one-stop center and what must be provided there?
- 463.310 What is an affiliated site and what must be provided there?
- 463.400 Who are the required one-stop partners?
- 463.410 What other entities may serve as one-stop partners?
- 463.415 What entity serves as the one-stop partner for a particular program in the local area?
- 463.420 What are the roles and responsibilities of the required one-stop partners?
- 463.425 What are the applicable career services that must be provided through the one-stop delivery system by required one-stop partners?
- 463.430 What are career services?
- **463.500** What is the Memorandum of Understanding for the one-stop delivery system and what must be included in the Memorandum of Understanding?
- **463.505** Is there a single Memorandum of Understanding for the local area, or must there be different Memoranda of Understanding between the Local Workforce Development Board and each partner?
- **463.510** How must the Memorandum of Understanding be negotiated?
- **463.520** Who may operate one-stop centers?
- **463.525** What is the one-stop operator’s role?
- **463.530** Can a one-stop operator also be a service provider?
- **463.535** What is the compliance date of the provisions of this subpart?
- **463.540** What are the one-stop infrastructure costs?
- **463.545** What guidance must the Governor issue regarding one-stop infrastructure funding?
- **463.550** How are infrastructure costs funded?
- **463.555** What funds are used to pay for infrastructure costs in the local one-stop infrastructure funding mechanism?
- **463.560** What happens if consensus on infrastructure funding is not reached at the local level between the Local Workforce Development Board, chief elected officials, and one-stop partners?
- **463.565** What is the State one-stop infrastructure funding mechanism?
- **463.570** What are the steps to determine the amount to be paid under the State one-stop infrastructure funding mechanism?
- **463.575** How are infrastructure cost budgets for the one-stop centers in a local area determined in the State one-stop infrastructure funding mechanism?
- **463.580** How does the Governor establish a cost allocation methodology used to determine the one-stop partner programs’ proportionate shares of infrastructure costs under the State one-stop infrastructure funding mechanism?
- **463.585** How are one-stop partner programs’ proportionate shares of infrastructure costs determined under the State one-stop infrastructure funding mechanism?
- **463.590** How are statewide caps on the contributions for one-stop infrastructure funding determined in the State one-stop infrastructure funding mechanism?
- **463.595** What funds are used to pay for infrastructure costs in the State one-stop infrastructure funding mechanism?
- **463.600** What factors does the State Workforce Development Board use to develop the formula described in the Workforce Innovation and Opportunity Act, which is used by the Governor to determine the appropriate one-stop infrastructure budget for each local area operating under the State infrastructure funding mechanism, if no reasonably implementable locally negotiated budget exists?
- **463.605** When and how can a one-stop partner appeal a one-stop infrastructure amount designated by the State under the State infrastructure funding mechanism?
- **463.610** What are the required elements regarding infrastructure funding that must be included in the one-stop Memorandum of Understanding?
- **463.615** How do one-stop partners jointly fund other shared costs under the Memorandum of Understanding?
- **463.620** What are one-stop centers and one-stop delivery systems certified for effectiveness, physical and programmatic accessibility, and continuous improvement?
- **463.625** What is the common identifier to be used by each one-stop delivery system?
**OCTAE Program Memoranda**

- OCTAE Program Memorandum 17-4: One-Stop Operations Guidance for the American Job Center Network (January 18, 2017)
- OCTAE Program Memorandum 17-3: Infrastructure Funding of the One-Stop Delivery System (January 18, 2017)
- OCTAE Program Memorandum 15-3: Vision for the One-Stop Delivery System under the Workforce Innovation and Opportunity Act (August 13, 2015)

**Presentation**

- Unpacking Title I Regulations: State and Local Board Representation—Required Partners and Their Roles in the One-Stop (2016 National Meeting of Adult Education State Directors PowerPoint presentation)

**Resources and Tools**

- One-Stop Infrastructure Costs FAQs
- Sample MOU Infrastructure Costs Toolkit

**Competitions and Making Awards under Subpart C of 34 CFR Part 463 Statute**

WIOA Title II, Adult Education and Family Literacy (Subtitle B—State Provisions and Subtitle C Local Provisions)

**Regulations—Subpart C—How Does a State Make an Award to Eligible Providers?**

- **463.20** What is the process that the eligible agency must follow in awarding grants or contracts to eligible providers?
- **463.21** What processes must be in place to determine the extent to which a local application for grants or contracts to provide adult education and literacy services is aligned with a local plan under section 108 of WIOA?
- **463.22** What must be included in the eligible provider’s application for a grant or contract?
- **463.23** Who is eligible to apply for a grant or contract for adult education and literacy activities?
- **463.24** How must an eligible provider establish that it has demonstrated effectiveness?
- **463.25** What are the requirements related to local administrative cost limits?
- **463.26** What activities are considered local administrative costs?

**OCTAE Program Memoranda**

- OCTAE Program Memorandum 17-1: Clarifications Regarding Competition and Award of AEFLA Funds to Eligible Providers under the Workforce Innovation and Opportunity Act (October 18, 2016)
- OCTAE Program Memorandum 15-6: Competition and Award of Adult Education and Family Literacy Act Funds under the Workforce Innovation and Opportunity Act—Frequently Asked Questions (December 8, 2015)

**Presentations**

- Unpacking the Regulations: How Does a State Make an Award to Eligible Providers? (2016 National Meeting for Adult Education State Directors PowerPoint Presentation)
- Unpacking the Regulations: Programs for Corrections Education and the Education of Other Institutionalized Individuals (2016 National Meeting for Adult Education State Directors PowerPoint Presentation)
AEFLA Activities—Integrated Education and Training

*Statute*
WIOA Title II, Adult Education and Literacy (Section 203 Definitions)

**Regulations—Subpart D—What Are Adult Education and Literacy Activities?**
- **463.30** What are adult education and literacy programs, activities, and services?
- **463.35** What is integrated education and training?
- **463.36** What are the required components of an integrated education and training program funded under Title II?
- **463.37** How does a program providing integrated education and training under Title II meet the requirement that the three required components be “integrated”?
- **463.38** How does a program providing integrated education and training under Title II meet the requirement that the integrated education and training program be “for the purpose of educational and career advancement”?

**Presentations**
*Unpacking the Regulations: Adult Education and Literacy Activities* Part 1—(2016 National Meeting of Adult Education State Directors PowerPoint presentation)
*Unpacking the Regulations: Adult Education and Literacy Activities* Part 2—(2016 National Meeting of Adult Education State Directors PowerPoint presentation)

**Resources and Tools**
- Integrated Education and Training (IET) Checklist
- Career Pathways Checklist (IELCE)

AEFLA Activities—Basic Grant Services for English Language Learners

*Statute*
WIOA Title II—Adult Education and Literacy, Section 203 Definitions
WIOA Title II—Adult Education and Literacy, Subtitle C—Local Provisions (Section 231)

**Regulations—Subpart D—What Are Adult Education and Literacy Activities?**
- **463.31** What is the English language acquisition program?
- **463.32** How does a program that is intended to be an English language acquisition program meet the requirement that the program leads to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or leads to employment?
- **463.33** What are the integrated English literacy and civics education services?

**OCTAE Program Memorandum**
*OCTAE Program Memorandum 15-7: Integrated English Literacy and Civics Education under the Workforce Innovation and Opportunity Act—Frequently Asked Questions* (January 11, 2016)

**Presentation**
*Unpacking the Regulations: Adult Education and Literacy Activities* Part 1—(2016 National Meeting of Adult Education State Directors PowerPoint presentation)
AEFLA Activities—Workforce Preparation

Statute
WIOA Title II, Adult Education and Literacy (Section 203 Definitions)

Regulations—Subpart D—What Are Adult Education and Literacy Activities?
• 463.34 What are workforce preparation activities?

Resources and Tools:
Employability Skills Framework

Section 243 Integrated English Literacy and Civics Education program

Statute
WIOA Title II—Adult Education and Literacy, Subtitle D—General Provisions (Section 243)

Regulations—Subpart G—What is the Integrated English Literacy and Civics Education Program?
• 463.70 What is the Integrated English Literacy and Civics Education program?
• 463.71 How does the Secretary make an award under the Integrated English Literacy and Civics Education program?
• 463.72 How does the eligible agency award funds to eligible providers for the Integrated English Literacy and Civics Education program?
• 463.73 What are the requirements for eligible providers that receive funding through the Integrated English Literacy and Civics Education program?
• 463.74 How does an eligible provider that receives funds through the Integrated English Literacy and Civics Education program meet the requirement to use funds for Integrated English Literacy and Civics Education in combination with integrated education and training activities?
• 463.75 Who is eligible to receive education services through the Integrated English Literacy and Civics Education program?

OCTAE Program Memorandum
• OCTAE Program Memorandum 17-5: Use of Funds Reserved for Activities under Section 243 of the Adult Education and Family Literacy Act (AEFLA), title II of the Workforce Innovation and Opportunity Act (March 23, 2017)

Presentation
Unpacking the Regulations: Subpart G—Integrated English Literacy and Civics Education Program (2016 National Meeting of State Directors of Education PowerPoint Presentation)

Resources and Tools
• Integrated English Literacy and Civics Education (IELCE) Program Guide

MISSISSIPPI Workforce Innovation and Opportunity Act, Combined State Plan
https://www.mississippiworks.org/
DEFINITIONS

**Academic Performance**—the percent of enrolled students eligible for completing an NRS educational functioning level(s) (EFL).

**Achievement of NCRC® (National Career Readiness Certificate®) Certificates**—based on the number of students who successfully pass the ACT WorkKeys® Assessments with Bronze or higher.

**Administrative Costs:** An eligible provider receiving a grant or contract may consider costs incurred in connection with the following activities to be administrative costs: a) planning; b) administration, including carrying out performance accountability; c) professional development; d) providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities, as appropriate, and e) carrying out the one-stop partner responsibilities described in Uniform Guidance 678.420 including contributing to the infrastructure costs of the one-stop delivery system, per federal regulations 34 CFR 463.26.

**Adult Basic Education**—(refers to instruction at the 0-8.9 grade levels) A program of academic instruction and education services below the secondary level that increases an individual’s ability to read, write, and speak in English and perform mathematics necessary to attain a secondary school diploma or its recognized equivalent, transition to postsecondary education or training, and obtain employment.

The curricula of beginning and intermediate ABE courses shall assist adult learners in the development of the skills necessary to process both written and oral information, and to derive meaning from the information applied to specific tasks. (National Reporting System (NRS) Educational Functioning Levels (EFL) 1, 2, 3 or 4).

**Adult Education (defined according to WIOA)**—The term “adult education” means 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 (Section 203 (1) of WIOA).

**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.)

**Adult Literacy**—a program of instruction designed for adults who have minimal or no skills in reading, writing, speaking, problem solving, or computation.

**Adult Secondary Education (ASE):** (refers to instruction at the 9.0 – 12.9 grade levels) A program of academic instruction and education services at the secondary level that increases an individual’s ability to read, write, and perform mathematics necessary to attain a secondary school diploma or its recognized equivalent, transition to postsecondary education or training, and obtain employment (NRS EFL 5 or 6).
Basic Skills Deficient—refers to an individual who
a. has English, reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test, or
b. is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.

Career Pathway—The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that:
 a. align with the skill needs of industries in the economy of the State or regional economy involved;
 b. prepare individuals to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.);
 c. include counseling to support individuals in achieving the individual’s education and career goals;
 d. includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
 e. organize education, training, and other services to meet the particular needs of individuals in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
 f. enable individuals to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
 g. help individuals enter or advance within a specific occupation or occupational cluster (Section 3 (7) of WIOA).

Civics Education: Instruction on the rights and responsibilities of citizenship and civic participation.

Classroom Instruction: Consists of:
 a. focused delivery methods that reflect a variety of research-based instructional approaches and meet the assessed needs of learners;
 b. curriculum aligned to the College and Career Readiness Standards;
 c. scheduled, leveled classes; and
 d. classes taught by an instructor who meets the qualifications established by the State, where applicable, and who have access to high quality professional development.

College and Career Readiness Standards for Adult Education (CCRS): A set of academic standards that reflect the content most relevant to preparing adult learners for success in colleges, technical training programs, work, and citizenship—in the areas of English language arts and mathematics.

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

Competency Based High School Equivalency Diploma — See Section 13

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.
Digital Literacy—the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

Distance Learning: Students that receive formal learning activities where students and instructors are separated by geography, time, or both for the majority of the instructional period.

Education Department General Administrative Regulations (EDGAR): The federal regulations that govern all federal grants awarded by the U.S. Department of Education. www.ed.gov/policy/fund/reg/edgarReg/edgar.html

Educational Functioning Level (EFL): Levels at which participants are initially placed and continue to move through scope of services based on their ability to perform literacy-related tasks in specific content areas as determined by a State-approved standardized assessment.

Educational Gain: After progress testing, a participant completes or advances one or more educational functioning levels (EFL) from the initial starting level as measured by a State-approved standardized assessment.

English Language Acquisition (ELA) Program: A program of instruction designed to help eligible individuals who are English language learners (ELLs) to achieve competence in reading, writing, speaking, and comprehension of the English language, and that leads to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or employment. Adult education programs offering English language acquisition services are required to include civics education.

English Language Learner (ELL): The term “English language learner” when used with respect to an eligible individual, means an individual who has limited ability in reading, writing, speaking, or comprehending the English language and:
  a. whose native language is a language other than English; or
  b. who lives in a family or community environment where a language other than English is the dominant language (Section 203 (7) of WIOA).

Enrollment—defined as a student assessed and enrolled 12 hours or more in adult literacy, adult basic education, adult secondary education, or English language acquisition. Instruction may take place in correctional institutions, within family literacy services, and other venues funded through the core services grant.

Entered Postsecondary or Training—learner enrolling after exit in a postsecondary educational institution or occupational skills program building on prior services or training received.

Essential Components of Reading Instruction: Explicit and systematic instruction in:
  a. phonemic awareness;
  b. phonics;
  c. vocabulary development;
  d. fluency, including oral reading skills; and
  e. reading comprehension strategies (20 U.S.C. 6368.3).

Evaluation—the analysis of the effectiveness of an activity that prompts a judgment regarding the estimated value of the program being evaluated. It involves the process of finding the facts and is conducted during the first quarter following the end of the fiscal year.
**Family Literacy**—activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family, 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; 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
c. Age-appropriate education to prepare children for success in school and life experiences.

**Fiscal Year (FY):** Mississippi’s Adult Education’s fiscal year begins July 1 and ends June 30.

**Flexible Scheduled Classes:** Classes that are scheduled in such a way that meets the needs of the greatest number of participants in terms of start and end times, hours per week and entire course length.

**Gained Employment**—defined as learners who obtain a job by the end of the first quarter after their exit quarter.

**General Education Provisions Act (GEPA):** Section 427 requires each applicant for assistance under U.S. Department of Education federally-funded programs to provide a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. *(state definition)*

**GED®:** The General Educational Development Tests are High School Equivalency Tests from GED Testing Service. Mississippi has adopted this exam as an approved high school equivalency exam.

**High School Equivalency (HSE):** High School Equivalency.

**HiSET®:** The High School Equivalency Test from Educational Testing Service (ETS). Mississippi has adopted this exam as an approved high school equivalent exam.

**Instructional Materials:** Content that conveys the essential knowledge and skills of a subject in the curriculum through a medium or a combination of media to a student. The term includes:

- books,
- supplementary materials,
- computer software,
- DVD, CD-ROM, computer courseware, online services, or
- other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional materials.

2. **Integrated Education and Training**—A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Instruction must occur concurrently, uses occupationally relevant (contextual) instructional materials, and are organized to function cooperatively with a single set of learning outcomes for the purpose of educational and career advancement. An IET must include the following three components:

a. Adult education and literacy activities,
b. Workforce preparation activities, and
c. Workforce training for a specific occupation or occupational cluster.
Integrated English Literacy and Civics Education (IELCE)—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.

Intensity and Duration: Educational services that provide sufficient hours of instruction (intensity) and sufficient weeks of instruction per year (duration) to make sustainable changes in the educational functioning level of adults.

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.

Local Workforce Development Board (LWDB): A local workforce development board established under Section 107(c)(4)(B)(i) of WIOA and defined by Section 3 (33).

Managed Enrollment: A system that allows learners to enter an instructional program only during specific enrollment periods, attend a specific class for the duration of the class term, continue in the same class for subsequent terms only by re-enrolling, and miss no more than a prescribed number of class sessions within a term.

Measurable Skill Gain (MSG): A performance indicator of participants who, during a program year, are in education or training programs that lead to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

National Reporting System (NRS): An outcome-based reporting system for the state-administered federally-funded literacy program.

Non-Federal Match: The commitment of state or other non-federal funds required to receive federal contributions.

Office of Adult Education (OAE): The department of the Mississippi Community College Board responsible for Title II, Adult Education and Family Literacy and High School Equivalency.

One-Stop Partners: The coordination of service delivery of designated partners and service providers.

Open Enrollment: A system that allows learners to enter and exit a class at nearly any point throughout its term. Learners are free to come to class when they can, miss when they must, drop out for a while, and return without any wait time. Teachers may or may not receive notice of or information on new learners before they arrive in class.

Median Earnings—the median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program

Monitoring— the purpose of monitoring is to ensure grantees are using federal awards for authorized purposes in compliance with the laws and regulations, to promote program improvement, and meet the required provisions in the grant contract.
The various methods of evaluation and monitoring can be performed independently and/or a combination thereof, to include:

- **Desk-top Monitoring:** Through continuous routine data collection and reports, including the mid- and end-of-year reports from providers, desk-top monitoring informs management how the grantee is performing against expected results. The two primary methods of conducting desk-top monitoring are the Mid-year and End-of-Year Reports.

- **On-Site Monitoring:** Program Management; Recruitment, Orientation and Intake; Retention, Assessment, Curriculum and Instruction; Transition and Support Services; Professional Development; and Program Performance shall be assessed using an OAE-approved monitoring instrument.

**Participant (as defined by WIOA)**—an adult in an AEFLA program who has received 12 or more hours of service, is reported on NRS and Statewide Performance Report tables, and is counted toward accountability measures.

**Period of Participation (PoP)** — A PoP begins each time a participant (an individual with at least 12 contact hours) enrolls in adult education and then exits the program—even when multiple enrollments occur during the same program year. See Section 2 for more explanation.

**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.

**Recidivism** — A person’s relapse of criminal behavior that results in re-arrest, reconviction, or return to prison with or without a new sentence during a three-year period following the prisoner’s release.

**Reportable Individual (as defined by WIOA)**—an adult in an AEFLA program who receives fewer than 12 hours of service.

**Research-based Instruction:** Research-based instructional programs, according to the U.S. Department of Education, are those that withstand the test of standard scientific testing practices. Scientific research gathers information about significant questions; uses objective methods that involve reliable and valid observations and measurements; and meets rigorous standards of peer review. The conclusions of scientific research can be replicated and generalized. Part of the test for research-based instructional programs is whether they have a record of success in a variety of schools.

**Smart Start Career Pathway:** A career pathway model that facilitates the integration of programs and improvement of efficiency in service delivery across partners.

**Smart Start Course:** This course prepares participants for middle-skill level employment. Participants will develop job skills needed for their careers, learn and practice good work habits and effective communication skills necessary for successful employment.

**Student Success Plan (SSP):** A comprehensive individualized plan for adult education participants jointly developed by the learner and adult education staff. The SSP is an ongoing document that collects demographic data; signatures for release of information and technology acceptable use; and socioeconomic background information which includes barriers to employment. This information is used to make referrals to core partners in an effort to eliminate barriers to employment. The SSP sets and tracks academic, training, post-secondary education, and employment goals, which are used to report
performance and outcome measures. Each SSP contains the steps necessary to lead learners to success and is visited regularly throughout the learner’s adult education journey.

**TASC®**—Test Assessing Secondary Completion is an approved high school equivalency exam the OAE has approved for students to take in obtaining a high school equivalency.

**Test of Adult Basic Education (TABE):** The State-approved assessment designed to test reading, language, and math skills.

**TABE CLAS-E:** The State-approved assessment designed to test reading, listening, writing and speaking skills for English Language Learners.

**Workforce Preparation Activities:** Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment (Section 203 (17) of WIOA).

**Workforce Training:** Training or services may include:
- occupational skills training, including training for nontraditional employment;
- on-the-job training;
- incumbent worker training;
- programs that combine workplace training with related instruction, which may include cooperative education programs;
- training programs operated by the private sector;
- skill upgrading and retraining;
- entrepreneurial training;
- transitional jobs;
- job readiness training provided in combination with services described in any of the items a-h above; and
- customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.
ROLE OF THE NRS IN ADULT EDUCATION
The National Reporting System (NRS) for Adult Education is the accountability system for the federally funded, State-administered adult education program developed by the U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE). The NRS produces a set of indicators and measures that describe adult education students, their participation, and the outcomes they achieve.

These measures are used at the State and national levels to demonstrate whom the adult education program serves and its impact on participants’ educational and employment-related outcomes. States are responsible for implementing the NRS measures, methods, requirements, and for ensuring that outcomes are reported as outlined in the NRS Technical Assistance Guide for Performance Accountability under WIOA (https://www.nrsweb.org/policy-data/nrs-ta-guide).

At the local level, programs collect data and train staff according to policies and procedures set by the State for program management and improvement activities and to report on performance. Monitoring and evaluation is the key to continual program improvement.

PARTICIPANT VS REPORTABLE INDIVIDUAL
The NRS identifies the definition or role of individuals for reporting requirements. See the following table.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Reportable Individual</th>
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<tbody>
<tr>
<td>A reportable individual who has received services other than the services described in Section 677.150(a)(3), after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination.</td>
<td>Reportable individual. An individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including: 1. Individuals who provide identifying information, 2. Individuals who only use the self-service system, or 3. Individuals who only receive information-only services or activities.</td>
</tr>
<tr>
<td>An adult in an AEFLA program who has received 12 or more hours of service.</td>
<td>An adult in an AEFLA program who receives fewer than 12 hours of service.</td>
</tr>
<tr>
<td>Participants count towards accountability measures.</td>
<td>Reportable individuals <strong>DO NOT</strong> count towards accountability measures.</td>
</tr>
</tbody>
</table>

In accordance with WIOA Title II (Sec. 212), MS OAE must promote continuous improvement on the performance accountability measures and ensure optimal return on the investment of Federal funds. Performance measures are negotiated with OCTAE to establish minimum levels of performance for each fiscal year. **Each local program must meet or exceed projected performance levels.** Mississippi’s Adult Education Performance Accountability Measures can be found at the end of this section.
INDICATORS OF PERFORMANCE

Primary Indicators of Performance
The primary indicators of performance within the NRS are the primary indicators of performance required by WIOA Section 116(b)(2)(A). The indicators are:
- Measurable skill gains
- Employment-related indicators
- Credential attainment indicators
- Effectiveness in serving employers

Measurable Skill Gains
Measurable Skill Gains (MSG) are used to demonstrate participants’ progress toward achieving a credential or employment. For adult education programs, participants can demonstrate MSG in two ways: educational functioning level (EFL) gain and receipt of a secondary school diploma.
1. EFL gain can be demonstrated in one of two ways:
   a. Comparing a participant’s pretest with the participant’s posttest, using a test approved for use by the NRS.
   b. Enrollment in postsecondary education or training after exit.
2. Receipt of a secondary school diploma, can be demonstrated by achieving passing scores on State-approved high school equivalency tests or obtaining a secondary diploma or State-recognized equivalent.
Five Types of Measurable Skill Gains under WIOA

Note: For adult education (WIOA Title II) participants, secondary or postsecondary transcripts, progress toward milestones, and passing technical/occupational knowledge-based exams cannot be used to document MSG.

Where are data reported for the MSG indicator? NRS Table 4 reports the MSG indicator.

Periods of Participation (POP)
State performance on all core outcome measures under WIOA (except median earnings) is calculated as a percentage of the number of outcomes achieved by the number of periods of participation (PoPs) of each participant. A PoP begins each time a participant (an individual with at least 12 contact hours) enrolls in adult education and then exits the program—even when multiple enrollments occur during the same program year. Subsequent enrollments and exits during a program year result in a new period of participation. Therefore, a participant may have more than one period of participation in a program year. If the participant does not exit, the PoP remains active.

The MSG indicator is not exit-based, so each participant’s program entry, or the start of a new program year (assuming the participant has contact hours greater than zero to show he/she attended in the new program year), initiates a new reporting period for MSG. The reporting periods for MSG end with either a program exit or the end of a program year.

All participants have at least one period of participation, starting with their first enrollment in the program year and ending with their program exit. Subsequent periods are counted by reentry and exit. The exit date is the last day of service for participants, but this date cannot be determined until 90 days have elapsed since the person last received services and there are no future services planned. However, if there is no exit across a program year, the PoP continues into the next program year and MSG is reported for the new program year.

*** Additional information on EFL, MSG, and PoP can be found in the Assessment Policy.

Employment-Related Indicators
There are three WIOA indicators related to employment:
• Employment Rate—Second Quarter after Exit: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
• Employment Rate—Fourth Quarter after Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
• Median Earnings—Second Quarter after Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

Participants in correctional education programs (WIOA Section 225), who remain incarcerated at program exit, are excluded from the employment-related indicators, as are participants excluded due to the circumstances listed in the Exclusions section.

Credential Indicator
The credential indicator measures two types of credentials:
• Receipt of a secondary school diploma or recognized equivalent during participation or within 1 year after exit from the program. The receipt of a secondary diploma is only counted if the participant also enters postsecondary education or training, or employment within 1 year after exit.
• Receipt of a recognized postsecondary credential during participation or within 1 year after exit from the program.

The secondary diploma component of the indicator applies only to participants enrolled in a secondary education program at or above the ninth-grade level who exited the program and who did not have a secondary school diploma or its equivalent at program entry.

The postsecondary education credential component of the indicator applies only to participants who were also enrolled in a postsecondary education or training program and exited the postsecondary education or training program.

Participants in correctional education programs (WIOA Section 225), who remain incarcerated at program exit, are excluded from the credential indicator, as are participants excluded due to the circumstances listed in the Exclusions section.

Where are data reported for the credential indicator? NRS Table 5 reports the indicator and other WIOA-required exit-based measures. Performance on this indicator cannot be measured until one year after a participant’s exit. This indicator is also included in the following tables:
• Table 5a—for participants in distance education
• Table 8—for participants in family literacy programs (optional)
• Table 10—for participants in correctional education programs

Effectiveness in Serving Employers
WIOA requires the U.S. Departments of Education and Labor to establish a primary indicator of performance for effectiveness in serving employers. The Departments are piloting three approaches designed to address critical workforce needs of the business community.
• Approach 1: Retention – This approach captures the percentage of participants who exit and are employed with the same employer in the second and fourth quarters after exit. States must use wage records to identify whether a participant’s employer wage record indicates a match of the same establishment identifier (such as a Federal Employer Identification Number (FEIN) or State tax id) in the second and fourth quarters. This approach addresses program efforts to provide employers with skilled workers.
• **Approach 2**: Repeat Business Customers – This approach tracks the percentage of employers who use core program services more than once. It addresses program efforts to provide quality engagement and services to employers and sectors, and establish productive relationships with employers and sectors over extended periods of time.

• **Approach 3**: Employer Penetration Rate – This approach tracks the percentage of employers who are using the core program services out of all employers represented in an area or State served by the public workforce system (i.e., employers served). American Job Centers will keep track of the number of establishments served within a program year and States will compare the data to the aggregate number of employers in a given State and/or county. This approach addresses program efforts to provide quality engagement and services to all employers and sectors within a State and local economy.

**OTHER MEASURES**

**Descriptive and Participation Measures**

The NRS descriptive measures are participant demographics and status. These measures allow for a description and an understanding of the characteristics of those who attend adult education programs. The measures also allow for analyses of the performance of subgroups of participants attending adult education programs.

Demographic measures include ethnicity, age, gender, and 11 WIOA-defined barriers to employment. Program staff collect demographic information directly from participants, upon entry into the program. Participants self-report these measures or staff may determine demographic measures through observation, when participants decline to self-identify. All demographic measures required by WIOA use the identical definitions and reporting categories as other WIOA partner programs, as described in the WIOA Participant Individual Record Layout (PIRL) in the joint information collection (OMB 1205-0526).

**Barriers to Employment**

WIOA requires each core program to report the performance indicators disaggregated by the following 11 barriers to employment. These barriers are presumed to affect placement of the participant in unsubsidized employment and are self-identified by the participant at entry into each PoP. Programs should report all categories to which the participant identifies. Definitions for barriers to employment can be found in the NRS Technical Assistance Guide. The 11 barriers are:

- Displaced homemaker
- English language learner/low literacy level/cultural barriers ***
- Exhausting Temporary Assistance for Needy Families (TANF) within 2 years
- Ex-offender
- Homeless or runaway youth
- Long-term unemployed
- Low-income
- Migrant and seasonal farmworker
- Individual with disabilities
- Single parent
- Youth in foster care or who has aged out of system

***Note: All students enrolled in adult education programs must be identified as English language learner/low literacy level/cultural barriers for reporting purposes.
Status measures include employment status, highest degree achieved or level of schooling, and whether the participant has a disability or is on public assistance. Teacher status measures include total years of experience in adult education and certifications.

Two participation measures—contact hours and program enrollment type—are collected for both descriptive and analytic purposes. These measures record the amount of instruction that participants receive and the number of participants attending in areas such as family literacy, IET and IELCE programs.

Optional Measures
There are additional optional measures that apply to participants in family literacy and Integrated English Literacy and Civics Education (IELCE) programs under section 243. The optional family literacy measures include increased involvement in children’s literacy activities and children’s education. For IELCE participants, the optional IELCE measures are achievement of citizenship skills, registering to vote, and increased involvement in community activities.

EXCLUSIONS
Participants in correctional education programs (WIOA Section 225), who remain incarcerated at program exit, are excluded from all performance indicators except the Measurable Skill Gains indicator. Participants who exit the program due to the following circumstances may be excluded from the WIOA primary indicators of performance:

- The participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant.
- The participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.
- The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.
- The participant is deceased.

Attachment 2 of OCTAE’s Program Memorandum OCTAE 17-2 provides further information about exclusions. https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf

NRS METHODOLOGIES
The NRS has three main methodologies for collecting data: direct program reporting, data matching, and supplemental methods for performance reporting purposes (described in OCTAE Program Memorandum 17-6).

The MS OAE uses the direct program reporting and data matching methods. With the direct program reporting methodology, local programs collect the information directly from the participant while the participant is enrolled and receiving instruction. The information is normally obtained as part of the intake process (such as through assessment) and on an ongoing basis during the course of instruction. Data collected with this methodology are demographic, student status, program participation, and assessment results.

Data matching refers to the procedures whereby agencies serving common clients pool their data, or have linked or unified data systems, to identify achievement of outcomes. Matching is achieved using
Social Security numbers or other unique identifiers, and is typically done at the State level. For example, to determine whether participants obtained employment after leaving the program, the State agency responsible for adult education instruction matches the Social Security numbers and dates of attendance of participants who had obtained employment in the State Unemployment Insurance (UI) database for the appropriate calendar quarter.

**NRS DATA FLOW FRAMEWORK**

The NRS designed a general data flow framework by following the movement of data at each of these three levels (Federal, State, and local). At the program level, each of the program’s instructional sites collects measures from students at three time periods, including intake, update, and follow-up. Upon a student’s intake into the program, local staff collect descriptive measures—such as demographic information and student status measures—and conduct an assessment of the student’s educational functioning level (EFL) for placement. Updates occur during the course of instruction. Program staff (typically teachers) provide at least two additional measures about the student: contact hours or attendance and progress assessments or a posttest. The posttest and other assessments are administered at a time according to State policy. Assessments may be administered at the end of the course of instruction, at the end of the program year, or after a set number of instructional hours, in accordance with the test publisher’s guidelines.

The following exhibit shows an example of the movement of NRS data from the local program to the State level and on to the Federal level.
DATA COLLECTION PROCESS

Data collection requires planning, constant attention, oversight, and fine-tuning through monitoring, error checking, and training. With a sound, well-planned process, sufficient resources, and oversight, the program can have a data collection system that produces valid and reliable data to assist program management and promote improvement. The specifics of individual approaches to data collection may vary among programs. Below is a model data collection process or data flow chart, starting with student intake and tracing the process to the end goal—submission of State and Federal reports. This exhibit below illustrates the key components of a valuable data collection system and staff roles at each step.
The MS OAE requires local programs to establish written policies and procedures for data collection that comply with State NRS requirements. Local program policies and procedures for data collection need to include the following:

- Staff Roles and Responsibilities for Data Collection
- Clear Definitions of Measures
- Standard Forms for Collecting Data
- Error-Checking and Quality Control Systems
- Ongoing Training on Data Collection
- Student-Level, Relational Database System
- Clear and Timely Data-Entry Procedures
- Timely or Direct Access to Database
- Regular Data Reviews

Without training, staff will not know or understand the policies and procedures, resulting in incomplete or haphazard data collection that can impair data reliability and validity. To ensure that the data collected
are of high quality, local programs should implement ongoing staff training on NRS procedures. Staff training in data collection policies and procedures should include: content on effective professional development practices including:

- Training on WIOA and NRS Policy and Data Collection Procedures
- Continuous Professional Development on Data Collection
- Training Addresses Staff Needs
- Use of Effective Trainers and Methods
- Training Results in Learning and Improved Practice

QUALITY CONTROL AND REPORTING

NRS DATA QUALITY CHECKLIST / IMPROVING DATA QUALITY
Each year OCTAE assesses the quality of NRS data for each state. States complete annually the NRS Data Quality Checklist, which defines OCTAE’s standards for data quality. The checklist describes State NRS policies and the data collection procedures that local programs within the State follow to collect NRS data. These standards clarify procedures in four areas: data foundation and structure, data collection and verification, data analysis and reporting, and staff development related to data. States are required to submit the NRS Data Quality Checklist with their annual NRS data submission, along with a signed certification as to the validity and quality of the State’s data. Mississippi is currently certified at the Exemplary Level, the highest level of data quality.

At the local level, programs collect data and train staff according to policies and procedures set by the state for program management and improvement activities and to report on performance. Local program directors are required to annually submit the Mississippi Data Quality Checklist along with a signed certification as to the validity and quality for the local program’s data to the state office. All programs are required to meet or exceed the Superior Quality standard or complete a Program Improvement Plan (PIP). Mississippi’s Data Quality Checklist can be found at the end of this section.

The NRS Data Quality Checklist defines data quality and provides a framework for States for improving data quality. Data quality can improve in three ways:

1. Training local staff,
2. Improving local data collection, and
3. Local monitoring and data audits.

NRS REPORTS
States report NRS data by completing NRS reporting tables and the WIOA Statewide Performance Report. States also must submit a narrative and financial report. The reporting period is a program year which covers July 1 through June 30. Annual reports are due to OCTAE on October 1. NRS tables can be found at the end of this section.
SECTION 2: PROGRAM ACCOUNTABILITY AND NRS

Additional Resources, Forms & Checklists

- Data Quality Checklist
- MS Adult Education Performance Accountability Measures
- NRS Tables
TITLE II GRANTEE DATA QUALITY CHECKLIST

The National Reporting System (NRS) for Adult Education is an outcome-based reporting system for the State-administered, federally funded adult education program. The NRS defines state data quality standards, identifies the policies, processes and materials states and local programs should have in place to collect valid and reliable data for reporting. The Division of Adult Education (DAEL) within the Office of Career, Technical and Adult Education (OCTAE) developed the standards to define the characteristics of high quality state and local data collection systems for the NRS. The standards provide an organized way for DAEL to understand the quality of NRS data collection within the states and also provide guidance to states on how to improve their systems.

In order to complete the NRS State-Level Data Quality Checklist, Title II Grantees must complete the following abbreviated version certifying the quality of local data and adherence to state policy.

Instructions for Completing the Mississippi Checklist

Local programs use the Mississippi checklist to rate their implementation of the data quality standards in their NRS data collection procedures.

The local program director must certify the checklist and submit it with the annual end of year statistical tables due to the Office of Adult Education (OAE) on or before June 30th of each year.

Data Quality Improvement Plan

For areas where the local program does not reach “Acceptable” standards, a data quality improvement plan must be completed to describe the program they have identified and their plan for correction. The plan will address all standards the program did not meet, describe what new policies or procedures will be put in place to meet the standards, identify barriers to compliance and the technical assistance needed to implement the plan. The OAE will offer technical assistance to programs to meet the goals of their data quality improvement plan.

All narrative descriptions should be brief – but sufficient enough to convey the information requested. No more than a few sentences are necessary.

For the 2019-2020 program year, non-compliance is defined as a failure to meet “Acceptable” standards for any program area. For subsequent program years, non-compliance will be defined a failure to meet “Superior” standards.

Submission and Certification

Local programs are required to submit the checklist on the last day of the program year (June 30th).
A. Data Foundation and Structure

Acceptable Quality:

1. Local Program has received and follows state assessment policies as written including:
   - Use of standardized assessments for accountability that are state approved as valid and appropriate for adult students.
   - Assessments used for accountability are administered by trained staff.
   - Time periods (in hours or weeks) for when to pre-and post-test are followed.
   - Yes ☐ No ☐
   - Yes ☐ No ☐
   - Yes ☐ No ☐

2. Local Program has received and follows state goal setting policies as written for student goal setting.

3. Local Program follows state policy as written for collecting data on students for follow-up measures.

4. Local program has established a procedure for collecting Social Security numbers (including how to deal with missing numbers) and documenting informed consent for data matching.

5. Local Program has received written definitions for all measures, including demographic measures and contact hours, and has provided them to all appropriate staff. (NRS Technical Assistance Guide)

If you answered ‘No’ to any of questions 1-5, skip the rest of this section and go to Section B, Data Collection and Verification.

If you answered ‘Yes’ to each of questions 1-5, continue with question 6.

A. Data Foundation and Structure (continued)

Superior Quality

6. Local Program has provided a current version of the NRS Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act, also online at https://nrsweb.org/sites/default/files/NRS-TA-January-2018-508.pdf which defines all measures on state student data, to all appropriate staff.

7. Local Program is aware of the availability of state-provided continuous, additional technical assistance and resources on assessment, data collection and follow-up procedures (e.g. site visits, contact persons, manuals, online resources).

Continue with Section B below.
Exemplary Quality

(No standards exist that are locally applicable)

B. Data Collection and Verification

<table>
<thead>
<tr>
<th>Acceptable Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Local Program uses an electronic data management system (DMS). This has individual student records within a relational data base structure. The DMS incorporates NRS measures using common definitions and categories.</td>
</tr>
<tr>
<td>9. The DMS has error checking functions used by Local Program staff (e.g., that identify out-of-range values and missing data).</td>
</tr>
<tr>
<td>10. Local Program utilizes state approved standardized forms (electronic or paper) for collecting student information (e.g., intake, attendance, goal setting) that include all NRS measures and have correct NRS definitions and categories.</td>
</tr>
<tr>
<td>11. Local Program follows state policy for recording contact hours that conform to NRS requirements. Signed time sheets or signed time cards or electronic time cards.</td>
</tr>
<tr>
<td>12. Local Program has staff with clear responsibility for data collection and data entry.</td>
</tr>
<tr>
<td>13. Local Program staff checks data for errors utilizing the Diagnostic feature.</td>
</tr>
<tr>
<td>14. Local Program repairs data errors according to the written Mississippi guidelines on changing data.</td>
</tr>
</tbody>
</table>

If you answered ‘No’ to any of questions 8-14, skip the rest of this section and go to Section C, Data Analysis and Reporting.

If you answered ‘Yes’ to each of questions 8-14, continue with question 15.

B. Data Collection and Verification (continued)

<table>
<thead>
<tr>
<th>Superior Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Local Programs enter data into DMS at least weekly.</td>
</tr>
<tr>
<td>16. Local Program staff reviews local data at least quarterly for errors, missing data, out-of-range values and anomalous data, and to identify program improvements and accomplishments and has a system to resolve them.</td>
</tr>
<tr>
<td>17. Local Program has documented procedures for correcting errors and resolving missing data.</td>
</tr>
<tr>
<td>18. Local Program staff participates regularly in Database Training meetings for contact with DMS Technical Assistance and state staff on data issues to identify problems and request technical assistance.</td>
</tr>
</tbody>
</table>

Continue with Section C below.
### Exemplary Quality

*No standards exist that are locally applicable*

#### C. Data Analysis and Reporting

### Acceptable Quality

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. The local data staff can produce NRS required reports for local program management, including federal NRS tables.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. The local data staff is capable of reporting disaggregated data by subpopulation (e.g. student age, race, sex) and by program (e.g. Corrections, EL Civics, and Tutoring).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**If you answered ‘No’ to either of questions 19-20, skip the rest of this section and go to Section D, Staff Development.**

**If you answered ‘Yes’ to both of questions 19-20, continue with question 21.**

### Superior Quality

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Local Program staff reviews statistical reports for errors and accuracy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Local Program can access data reports that are useful for program management and improvement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Local staff uses data for program management and improvement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**If you answered ‘No’ to any of questions 21-23, skip the rest of this section and go to Section D, Staff Development.**

**If you answered ‘Yes’ to each of questions 21-23, continue with question 24.**

#### C. Data Analysis and Reporting (Continued)

### Exemplary Quality

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Local Program has documented procedures for dealing with analysis problems and deviations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Local Program compares data among sites and with prior years’ data for discrepancies, reasonableness and to identify trends in good and bad performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Local Program has procedures to verify that local reports accurately reflect data collected.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Continue with Section D.**
### Acceptable Quality

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Local Program has received training on general NRS requirements, including assessment policy and procedures, follow-up policies and goal setting procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Local staff has received training on data collection procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Local staff has been trained on data entry into the DMS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Local staff has had training on how to produce and/or interpret reports produced by the DMS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Local Program staff participate in at least one additional training annually on NRS issues, DMS data entry or data analysis issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Local staff that administer assessments for accountability have been trained on the use of assessment instruments (TABE and TABE Clas-E).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**If you answered ‘No’ to any of questions 27-32**, skip the rest of this section and go to Section E Data Quality Improvement Plan.

**If you answered ‘Yes’ to each of questions 27-32**, continue with question 33.

### Superior Quality

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. There is locally planned, continuous training (at least one training annually) on data collection and NRS issues.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**If you answered ‘No’ to question 33**, skip the rest of this section and go to Section E. Data Quality Improvement Plan.

**If you answered ‘Yes’ to question 33**, continue with question 33.

### Exemplary Quality

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. Local program has timely intervention strategies to identify data problems as they occur and to provide training to sites to correct the problems.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continue with Section E.
E. Data Quality Improvement Plan

Local Programs *must* submit a quality improvement plan for any content area that does not meet all of the standards within the “**Superior**” level. A separate plan must be completed for each content area. The plans should not exceed one page and include the following information:

1. Content area (e.g., Data Foundation and Structure, Staff Development) and specific standard(s) not met.

2. For each standard not met, describe your planned approach to implementing changes that will allow you to meet the standard.

3. Describe the barriers or problems you anticipate, if any, to implement these plans.

4. Describe any technical assistance you need to implement these planned changes.

5. If you believe you will be unable to meet any standard, please explain why.
Mississippi Office of Adult Education

TITLE II GRANTEE

DATA QUALITY STANDARDS CHECKLIST

The Director of the Adult Education Program must sign this certification.

CERTIFICATION

I certify that to the best of my knowledge, the information contained in this document is true and correct and accurately reflects my program’s policies and procedures for collecting and reporting data to the Mississippi Community College Board, Office of Adult Education as required by the U.S. Department of Education’s National Reporting System for the Workforce Innovation and Opportunity Act, Title II Adult Education and Family Literacy.

________________________________________________
Signature

________________________________________________
Printed Name and Title

________________________________________________
Date
## Mississippi Adult Education Performance Accountability Measures

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>ABE Beginning Literacy</td>
<td>55%</td>
<td>57%</td>
</tr>
<tr>
<td>Level 2</td>
<td>ABE Beginning Basic Education</td>
<td>51%</td>
<td>52%</td>
</tr>
<tr>
<td>Level 3</td>
<td>ABE Intermediate Low</td>
<td>48%</td>
<td>49%</td>
</tr>
<tr>
<td>Level 4</td>
<td>ABE Intermediate High</td>
<td>47%</td>
<td>48%</td>
</tr>
<tr>
<td>Level 5</td>
<td>ASE Low</td>
<td>50%</td>
<td>51%</td>
</tr>
<tr>
<td>Level 6</td>
<td>ASE High</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>Level 1</td>
<td>ESL Beginning Literacy</td>
<td>44%</td>
<td>45%</td>
</tr>
<tr>
<td>Level 2</td>
<td>ESL Beginning Low</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Level 3</td>
<td>ESL Beginning High</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Level 4</td>
<td>ESL Intermediate Low</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>Level 5</td>
<td>ESL Intermediate High</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>Level 6</td>
<td>Advanced ESL</td>
<td>36%</td>
<td>36%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Type</th>
<th>2018-2019 MSG Target %</th>
<th>2019-2020 MSG Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Basic Education (ABE + ASE)</td>
<td>49%</td>
<td>50%</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>46%</td>
<td>47%</td>
</tr>
<tr>
<td>Overall MSG Target</td>
<td>49%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Targets are averaged together to get the overall Measurable Skill Gain (MSG).
# Adult Education and Family Literacy Act (AEFLA) Reporting Tables

## NRS Tables | Table Descriptions
---|---
Table 1 | Participants by Entering Educational Functioning Level, Ethnicity, and Sex
Table 2 | Participants by Age, Ethnicity, and Sex
Table 2A | Reportable Individuals by Age, Ethnicity, and Sex (less than 12 contact hours)
Table 3 | Participants by Program Type and Age
Table 4 | Measurable Skill Gains (MSG) by Entry Level
Table 4A | Educational Functioning Level Gain
Table 4B | EFL Gain and Attendance for Pre- and Post-tested Participants
Table 4C | Measurable Skill Gains by Entry Level for Participants in Distance Education
Table 5 | Primary Indicators of Performance
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Table 6 | Participant Status and Program Enrollment
Table 7 | Adult Education Personnel by Function and Job Status
Table 8 | Outcomes for Participants in Family Literacy Programs (Optional)
Table 9 | Outcome Achievement for Participants in Integrated English Literacy and Civics
Table 10 | Outcome Achievement for Participants in Correctional Education Programs
Table 11 | Outcome Achievement for Participants in Integrated Education and Training Programs
Table 14 | Local Grantees by Funding Source
Enter the number of participants* by educational functioning level, ethnicity/race**, and sex.

<table>
<thead>
<tr>
<th>Entering Educational Functioning Level (EFL) (A)</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic/ Latino</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>White</th>
<th>More than One Race</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (B)</td>
<td>Female (C)</td>
<td>Male (D)</td>
<td>Female (E)</td>
<td>Male (F)</td>
<td>Female (G)</td>
<td>Male (J)</td>
<td>Female (K)</td>
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<tr>
<td>ABE*** Level 1</td>
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<tr>
<td>ESL*** Level 1</td>
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<td>ESL Level 4</td>
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</tbody>
</table>

** Instructions for Completing Table 1
* A participant is an individual in an AEFLA program who has completed at least 12 contact hours in a period of participation.
** See definitions for ethnicity/race categories.
*** ABE = Adult Basic Education; ESL = English as a Second Language

Total: Report each participant only once on this table.

**Hispanic / Latino:** The participant indicates that he/she is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race.

**American Indian / Alaska Native:** The participant indicates that he/she is a member of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) [43 U.S.C. 1601 et seq.], which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

**Asian:** The participant indicates that he/she is a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Black / African American:** The participant indicates that he/she is a person having origins in any of the black racial groups of Africa.

**Native Hawaiian / Other Pacific Islander:** The participant indicates that he/she is a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**White:** The participant indicates that he/she is a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**More Than One Race:** The participant indicates having origins in more than one racial category.

**Sex:**

**Male:** The participant indicates that he is male.

**Female:** The participant indicates that she is female.
Table 2
Participants by Age, Ethnicity, and Sex

Enter the number of participants* by age**, ethnicity/race***, and sex.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic/Latino</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>White</th>
<th>More than One Race</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-18</td>
<td>Male (B) Female (C)</td>
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<td>Male (D) Female (E)</td>
<td>Male (F) Female (G)</td>
<td>Male (H) Female (I)</td>
<td>Male (J) Female (K)</td>
<td>Male (L) Female (M)</td>
<td>Male (N) Female (O)</td>
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<tr>
<td>19-24</td>
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<td>25-44</td>
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<td>55-59</td>
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</tbody>
</table>

Instructions for Completing Table 2
*A participant is an individual in an AEFLA program who has completed at least 12 contact hours in a period of participation.
**Participants should be classified based on their age at program entry. Participants entering the program prior to the current program year should be classified based on their age at the beginning of the current program year.
*** See definitions of ethnicity/race categories.
The totals in columns B–O should equal the totals in columns B–O of Table 1. Row totals in column P should equal corresponding column totals in Table 3.

Ethnicity/Race:
See Table 1

Sex:
See Table 1
Table 2A
Reportable Individuals by Age, Ethnicity, and Sex

Enter the number of reportable individuals* who have completed fewer than 12 contact hours by age**, ethnicity***, and sex.

<table>
<thead>
<tr>
<th>Age Group (A)</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African-American</th>
<th>Hispanic/ Latino</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>White</th>
<th>More than One Race</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (B)</td>
<td>Female (C)</td>
<td>Male (D)</td>
<td>Female (E)</td>
<td>Male (H)</td>
<td>Female (I)</td>
<td>Male (J)</td>
<td>Female (K)</td>
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<td>16-18</td>
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<td>25-44</td>
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</tbody>
</table>

**Instructions for Completing Table 2A**
*Report, on this table, only individuals who have completed fewer than 12 contact hours in a period of participation. A reportable individual is an individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of an AEFLA program.
** Reportable individuals should be classified based on their age at entry. Reportable individuals entering the program prior to the current program year should be classified based on their age at the beginning of the current program year.
*** See definitions of race/ethnic categories and examples that demonstrate how to report them.

Ethnicity/Race:
See Table 1
Table 3
Participants* by Program Type and Age

Enter the number of participants by program type and age, non-duplicated.

<table>
<thead>
<tr>
<th>Program Type</th>
<th>16-18</th>
<th>19-24</th>
<th>25-44</th>
<th>45-54</th>
<th>55-59</th>
<th>60+</th>
<th>Total</th>
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<tr>
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<td>Integrated English Literacy and Civics Education (Sec. 243)****</td>
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<td>222</td>
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<tr>
<td>Total</td>
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<td></td>
<td></td>
<td>729</td>
<td></td>
</tr>
</tbody>
</table>

Instructions for Completing Table 3

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours in a period of participation.

The total in column H should equal the total in column P of Table 1.

**Number of participants enrolled in ABE levels 1-4. This number includes those enrolled in Integrated Education and Training (IET) programs (Sec. 203(11) of WIOA).

***Number of participants enrolled in ABE levels 5 and 6. This number includes those enrolled in IET programs (Sec. 203(11) of WIOA).

****Number of participants enrolled in English Language Acquisition (ELA) programs but not enrolled in Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA). This number includes those enrolled in IET programs (Sec. 203(11) of WIOA).

*****Number of participants enrolled in IELCE programs (Sec. 243 of WIOA). This number includes those enrolled in IET programs. It does not include those enrolled in ELA programs. Participants reported on this table as enrolled in IELCE programs (Sec. 243 of WIOA) should not be reported under any other program type in this table. The Total row is the sum of Adult Basic Education + Adult Secondary Education + English Language Acquisition + Integrated English Literacy and Civics Education (Sec. 243) in each column.
Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

<table>
<thead>
<tr>
<th>Entering Educational Functioning Level</th>
<th>Total Number Enrolled</th>
<th>Total Number of Participants Excluded from MSG Performance</th>
<th>Total Attendance Hours for all participants</th>
<th>Number who achieved at least one educational functioning level gain</th>
<th>Number who attained a secondary school diploma or its recognized equivalent</th>
<th>Number Separated Before Achieving Measurable Skill Gains</th>
<th>Number Remaining in Program without Measurable Skill Gains</th>
<th>Percentage Achieving Measurable Skill Gains</th>
<th>Total number of Periods of Participation</th>
<th>Total number of Periods of Participation in which Participants achieved at least one educational functioning level gain</th>
<th>Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained</th>
<th>Percentage of Periods of Participation with Measurable Skill Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
<td>(D)</td>
<td>(E)</td>
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<td>(G)</td>
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</tbody>
</table>

Table 4
Measurable Skill Gains (MSG) by Entry Level
Instructions for Completing Table 4

- Use participant’s pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-G.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant’s initial EFL as measured by a pre-test with the participant’s EFL as measured by a participant’s post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Enter only the most recent achievement, if attained, per participant in column E or column F. No participant should have an achievement counted in both columns.
- Column G is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column H is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H.

\[
\text{Column I} = \frac{(\text{Column E} + \text{Column F})}{(\text{Column B} - \text{Column C})}
\]

- Column J is calculated using the following formula: (Column J) = (Column K + Column L)

\[
\text{Column K is the total number of Periods of Participation for each participant. A participant may have more than one period of participation.}
\]
- Column K is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column K or column L.
- Column L is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column K or column L.
- Column M is calculated using the following formula: (Column M) = (Column K + Column L)

\[
\text{Column J}
\]
Table 4A
Educational Functioning Level Gain

Enter number of participants achieving educational gain at each level.

<table>
<thead>
<tr>
<th>Entering Educational Functioning Level (A)</th>
<th>Total Number Enrolled (B)</th>
<th>Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)</th>
<th>Percentage Achieving ELA/Literacy or ELP EFL Gains (D)</th>
<th>Number with EFL Gain For Mathematics by pre-posttesting (E)</th>
<th>Percentage Achieving Mathematics EFL Gains (F)</th>
<th>Number with EFL Gain by Carnegie Units/Credits (G)</th>
<th>Percentage Achieving EFL Gain by Transition to Postsecondary Education (H)</th>
<th>Number with EFL Gain by Transition to Postsecondary Education (I)</th>
<th>Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
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<td>ESL Level 2</td>
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<tr>
<td>ESL Level 4</td>
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<td>ESL Level 5</td>
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<td>ESL Level 6</td>
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<td>ESL Total</td>
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<td>Grand Total</td>
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</tr>
</tbody>
</table>
Instructions for Completing Table 4A

- Column B is the number of participants who achieved an EFL gain during the program year.
- Both ELA/literacy or ELP and Mathematics level gains must be reported for all participants, if tested in both areas. EFL gains reported in Columns C and D may be measured by reading, writing, literacy skills, speaking or listening tests approved for use in the National Reporting System for Adult Education (NRS).
- Report Carnegie unit/credit attainment and entry into postsecondary education for participants who achieved these outcomes. Multiple outcomes are permissible on this table for individual participants.
- In each of Columns C, E, G, and I, record the total number of participants who achieved at least one educational functioning level gain of that type.

- Calculate Percentages as follows:
  - Column D = Column C/Column B
  - Column F = Column E/Column B
  - Column H = Column G/Column B
  - Column J = Column I/Column B
Table 4B
Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants

Enter the number of pre- and post-tested participants for each category listed, number of post-tested participants achieving at least one educational functioning level gain, and total attendance hours for post-tested participants.

<table>
<thead>
<tr>
<th>Entering Educational Functioning Level (A)</th>
<th>Total Number Pre- and Post-Tested (B)</th>
<th>Total Attendance Hours (C)</th>
<th>Number with EFL Gain (D)</th>
<th>Number Separated Before Achieving EFL Gain (E)</th>
<th>Number Remaining Within Level (F)</th>
<th>Percentage Achieving EFL Gain (G)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ABE Level 2</td>
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<tr>
<td>ABE Level 3</td>
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<tr>
<td>ABE Level 4</td>
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<tr>
<td>ABE Level 5</td>
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<tr>
<td>ABE Total</td>
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<tr>
<td>ESL Level 1</td>
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<tr>
<td>ESL Level 2</td>
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<td>ESL Level 3</td>
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<td>ESL Level 4</td>
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<td>ESL Level 5</td>
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<td>ESL Level 6</td>
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<tr>
<td>ESL Total</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
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</tr>
</tbody>
</table>

Instructions for Completing Table 4B
Include in this table only participants who are both pre- and post-tested.

- Column D is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.
- Column E is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column F represents the number of participants still enrolled who are at the same EFL level as when they entered.
- Column D + E + F should equal the total in Column B.
- Each row total in Column G is calculated using the following formula: \( G = \frac{Column\ D}{Column\ B} \)
Table 4C
Measurable Skill Gains by Entry Level for Participants in Distance Education

Enter the number of distance education participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

<table>
<thead>
<tr>
<th>Entering Educational Functioning Level</th>
<th>First Period of Participation</th>
<th>All Periods of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(A)</td>
<td>(B)</td>
</tr>
<tr>
<td>ABE Level 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABE Level 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABE Level 3</td>
<td></td>
<td></td>
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<tr>
<td>ABE Level 4</td>
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<td></td>
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<tr>
<td>ABE Level 5</td>
<td></td>
<td></td>
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<tr>
<td>ABE Level 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABE Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Level 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Level 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Level 3</td>
<td></td>
<td></td>
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<tr>
<td>ESL Level 4</td>
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<tr>
<td>ESL Level 5</td>
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</tr>
<tr>
<td>ESL Level 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions for Completing Table 4C
Include in this table only participants who are counted as distance education participants. This table is a subset of the participants reported in Table 4.

- Participant data for all periods of participation are included on this table if the participant met the State’s definition of a distance education participant during the program year.
- Use participant’s pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns D through G.
- The number in column D is the number of participants who completed one or more EFL gains as measured in one of three ways: 1) by comparing a participant’s initial EFL as measured by a pre-test with the participant’s EFL as measured by a participant’s post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column E is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Enter only the most recent achievement, if attained, per participant in column D or column E.
- Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column G is number of participants who remain enrolled and achieved no measurable skill gain.
- Column D + E + F + G should equal the total in Column B.
- Column H is calculated using the following formula: (Column H) = (Column D + Column E) / (Column B)
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column J is the number of periods of participation in which a measurable skill gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, only one gain for a participant per period of participation is reported in column J.
- Column K is calculated using the following formula: (Column H) = (Column J) / (Column I)
<table>
<thead>
<tr>
<th>Primary Indicators of Performance</th>
<th>First Period of Participation</th>
<th>All Periods of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Participants who Exited</td>
<td>Number of Participants who Exit Achieving Outcome or Median Earnings Value</td>
</tr>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>Employment Second Quarter after exit *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Fourth Quarter after exit *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median Earnings Second Quarter after exit **</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attained a Postsecondary Credential while enrolled or within one year of exit ****</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attained any credential (unduplicated)*****</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions for Completing Table 5

Note: All shaded columns will be calculated automatically by OCTAE’s data system.

For the purposes of reporting on Employment 2nd Quarter, Employment 4th Quarter, Median Earnings, and the Credential Attainment indicators on Tables 5, 5A, 8, 9, 10, and 11 each program entry and exit per participant during the reporting period is considered a period of participation.

Do not exclude participants because of missing Social Security numbers or other missing data.

* Report in Column B (second and fourth quarter employment) the total number of participants who exited during the program year, excluding participants who exited due to the exclusions listed in OCTAE Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 of WIOA who exited the AEFLA program but are still incarcerated.

** Report in Column B (Median Earnings) the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row. For participants included in the secondary school credential denominator who do not achieve a qualifying secondary school credential or recognized equivalent, choose only one row to report for Column B. For participants who achieved a secondary school credential or a recognized equivalent, enrolled in postsecondary education or training, and were employed within one year of exit, Column B and Column C would be reported for BOTH secondary school credential rows.

*** Report in Column B (secondary school credential attainment) the total number of participants without a secondary school credential or recognized equivalent who exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher), excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row. For participants included in the secondary school credential denominator who do not achieve a qualifying secondary school credential or recognized equivalent, choose only one row to report for Column B. For participants who achieved a secondary school credential or a recognized equivalent, enrolled in postsecondary education or training, and were employed within one year of exit, Column B and Column C would be reported for BOTH secondary school credential rows.

**** Report in Column B (postsecondary credential attainment) the total number of participants who during the program year were also enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row.

***** Report in Column B (Attained any credential (unduplicated)) the unduplicated total number of participants who EITHER: (1) did not possess a secondary school credential or recognized equivalent and exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher) OR (2) were co-enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program; excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated. Participants who meet the requirements for inclusion in both the secondary and postsecondary credential cohorts would only be recorded once in Column B.

Column C (except for Median Earnings) is the number of participants that achieved each outcome. For Median Earnings reporting, Column C is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of participants who exited during the program year and who were employed in the second quarter.
after program exit, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants who earn both a secondary and postsecondary credential would only be recorded once in Column C.

Column C, for median earnings, is the quarterly wage value for participants employed in the 2nd quarter after exit. Column D (except for Median Earnings) is the number in Column C divided by the number in Column B. Column D should never be greater than 100 percent.

Column E is the total number of periods of participation for each participant reported in column B. This number will be greater than or equal to the number of participants in Column B.

Column F (except for Median Earnings) is the number of periods of participation in which the outcome was achieved. For Median Earnings reporting, Column F is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of periods of participation, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Column F, for Median Earnings, is the median value for quarterly wage values from all PoPs reported for participants employed in the 2nd quarter after exit. In cases where participants have multiple PoPs, there would be the same number of instances of a quarterly earnings value. Those values would all be included in the final matrix of values used to determine the median quarterly earnings value for a State.

Column G (except for Median Earnings) is the number in Column F divided by the number in Column E. Column G should never be greater than 100 percent.

Columns D and G are not applicable to Median Earnings.
Table 5A
Primary Indicators of Performance for Participants in Distance Education

<table>
<thead>
<tr>
<th>Primary Indicators of Performance</th>
<th>Number of Participants who Exited</th>
<th>Number of Participants Achieving Outcome or Median Earnings Value</th>
<th>Percentage of Participants Achieving Outcome</th>
<th>Total Periods of Participation</th>
<th>Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation</th>
<th>Percentage of Participants in All Periods of Participation Achieving Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
<td>(D)</td>
<td>(E)</td>
<td>(F)</td>
<td>(G)</td>
</tr>
<tr>
<td>Employment Second Quarter after exit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Fourth Quarter after exit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median Earnings Second Quarter after exit</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attained a Postsecondary Credential while enrolled or within one year of exit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructions for Completing Table 5A
Include only participants who are counted as distance education participants. Distance education participants are also included in Table 5. Participant data for all periods of participation are included on this table, if the participant met the State’s definition of a distance education participant during the program year.

Follow instructions for completing Table 5.

Note: All shaded columns will be calculated automatically by OCTAE’s data system.
### Table 6
Participant Status and Program Enrollment

Enter the number of participants for each of the categories listed.

<table>
<thead>
<tr>
<th>Participant Status at Program Entry</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(A)</td>
</tr>
<tr>
<td></td>
<td>(B)</td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>Employed, but Received Notice of Termination of Employment or Military Separation is pending</td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td></td>
</tr>
<tr>
<td>Not in the Labor Force</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highest Degree or Level of School Completed *</th>
<th>US-Based Schooling</th>
<th>Non-US-Based Schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No schooling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 1-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 6-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 9-12 (no diploma)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary School Diploma</td>
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<td></td>
</tr>
<tr>
<td>Secondary School Recognized Equivalent</td>
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<td></td>
</tr>
<tr>
<td>Some Postsecondary education, no degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postsecondary or professional degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL (both US Based and Non-US Based)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Type **</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>In Family Literacy Program</td>
<td></td>
</tr>
<tr>
<td>In Workplace Adult Education and Literacy Activities ***</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional Programs (section 225)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>In Correctional Facility</td>
<td></td>
</tr>
<tr>
<td>In Community Correctional Program</td>
<td></td>
</tr>
<tr>
<td>In Other Institutional Setting</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL Institutional</strong></td>
<td></td>
</tr>
</tbody>
</table>
Instructions for Completing Table 6

* Enter the highest level of schooling or degree attained for each participant in US or non-US-based schooling. Provide only one entry per participant. The total number of participants reported here must be the same as the number reported in the Total row of Column P, Table 1.

** Participants counted here must be in a program specifically designed for that purpose.

*** The term “workplace adult education and literacy activities” means 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 (WIOA sec. 203(16)).

Employment Status definitions:

**Employed:** The participant, at program entry, (a) is currently performing any work at all as a paid employee, (b) is currently performing any work at all in his or her own business, profession, or farm, (c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or (d) is one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time off, and whether or not seeking another job.

**Employed, but Received Notice of Termination of Employment or Military Separation is pending:** The participant, at program entry, is a person who, although employed, either (a) has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or (b) is a transitioning service member (i.e., within 12 months of separation or 24 months of retirement).

**Not in the labor force:** The participant, at program entry, is not in the labor force (i.e., those who are not employed and are not actively looking for work, including those who are incarcerated).

**Unemployed:** The participant, at program entry, is not employed but is seeking employment, makes specific effort to find a job, and is available for work.
Table 7
Adult Education Personnel by Function and Job Status

<table>
<thead>
<tr>
<th>Function</th>
<th>Adult Education Personnel</th>
<th></th>
<th></th>
<th>Unpaid Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Number of</td>
<td>Total Number of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part-time Personnel</td>
<td>Full-time Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
<td>(D)</td>
<td></td>
</tr>
<tr>
<td>State-level Administrative/Supervisory/Ancillary Services *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local-level Administrative/Supervisory/Ancillary Services *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Counselors *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Paraprofessionals *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Teachers **</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teachers’ Years of Experience In Adult Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than one year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One to three years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than three years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Certification</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No certification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Education Certification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-12 Certification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Certification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TESOL Certification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructions for Completing Table 7

*For reporting State-level Administrative/Supervisory/Ancillary Services and Local-level Administrative/Supervisory/Ancillary Services, Counselors, and Paraprofessionals:
- Enter an unduplicated count of personnel by function and job status. Count the number of positions, not the number of staff who filled them.
- In Column B, count one time only each part-time position of the program administered under AEFLA who is being paid out of Federal, State, and/or local education funds.
- In Column C, count one time only each full-time position of the program administered under AEFLA who is being paid out of Federal, State, and/or local education funds.
- In Column D, report the number of volunteer positions (personnel who are not paid) who served in the program administered under AEFLA.

**For reporting Local Teachers:
- Count and report the number of teachers, not the number of positions. For example, if one local part-time teaching position was filled with 3 teachers throughout program year, count and report 3 local part-time teachers.
- Report adult education experience and certification for paid teachers only, not volunteers. The total number of teachers for which experience is reported must equal the total number of teachers reported in Columns B and C.
- For certification, report all certifications a teacher has. Multiple responses are allowed. Report teachers who lack certification in the “No Certification” category.
Table 8
Outcomes for Participants in Family Literacy Programs (Optional)

Enter the number of participants in family literacy programs for each of the categories listed.

<table>
<thead>
<tr>
<th>Primary Indicators of Performance</th>
<th>First Period of Participation</th>
<th>All Periods of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Participants Included in the Indicator</td>
<td>Number of Participants Achieving Outcome or Median Earnings Value</td>
</tr>
<tr>
<td>Measurable Skill Gain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Second Quarter after exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Fourth Quarter after exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median Earnings Second Quarter after exit</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

N/A
<table>
<thead>
<tr>
<th>Primary Indicators of Performance</th>
<th>First Period of Participation</th>
<th>All Periods of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Participants Included in the Indicator</td>
<td>Number of Participants Achieving Outcome or Median Earnings Value</td>
</tr>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attained a Postsecondary Credential while enrolled or within one year of exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Literacy Follow-up Outcome Measures</td>
<td>Number of Participants who Exited</td>
<td>Number of Participants Achieving Outcome</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>Increased Involvement in Children’s Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped more frequently with school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased contact with children’s teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More involved in children’s school activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased Involvement in Children’s Literacy Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading to children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visiting library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchasing books or magazines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Left Public Assistance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

Note: All shaded columns will be calculated automatically by OCTAE’s data system.

For reporting measurable skill gains:
Enter in column B the total number of Family Literacy program participants enrolled during the reporting period. Enter in column C the number of participants who achieved one or more educational functioning level gains or attained a secondary school diploma. Enter only one of these achievements, if attained, per participant in column C.

For reporting the exit-based Primary Indicators of Performance:
Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:
Report in Column B the total number of participants who exited during the program year. Do not exclude participants because of missing Social Security numbers or other missing data.

Achievement of one or more of the increased involvement in children's education or children's literacy activities measures should be counted only once per participant. However, the specific outcome should be recorded in the subcategory and more than one outcome may be reported, so that the total for the three subcategories may be greater than the total reported for the overall category. For example, a participant who helped more frequently with schoolwork and increased contact with child's teachers would be recorded in both categories but would be counted only once in the overall category of “increased involvement in children's education.”
Table 9
Outcome Achievement for Participants in
Integrated English Literacy and Civics Education

<table>
<thead>
<tr>
<th>Primary Indicators of Performance</th>
<th>First Period of Participation</th>
<th>All Periods of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Participants</td>
<td>Number of Participants</td>
</tr>
<tr>
<td></td>
<td>Included in the Indicator</td>
<td>Achieving Outcome or Median Earnings Value</td>
</tr>
<tr>
<td>Measurable Skill Gain</td>
<td>(A)</td>
<td>(B)</td>
</tr>
<tr>
<td>Employment Second Quarter after exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Fourth Quarter after exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median Earnings Second Quarter after exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attained a Postsecondary Credential while enrolled or within one year of exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics Education Follow-up Outcome Measures (Optional)</td>
<td>Number of Participants Who Exited</td>
<td>Number of Participants Who Exit Achieving Outcome</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>----------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(E)</td>
</tr>
<tr>
<td>Achieved Citizenship Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voted or Registered to Vote</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased Involvement in Community Activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions for Completing Table 9

Include only participants who are counted as Integrated English Literacy and Civics Education program participants. Note: All shaded columns will be calculated automatically by OCTAE’s data system.

For measurable skill gain: Enter in column B the total number of Integrated English Literacy and Civics Education program participants enrolled during the reporting period. Enter in column C the number of participants who achieved one or more educational functioning level gains or attained a secondary school diploma or recognized equivalent. Enter only one of these achievements, if attained, per participant in column C.

For reporting the exit-based Primary Indicators of Performance:
Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:
Report in Column B the total number of participants who exited during the program year. Do not exclude participants because of missing Social Security numbers or other missing data. Achievement of one or more of the civics education outcome measures should be counted only once per participant.
Table 10
Outcome Achievement for Participants in Correctional Education Programs

Enter the number of participants in correctional education programs (section 225) for each of the categories listed.

<table>
<thead>
<tr>
<th>Primary Indicators of Performance</th>
<th>First Period of Participation</th>
<th>All Periods of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Participants Included in the Indicator</td>
<td>Number of Participants who Exited Achieving Outcome or Median Earnings Value</td>
</tr>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>Measurable Skill Gain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Second Quarter after exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Fourth Quarter after exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median Earnings Second Quarter after exit</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attained a Postsecondary Credential while enrolled or within one year of exit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions for Completing Table 10

Include only correctional education participants under Sec. 225 of WIOA.

Note: All shaded columns will be calculated automatically by OCTAE’s data system.

**For measurable skill gain:** Enter in column B the total number of correctional education program participants enrolled during the reporting period. This indicator includes both released and non-released participants. Enter in column C the number of participants who achieved one or more educational functioning level gains or attained a secondary school diploma. Enter only one of these achievements, if attained, per participant in column C.

**For reporting the Primary Indicators of Performance:**

Enter in column B the total number of correctional education program participants enrolled during the reporting period who were no longer incarcerated at program exit. Enter in column C the number of participants who were no longer incarcerated at program exit who achieved success in the designated indicator.

**Follow instructions for completing Table 5 to report these outcomes.**
Table 11
Outcome Achievement for Participants in Integrated Education and Training Programs
Enter the number of all participants in Integrated Education and Training programs for each of the categories listed.

<table>
<thead>
<tr>
<th>Primary Indicators of Performance</th>
<th>First Period of Participation</th>
<th>All Periods of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Participants Included in the Indicator</td>
<td>Number of Participants Achieving Outcome or Median Earnings Value</td>
</tr>
<tr>
<td>MSG via Achievement of at Least One Educational Functioning Level Gain</td>
<td>(A)</td>
<td>(B)</td>
</tr>
<tr>
<td>MSG via Attainment of Secondary School Diploma/ Recognized Equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSG via Secondary or Postsecondary Transcript</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSG via Progress Toward Milestones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSG via Passing Technical/ Occupational Skills Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Second Quarter after exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Fourth Quarter after exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median Earnings Second Quarter after exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Indicators of Performance</td>
<td>First Period of Participation</td>
<td>All Periods of Participation</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>Number of Participants Included in the Indicator</td>
<td>Number of Participants Achieving Outcome or Median Earnings Value</td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit</td>
<td>(A)</td>
<td>(B)</td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attained a Postsecondary Credential while enrolled or within one year of exit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions for Completing Table 11

Include only IET program participants but exclude participants who exited due to the exclusions listed in OCTAE Memorandum 17-2 Attachment 2, Table A. Also exclude from all indicators, except EFL gains, incarcerated individuals under WIOA section 225 who exited the AEFLA program but are still incarcerated. All shaded columns will be calculated automatically by OCTAE’s data system.

Report any of the following MSG outcomes for each IET participant. Reporting multiple MSG outcomes per participant is permitted.

For reporting MSG via Achievement of at Least One Educational Functioning Level Gain: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) an EFL gain may be measured by comparing a participant’s initial EFL as measured by a pre-test with the participant’s EFL as measured by a participant’s post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.

For reporting MSG via Attainment of Secondary School Diploma/Recognized Equivalent: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who attained a secondary school diploma or its recognized equivalent.

For reporting MSG via Secondary or Postsecondary Transcript: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who demonstrated progress through a secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit’s academic standards.

For reporting MSG via Progress Toward Milestones: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who demonstrated satisfactory or better progress report, towards established milestones, such as completion of on-the-job training (OJT) or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training.

For reporting MSG via Passing Technical/Occupational Skills Exams: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who successfully passed an exam that is required for a particular occupation or attained progress in technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

For reporting the exit-based Primary Indicators of Performance: Follow instructions for completing Table 5 to report these outcomes.
Table 14  
Local Grantees by Funding Source

Enter the number of each type of grantee (see attached definitions) directly funded by the State and the amount of Federal and State funding they receive.

<table>
<thead>
<tr>
<th>Provider Agency * (A)</th>
<th>Total Number of Providers (B)</th>
<th>Total Number of IELCE Providers (C)</th>
<th>Total Number of Sub-Recipients (D)</th>
<th>WIOA Funding</th>
<th>State Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Educational Agencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public or Private Nonprofit Agency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community-based Organizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faith-based Organizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Libraries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutions of Higher Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community, Junior or Technical Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-year Colleges or Universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Institutions of Higher Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Agencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correctional Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Institutions (non-correctional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Other Agencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions for Completing Table 14

Note: All shaded columns will be calculated automatically by OCTAE’s data system.

- In Column (B), report the number of all providers receiving a grant award or contract for instructional services from the eligible agency.
- In Column (C), report the total number of Integrated English Literacy and Civics Education (IELCE) providers receiving a grant award or contract for instructional services.
- In Column (D), report the total number of each entity receiving funds as a sub-recipient. (*Entities receiving funds from a grantee as part of a consortium are to be reported in column (D).*
- In Column (F), the percentage is calculated using the following formula: Cell value in Column (E) / Total of Column (E)
- In Column (G), report the total amount of State funds contributed. This amount need not necessarily equal the non-Federal expenditure report on the Federal Financial Report.
- In Column (H), the percentage is calculated using the following formula: Cell value in Column (G) / Total of Column (G).

*Provider Agency Descriptions for Table 14*

**Local Educational Agencies** are public boards of education or other public authorities legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State.

**Community-based Organizations** (CBOs) are private nonprofit organizations of demonstrated effectiveness that are representative of a community or significant segment of a community.

**Faith-based Organizations** (FBO) are non-profit organizations associated with a faith community or multiple faith ministries.

**Libraries** are public state and community funded institutions that offer education and community services in addition to providing access to print, audio-visual and technology resources.

**Community, Junior or Technical Colleges** are public institutions of higher education that offer associate’s degree and certificate programs but, with few exceptions, award no baccalaureate degrees.

**Four Year Colleges or Universities** are public or private non-profit institutions of higher education that primarily offer baccalaureate degree programs.

**Other Institution of Higher Education** is a public or private non-profit institution that is not a community, junior, or technical college or a four-year college or university.

**Correctional Institutions** are prisons, jails, reformatories, work farms, detention centers, or halfway houses, community-based rehabilitation centers, or any other similar institutions designed for the confinement or rehabilitation of criminal offenders.

**Other Institutions (Non-Correctional)** are any medical or special institutions not designed for criminal offenders.

**All Other Agencies** include other public (Federal, State, local) agencies not listed in the categories above (e.g. Public Housing Authority).

Other categories of grantees (e.g. nonprofit institution not described above, partnership between an employer and any entity above, etc.).
All Mississippi adult education programs will be designed to support Mississippi’s Strategic Plan and the requirements outlined by the Office of Career, Technical and Adult Education. Adult education programs will:

- Provide free and direct instructional services to eligible adults on a 12-month basis;
- Incorporate the Smart Start Pathway Course utilizing the state mandated curriculum;
- Operate multiple sites in the service area based on student demand;
- Execute in the most efficient manner for maximizing resources, while demonstrating effectiveness;
- Administer services to the entire service area stipulated in the grant;
- Use contextualized curriculum that supports high school equivalency and college and career readiness standards;
- Provide integrated education and training opportunities leading to career pathways in alignment with local needs and labor market information;
- Provide bridge programs to ensure students are successful in postsecondary education and training;
- Provide stackable credentials to enhance students’ ability to achieve gainful employment.

**INTAKE AND CLASS STRUCTURE**

Adult education programs are expected to provide structured, scheduled, instructor-led learning opportunities resulting in successful student and program outcomes. All local programs are required to incorporate the following elements into their service delivery models:

- Scheduled intake, orientation, and assessment,
- Regularly scheduled classes based on student availability and commitment to participation,
- Flexible schedules and alternative instructional options for students’ who work or family obligations do not allow them to attend scheduled classes.

AEFLA requires classes to be of sufficient **intensity** and **duration** to achieve substantial learning gains. Program directors should ensure services offered provide sufficient hours of instruction each week, and sufficient weeks of instruction per year, to make sustainable changes in the skill level of adults.

**Scheduled Classes**

The OAE 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 classes are being offered at times when students are most likely to attend. Scheduled classes (managed enrollment) are a process for providing a structure and sequence for adult students to enroll in adult education classes. The classes will meet the following requirements:

- Must be taught by a qualified instructor and use lesson plans aligned with College and Career Readiness Standards;
- Must provide at least six hours of instructional time per week;
- Should employ differentiated instruction as necessary to meet the needs of students at various levels;
- Should incorporate technology in the classroom and utilize technology as distance learning opportunities and/or hybrid offerings;
- Include various instructional styles, strategies, adaptations, and resources to meet the needs of all students, including those with learning challenges;
• Integrate employability and digital literacy skills into academic subjects; and
• Must maintain a sign-in sheet with students’ original signatures or electronic attendance tracking system with unique identifier that accounts for time in class.

1. Managed Intake/Entry
Classes that utilize the Managed Intake structure offer scheduled, well-advertised registration and assessment days and times at regular intervals. New applicants are asked to come for registration only at those appointed dates/times. Program orientation, expectations and entry assessments (locator pretests, learning styles inventories, etc.) may be offered in a small group intake setting. Individual follow-up appointments are scheduled to discuss individual learning goals, barriers to participation, assessment results and to set short-term and long-term educational plans.

A local program may choose to implement one or more classes under a managed enrollment structure. Under a managed enrollment structure, after participating in the intake process, a group of students start a class on the first day of the class session and attend that class for the duration of a defined class term. The program may stipulate that a student may miss no more than a prescribed number of class sessions within a term.

2. Open Intake/Entry – no set registration time
With Open Intake, students arrive while the class is in session and receive information about the program, register, begin the assessment process, and start studying immediately.

Open Intake is really only effective in classes that are trying to build enrollment. As soon as a class is well-established, the program should switch to Managed Intake.

Certain students may be unable to come on a particular day/time because of work, transportation, or child care conflicts. Exceptions can be made for students with specific problems. However, open intake/registration should not be the normal practice for a program.

3. Blended: Local Program + On-Line
In addition to their participation in the local adult education program’s classes, students should be encouraged to participate in self-paced, online instruction assigned by the instructor. Through this blended model, students are able to access additional instruction and assistance, and local programs benefit from their students’ increased engagement in learning activities.

4. Structured Educational Alternatives
The OAE recognizes that classroom attendance may not be possible for some students, especially those who are employed. Also, students may need an education alternative:
• while they are waiting for a new class to start,
• before they are academically prepared to join a class, or
• as supplemental instruction while enrolled in a class.

Structured options may include, but are not limited to, the following:
• **Scheduled labs**— A structured lab can be designed for students who miss the start of a new class, do not want to participate in a classroom setting, or need additional assistance. Instructor-led labs allow students unable to attend scheduled classes to have an alternative learning opportunity allowing them to accomplish their educational goals without creating another barrier to their success.
• **Computer labs**—Computer labs for independent study may be open and available to students any time the adult education center is open.

• **Distance learning**—Students may begin or supplement studies using a distance learning product.

• **Study time/study groups**—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 un-facilitated study group.

• **Workshops**—Short-term academic workshops on targeted areas allow new students, who may be waiting for a scheduled class to start, to begin their academic work in targeted areas such as multiplication tables, calculator use, ACT WorkKeys™ Curriculum, graphic information, or other topics.

**ORIENTATION AND INTAKE PROCESS**

The first element of an effective classroom management system involves a thorough student orientation and registration process. Adult education providers shall implement a uniform intake process which includes assessment and orientation. **Assessment and orientation must occur during the first twelve (12) hours of enrollment.**

Orientation is an intake process which collects required information related to determining a student’s eligibility based on age requirements and academic functioning level; as well as goal-setting and other relevant activities which promote and enhance student persistence and retention in the adult education program. Programs have the flexibility to design their orientation in a manner that best meets the needs of their population. It is usually more time-efficient and effective if orientation is conducted on a Managed Intake basis with groups of potential students that come at regular appointed dates and times. Orientation can be held weekly, bi-weekly, monthly, etc.

While there is flexibility for each local program to design its own orientation, the following are required elements:

1. Intake (to include the collection of necessary forms and documents - see Student Cumulative Folder Checklist).
2. Copy of state issued photo ID.
3. MS WIOA Diagnostic Questionnaire.
4. Assessment.
5. Student Success Plan.
6. Register for MS WORKS.

It is NOT recommended that a full standardized pre-test be administered during the first day of orientation. Research has shown that delaying the standardized pre-test for just a few days impacts the retention of new students. Giving the student a long test at the outset can be frustrating and nerve-wracking. Instead, you may want to simply administer the locator instrument initially. This will provide you with enough information to begin the goal-setting process.

Any additional activities designed to enhance and promote student persistence and retention, including a learning styles inventory are optional. Students will work closely with the adult education staff to create an individualized **Student Success Plan.** This plan outlines partner services, describes supportive
services needed, and tentatively identifies the pathway a participant is seeking. The success plan may contain referrals to other partners.

Adult education instructors are required to maintain various kinds of program information. Two specific types of files are necessary. You may want to color-code these files to make it easy to recognize and differentiate between them.

1. **Cumulative folders** are maintained by the instructor/aide and are not accessible to students without permission. Files documenting standardized assessments and achievements should be maintained for a minimum of **three program years** beyond the exit program year.
2. **Student working file/folders** are maintained by the student and may be given to that student at program exit.

The Cumulative Folder Checklist lists all the items that need to be maintained for each student. Cumulative folders are reviewed by the Office of Adult Education for quality assurance and compliance. The checklist can be found at the end of this section.

**STUDENT CONFIDENTIALITY**

It is imperative adult education programs protect the privacy of students. According to the *Family Educational Rights & Privacy Act (FERPA) of 1974, enacted as Section 438 of the General Education Provisions Act*, student information that is considered “private” may not be shared with any outside agency or individual unless designated on a release of confidential information form that has been signed by the student. This includes volunteers, case workers, other teachers, or administrators who happen to visit the classroom. Instructors cannot discuss private information about students, as it would be a breach of confidentiality.

Strictly confidential information regarding a student cannot be discussed, nor can any record be shared without a written release of information.

If a student discloses any of the following types of information (verbally or in writing), legally that information is to be considered strictly confidential and therefore “private”:

- Disclosure of a diagnosed learning disability
- Disclosure of previous status as a “special education” student
- Disclosure of any other type of diagnosed physical or mental disability
- Disclosure of a diagnosed medical condition
- Disclosure of use of any prescription drugs
- Disclosure of history of drug/alcohol abuse and/or treatment
- Disclosure of status as HIV positive or of having the AIDS virus
- Official transcripts including TASC or GED® scores

| Instructors need to sign the Personnel Confidentiality Agreement. This should be maintained by the administrator in the personnel file. The agreement can be found at the end of this section. |
RELEASE OF INFORMATION

Since the program participates in data sharing and transmits some information from the Student Success Plan to other external entities, the Mississippi AE General Release of Information must be used to get permission for the data match. A student may refuse to sign the release, but then some achievements will not be able to be counted for the NRS report.

Intake Tip: Students must be made aware that the State may use information from the Student Success Plan to share data with other private and public entities.

Use the following procedures:

- Read aloud to students the Mississippi AE General Release of Information. This is vital because many students read at a lower level and may not be able to understand the form by reading it silently.
- Ask students to sign the general release so that your program can get credit for student achievements and continue to be funded.
- Update the release form each program year that the student is enrolled.

Even when another agency has referred a student to the adult education program for services (e.g., MDRS, MDHS, MDES, etc.), instructors may not discuss educational record information without written permission.

REFERRALS

Keeping Track of Students Referred to Your Program from Other Agencies
External agencies may refer students to your class. In most cases, they will send the MS Smart Start Referral form.

Release Forms for Students Referred by External Agencies
Before agencies that serve the same clients can exchange written or spoken educational records or confidential information about these clients, agencies must have obtained a signed release of information from the individual. Be very careful to assure that a reciprocal release form is in place before you discuss any student with someone from an external agency.

Referring Students from Your Program to Other Agencies
Some students in your program may have special needs. They may need assistance from outside agencies. You will want to refer them to appropriate service providers. When making referrals, before you transmit any private information about your student to an external agency, be sure you have the student sign the MS AE General Release of Information form.

When you make a referral to another agency, fill out and send the MS Smart Start Referral form with the student to the referring agency. An email to the referring agency from you or your director will inform the agency that a student is coming for assistance. When you make a referral to another agency, be sure to save a copy of the referral in the student’s cumulative folder, as well as the signed release of information. If your program is ever visited by state or federal program administrators, your files may be checked for this type of documentation.
ATTENDANCE POLICY

Local programs shall implement a clearly defined attendance policy for participation in adult education services. The policy should outline the learner’s responsibility to attend a minimum number of hours set by the local program. The OAE requires 8 hours of instruction per week. This can be accomplished through a combination of face-to-face and distance learning. Direct contact hours should be entered daily, but no later than the end of the week. Hours must be entered for each individual day. Entering a weekly or monthly total is not allowed.

For example: James Wilkinson attended 4 hours a day on Monday, Wednesday and Friday. His hours must be entered as 4 hours on Monday, 4 hours on Wednesday, and 4 hours on Friday. His hours can NOT be entered as a total of 12 hours for the week on Friday.

If a student stops attending class without informing program staff, the program staff should contact the student to find out if they plan to return. If a student notifies you they have no plans to continue attending class, they may be exited. Any participant with no activity for 90 calendar days must be exited from the program and documented in the OAE Data Management System. According to the Record Retention policy in Section 9, all attendance records are required to be retained and documentation should be available to the OAE upon request.

Attendance hours must be tracked and sign-in sheets must contain: students’ original signatures and students must fill in arrival time and exit time. If a student forgets to sign out, staff may enter the exit time and initial the entry. The OAE suggests students “sign-in/out” using ink as opposed to pencil.

- Calculating Student Contact Hours:
  - Daily: students contact hours should be rounded to the nearest quarter hour on a daily basis. When rounding nearest quarter hour, 7 minutes is rounded down; 8 minutes is rounded up. You may NOT round daily attendance to the nearest hour or half hour.

- Different hour types:
  - Instruction: this includes intake, orientation and adult education instruction
  - Smart Start: this includes Smart Start instruction hours, Canvas Smart Start hours
  - Distance Learning: all student work completed outside of the adult education center using software approved for distance learning. (see Distance Learning section in the Assessment Policy)

For Smart Start Pathway Course attendance, see Section 6.
SECTION 3: PROGRAM DESIGN ELEMENTS

Additional Resources, Forms and Checklists

- Cumulative Folder Checklist
- Student Success Plan
- Media Release Form
- Personnel Confidentiality Agreement
- WIOA Diagnostic Questionnaire
- Sample Mississippi Smart Start Referral
**STUDENT CUMMULATIVE FOLDER CHECKLIST**

**Items Required for Student Cumulative Folder**
The student’s cumulative folder is a compilation of legal and confidential student education records. The folder should be kept in a locked file cabinet and only viewed by Adult Education staff:

- Student Success Plan
- MS Works Registration verification
- Copy of state issued picture I.D.
- Instructional Assignments/SIOA/Syllabus/Educational Plan
- Work samples
- All standardized tests answers sheets/scores (locator – if applicable, TABE portfolio, pre-test, post-test, official practice test)
- Individual Diagnostic Profile (TABE CLAS-E), if applicable
- Transcripts, including TASC®, HiSet®, GED® and college (MIBEST) transcripts, if applicable
- Copy of stackable credentials, i.e. Forklift, ServSafe, CPR, OSHA, North Star (examples)
- MS OAE Smart Start Student Record
- Copy of Smart Start Credential or Certificate, if applicable
- Copy of NCRC Scores
- Documentation of accommodations, if applicable

**Additional Items Required for 16-17 Year Olds Student Cumulative Folders**

- Verification of Withdrawal from school system or home school setting as indicated by initials, signature, and stamp or seal.
**STUDENT CONTACT INFORMATION**

*Intake Date: __________________________ *Site/Teacher: __________________________

Social Security Number: ______ - ______ - ______ *Date of Birth: ______/_____/______ Age: ______

*Name: ____________________________________________

  
  
  
  
  
  Last First Middle/Former Name Suffix

Address: __________________________________________________________________________

  
  
  
  
  Street Address/ Apartment Number / PO Box *City *State *Zip

*County of residence: __________________________ *Email Address: __________________________

*Phone 1: (______) ______________ *Phone 2: (______) ______________ Phone 3: (______) ______________

*Program: 

  - Adult Education
  - Distance Education
  - Corrections
  - ESL
  - IET
  - IELCE

*Registered for MS Works: 

  Yes – Date verified: __________________________

**EMERGENCY CONTACT INFORMATION**

*Name: ____________________________________________

  
  
  
  
  Last First Middle/Former Name

*Phone 1: (______) ______________ *Phone 2: (______) ______________ Relationship: __________________________

**STUDENT DATA**

*Hispanic/ Latino: 

  - No, not Hispanic/Latino
  - Yes, Hispanic/Latino

*Gender: 

  - Male
  - Female

*Race: 

  - American Indian or Alaska Native
  - Asian
  - Black or African-American
  - Native Hawaiian or Other Pacific Islander
  - White

*Highest School Grade Completed: (select one)

  - No School Grade Completed
  - 1st grade
  - 2nd grade
  - 3rd grade
  - 4th grade
  - 5th grade
  - 6th grade
  - 7th grade
  - 8th grade
  - 9th grade
  - 10th grade
  - 11th grade
  - 12th grade

*Highest Educational Certificate/Diploma/Degree Completed: (select one)

  - High School Diploma
  - High School Equivalency
  - Certificate of Attendance/Completion
  - One or more years of Postsecondary Education
  - Postsecondary Technical or Vocational Certificate
  - Associate’s degree
  - Bachelor’s degree
  - Master’s degree
  - Specialist’s degree
  - Doctorate or Professional degree

*Where was your highest level of education completed? 

  - U.S.-Based Schooling
  - Non-U.S.-Based Schooling

How did you hear about the program? 

  - Print Media
  - Friend
  - TV
  - Radio
  - Referral
  - Internet
  - Family
  - Previous Enrollment
  - Previous Enrollment in another program: If so, which one? __________________________
**STUDENT STATUS and BARRIERS TO EMPLOYMENT**

*Labor Force Status: (select one)*
- [ ] Employed
- [ ] Employed, but I have received a notice of termination, facility closure, or I am a transitioning service member.
- [ ] Unemployed and looking for work
  - If unemployed, have you been unemployed for 27 weeks or longer? [ ] Yes  [ ] No
- [ ] Not working and not looking for work (e.g. homemaker, retired, incarcerated, etc.)

*Do you receive TANF? [ ] Yes  [ ] No*
If yes, are you within 2 years of exhausting lifetime eligibility? [ ] Yes  [ ] No

*Do you or someone in your household receive SNAP benefits (Food Stamps)? [ ] Yes  [ ] No*

*Barriers to Employment:*

<table>
<thead>
<tr>
<th>[ ] Yes  [ ] No</th>
<th>ELL</th>
<th>Low Literacy Levels</th>
<th>Cultural Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The participant has either (a) limited ability in speaking, reading, writing, or understanding the English language; (b) an inability to compute and solve problems, or read, write, or speak English at a level necessary to function on the job in the participant’s family or in society; or (c) a perception of him- or herself as possessing attitudes, beliefs, customs, or practices that influence a way of thinking, acting, or working that may serve as a hindrance to employment.</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>[ ] Yes  [ ] No</th>
<th>Low Income</th>
<th>Do you receive SNAP, TANF, SSI, or local public assistance? Are you a foster child or homeless?</th>
</tr>
</thead>
</table>

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<tr>
<th>[ ] Yes  [ ] No</th>
<th>Displaced Homemaker</th>
<th>Did you provide unpaid services in the home and are dependent on the income of another, but you are no longer supported by that income, and are you experiencing difficulty in obtaining or upgrading employment?</th>
</tr>
</thead>
</table>

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<tr>
<th>[ ] Yes  [ ] No</th>
<th>Single Parent (or single pregnant woman)</th>
<th>Are you a single, separated, divorced or a widowed individual who has primary responsibility for one or more dependent children under the age of 18? Are you a single, pregnant woman?</th>
</tr>
</thead>
</table>

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<tr>
<th>[ ] Yes  [ ] No</th>
<th>Homeless or Runaway Youth</th>
<th>Do you lack a fixed, regular, and adequate nighttime residence? Have you moved in the last 36 months due to a parent’s employment in seasonal farm work? Are you under 18 and leave home without parent permission?</th>
</tr>
</thead>
</table>

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<tr>
<th>[ ] Yes  [ ] No</th>
<th>Ex-Offender</th>
<th>Have you been subject to any stage of the criminal justice process for committing an offense or delinquent act? Do you require assistance in overcoming barriers to employment resulting from an arrest or conviction? (Do not select this category if you are currently incarcerated.)</th>
</tr>
</thead>
</table>

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<tr>
<th>[ ] Yes  [ ] No</th>
<th>Foster Care</th>
<th>Are you currently in the foster care system or have you aged out of the foster care system?</th>
</tr>
</thead>
</table>

| [ ] Yes  [ ] No | Farmworker (If yes, select a subcategory)  | [ ] Seasonal Farmworker (Were you employed for the last 12 months in agricultural or fish farming labor?)  
[ ] Migrant and Seasonal Farmworker (Are you a seasonal farmworker without a permanent residence?)  
[ ] Dependent (Are you a dependent of a seasonal or migrant/seasonal farmworker?) |
|----------------|-----------------------------------------|--------------------------------------------------------------------------------------------------|

Language spoken at home: ______________________________ Country of Birth: ______________________________

Individual with a Disability Notice (Optional disclosure)

In the Americans with Disabilities Act of 1990, a disability is defined as a physical or mental impairment that substantially limits one or more of a person’s major life activities.**Are you an Individual with a Disability? [ ] Yes  [ ] No  [ ] Do not wish to disclose**

Special Accommodations Notice (Optional disclosure)

If you have a disability and/or a condition and desire any special accommodation for instruction or testing, it is your responsibility to notify the program administrative office and provide professional documentation of your disability. **Do you wish to request any special accommodation(s)? [ ] Yes  [ ] No**

Confidentiality Notice
This adult education program may release your student information for only specific reasons allowed under the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99), such as program evaluation purposes. If you do not wish this information to be disclosed, please check this box: [ ]

*Student’s Signature: ______________________________  *Date: ______________________________

*Agency referral to/from      Date: ______________________________  *Correctional/Institutionalized Programs (if applicable):
- [ ] Currently Incarcerated in a Correctional Institution
- [ ] Currently Participating in Community Corrections
- [ ] Currently attending a recovery/rehabilitation program

School District: ______________________________  Other: ______________________________
MISSISSIPPI ADULT EDUCATION GENERAL RELEASE OF INFORMATION

Authorization for Release of Information to External Agencies or Individuals

I understand that different agencies provide different services and benefits which require specific personal information for determining eligibility. By signing this form, I allow the agencies listed below, to use and exchange certain information about me, including information in an electronic database, to improve the quality of case management and match records to meet performance, reporting, and evaluation requirements under WIOA (Pub. L. 113-128).

I acknowledge that the following confidential information MAY be exchanged and will ONLY be used for determining eligibility of services and benefits:

- Assessment Information
- Medical Diagnosis/Records
- Educational Records
- Financial Information
- Mental Health Diagnosis
- Benefits/Services Needed
- Criminal Justice Records
- Psychological Records
- Employment Records
- Other Information (write-in)

By signing, I am allowing these providers to communicate and exchange information needed to determine eligibility of services and benefits. If I check no, I do not want the information exchanged with that provider. This authorization for release of information remains in effect until my service case is closed or I request in writing this agreement be terminated.

(Print Name of Person Authorizing Disclosure)   (Signature of Person Authorizing Disclosure)   (Relation – for 16/17 year olds)   (Date)

MS Dept. of Employment Security * MS Dept. of Human Services * MS Adult Education Programs * MS Rehabilitation for Rehabilitation * Other:

MISSISSIPPI ADULT EDUCATION STUDENT TECHNOLOGY ACCEPTABLE USE POLICY

The Mississippi Office of Adult Education provides learners an opportunity to take responsibility for their own learning, to be actively involved in critical thinking and problem solving, to collaborate, cooperate, and to become productive citizens. Learners of all ages must develop proficiency in 21st century content, technology tools, and learning skills to succeed and prosper in life, in learning, and in their career. Use of technology resources within Mississippi Office of Adult Education Programs are to be used for educational purposes ONLY.

Technology is made available to the learners of adult education to support educational goals, increase learner achievement and educator efficacy, and provide increased opportunities for lifelong learning. Therefore, we request that you review and agree to the terms of this policy before signing this agreement.

USER RESPONSIBILITIES (All Learners)

As a user of technology resources made available by Mississippi’s Adult Education Programs, each learner must read, understand and accept all of the following rules and guidelines stated in this section.

1. I understand that there is NO expectation of privacy on computers/equipment, or while using the network.
2. Digital Citizenship
   a. I recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual’s life and career.
   b. I will NOT use telecommunications services for personal purposes. Personal purposes include (but are not limited to) social networking, personal shopping, participating in online gaming/gambling/dating/auctions, astrology, and downloading music/videos.
3. Digital/Network Etiquette
   a. As a Learner in the Adult Education program, I understand I am expected to abide by the generally accepted rules of digital/network etiquette.
   b. I will NOT use Adult Education technology to view, create, modify, or disseminate obscene, objectionable, violent, pornographic, or illegal material.
   c. I will not use Adult Education technology to send unsolicited, offensive, abusive, obscene, harassing, or other illegal communication.
   d. I will not use external instant messaging, email, or chat services.
   4. I will not listen to the radio or watch unapproved videos via the internet.
5. I will not alter computer settings; this includes, but is NOT limited to desktop background, screen saver, desktop icons, toolbars, printer settings, browsing history, cookies, downloading files/programs, etc.
6. All printer and copier usage is for educational purposes or permission of a staff member.
7. I understand that I am prohibited from leaving the classroom/instructional environment with Adult Education technology devices.
   a. A learner must have a signed MS Adult Education Student Technology Acceptable Use Policy on file at their class site before s/he can access any technology.
   b. I have read the rules and regulations above, or they have been read to me. I also understand that all technology, as the property of the local MS Adult Education program, is subject to random auditing for the purpose of determining unauthorized use. If the technology policy is violated, learners may be removed from class and referring agencies notified accordingly. I understand if I have any questions about what is or is not appropriate technology use; I should ask a staff member prior to proceeding.

(Print Name of Person Authorizing Disclosure)   (Signature of Person Authorizing Disclosure)   (Relationship – for 16/17 year olds)   (Date)
### Student Success Plan

*What do you want to achieve by attending the adult education program?* (Completed prior to assessment)

<table>
<thead>
<tr>
<th>Skills Improvement</th>
<th>Education Goals</th>
<th>Career Goals</th>
<th>English Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Reading</td>
<td>□ Earn a HSE diploma</td>
<td>□ Find a job</td>
<td>□ Speaking</td>
</tr>
<tr>
<td>□ Math</td>
<td>□ Enroll in a technical college</td>
<td>□ Keep my job</td>
<td>□ Listening</td>
</tr>
<tr>
<td>□ Writing</td>
<td>□ Enroll in a training program</td>
<td>□ Find a better job</td>
<td>□ Reading</td>
</tr>
<tr>
<td>□ Science</td>
<td>□ Enroll in a 4-year college</td>
<td>□ Complete a career assessment</td>
<td>□ Writing</td>
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<tr>
<td>□ Social Studies</td>
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<tr>
<td>□ Financial Literacy</td>
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*Secondary Goals

- Leave public assistance
- Achieve U.S. citizenship
- Achieve citizenship skills
- Increase in community activities
- Vote or register to vote
- Increase in children’s education
- Help more frequently with school
- Increase with children’s teachers
- Be more involved in children’s school activities
- Increase involvement in children’s literacy activities
- Reading to children
- Visiting a library
- Purchasing books or magazines

**FOR PROGRAM USE ONLY:** The interviewer should complete this section during an initial conference with the student after his/her pre-assessment.

1. What is the student’s primary reason for enrolling?

2. What services will the program provide the student (including IET)?

3. What are the student’s postsecondary education or work-related goals?

4. Did the student share any personal barriers that could affect program participation? If yes, please explain.

Additional Notes:

*Student’s Signature:* Sign in ink  
*Date:*

*Interviewer’s Signature:* Sign in ink  
*Date:*
Program staff should conference with each currently enrolled student at least once per quarter. The topics of the conference can include academic advisement, goal progress and completion, assessment results and diagnostics, service referrals, and transition services (workforce and/or postsecondary education/training).

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<th>Date</th>
<th>Notes</th>
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</table>
### MS OAE PARTICIPANT UPDATE DATA FORM

**STUDENT LAST NAME** | **FIRST** | **SS/ID NO.** | **DATE**
---|---|---|---

**STUDENT STATUS CHANGE**
- ☐ DROP/EXIT DATE: ____________
- ☐ RE-ENROLL DATE: ____________

**CLASS:**
- ☐ ENTER NEW DATA
- ☐ REVISE/CORRECT DATA

**STUDENT DATA:** (Ex. ADDRESS OR PHONE UPDATE)

**ASSESSMENTS**

<table>
<thead>
<tr>
<th>ASSESSMENTS</th>
<th>LEVEL GAIN</th>
<th>☐ YES</th>
<th>☐ NO</th>
</tr>
</thead>
</table>

**TABE**
- ☐ TABE11/12
- ☐ TABE 9/10

**GED 2014:**
- ☐ Official
- ☐ Practice Form: _________

**FORM/LEVEL**
- Subject SCALED ☐ SAME DATE ALL SUBJECTS

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>SCALED</th>
<th>SAME DATE ALL SUBJECTS</th>
<th>SUBTEST</th>
<th>SCALED</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Date:</td>
<td>Reasoning Lang Arts</td>
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<td></td>
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<tr>
<td>Tot Math:</td>
<td>Date:</td>
<td>Math Reasoning</td>
<td>Date:</td>
<td></td>
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<tr>
<td>Language:</td>
<td>Date:</td>
<td>Science</td>
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**TABE CLASS**
- Date: ____________

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<thead>
<tr>
<th>FORM/LEVEL</th>
<th>SUBJECT</th>
<th>SCALED</th>
<th>SAME DATE ALL SUBJECTS</th>
<th>Total Score</th>
<th>Date:</th>
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<tbody>
<tr>
<td>/ Reading:</td>
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<tr>
<td>/ Writing:</td>
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**Total Reading + Writing:**
- Date: ____________

<table>
<thead>
<tr>
<th>SUBJECT</th>
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<tbody>
<tr>
<td>Lang. Arts-Reading</td>
<td>Date:</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Date:</td>
</tr>
<tr>
<td>Science</td>
<td>Date:</td>
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**Total Speaking + Listening:**
- Date: ____________

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**Exclusions: (from Performance Measures)**
- Date: ____________

<table>
<thead>
<tr>
<th>Exclusion</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Incarcerated</td>
<td>Date:</td>
</tr>
<tr>
<td>Mental Institution</td>
<td>Date:</td>
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<tr>
<td>Deceased</td>
<td>Date:</td>
</tr>
<tr>
<td>Smart Start Cert:</td>
<td>Date:</td>
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<table>
<thead>
<tr>
<th>Exclusion</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>90+ Days Active Duty</td>
<td>Date:</td>
</tr>
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<td>NCRC:</td>
<td>Date:</td>
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<table>
<thead>
<tr>
<th>Exclusion</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Care-Forced Move</td>
<td>Date:</td>
</tr>
<tr>
<td>WorkKeys Scores</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**COMPETENCY-BASED DIPLOMA**
- (Enter under Education)
- Date: ____________

<table>
<thead>
<tr>
<th>Industry Recognized Cred.</th>
<th>Date:</th>
</tr>
</thead>
</table>

**OUTCOMES**
- ☐ Entered Employment
  - ☐ Full-time
  - ☐ Part-time
- Date: ____________

- ☐ Attained Secondary School Diploma/Equivalent
- Date: ____________

- ☐ Enrolled in Postsecondary Education or Training
- Date: ____________
Mississippi Community College Board
Office of Adult Education

Personnel Confidentiality Agreement

☐ I have read the *Mississippi Community College Board, Office of Adult Education Program Guidelines* and understand the procedures for handling confidential information.

☐ I understand that no confidential student information should be shared either verbally, in writing, or by electronic means (e.g., phone conversations, email, blogs, text messaging) with other students, family members of students, adult education staff members, program volunteers, or other agency personnel (e.g., MDRS, MDES, MDHS), without a signed release of information.

☐ I understand that any Release of Information form must be read aloud because many students read at a lower level and may not be able to understand the form by reading it silently themselves.

☐ I understand that obtaining spoken consent is not sufficient to allow transmittal of confidential information to anyone either in conversation or in writing.

☐ I understand and acknowledge that it is my legal and ethical responsibility to protect the privacy, confidentiality, and security of all records relating to adult education students.

I hereby acknowledge that I have read and understand the foregoing information and that my signature below signifies my agreement to comply with the above terms.

_________________________________________  /  / 
Instructor's Signature                      Date
## 1. Adult Education Referral Determination & Process

### Diagnostic Question
Do you have a high school diploma or equivalency (passed GED, HiSet, TASC)?
- If **Yes**: Do not refer to ABE
- If **No**: Ask if the person is enrolled in K-12 school.
  - If **Yes**: Do not refer to ABE
  - If **No**: Refer to ABE

### Referral Process
Complete the on-line referral form located at:
- [https://sbcjcweb.sbcjc.cc.ms.us/AEMSNew/Referral.aspx](https://sbcjcweb.sbcjc.cc.ms.us/AEMSNew/Referral.aspx)
  or
- [www.mccb.edu](http://www.mccb.edu) and choose "Referral for Adult Basic Education"

## 2. MDRS Referral Determination & Process

### Diagnostic Question
Do you have difficulty with seeing, hearing, talking, using your hands, getting around (mobility), interacting with others, learning, or thinking that makes it difficult for you to get or keep a job?
- If **Yes**: Ask if the person is receiving services from Vocational Rehabilitation, Vocational Rehabilitation for the Blind, or OSDP.
  - If **Yes**: Do not refer to MDRS.
  - If **No**:
    - If they want to apply and have time, help them complete the application form online.
    - If they want to apply and don’t have time, give them referral sheet.
- If **No**: Do not refer to MDRS

### Referral Process
**Option 1 (preferred option):**
- Have the individual apply on-line
  - [www.mdrs.ms.gov/Pages/Request-Services.aspx](http://www.mdrs.ms.gov/Pages/Request-Services.aspx)

**Option 2:**
- Print a MS Smart Start Referral Form and include MDRS information on it

## 3. MDHS TANF Referral Determination & Process

### Diagnostic Question
(1) Are you at least 18 years old and the parent or caretaker of a child younger than age of 18 who is living in your home? AND
(2) Is at least one parent of that child absent from your home, disabled, or unemployed?
- If **Yes**: Ask if the person is currently receiving TANF.
  - If **Yes**: Do not refer to MDHS.
  - If **No**:
    - If they want to apply and have time, help them complete the application form online.
    - If they want to apply and don’t have time, give them referral sheet.
- If **No**: Do not refer to MDHS

### Referral Process
**STOP** Ask the SNAP Question before completing the online form!

**Option 1 (preferred option):**
- Have the individual apply on-line
  - [www.ms.gov/mdhs/tanf_snap/Application/Start](http://www.ms.gov/mdhs/tanf_snap/Application/Start)
  or
  - [www.mdhs.ms.gov](http://www.mdhs.ms.gov) and select the 7th arrow under the heading "Economic Assistance"

**Option 2:**
- Print a MS Smart Start Referral Form and include MDHS information on it
4. MDHS SNAP Referral Determination & Process

Diagnostic Question
Are you at least 18 years old and do you need help buying food for your household?

- If Yes: Ask if the person is currently receiving SNAP benefits.
  If Yes: Do not refer to MDHS.
  If No:
    - If they want to apply and have time, help them complete the application form online.
    - If they want to apply and don’t have time, give them referral sheet.
- If No: Do not refer to MDHS

Referral Process
Option 1 (preferred option):
- Have the individual apply on-line
  [www.ms.gov/mdhs/tnf_snaa/Application/Start](http://www.ms.gov/mdhs/tnf_snaa/Application/Start)
  or
  [www.mdhs.ms.gov](http://www.mdhs.ms.gov) and select the 7th arrow under the heading "Economic Assistance"
  Please note: If the individual is less than 22 and living with parent, you must include the parent on their application.

Option 2:
- Print a MS Smart Start Referral Form and include MDHS information on it

5. WIN Job Center Referral Determination & Process

Diagnostic Question
Are you working?

- If Yes: Ask if the person is interested in changing jobs or furthering their education.
  If Yes: Refer to WIN Job Center
  If No: Do not refer to WIN Job Center
- If No: Refer to WIN Job Center and ask if the person has worked in the last 18 months.
  If Yes: Give them information to apply to UI.
  If No: Say: “You can still apply for UI if you like, here’s the info, and you should check out job search services from a WIN Job Center.”

Referral Process
- WIN Job Center Referral:
  Print a MS Smart Start Referral Form and include WIN Job Center information on it
- Unemployment Insurance:
  Print a MS Smart Start Referral Form and include UI information on it

6. C2C Youth Program Referral Determination & Process

Diagnostic Question
Are you 16-24 years old, not attending K-12 school or college, and need assistance with furthering your education or getting a job?

- If Yes: Refer to the C2C Youth Provider
- If No: Do not refer to C2C Youth Provider

Referral Process
Print a MS Smart Start Referral Form and include C2C Youth Program information on it
Adult Basic Education
Adult Basic Education services will help you to attain a high school equivalency credential.

Online: http://www.mccb.edu/adulted/adultdefault.aspx
By Phone
In Person

Vocational Rehabilitation Services
Vocational Rehabilitation Services may be able to help you get to work or keep a job when you have difficulty with seeing, hearing, talking, using your hands, getting around (mobility), interacting with others, or learning.

Online: http://www.mdhrs.ms.gov/
By Phone
In Person

SNAP and TANF
SNAP can assist you if you're having trouble buying food for your family. TANF can help out if you're the parent or caretaker of a child younger than 18 living in your home and one of the child's parents is absent, disabled, or unemployed. Both programs support education and training activities.

Online: http://www.mdhs.ms.gov/
By Phone
In Person

Reemployment Services

Unemployment Insurance
888-844-3577
https://accessamidess.ms.gov/accessamidessenter.do

Workforce Services
A local WIN Job Center can help you search for a great job and connect you to job training.

https://wings.mdhes.ms.gov/

Youth Services
Youth services providers offer programs to help you further your education or find a job if you're 16-24 years old.

Online: http://www.mdhes.ms.gov/win-job-centers/
By Phone
In Person
I. INTRODUCTION

The Mississippi Community College Board (MCCB), Office of Adult Education (OAE), Assessment Policy provides guidelines pertaining to standardized assessment practices for all Title II, Adult Education Programs and meets the guidelines from the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE). All local adult education programs funded by the OAE with federal and/or state dollars are required to adhere to these policies and guidelines to guarantee accurate and uniform assessment information. The assessment information provided in this policy is invaluable when setting student goals, evaluating learner progress, providing instruction, appraising program performance, and informing public policy. Providers are responsible for any liabilities associated with their failure to follow those guidelines and any applicable test material security requirements.

Effective July 1, 2018, all programs are required to use TABE Online for assessing adult education students. Corrections (including jails) are allowed to administer the TABE using paper/pencil. Requests for exceptions can be made to the OAE.

Adult learners should be assessed at specific times during the educational process to:

- help learners understand their basic skill functioning levels and to explore the available educational options;
- determine the appropriate program and instructional level for placement;
- identify learners’ strengths and gaps to guide instruction;
- monitor student learning in class and target instruction based on learners’ needs;
- assess and monitor learners’ educational gains after a period of instruction;
- examine classroom performance for planning and quality improvement purposes;
- evaluate the program performance; and
- acquire data that meets local, state, and federal accountability and reporting requirements.

A. Valid and Reliable Assessments

Adult education programs are required by law, the Workforce Innovation and Opportunity Act (WIOA), and by regulation, the National Reporting System (NRS), to make sure the initial and ongoing assessments of adult learners are valid, reliable, and comparable on national and state levels. More specifically the assessments must:

- meet the standards of validity (the ability of a test to measure what it claims to measure, and appropriateness of the conclusions made based on the scores), reliability (the degree to which test scores are consistent) and comparability (providing scores from all programs that describe the same levels of performance and educational gain);
- align with Mississippi College and Career Readiness Standards (CCRS); and
- provide useful program information to instructors and adult learners.

The OAE administers the programs for Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL), and Integrated English Literacy and Civics Education (IELCE) via successful grantees identified through a Request for Application (RFA) process. Grantees must adhere to policies and procedures identified in the RFA. One such requirement is that local programs assess and advance adult learners according to national and state policies and procedures.

It is critical all programs adhere to the policies and procedures outlined in this manual to ensure uniform implementation and comparability across programs. Therefore, the OAE will provide targeted technical
assistance and training activities to promote compliance with applicable testing policies and procedures, as well as federal and state accountability reporting.

**B. Purpose and Use of Assessments**
The OAE approved assessments provide local program staff a structure for:
- developing rapport with adult learners;
- placing learners accurately into the appropriate program and instructional levels;
- analyzing diagnostic information to identify and implement appropriate instructional strategies for the individual through an Educational Plan;
- establishing realistic goals and monitoring tests to gauge progress toward goals;
- creating and implementing the Student Success Plan; and
- certifying level and program completions.

**Informal and Supplemental Assessments**
In addition to standardized assessments, programs are encouraged to use a variety of informal assessments to guide instruction. The use of teacher-made tests, unit tests, portfolios, applied performance assessments, and learner observations can be used to monitor learning and guide instruction. However, programs may only use approved assessments to report learner gains for the NRS.

**C. Resources for Information and Assistance**
For clarification on Mississippi’s assessment policies or for other questions regarding the appropriate assessment of adult learners, please contact the Director for the Office of Adult Education.

---

**Major Policy Points**

- All students are required to be assessed with a Mississippi OAE approved assessment based on the student’s enrollment type.
  - Students enrolled in English as a Second Language instruction should be assessed with TABE CLAS-E. When administering TABE CLAS-E, a minimum of two skill area tests given in a particular combination, either Listening/Speaking or Reading/Writing.
- Staff administering the approved assessments must be properly trained, and all official assessments used for placement must be approved by MS OAE.
  - Current approved assessment for ABE, ASE, and IETP track students is the TABE 11/12.
- Level gains are measured by improvement (based on point gain) from pre-test (first assessment used for fiscal year) to the post-test (final assessment for the fiscal year).
  - In order for results to be claimed, post-testing must be conducted within the time frames established by the test publishers.
  - Programs must ensure that students are administered alternating forms of the assessment as appropriate.
  - The same difficulty level of the assessment instrument must be used to pre-and post-test a student except when a student pre-test is near the top of the range. Administer the subject area test at one level above the pre-test.
  - Any testing accommodation for assessing special populations must be within the guidelines established by the test publisher.
- Programs may elect to use an assessment from previous fiscal year for placement in the new fiscal year if that assessment was administered within 270 days of the student’s enrollment in the new fiscal year.
II. GENERAL ASSESSMENT GUIDELINES

A. Initial Assessments
The initial assessment is for placing students in a beginning educational functioning level according to the NRS. It is the baseline on which providers’ measure student level gains. Providers should administer a locator test to determine the appropriate initial test (battery) to use. The OAE requires students to be assessed during the first 12 hours of instruction. Student contact hours should be entered daily.

When selecting an assessment for a student, keep in mind the student’s purpose for enrolling in the adult education program. For example, the typical practice for assessing a student with the goal of obtaining a High School Equivalency (HSE) Diploma is to assess him/her in all subject areas in order to develop a solid diagnostic of the student’s skills needed for the specific HSE test. For TABE, this means administering Reading, Math, and Language. Giving all three subtests is the expected norm for most students with the goal of taking the HSE Test. If a student has a goal to improve in one academic area only, an individual subject area test may be given.

For adult students who have low literacy skills or a lack of English proficiency and are unable to be assessed using an approved assessment to measure their abilities, documentation must be kept showing an attempt was made to assess the student. A record of this attempt must be kept in the student permanent record for audit purposes.

B. Approved Assessments
The OAE has adopted the following assessment instruments from the NRS list of approved assessments. Only scores from these assessment instruments will be accepted for data entry and NRS reporting.

<table>
<thead>
<tr>
<th>Assessment Instruments</th>
<th>Adult Education Program Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABE CLAS-E</td>
<td>• English as a Second Language (ESL) • Integrated English Literacy and Civics Education (IELCE)</td>
</tr>
<tr>
<td>TABE 11 &amp; 12</td>
<td>• Adult Basic Education (ABE) • Adult Secondary Education (ASE)</td>
</tr>
</tbody>
</table>

All assessment data must be entered into the data management system within 15 business days of the test administration date. Keep in mind that all assessment data must be entered into the data management system. This applies to all assessment results, whether scores go up, down, or remain the same. The data management system should be an electronic duplication of a student’s complete assessment record.

Please note: Locator scores must be entered into the data management system for students being tested with the paper/pencil version of TABE.

C. Measuring Educational Functioning Level (EFL) Gains
Level gain is determined by comparing the student’s initial (pre-test) educational functioning level with the educational functioning level measured by the post-test.

• Measuring EFL gain through pre- and post-testing is defined through a set of EFLs in which participants are initially placed based on their abilities to perform literacy-related tasks in specific content areas, as measured by a NRS-approved standardized test.
• After a number of instructional hours (set according to the requirements of the assessment used and the policy established by the State) participants are again assessed to determine the skill levels.
• If their skills have improved sufficiently to be placed in one or more levels higher according to the assessment, an EFL gain is recorded for that participant.¹

Programs are encouraged to utilize informal assessments, e.g. teacher-made tests, unit tests, applied performance assessments, and learner observations, which can be used to monitor learning and guide instruction. Programs may only use approved assessments to report learner gains for the NRS.

Please note: EFL gain can be demonstrated additionally by enrollment in post-secondary and training after exit. For additional information please visit https://nrsweb.org/sites/default/files/NRS-TA-Aug2019-508.pdf.

D. Expiration of Assessments
Assessments have an effective date of 270 calendar days (defined as weekdays, weekends, and holidays) from the test administration date. Pre-test scores from students who stop-out from the program are valid within the 270-calendar day period.

E. Periods of Participation
If the student has exited the program for at least 90 days and then begins a new Period of Participation (PoP), his/her test scores are valid for calculating EFL gain as long as the scores have not exceeded the 270-calendar day validity period. If the scores fall outside of this range, a new assessment must be administered.

A returning student’s most recent test from the previous year may be brought forward into the new fiscal year and considered the pre-test if the rollover date is within 270 calendar days of the test administration date. The process of bringing forward assessments from the previous year is detailed in the data management system user manual.

If OAE determines a program has administered assessments outside of the standards of the OAE Assessment Policy and Procedure Manual and/or the test publishers’ guidelines or has mismanaged student assessment records, the program will receive written notification of the finding and be required to complete a corrective action plan.

F. Training for Test Administrators
Training of personnel administering assessment instruments is required to ensure test security and appropriate testing procedures, including accommodations for students with disabilities. Adult educators and administrators designated to administer the state-approved assessments are required to abide by the assessment standards of the test publishers, the American Psychological Association, and the OAE established testing policies and guidelines.

TABE 11/12
All staff who administer the TABE 11/12 are required to complete the online training provided by Data Recognition Corporation (DRC) prior to administering the TABE. Certificates of Completion for each staff member should be filed with the local program records and made available to OAE upon request.

¹ Technical Assistance Guide for Performance Accountability, Workforce Innovation and Opportunity Act, August 2019
It is the responsibility of the local program to ensure training and certifications have been completed successfully and to maintain a record of the training in local records and the data management system.

**TABE CLAS-E**

All programs serving English Language Learner (ELL) students must be trained on the administration of TABE CLAS-E. Upon completion of the initial formal training, programs are required to begin administering the TABE CLAS-E test to all new ELL students entering the program. Only trained/certified staff members are allowed to administer the TABE CLAS-E. In order to maintain consistency in scoring, we recommend that your program have a small “testing team” that specializes in TABE CLAS-E administration. Each program serving ELL students must have at least 2 individuals trained in TABE CLAS-E administration at all times. For the speaking and writing tests, teachers may **NOT post-test** students for whom they are providing instruction.

**G. Accommodations for Students with Disabilities or Other Special Needs**

Students with documented disabilities who require accommodations are responsible for requesting assessment instruments in alternative formats and alterations in test administration procedures. Documented disabilities mean that the individual can present a formal document provided by a qualified professional (physician, educational counselor, psychologist, special education teacher, or a rehabilitation counselor) such as a doctor’s report, a diagnostic assessment, an Individual Education Plan (IEP) or other formal record of disability that includes:

- A diagnosis of the disability, whether it be a medical, psychological, learning, developmental, and/or attention deficit disorder.
- An evaluation of the educational implications of the diagnosis and the impact of the disability on areas of functioning.
- Recommendations for the specific strategies and accommodations in education required by the disability, which are reasonable and necessary as provided by ADA/Section 504.

Students with intellectual and/or developmental disabilities, served by local programs, are subject to the standardized testing requirements as referenced in the state Assessment Policy.

A testing accommodation is a change made to the test administration procedure to provide equal access for students with disabilities to demonstrate their knowledge and skills. If an accommodation is employed, it is **important that the selected accommodation minimize any advantage or disadvantage of completing the test**. In particular, if the accommodation under consideration is not used in instruction, then it should not be used in the testing situation. Testing accommodations may include, but are not limited to:

- **Flexible scheduling**: Several brief testing sessions during a day, frequent rest breaks, testing at a different time of day, additional time.
- **Flexible setting**: Individually or in small groups with proctor, study carrel or separate room, special lighting, equipment, acoustics.
- **Flexible responding**: Oral response, signed response, response on word processor, or braille response.
- **Flexible presentation**: Mechanical aids, revised formats such as Braille, large print, or signed or oral presentations for directions and items other than reading items.
• **Assistive devices:** Assistive devices typically used in classroom instruction such as visual magnification, auditory amplification devices, or calculators (if authorized in the test administration manual).

The accommodations must not alter the underlying content that is being measured by the assessment or negatively affect the assessment’s reliability and validity. These testing accommodations must be provided to ensure equal access to programs and activities and in compliance with provisions in Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR, part 104, as applicable for adults. The accommodations provided in the assessment should be the same accommodations used during instruction.

For specific information about accommodations related to an individual assessment, refer to the Administrator’s Manual for each individual assessment.

### III. GUIDELINES FOR EACH ASSESSMENT

**A. The Tests of Adult Basic Education (TABE 11 & 12):**

*Description and Eligibility*

The OAE has approved *TABE 11 & 12* for use by local programs to meet the requirements of the NRS. This assessment is administered for placement of adult basic education students enrolling or continuing in an adult education program. The Tests of Adult Basic Education (*TABE*) is a standardized test of silent reading comprehension, mathematics and language. *TABE* can be administered either individually or in a group setting in accordance with approved testing guidelines. *TABE* has two forms (11, 12) and five levels (L, E, M, D, A).

- **Reading** focuses on reading items from everyday life, work and other literary content. Visual items are included in the reading items. With different levels, the information increases in complexity. Questions are in a multiple-choice, drag and drop, multiple select, evidence based selected response format. Administration time guidelines: 100 minutes which includes two 50-minute sections depending on the test level.

- **Total Mathematics** focuses on mathematical items from everyday life, the world of work, and other familiar contexts. Visual items are included, such as charts, graphs, or documents. With different levels, the information increases in complexity. Questions are in a multiple-choice format, gridded response, drag and drop and multiple select. Administration time guidelines: 65 minutes depending on the test level. Levels M, D & A has a designated calculator section.

- **Language (Writing)** addresses the use, mechanics, formation, and development of English in life and the world of work. Items reflect the modern writing process, including editing. With different levels, the information increases in complexity. Questions are in multiple-choice, drag and drop, multiple select format. Administration time guidelines: 55 minutes depending on test level.

*Pre-testing Guidelines*

- The *TABE Locator* is required to be administered as the first part of the pre-test and must be used to determine the appropriate difficulty level of each subject area of the pre-test. The averaging of locator results in order to use a single test form is not permitted. The lowest test level achieved by the student determines the educational functioning level (EFL) and placement in the data management system. Administration time guidelines: 75 minutes.
Interpreting Locator Test Scores

Please note: If an examinee scores fewer than 6 points correct on the Locator Test, it may indicate that Level L tests should be administered.

**NRS and TABE Level Correlations**
The following table shows the NRS EFL and TABE Scale Score Ranges.

<table>
<thead>
<tr>
<th>Educational Functioning Level</th>
<th>ABE EFL Descriptor</th>
<th>TABE 11/12 Scale Score Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>Level 1</td>
<td>ABE Beginning Literacy</td>
<td>300-441</td>
</tr>
<tr>
<td>Level 2</td>
<td>ABE Beginning Basic</td>
<td>442-500</td>
</tr>
<tr>
<td>Level 3</td>
<td>ABE Intermediate Low</td>
<td>501-535</td>
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<tr>
<td>Level 4</td>
<td>ABE Intermediate High</td>
<td>536-575</td>
</tr>
<tr>
<td>Level 5</td>
<td>ASE Low</td>
<td>576-616</td>
</tr>
<tr>
<td>Level 6</td>
<td>ASE High</td>
<td>617-800</td>
</tr>
</tbody>
</table>

**Post-testing Guidelines**
After a minimum number of instructional hours have been completed by a student, he/she must be post-tested to determine educational gain and academic progress. Students must not be post-tested prior to the allotted minimum hours per assessment and educational functioning level. Publisher guidelines for post-testing are as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Minimum Hours before Post-testing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TABE</strong> for ABE students</td>
<td>40 hours of instruction</td>
</tr>
<tr>
<td><strong>TABE</strong> for ASE students</td>
<td>30 hours of instruction</td>
</tr>
<tr>
<td><strong>TABE CLAS-E for ELL students</strong></td>
<td>40 hours of instruction</td>
</tr>
</tbody>
</table>

All students (100%) eligible for post-testing should be post-tested within 20 hours after reaching the minimum hours required. Programs should also closely monitor reports to ensure that NRS targets are reached for level gain. Additional post-tests must also follow the same established post-testing guidelines and times. Students who were pre-tested with **TABE** must be post-tested with **TABE**. Post-testing requires a different form (11 & 12) be used. For example, if a student is pre-tested using 11D
then they must be post-tested on 12D. **The same difficulty level of the assessment instrument must be used to pre- and post-test a student except when a student’s pre-test scale score is near the top of the range. If a student’s scale score is near the top of the range and no gain is achievable, the MS OAE recommends administering the assessment at the next highest level.**

A program staff member should meet with the student to determine if one, two, or three subject tests should be administered during initial post-testing or in subsequent post-tests. Post-testing provides the opportunity to meet with the student about his/her progress and goals. The student’s success plan should be reviewed and updated, as needed.

**TABE** testing guidelines state that random and frequent testing is discouraged, as it will not present valid gain scores and could create a practice effect, thus producing questionable or inaccurate scores. Instructional intervention between testing periods is strongly recommended to maximize gain. If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur.

Please note: Prior to post-testing students, ensure the pre-test scores have not exceeded the 270-calendar day validity period.

**Out-of-Range TABE 11/12 Test Scores**
The following table shall be used to determine whether the student’s score is within 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 may be necessary.

### TABE 11 & 12
### Out of Range Levels

<table>
<thead>
<tr>
<th>Test Level</th>
<th>NRS Educational Functioning Level</th>
<th>Out of Range Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>1, 2</td>
<td>3, 4, 5, 6</td>
</tr>
<tr>
<td>E</td>
<td>1, 2, 3</td>
<td>4, 5, 6</td>
</tr>
<tr>
<td>M</td>
<td>2, 3, 4</td>
<td>1, 5, 6</td>
</tr>
<tr>
<td>D</td>
<td>3, 4, 5</td>
<td>1, 2, 6</td>
</tr>
<tr>
<td>A</td>
<td>4, 5, 6</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

**Use of Scale Scores for NRS Reporting**
The OAE data management system is a web-based management information system that meets the reporting needs of Mississippi’s adult education programs while meeting the needs of the NRS. Local programs will record and track scale scores in student records and in the OAE data management system. The scale score is the basic or primary score for TABE, and is used to compute and derive all other scores. The OAE data management system translates the scale scores into NRS levels stipulated by OCTAE. Programs may generate reports that portray student NRS educational functioning levels and gains using the OAE data management system.

Please note: Each form of TABE 11&12 assesses only for a specific range of NRS levels and grade levels. No one TABE test assesses for all levels of the test. Refer to Scale Score Guidance Chart located at the end of this section.
Accommodations for TABE 11 & 12
Data Recognition Corporation (DRC) has developed a Test Administrator Manual that addresses general testing accommodations for standardized assessments. This manual can be found on the MCCB, Adult Education webpage at https://www.mccb.edu/offices/adult-education. Information on TABE accommodations can be found at https://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf.

B. TABE Complete Language Assessment System – English (TABE CLAS-E)
Description and Eligibility
TABE Complete Language Assessment System – English (TABE CLAS-E) measures the language proficiency of adult English language learners in the areas of reading, listening, writing, and speaking. The items are aligned with the NRS English as a Second Language (ESL) Educational Functioning Levels. The system consists of a locator test for initial placement, test books, writing folios, answer booklets, and score reports. It is delivered face-to-face in a paper/pencil format. It can be hand scored or scanned. The test has two forms (A & B) and four levels (1, 2, 3, and 4).

Pre-testing Guidelines
Students are required to be assessed during the first 12 hours of instruction. The lowest test level achieved by the student determines the EFL for placement in instruction and also in the state data management system. The TABE CLAS-E Locator must be given prior to the administration of any other part of the assessment. All assessment data must be entered into the OAE data management system within 15 business days of the test administration date.

For adult students who have low literacy skills or a lack of English proficiency and are unable to be assessed using an approved assessment to measure their abilities, documentation must be kept showing an attempt was made to assess the student. These students will be unable to answer the Locator questions or will receive a score of 5 or less on the Locator Part A. A record of this attempt must be kept in the student permanent record for audit purposes. Documentation can consist of a written statement on the Locator sheet that the student did not have enough English skills to answer the test questions. Scores will need to be entered into the state data management system. If the student could not verbally answer the Locator questions, then the lowest scores for Listening/Speaking at TABE CLAS-E Level 1 will need to be entered. See the charts below for the lowest scale scores for Level 1.

<table>
<thead>
<tr>
<th>Level/Form</th>
<th>Skill Area</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 Form A</td>
<td>Listening</td>
<td>230</td>
</tr>
<tr>
<td>Level 1 Form A</td>
<td>Speaking</td>
<td>231</td>
</tr>
<tr>
<td>Level 1 Form A</td>
<td>Total Speaking &amp; Listening</td>
<td>230</td>
</tr>
</tbody>
</table>

If the student will be working on all four skill areas, the following Reading and Writing scores may be entered for the student who has documented low literacy skills and could not answer the Locator questions.

<table>
<thead>
<tr>
<th>Level/Form</th>
<th>Skill Area</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 Form A</td>
<td>Reading</td>
<td>250</td>
</tr>
<tr>
<td>Level 1 Form A</td>
<td>Writing</td>
<td>200</td>
</tr>
<tr>
<td>Level 1 Form A</td>
<td>Total Reading &amp; Writing</td>
<td>225</td>
</tr>
</tbody>
</table>
When administering \textit{TABE CLAS-E}, a minimum of two skill area tests must be given in a particular combination, either Listening/Speaking or Reading/Writing. The Locator test must be administered first and is used to determine the appropriate battery level of the pre-test(s). All four skill areas may be given, but only the lowest skill area test score is used to place the student into an educational functioning level.

For pre-tests (and post-tests) using \textit{CLAS-E}, one “out of range” score on a skills test is allowed per composite pair. If both skills tests are out of range, do not enter the composite score into the OAE data management system and retest the student with a higher level. In the Scoring Tables book all tables will indicate “Out of range” scores with a “+” sign by the NRS functioning level placement. Below is a table that indicates out of range levels on the CLAS-E test.

\textbf{\textit{TABE CLAS-E}}

\textbf{Out of Range Levels}

<table>
<thead>
<tr>
<th>Test Level</th>
<th>NRS ESL Educational Functioning Level</th>
<th>Out of Range Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2, 3</td>
<td>4, 5, 6</td>
</tr>
<tr>
<td>2</td>
<td>1, 2, 3, 4</td>
<td>5, 6</td>
</tr>
<tr>
<td>3</td>
<td>1, 2, 3, 4, 5</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>1, 2, 3, 4, 5, 6</td>
<td></td>
</tr>
</tbody>
</table>

\textit{Post-testing Guidelines}

An ESL student must have a minimum of 40 hours of instruction prior to post-testing with \textit{TABE CLAS-E}. All subsequent \textit{TABE CLAS-E} post-tests may be administered when a student has reached the minimum number of hours (40) of instruction from the time of the previous assessment. All students (100\%) eligible for post-testing should be post-tested within \textit{20 hours after} reaching the minimum hours required. Additional post-tests must also follow the same established post-testing guidelines and times.

Students who were pre-tested with \textit{TABE CLAS-E} must be post-tested with \textit{TABE CLAS-E}. The same difficulty level of the assessment instrument must be used to pre- and post-test a student except when a student’s pre-test scale score is near the top of the range. If a student’s scale score is near the top of the range and no gain is achievable, the MS OAE recommends administering the assessment at the next highest level.

Post-testing provides the opportunity to meet with the student about his/her progress and goals. The student’s success plan should be reviewed and updated, as needed.

\textit{TABE CLAS-E} testing guidelines state that random and frequent testing is discouraged, as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Therefore, a student must have a minimum of \textit{40} hours of instruction between each test administration. Please note: Prior to post-testing students, ensure the pre-test scores have not exceeded the 270-calendar day validity period.

\textit{Use of Scale Scores for NRS Reporting}

Assessment scale scores will be recorded and translated in EFLs in the data management system. The data management system translates the scale scores into EFLs.
**TABE CLAS-E**

**Forms A and B**

**NRS ESL Educational Functioning Levels Ranges**

<table>
<thead>
<tr>
<th>ESL Educational Functioning Level</th>
<th>Reading Scale Scores</th>
<th>Writing Scale Scores</th>
<th>Total Reading and Writing Scale Scores</th>
<th>Listening Scale Scores</th>
<th>Speaking Scale Scores</th>
<th>Total Listening and Speaking Scale Scores</th>
<th>EFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Beginning Low</td>
<td>393-436</td>
<td>397-445</td>
<td>395-441</td>
<td>390-437</td>
<td>426-460</td>
<td>408-449</td>
<td>2</td>
</tr>
<tr>
<td>ESL Beginning High</td>
<td>437-476</td>
<td>446-488</td>
<td>442-482</td>
<td>438-468</td>
<td>461-501</td>
<td>450-485</td>
<td>3</td>
</tr>
<tr>
<td>ESL Intermediate Low</td>
<td>477-508</td>
<td>489-520</td>
<td>483-514</td>
<td>469-514</td>
<td>502-536</td>
<td>486-525</td>
<td>4</td>
</tr>
<tr>
<td>ESL Intermediate High</td>
<td>509-557</td>
<td>521-555</td>
<td>515-556</td>
<td>515-549</td>
<td>537-567</td>
<td>526-558</td>
<td>5</td>
</tr>
<tr>
<td>Advanced ESL</td>
<td>558-588</td>
<td>556-612</td>
<td>557-600</td>
<td>550-607</td>
<td>568-594</td>
<td>559-600</td>
<td>6</td>
</tr>
</tbody>
</table>

**Accommodations for TABE CLAS-E**

Data Recognition Corporation (DRC) has developed a Test Administrator Manual that addresses general testing accommodations for standardized assessments. This manual can be found on the MCCB, Adult Education webpage at [https://www.mccb.edu/offices/adult-education](https://www.mccb.edu/offices/adult-education).

Please note that these components of the TABE Complete Language System – English are available: Large Print Edition Locator Test and Large Print Edition Language Proficiency Tests, Forms A and B.

**IV. DISTANCE LEARNING**

In Mississippi, distance and direct contact hours are recorded separately. Attendance hours for students using approved online curricula at the local program will be reported as direct contact 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.)

**A. Distance Education**

Distance Education defines distance learners as those students that receive formal learning activities where students and instructors are separated by geography, time, or both for the majority of the instructional period. The materials can be delivered through a variety of media including, but not limited to, print, audio recording, video-recording, broadcasts, computer software, internet-based programs and other online technology. Instructors support distance learners through communication via mail, telephone, e-mail or online technologies and software. This definition is consistent with the definition in the NRS Guidelines.

**B. Distance Learners**

Distance learners are defined as students receiving more of their instruction from a distance than in the local adult education center. 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.
Assessing Distance Learners
All (100%) Distance Education students enrolled in an OAE funded adult education program must be assessed through face-to-face interaction with a trained test administrator using a state approved assessment instrument. Distance learners must be assessed under the same guidelines as all adult students in Mississippi using approved standardized assessment tools. All standardized assessments must occur in an adult education center where the student’s identity is verifiable. These assessments are to be administered during the first 12 hours of instruction to determine the educational functioning level of students.

C. Identifying and Reporting Contact Hours
Direct contact hours will be based on the number of hours of instructional activities by each learner at the local adult education center.

In addition to direct contact hours, proxy contact hours for distance learners will also be collected. Proxy Contact Hours (PCH) are defined as the time distance education students spend engaged in state approved distance education activities. Proxy hours will only be counted using the Clock Time Model and the Learner Mastery Model as defined by the NRS Guidelines:

- **Clock Time Model** — Assigns contact hours based on the elapsed time that a learner is connected to, or engaged in either online or standalone software program. These hours are taken from the activity statistics provided in the software.

- **Learner Mastery Model** — (Smart Start Course & I-DEA Modules only) Assigns a fixed number of hours of credit based on the participant passing test on the content of each lesson. Participants work with the curriculum and materials, and when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%-80%) earns the credit hours attached to the material.
Software Programs Approved for Distance Learning

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Model</th>
<th>Criteria for Awarding PCH</th>
<th>PCH Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieve 3000</td>
<td>Clock</td>
<td>System tracks time. Auto logout after preset period of inactivity. In-depth online courses. Video: 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.</td>
<td>Recorded time in system.</td>
</tr>
<tr>
<td>ACT WorkKeys Curriculum</td>
<td></td>
<td>*Must pass Career Awareness, Financial Literacy, and Necessary Skills post-tests with 75 or higher.</td>
<td>Recorded time in system.</td>
</tr>
<tr>
<td>Aztec</td>
<td></td>
<td>*Smart Start (Includes Canvas &amp; ACT WorkKeys Curriculum)</td>
<td>Recorded credit hours in system.</td>
</tr>
<tr>
<td>Challenger Reading Series</td>
<td></td>
<td>*Smart Start (Includes Canvas &amp; ACT WorkKeys Curriculum)</td>
<td>Recorded credit hours in system.</td>
</tr>
<tr>
<td>Essential Education</td>
<td></td>
<td>*Smart Start (Includes Canvas &amp; ACT WorkKeys Curriculum)</td>
<td>Recorded credit hours in system.</td>
</tr>
<tr>
<td>KET FastForward</td>
<td></td>
<td>*Smart Start (Includes Canvas &amp; ACT WorkKeys Curriculum)</td>
<td>Recorded credit hours in system.</td>
</tr>
<tr>
<td>Learning Express Library</td>
<td>Learner Mastery</td>
<td>Percentage of Points = Credit hours Earned (see chart in Section 7)</td>
<td>Recorded credit hours in system.</td>
</tr>
<tr>
<td>PLATO</td>
<td>Learner Mastery</td>
<td>Percentage of Points = Credit hours Earned (see chart in Section 7)</td>
<td>Recorded credit hours in system.</td>
</tr>
<tr>
<td>Reading Horizons</td>
<td></td>
<td>*Smart Start (Includes Canvas &amp; ACT WorkKeys Curriculum)</td>
<td>Recorded credit hours in system.</td>
</tr>
<tr>
<td>Rosetta Stone</td>
<td></td>
<td>*Smart Start (Includes Canvas &amp; ACT WorkKeys Curriculum)</td>
<td>Recorded credit hours in system.</td>
</tr>
<tr>
<td>Skills Tutor</td>
<td></td>
<td>*Smart Start (Includes Canvas &amp; ACT WorkKeys Curriculum)</td>
<td>Recorded credit hours in system.</td>
</tr>
<tr>
<td>Skills USA</td>
<td></td>
<td>*Smart Start (Includes Canvas &amp; ACT WorkKeys Curriculum)</td>
<td>Recorded credit hours in system.</td>
</tr>
</tbody>
</table>

V. MISSISSIPPI ADULT EDUCATION DATA MANAGEMENT SYSTEM

The purpose of the Mississippi adult education data management system is to provide a secure, uniform, statewide adult education database. The OAE system is a web-based management information system that is operated and maintained by local program personnel who are granted access to the system in order to enter data, verify its accuracy, and use the data for program management. The system is aligned with the OAE policies and is designed with a series of edit checks to ensure data quality.

A. Training and Technical Assistance

The OAE provides training, support and technical assistance for the OAE data management system, TABE 11/12 and TABE CLAS-E. Local programs should have regular training to give staff members the opportunity to discuss issues related to data or the database.

Technical assistance if offered during regular business hours provided through a helpdesk staffed by qualified personnel. The OAE also provides technical assistance related to the assessment policies, individual assessments, and data management system.

B. Data Entry Deadlines

All assessment data must be entered into the OAE data management system within 15 business days of the test administration date. All assessment data must be entered into the system. This applies to all assessment results, whether scores go up, down, or remain the same. The OAE data management system should be an electronic duplication of a student’s complete assessment record. All programs are required to have a system for the timely entry of student data. Timely data entry will allow staff to analyze data on a regular basis and use it for program planning and continuous program improvement. Part of local data entry procedures should also include a prompt, organized way to identify and resolve errors.
C. Reports
The OAE data management system provides a robust reporting module. The reports are real-time and provide an invaluable tool for program administrators to manage their program and to provide off-site monitoring by the OAE and other system office staff. The module also contains the reports required by OCTAE for the National Reporting System (NRS).

Specific reports have been created to address assessments. These reports are used to audit assessment data, verify level completions, and determine the appropriate time for post-testing.

D. Data Quality Reviews
Local program administrative and instructional staff members are provided different levels of access to data. Local programs should specify at least one person whose job is to enter information into the OAE data management system. Programs must have procedures for checking data for completeness and accuracy at several times during the data entry process. One or more staff members should be assigned to perform these data checking functions. He or she should have the authority to request clarification and resolve errors.

It is the responsibility of local programs to review data on a continual basis. Programs can use data reviews as an opportunity to examine issues. This process will improve data quality, and help staff to see the importance of data collection and analysis for continuous program improvement.

Hard copies of all assessment records must be maintained in the student permanent record and be made available for review, when requested. Assessment records include the following:
  - TABE answer sheet and score report
  - TABE CLAS-E answer book, writing folio and score report

VI. CONTACT AND PURCHASING INFORMATION

**TABE and TABE CLAS-E**
For more information on ordering, please refer to your test manual, call 1-800-538-9547, or visit [https://tabetest.com/](https://tabetest.com/).

VII. TEST SECURITY

The implementation of uniform policies is essential to standardized test security for all programs funded by the OAE. Therefore, all grantees must adhere to the test security policies in this manual as well as any test security policies stated by the test publishers.

A. Testing Materials
Tests or individual test questions must not be revealed, copied, or otherwise reproduced. Test materials (current or previous), such as test booklets, answer keys, and answer sheets shall not be used as an instructional tool or for test preparation. Test materials, such as test booklets, answer keys, and answer sheets, must be inventoried and accounted for in accordance with program inventory procedures. These records should be available for review by authorized personnel.

Test materials must be kept in secure, locked storage prior to and after administration of any test. In the event test materials are determined to be missing, the program director or other designated personnel must be notified. The program director or other designated personnel will determine the appropriate action as needed.
In cases where testing materials need to be destroyed (due to deterioration or damage), the program director or designated personnel will completely destroy the test (i.e. shredding) and update the inventory. Unopened testing materials may be processed as defined by the test publisher’s return policy and within established timelines.

B. Test Examinees
Examinees must not be assisted in answering test questions by any means. Examinees’ answers to questions shall not be interfered with in any way. Examinees should not be allowed to leave the test site with answer sheets or test books.

C. Test Administrators
Test administrators and instructors must not participate in, direct, assist, or encourage any activity that could result in the inaccurate measurement or reporting of the examinees’ scores.

Each person who has access to tests must be informed of the specifications for maintaining test security. Training for administering assessments is coordinated through the OAE and the local program.

D. Testing Violations
In situations where a person is suspected of a test violation or observed committing a test violation, the program director or other designated staff must be notified in order to determine the appropriate action as needed.

SECTION 4: ASSESSMENT POLICY
Additional Resources, Forms and Checklists

- TABE 11 & 12 Charts
- TABE 11 & 12 Grade Range Scale Score Guidance
- TABE CLAS-E Charts
## TABE 11 & 12 CHARTS

### TABE 11/12

**Interpreting Locator Test Scores**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
<th>Language</th>
<th>TABE Level to Administer</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>0-5</td>
<td>0-5</td>
<td>E</td>
</tr>
<tr>
<td>6-11</td>
<td>6-9</td>
<td>6-10</td>
<td>M</td>
</tr>
<tr>
<td>12-15</td>
<td>10-12</td>
<td>11-13</td>
<td>D</td>
</tr>
<tr>
<td>16-19</td>
<td>13-16</td>
<td>14-16</td>
<td>A</td>
</tr>
</tbody>
</table>

### TABE 11/12

**Out of Range EFL Levels**

<table>
<thead>
<tr>
<th>Test Level</th>
<th>NRS Educational Functioning Level</th>
<th>Out of Range Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>1, 2</td>
<td>3, 4, 5, 6</td>
</tr>
<tr>
<td>E</td>
<td>1, 2, 3</td>
<td>4, 5, 6</td>
</tr>
<tr>
<td>M</td>
<td>2, 3, 4</td>
<td>1, 5, 6</td>
</tr>
<tr>
<td>D</td>
<td>3, 4, 5</td>
<td>1, 2, 6</td>
</tr>
<tr>
<td>A</td>
<td>4, 5, 6</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

### TABE 11/12

**NRS Educational Functioning Level Ranges**

<table>
<thead>
<tr>
<th>Educational Functioning Level</th>
<th>ABE EFL Descriptor</th>
<th>TABE 11/12 Scale Score Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>Level 1</td>
<td>ABE Beginning Literacy</td>
<td>300-441</td>
</tr>
<tr>
<td>Level 2</td>
<td>ABE Beginning Basic</td>
<td>442-500</td>
</tr>
<tr>
<td>Level 3</td>
<td>ABE Intermediate Low</td>
<td>501-535</td>
</tr>
<tr>
<td>Level 4</td>
<td>ABE Intermediate High</td>
<td>536-575</td>
</tr>
<tr>
<td>Level 5</td>
<td>ASE Low</td>
<td>576-616</td>
</tr>
<tr>
<td>Level 6</td>
<td>ASE High</td>
<td>617-800</td>
</tr>
</tbody>
</table>

### Post-Testing Guidelines

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Minimum Hours before Post-testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABE for ABE students</td>
<td>40 hours of instruction</td>
</tr>
<tr>
<td>TABE for ASE students</td>
<td>30 hours of instruction</td>
</tr>
<tr>
<td>TABE CLAS-E for ESL students</td>
<td>40 hours of instruction</td>
</tr>
</tbody>
</table>
## TABE 11 & 12 Grade Range Scale Score Guidance

### READING

<table>
<thead>
<tr>
<th>NRS Level</th>
<th>Grade Range Guideline</th>
<th>Grade</th>
<th>Test Forms Assessing Each Grade Level</th>
<th>Scale Score Range</th>
</tr>
</thead>
<tbody>
<tr>
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<td>6–8</td>
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### MATHEMATICS

<table>
<thead>
<tr>
<th>NRS Level</th>
<th>Grade Range Guideline</th>
<th>Grade</th>
<th>Test Forms Assessing Each Grade Level</th>
<th>Scale Score Range</th>
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<td>TABE M, TABE D, TABE A</td>
<td>537–556</td>
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<td>Grade</td>
<td>Test Forms Assessing Each Grade Level</td>
<td>Scale Score Range</td>
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<td>TABE M</td>
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<td>TABE E TABE M</td>
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<td>TABE D</td>
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<td>TABE M TABE D</td>
<td>547–559</td>
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<td>7</td>
<td>TABE D</td>
<td>560–571</td>
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<td>572–583</td>
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<td>9-10</td>
<td>9</td>
<td>TABE D TABE A</td>
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<td></td>
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<td>TABE A</td>
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**TABE CLAS-E CHARTS**

**TABE CLAS-E**
Out of Range Levels

<table>
<thead>
<tr>
<th>Test Level</th>
<th>NRS ESL Educational Functioning Level</th>
<th>Out of Range Levels</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
<td>1, 2, 3, 4</td>
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**TABE CLAS-E**
Forms A and B
NRS ESL Educational Functioning Levels Ranges

<table>
<thead>
<tr>
<th>ESL Educational Functioning Level</th>
<th>Reading Scale Scores</th>
<th>Writing Scale Scores</th>
<th>Total Reading and Writing Scale Scores</th>
<th>Listening Scale Scores</th>
<th>Speaking Scale Scores</th>
<th>Total Listening and Speaking Scale Scores</th>
<th>EFL</th>
</tr>
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<tbody>
<tr>
<td>ESL Beginning Low</td>
<td>393-436</td>
<td>397-445</td>
<td>395-441</td>
<td>390-437</td>
<td>426-460</td>
<td>408-449</td>
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<tr>
<td>ESL Beginning High</td>
<td>437-476</td>
<td>446-488</td>
<td>442-482</td>
<td>438-468</td>
<td>461-501</td>
<td>450-485</td>
<td>3</td>
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<tr>
<td>ESL Intermediate Low</td>
<td>477-508</td>
<td>489-520</td>
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<td>469-514</td>
<td>502-536</td>
<td>486-525</td>
<td>4</td>
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<tr>
<td>ESL Intermediate High</td>
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<td>515-556</td>
<td>515-549</td>
<td>537-567</td>
<td>526-558</td>
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<tr>
<td>Advanced ESL</td>
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<td>556-612</td>
<td>557-600</td>
<td>550-607</td>
<td>568-594</td>
<td>559-600</td>
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SECTION 5: INSTRUCTION

USING STANDARDS TO PLAN INSTRUCTION
The Office of Adult Education (OAE) is committed to providing standards-based instruction through evidence-based researched strategies. The College and Career Readiness Standards (CCRS) should be the basis of lesson planning, classroom activities, assignments, and classroom assessments. Standardized assessments should be used to measure success in building essential skills and knowledge included in our standards.

In order to meet the needs of adult learners in today’s job market, instruction must do more than simply improve students’ academic skills or prepare students for a high school equivalency test or for an entry-level job. Programs must prepare adults to advance in careers that will allow them to be self-sufficient and take advantage of post-secondary training opportunities. Instruction needs to focus on standards that improve basic skills and also prepare students for college and career readiness.

Adult education instructors must have a thoughtful plan, with clearly articulated methods, as to how they will sequence lessons, use instructional materials, and design learning activities. Lesson plans and instructional strategies should make career awareness and workforce skills a central context for learning. Instructors must be able to adjust the plan in response to the needs of their students, including those with learning differences. Best practices related to instruction suggests the following:

a. classes tailored to students' needs, preferences, skill levels, etc.;

b. varied methods of instruction (including small groups, computer activities, etc.); and

c. a high degree of instructor-student and student-student interaction.

Therefore a balanced mix of instructional methods is important in managing the classroom. Each participant has preferences regarding how he or she learns best (working with a large group, small group, alone, with a tutor, etc.). Learning style inventories and questionnaires may help to determine student preferences. These preferences should be taken into consideration when organizing classes.

COLLEGE AND CAREER READINESS STANDARDS FOR ADULT EDUCATION

It organizes and selects the standards from the Common Core State Standards (CCSS) that are most essential and relevant for adults.

Instead of presenting the standards in a grade-by-grade (K-12) manner, the CCR Standards for Adult Education document has multilevel adult classes in mind. It bundles the anchor standards into five groupings (A-E) that match our Educational Functioning Levels (EFLs). The chart below summarizes the relationship of the five CCR groups to the EFLs, AE, and ESL.
<table>
<thead>
<tr>
<th>CCRS Group:</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
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<tbody>
<tr>
<td>Grade Level:</td>
<td>K-1</td>
<td>2-3</td>
<td>4-5 (+6 for Math)</td>
<td>7-8 (+6 for Math)</td>
<td>9-12</td>
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<tr>
<td>AE EFL:</td>
<td>1 (GLE: 0-1.9)</td>
<td>2 (GLE: 2-3.9)</td>
<td>3 (GLE: 4-5.9)</td>
<td>4 (GLE: 6-8.9)</td>
<td>5 &amp; 6 (GLE: 9-12.9)</td>
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<td>ESL EFL:</td>
<td>7, 8, &amp; 9</td>
<td>10</td>
<td>11</td>
<td>12</td>
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</table>

Some Standards were omitted primarily because they were too specific, redundant, included in other standards, or handled sufficiently in an earlier level.

Key Advances for ELA Prompted by the CCR Standards for Adult Education
- Complexity: Regular practice with complex text (and its academic language)
- Evidence: Reading, writing, and speaking grounded in evidence from text
- Knowledge: Building knowledge through content-rich informational texts

Key Advances for Mathematics Prompted by the CCR Standards
- Focus: Focus strongly where the standards focus.
- Coherence: Design learning around coherent progressions level to level.
- Rigor: Pursue conceptual understanding, procedural skill and fluency, and application—all with equal intensity.

The OAE has adopted the *CCR Standards for Adult Education* for adult education programs because they are the most relevant selection of standards for adult students. By providing instruction using these standards, we will address all of our federally mandated performance outcomes.

**Educational Functioning Levels Guide Student and Program Success**

Standards include both concepts (what students must know), as well as skills (what students must do). While the *CCR Standards for Adult Education* provide the large framework of what is to be taught, it would be impossible to cover every standard with every student in your program. Standards are NOT the curriculum.

To meet the curricular needs of students in the adult education program, it is important to determine their skill levels in order to provide instruction in the areas that need the most improvement. Ultimately, the goal is to find the best fit of materials and activities to promote student progress.

Because the adult education program is federally-funded, your program is accountable for the progress of every student enrolled for 12 hours or more of service. The expectation is every student will make documented academic progress from one educational level to the next.

**Educational Functioning Levels Measure Program Success**

Instructors use standardized pre-tests to establish an entry EFL for each student enrolled for more than 12 hours. As instruction is provided, ongoing classroom assessment tracks the student's progress. Standardized post-tests (interim and/or exit) must be administered to obtain the student's Exit EFL. If a
student exits the program before a post-assessment can be administered, the entry level becomes the exit level and the program receives no credit for progress made by the student.

One very important indicator of success is demonstrating the progress of students in completing EFLs and moving to the next level. Students must feel that they are making progress toward their own goals, and federal funding mandates students are making academic progress (as measured by standardized assessments).

**PLANNING FOR CLASSROOM INSTRUCTION**

Reasonable planning time should be made available for instructors to research and prepare for differentiated instructional strategies implemented within the content of College and Career Readiness Standards. The purpose of planning time is to give instructors the opportunity to develop activities based on different learning styles, Webb’s Depth of Knowledge and/or Bloom’s Taxonomy. It is important to note that open labs, individualized instruction, tutoring or counseling does not qualify for planning time.

Classes should be scheduled on a year round basis, including summer. During times when students are not in attendance, instructors are expected to use this time to plan, recruit, provide student follow-up, prepare for orientation, assessment, etc.

Ideally, adult education programs are student-centered. The instructor assesses student needs, determines student skill levels, adapts the instruction to fit those needs and levels, and integrates basic skills with student-identified topics and real life materials. The instructor organizes standards-based group activities involving common themes and provides follow-up activities at the ability level of each individual.

However, most classes have students with multiple goals, vastly different skills and backgrounds, and varying availability for class attendance. Given these realities, it is tempting to choose to deliver only individualized instruction—handing out texts or worksheets at the student’s level, or putting the students into software programs with placement features, and then simply helping out those students who ask for assistance. In the past, this was the model that was accepted and expected, even though it is not the most effective design for instruction. It is important to consider many factors in structuring your classroom, choosing instructional methods, and planning lessons.

**Choosing Methods of Instruction**

Among best practices related to instruction, research suggests the following:

- Classes tailored to students (needs, preferences, skill levels, etc.).
- Varied methods of instruction (including small groups, computer activities, etc.).
- A high degree of teacher-student and student-student interaction.

A balanced mix of instructional methods is important in managing the classroom. Each learner has preferences regarding how he or she learns best (working with a large group, small group, alone, with a tutor, etc.). Learning style inventories and questionnaires may help to determine student preferences. These preferences should be taken into consideration when organizing activities in your classroom.

---

2 Improving Basic Skills: The Effects of Adult Education in Welfare to Work Programs
http://www.mdrc.org/publications/179/overview.html
Establish an Atmosphere for Learning

The link between student performance and building quality is well documented to the extent of researching such elements as the building’s age, climate control, indoor air quality, lighting, acoustical control, design classifications, and overall impression. The physical learning environment contributes to success. Some room arrangements discourage participation, so set up the room to encourage dialog and interaction when necessary. Instructors can modify, improve, and adjust the learning setting to make it more inviting and appealing even if it is “borrowed” space. The layout of room design is another physical element integral to student learning. Sociologists studied the influence of spatial diversity in educational settings decades ago; recognizing student learning may be influenced by an individual’s location within a class, by the students around him or her, or by other physical characteristics of the classroom.

The arrangement of the room is as important as the delivery method used, and it is crucial for the success of specific delivery systems. The physical environment of the classroom may be better suited to some instructional methods than to others. For example, a small room with individual desks may lend itself better to large group or individualized instruction (although sometimes desks may be arranged to accommodate small group work). On the other hand, a large room with tables and chairs may offer the opportunity for large group, small group, or individual instruction. Below are descriptions of some room arrangements and how to utilize them to create an atmosphere for learning.

**Classroom Style**
- A traditional academic atmosphere
- Good for note taking
- Conducive to presentations with notes and visual aids
- Not the most comfortable arrangement for discussion and group participation

**U-Shape Style**
- Requires more room than classroom style
- Good for groups of 10 to 30
- Conducive to presentations with notes and visual aids
- Combines ability to do presentations and ability to hold discussions
- Best to not use a podium and to have materials on a table in front of the room or off to one side

**Conference or Square Style**
- Good for small to medium group of 4 to 20
- Good for note taking
- Conducive to presentations with notes and visual aids
- Combines ability to do presentations and ability to hold discussions

Create sensory experiences within the classroom. (NOTE: The following ideas are just suggestions and should be used with caution.)
- Provide an area for food and drink for students. (Caution: Be sure your local program allows food and drink within the assigned area.) This creates a community feeling within the classroom where students can take a break and get to know the other students and will prevent them from leaving the location to go for a snack.
- Have the room filled with aromas as students enter. (Caution: Before using any aroma, be sure no one has allergies to any scent.) A good morning aroma is the smell of coffee. There are many
aromas that enhance learning and thinking skills. Peppermint and eucalyptus have been proven to clear the fog of fatigue and lethargy and improve concentration and mental alertness.

- Background music or sounds, such as ocean waves, are calming and at the same time stimulating to the brain. (Caution: Sometimes white noise can be distracting.) The rhythmical features in Baroque music have a relaxed pace equal to the rate of the beats of the human heart, which creates a sense of comfort conducive to learning.

Control natural factors that can affect learning within your classroom.

- **Lighting** must be adequate for reading; visual aids must be located in an area where there is no glare from windows.
- Many times the temperature cannot be controlled in the classroom. It is a good idea to advise the students to bring a sweater if the room is too cold, or to wear light clothing if the room is too warm.
- Sometimes **outside noises** cannot be avoided. A great tip when noise becomes distracting to the class is to go and stand by the source of the noise. This is where the students’ attention is going to be, so by standing near the noise, the attention will be on the instructor.
- **Maximize readiness and ability to learn based on time of day.** The best time for learning is around 10:00 a.m. Plan important lessons for that period of time. After lunch, plan a group activity to energize students.

Anything that creates stress for a student can influence their performance. All stress; however, is not equal. What researchers call hindrance stress is that which prohibits learning or demotivates students; whereas challenge stress can promote learning and motivate students. Educators endeavor to create enough cognitive stress to challenge students toward learning achievement under which circumstances students respond behaviorally.

Regardless of which methods of delivery or intake structures are chosen, instruction should always be centered on specific goals and topics selected by the individuals and the group as a whole. Assessment of learners’ progress is also vital. At the completion of any type of learning activity, learners must demonstrate their accomplishments.
**Large Group Instruction**

The instructor plans and directs activities to meet the needs of a large group or sometimes the whole class. A majority of learners participate, but some may choose individualized study instead.

<table>
<thead>
<tr>
<th>Appropriate when:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It fosters a sense of community by starting everyone off together.</td>
</tr>
<tr>
<td>• It provides instruction in a subject area required by the majority of learners.</td>
</tr>
<tr>
<td>• The physical environment is conducive to participation by the entire group.</td>
</tr>
<tr>
<td>• Lesson content is at an appropriate level for all the learners in the group.</td>
</tr>
<tr>
<td>• The instructor varies the delivery of content and the assignments to include visual, auditory, tactile, and kinesthetic input and output alternatives.</td>
</tr>
<tr>
<td>• Small group and personalized instruction are available alternatives for some learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key steps:</th>
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<tbody>
<tr>
<td>• Establish group rapport.</td>
</tr>
<tr>
<td>• Provide a multi-sensory presentation of information.</td>
</tr>
<tr>
<td>• Provide guided practice.</td>
</tr>
<tr>
<td>• Provide independent practice.</td>
</tr>
<tr>
<td>• Offer a variety of multi-sensory assignments.</td>
</tr>
<tr>
<td>• Set evaluation criteria (such as a rubric).</td>
</tr>
<tr>
<td>• Assess learner progress and demonstrate learner gains that are a result of large-group activities.</td>
</tr>
<tr>
<td>• Provide follow-up activities as needed.</td>
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</table>

<table>
<thead>
<tr>
<th>Content areas that are addressed well:</th>
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<tbody>
<tr>
<td>• Anything—appropriate to all levels</td>
</tr>
<tr>
<td>• Job readiness</td>
</tr>
<tr>
<td>• Health topics</td>
</tr>
<tr>
<td>• Parenting skills</td>
</tr>
<tr>
<td>• Topics in affective and cognitive domains</td>
</tr>
<tr>
<td>• Life skills</td>
</tr>
<tr>
<td>• Work process skills</td>
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</table>

<table>
<thead>
<tr>
<th>How technology is used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Technology can be worked into any lesson or be the basis for any lesson.</td>
</tr>
<tr>
<td>• Video or audiotapes can be used to deliver information.</td>
</tr>
<tr>
<td>• All learners may be using the same software program or internet site, and the instructor may use an interactive whiteboard or LCD for demonstrations.</td>
</tr>
<tr>
<td>• Educational software programs may be used to drill and practice new skills in the large group setting.</td>
</tr>
</tbody>
</table>

**For further study:**

Classroom Dynamics Study

http://www.ncsall.net/fileadmin/resources/research/br_beder.pdf
**Small Group Instruction**

Material is presented to a small number of learners (probably no more than 10) that are either on a similar learning level or are participating with a specific purpose in mind.

<table>
<thead>
<tr>
<th>Appropriate when:</th>
<th>Key steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The instructor needs to teach specific skills to part of the larger group.</td>
<td>- Set purposes and expectations in establishing the group.</td>
</tr>
<tr>
<td>- Several learners are interested in the same subject, but others are not.</td>
<td>- Limit the amount of time the group will work together (4, 6, 8 weeks).</td>
</tr>
<tr>
<td>- Certain learners are intimidated by a large group setting.</td>
<td>- Provide a multi-sensory presentation of information.</td>
</tr>
<tr>
<td>- Certain learners prefer to work in a group versus individually.</td>
<td>- Provide guided practice.</td>
</tr>
<tr>
<td>- The instructor wants to build peer relationships among the learners.</td>
<td>- Provide independent practice.</td>
</tr>
<tr>
<td>- Successful learners model skills/study habits for learners with weaker skills/habits.</td>
<td>- Offer a variety of multi-sensory assignments.</td>
</tr>
<tr>
<td>- The classroom has a limited number of instructional materials on a subject.</td>
<td>- Set evaluation criteria (such as a rubric).</td>
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</table>

<table>
<thead>
<tr>
<th>Content areas that are addressed:</th>
<th>How technology is used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Science</td>
<td>- The Internet can be used as a resource.</td>
</tr>
<tr>
<td>- Reasoning</td>
<td>- Videos can be shown.</td>
</tr>
<tr>
<td>- Team-building</td>
<td></td>
</tr>
<tr>
<td>- Study skills and test-taking skills</td>
<td></td>
</tr>
<tr>
<td>- Social Studies</td>
<td></td>
</tr>
<tr>
<td>- Chart, graph, and map-reading skills</td>
<td></td>
</tr>
<tr>
<td>- Math facts</td>
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</tr>
<tr>
<td>- Essay-writing</td>
<td></td>
</tr>
<tr>
<td>- Low-level reading/phonics</td>
<td></td>
</tr>
<tr>
<td>- Pre-vocational preparation</td>
<td></td>
</tr>
</tbody>
</table>

**For further study:**

Small Group Instruction: Theory and Practice

Small Groups in Adult Literacy and Basic Education

Peer Tutoring in Adult Basic and Literacy Education
Cooperative Learning

Learners of all abilities and backgrounds work together towards a common goal. Each group or team member is responsible for a part of the learning process and offers feedback, support, and reinforcement to others. Often group members are assigned specific roles (e.g., worrier, encourager, time keeper, recorder, reporter, facilitator, etc.). A variety of grouping strategies and techniques are employed (e.g., round table, corners, color-coded co-op cards, simulation, jigsaw, co-op/co-op, pairs check, cubing, numbered heads together, etc.).

### Appropriate when:
- Group work/teamwork skills are perceived as important job skills for the workplace.
- Cooperative behavior is promoted in the classroom.
- Classroom activities and lesson content are structured so learners see each other as resources; students are willing to learn from peers as well as from the instructor.
- Group members are active in sharing ideas and practicing skills.
- Learners feel comfortable with one another.
- Independent learners are allowed to work alone at times.
- Learners are functioning at different academic levels.

### Key steps:
- Teach skills for group/team learning.
- Describe a clear and specific learning task.
- Choose a grouping strategy and group size.
- Select group members so that learner abilities are mixed, which will allow them to help each other.
- Discuss and practice roles.
- Engineer groups; assign team roles.
- Set time limits and goals.
- Facilitate the teams by providing materials and assistance as needed.
- Monitor the teams.
- Have teams report back and analyze their process.
- Transfer these cooperative skills into life-skills/problem solving.
- Establish evaluation criteria (such as a rubric)
- Assess learner progress and demonstrate learner gains that are a result of cooperative learning activities.

### Content areas that are addressed:
- Academic skills
- Current events
- Writing
- Research skills
- Life skills
- Work process skills

### How technology is used:
- Students can do research using the Internet.
- Students can use Wikis in their collaborative efforts.
- Students prepare presentations or charts using PowerPoint or Excel.

### For further study:
Five Levels of Cooperative Learning Activities for Adult Learners
http://literacy.kent.edu/cra/cooperative/coop.html
**Project-based Instruction**

Learners explore a chosen theme as part of a mini-class, longer unit, or class emphasis. Researching the theme and preparing to present the information involves a range of skills across the curriculum. Students are motivated and challenged because they take an active role in the entire learning process. Projects may involve a group of learners taking on an issue close to their hearts, developing a response, and presenting the results to a wider audience.

### Appropriate when:
- The specific goals of the project are related to content and skills needed by learners.
- The entire group focuses on a theme that is later developed at various levels with varying tasks depending on the learners' abilities.
- Everyone is included in the completion of a finished product, but each learner is allowed to select a task based on his or her ability and interest.
- Learners are allowed to contribute to projects using their strengths and improving on their weaker areas.
- Learners actively initiate, facilitate, evaluate, and produce a project that has meaning to them.
- A context for new learning and cross-curricular integration is provided.
- The instructor facilitates and coaches rather than creating/directing activities.
- The environment is comfortable, risk-free, and promotes learner discussion without fear of criticism.

### Key steps:
- Select a theme as a group.
- Narrow the theme to a manageable length.
- Design a project as a group.
- Clarify objectives and desired outcomes of the project.
- Define the starting point, body and closure.
- Research the theme as a group.
- Decide within the group who will do what to gather information and present the results.
- Create a product or program to share.
- Reflect on the process and evaluate the project.
- Set evaluation criteria (such as a rubric).
- Assess learner progress and demonstrate learner gains that are a result of project-based instruction.

### Content areas that are addressed:
- Everything—cross-curricular
- Some suggested projects:
  - Design, plan, and plant a garden
  - Conduct a survey and produce graphs to display results
  - Plan class trips
  - Design and develop a board game related to specific content
  - Plan an event
  - Conduct research on a local concern and develop ways to address and/or present it
  - Develop a budget
  - Design a company or industry

### How technology is used:
- Educational videos, computerized encyclopedia, and Internet are constant resources.
- Technology can offer a method of collecting information (video or audiotape live interviews or speakers, broadcast radio or television programs).
- Technology can offer a method of presentation (PowerPoint, videos, webpage, etc.).
- Technology can assist in creation of a final product (online newsletter, blog).
**Computer-Assisted Instruction**

The learner receives instruction and practice via computer used as a tool in teaching basic skills or knowledge. Educational software programs are either the major source of instruction or used to reinforce materials presented in a more traditional method.

<table>
<thead>
<tr>
<th>Appropriate when:</th>
<th>Key steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The learner sees computer literacy as necessary to function in today’s world.</td>
<td>• Introduce basics about the computer (turning on/off, accessing programs online or using CDs, plugging in USB devices, etc.).</td>
</tr>
<tr>
<td>• Learners in the classroom need skill practice at different levels.</td>
<td>• Introduce the specific software program(s) a learner will use (getting in/exiting the program, saving material/place, moving around within the program, etc.).</td>
</tr>
<tr>
<td>• The learner likes privacy and prefers to control the content and pace of learning.</td>
<td>• Introduce basic computer keyboarding (enter, backspace, delete, arrow keys, mouse, etc.).</td>
</tr>
<tr>
<td>• The learner needs feedback that demonstrates success and boosts self-esteem.</td>
<td>• Present new skills in a non-threatening manner: explain, show, have the learner do it, have the instructor keep hands off.</td>
</tr>
<tr>
<td>• A significant amount of drill and practice on a particular skill is needed to reinforce what has been taught.</td>
<td>• Establish the objectives of educational activities using the computer.</td>
</tr>
<tr>
<td>• Flexibility in the length and scheduling of study time is necessary.</td>
<td>• Assess learner progress and demonstrate learner gains that are a result of computer-assisted Instruction.</td>
</tr>
<tr>
<td>• Learners require multi-media input and practice in order to learn.</td>
<td></td>
</tr>
<tr>
<td>• Computers are not utilized as the sole means of instruction.</td>
<td></td>
</tr>
<tr>
<td>• An instructor is readily available when things go wrong.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content areas that are addressed:</th>
<th>How technology is used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All academic areas—if you have the appropriate software, you can do anything.</td>
<td>• Educational videos and software programs can introduce basics of computers/Internet.</td>
</tr>
<tr>
<td>• The Internet as an information source, research tool, and teaching tool (many sites allow interactive learning).</td>
<td>• In a lab situation, computer/Internet basics or a software program can be demonstrated using an interactive whiteboard and LCD projector.</td>
</tr>
<tr>
<td>• Writing skills—process writing.</td>
<td>• Headphones should be utilized for software programs with sound (to avoid distractions).</td>
</tr>
<tr>
<td></td>
<td>• Spell checker, grammar checker, calculator, and encyclopedia as resource tools for other programs.</td>
</tr>
<tr>
<td></td>
<td>• Modify font size for those with vision issues.</td>
</tr>
</tbody>
</table>
One-on-One/Tutorial Instruction
The instructor or a tutor works with one learner at a time, usually in a subject area in which a particular learner needs intensive individual instruction.

<table>
<thead>
<tr>
<th>Appropriate when:</th>
<th>Key steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Individual’s skill levels are too low for the learner to work without assistance.</td>
<td>• Evaluate the learner’s skill level and learning style.</td>
</tr>
<tr>
<td>• Individual’s strong personal preference for this type of instruction is shown in the learning style inventory.</td>
<td>• Schedule appropriate times.</td>
</tr>
<tr>
<td>• Only one individual needs to study a particular subject and requires substantial assistance.</td>
<td>• Limit the amount of one-on-one time so that it does not dominate total time available for instruction.</td>
</tr>
<tr>
<td>• It does not impede the progress of the rest of the class or interfere with the overall function of a learning center.</td>
<td>• Plan for instruction.</td>
</tr>
<tr>
<td>• There is at least one instructor available to the rest of the group (a volunteer or speaker may work with the rest of the group or a tutor may do the one-on-one instruction).</td>
<td>• Identify the specific subject matter/objectives to be covered in that session.</td>
</tr>
<tr>
<td>• An individual learner is not singled out in a negative way.</td>
<td>• Set evaluation criteria.</td>
</tr>
<tr>
<td></td>
<td>• Assess learner progress and demonstrate learner gains that are a result of learning activities.</td>
</tr>
</tbody>
</table>

How technology is used:
- Reinforce concepts when more drill and practice is necessary for mastery.

Content areas that are addressed:
- Literacy, Math, ESL, and Grammar
- Almost all academic areas at a low level
**Individualized Study**

The learner and instructor create a plan of attack to reach the learner’s stated goals. The instructor recommends materials. The learner works somewhat independently at his or her own pace, checking with the instructor at stated intervals and asking for help when needed. The instructor monitors learner progress, offering instruction when needed.

<table>
<thead>
<tr>
<th>Appropriate when:</th>
<th>Key steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The learner tends to be independent and self-directed.</td>
<td>• Set goals/objectives with the learner.</td>
</tr>
<tr>
<td>• The learner needs instructional support but not constant instructor contact.</td>
<td>• Evaluate skills and learning style.</td>
</tr>
<tr>
<td>• The learner works well in an individual study format.</td>
<td>• Establish a schedule and plan of study.</td>
</tr>
<tr>
<td>• The classroom/learning center is flexible enough to accommodate different learning needs (multi-level groups, open entry/open exit, frequent entry/frequent exit).</td>
<td>• Assign activities and learning materials with the individual’s preferred learning style in mind.</td>
</tr>
<tr>
<td>• The learner wants to study online (Distance Education).</td>
<td>• Monitor work periodically.</td>
</tr>
<tr>
<td></td>
<td>• Follow-up on progress.</td>
</tr>
<tr>
<td></td>
<td>• Evaluate continuously using a variety of means (tests, a portfolio, samples of class work, skills checklists, etc.).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content areas that are addressed:</th>
<th>How technology is used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All academic areas</td>
<td>• Audiocassettes, videos, or educational software for self-study depending on the individual’s learning style.</td>
</tr>
<tr>
<td>• Particularly appropriate for make-up work during a small group class</td>
<td>• Scheduled computer, audiocassette, or video equipment time is offered.</td>
</tr>
<tr>
<td></td>
<td>• The learner uses technology independently.</td>
</tr>
<tr>
<td></td>
<td>• Technology is an integral part of the instruction.</td>
</tr>
</tbody>
</table>

**For further study:**

Classroom Dynamics in Adult Literacy Education: Individualized Instruction (see pages 47-50)  

Shaping and Sustaining Learner Engagement in Individualized Group Instruction  
http://www.ncsall.net/index.html?id=1106.html

Individualized Group Instruction: A Common Model  
http://www.ncsall.net/index.php?id=733.html
Field Trips
The learner is engaged in educational activities any place other than the regular classroom. Field trips expand adult students’ learning through active hands-on experiences with the rich resources of the local community. They increase student knowledge and understanding of a subject, provide a basis for contextualized learning, and add realism to the topic of study. In addition, field trips provide opportunities for adult learners to connect learning to work-related skills and knowledge.

<table>
<thead>
<tr>
<th>Appropriate when:</th>
<th>Key steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is planned for, prepared for, debriefed, and evaluated is connected to the learners’ plan of study.</td>
<td></td>
</tr>
<tr>
<td>• All learners who are interested have the capacity to participate (cost/time factor is not prohibitive).</td>
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<tr>
<td>• Learners prefer/can benefit from hands-on and experiential learning.</td>
<td></td>
</tr>
<tr>
<td>• Establish relevance to curriculum.</td>
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<tr>
<td>• Plan with the group—before and after.</td>
<td></td>
</tr>
<tr>
<td>• Research the location.</td>
<td></td>
</tr>
<tr>
<td>• Introduce vocabulary needed.</td>
<td></td>
</tr>
<tr>
<td>• Set an agenda.</td>
<td></td>
</tr>
<tr>
<td>• Check availability and means of transportation (county policies and procedures, county forms and releases).</td>
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</tr>
<tr>
<td>• Check cost (decide how to fund—do not eliminate people because of cost).</td>
<td></td>
</tr>
<tr>
<td>• Plan follow-up activities (writing about the experience, creating blogs, photo collections, write thank-you notes, etc.).</td>
<td></td>
</tr>
<tr>
<td>• Set evaluation criteria.</td>
<td></td>
</tr>
<tr>
<td>• Assess learner progress and demonstrate learner gains that are a result of field trip activities.</td>
<td></td>
</tr>
</tbody>
</table>

Content areas that are addressed:
• Science, History, Math, etc.
• Socialization
• Life skills; job and life opportunities
• Cultural exposure
• Team building
• Leadership
• Time management

How technology is used:
• Take photos and videos during the trip.
• View a film about the location or event.
• Students create the itinerary before and write about the experience afterward.
• Use the Internet to research details, information, maps, directions, etc.
• Post photos to websites.
• Write blogs about experiences.
Guest Speakers
Someone else besides the regular instructor speaks about a topic relevant to curriculum.

**Appropriate when:**
- Speaker’s expertise fits into class objectives/curriculum.
- Time and format offered by the speaker are compatible to ABE needs.
- A variety of different teaching styles and perspectives are provided.
- Speaker’s exposure to the ABE population will help to link the program/class with other agencies and their services.

**Key steps:**
- Prepare speaker for audience needs, topic, clarity/simplicity of speech/ vocabulary, time frame, hands-on needs.
- Prepare learners for the topic—encourage people to be open to new experiences.
- Connect subject matter to the world of work—career exploration.
- Follow-up with class writing or another activity.
- Write a thank you note.
- Set evaluation criteria.
- Assess learner progress and demonstrate learner gains that are a result of input from the guest speaker and follow-up activities.

**Content areas that are addressed:**
- All content areas can be addressed well
- Career awareness and life skills
- Listening skills

**How technology is used:**
- Be prepared for the speaker’s technology needs—LCD projector, flipchart or board, etc.
- Use video, Internet, etc., for follow-up.

### Experiments
Learners engage in hands-on experiences in order to test hypotheses.

**Appropriate when:**
- What is planned is connected to the class objectives/curriculum.
- Hands-on learning is necessary for the kinesthetic learners.
- Textbook explanations need to be applied in order to be understood.
- No special lab or extraordinary equipment/supplies are needed.
- The activity is not dangerous.

**Key steps:**
- Plan objectives.
- Check the Internet for information.
- Collect all materials.
- Test drive it.
- Develop a hypothesis with learners.
- Evaluate—was the hypothesis proved?
- Set evaluation criteria.
- Assess learner progress and demonstrate learner gains that are a result of experiments.

**Content areas that are addressed:**
- Science
- Reasoning skills
- Team-building skills

**How technology is used:**
- Internet can be used as a resource.
- Videos (such as Bill Nye “the Science Guy”).

**ADDITIONAL INSTRUCTIONAL STRATEGIES**
The goal of instruction is to give students the needed tools to do the skill being taught. Instruction should relate directly to the objective, and should involve student activity and participation. It focuses on developing background and understanding concepts, and on building up the skills that the student will put together in guided practice. Some examples of instructional activities follow.

**Think-Pair-Share**
To do a think-pair-share activity, ask the class a key question about the topic you’re studying. First, have students write independently for a short time, making notes of their thoughts. Then, have the students pair up, and discuss the question with each other. Finally, have the pairs share their thoughts with the group for class-wide discussion. Make notes about class-wide conclusions about the topic on the board.

**Debate**
Develop a debate topic relevant to the concept being taught. Assign students to each side of the debate, and allow groups of students to prepare arguments in advance. For the debate, call students up to the front in pairs, and give each pair a set time for an argument and a rebuttal on each side. Periodically, take time for class discussion on the arguments so far. At the end of the debate, have students vote on the topic.

**“Why” Questioning**
Break students up into pairs. Have one student give an explanation of the concept or skill being taught, and have the other student ask, “Why?” throughout the explanation, to get at the underlying concepts, or reasons for the steps in the process.

**Scenario Examination/Case Studies**
Case studies or scenarios can be simple or complex, depending on the topic and the scenario, and so the time required will vary. Find or create a scenario that uses the skill being taught or demonstrates the concepts being taught. As a class or in groups, examine the scenario or case study. What are the issues it brings up? How does it show the application of the student’s learning? What next steps should be taken? What’s the best way to resolve the situation? What are alternate outcomes? Prepare relevant questions to apply to the case study during class to bring out the important elements to be taught.

**Socratic Questioning**
Instead of a lecture, develop a Socratic dialogue with the whole class. Ask the class questions about the topic under discussion to lead them to important points or concepts. Plan questions ahead, and make sure they are clear and specific. After asking a question, wait 5 to 10 seconds for a response before prompting students. Then, follow up and ask the students to elaborate on their answers. Keep the discussion focused, and write summaries periodically on the whiteboard.

**Group Compare and Contrast**
Break students up into groups. Give each group examples, concepts, or topics to be compared (techniques, characters, theories, strategies, points of view, stories, applications of math or science, historical periods, historical figures, or anything else that could be compared). Ask each group to develop a Venn diagram to show similarities and differences between the two items. Then, have each group synthesize the information in their diagram to form a conclusion or conclusions about the comparison. Have each group share their results with the class. You might want to compile students’ ideas into a class-wide Venn diagram to display in the classroom.

**Group Examination of Examples**
Break students up into groups, and give each group examples of the topic to evaluate. For instance, you can give quotations with examples of figurative language; examples of real-world problems that require
today’s math skill to solve; examples of different cultures responses to drought; examples of experimental designs; or any other examples relevant to your topic. Have the student evaluate how the topic applies to the examples. Prepare a list of questions for each group to answer. Have the groups share their results with the class for discussion.

**Group Discussion**
Prepare questions for a group to discuss related to the concept or skill being taught. Break students up into groups, and ask them to discuss and answer each question. Have students summarize their discussion, and share their results with the class.

**Diagrams, Timelines, Tables, and Charts**
Ask groups to create diagrams, timelines, tables, or charts illustrating the concept being taught. Come up with an appropriate graphic for your topic, such as a timeline of a historical event; a table categorizing and rating arguments; a flowchart showing a decision-making process; a chart of the steps to solve a complex math problem; or any other graphical representation of the learning. Give the students some background about the type of graphic you expect them to create, and then let each group create their own graphic. Have the groups present their graphics to the class.

**Pair and Double-Pair**
Break students up into pairs, and have each person in the pair interview the other about the topic or skill or problem being taught. Then, assign the pairs to other pairs. The first pair explains their conclusions to the second pair, and the second pair explains their conclusions to the first pair.

**Evaluating a Text for Examples**
This works well for literary devices such as irony or alliteration. It also can work well for types of arguments, or for applying sociological or psychological concepts. Read through a text aloud, and have students stop the reading whenever they come to an example of the concept being studied. You may use a bell or buzzer for the students to stop the reading. Discuss the example as a class.

**Modeling a Thought Process or Internal Script**
Work through an example of the skill you’re trying to teach, and as you go, talk through your thought process at every step. What questions do you ask yourself? How do you make decisions? What do you notice about what you’re working on? After modeling the behavior, break students into pair, and give each pair an example to work through. Have the students model their thoughts and decision making to each other as they work through the example.

**Building a Close Reading**
Building a close reading is a good activity for literary elements like character development, figurative language, or examining an aspect of a historical account. Pose a question, such as, “What is X’s character like?” “What were the reasons for the Cold War?” Ask students to go through their text and find a quote or passage that sheds light on the question. Have each student present his or her passage to the class and explain its meaning and how it relates to the question. Discuss each passage, and build an understanding of the topic.

**Working with Manipulatives**
Manipulatives are objects that are used to demonstrate concepts in teaching. Manipulatives come in all shapes and sizes and will vary depending on the concept you’re teaching. Though manipulatives are most commonly used in math (such as using three sticks to show that they always make the same triangle), they can also be applied to other studies (for example, you could use toy figures connected by
string to show the relationships of characters, or demonstrate “equal and opposite reaction” with a bouncing ball). To use manipulatives, formulate a question or questions about the topic. Give the manipulatives to groups or pairs of students, and have them work together to answer the question. Have groups share their answers with the class.

**Stations**
Stations are different activity areas set up around the classroom. Each station is equipped with the tools and information needed for students to practice a skill or related skills in different ways or approach a concept from different angles. The stations should have easy to follow directions or be appointed with an educational assistant or student volunteer. Students may work individually, in pairs, or in groups. After a specific length of time, such as 20, 30 or 40 minutes, students rotate to a new station. Examples of station activities might be: solving a series of algebraic equations to solve a puzzle, engaging in a real-world project such as interpreting data, writing an interpretation of events from different perspectives, or researching information about notable historical figures in order to complete a worksheet.

**Role-playing Multiple Points of View**
To develop students’ understanding of concepts, literature (particularly character), historical situations, or conflicts, conduct role-playing scenarios in class. Assign students to different roles (typically characters, but you might also personify scientific theories or concepts, for example), and give them a situation to role-play. Let the students role-play the scenario, and then discuss it as a class. What attributes of the characters or concepts were brought out in the role-play? Did the students faithfully represent their characters?

**Questioning**
Ask students to come up with three questions relevant to the concept being taught. Have students share their questions with the class or with a small group, and generate answers through class or group discussion.

**Peer Teaching**
Assign various students to each learn a small portion of the material and become the master of that topic. Break students up into groups and have the masters each teach their topic to the whole group.
UNIVERSAL DESIGN FOR LEARNING

In selecting the best instructional methods and learning environment for individuals and for the group as a whole, instructors should keep in mind the principles of Universal Design for Learning.

According to CAST (Center for Applied Special Technology)\(^3\), Universal Design for Learning (UDL) calls for instructors to:

- Provide multiple means of representation—present information and content in different ways.
- Provide multiple means of action and expression—differentiate the ways that students can express what they know.
- Provide multiple means of engagement—stimulate interest and motivation for learning.

More information about *Universal Design for Learning Guidelines* is available at the following link: [http://udlguidelines.cast.org/](http://udlguidelines.cast.org/)

UDL is about giving the students choices in the classroom. It benefits all students but is particularly important for students with disabilities. If you provide enough choices students at various levels (low level literacy as well as higher level students) can participate and learn key content. This is also possible with the use of technology.

The UDL guidelines are based on research from different fields and from many different researchers at different universities and research organizations. By applying these guidelines, you can help make any classroom more inclusive for students with disabilities and special needs, and provide effective choices for all your students.

For further study:
- Applications of Universal Design
- Universal Design for Learning Guidelines
  [http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf](http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf)
- Everyone Can Learn: Universal Design for Learning (UDL)
- What is Universal Design for Learning?

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While addressing academic skills at the appropriate level is vital, it is also critical for instructors to select instructional materials and methods that will not simply provide rote drill of learning skills, but also offer the depth of knowledge needed to prepare students for work and/or post-secondary education.

*Webb’s Depth of Knowledge (DOK) model is a framework based on the research of Norman Webb, University of Wisconsin Center for Education Research and the National Institute for Science Education. It is used to analyze the cognitive expectation demanded by academic standards including the [College and Career Readiness Standards for Adult Education](https://www2.ed.gov/programs/career-ed/crstandards/index.html) and the [Common Core State Standards](https://www.corestandards.org).*
The following table summarizes Webb’s Depth of Knowledge (DOK) model.

<table>
<thead>
<tr>
<th>DOK Level</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Recall and Reproduction</td>
</tr>
<tr>
<td></td>
<td>• Recall of a fact, information, or procedure</td>
</tr>
<tr>
<td></td>
<td>• Requires skill, behavior, or sequence of behaviors learned through practice and easily performed</td>
</tr>
<tr>
<td>2</td>
<td>Skills and Concepts</td>
</tr>
<tr>
<td></td>
<td>• Engagement of some mental processing beyond recalling</td>
</tr>
<tr>
<td></td>
<td>• Use of information or conceptual knowledge</td>
</tr>
<tr>
<td></td>
<td>• Requires making some decisions regarding how to approach a question or problem and select appropriate procedures</td>
</tr>
<tr>
<td>3</td>
<td>Short-term Strategic Thinking</td>
</tr>
<tr>
<td></td>
<td>• More sophisticated reasoning and analysis; deep understanding</td>
</tr>
<tr>
<td></td>
<td>• Requires developing a plan, solving problems and drawing conclusions</td>
</tr>
<tr>
<td>4</td>
<td>Extended Thinking</td>
</tr>
<tr>
<td></td>
<td>• Complex thinking; integration of knowledge from multiple sources</td>
</tr>
<tr>
<td></td>
<td>• Ability to represent knowledge in a variety of ways</td>
</tr>
<tr>
<td></td>
<td>• Usually requires investigation and work over an extended period of time</td>
</tr>
</tbody>
</table>

The CCR Standards for Adult Education are designed to prepare students for higher level thinking. Students who plan to attend post-secondary education will need to be able to perform work at DOK Level 4. Instructors must understand DOK levels and provide students with extensive opportunities to practice short-term strategic thinking as well as introduce projects involving extended thinking. These types of activities will be new and difficult for many adult learners who were never exposed to these standards and have not been required to perform at higher DOK levels on assignments and tests.

**SELECTION OF INSTRUCTIONAL MATERIALS AND STRATEGIES**

Upon entry into a program level, the appropriate assessment is used to measure a learner’s initial level of functioning and knowledge of specified skill areas. Choosing materials to aid in the instructional process for skill mastery should be based upon student’s Educational Functioning Level (EFL) that is determined by the standardized assessment results.

Materials should also be examined to determine the Depth of Knowledge (DOK) required to complete the instructional and evaluation activities. It is important for students to go beyond simple recall and basic application involved in rote learning. It is important to select materials that require strategic thinking and a higher DOK level. Additionally, with the adoption of CCR Standards, instructional material selected should be aligned to meet the standards.

In addition to choosing instructional materials that address the needed academic skills and DOK, it is important to keep in mind the student’s learning style and any special learning needs. If a learning activity requires the selection of materials, the format is important to consider. Sometimes the format of the materials or the manner in which information is presented is more appropriate for one type of learning style versus another. For example, one individual may be quite successful in reading and answering questions independently. Another individual may require interaction with a group or instructor, an audiovisual presentation of the material or computer-assisted instruction in order to have optimum success in learning. As much as possible, an instructor should offer alternatives whenever they are available. To make your classroom more inclusive for all students, investigate the principles of Universal Design.
Materials Available For Your Classroom

Print Materials
Take a few moments to explore the texts and other print materials in your classroom. There are various publishers that have print materials for the Adult Education classrooms. Some of those publishers are as follows:

- Burlington English
- Achieve 3000
- Aztec
- Data Recognition Corporation (DRC)
- Essential Education
- ETS-HiSet
- GED Testing Service
- KET-Kentucky Educational Television (Fast Forward)
- McGraw Hill
- New Reader’s Press
- PACE Learning System
- Paxen Publishing, LLC
- Reading Horizons
- Townsend Press
- Jumpstart Test Prep
- Edmentum
- National Geographic Learning/Cengage

Available Online Software
The following online software programs may be used for the Adult Education classroom or for distance education:

<table>
<thead>
<tr>
<th>Curriculum/Program</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieve3000</td>
<td>Assesses and prescribes customized individual programs to assist learners in the remediation of their basic skills for reading</td>
</tr>
<tr>
<td>ACT WorkKeys Curriculum</td>
<td>Workforce preparation, basic skills, career awareness</td>
</tr>
<tr>
<td>Aztec</td>
<td>Assesses and prescribes customized individual programs to assist learners in the remediation of their basic skills for all subjects</td>
</tr>
<tr>
<td>Burlington English</td>
<td>English language learning</td>
</tr>
<tr>
<td>Challenger Reading Series</td>
<td></td>
</tr>
<tr>
<td>Essential Education</td>
<td>GED Academy, TASC Prep Academy, and HiSET Academy, and Computer Essentials</td>
</tr>
<tr>
<td>I-DEA</td>
<td>Integrated Digital English Acceleration</td>
</tr>
<tr>
<td>KET FastForward</td>
<td>Designed to help adult learners prepare for high-school equivalency tests, college, and careers</td>
</tr>
<tr>
<td>Learning Express Library</td>
<td>Designed to help adult learners prepare for high-school equivalency tests, college, and careers</td>
</tr>
<tr>
<td>PLATO</td>
<td>Designed to help adult learners prepare for high-school equivalency tests, college, and careers</td>
</tr>
<tr>
<td>Reading Horizons</td>
<td>Reading Instruction</td>
</tr>
<tr>
<td>Rosetta Stone</td>
<td>English language learning</td>
</tr>
<tr>
<td>Skills Tutor</td>
<td>SkillsTutor is an online learning tool from Houghton Mifflin that's designed to help students practice essential skills in a variety of subjects</td>
</tr>
<tr>
<td>Skills USA</td>
<td>Designed to help adult learners prepare for high-school equivalency tests, college, and careers</td>
</tr>
</tbody>
</table>
**LESSON PLANNING GUIDE**
When preparing lessons in the adult education class, the following sequence ensures that quality instruction is being met:

| Warm-up/ Review/ Connections | • Activate prior knowledge.  
|                              | • Make connections to previous experiences. |
| Introduction to Concepts/ Explanation | • Introduce essential question.  
|                              | • Give clear explanations of objective and purpose of activities.  
|                              | • Discuss context and rationale. |
| Presentation/ Model Learning Process | • Instructor communicates content using multi-sensory methods.  
|                              | • Instructor demonstrates and explains steps while students observe (I Do/You Watch) sequence for Explicit Instruction.  
|                              | • Instructor models strategies by doing—correctly, clearly, concisely.  
|                              | • Instructor models using “think aloud.” |
| Scaffolded / Guided Concrete Practice | • Instructor provides structured activities with extensive guidance and feedback (We Do).  
|                              | • Skills are clustered into increasingly larger chunks. |
| Communicative/ Collaborative Concrete Practice | • Students work in differentiated groups/interactive setting requiring communication/ collaboration with others (You Do Together).  
|                              | • Instructor monitors use of skills during activities. |
| Independent Practice/ Application | • Students work independently while instructor observes (You Do Alone/I Watch).  
|                              | • Application tasks approximate real-life performance demands. |
| Assessment | • Students demonstrate mastery of skills taught in lesson.  
|                              | • Immediate, positive, and corrective feedback. |
| Wrap-up/ Concluding Activity | • Class reviews lesson objectives and revisits essential question.  
|                              | • Students recap what has been taught and learned. |

You may use the *Lesson Planning Guide* to help you think through your lesson planning process. It can be used to plan for individual learners, but is probably best used when facilitating learning with a group. The knowledge that must be applied for assessment, post-secondary training/education, and in the workplace cannot be gleaned from individualized study alone. Learners will need a way to connect the new learning with what they already know, and to work collaboratively to synthesize this new knowledge; thus there are spaces on the lesson plan for differentiated learning, teaching strategies, and learners who are below, on, or above mastery level of standards.
Explicit Strategy Instruction Model

The graphic on this page and its explanation from Learning to Achieve Trainer Guide Module 4: Explicit Instruction for Strategy Learning,4 explains how the roles of instructor and student change as learners master new skills and take more responsibility for their own learning. According to the Trainer Guide:

Explicit instruction provides maximum support during the learning process. This is a scaffolded process because it is structured to allow learners to start where they are and gradually build on what they know.

This graphic shows the beginning of this process as the ‘I Do’. The teacher is big and the student is little because the teacher sets the foundation of learning by clearly showing the learner how to perform a new skill. The basis of ‘I Do’ is both explanation and demonstration or modeling of a clear set of steps for performing the skill. The teacher explains and, most important, models.

During ‘We Do,’ the teacher and learner work together to follow the steps to perform the skill. Here the teacher is more of a partner and gradually gives control of using the skill to the learner. Thus, the teacher and learner are of equal size. During the ‘We Do’ process, the teacher is gradually reducing his or her role. Feedback is very important during this part of explicit instruction.

Finally, in ‘You Do’, the learner takes ownership of the skill and the teacher provides feedback and guidance as needed. Thus, the teacher is now shown as smaller.

Reflection at the end of a lesson gives a student an opportunity to think about what they are doing. What have they learned? Has their learning been successful? How can they improve? Where do they go from here? What’s important about what they’re learning? How can they apply the learning to life? To do a reflection, come up with several questions to ask students about learning.

Reflection in a Class

Ask the class the reflection questions for discussion. Spend a few minutes bringing out problems and solutions to help the students improve their learning.

Reflection in a Group

Assign groups or pairs to discuss the reflection questions and share how each of them responded to the lesson, what they learned, and how they can improve or apply their learning.

Personal Reflection

Show the reflection questions to the class, and have each student spend a few minutes writing a personal reflection on his or her learning.


*Can be found on the LINCS online learning portal.*
STATE ADULT EDUCATION READING PLAN

Components of Reading and Evidence-Based Reading Instruction (EBRI)
WIOA requires that AE curriculum and instruction provide explicit and systematic instruction on the essential components of reading to adult learners at all levels, grade level equivalent (GLE) 0-12. The essential components of reading are:

- Alphabetics, including phonemic awareness, phonics, and decoding, is the process readers use to identify words.
- Reading fluency is the ability to read accurately, at an appropriate rate, and with prosody. Reading fluently includes oral reading skills.
- Vocabulary development is the body of words whose meanings a person knows and understands.
- Reading comprehension is the process and product of understanding text, and requires a high level of metacognitive engagement with the text.

Evidence-based reading instruction (EBRI) is a set of practices for teaching the four components that are proven to increase the reading achievement of adult education students. EBRI practices for primary focus differ according to the grade level equivalent (GLE) of students.

<table>
<thead>
<tr>
<th>Student GLE &amp; NRS</th>
<th>Primary Focus of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 (Beginner) Level 1 &amp; 2</td>
<td>Print-based skills (i.e., alphabetics, fluency)</td>
</tr>
<tr>
<td>4-8 (Intermediate) Level 3 &amp; 4</td>
<td>Print-based (i.e., alphabetics, fluency), meaning-based (i.e., vocabulary, comprehension), or both</td>
</tr>
<tr>
<td>9-12 (Advanced) Level 5 &amp; 6</td>
<td>Meaning-based (i.e., vocabulary, comprehension)</td>
</tr>
</tbody>
</table>

The Office for Career, Technical, and Adult Education (OCTAE) of the U.S. Department of Education (USED) developed and promotes Student Achievement in Reading (STAR), an evidence-based reading instruction professional development program specifically targeted to the needs of intermediate-level readers. Programs opting to use the STAR model must participate in the STAR training and complete all training components in order to maintain fidelity to the evidence base. This does not mean that the program must have “STAR” classes. MS OAE wants teachers to use the evidence-based reading instructional practices as they teach reading in their classes. This will mean using different practices and components depending on the reading levels of the students in the classroom.

State Reading Plan

<table>
<thead>
<tr>
<th>NRS Levels 1 &amp; 2</th>
<th>NRS Levels 3 &amp; 4</th>
<th>NRS Levels 5 &amp; 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on Alphabetics (Decoding) &amp; Fluency</td>
<td>Focus on all components based on Diagnostic Results</td>
<td>Focus on CCRS Vocabulary and Comprehension</td>
</tr>
<tr>
<td>Laubach – phonics based curriculum from New Readers Press</td>
<td>EBRI Training (STAR)</td>
<td>English Language Arts/Literacy</td>
</tr>
<tr>
<td>Reading Horizons for decoding and fluency at the word and sentence level. Teachers will need to use connected text for fluency using EBRI.</td>
<td>Reading Horizons may continue for Decoding if a student needs it at this level. Achieve 3000</td>
<td>Achieve 3000</td>
</tr>
<tr>
<td>PD – Phonics/Decoding Training &amp; Essential Components of Reading Training</td>
<td>PD - STAR</td>
<td>PD – CCRS/ELA and Achieve 3000</td>
</tr>
</tbody>
</table>
SECTION 5: INSTRUCTION

Additional Resources, Forms, & Checklists

- Lesson Plan Template
- CCRS Correlation Chart
<table>
<thead>
<tr>
<th>Lesson Title/ Reference</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Goals (what will be learned)</td>
<td></td>
</tr>
<tr>
<td>CCR Standard</td>
<td></td>
</tr>
<tr>
<td>Real-Life Application</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite Skills</strong></td>
<td><strong>Teaching - Strategies, Guided Practice, Materials</strong></td>
</tr>
<tr>
<td></td>
<td>Warm Up/Review/Introduction:</td>
</tr>
<tr>
<td></td>
<td>Modeling Activity (I DO/You Watch):</td>
</tr>
<tr>
<td></td>
<td>Guided practice activities (We DO):</td>
</tr>
<tr>
<td><strong>Differentiated Learning Activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independent Activities (You DO):</td>
</tr>
<tr>
<td><strong>Material/Resources/Supplies</strong></td>
<td><strong>Evaluation Process - Check for Understanding</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## CCRS CORRELATION CHART

<table>
<thead>
<tr>
<th>CCRS Standards Levels</th>
<th>Grade Levels</th>
<th>NRS AE Levels</th>
<th>TABE TEST Levels</th>
<th>NRS ESL Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>K-1</td>
<td>1</td>
<td>L/E</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>2-3</td>
<td>2</td>
<td>E</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>4-5</td>
<td>3</td>
<td>M</td>
<td>5</td>
</tr>
<tr>
<td>D</td>
<td>6-8</td>
<td>4</td>
<td>D</td>
<td>6</td>
</tr>
<tr>
<td>E</td>
<td>9-12</td>
<td>5-6</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>
SMART START PATHWAY COURSE
Through an established referral system with Combined Plan Partners of the MS WIOA Combined Plan, all individuals who lack a high school diploma or its equivalent will be referred to the nearest adult education program. The Office of Adult Education has primary responsibility for implementation of the Mississippi Works Smart Start Career Pathway Model through the Smart Start Pathway Course.

Participants requiring the most intensive assistance to become job-ready will be referred to the Smart Start Pathway Course:

The Smart Start Pathway Course is a required 45-hour course of study focusing on essential skills needed to become work or career-ready for middle-skill jobs by addressing the needs identified by employers. The goal of the Smart Start Pathway Course is to further identify participant barriers to self-sufficiency. Participation in the Smart Start Pathway Course will require individuals to commit to an assessment process that models a typical work environment. The Smart Start Pathway Course is also designed to train and educate participants in need of basic education and job-readiness skills. Participants will develop job skills necessary for their careers, learn and practice good work habits and effective communication skills necessary for successful employment. Participants enrolled in the Smart Start Pathway Course have the opportunity to earn a Mississippi Smart Start Credential or a Mississippi Smart Start Certificate.

The Mississippi Smart Start Credential is issued by the MS Community College Board through the Office of Adult Education and is earned by completing the following:

- **Smart Start Course** (Minimum 45-hours course of study; must pass all course content at 75% or higher)
  - **Educational Skills**
    - ACT WorkKeys® Curriculum
      - Applied Math
      - Graphic Literacy
      - Workplace Documents
    - National Career Readiness Certificate
      - Minimum Bronze Level
  - **Employability Skills**
    - Career Awareness
      - Career Goals
      - Job Search Strategies
      - Financial Literacy
    - Necessary Skills
      - Communication & Teamwork
      - Problem Solving & Critical Thinking
      - Employer Expectations
    - ACT WorkKeys® resulting in,
      - National Career Readiness Certificate (NCRC) - Minimum Bronze Level even though Silver is encouraged for increased job opportunities.
National Career Readiness Certificate® -- The NCRC® is an evidence-based credential which certifies that the participant has met the essential skills employers deem necessary for workplace success. This certificate improves career outcomes for participants just entering the workforce to longtime employees—and it enhances employers’ hiring, training, and promotion decisions. The NCRC® is based on a participant’s performance on three skills assessments:

- Applied Math
- Graphic Literacy, and
- Workplace Documents.

Participants who receive a Mississippi Smart Start Credential are eligible to receive college credit. Providing college credit for the attainment of the Smart Start Credential allows students to progress through a program of study by using credits as an elective toward a degree without extending the length of the program. It also serves as a credit “jump start” for students who transition into a Career and Technical Education (CTE) program.

The Mississippi Smart Start Certificate is issued to participants who complete the requirements listed above but do not achieve a National Career Readiness Certificate of Bronze or a higher level:

These certificates are not eligible for college credit and are not considered a credential. All Smart Start credentials are numbered and tracked in the Adult Education data management system.

Smart Start Pathway Course Attendance

- **Face-to-Face Direct Instruction** – Designated Smart Start hours are required on a sign-in sheet for all participants in the Smart Start Pathway Course. Attendance must be recorded in the adult education data management system as “Instruction-Smart Start”. Minimum 45 hours required.

- **Hybrid (Direct Instruction and On-line Learning)** – Same requirements as Face-to-Face Direct Instruction as well as a time-stamped data usage report for all on-line learning may be used to calculate on-line attendance. *Please note:* a participant’s time cannot be counted twice. For example, if a participant signs in a classroom, and logs into on-line learning, the time can only be counted once. Attendance must be recorded in the adult education data management system as “Instruction-Smart Start”. Minimum 45 hours required.

- **On-Line Learning** (Canvas, WorkKeys) – If a participant completes the Smart Start Pathway Course completely on-line and finishes before the required 45 hours, document the actual time spent in the adult education data management system and place a copy of the online data usage report in the student cumulative folder. Attendance must be recorded in the adult education data management system as “Instruction-Smart Start Online Only” and you must add a comment in the adult education data management system stating “minimum 45 hours not met due to on-line learning”.

SECTION 6: SMART START PATHWAY COURSE

Additional Resources, Forms and Checklists

- Smart Start Fact Sheet
- Official Course Description
The Office of Adult Education has primary responsibility for implementation of the Mississippi Works Smart Start Career Pathway Model through the Smart Start Pathway Course.

### Smart Start Course

<table>
<thead>
<tr>
<th>Educational Skills</th>
<th>Employability Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT WorkKeys® Curriculum:</td>
<td>Career Awareness</td>
</tr>
<tr>
<td>Applied Math</td>
<td>Career Goals</td>
</tr>
<tr>
<td>Workplace Documents</td>
<td>Job Search Strategies</td>
</tr>
<tr>
<td>Graphic Literacy</td>
<td>Financial Literacy</td>
</tr>
<tr>
<td>National Career Readiness Certificate</td>
<td>Employer Expectations</td>
</tr>
</tbody>
</table>

#### What is the Smart Start Pathway Course?
This course prepares participants for middle-skill level employment. Participants will develop job skills needed for their careers, learn and practice good work habits, and effective communication necessary for successful employment.

#### Why is this course important for participants?
Participants have the opportunity to earn a Smart Start Credential which includes a National Career Readiness Certificate (NCRC). The NCRC demonstrates to employers the participant has the skills needed to be successful in a job. Participants will complete the WorkKeys tests for **Applied Math, Graphic Literacy and Workplace Documents**. Participants will also learn new skills for future careers and increase their ability for middle-skill level jobs which results in higher pay.

#### How is the course offered?
Smart Start Pathway Courses can be taken face-to-face, online or both face-to-face and online.

#### What are the requirements for participating in a Smart Start Pathway Course?
Participants must be registered in MS WORKS to participate in classes.

#### What is the cost?
This course is free.

#### What are the minimum requirements for achieving a MS Smart Start Credential: *(minimum 45 hours required)*

- **Educational Skills**
  - ACT WorkKeys® Curriculum
    - Applied Math
    - Graphic Literacy
    - Workplace Documents

- **Employability Skills**
  - Career Awareness (ex: Career Goals, Job Search Strategies, Financial Literacy)
  - Necessary Skills (ex: Communication & Teamwork, Problem-Solving & Critical Thinking, Employer Expectations)

- **ACT WorkKeys® resulting in,**
  - National Career Readiness Certificate (NCRC) - **Minimum Bronze Level** even though Silver is encouraged for increased job opportunities.
MS OAE SMART START PATHWAY COURSE

Course Number and Name: SSP 1002 Smart Start Pathway 101
Equivalent Courses: LLS 1722 and RST 1312

Description: Students entering the Smart Start Pathway under the Workforce Innovation and Opportunity Act will be placed in this course. Students will enroll in the MS Works system and learn three components within the pathway: Career Awareness, Necessary Skills, and Basic Skills. They will develop the foundational skills needed for their careers, learn and practice good work habits and effective communication that is necessary in successful employment. Students will learn how to become prepared to learn new skills for future careers within their region’s workforce sector, identifying the career components that are necessary for middle-skill employment. Students will complete the WorkKeys® assessments in Workplace Documents, Applied Mathematics, and Graphic Literacy which allows students to quantify the foundational skills needed to perform job tasks successfully and enables students to demonstrate they have these skills. Students will earn a National Career Readiness Certificate, a credential issued by ACT that documents work readiness.

Hour Breakdown:

<table>
<thead>
<tr>
<th>Semester Credit Hours</th>
<th>Lecture</th>
<th>Lab</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>45</td>
</tr>
</tbody>
</table>

Co-Requisite: Enrollment in MS Works.

Smart Start Credential: Students must meet the following requirements to earn the Mississippi Smart Start Credential:
1. Pass all course content at 75% or higher.
2. Earn the National Career Readiness Certificate at a Bronze Level or higher.
3. Minimum 45 hours of Smart Start instruction (not including WorkKeys tests)

Student Learning Outcomes:

1. Introduction to ACT WorkKeys® Curriculum
   a. Students will be introduced to ACT WorkKeys® Curriculum.
   b. Students will learn the components and different levels of the National Career Readiness Certificate and how to obtain one.
   c. Students will create a valid, professional email account.

2. Career Awareness
   a. Students will create career goals and explore job search strategies within their workforce sector
      i. Students will identify the different career clusters.
      ii. Students will complete a career cluster interest survey to better determine their job interests.
      iii. Students will actively complete an online job search in correlation to their career cluster survey job interest in MS Works.
      iv. Students will exemplify knowledge of how to actively apply for jobs within their career clusters in which they identified.
   b. Students will learn and apply financial awareness in their personal finances.
      i. Students will identify and manage the components of checking and savings accounts.
      ii. Students will learn budgeting strategies as well as financial planning.
iii. Students will understand basic credit, credit cards, loans, and managing and repairing credit.

iv. Students will be introduced to the components of insurance: automobile, homeowner and rental, health, and life insurance.

c. Students will actively prepare for middle-skill employment.

   i. Students will learn about and create an employment resume.
   
   ii. Students will learn about supporting documents for interviews, e.g. cover letter, references and thank you notes.
   
   iii. Students will learn and incorporate interviewing strategies through hands-on exercises, e.g. handouts, role-playing, how-to-dress, and mock interviews.

3. WorkKeys® Basic Skills

   a. Students will complete levels within the Workplace Documents Module.
   
   b. Students will complete levels within the Applied Mathematics Module.
   
   c. Students will complete levels within the Graphic Literacy Module.

4. Necessary Skills

   a. Students will analyze the importance of customer service within the workplace, including customer complaints, difficult customers, and follow-up.
   
   b. Students will learn the importance of teamwork.
   
   c. Students will learn and analyze how to use different interpersonal and business communication styles in the work environment.
   
   d. Students will learn what personal/work related information should or should not be shared in emails, social media, and/or written.
   
   e. Barriers, nonverbal, and conflictive behavior through emails, social media, and/or written.
   
   f. Students will understand the importance of work discipline including time management, self-management, employer expectations, and job performance factors that affect performance.
   
   g. Students will learn and apply the importance of problem solving and critical thinking skills in related work scenarios.
Introduction to the English for Speakers of Other Languages Program
The English for Speakers of Other Languages (ESOL) program is the specialized part of the Office of Adult Education (OAE) that addresses the needs of adult English Language Learners (ELLs).

According to Title II of the Workforce Innovation and Opportunity Act (WIOA), the term “English language learner” means an adult that 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.

The ESOL program, formerly referred to as English as a Second Language (ESL), provides English Language Acquisition (ELA) instruction to immigrants, temporary residents, and citizens of the U.S. According to Title II of the Workforce Innovation and Opportunity Act (WIOA), the “English Language Acquisition program” is defined as:

“A program of instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and that leads to attainment of the secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment.”

The ESOL program in Mississippi offers English Language Acquisition (ELA) instruction in pre-literacy skills, reading, writing, listening, speaking, grammar, U.S. citizenship, civic participation, career awareness, job readiness, career pathway identification, and test preparation for high school equivalency exams.

The main priority of the ESOL program is to help adult ELLs to communicate in American English in order to enter the American mainstream. Some adults want to study English to get a job or get promoted; to complete a HSE diploma; to enter vocational and higher education programs; to help their children with schoolwork; to communicate with acquaintances and coworkers; or to pass the Citizenship and Naturalization Test and become a U.S. citizen. Some students have post-graduate degrees in their own languages while others are not literate in their native language. Some want only survival competence, while others want to have advanced linguistic competence. Some speak and understand English quite well but do not read or write it; others have the reverse abilities.

The ESOL program must take into account all reasons students have for attending. Instruction should also address the difficulty caused by the difference between the sound systems and alphabetic systems of English and the first language. Finally, a good program considers cultural adjustment difficulties that can be a major barrier to integration.
The ESOL program is offered in various formats:

- Individualized or small group instruction – for individuals or very small groups enrolled in general adult education classes or literacy programs seeking ELA instruction.
- English Language Learning – groups of ELLs enrolled in classes specifically focused on ELA and organized according to the participants’ language proficiency level, on topics of interest, or on workplace or family literacy needs. These classes provide basic academic skills, preparation for high school equivalency, and encourage civic participation, knowledge of U.S. history and government, and/or preparation for the U.S. citizenship and naturalization process.
- Integrated English Language and Civics Education (IELCE) – classes that focus on improving English language skills and acquiring the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. These classes provide integrated education and training (IET) to prepare students for post-secondary education and training or entry into the workforce. They include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

**What is Integrated English Language and Civics Education (IELCE)?**

As stated in statutory language (WIOA, Sec. 243), the goal of Integrated English Language and Civics Education (IELCE) is to:

- Prepare adults who are English language learners for, and place such adults in, unsubsidized employment with in-demand industries and occupations that lead to economic self-sufficiency,
- Integrate with the local workforce development system and its functions to carry out the activities of the program.

Since 2015, funded EL/Civics programs across the country have been transitioning to IELCE by envisioning ways to provide Integrated Education and Training (IET) in addition to contextualized instruction in English language acquisition. That meant providing adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training. In 2016, the IELCE program shifted the focus on preparing adults for employment in in-demand industries and in coordination with the local workforce system.

Programs must prepare to deliver Integrated Education and Training (IET) in in-demand careers. Topics must now focus on:

- Exploring concepts that are employment and work-focused in nature
- Investigating career choices and in-demand job opportunities
- Becoming aware of governmental and educational resources for employment and employment training
- Seeking career pathway experiences

IELCE programs must seek out workplace partners in order to collaborate in delivering the workforce training component of IET.

For further study on ELA, civics, and citizenship:

Adult Education and Family Literacy Act: English Language Acquisition -- March 2015
WIOA Topical Fact Sheet on English Language Acquisition
http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/english-language-acquisition.pdf
This fact sheet highlights the impact of WIOA on English Language Learners (ELLs). It provides definitions of terms used in the WIOA legislation. It also outlines how WIOA funds may be used to provide opportunities to adult ELLs.

LINCS Learning Portal Courses
https://lincs.ed.gov/learning-portal

Citizenship Resource Center
www.uscis.gov/citizenship
This site provides learners, instructors, and organizations with a one-stop resource for locating citizenship preparation materials and activities.

Civics and Citizenship Toolkit
http://www.uscis.gov/citizenship/organizations/civics-and-citizenship-toolkit
This site offers a collection of citizenship preparation materials, resources, and information.

EL/Civics Online through LINCS
http://www.elcivicsonline.org/
This site offers online professional development opportunities for instructors and volunteers who want to incorporate EL/Civics content into their adult ESOL classrooms.

IEL/CE under WIOA - Frequently Asked Questions: OCTAE program-memo-15-7
http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-15-7-ielce.pdf
This memo from the federal Office of Career, Technical and Adult Education (OCTAE) answers questions regarding the rules for IEL/CE programs.

Meeting the Language Needs of Today’s Adult English Language Learner

Practitioner Toolkit: Working with Adult English Language Learners
http://www.cal.org/caela/tools/program_development/prac_toolkit.html
This toolkit provides a variety of materials including a first-day orientation guide, lesson plans, and research-to-practice papers on English language and literacy learning.

Preparing English Learners for Work and Career Pathways
This Brief describes program models for career pathways and outlines skills that ELLs need to be successful at work and in postsecondary education.

Orientation & Intake
Each program has its own registration process; however personal contact at the outset is vital to establishing rapport with English Language Learners (ELLs). All students (new and returning) must fill out new registration forms each school year for the classes.

You do not need to ask ELLs to show proof of their immigration status as a condition of offering educational services. National adult education legislation does not specify the need to prove legal status nor forbid a legal status requirement. If an ELL does not have a Social Security Number, leave that section blank on the forms and ask your AE Director for the process for your program in giving personal ID numbers. This number needs to be a 9-digit number to enter into the OAE data management system. There are forms which need to be in the student’s cumulative folder. If your program has their own form, please use your program form.
Student Success Plan
Each student must have the state Student Success Plan in their cumulative folder. On this form you will record student data, referrals to/from core partners, student barriers, assessment information, goals, goal follow-up, credential attainment, and educational completions. You will need to assist the student in filling out this form or ask questions to gather the information needed for the document. This information is needed for entry into the data management system. This data must be submitted to your program’s data entry manager, so it can be entered into the data management system within 15 days of the test administration date. This document requires an original student signature and must be kept in the student’s cumulative folder. WIOA and our state plan require referrals to our Core Partners through a series of questions answered by students during registration and intake into the program. These questions are addressed in the Student Success Plan. If a student needs services from one of our core partners, they should be referred to that agency in your community. A copy of the MS Smart Start Referral Form should be included in the student’s cumulative folder. Talk to your program director to become aware of your program’s procedures for referring students to other agencies for services.

General Release of Information Form
In order for our state to do “data-matching” to verify most of the federal indicators, a Release of Information must be obtained and kept on file. This form is part of the Student Success Plan. The SSN is only used to collect and count data. Even if a student does not provide their SSN, have them sign the release of information form so that other data may be aggregated. Your program may have the general release of information form or a program form that you are to use. Check with your intake specialist or director for the form.

Copy of a Photo ID
Students need to provide a photo ID. If they do not have a photo ID, please discuss with your program director the process for obtaining an ID. Make a copy of the ID and keep the copy in the cumulative folder.

Program Forms
Your program may have program related forms that are required for the student folder. Check with your program director about forms required for student folders.

Learning Needs Assessment & Learning Style Inventory
Assessing the abilities, needs, interest, goals, and past experiences of ELLs should be an integral part of your intake. To gather this information and help learners define and reach their education and employment goals, your program will need to use a variety of assessment instruments. Try to make the process for collecting this information as non-threatening as possible. The assessment and screening instruments for ELLs may be quite different than those used by other adult education students. The ESL Learning Needs Assessment and the ESL Learning Styles Questionnaire documents are provided for you at the end of this section. This assessment is not required for the student folder, but is included to help you with understanding the needs of your students.

Standardized Assessment
All faculty and staff who administer the TABE CLAS-E assessment must attend and complete the state TABE CLAS-E training and adhere to the MS Adult Education State Assessment Policy. The following documents should be in the student folder:

Locator Test Answer Booklet
TABE CLAS-E Answer Sheet
Writing Portfolio (if Writing test is given)
Individual Diagnostic Profile (IDP)
Instructional Assignment Sheet/Education Plan
Individual Diagnostic Profile
The Individual Diagnostic Profile is the document where all TABE CLAS-E scores are recorded. On this document you will mark incorrect answers to find the levels of mastery, partial mastery, and non-mastery at the standard sub-skills. This will help you determine the instructional needs of the student.

Instructional Assignment Sheet/Education Plan
Each student should have goals and assignments for their course of study based on their results from the TABE CLAS-E assessment. These goals or assignments can be recorded on the ESL Instructional Assignment Sheet/Education Plan form. If your program uses a different form to indicate student assignments or courses of study, please make sure that form is completed and is in the student’s folder.

Standardized Assessment and Placement for English Language Learners
Skill assessment of ELLs is different from that of regular MS AE students. ELLs are assessed for reading/writing and/or listening/speaking skills and placed into English as a Second Language (ESL) Educational Functioning Levels (EFL).

All ELL students must be assessed for placement within their first 12 hours of instruction. Test results are to be used for assigning an appropriate EFL and determining student progress. In programs with leveled classes, test results may be used for class assignments. The state approved ELL assessment is TABE CLAS-E. Students must be pre- and post-tested with TABE CLAS-E using alternate forms in order to document educational gains. **Students who score the maximum scores allowed by NRS regulations on TABE CLAS-E should be tested with the TABE 11/12 Locator and then assessed with the appropriate form of TABE 11/12.**

Assessment scores (pre- and post-) are recorded on the Student Success Plan. The following chart translates assessment scores into ESL Educational Functioning Levels.
TABE CLAS-E
Forms A & B
Scale Scores for NRS ESL Educational Functioning Levels

<table>
<thead>
<tr>
<th>ESL Educational Functioning Level</th>
<th>Reading Scale Scores</th>
<th>Writing Scale Scores</th>
<th>Total Reading and Writing Scale Scores</th>
<th>Listening Scale Scores</th>
<th>Speaking Scale Scores</th>
<th>Total Listening and Speaking Scale Scores</th>
<th>SPL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Beginning ESL Literacy</td>
<td>250-392</td>
<td>200-396</td>
<td>225-394</td>
<td>230-389</td>
<td>231-425</td>
<td>230-407</td>
<td>0-1</td>
</tr>
<tr>
<td>2 Low Beginning ESL</td>
<td>393-436</td>
<td>397-445</td>
<td>395-441</td>
<td>390-437</td>
<td>426-460</td>
<td>403-449</td>
<td>2</td>
</tr>
<tr>
<td>3 High Beginning ESL</td>
<td>437-476</td>
<td>446-488</td>
<td>442-482</td>
<td>438-468</td>
<td>461-501</td>
<td>450-485</td>
<td>3</td>
</tr>
<tr>
<td>4 Low Intermediate ESL</td>
<td>477-508</td>
<td>489-520</td>
<td>483-514</td>
<td>469-514</td>
<td>502-536</td>
<td>486-525</td>
<td>4</td>
</tr>
<tr>
<td>5 High Intermediate ESL</td>
<td>509-557</td>
<td>521-555</td>
<td>515-556</td>
<td>515-549</td>
<td>537-567</td>
<td>526-558</td>
<td>5</td>
</tr>
<tr>
<td>6 Advanced ESL</td>
<td>558-588</td>
<td>556-612</td>
<td>557-600</td>
<td>550-607</td>
<td>568-594</td>
<td>559-600</td>
<td>6</td>
</tr>
</tbody>
</table>

All faculty and staff who administer the TABE CLAS-E assessment must attend and complete the state TABE CLAS-E training and adhere to the MS Adult Education State Assessment Policy. A certificate will be awarded for attending the training.

Things to Remember about Testing:

- All staff must be trained yearly on the MS AE State Assessment Policy. Please review that policy before assessing students.
- Students must be assessed within the first 12 hours of instruction.
- TABE CLAS-E is the approved test for ELLs in Mississippi.
- All assessment data must be entered into OAE data management system within 15 business days of the test administration date.
- The minimum hours before post-testing is 40 hours of instruction.
- Assessments have an effective date of 270 calendar days.
- A returning student’s most recent test from the previous year may be brought forward into the new fiscal year and considered the pre-test if the rollover date is within 270 calendar days of the test administration date.
- Only trained/certified staff members are allowed to administer the TABE CLAS-E.
- For the speaking and writing tests, teachers may NOT post-test students for whom they are providing instruction.
- For students who have low literacy skills or lack of English proficiency and are unable to be assessed with the TABE CLAS-E, documentation must be kept showing an attempt was made to assess the student.
- When administering TABE CLAS-E, a minimum of two skill area tests must be given in a particular combination, either Listening/Speaking or Reading/Writing.
- The Locator test must be administered first and is used to determine the appropriate battery level of the pre-test.
• Hard copies of all assessment records must be maintained in the student cumulative record.
• Test materials must be kept in secure, locked storage prior to and after administration of any test.

**Curriculum and Content Standards**

MS ESL does not have an established curriculum for English Language Acquisition. We do highly recommend using Burlington English software as part of your curriculum and the TABE CLAS-E Teacher’s Resource Guide, Volume 2. We recommend a study of the [English Language Proficiency Standards](#) be part of your professional development and aligning your curriculum to these standards.

**ESL Curricula from Other States**

- **REEP ESL Curriculum for Adults** [http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/74/reepcurriculum/index.html](http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/74/reepcurriculum/index.html) The curriculum addresses nine proficiency levels ranging from Low Beginning to Advanced. Each level is designed for 120 to 180 hours of instruction, but the Needs Assessment component allows teachers to customize the curriculum.
- **Tennessee Adult ESOL Curriculum Resource Book and New Learning Plans** [https://www.cls.utk.edu/esol_curriculum_book.html](https://www.cls.utk.edu/esol_curriculum_book.html) The content is compatible with principles of language acquisition for adult learners of English and includes skills useful in workplace, life, and academic applications. Skills are integrated into reading, writing, speaking, and listening formats. It is not intended that a student progress through this curriculum sequentially. The instructor may present topic-centered lessons that integrate skills from several areas. The website contains the curriculum resource book, new learning plans, and other useful information.
Distance Education Curriculum for ELLs

The following distance education curricula is approved by the MS Office of Adult Education for ELLs. It is important to note that beginner levels of ELL benefit from classroom instruction and interaction; therefore, distance learning may not be appropriate for lower level learners. A hybrid approach with students attending a class and using distance education curricula at home would be beneficial at all levels. See chart for approved distance education curriculum.

<table>
<thead>
<tr>
<th>Approved Curriculum</th>
<th>Type of Student</th>
<th>Type of Curriculum</th>
<th>Model for Proxy Hours</th>
<th>Method of Assigning Proxy Hours</th>
<th>Method to Document Proxy Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burlington English</td>
<td>ELL or Other</td>
<td>Online Software</td>
<td>Clock Time</td>
<td>1 hour of clock time= 1 Proxy Hour</td>
<td>Management system print-out of hours</td>
</tr>
<tr>
<td>Rosetta Stone</td>
<td>ELL only</td>
<td>Online Software</td>
<td>Clock Time</td>
<td>1 hour of clock time= 1 Proxy Hour</td>
<td>Management system print-out of hours</td>
</tr>
<tr>
<td>Reading Horizons</td>
<td>ELL or Other</td>
<td>Online Software</td>
<td>Clock Time</td>
<td>1 hour of clock time= 1 Proxy Hour</td>
<td>Management system print-out of hours</td>
</tr>
<tr>
<td>New Readers Press</td>
<td>ELL or Other</td>
<td>Online Software</td>
<td>Clock Time</td>
<td>1 hour of clock time= 1 Proxy Hour</td>
<td>Management system print-out of hours</td>
</tr>
<tr>
<td>I-DEA Curriculum</td>
<td>ELL or Other</td>
<td>Canvas Online</td>
<td>Learner Mastery</td>
<td>Percentage of Points = Credit hours Earned (see below)</td>
<td>Points earned in Modules</td>
</tr>
</tbody>
</table>

I-DEA Learner Mastery/Grading Scale:

<table>
<thead>
<tr>
<th>Percentage of Points</th>
<th>Credit Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 -100 %</td>
<td>9 hours</td>
</tr>
<tr>
<td>50 -74 %</td>
<td>7.5 hours</td>
</tr>
<tr>
<td>25 – 49 %</td>
<td>5.5 hours</td>
</tr>
<tr>
<td>1 -24 %</td>
<td>2 hours</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Materials for Serving English Language Learners
The Center for Adult English Language Acquisition (CAELA) has compiled an annotated list of publishers of books and other materials for adult ELLs (see www.cal.org/caela/esl%5Fresources/publishers.html).

The OAE has provided links from the West Virginia’s Adult Education office of text, video, and software resources favored by their seasoned instructors, and the OAE has listed those below. These lists are provided as a reference and do not imply specific endorsement of the publishers or products listed.

ESL Beginning Literacy Level Texts

<table>
<thead>
<tr>
<th>Texts</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Action English Pictures: Activities for Total Physical Response</td>
<td>Alta Book Center</td>
</tr>
<tr>
<td>• The Card Book: Interactive Games and Activities for Language Learners</td>
<td></td>
</tr>
<tr>
<td>• Look Again Pictures: For Language Development and Lifeskills</td>
<td></td>
</tr>
<tr>
<td>• Sounds Easy! Phonics, Spelling, and Pronunciation Practice</td>
<td></td>
</tr>
<tr>
<td>• Grab Bag Series</td>
<td>Canadian Resources for ESL</td>
</tr>
<tr>
<td>• Chalk Talks: Free Oral Expression Through Quick and Easy Symbols</td>
<td>Command Performance Language Institute</td>
</tr>
<tr>
<td>• First Words In English</td>
<td>Linmore Publishing</td>
</tr>
<tr>
<td>• Personal Stories, Book 1</td>
<td></td>
</tr>
<tr>
<td>• Pre-Reading Resource Book</td>
<td></td>
</tr>
<tr>
<td>• Basic Vocabulary Builder</td>
<td>McGraw-Hill</td>
</tr>
<tr>
<td>• Practical Vocabulary Builder</td>
<td></td>
</tr>
<tr>
<td>• The Basic Oxford Basic Picture Dictionary</td>
<td>Oxford University Press</td>
</tr>
<tr>
<td>• Crossroads 1 Multi-Level Activity and Resource Package</td>
<td></td>
</tr>
<tr>
<td>• All New Very Easy True Stories: A Picture-Based First Reader</td>
<td>Pearson/Longman</td>
</tr>
<tr>
<td>• Longman ESL Literacy</td>
<td></td>
</tr>
<tr>
<td>• Picture Stories: Language and Literacy Activities for Beginners</td>
<td></td>
</tr>
<tr>
<td>• More Picture Stories</td>
<td></td>
</tr>
<tr>
<td>• Survival English: English Through Conversation</td>
<td></td>
</tr>
<tr>
<td>• Very Easy True Stories: A Picture-Based First Reader</td>
<td></td>
</tr>
</tbody>
</table>

ESL Low and High Beginning Levels Texts

<table>
<thead>
<tr>
<th>Texts</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Action English Pictures: Activities for Total Physical Response</td>
<td>Alta Book Center</td>
</tr>
<tr>
<td>• The Card Book: Interactive Games and Activities for Language Learners</td>
<td></td>
</tr>
<tr>
<td>• Look Again Pictures: For Language Development and Lifeskills</td>
<td></td>
</tr>
<tr>
<td>• Sounds Easy! Phonics, Spelling, and Pronunciation Practice</td>
<td></td>
</tr>
<tr>
<td>• Zero Prep for Beginners: Ready-To-Go Activities for the Language Classroom</td>
<td></td>
</tr>
<tr>
<td>• Grab Bag Series</td>
<td>Canadian Resources for ESL</td>
</tr>
<tr>
<td>•</td>
<td><a href="http://www.eslresources.com">www.eslresources.com</a></td>
</tr>
<tr>
<td>Title</td>
<td>Publisher</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>A Conversation Book: English in Everyday Life, Book 1</td>
<td></td>
</tr>
<tr>
<td>All New Easy True Stories: A Picture-Based Beginning Reader</td>
<td></td>
</tr>
<tr>
<td>Easy True Stories: A Picture-Based Beginning Reader</td>
<td></td>
</tr>
<tr>
<td>GrammarWork, Book 1</td>
<td></td>
</tr>
<tr>
<td>Picture This: The Fast Way To Fluency</td>
<td></td>
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<tr>
<td>Side By Side: English Grammar Through Guided Conversation, Book 1-2</td>
<td></td>
</tr>
<tr>
<td>Survival English: English Through Conversation</td>
<td></td>
</tr>
<tr>
<td>True Stories In The News: A Beginning Reader</td>
<td></td>
</tr>
<tr>
<td>More True Stories In The News: A High Beginning Reader</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Low and High Intermediate Levels Texts</td>
<td></td>
</tr>
<tr>
<td>Out &amp; About: An interactive course in beginning English</td>
<td>Alta Book Center</td>
</tr>
<tr>
<td>Zero Prep: Ready-to-go activities for the language classroom</td>
<td></td>
</tr>
<tr>
<td>Grab Bag Series</td>
<td>Canadian Resources for ESL</td>
</tr>
<tr>
<td>Callan’s Thematic Jigsaws 1 &amp; 2</td>
<td>ESL Jigsaws</td>
</tr>
<tr>
<td>All Clear 2</td>
<td></td>
</tr>
<tr>
<td>Amazing Stories 2</td>
<td></td>
</tr>
<tr>
<td>Can’t Stop Talking</td>
<td></td>
</tr>
<tr>
<td>Grammar in Context</td>
<td></td>
</tr>
<tr>
<td>Let’s Start Talking</td>
<td></td>
</tr>
<tr>
<td>Our Lives: Authentic student stories for developing reading and writing skills</td>
<td></td>
</tr>
<tr>
<td>Stories from the Heart</td>
<td></td>
</tr>
<tr>
<td>The Basic Oxford Picture Dictionary</td>
<td></td>
</tr>
<tr>
<td>American Lives</td>
<td></td>
</tr>
<tr>
<td>New Land, New Language</td>
<td></td>
</tr>
<tr>
<td>A Conversation Book: English in everyday life, Book 2</td>
<td></td>
</tr>
<tr>
<td>Basic English Grammar</td>
<td></td>
</tr>
<tr>
<td>Beyond True Stories: A high intermediate reader</td>
<td></td>
</tr>
<tr>
<td>Even More True Stories: An intermediate reader</td>
<td></td>
</tr>
<tr>
<td>GrammarWork, Books 2 and 3</td>
<td></td>
</tr>
<tr>
<td>Side by Side: English grammar through guided conversation, Book 3-4</td>
<td></td>
</tr>
<tr>
<td>People at Work</td>
<td></td>
</tr>
<tr>
<td>America’s Story, Book 1-2</td>
<td></td>
</tr>
<tr>
<td>Real Life English, Book 3</td>
<td></td>
</tr>
</tbody>
</table>
ESL Advanced Level Texts

- Views and Voices
  Alta Book Center
  http://www.altaesl.com
- Exploring Through Writing: a process approach to ESL composition
  On the Air – Listening to radio talk
  Cambridge University Press
  www.cambridge.org/us/esl/
- Amazing Stories 3
  Grammar Expert 3
  Non-Stop Discussion Workbook
  Heinle ELT
  http://elt.heinle.com
- American Lives 3
  New Land, New Language
  New Readers Press
  http://www.newreaderspress.com
- Focus on Grammar
  Longman Dictionary of Contemporary English and Workbook
  Fundamentals of English Grammar
  Understanding and Using English Grammar
  Pearson/Longman
  www.longmanhomeusa.com/
- America's Story, Book 1-2
  Real Life English, Book 4
  Steck-Vaughn
  http://steckvaughn.harcourtachieve.com
- Listening Dictation
  University of Michigan Press
  www.press.umich.edu/esl

Publishers with ESL materials at multiple levels:
- Cambridge English – www.cambridge.org (Ventures, Evolve, Interchange, and Four Corners)
- Intercambio – www.intercambio.org (Interactive English Curriculum and Guide for Immigrants)
- National Geographic Learning – www.ngl.cengage.com/elt (English in Action, Stand Out, Keynote, TEDTalks, and more)
- Pearson – www.longmanhomeusa.com (Speak Out, Future, CareerView)

Recruiting English Language Learners (ELLs)
Getting a new class started to serve ELLs may be a very difficult task because most established programs get new students by word of mouth. In starting up a class, try to determine which organizations, agencies, or businesses in your community offer services or employment to immigrants. Entities that may work with immigrants include: churches, public schools, lawyers, immigration offices, health clinics, migrant services, etc. Certain businesses may employ newly arrived immigrants: restaurants, hotels, construction companies, farms, factories, etc. Ask a representative to get a list of potential participants or ask them to post a sign-up sheet or pass out a survey.

Also, instructors may want to create flyers advertising ESL services that provide a contact number for the program. “ESL” may be the most recognizable term that students would understand. It is best to develop the flyers in the native language of the participants, but this may cause a problem when students call the AE office because you will not have someone who speaks the students’ languages.
Tips for Marketing:
- Be positive in your marketing materials or flyers. Avoid negative words.
- Coach front-end staff on interacting with ELLs.
- When setting up class schedules, consider the schedules of your potential students.

Ways of getting the word out about your program include:
- Press releases
- Public service announcements
- Newspaper advertisements
- Classified advertisements
- Radio/television commercials
- Open houses
- Brochures
- Grocery bag advertisements
- Utility bill stuffers
- Church bulletins
- Table tents or placemats
- Public presentations
- Slide presentations
- Display booths
- Billboards
- Theater screen advertisements
- Posters
- Students as recruiters
- Person-to-person recruitment methods

Culture Shock
ELL teachers must be aware of the native cultures of their students and the impact this makes on the ways in which the students behave and react to situations both inside and outside the walls of their classrooms. Culturally competent programs and individuals accept and respect cultural differences, continue self-assessment of cultural awareness, pay careful attention to the dynamics of cultural differences, continually expand their cultural knowledge and resources, and adopt culturally relevant service models in order to better meet the needs of minority populations. It is the responsibility of adult ELL instructors to clarify the cultural norms of American culture, while not discounting the cultures of their students’ native countries.

People enter the United States from hundreds of different places every year; each person with his or her own ideas and expectations of what the experience will be like. Some come to spend a few weeks, some come to study for four to six years and then go back home, and some come with the intention of staying and making this their home. No matter what the reason, it is an exciting experience. Research has found that many people react to entering a new place and culture in much the same way. Generally speaking, newcomers are excited about the new place (in this case the U.S.) and are very interested in everything.

After a period of time, newcomers get lonely for some familiar surroundings and may become sad. There is too much new for them to be comfortable; they seek people who are like themselves. If they have embraced America completely and whole-heartedly in their first excitement, these newcomers may have tried to become “more American than Americans” by denying their foreignness. When they come to the
time when they try to seek familiar surroundings, they may find that they do not feel welcome. They may feel confused and guilty.

After another period of time, if the newcomer can adjust, they begin to understand the expectations and to adjust them to the reality of what they actually find in the U.S. But it is quite common for many people to have not one, but two, sad times before they begin to feel satisfied that they are doing the right thing in their lives. Some people do not feel that this adjustment is worth its eventual rewards, and they decide to go to another place or back to their original homes. But since they have not been participating in that culture’s small but continuing changes, they must readjust to what was at one time familiar. There is excitement of entering or reentering a culture and a predictable sad time afterward. But eventually, if successful adjustment is made, a feeling that things are normal arrives.

What is interesting about all of this is that almost everyone experiences these feelings to some degree, and the duration of these feelings depends on the length of time that person expects to stay in the foreign place. The intensity of these feelings depends a lot on the individual. It is also very true that it is a rare person, indeed, who can recognize that he is going through culture shock at the time. Most often it is much later that a person can see that he or she did experience culture shock.

Some Symptoms of Culture Shock (from Survival Kit for Overseas Living by L. Robert Kohls)

- Deeply felt homesickness
- Boredom
- Withdrawal (for example: spending large amounts of time reading, only seeing people from your own culture, avoiding Americans)
- Need for excessive amounts of sleep
- Compulsive eating or drinking
- Irritability
- Exaggerated cleanliness

- Marital stress
- Family tension and conflict
- Chauvinistic excesses
- Stereotyping of host nationals
- Hostility toward host nationals
- Loss of ability to work or study effectively
- Unexplainable fits of weeping
- Physical ailments (psychosomatic illnesses)

Teachers need to be aware of cultural norms from other countries so as not to misconstrue certain behaviors that may be exhibited by their students. The table below (Alberta Education, 2007) outlines some of the behaviors a teacher may observe in the ESL classroom.

<table>
<thead>
<tr>
<th>Perceived Behavior</th>
<th>Possible Cultural Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student avoids eye contact.</td>
<td>Casting the eyes down may be a demonstration of respect.</td>
</tr>
<tr>
<td>Student smiles at seemingly inappropriate times.</td>
<td>A smile may be a gesture of respect, meant to avoid offence in difficult situations.</td>
</tr>
<tr>
<td>Student shrinks from physical contact or interacts at an inappropriately close distance to others.</td>
<td>There are significant differences among cultures with respect to personal space. There may also be taboos associated with certain parts of the body (top of the head, soles of the feet, etc.).</td>
</tr>
<tr>
<td>Student does not eat with peers.</td>
<td>Some students may be unaccustomed to eating with anyone but members of their own family.</td>
</tr>
<tr>
<td>Perceived Behavior</td>
<td>Possible Cultural Source</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student does not participate actively in group work.</td>
<td>Cooperative group work is not used by teachers in all cultures. Students may be unaccustomed to collaboration.</td>
</tr>
<tr>
<td>Student is unresponsive, uncooperative, or even disrespectful in dealing with teachers of the opposite gender.</td>
<td>Separate schooling for boys and girls is the norm in some cultures, and the expectations for males and females are quite different.</td>
</tr>
<tr>
<td>Student seems reluctant to engage in debate, speculation, argument, or other classroom processes.</td>
<td>In some cultures, it is considered inappropriate to openly challenge another’s point of view, especially the teacher’s.</td>
</tr>
<tr>
<td>Student exhibits discomfort or embarrassment at being singled out for special attention or praise.</td>
<td>To put oneself in the limelight for individual praise is not considered appropriate in some cultures, where the group is considered more important than the individual.</td>
</tr>
</tbody>
</table>

What can I do to minimize cultural mishaps?

1. Model respect.
2. Reflect on your own cultural biases.
3. Select culturally relevant classroom resources.
4. Provide opportunities for students to share their own cultural traditions and beliefs.
5. Understand the importance of promoting equity, rather than equality.
6. Establish a routine for welcoming newcomers.
7. Know how to pronounce their names, and ensure that the students do as well.
8. Have students seated with first-language peers initially.
9. Make personal contact with new students at least once each lesson.
10. Design classroom learning activities that encourage students to get to know one another.
11. Ensure that classroom displays are inclusive of all classroom cultures.
12. Learn some expressions in the students’ first languages.
13. Inform yourself about the student’s culture.
14. When interacting with students, be aware of deep culture and how it may play a role in student behavior.

Further Reading on Cross-Cultural Issues

SECTION 7: INTRODUCTION TO THE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM (ESOL)

Additional Resources, Forms & Checklists
- Cumulative Folder Checklist – See Section 3
- Student Success Plan – See Section 3
- ESL Learning Styles Questionnaire
- ESL Instructional Assignment/Education Plan
English as a Second Language Needs Assessment

Name ___________________ Date ________________

Please ☐ check all situations in which you need to use English.

☐ I want to get a job.

☐ I want to read menus in restaurants.

☐ I want to read English.

☐ I want to write letters in English.

☐ I want to talk with a doctor or nurse.

☐ I want to learn to use computers.

☐ I want to get a driver’s license.

☐ I want to travel in the USA.
- I want to **talk with Americans**.
- I want to **read and understand signs**.
- I want to **understand weather reports**.
- I want **more education**.
- I want to **become a U.S. citizen**.
- I want to **speak and understand on the telephone**.
- I want to **understand and talk with my children’s teachers**.
- I want to **understand bills and notices**.
- I want to **understand emergency information**.
☐ I want to learn English grammar.

☐ I want to learn pronunciation.

☐ I want to understand and use English words for my religion.

☐ I want to understand songs in English.

☐ I want to understand television and movies.

☐ I want to understand American sports.
STUDENT SELF-ASSESSMENT

Student Name: _______________________
Teacher Name: _______________________

MY EFFORT:

Check One:

I will come to class ...
□ always □ often □ sometimes □ never

I will use English at home ...
□ always □ often □ sometimes □ never

I will use English in class ...
□ always □ often □ sometimes □ never

I will use English at...
□ always □ often □ sometimes □ never

MY CLASS:

Check One:

In class, I like working ...
□ Alone □ With Partners □ With Small Groups
□ With the Teacher □ With the Whole Class
□ Other: ______________________________________

In class, I like using ...
□ Textbooks □ Teacher Hand-outs □ Dictionary
□ Videos □ Audio CDs □ Software
□ Computers □ Tablets/iPads □ Smart Phone
□ Other: ______________________________________

I like to practice...
□ Conversation □ Pronunciation □ Listening
□ Reading □ Writing □ Grammar
□ Other: ______________________________________

MY HOME:

Check One:

At home, I like using ...
□ Textbooks □ Teacher Hand-outs □ Dictionary
□ Videos □ Audio CDs □ Software
□ Other: ______________________________________

At home, I like working ...
□ With Books □ With Papers □ With a Computer
□ With a Tablet/iPad □ With a Smart Phone
□ Other: ______________________________________
ESL Learning Styles Questionnaire

In constructing the *ESL Learning Styles Questionnaire* (see next page), every attempt was made to depict clearly and distinctly each of the commonly identified preferred styles of learning.

The silhouettes are meant to represent generic people (without reference to age, race, nationality, gender, or ethnic background) with expressions that all cultures have in common. Below each silhouette is a caption describing the activity associated with the learning preference.

English language directionality has been incorporated in the questionnaire by having the student begin with the silhouette at the top, left-hand section of the page, and work to the right and down the page.

The degree to which the student likes using the method depicted, ranges:

- from not liking it at all 🙁
- to liking it very much 🙂
ENGLISH AS A SECOND LANGUAGE LEARNING STYLES QUESTIONNAIRE

Name ______________________  Date ______________________

Circle the face that best describes how much you like learning using each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always Do Not Like</th>
<th>Sometimes Do Not Like</th>
<th>OK</th>
<th>Sometimes Like</th>
<th>Always Like A Lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work by myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with a partner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work in a small group.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Always Do Not Like</td>
<td>Sometimes Do Not Like</td>
<td>OK</td>
<td>Sometimes Like</td>
<td>Always Like A Lot</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------</td>
<td>-----------------------</td>
<td>----</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Work with a teacher.</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>Listen to audiocassette tapes.</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>Practice English pronunciation.</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>Practice conversations.</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
</tbody>
</table>

Conversation is very important.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Always Do Not Like</th>
<th>Sometimes Do Not Like</th>
<th>OK</th>
<th>Sometimes Like</th>
<th>Always Like A Lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a computer program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch an English language video</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write my assignments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read books.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# ESL Instructional Assignments/Education Plan

Name: ___________________________ Date: _______

TABE Clas E Scores: ___Listening  ___Speaking  ___Reading  ___Writing

## Listening

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assignments</th>
<th>Date Assigned</th>
<th>Date Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen for Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret Meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Speaking

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assignments</th>
<th>Date Assigned</th>
<th>Date Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplish Goals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Reading

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assignments</th>
<th>Date Assigned</th>
<th>Date Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read Words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct Meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extend Meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# Writing

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assignments</th>
<th>Date Assigned</th>
<th>Date Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usage and Conventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence Formation and Coherence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expository Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Referrals for Services:**

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
RETENTION/PERSISTENCE

The terms retention and persistence are often used interchangeably. To retain students, it is up to the instructor to develop a program that meets their perceived needs and wants so they (the students) will make the commitment to overcome obstacles and persist in the program until they reach their goal(s). Persistence is key to accomplishing performance measures. Programs should be of sufficient length and content to prepare adult learners for the rigors of post-secondary college or career and technical education courses.

The Role of Customer Service in the Adult Education Program

Customer service is the act of taking care of the customer’s needs by providing and delivering professional, helpful, high quality service and assistance before, during, and after the customer’s requirements are met. With the current focus of meeting employer needs with WIOA, customer service is taking on a more important role in adult education.

Characteristics of the Adult Learner that Affect Persistence

Persistence has two components: intensity, the hours of instruction per week, and duration, the number of months of engagement in learning. Together, these are usually identified as the hours of instruction over a twelve-month period. We know a couple of things about persistence. One is that our students need about 100 to 150 hours of instruction to be able to accomplish and move forward one grade level equivalent. We also know that though the hours of persistence have been moving up over the last two decades, most states have an average persistence rate below 100 hours. This is an extremely important issue for our field. In the K through 12 system, persistence is not a problem because there’s a legal mandate for students to be there. Our students make a decision every single time they come to instruction, and we have to put in place the supports needed in our program to help students persist.

Adults need a purpose (goal) for participating in adult education, as well as motivation to balance the costs of attending. Economic costs in a free program are non-existent; but the personal costs, such as time away from family and reduced recreational time are rather high. If motivation exceeds costs, persistence is likely. If the reverse is true, persistence is highly unlikely in a voluntary program. Research has proven that intrinsic benefits play a larger role than extrinsic benefits in motivating adult learners.

- Extrinsic benefits – the purpose (or goal) for participating that leads to a reward - such as attainment of a high school equivalency diploma, literacy development, job obtainment/advancement, economic need, and educational advancement serve as catalysts for enrollment, but often do not keep a student motivated.
- Intrinsic benefits – the innate sense of satisfaction in completing or working toward a goal become the motivating forces for student persistence. As students gain support from others, they improve their self-image, parenting skills, social skills, and knowledge of career opportunities; and they become more confident.

According to the National Research Council of National Academies of Science, Engineering, and Medicine (2004), a key factor that contributes to individual motivation is self-efficacy, which is an adult student’s perceived ability to perform well on a task – and the value they assign to that task. When learners expect to succeed, they are more likely to put forth the effort and persistence needed to perform well. More confident students are more likely to be cognitively engaged in learning and thinking than students who

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5 Findings from the National Center for the Study of Adult Learning and Literacy (NCSALL) Research. http://lincs.ed.gov/webcasts/persistence/persistence_cast.html
doubt their abilities. This confidence often begins with the teacher believing in the student. Self-efficacy is a strong predictor of many educational outcomes. What this tells us is instruction is not enough. A quality adult education program must view students in a holistic manner. Not only are students’ educational needs important, but their emotional, environmental, and career needs must be addressed if students are to remain in the program; remember Maslow’s Theory.

Adult education instructors must shift the paradigm and place equal emphasis on the intrinsic components of the comprehensive curriculum. Instruction should aim to instill an appreciation for learning in students, so they are not motivated to perform a task solely for material rewards.

Why Students Stop Coming to Our Program
Because student goals can change, the program must be willing to make adjustments to accommodate new goals as they arise. For the commitment to be meaningful, the program should have a set of criteria for measuring persistence and should implement a set of strategies that reduce dropout, increase student hours of attendance, improve achievement, increase personal goal attainment, and improve completion rates.  

The reasons adult students stop coming to adult education programs can be divided into three categories:

<table>
<thead>
<tr>
<th>Programmatic</th>
<th>Situational</th>
<th>Dispositional</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Bureaucratic procedures such as paperwork, unclear expectations of program, unclear goals, etc.</td>
<td>○ Family concerns such as transportation, child care, financial problems, lack of support from family members</td>
<td>○ Attitude</td>
</tr>
<tr>
<td>○ Unavoidable situations such as job conflict, relocation, other priorities</td>
<td>○ Unavoidable situations such as job conflict, relocation, other priorities</td>
<td>○ Lack of self-esteem</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Lack of self-discipline</td>
</tr>
</tbody>
</table>

Dealing with Programmatic Issues
There are specific times students are likely to drop-out or stop-out of an adult education program. This section discusses some programmatic strategies you can incorporate during these critical times.

The importance of the first meeting:
It is important students experience success in concrete ways during their first meeting. An effective program will ensure as little of the student’s time as possible is spent with bureaucratic processes. Most students do not like to take standardized tests nor fill out forms; and adults especially do not like to do anything that does not make sense to them. Remember - students focus on the end reward and the instructor will want to instill within them an appreciation of learning along the way. So:

- Involve students quickly.
- Identify the value and importance of the program.
- Establish the climate of the class – starting time, breaks, dress code, code of conduct, etc.
- Set expectations. Let students know what they can expect from you and from the program; and let them know what you expect from them.
- Establish rapport.
- Reveal something about yourself so students can relate to you.
- Discuss the student’s educational history.
- Discuss the student’s perceptions of learning problems and their origin.
- Set realistic goals.
- Address the length of time it may take to complete the goals.
- Administer the approved NRS entry assessment.

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**Students may become disillusioned within the first three weeks:**
- Aid students in developing a schedule for time management.
- Set up a Remind Account to distribute announcements to students.
- Take pictures of students and post in the classroom.
- Give visible structure to the class schedule by posting daily activities.
- Encourage cooperation rather than competition.
- Ask students to keep journals or online blogs to reflect on their learning and experiences in class.
- Make appointments with all students to review goals, content, and/or any concerns.
- Hand out wallet-sized cards with important telephone numbers listed: main office of facility, local job service, shelter, food pantry, clothing pantry, doctors, etc.
- Have students evaluate the program to determine if you and the program continue to meet their needs and wants.

**Students often lose interest within three to nine months when they reach their ‘plateau of progress’:**
- Give students useful and relevant activities that relate to personal and programmatic goals.
- Utilize active learning strategies appropriate for all levels.
- Simulate the workplace by demonstrating on the job work ethics (attendance, dressing professionally, respect, teamwork, etc.)
- Build community through social media [Facebook Groups, Instagram, Twitter, class website (per approval of local program), etc.].
- Schedule program conferences with the student’s family, support system, probation officer, DHS caseworker, etc.
- Analyze barriers to differentiate between legitimate problems and excuses. Connect student to wrap-around services to address barriers.
- Develop lessons that are broken down into composite parts.

**Another crucial stop-out time for students is after the holidays or during periods of inclement weather:**
- Contact students via social media.
- Send postcards or call students to invite them back to class.
- Schedule a guest speaker for the first meeting after a long break, and notify students of this.
- Schedule a special project or begin a mini-class series after these periods of time, and notify students of these plans.

Conducting regular formative assessments can help identify if student needs are being met throughout the program. Before students become frustrated or discouraged, these informal assessments can assist in identifying gaps in learning and helps the teacher and the student focus on areas that need attention. Remember to periodically conduct student interviews to determine the needs of your students. Document comments from student interviews in the Student Success Plan. Remember an assessment of needs is an ongoing process of discovering what your students want in terms of activities and services.

**Dealing with Situational and Dispositional Issues: The Adult Education Instructor as ‘Counselor’**
Instructors must be prepared to provide assistance with student problems when students bring situational and dispositional needs to the program. In adult education programs, the only counselor is the instructor. Providing emotional/mental counseling (crisis counseling) might be new for the instructor, so get help from the program director or lead instructors.
When a student enters your classroom in a crisis mode, remember that during this crisis period, the student is open to change. S/He does not want to feel the way they feel at the moment. The sooner the instructor can work with him, the greater the likelihood of developing an effective solution that will help with the immediate need. Learning can then take place.

Crisis counseling is to counseling as first aid is to medicine – a temporary but immediate relief for an emergency situation. Students experiencing a crisis situation have feelings of disorientation and of not being able to control the situation. What might be needed is some type of structured intervention.

The instructor must be careful to not express approval or disapproval, criticize, judge, or evaluate the student. All must remain calm. Deal with the immediate situation and do not try to uncover the deep-rooted cause of the crisis.

Two of the main counseling techniques that are useful in adult education programs are the abilities to:

- **listen** more than talk
- **ask** more than tell

Active listening is required to hear – really hear – what others are saying. This requires *observing them*, as well as, hearing their words. Their body language, tone of voice, eye contact, and other signals will give additional information about how they perceive the issue. This requires the instructor’s body language to *reflect receptiveness* to them and the issue. Leaning in, making eye contact, maintaining a positive posture are all important when speaking with students and making the students receptive to the conversation.

Active listening means *not being distracted* by others, by the surrounding environment, or by difficulties the student may have in getting their message across. It means instead of jumping ahead to judge the other person or thinking about what will be, the instructor must *sort out what the student is actually saying*. Avoid finishing sentences for students; allow them time to process.

One way to determine what the student is saying is to paraphrase back to the student what was heard or ask open-ended questions to seek clarification. Sometimes instructors are taken off guard by a crisis, pressured with other issues, have a hard time being patient with the student, want to be somewhere else, or fear misunderstanding. After validating the situation, be supportive and begin shifting the problem into an opportunity by:

- Focusing on the issue at hand
- Identifying solutions to address the issue
- Developing a plan to implement
Ideas for Maintaining Good Rapport

- Keep a documented record of student progress.
- Give immediate feedback.
- Approach learning with a *one day at a time* mindset.
- Provide frequent breaks.
- Provide incentives, i.e., coupons to local businesses, etc.
- Use student’s name when addressing him or her.
- Have students complete evaluations on the program to determine if you are still meeting their needs and wants.
- Deal with crises effectively—don’t minimize; don’t attempt to solve.
- Refer students to local support services when necessary.
- Provide a beginning and an ending to instruction.
- Enlist students as helpers within your program.
- Celebrate holidays, birthdays, and special occasions.
- Allow students to design, edit, and publish a monthly newsletter of program events, success stories, and accounts of their lives.
- Schedule frequent student activities, i.e., field trips, guest speakers, etc.
- Plan informal and formal recognition events.
- Utilize a mentor or buddy system.
- Utilize alumni as tutors, aides, speakers, recruiters.
- Grocery store activities, i.e., reading labels, figuring cost per ounce, and deciding which is best—bulk or single; list the nutritional values of junk food vs. healthy food; cost per week/month of non-edible purchases, etc.
- Create daily/weekly/monthly schedule of household tasks and activities.
- Practice filling out online job applications and/or FAFSA forms for college financial assistance.

Activities Instructors Can Incorporate into the Program

- Vary your delivery system.
- Provide relevant instruction and meaningful curriculum.
- View learning as a verb—an ongoing process.
- Begin and end class on time.
- Arrange materials and tasks from simple to complex.
- Provide an opportunity for students to practice learned skills.
- Provide career counseling.
- Participate in professional development activities to maintain up-to-date methods and procedures.
- Discuss Distance Education options in case the student has to stop-out of the program temporarily (i.e., Aztec®, Burlington English®, KET, etc.). See Section 4 for a complete list of Distance Education options.
- Discuss options for assignments outside of the classroom, i.e., have student write weekly letters to you; give them magazine or newspaper assignments; have them do crossword puzzles/word search; assign library activities.
- Incorporate a health education component into your curriculum to identify and address mental and physical health issues, as well as nutritional habits which influence the ability to learn.
The Importance of Follow-up
- To determine the effectiveness of the program.
- To identify completers vs. non-completers.
- To update student goals and achievements (documented achievements should be maintained in the cumulative student file and the OAE’s state data management system.).
- To define retention problems.
- To define program problem areas and identify program improvement strategies.
- To acquire future funding.
- To meet program standards.

Tips for Conducting Follow-up
- Determine what information you want or need to obtain.
- Develop a timeline.
- Keep written documentation in a student’s personal file.
- Maintain a Follow-Up Telephone Log. (A sample can be found at the end of this section.)
SECTION 8: RETENTION AND PERSISTENCE

Additional Resources, Forms & Checklists

- Follow-Up Telephone Log
## Follow-Up Telephone Log

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<th>Date</th>
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FUNDING
Eligible program grant applicants may be a local educational agency, a community-based organization of demonstrated effectiveness, a volunteer literacy organization of demonstrated effectiveness, an institution of higher education, a public or nonprofit agency, a library, a public housing authority, a nonprofit institution that is not described in any of the items above and has the ability to provide literacy services to adults and families, and a consortium of the agencies, organizations, libraries, or authorities described in any of the above items. The OAE requires each program to have an advisory council.

In order to receive funding, each agency submits an application for funds. Grants are awarded to successful applicants. The eligible agency must provide services related to the 13 Considerations as outlined in Adult Education and Family Literacy Act.

Grants are awarded for 12 months/one fiscal year (July 1 – June 30). Awarded agencies must comply with Scope and Conditions of the grant and the specific Grant Assurances outlined in the application. Expenditures may not be made outside of this contract period.

Advisory or Inter-Agency Council
- Establish an advisory council or participate in a cross-agency collaborative council that addresses adult education concerns. Hold meetings on a regular schedule at least twice a year. Keep meeting agendas, sign-in sheets and minutes on file.

- Council members should represent local community groups such as:
  o Post-secondary educational institutions (career-technical programs, community colleges, universities) and training programs (apprenticeship, etc.)
  o Business and industry (local businesses, Chamber of Commerce, etc.)
  o Human Services (DHS, HUD, Homeless Shelters, etc.)
  o Family services (Head Start, Family Resource Network, Families First)
  o Disability services (Department of Rehabilitation Services, mental health facilities)
  o Employment services (Workforce Investment Board, One Stop Centers, Job Services)
  o Public schools and libraries
  o Volunteer organizations and service clubs
  o Other community-based organizations (United Way, Senior Centers, Youth Services)
  o Students and instructors from the program

- Use the advisory council to:
  o Facilitate collaboration, referrals, and networking among agencies serving the needs of adults with limited basic skills.
  o Educate the community at large about the needs of this population.
  o Assist your program with marketing, recruiting, student support services, special events (graduation and awards ceremonies), grant writing, and establishing information linkages.
  o Provide input regarding appropriate course offerings and class locations and schedules.

Program Facilities and Services
To maximize the amount of funds available for direct instructional services, OAE prefers adult education programs to pay minimal or no rent for space, especially those located in publically owned buildings. OAE also prefers having adult education centers located in age-appropriate locations to be appealing to adults and conducive to adult learning.
Grantees shall ensure the following:

- 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 adult learning.

If it is determined through an OAE 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.

Cost for Facilities
State and federal funds are to be used for program services. Fiscal agents are encouraged to seek donated or in-kind space in order to provide maximum resources to the students. 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.

OAE classrooms should have the following provisions:

- Sufficient space to accommodate students (including classroom area and private counseling/tutoring area)
- Adequate safety provisions (approved by fire marshal, covered by fire/liability insurance)
- Accessibility for people with disabilities
- Adequate heating and cooling
- Adequate furniture (desks, tables, chairs) designed for adults
- Available storage space
- Clean restrooms
- Adequate indoor and outdoor lighting
- Access to telephone and Internet
- Visible signs or directions to the class location

Financial Management (2 CFR 200)
Programs must use funds for the intended purposes and must follow written policies and procedures (including all required by Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards) in order to ensure accurate, current, and complete disclosure of the financial results of each grant project. All awarded funds will be allocated on a cost reimbursement basis. All grantees will be reimbursed for expenditures, as approved, by requesting reimbursement through the Mississippi Community College Board’s (MCCB) financial budgeting system. Requests for reimbursement should be submitted monthly, and all documentation must be available upon request.

Grant recipients must maintain adequate supporting documents for expenditures (federal and nonfederal) and in-kind contributions under the grant. Costs must be shown in reports and must be supported by a source document, such as a receipt, travel voucher, invoice, bill, in-kind voucher, or similar document.

Refer to the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards for specific requirements.
Funds received under the AEFLA grant must be maintained in a separate account. The grantee must maintain all documents and other evidence pertaining to the costs and expenses of implementing this application to the extent and in such detail to accurately reflect all gross costs direct and indirect, equipment, supplies, services, and other costs and expenses. The grantee must use generally accepted accounting principles. These records and financial statements are subject to inspection, review, reproduction, and/or audit by the OAE.

Approved Budgets
At the beginning of each fiscal year grantees are required to enter their approved budgets in the online budgeting system provided by MCCB.

Grant Reimbursement
Funds for the Title II grant must be claimed on a reimbursement basis. It is preferred that reimbursement requests be submitted monthly using the online budgeting system provided by MCCB. No payments in advance of or in anticipation of goods or services provided under this grant can be requested or paid. All charges must be reported for the current period. Grant reimbursements are contingent upon satisfactory completion and submittal of all program deliverables.

Grantees shall ensure auditable and adequate records are maintained which support the expenditure of all funds received through a contract with the MCCB, OAE. Programs will submit to periodic fiscal audits, adhere to assurances, and will submit to periodic program review, monitoring, and/or technical assistance on-site visits. Programs will respond in a timely manner to any request for information from the OAE.

Budget Modification
Expenditures shall not exceed the line item allocations or budget total as specified in the contract. Requests for budget modification to the current fiscal year must be pre-approved by the OAE. Budget modifications must be submitted through the online budgeting system.

Yearly Project Closeout
The OAE will provide the deadline date for the final reimbursement request at the end of the fiscal year. During this reimbursement request, it is essential all funding categories have enough funds to allow for proper reimbursement of all incurred costs for the final reporting period.

Supplement not Supplant
According to Title II Section 241(a), funds made available for adult education and literacy activities under Title II must supplement and not supplant other state or local public funds expended for adult education and literacy activities. “Supplement, not supplant” means the federal funds are intended to augment or increase, not replace, monies that would have been used if the federal funds had not been available.

Local Administrative Cost Limits
Administrative costs are those non-instructional costs that are considered reasonable, necessary, and allowable costs associated with overall project management. Not less than 95% shall be expended for carrying out adult education and literacy activities. The remaining amount, not to exceed 5%, shall be used for planning, administration, personnel development, and interagency coordination (administrative costs).

In cases where the cost limits described are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible provider shall negotiate with the Office of Adult Education (OAE) in order to determine an adequate level of funds to be used for non-instructional purposes. (Workforce Innovation and Opportunity Act [WIOA] Title II Section 233, 241(b); 34 CFR 463.25-.26).
Local Administrative Costs (34 CFR, 463.26)
An eligible provider receiving a grant or contract under this part may consider costs incurred in connection with the following activities to be administrative costs (34 CFR, 463.26):
- Planning,
- Administration, including carrying out performance accountability requirement,
- Professional development,
- Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate, and
- Carrying out the one-stop partner responsibilities described in §678.420, including contributing to the infrastructure costs of the one-stop delivery system.

Allowable and Unallowable Expenses
Expenses must be reasonable, allowable, and allocable to the benefit received and not shifted from another program or project. All expenditures submitted for reimbursement under this grant must be for proper and efficient administration of the program. Allowable costs are determined by 2 CFR 200.400-475.

Adults enrolled in adult education programs, including programs for adults with limited English proficiency will not be charged tuition, fees, or any other charges or be required to purchase any books or any other materials needed for participation in the program.

Basic Guidelines of Allowable expenses:
To be considered allowable under a federal award, costs must meet the following general criteria:
1. Be necessary and reasonable for proper and efficient performance and administration of federal awards and be allocable thereto under these principles.
2. Be authorized or not prohibited under state or local laws or regulations.
3. Conform to any limitations or exclusions set forth in these principles, federal laws, or other governing limitations as to types or amounts of cost items.
4. Be consistent with policies, regulations, and procedures that apply uniformly to both federally assisted and other activities of the governmental unit.

Eligible Use of Funds
Eligible expenditures for actual program expenses may include wages, salaries, and fringe benefits; books, materials, and supplies; clerical services; rental of facilities that are not owned by the sponsoring program; rental of equipment not owned by the sponsoring program; training of volunteers and tutors; student support services; outreach and recruitment activities; membership dues for participation in organizations specifically focused on adult education; financing the costs of online services; and administrative costs.

Ineligible Use of Funds
Expenditures under grants from the Office of Adult Education are subject to the Uniform Administrative Requirements, Cost Principles, Audit Requirements for Federal Awards, Subpart E—Cost Principles. In addition, State Adult and Family Literacy Education (Act 143) and federal Adult Education and Family Literacy Act (Section 223 and 231) funds may not be used in the following cases: (This list is not comprehensive.)

1. To supplant other existing public or private funds currently used to provide adult basic education and/or family literacy services;
2. As funds that are commingled with other public or private funds, but may be used in conjunction with such funds;
3. To pay high school equivalency testing fees;
4. To cover the cost of instruction at the postsecondary level. Exception: the division may approve the use of federal grant funds for occupational training within a division-approved integrated education and training program.

**Matching Requirement (State Requirement)**

Grantees must provide a non-federal contribution in an amount equal to 25% of the total amount of funds expended for adult education and literacy activities supportable by Title II. Non-federal contributions may be provided in cash or in kind, fairly evaluated, and must include only non-federal funds that are used for adult education and literacy activities in a manner that is consistent with the purpose of Title II (WIOA Title II Section 222(b)).

**Personnel Costs**

Timesheets records must be maintained for all employees every payroll period. Payroll records must be signed by both employee and supervisor. All employee earning records must be maintained and contain cumulative amounts by pay period for the gross salary, payroll deductions, and net pay. Documentation must support fringe benefits in the form of payroll records, payroll tax reports, insurance policies and payment schedules, vendor’s invoices, etc.

Fringe Benefits are an allowable cost that can include the following:

- Individual’s FICA taxes paid by the employer,
- Medical and Life insurance coverage,
- Unemployment insurance, and
- Worker’s compensation.

**Budgeting: Employee’s with Hours in One or More Grants**

Programs may budget an employee’s hours in one or more grants or other funding source; however, the total number of hours per each employee cannot exceed one full time equivalent (FTE) position, up to a maximum of 2,080 hours per program year. Documentation of employees’ hours must be available for review by OAE staff.

**Time and Effort**

Time and effort documentation is required when any part of the employee’s salary is charged to the federal program or used as match for a federal program. The Office of Management and Budget (OMB) regulations, codified as Title 2 of the Code of Federal Regulations (2 CFR) Part 200, were incorporated into federal regulation on December 26, 2014. The new regulations govern all federal grants awarded by the U.S. Department of Education (USDE) to the state or to a local program on or after that date. In the area of time and effort, the Education Department General Administrative Regulations (EDGAR) provides a description of the seven characteristics that must exist in your written time and effort policies and procedures (2 CFR 200.430). Be familiar with these characteristics and ensure that your current policies and procedures reflect them.

**Reporting Requirements**

Employees working on multiple activities or costs objectives are required to maintain time and effort documentation if the employee’s work includes any of the following:

- More than one federal award
- Federal and nonfederal awards
- Indirect and direct cost activities
- Two or more indirect activities allocated using different allocation bases
- An unallowable activity and a direct or indirect cost activity
In addition, the report must meet the following requirements:

- Be prepared after the work is performed
- Account for the total activity for which the employee is compensated
- Be prepared at least monthly and should coincide with one or more pay periods
- Agree with supporting documentation

Each local program must use the same form for all of the employees which must include the following elements:

- Employer’s name
- Job title/position
- Name of the federal program or cost objective under which the employee was 100% funded
- Reporting period (semiannual, at least)
- Statement that the employee worked solely on that program for the period covered by the certification
- Dated signature of the employee or of a supervisor with firsthand knowledge of the employee’s activities

In addition, the certification must meet the following requirements:

- Be completed once in each six-month period
- Be prepared after the work is performed
- Account for total activity performed during the reporting period

**Single Cost Objective**

Employees whose salaries are funded under a *single* federal grant program are required to report their time and effort through periodic (semiannual, at least) certifications.

**Multiple Cost Objectives**

Employees who work on multiple activities or cost objectives are required to maintain *monthly* personnel activity reports to support the distribution of their salaries or wages.

If an employee spends time on adult education administrative and adult education instructional activities, that employee must track administrative time separately from instructional time.

**Allowable In-State Travel Costs**

Each grantee should have written procedures for travel approval and reimbursement. All travel costs or reimbursements must adhere to the MS Department of Finance Administration (DFA) Guidelines and Regulations. Any local restrictions on travel costs also apply.

**Instructors**

Instructors report to work at first site of the day. Mileage may be charged for travel to second or additional sites.

**Allowable Out-of-State Travel Costs**

All out of state travel utilizing adult education funds **must** be pre-approved by the OAE.

Amendments authorized for maximum recovery for travel and subsistence costs against any state or federal funding source are restricted to those amounts which are approved by the State Auditor in effect for the particular funding period. Any amount over this limit must come from local funding sources.
Equipment (Purchase, Inventory, and Disposal)

Programs must have written policies and procedures for purchasing and expenditures to support allowable activities. All equipment purchases must be consistent with the requests in the approved budget. Inventory is subject to periodic program review and monitoring. Programs must respond in a timely manner to any request for information from the OAE.

All equipment purchased with adult education funds shall remain the property of the State of Mississippi and is subject to the rules and regulations of the DFA, through the life and disposition of said property. If equipment purchased with federal funds becomes unusable or no longer needed, the local entity must notify the OAE office. If the equipment is unusable, the equipment may be disposed in accord with local policies/procedures. If the equipment is no longer needed, the OAE office will locate another adult education program facility that can use the equipment. It will be the responsibility of the two local programs to complete the transfer.

An inventory list of all equipment purchased with adult education funds must be maintained. Equipment records must include:

- Description of the property
- Serial number or other identification number
- Funding source of property
- Who holds the title, if applicable
- Acquisition date
- Cost of the equipment
- Percentage of federal participation
- Location
- Use and condition of the property and
- Any ultimate disposition data including the date of disposal and sale price of the property.

Each program has a general obligation to safeguard and make appropriate use of inventory/property purchased with adult education funds. This obligation includes but is not limited to:

- Notifying the program director of any movement of inventory/property
- Exercising reasonable care in use to prevent damage and maintain the good condition of the assigned property
- Exercising reasonable security measures to prevent theft or misuse of the assigned property
- Reporting lost, stolen, damaged, or otherwise impaired property to the program director.

When property acquired with adult education funds is lost, damaged, or stolen, the program must conduct and fully document an investigation. When appropriate, law enforcement authorities should be notified, a police report should be filed and maintained for records, and if the item meets the state’s capitalization threshold, insurance provider should be notified.

Any non-consumable items purchased with adult education funds shall revert to OAE at the end of the project or at program closure. The OAE reserves the right to relocate the property or direct its disposition in accordance with State regulations.

Leased Equipment

Equipment may be leased for educational purposes and must be designated as such. Leased equipment is a contractual expense. This equipment must be in a facility owned or operated by the local program.
Capitalized Equipment Purchases
Reimbursement for equipment purchases will be considered on an individual project basis and must be approved in advance. Any equipment purchased with federal funds for the purposes of adult education must be maintained and located in adult education facilities.

Non-Capitalized Equipment
Items less than $1,000 which are not on the State Auditor’s Exception List and have a useful life of more than one year are considered non-capitalized equipment. These items must be listed under educational materials.

Record Retention
The federal retention period is three years for all financial and programmatic records. The starting date of retention begins on the first day of the next fiscal year. The retention period for equipment records starts on the date of disposition or replacement or transfer. If any litigation, claim, negotiations, audit, or other action involving the records started before the end of the three year period, the records must be retained until completion of the action and resolution of all issues or until the end of the three year period, whichever is later.

To help clarify which programmatic information must be retained the following guideline is provided:

- Programs are not required to keep documents such as:
  - Progress plan
  - Homework
  - Informal testing papers/results
  These documents can be given to the student, destroyed, etc.

- Programs must retain documents such as:
  - Student Success Plan
  - Signed non-disclosure statement
  - Student Individual Education Plan (IEP) from a school district
  - Diagnostic results, i.e. (TABE,)
  - Attendance records.
SECTION 9: ADMINISTRATION OF THE AEFLA PROGRAM

Additional Resources, Forms & Checklists

- WIOA 13 Considerations for Funding
- Sample Time and Effort Form
- Grant Assurances
WIOA’s 13 Considerations

1) The degree to which the eligible provider would be responsive to —
   a. regional needs as identified in the local plan; and
   b. serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills; or who are English language learners;

2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

3) past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted performance levels, especially with respect to eligible individuals who have low levels of literacy;

4) the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan, as well as the activities and services of the one-stop partners;

5) whether the eligible provider's program—
   a. is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
   b. uses instructional practices that include the essential components of reading instruction;

6) whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

7) whether the eligible provider's activities effectively use technology services and delivery systems including distance;

8) whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

9) whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality development, including through electronic means;

10) whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;

11) whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance; and

13) whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.
### INSTITUTION NAME
TIME AND EFFORT REPORT

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**TO BE COMPLETED BY EMPLOYEE, SUPERVISOR, OR RESPONSIBLE OFFICIAL**

If the percentages of actual effort distribution for any grant or funding source differ from the budgeted payroll distribution, please make the corrections before certifying below.

**EXPLANATION AS NECESSARY**

**CONFIRMATION BY**

- Employee [ ]
- Supervisor [ ]
- Responsible Official [ ]

I certify that this report represents a reasonable estimate of the actual effort expended on each grant or funding source as listed above for the period covered by this report.

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Grant Assurances

The Grantee agrees to comply with federal and state statutes, regulations, policies and procedures, and to use state appropriated funds to carry out activities and the local provision of adult education services solely in a manner consistent with the Mississippi WIOA Combined Plan and the Workforce Innovation and Opportunity Act.

1. The applicant has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act (FERPA) (20 USC 123g) and its federal regulations 34 CFR Part 99.

2. The applicant will comply with Title VI of the Civil Rights Act of 1964 (45 USC 2000d through 2000d-4) and its implementing federal regulations 34 CFR Part 100, and in accordance therewith, no person shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received federal financial assistance.

3. The applicant will comply with Title II of the Americans with Disabilities Act (ADA), (42 USC 12134), et seq. and its implementing federal regulations 28 CFR Part 35, which prohibit discrimination on the basis of disability to public entities, or it will comply with Title III, (42 USC 12181) et seq., and its implementing federal regulations 28 CFR Part 36, which prohibit discriminations on the basis of disability in public accommodations, whichever is applicable.

4. The applicant will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC 794, and its implementing federal regulations 34 CFR Part 104, which prohibits discrimination based on disability in programs and activities receiving federal financial assistance.

5. The applicant will comply with Title IX of the Education Amendments of 1972, as amended (20 USC 1681-1683), and its implementing federal regulations 34 CFR Part 106, which prohibit discrimination on the basis of sex in education programs and activities receiving federal financial assistance.

6. The applicant will comply with the Discrimination Act of 1975, as amended (42 USC 6101) et seq., and its implementing federal regulations 45 CFR Part 90, which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance.

7. The applicant agrees to comply with the provision in Section 427 of the General Education Provisions Act (GEPA) enacted as part of the Improving America’s Schools Act of 1994 (Public Law (P.L) 103-382) OMB Control No. 1894-0005.

8. The applicant will use any funds made available under Title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are “eligible individuals” within the meaning of Section 203(4) of WIOA, unless it is providing programs, services, or activities related to family literacy activities, as defined in Section 203(9) of WIOA.

9. The applicant understands and accepts that funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other state or local funds expended for adult education and literacy activities and all expenditures must be allowable within federal requirements, as included in the Uniform Guidance (2 CFR Part 200 Subpart E – Cost Principles) and the Education Department General Administrative Regulations (EDGAR www.ed.gov/policy/fund/reg/edgarReg/edgar.html).

10. Any funds received under this contract will be used to supplement programs operating with local funds and in no case be used to supplant local and state funding.
11. The Grantee agrees that funding provided by the OAE pursuant to this contract is provided on a reimbursement basis. Amounts requested for reimbursement are to be based upon the actual expenses within the approved budgets. The Grantee assures that receipts and expenditures of all funds associated with adult education will be documented and accounted for, and available for review as required by the OAE.

12. The Grantee will submit a budget modification request prior to any material change affecting the purpose, administration, organization, budget, or operation of an approved project.

13. The Grantee will only charge the grant for the proportionate share of the costs of fringe benefits for personnel whose duties are divided between this grant and other activities.

14. Costs associated with the HSE tests, test administration, proctoring, travel, or any other activity relating to the actual HSE test process are not allowable, and cannot be reimbursed by the federal or state grant. The only allowable costs are those associated with test preparation (e.g. instruction, materials for instruction).

15. The Grantee understands that food and beverage is not an allowable expense with Federal and State dollars.

16. The Grantee will not charge fees or program costs to the student.

17. The Grantee will comply with all provisions of the OAE Program Guidelines.

18. The Grantee will appoint a full time (30+ hours / 75% time) Program Director of adult education services for the specified Service Delivery Area. Waiver for requirement of full-time Program Directors may be applied for under conditions outlined in EDGAR section 75.511. Decision on whether to grant the waiver will be determined by the OAE.

19. The Grantee ensures ALL Adult Education personnel must meet the minimum qualifications outlined in the OAE Program Guidelines. (State Requirement.)

20. The applicant agrees to maintain Time and Effort Reports or Semi-Annual Certification forms for all federal and state funded employees. These reports must be signed by the employee and the supervisor.

21. The Grantee will give the OAE access to all records or documents related to the grant, including the submission of reports as may be required.

22. The Grantee will provide state and/or local matching expenditures at a minimum of twenty-five percent (25%) of AEFLA federal funding per year. (State Requirement)

23. The Grantee will employ at least one full or part-time Transition Specialist. (State Requirement)

24. The Grantee will ensure that full-time instructors teach a minimum of 70% of their weekly work schedule. (State Requirement)

25. The Grantee will schedule all students a minimum of 8 hours of instruction per week and this can be accomplished through a combination of face-to-face and distance learning. (State Requirement)
26. The Grantee assures that the program will:
   a. Utilize qualified administrative personnel and instructional staff.
   b. Provide guidance and counseling services.
   c. Provide year-round instruction as feasible.
   d. Develop effective recruitment and retention strategies.
   e. Provide adequate ADA and Section 504 accessible facilities, equipment, and materials, meeting adult learners’ needs.

27. As a state requirement, the Grantee assures that the state-approved standards for English for Speakers of Other Languages (ESOL) and the Mississippi College and Career Readiness (CRC) standards are used throughout the duration of the grant.

28. The Grantee will provide local professional development for staff and faculty and ensure participation in state-provided professional development meetings as appropriate and deemed mandatory by the OAE.

29. The Grantee assures all program staff assigned to administer state approved assessments obtain initial, ongoing, and/or refresher training as required and defined in the OAE Program Guidelines.

30. The Grantee assures state-required program data (including students’ Social Security Numbers as feasible) will be entered into the OAE data management system for data match purposes.

31. The Grantee assures that National Reporting System (NRS) of Adult Education data quality standards will be met, including academic performance, HSE and transition goals.

32. The applicant agrees to implement activities to meet or exceed the Mississippi Adult Education performance measures and related outcome measures.

33. The Grantee will organize an advisory committee from its defined service area with representation from each county and adhere to the guidelines as specified by the OAE. Employees of the Grantee are not eligible to be members of the committee. (State Requirement)

34. The Grantee will coordinate with other WIOA partners to ensure non-duplication of service(s) and align activities to the Local Workforce Development Plan for WIOA providers, collaborate to provide supportive services, and partner to promote concurrent enrollment with Title I programs.

35. The Grantee will work collaboratively with other adult education local Grantees within a given Local Workforce Development Region to negotiate One-Stop infrastructure cost, and other shared costs.

36. Integrated English Literacy & Civics Education (IELCE) Grantees are required to record the students’ secondary goals of Achieve Citizenship Skills and/or Achieve U.S. Citizenship into OAE Data Management System and track the completion of these goals. IELCE APPLICANTS ONLY

37. The applicant also agrees to:
   a. Take responsibility for performance that does not meet the standards designated by OAE;
   b. Write program improvement plans when designated by OAE; and
   c. Participate in a monitoring evaluation once every three (3) years involving local and state staff.

38. The undersigned officer understands failure to comply with the above policies and/or requirements may result in a reduction and/or termination of subsequent AEFLA funding.

39. The applicant certifies that, to the best of his/her knowledge and belief, the debarments statements are true and accurate, and that he/she fully endorses and supports the submission of this application.
40. If Grantee, in the OAE’s sole determination, fails or refuses for any reason to perform any of its obligation under this contract or violates the grant policies, procedures or assurances (e.g. full-time teachers not teaching the hours required by the grant), the OAE may impose such sanctions as it may deem appropriate. Sanctions may include, but are not limited to, placing the Grantee on a Corrective Action Plan (CAP), cancellation or termination of the contract, repayment of funds to the OAE, reduction in current year funds, reduction in future funds, or withholding of payments to Grantee. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Grantee’s receipt of written notice thereof from the OAE.

By signing this document, I certify to the best of my knowledge and belief that the aforementioned organization, its principals and any subcontractors named in this proposal:
   a. Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from bidding or working on contracts issued by any governmental agency.
   b. Have not within three years of submitting the proposal for this contract been convicted of or had a civil judgment rendered against them for:
      i. Fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a federal, state or local government transaction or contract.
      ii. Violating Federal or State antitrust statutes or committing embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
      iii. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or Local); and
      iv. Have not within a three (3) year period preceding this proposal had one or more federal, state or local government transactions terminated for cause or default.
   c. Have not entered into a prior understanding, agreement, or connection with any corporation, firm, or person submitting a response for the same materials, supplies, equipment, or services and this proposal is in all respects fair and without collusion or fraud. The above-mentioned entities understand and agree that collusive bidding is a violation of state and federal law and can result in fines, prison sentences, and civil damage awards.

<table>
<thead>
<tr>
<th>Adult Education Program Director:</th>
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<tbody>
<tr>
<td>Name</td>
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<td><strong>Telephone</strong></td>
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<tr>
<th>Fiscal Agent:</th>
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<tbody>
<tr>
<td>Name</td>
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<td><strong>Telephone</strong></td>
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<table>
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<tr>
<th>President/Superintendent/Head of Organization:</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
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<td><strong>Telephone</strong></td>
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SECTION 10: PROGRAM PERSONNEL AND PROFESSIONAL DEVELOPMENT REQUIREMENTS

Adult education and family literacy programs must be able to comply with all of the requirements of the state and federal grants. Programs are required to maintain certain program staffing to ensure the quality of grant administration; supervision; data collection, entry, and reporting; student support; and instruction. All staff must be properly qualified to fulfill the duties listed in their written job description through training, education, or experience and must complete required training and professional development activities.

Local professional development is an integral and required component of grant-funded adult education programs. Professional development participation is key in ensuring that federal and state policies and procedures are executed, state initiatives are implemented, and instructional best practices are learned and incorporated in the classroom. Professional development opportunities are provided to faculty and staff to ensure job preparedness and to support student needs.

To meet the professional development requirements of the grant a local education program will:

- Develop an annual Professional Development Plan which identifies local/state professional development events that will support key program goals
- Provide local professional development to ALL faculty (part time and full time) and program staff (leadership, administrative, data management, transition specialist, etc.);
- Participate in OAE professional development offerings as appropriate and/or deemed mandatory by the agency.
- Track and document all professional development activities including:
  - Sign-In Sheets
  - Agenda
  - Handouts
  - PowerPoint Presentation

PERSONNEL: ROLES AND QUALIFICATIONS

Director
The program director is responsible for the overall day-to-day coordination, administration, and instructional leadership of the adult and/or family literacy education program. The program director must be a full-time employee of the grantee agency. **Program directors must be full-time, salaried employees spending at a minimum 75% of scheduled time in the operations and management of the adult education program.** These duties include, but are not limited to, ensuring compliance with division policies; providing adequate staffing; providing program-specific orientation for all staff; providing fiscal oversight; providing leadership in program improvement/professional development; maintaining contact with institutions of postsecondary education and training, local businesses, and community service organizations; and coordinating adult basic education services with local workforce development system partners.

Program directors are expected to be instructional leaders by leading and supporting in:

- Ensuring the highest quality instruction.
- Achieving full implementation of CCR standards-based instruction.
- Integrating instructional technology.
- Fostering instructor effectiveness through building knowledge-base and professionalism.
- Nurturing an environment of professional growth, collaborative learning and participative decision-making.
- Engaging students through instruction relevant to their life experiences; empowering students to achieve next steps.
• Analyzing data and using it to guide instructional practice.
• Providing constructive feedback and reinforcement to advance continuous improvement.

**Supervision of Adult Education Instructors/Staff**

**Directors are required to:**
- Evaluate instructors on an annual basis using the OAE Educator Evaluation form. (This form can be found at end of this section.)
- Provide a minimum of at least two classroom observations per instructor annually and provide timely feedback to instructors/staff.
- Inform instructors of professional development opportunities and requirements.
- Encourage and support the professional development of instructors.
- Ensure all program staff meet PD requirements.
- Ensure that every two years, all instructors complete the two assessment refresher courses – the TABE Online Refresher Course and Back to the Basics Online Course.
- Offer release time and travel reimbursement for attendance at professional development activities.
- Allow for release time for online activities as well as face-to-face training.
- Review the NRS Core Measures with your staff and examine accountability reports.
- Be sure that all personnel sign annual agreements and maintain in personnel files.
  - Personnel Confidentiality Agreement
  - Employee Technology Acceptable Use Policy.

The Adult Education Director needs to hold a Master’s Degree or a four-year degree from an accredited college/university combined with one year of experience in a related field. A copy of this transcript is required to be on file at the local director’s office. Applicants should have knowledge of and experience in adult education, program development, supervision, grants management, and fiscal program management. The director of the program provides leadership and direction, and plans, develops, implements, and evaluates all aspects of program and personnel.

**Instructor (Adult Education, ESL, Smart Start)**

Classroom instructor responsibilities include lesson planning, instruction, professional development, recruitment, and program improvement efforts. Instructors are also responsible for providing supplemental computer-based distance learning opportunities to interested students in their classes. Other duties include, but are not limited to, periodically reviewing goals, adjusting student placement, if needed, and coordinating with the student support staff.

An instructor should have a Bachelor’s degree (Education, Adult Education, or related field preferred). A copy of this transcript is required to be on file at the local director’s office. All new instructors must attend the New Teacher Academy to learn basic instructional competencies, take the state competency test required for new instructors, and receive training on CCR standards.

**Transitions Specialist**

The Transition Specialist must be given sufficient dedicated time to fulfill the related responsibilities. The person must be available as needed to work with any student enrolled in the adult education program. The duties include, but are not limited to, participating in program orientation; reviewing goals and analyzing assessments; coordinating with instructors and volunteer tutors; making referrals to other community resources/programs; assisting with addressing barriers to attendance, such as childcare and transportation; providing access to resources to assist with transition to workforce or postsecondary education/training; and documenting student support activities and hours.
A Bachelor’s degree is needed for this position (Education, Adult Education, or related field preferred). A copy of this transcript is required to be on file at the local director’s office. Each program is to employ at least one full- or part-time Transition Specialist with the exception of Community Based Organizations, which are to have access to a Transition Specialist and such services. Transition Specialist will provide guidance and assistance for students in Adult Education programs to facilitate the achievement of career and academic goals. The Transition Specialist will report to the Adult Education Program Director.

**Mentor**
The Mentor is responsible for supporting the growth and development of instructors at the local adult education program. The mentor will guide, mentor, individually train or provide small group training to support effective and efficient instruction in reading, writing, and math throughout the adult education curriculum. In addition to mentoring, this person may be called on to provide professional development for teachers in areas such as instructional strategies, classroom management, analyzing student work, differentiated instruction, supporting ELL, students with special needs, and other program initiatives.

A Bachelor’s degree is needed for this position (Education, Adult Education, or related field preferred). A copy of this transcript is required to be on file at the local director’s office. Each program is to employ at least one full- or part-time Mentor. The role of the mentor is to promote the growth and development of the beginning instructor and to improve student learning. Mentor are critical supports in guiding new instructors with planning, instruction and content knowledge. The Mentor will report to the Adult Education Program Director.

**Lead Instructor**
The Lead Instructor should be a staff member with current or prior adult education teaching experience. This person works with other staff to develop and implement individual professional development plans in coordination with the program improvement and professional development worksheet. Duties include, but are not limited to, coordinating professional development activities within the program, supporting staff in implementing new skills and knowledge, and working closely with the professional development system and the program director around instructional quality.

The Lead Instructor should have a Bachelor’s degree (Education, Adult Education, or related field preferred). A copy of this transcript is required to be on file at the local director’s office. The individual must have at least 2 years of experience in adult education.

**Academic Assistant**
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.

As of July 1 of 2018, all academic assistants must meet the following requirements:
1. High School Diploma or equivalent, **AND**
2. Obtained an associate’s (or higher) degree at an institution of higher education; **OR**
3. Score Silver on the NCRC, ACT WorkKeys® assessment scores to measure this standard.
   - Minimum Workplace Documents; Passing Score = 4
   - Minimum Applied Math; Passing Score = 4
   - Minimum Graphic Literacy; Passing Score = 4

**Support Staff (Data Specialist, Intake Specialist)**
Support staff must work onsite under the direct, daily supervision of the program director. This position will assist in the overall functioning of the program to ensure quality services for students. All support staff must have a minimum of a high school diploma or its equivalent.
Data Specialist must have data entry skills, knowledge of the assessments used by the program, training in use of the OAE data management system, and a complete understanding of services offered by the program to ensure accurate data entry. The duties include, but are not limited to, overseeing data collection and entry for the program; ensuring timely, complete, and accurate entry of data; performing regular review of data for errors; and ensuring immediate corrections, when needed. Data specialist is not a clerical role. Therefore, programs are encouraged to have several additional staff members trained in data entry.

PROFESSIONAL DEVELOPMENT
The purpose of professional development (PD) is to raise the level of expertise of Mississippi’s adult educators through continuing learning opportunities. Program directors shall ensure program’s compliance with the PD requirements set by the OAE. Each year Mississippi’s Adult Education program directors and instructors are required to complete annual in-service PD. Completing the annual requirements re-qualifies the directors and instructors to serve Mississippi’s adult population.

The professional development initiative builds a systemic approach incorporating all aspects of adult education. Professional development will focus on the following:

- **Instructor, program director, staff standards**—define what teachers, directors, and support staff need to know and be able to do in order to provide quality programs;
- **Content standards**—define the skills and knowledge that adult learners need to know and be able to do in their roles as workers, parents, and citizens;
- **Program standards**—define the characteristics that exemplary local programs should demonstrate;
- **Professional development standards**—define the essential elements of meaningful professional growth activities;
- **Performance standards**—define expectations for program outcomes;
- **Data quality standards**—ensure reliable and valid data are available to make informed decisions and guide program management.

REQUIRED PROFESSIONAL DEVELOPMENT:

- All directors and instructors must take the TABE 11/12 and test results need to be on file with the director.
- All Smart Start instructors must take the WorkKeys Assessments Applied Math, Graphic Literacy, and Workplace Documents.
Mississippi’s Adult Education PD utilizes multiple media to provide PD to support the growth of local programs.

<table>
<thead>
<tr>
<th>Annual Professional Development Requirements</th>
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<tbody>
<tr>
<td>Directors</td>
<td>Attendance required at all OAE Director meetings/workshops/PD</td>
</tr>
<tr>
<td>New Directors</td>
<td>Must attend New Directors Training within 12 months of hire</td>
</tr>
<tr>
<td>Support Staff</td>
<td>15 hours</td>
</tr>
<tr>
<td>Academic Assistants</td>
<td>15 hours</td>
</tr>
<tr>
<td>New Instructors</td>
<td>Must attend the New Teacher’s Academy within 12 months of hire AND complete required hours of PD</td>
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<thead>
<tr>
<th>Full-Time Instructors/Transition Specialist</th>
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<tbody>
<tr>
<td>Mentor/Lead Instructors</td>
<td>30 hours</td>
</tr>
<tr>
<td>Instructors</td>
<td>30 hours</td>
</tr>
<tr>
<td>Transition Specialist</td>
<td>20 hours</td>
</tr>
<tr>
<td>ESL Instructors</td>
<td>30 hours</td>
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<thead>
<tr>
<th>Part-Time Instructors/Transition Specialist</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Instructors (AE/ESL)</td>
<td>20 hours</td>
</tr>
<tr>
<td>Transition Specialist</td>
<td>20 hours</td>
</tr>
</tbody>
</table>

- Annual requirements must be met within the fiscal/program year (July to June), not the calendar year (January to December).
- New practitioners hired after March 1 are not subject to the annual in-service requirement for the first fiscal/program year.
- Practitioners failing to meet annual in-service requirements **should not be re-hired**.
- Directors are welcome to attend pre-service and in-service training sessions offered by OAE.

**Evaluating Professional Development**

In order to promote continuous improvement of professional development activities and the impact on student learning outcomes, OAE will include ongoing and systematic needs assessment and evaluation processes to not only provide information about the impact of professional development, but to provide data for refining and adjusting professional development activities.

1. Participant evaluations/surveys will be collected for all professional development activities. These evaluations will reflect the response of participants to the objectives, material, presentation, and the trainer providers.
2. Evaluations/surveys will be aggregated and evaluated to determine quality of training, and adjustments will be made according to the results. These results will be analyzed for areas in need of improvement, and changes will be made accordingly.

To support local programs and instructors, a Program’s Mentor/Lead Instructor will provide ongoing classroom observation, feedback, and support to ensure the objectives of professional development are being effectively implemented in the classroom.

Attendance shall be documented for all local and state-level training and maintained in the OAE data management system for verification.

**Program Personnel Budget**

The following guidelines should be used in developing job descriptions to recruit, employ, and retain personnel. The minimum requirements for each position are mandatory. Local program fiscal agents must ensure all employees meet the minimum requirements for each position.
To ensure quality of programs and performance requirements, the OAE recommends the following minimum staff to support the adult education program:

- Adult Education Director/Administrator (1)
- Transition Specialist (1) (based on student enrollment/need)
- Mentor/Lead Instructor (1) (based on student enrollment/need)
- Instructors: Full-time and/or part-time Instructors (10:1 student teacher ratio minimum per class)
- Academic Assistant (based on student enrollment/need)
- Data Specialist/Intake Specialist (1) (based on student enrollment/need)

<table>
<thead>
<tr>
<th>Position</th>
<th>Hourly Rate Range</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>Director</td>
<td></td>
<td>Administration costs are limited to 5% of total grant</td>
</tr>
<tr>
<td>Transition Specialist</td>
<td>$18.00 – $22.00</td>
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</tr>
<tr>
<td>Lead Instructor/Mentor</td>
<td>$23.00</td>
<td>Must have Adult Education Teaching experience</td>
</tr>
<tr>
<td>Instructors</td>
<td>$18.00 – $22.00</td>
<td></td>
</tr>
<tr>
<td>Academic Assistant (Aide)</td>
<td>$11.00 - $15.00</td>
<td></td>
</tr>
<tr>
<td>Data /Intake Specialist</td>
<td>$11.00 - $15.00</td>
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**Planning Time**

Reasonable planning time should be made available for instructors to research and prepare for differentiated instructional strategies implemented within the content of College and Career Readiness Standards. The purpose of planning time is to give instructors the opportunity to develop activities based on different learning styles, WEBB’s Depth of Knowledge and/or Bloom’s Taxonomy. A suggested guide for an instructor teaching one or two content areas:

<table>
<thead>
<tr>
<th>Instructional Time</th>
<th>Planning Time</th>
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<tbody>
<tr>
<td>5 hours per week</td>
<td>1 hour per week</td>
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<tr>
<td>10 hours per week</td>
<td>2 hours per week</td>
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<tr>
<td>15 hours per week</td>
<td>3 hours per week</td>
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<tr>
<td>20 hours per week</td>
<td>4 hours per week</td>
</tr>
<tr>
<td>25 hours per week</td>
<td>5 hour per week</td>
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</tbody>
</table>

*For instructors who teach in more than two content areas additional planning time may be necessary.*

**Instructional Time**: instructional time is defined as time spent with students including in-take, orientation, testing, and instruction.

**Non-Instructional Time**: non-instructional time is defined as time spent without students such as data entry, paperwork, preparation for orientation, and assessments.

**Open labs, individualized instruction, tutoring or counseling does not qualify for planning time.**

Classes should be scheduled on a year round basis to include summer. During times when students are not in attendance, instructors are expected to use this time to plan, recruit, provide student follow-up, prepare for orientation, assessment, etc. It is imperative that instructors use this time wisely.
SECTION 10: PROGRAM PERSONNEL AND PROFESSIONAL DEVELOPMENT REQUIREMENTS

Additional Resources, Forms & Checklists

- Job Descriptions
- Evaluations
- Classroom Observation Checklist
Sample Job Descriptions

PROGRAM DIRECTOR
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: Administrative Leadership
The following examples are intended only as illustrations of the various tasks performed by the incumbent in this position. These examples are not meant to be exhaustive; they are representative of the general functions of this position.

- 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.
- Understands, interprets, and assures compliance with applicable federal and state laws and regulations.
- Initiates program planning, develops goals, and plans for meeting objectives.
- 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.
- Analyzes program data regularly in order to develop partnerships, create strategic plans, and make data-informed decisions.

Instructional Leadership

- Monitors and manages student learning and performance through data. Specifically, ensures assessment of learners’ prior knowledge, learning needs, and college-and career-readiness goals; setting of learning goals and course of study; monitoring of learning through summative and formative assessment; and adaptation of instruction based on formative and summative student assessment data.
- Ensures high-quality, evidence-based instruction by overseeing the following: design of learner-centered instruction and classroom environments; design of standards-based instructional units and lesson plans; use of instructional techniques that are effective with adult learners; design of instruction to build learners’ technology and digital media literacy skills; and design of instruction to build learners’ higher-order thinking, communication, and problem-solving skills.
- Assures effective communication intended to motivate and engage learners through conveying high expectations, motivating learners to persist to meet their goals, and engaging students in active listening, dialogue, and questioning to facilitate and support learning.
- Pursues professionalism and continually builds knowledge and skills.

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 guideline requirements.

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 the OAE 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 (Local Workforce Innovation Boards, Career Centers, local chambers, etc.).

Organizational 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 guidelines’ requirements.
- 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.
- Pursues professionalism and continually builds knowledge and skills by: processing content area knowledge and teaching skills required for subjects and populations taught; participating in professional development networks and learning communities; refining instructional practices through reflection on experience, evidence, and data; and participating in and contributing to program improvement efforts.

Minimum Requirements
The Adult Education Director needs to hold a Master’s Degree or a four-year degree from an accredited college/university combined with one year of experience in a related field. Applicants should have knowledge of and experience in adult education, program development, supervision, grants management, and fiscal program management. The director of the program provides leadership and direction; plans, develops, implements, and evaluates all aspects of program and personnel.

Processing content area knowledge and teaching skills required for subjects and populations taught; participating in professional development networks and learning communities; refining instructional practices through reflection on experience, evidence, and data; and participating in and contributing to program improvement efforts.
LEAD TEACHER/MENTOR
As part of the Adult Basic Education department, the position is charged with innovating and maintaining a system of support for new/employed instructors in adult education. The position will assist with supporting all adult education instructors – effectively and efficiently – and in turn all students; to work closely with instructors in incorporating College and Career Readiness Standards into the design of the lessons; work in expanding the interactivity of all teaching methodologies, and will assist in providing guidance for instructors that zero in on delivering effective, efficient, direct instruction with an emphasis on teaching higher order thinking skills. Responsibilities also include planning, directing, and providing professional development and mentoring/training new instructors in a manner that assures quality results. This is a professional, full-time position that will work closely with the program director and Office of Adult Education.

Examples of Work:
The following examples are intended only as illustrations of the various tasks performed by the incumbent in this position. These examples are not meant to be exhaustive; they are representative of the general functions of this position.

- Designs, creates, and maintains lessons adapted for differentiated instruction incorporating College and Career Readiness Standards.
- Manages, troubleshoots, and provides support for adult education instructors in the development of strategies to improve instruction, including classroom management techniques, and serve as a resource person.
- Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives.
- Works collaboratively with the program director and the OAE in efforts to provide sufficient support for instructional training and professional development.
- Maintains a broad understanding of current and emerging instructional Andragogy in adult education.
- Organizes and implements local staff development.
- Works collaboratively with mentees to develop partnerships in sharing knowledge on new and existing projects.
- Works with the program director in the orientation of new teachers.
- Develops user manuals for local program.
- Provides training and documentation for instructors on the importance of supporting the development of higher-order thinking skills, organizational skills, and skills to support students in their future endeavors such as postsecondary education, career pathways and employment.
- Serves on the Lead Teacher/Mentor Team.
- Represents the agency through oral and written communications and reports.
- Performs other duties as assigned.

Minimum Requirements:
- Bachelor’s degree (Education, Adult Education or related field preferred)
- Minimum of three years’ experience in adult education instruction
- Extensive working knowledge of instructional strategies
- Excellent written and verbal communication skills
- Excellent organizational and inter-personal skills
INSTRUCTOR (ADULT EDUCATION, ESL, SMART START)
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
The following examples are intended only as illustrations of the various tasks performed by the incumbent in this position. These examples are not meant to be exhaustive; they are representative of the general functions of this position.

- Provides instruction in literacy; adult education; HSE 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 and Smart Start Pathway instruction.
- 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 aligned with CCRS.
- Integrates work, family, and community related activities into instruction.
- Administers and interprets appropriate placement and diagnostic tests.
- 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 transition from the classroom to the job based on the workforce goals and expected training outcomes.

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 guidelines, regulations, policies, 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 students 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
Bachelor’s degree (Education, Adult Education or related field preferred)
A copy of this degree is required on file at the local director’s office. All instructors hired must pass the Mississippi Adult Education competency test. All new instructors must attend the New Teacher Academy to learn basic instructional competencies and prepare for the state competency test.
TRANSITION SPECIALIST
Transition Specialists will provide guidance and assistance for students in Adult Education program to facilitate the achievement of career and academic goals. The Transition Specialist will report to the adult education program director.

Examples of Duties
The following examples are intended only as illustrations of the various tasks performed by the incumbent in this position. These examples are not meant to be exhaustive; they are representative of the general functions of this position.

Assessment and Monitors Learning
- Organize student assessment and orientation sessions.
- Work collaboratively with instructors and support staff to identify appropriate differentiated instruction to provide students personalized instruction and contexts aligned to their career and academic goals.
- Uses formal and informal assessment data to monitor and document student progress.
- Collects and manages accurate data for program improvement and accountability.

Student Support
- Assist all students to set career and academic goals and develop an educational plan identifying assets, barriers, and support services needed to address challenges.
- Maintains knowledge of program guidelines, regulations, policies, and procedures.
- Maintains student records.
- Participates in the retention and follow-up of students.

Community
- Collaborate with community colleges, adult schools, the regional workforce development systems, local businesses, library, and other community organizations to facilitate the students’ transitions to college or work.
- Build collaborative relationships with community-based and other public agencies in order to provide support services, referring students for supports the school cannot provide.
- Advocates adult education at the local and state level and explains the impact of under-education on employment and society.
- Makes referrals to community agencies or postsecondary institutions as appropriate.
- Develop systems for students to have internship and employment opportunities.

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.

Other
- Keep all necessary records and submit required paperwork in a timely manner.
- Perform other duties, as assigned, by the program director

Qualifications
- Bachelor’s degree (Education, Adult Education or related field preferred)
- Minimum of 3 years’ experience teaching adult students in adult school and/or community college environments.
- Must have experience teaching bridge/transition classes or advising students about transition.
- Must be patient, flexible, culturally proficient, and able to work with individuals from diverse ethnic and linguistic backgrounds.
- Work collaboratively with colleagues, staff, and school administrators.
- Be able to work strategically to prioritize tasks and meet deadlines.
- Display professional behavior and appearance.
- Knowledge and experience teaching ABE, ASE, ESL, HSE, and/or CTE.
ACADEMIC ASSISTANT
The Academic Assistant must work under the daily supervision of a qualified instructor, 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
The following examples are intended only as illustrations of the various tasks performed by the incumbent in this position. These examples are not meant to be exhaustive; they are representative of the general functions of this position.

• 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.
• Assists with intake, orientation and assessment of students.

Recordkeeping
• Assists instructor in implementing, recording, and monitoring Student Success Plan.
• Assists instructor in administering, scoring, and evaluating diagnostic tests.
• Assists instructor in preparing student folders and maintaining records of student progress.
• Assists in collecting data for reports.
• Understands and uses the OAE data management system.

Minimum Requirements
As of July 1 of 2018, all incoming academic assistants must meet the following requirements:
  1. High School diploma or equivalent, AND
  2. Obtained an associate’s (or higher) degree at an institution of higher education; OR
  3. ACT WorkKeys® assessment scores to measure this standard.
     • Workplace Documents; Passing score = 4
     • Applied Math; Passing score = 4
     • Graphic Literacy; Passing score = 4
SUPPORT STAFF (INTAKE SPECIALIST, DATA SPECIALIST, ETC.)
Support staff must work onsite under the direct, daily supervision of the program director. Assists in the overall functioning of the program to ensure quality services for students.

Examples of Duties
The following examples are intended only as illustrations of the various tasks performed by the incumbent in this position. These examples are not meant to be exhaustive; they are representative of the general functions of this position.

- Collects, enters data, understands, and uses the OAE d system.
- Maintains documents and reports.
- Audits reports for accuracy.
- Performs clerical duties.
- Supports intake and orientation,
- Assists in the security and maintenance of test materials.
- Performs basic bookkeeping duties such as counting receipts, bank deposits, and payment vouchers.
- Assists in preparing student folders and maintaining records of student progress.
- Assists in proctoring and scoring diagnostic tests.
- Works as an effective member of the team to ensure the success of all students.
- Performs other duties as assigned.

Minimum Requirements
All Support Staff must have a minimum of a high school diploma or its equivalent.
### Monitors and manages student learning and performance through data

<table>
<thead>
<tr>
<th>The instructor…</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collects and reviews information on learners’ content knowledge (learner interviews, etc.)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2. Collects and updates information on learners’ goals (in student cumulative folder)</td>
<td></td>
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<tr>
<td>3. Review the results of TABE or TABE CLAS-E with students</td>
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<tr>
<td>4. Uses assessment data to plan lessons designed for the student</td>
<td></td>
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<tr>
<td>5. Maintains required daily attendance and enrollment in class</td>
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<tr>
<td>6. At least 50% of students have an MSG</td>
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<tr>
<td>7. Post-tests 75% of students after 40 hours of instruction</td>
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</tbody>
</table>

### Plans and delivers high-quality, evidence-based instruction

<table>
<thead>
<tr>
<th>The instructor…</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Designs learner-centered instruction by connecting learning to student goals and interests and providing multiple means and modalities for presenting to engage learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Designs standards-based instructional units and lesson plans</td>
<td></td>
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<tr>
<td>3. Uses instructional techniques that are effective with adult learners (explicit instruction, thought-provoking questions, grouping, learner development skills)</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>4. Designs instruction to build learners’ technology and digital media literacy skills</td>
<td></td>
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<tr>
<td>5. Designs instruction to build learners’ higher order thinking, communication, and problem-solving skills (real life, contextualized, open-ended questions, etc.)</td>
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</tbody>
</table>

### Effectively communicates to motivate and engage learners

<table>
<thead>
<tr>
<th>The instructor…</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicates high expectations of learners and motivates them to persist to meet their goals by communicating learning goals in clear language and providing feedback to learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Communicates in a clear and understandable way in speaking and writing when giving directions. Uses appropriate language for adult learners and level-appropriate materials.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. Engages in active listening, dialogue, and questioning to facilitate and support learning</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Models an understanding of diversity</td>
<td></td>
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</tr>
</tbody>
</table>

### Pursues professionalism and continually builds knowledge and skills

<table>
<thead>
<tr>
<th>The instructor…</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Possesses content area knowledge and teaching skills required for subjects and populations taught</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Participates in professional development networks and learning communities (shares, gives, and accepts feedback) (meets the required annual PD hours)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Refines instructional practices through reflection on experience, evidence, and data (lesson plans have teacher reflection)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Participates in and contributes to program improvement efforts

<table>
<thead>
<tr>
<th>Instructor Data Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
</tr>
<tr>
<td># of Smart Start Completers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Records Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Student Success Plan (matches data management system)</td>
</tr>
<tr>
<td>WIOA Core Partner Referral Form</td>
</tr>
<tr>
<td>Copy of picture I.D.</td>
</tr>
<tr>
<td>Withdrawal verification</td>
</tr>
<tr>
<td>Educational Plan/Instructional Assignments</td>
</tr>
<tr>
<td>Student Work Samples (related to assignments on Educational Plan)</td>
</tr>
<tr>
<td>Smart Start Record</td>
</tr>
<tr>
<td>TABE Pre/Post Test (matches data management system)</td>
</tr>
<tr>
<td>Smart Start Credential or Certificate</td>
</tr>
<tr>
<td>Career Readiness Transcript or Certificate</td>
</tr>
<tr>
<td>HSE transcript</td>
</tr>
<tr>
<td>Total AE Instructional Hours</td>
</tr>
<tr>
<td>Total Smart Start Hours</td>
</tr>
<tr>
<td>Distance Education Hours</td>
</tr>
</tbody>
</table>

Signatures:

________________________________________
AE Employee’s Signature

________________________________________
AE Administrator Signature
### Instructional Observation Monitoring Tool

<table>
<thead>
<tr>
<th>Program:</th>
<th>Administrator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>County/Site:</td>
<td>Teacher:</td>
</tr>
<tr>
<td>Class:</td>
<td>Reviewer:</td>
</tr>
<tr>
<td>Date:</td>
<td>Time in:</td>
</tr>
<tr>
<td>Number of Students:</td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Complete the following based on a 30 minute classroom observation. Use the lists for each section to indicate what instruction, materials, or interactions are observed.

1. **Describe what the teacher is doing.**
   - Contextual
   - Demonstration
   - Activity/game
   - Discussion
   - Group/pair
   - Lecture
   - Peer review
   - Q & A
   - Role Play
   - Stated objectives

2. **Describe the materials being used. How are they being used?**
   - Audio
   - Books
   - Oral directions
   - Posters
   - Projections
   - Quiz/test
   - Software
   - Visuals
   - Websites
   - Written directions

3. **Describe teacher/student interactions.**
   - Teacher
     - Checks understanding
     - Oral feedback
     - Positive/Negative
     - Written feedback
   - Student
     - Active/Passive
     - Engaged/Disengaged
     - Inquiring
4. Do instructional strategies appear to be appropriate for the students in the class? Why or why not?

5. Teacher Lesson Plan. Does the teacher have a lesson plan or plan of instruction? Is the instruction aligned with the College and Career Readiness Standards?

Continuous Program Improvement Considerations

<table>
<thead>
<tr>
<th>Positive Observations:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Necessary Actions/Suggestions:</th>
</tr>
</thead>
</table>
SECTION 11: MONITORING AND TECHNICAL ASSISTANCE

Federal Uniform Guidance [2 CFR 200.331] mandates the Office of Adult Education (OAE) conduct program monitoring of grantees. The purpose of monitoring is to ensure grantees are using federal awards for authorized purposes in compliance with the laws and regulations, program improvement, demonstrated effectiveness (WIOA Section 225) and required provisions in the grant agreement. Programs are expected to be responsive to OAE’s technical assistance efforts, which may include meetings, workshops, and trainings. As recommendations arise from technical assistance, grantees are expected to implement and follow through in a timely manner.

Fiscal and compliance monitoring is conducted throughout the year to determine compliance with federal and state requirements. During the course of the fiscal year all programs will be monitored in the following ways:

- **Data Reviews** — the OAE conducts frequent and ongoing data reviews using the designated statewide OAE data management system. Areas of review include overall performance and outcomes, assessment data, attendance, and compliance.
- **Monitoring Visits** — OAE has established a monitoring schedule for all programs. During site-visits, compliance team members meet with program directors and/or staff, observe classroom instruction, tour facilities, and meet with stakeholders (optional). Areas of concern are addressed with the program director either through informal feedback or in some cases, a formal plan.
- **On-Site Program Reviews** – Programs identified for review will be evaluated on the quality of instruction, adherence to policies and procedures, and the overall quality of program administration. A formal written report will be provided, and each program will be asked to respond to areas that need improvement.
- **Bi-annual Performance Report Card** – OAE provides a bi-annual performance report card to local programs throughout the fiscal year. The report includes year-to-date performance for each of the WIOA performance outcomes. Local programs are asked to develop Performance Improvement Plan (PIP) to address areas in need of improvement.

One hundred percent of AEFLA funded programs will be monitored annually through the use of Desktop Monitoring. The OAE monitoring program is risk-based; however, all recipients will receive an on-site monitoring visit at least once every three years.

Programs are identified for on-site monitoring through a comprehensive risk analysis based on the following factors:

1. Desktop monitoring;
2. Need to verify data quality and program expenditures;
3. Consistent low performance on NRS indicators in several categories;
4. Prospective noncompliance with grant requirements identified through review of programmatic and fiscal reports, or ongoing communications with the program;
5. Unresolved audit findings;
6. Ongoing lack of progress in resolving required actions from a prior monitoring visit;
7. Significant staff turnover in the program; and
8. Recent or newly establish programs.
Local eligible providers are responsible to meet all programmatic goals and outcomes required in their approved Request for Application (RFA). Performance outcomes for each provider will meet or exceed the levels of performance for each of the established National Reporting System benchmarks. The OAE will assess the quality of providers of adult education and literacy activities through data reviews, monitoring visits and performance reports. If a program fails to meet performance indicators or other programmatic requirements, specific actions will be taken to improve the quality of the program. The OAE uses two plans to take action to improve the quality of the adult education and literacy activities.

1. **Corrective Action Plan (CAP) -** A CAP will be implemented with programs that are out of compliance with state and/or federal policies. The OAE will provide technical assistance throughout the corrective process, and by the end of a designated timeframe, programs should be able to correct the identified issues and end their respective CAP.

2. **Performance Improvement Plan (PIP) –** Local programs who fail to meet or exceed negotiated performance targets are subject to a program improvement plan with clearly defined goals and actions. A PIP will be required for programs which are identified as low-performing when compared to the state performance on federal or state benchmarks. The PIP will include specific action steps, such as student retention, post-testing and assessment, data analysis, training and professional development which will be designed to improve program performance.

As a part of both plans, The OAE will provide ongoing technical assistance, professional development, and other support until the required steps of the plans are completed. The type of technical assistance, professional development, and other support will be based upon the specific area(s) of deficiency or need at an individual program.

**Notification of On-Site Visit**
Recipients selected for on-site monitoring will be notified in writing 4-6 weeks prior to the scheduled visit. Each program director will receive the written notification along with the monitoring tool. The notification will provide a general timeline of the monitoring process and identify areas to be reviewed for compliance. The completed monitoring tool needs to be returned to the Program Specialist for Technical Assistance and Support seven (7) days prior to the visit.

**Pre-Visit Call**
Upon receipt of the completed monitoring tool, the Program Specialist for Technical Assistance and Support will discuss logistics and other details of the visit with the program director.

**Exit Interview**
After the completion of the on-site review, the compliance team will address any preliminary findings and any areas of concern with the program director.

**Reports and Corrective Action Plans**
After the programmatic monitoring visit and exit interview have been completed, the OAE staff will write a monitoring report and cover letter outlining the purposes of the visit and any findings of noncompliance or recommendations.

The report will state the scope of the review and the basis of each finding or recommendation. The report will be sent to the local program director. The recipient has 45 business days, from the date of the cover letter, to provide a written response and Corrective Action Plan that addresses each finding. Once the recipient’s response is received and reviewed, a follow-up visit may be scheduled. If no findings are indicated, a final report will be issued within four (4) weeks of the visit.
Corrective Action Plan and Follow-Up on Findings
The OAE staff may conduct a follow-up visit with any program receiving monitoring findings in the prior year. The extent of the follow-up is determined by the severity and number of findings and will be used to determine if the Corrective Action Plan implemented by the recipient has been effective. If it is determined that the corrective action plan was successful, no further follow-up will be required.

If the follow-up reveals continued noncompliance, recommendations will be made to the Executive Director/College President of what grant conditions (if any) will be put in place to address the noncompliance. The Executive Director of MCCB will send written notification to the recipient of any grant conditions that will be put into effect and when the conditions will begin. If a recipient’s noncompliance does result in grant conditions, during the fiscal year or after the fiscal year that the conditions were placed on the grant, the recipient may petition MCCB, OAE to conduct further follow-up visits to determine if the noncompliance has been resolved and the grant conditions can be removed.

The OAE will provide ongoing technical assistance, professional development, and other support until the required steps of the plan are completed. The type of technical assistance, professional development, and other support will be based upon the specific area(s) of deficiency or need at an individual program.

Non-Compliance
For grantees who fail to comply with federal statutes, regulations, or the terms and conditions of a Federal award, the state may impose additional conditions as described in 2 CFR 200.207 Specific Conditions (Uniform Guidance, Cost Principles, and Audit Requirements for Federal Awards). If it is determined that noncompliance cannot be remedied by imposing additional conditions, the OAE may take one or more of the following actions, as appropriate in the circumstances:

1. Temporarily withhold cash payments pending correction of the deficiency by the grantee or more severe enforcement action.
2. Disallow (deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance.
3. Wholly or partly suspend or terminate the Federal award.
4. Initiate suspension or debarment proceedings as authorized under 2 CFR 180 and federal awarding agency regulations, (or in the case of a pass-through entity, recommend such a proceeding be initiated by a federal awarding agency).
5. Withhold further Federal awards for the project or program.
6. Take other resolutions legally available.

The MCCB, OAE reserves the right, at all reasonable times, to conduct site visits during and after the grant period to review and evaluate grantee records, accomplishments, organizational procedures, financial control systems, and performance of the program; to conduct interviews; and to provide technical assistance.
SECTION 11: MONITORING AND TECHNICAL ASSISTANCE

Additional Resources, Forms & Checklists

- Desktop Monitoring Tool
- Corrective Action Plan
- Performance Improvement Plan
- State Technical Assistance/Training Request
Program Monitored: ___________________ Date Monitored: ________________
Monitor: ___________________ Reviewed by: ____________________

### Desk Top Monitoring

#### Data Review

<table>
<thead>
<tr>
<th># of students with -12 hours</th>
<th># of students needing pre-testing</th>
<th># of classes w/ less than 10 students</th>
<th># of students with 12+ hours</th>
<th># of students needing post-testing</th>
<th>Posttest Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th># of Smart Start Completers</th>
<th># of Smart Start Certificates</th>
<th># of Smart Start Credentials</th>
<th># of NCRC completers (Bronze or higher)</th>
<th># of HSE completers</th>
<th># of IETP participants</th>
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<tr>
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</table>

#### Student Diagnostic Search

<table>
<thead>
<tr>
<th># of students with data in the reporting system</th>
<th># of students without fiscal year data in the reporting system</th>
<th># of students with fiscal year data created before today in the reporting system</th>
<th># of students missing ethnicity/race information</th>
<th># of students missing gender information</th>
<th># of students missing Highest Education Level Completed on Entry</th>
</tr>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th># of students missing Highest Education Level Completed on Entry Location</th>
<th># of students with Invalid Data for Highest Education Level Completed at Entry</th>
<th># of students with Employment Status as No Value or Other</th>
<th># of Students Whose Age At Intake is Less Than 16 or Greater Than 99</th>
<th># of Students with 12+ instruction hours but not in a PoP</th>
<th># of Students Not NRS Reportable</th>
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### Table 4 (current program year)

<table>
<thead>
<tr>
<th>#projected</th>
<th>#enrolled</th>
<th>#completed</th>
<th>#separated</th>
<th>#remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

### Table 5 (core follow-up outcome measures)

<table>
<thead>
<tr>
<th># who entered employment second quarter after exit</th>
<th># who entered employment fourth quarter after exit</th>
<th># who attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit</th>
<th># who attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit</th>
<th># who attained a Postsecondary Credential while enrolled or within one year of exit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Table 6 (participant status on entry)
<table>
<thead>
<tr>
<th># Employed</th>
<th># Unemployed</th>
<th># Not in Labor Force</th>
<th>Do these numbers match Enrollment #’s for Tables 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 7

<table>
<thead>
<tr>
<th># of part-time personnel</th>
<th># of full-time personnel</th>
<th>Does the number of instructors match program need?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Instructor Performance

<table>
<thead>
<tr>
<th>Site</th>
<th>Instructor</th>
<th>ABE enrollment</th>
<th>ASE enrollment</th>
<th>ESL enrollment</th>
<th>Actively enrolled</th>
<th>Class attendance</th>
<th>Performance percentage</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

**Additional Notes/Comments:**
## Demonstrated Performance

<table>
<thead>
<tr>
<th></th>
<th>Program Year 2017</th>
<th>Program Year 2018</th>
<th>Program Year 2019</th>
<th>Program Year 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>ABE Literacy</td>
<td>55%</td>
<td></td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>ABE Beginning Basic</td>
<td>48%</td>
<td></td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>ABE Intermediate Low</td>
<td>45%</td>
<td></td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>ABE Intermediate High</td>
<td>40%</td>
<td></td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>ASE Low</td>
<td>37%</td>
<td></td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>ASE High</td>
<td>--</td>
<td></td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>ESL Beginning</td>
<td>24%</td>
<td></td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>ESL Beginning Low</td>
<td>40%</td>
<td></td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>ESL Beginning High</td>
<td>35%</td>
<td></td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>ESL Intermediate Low</td>
<td>39%</td>
<td></td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>ESL Intermediate High</td>
<td>31%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>ESL Advanced</td>
<td>34%</td>
<td></td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Overall MSG</td>
<td>---</td>
<td>46%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TOTAL ENROLLMENT
A Corrective Action Plan will be implemented with programs that are out of compliance with state and/or federal policies. The OAE will provide technical assistance throughout the corrective process, and by the end of a designated timeframe, programs should be able to correct the identified issues and end their respective CAP.

**Reason for Corrective Action Plan**

---

### Submission Tracking and Version History

MS OAE or provider updates this section each time an action is taken.

<table>
<thead>
<tr>
<th>Action Taken</th>
<th>Action Completed By</th>
<th>Received Date</th>
<th>Modified Date</th>
<th>Approved Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Tracking of Required Actions

<table>
<thead>
<tr>
<th>Description of Required Action Number and Tasks</th>
<th>Strategy to Meet Required Action</th>
<th>Evidence of Action Completed</th>
<th>Projected Date for Completion</th>
<th>Assigned Staff, if Appropriate</th>
<th>Status of Action Completed/Pending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Item 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action Item 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The purpose of this Program Improvement Plan (PIP) is to assist local programs who fail to meet or exceed performance targets. Please complete the PIP and return to OAE 2 weeks of receipt. Please copy and paste additional tables below as needed to adequately address each area.

**Program Quality Area 1:**
What program quality area will be improved?

<table>
<thead>
<tr>
<th>Data Source(s): What data was used to identify and select this area?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan of Action:</strong> What steps will be taken to improve this program quality area? (Focus on specific times &amp; areas)</td>
</tr>
<tr>
<td><strong>Indicators of Success:</strong> How will we know action step has been accomplished?</td>
</tr>
<tr>
<td><strong>Responsibility:</strong> Who is responsible?</td>
</tr>
<tr>
<td><strong>Resources:</strong> What resources are needed?</td>
</tr>
<tr>
<td><strong>Anticipated Deadline:</strong> When will this action step be completed?</td>
</tr>
<tr>
<td><strong>Completion Date:</strong> When was the actual date of completion?</td>
</tr>
</tbody>
</table>

1. 
2. 
3. 

**Challenges to Success (if any):**

**Program Quality Area 2:**
What program quality area will be improved?

<table>
<thead>
<tr>
<th>Data Source(s): What data was used to identify and select this area?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan of Action:</strong> What steps will be taken to improve this program quality area? (Focus on specific times &amp; areas)</td>
</tr>
<tr>
<td><strong>Indicators of Success:</strong> How will we know action step has been accomplished?</td>
</tr>
<tr>
<td><strong>Responsibility:</strong> Who is responsible?</td>
</tr>
<tr>
<td><strong>Resources:</strong> What resources are needed?</td>
</tr>
<tr>
<td><strong>Anticipated Deadline:</strong> When will this action step be completed?</td>
</tr>
<tr>
<td><strong>Completion Date:</strong> When was the actual date of completion?</td>
</tr>
</tbody>
</table>

1. 
2. 
3. 

**Challenges to Success (if any):**

**Program Quality Area 3:**
What program quality area will be improved?

| Data Source(s): What data was used to identify and select this area? |
**Plan of Action:** What steps will be taken to improve this program quality area? (Focus on specific times & areas)

**Indicators of Success:** How will we know action step has been accomplished?

**Responsibility:** Who is responsible?

**Resources:** What resources are needed?

**Anticipated Deadline:** When will this action step be completed?

**Completion Date:** When was the actual date of completion?

1.

2.

3.

**Challenges to Success (if any):**

*The Adult Education Director must complete these items.

1. **Plan of Action:** a detailed plan to address and correct the identified Area of Concern. The plan should include:
   a. steps that will specifically address each area of concern with a timeline (if appropriate),
   b. documentation or evidence that shows action(s) have been taken, and
   c. persons involved in the plan of action.

2. **Anticipated Deadline:** the anticipated date the Director has fully addressed the area of concern and submitted necessary documents to the Office of Adult Education. This date may be adjusted in consultation with the Program Specialist for Technical Assistance and Support.

**Further Reporting** (Address any boxes checked)

- Monthly Reports (Demographics, MSGs, Recruitment, Data Entry, etc.)
- Weekly Conference Calls (Director, OAE staff, Other Staff)
- Monthly Conference Calls (Director, OAE staff, Other Staff)
- Other
- Other
- Other

**Consequences & Expectations:**
Failure to meet or exceed these expectations may result in further actions being taken; therefore, compliance with all actions and timelines is required. Communication with the Program Specialist for Technical Assistance and Support is essential if changes are necessary to the plan of action or anticipated date of completion. Once the PIP is completed, future compliance will be expected.
MCCB Office of Adult Education (OAE)
Technical Assistance / Training Request

Adult Education/Literacy Provider: ____________________________________________________
Program Director: ____________________________ Date: __________________

TYPE OF TECHNICAL ASSISTANCE REQUIRED (CHECK ALL THAT APPLY)

☐ DATA MANAGEMENT  ☐ IET/IELCE
☐ HSE ASSESSMENT  ☐ FISCAL MANAGEMENT
☐ AEFLA/AEL  ☐ OTHER______________
☐ WIOA

TYPE OF SPECIALTY TRAINING NEEDED (CHECK ALL THAT APPLY)

☐ TABE11/12 ® REFRESHER  ☐ PREFERRED DELIVERY:
☐ TABE CLAS-E® REFRESHER  ☐ WEBINAR
☐ ABE/HSE Prep  ☐ FACE TO FACE
☐ ESL/CIVICS EDUCATION  ☐ OTHER______________
☐ SMART  ☐ PREFERRED TIMELINE BY:
START/TRANSITION  ☐ SPRING
☐ IET/IELCE  ☐ FALL
☐ OTHER______________  ☐ AEL CONFERENCE
☐ WIOA  ☐ MS OAE CALL
☐ MONITORING VISIT
SECTION 12: HIGH SCHOOL EQUIVALENCY ASSESSMENTS, COMPETENCY BASED DIPLOMA & DIPLOMASENDER

Summary
The state of Mississippi offers three (3) high school equivalency assessments: General Educational Development (GED®) Test, provided by the GED® Testing Service (GED® TS®); the High School Equivalency Test (HiSET®), provided by Educational Testing Service (ETS); and the Test Assessing Secondary Completion (TASC™), provided by Data Recognition Corporation (DRC).

Presentation of an official diploma or transcript received after passing one of these State-authorized tests is considered equivalent to a high school diploma in order to obtain post-secondary education or employment in Mississippi.

General Test Information
The Mississippi Community College Board (MCCB) has approved the GED®, the High School Equivalency Test (HiSET®) and the Test Assessing Secondary Completion (TASC™), as high school equivalency examinations for use as a qualifying instrument for the awarding of the Mississippi High School Equivalency Diploma (HSED).

The MCCB, Office of Adult Education (OAE) coordinates administration of all three approved tests in Mississippi. This section outlines the policies and procedures for the administration of each test as a high school equivalency examination at testing centers approved by the state.

In addition to the policies and procedures outlined in this section, all testing centers within the state that are involved in the High School Equivalency (HSE) program, including test administration and determining eligibility of test takers, are required to comply with the policies described in each test vendor’s HSE policy manual.

Eligibility: Enrollment, Age, Residency and Preparation
In order to be eligible to take a HSE test, testers must not be enrolled in or have graduated from an accredited high school. HSE testing is only available to individuals eighteen (18) years of age and older. To be eligible to take an HSE test all sixteen (16) and seventeen (17) year-olds must meet the following requirements:

1. Not be currently enrolled in K-12 school.
2. Provide documentation (withdrawal form) signed by the superintendent/designee certifying the applicant has been released from compulsory school attendance by the school board.
3. Have a signed written consent form from a parent or legal guardian.

*** Individuals under the age of 16 are not eligible to test under any circumstances.
*** All required documentation for 16 & 17 year olds should be kept on file.

Additional Requirements for 16 year olds
Sixteen (16) year-olds are only able to take an HSE test if they are approved for an age waiver. The age waiver requires 16-year-old testers to meet one of the conditions below and provide an original, typed letter on the letterhead of the requesting institution/agency, addressed to the applicant supporting one of the conditions below. If none of the conditions in the age waiver apply, the tester cannot be approved and must wait to test until the age of 17.
Conditions allowing a 16-year-old applicant to take an HSE Test (must meet at least 1 condition):

1. **Home School examinees**: proof of registration as a home schooled student from local school district or home school association.
2. An applicant with documentation verifying any one of the following conditions:
   - incarcerated in a correctional institution, correctional youth center, training school for adjudicated youth, or similar institution;
   - confined as a patient or resident of a state-operated hospital or alcoholic rehabilitation center;
   - enrolled in or has completed a program of instruction provided by the Job Corps or other such agency, or an apprenticeship training program;
   - married with minor status removed;
   - a member of the United States Armed Forces; or
   - an emancipated minor. (Court order with case number)
   - an applicant who is enrolled in an official Option/alternative education program as stipulated in Senate Bill #2855 from the 1997 legislative session.
   - an applicant with extenuating or extreme personal circumstances showing proper documentation. These include, but are not necessarily limited to, the following:
     1. an illness of long-range duration;
     2. sole support of family; or
     3. untenable situation at home which required the person to leave school to earn a livelihood.

**Note**: Any situation in which the local Chief Examiner cannot render a determination on granting a waiver will be referred to the State High School Equivalency Office for guidance.

Testers are not required to be residents of Mississippi to test in the state. Mississippi does not require testers to participate in an adult education preparation program or take an official practice test prior to testing, however, it is strongly recommended that testers prepare and study to better review the content and skills that will be measured on the test.

**Identification Requirements**
- be an original document; photocopied documents are not acceptable
- show full name
- meet ID requirements for the state or jurisdiction in which you are testing
- ID cannot be expired
- meet test vendor ID requirements

Additionally, the name used when creating the HSE test taker account and scheduling the appointment must exactly match what is on the ID presented on test day at the test center.

The identification **must** also include:
- Name
- Address
- Date of birth
- Signature, and
- Photograph

The following types of identification will be accepted:
- Passport
- Driver's license
- Learner's Permit
- National/State/Country Identification Card
- Any other form of government-issued ID that meets test vendor ID requirements
Testers may be required to provide more than one form of identification to meet the requirements above. If a tester does not provide the proper ID at the testing center, the tester will not be allowed to test and will likely lose their payment.

**Alternate Identification Approval**

Test takers should provide a supplemental ID if the test center administrator questions the primary ID document provided.

- Supplemental ID documents may not be used to resolve last name discrepancies. The last name on your primary ID must match (excluding hyphens and accents) the name on your registration confirmation.
- The following ID documents are generally acceptable as supplemental ID:
  - Government-issued ID card (including, but not limited to, those listed under Primary ID Documents earlier in this section).
  - Student ID card.

The following documents are not acceptable as primary or supplemental ID under any circumstances:

- Any document that is photocopied
- International driver's license
- Draft classification card
- International student ID
- Credit/debit card of any kind
- Notary-prepared letter or document
- Birth certificate
- Social Security card
**GED® Assessment**
The GED® assessment is composed of four content area tests. In order to earn Mississippi’s HSED testers must receive a passing score in all four content area tests. The entire 4-module 2014 GED® test is approximately eight hours (modules can be taken one or more at a time) with the timing as follows:
- Reasoning through Language Arts – 150 minutes (including an optional 10-minute break)
- Mathematical Reasoning – 115 minutes
- Science – 90 minutes
- Social Studies – 70 minutes

**Scoring**
A minimum score of 145 is required for each test module (580 overall) to obtain a HSED. The scoring levels are as follows:
- Below passing: 100-144
- Passing: 145-164
- GED® College Ready: 165 or higher
- GED® College Ready + Credit: 175 or higher

**Registering**
Registration to take the GED® is done online at [www.GED.com](http://www.GED.com). However, the tests are administered on computer at an official GED® testing site selected during scheduling. All testing fees must be paid at the time of scheduling.

**Fees & Retakes**
The GED® examination is composed of four content area test modules. Each individual test module costs $30.00, for a total of $120.00 for the complete examination.

**Retake Policy**
You will receive two discounted retakes for every GED® test subject you purchase but don’t pass. You have 365 days after your full price test to use these retakes. After receiving two retakes at the reduced price, the price of the test subject returns to the regular price. If you do not pass that subject again, you will receive two more retakes at the reduced rate. GED® Testing Service waives its $20 testing fee, however additional testing fees may still apply in your state.

In Mississippi, there is a $10 test center fee for test retakes.

The General Education Development Testing Service (GEDTS) allows individuals to take the test three times (First attempt + two retakes) without any waiting period. After the third attempt, testers must wait 60-days after their last attempt before they can test again. This is a GEDTS policy and the state cannot make any exceptions for shortening this waiting period. Testers are advised to take this waiting period into account before attempting a test for a third time, as this could impact the timing of being able to apply for admission to a postsecondary institution or begin employment. The 60-day waiting period, once invoked, is permanent and does not reset at any time.

**Accommodations**
The General Education Development (GED®) Testing Service provides reasonable and appropriate accommodations to individuals with documented disabilities who demonstrate a need. Test accommodations are individualized and considered on a case-by-case basis. All accommodation requests are processed through GEDTS Accommodations. The Mississippi HSE Office does not approve any accommodation requests.
Procedure: Before requesting testing accommodations, testers complete the following steps:

- Create a MyGED® account by signing up on www.GED.com or log in to their MyGED® account if already have an active account.
- Answer “Yes” on the GED® Testing Service Registration form on the last question asking, “Do you need to request accommodated testing conditions for a documented disability?”
- Once the registration form is submitted, you will receive more information from GEDTS indicating how to submit your accommodations request form and supporting documentation.
- The accommodations request decision will be communicated by GEDTS to the email account provided during the registration process. In most cases, a decision will be communicated within 30 days of receipt of all required documents.

View list of accommodation types that can be requested, along with the procedure for delivering the accommodated tests at https://GED.com/about_test/accommodations/.

**Paper & Pencil/Braille Accommodations**
In very limited circumstances, a test taker may request an accommodation to take the GED® test on paper & pencil or in Braille. Testers approved for a paper & pencil or Braille accommodation take the exam in a separate room with the assistance of a recorder, who enters the tester’s responses into the computer as the tester takes the paper exam. Even though the tester’s responses are recorded in the computer, the tester records his or her answers on the paper exam as well. For Braille testers and those otherwise physically unable to record answers on paper, the recorder must record the tester’s response on the paper exam as well as the computer.

Testers may appeal an accommodations decision. Testers must complete the “Request for Testing Accommodations Appeal” and provide additional documentation to review. Disability experts review all appeal requests. GEDTS is the contact for all accommodations requests, including appeals. GEDTS accommodations questions can be sent to accommodations@GEDtestingservice.com. For more information, visit the GED® Testing Accommodations webpage.

**Language Versions and Combination of Scores**
The GED® test is available in English and Spanish versions. The Spanish version of the test is available at any authorized testing center. The MS High School Equivalency Diploma (HSED) can be earned in English and Spanish versions. Examinees can combine English and Spanish tests together to earn an HSE credential.

**Test Center Approval**
Official testing centers are approved by the test publisher, in consultation with the state administrator when the following have been documented:

- Need for a new testing site, based on geographic location and testing volume in the region.
- Willingness of center personnel to meet all testing center requirements specified by the test publisher as determined by the authorizing agency.

Test Center Approval information: https://GED.com/exhibit4/
Any testing center seeking approval should complete the Request for Testing Center Approval form to be submitted to the state administrator and must complete the test publisher’s application and requirements.

In determining need, a new testing center seeking to be approved should take the following into consideration:

- Centers must meet all requirements of the test publisher.
- Centers must be open to the public and serve a geographic area, not a particular school or program.
- A new center should not reduce testing significantly at a previously established center. If a center seeking to be approved is in close proximity to an established center, both centers should work together to establish testing schedules that complement, not compete with, one another.
- The distance that testers must travel should be considered, as should the population of urban areas.
- Centers should seek the advice of adult education programs, community-based organizations, and other testing centers in the area concerning the need for testing.
- Supportive documentation from other testing centers in proximity, adult education programs, and/or community-based organizations, verifying need for testing will be taken into consideration.

**Corrections Testing Centers**

Testing centers serving youth or adults within corrections facilities where testers are not able to access the internet may establish testing centers for use only for those within the facility. Correction facility testing centers must still be approved by the test publisher, and in consultation with the state administrator. It should be indicated that the testing center is within a corrections facility on the Request for Testing Center Approval form. More information on the test publisher’s requirements for corrections facilities can be found at [https://GED.com/educators_admins/test_admin/corrections/](https://GED.com/educators_admins/test_admin/corrections/)
**HISET® ASSESSMENT**
The HiSET® is composed of five subject tests. The total testing time is approximately seven hours and five minutes. Below are details about the subtests:

<table>
<thead>
<tr>
<th>Subject Test</th>
<th>Number of Questions</th>
<th>Item Type</th>
<th>Test Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts-Reading</td>
<td>40</td>
<td>100% multiple choice</td>
<td>65 minutes</td>
</tr>
<tr>
<td>Language Arts-Writing</td>
<td>51</td>
<td>Part 1: 100% multiple choice</td>
<td>120 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part 2: 100% constructed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>response/essay</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>50</td>
<td>100% multiple choice</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Science</td>
<td>50</td>
<td>100% multiple choice</td>
<td>80 minutes</td>
</tr>
<tr>
<td>Social Studies</td>
<td>50</td>
<td>100% multiple choice</td>
<td>70 minutes</td>
</tr>
</tbody>
</table>

**Scoring**
Each of the five subtests in the HiSET® battery is scored on a scale of 1–20. In order to pass tester must do all three of the following:

- Achieve a score of at least eight on each of the five individual subtests
- Score at least two out of six on the essay portion of the writing test
- Have a total combined score on all five tests of at least 45

For the Writing test the total score of eight and essay score of two has to be earned on the same test date. Scores from multiple test dates cannot be combined.

**Registering**
Registration and scheduling to take the HiSET® is done online at www.hiset.ets.org/myhiset. The HiSET® test is administered at an official HiSET® testing site. Test takers can find the nearest test center by using the “Find a Test Center” link on the HiSET® website. A test center can offer either paper-based and/or computer-based testing or both. All testing fees must be paid at the time of scheduling. Check this Registration and Scheduling link for more information.

**Fees & Retakes**
The HiSET® is composed of five content area test modules and is offered in a paper-based and computer-based format.

**Paper-Based Option**
- Individual modules: $22.00 each
- Complete battery test: $110.00

**Computer-Based Option**
- Individual modules: $17.75 each
- Complete battery test: $88.75

The fees assessed for the HiSET® include a test center fee of 35.00 for the complete battery test ($7.00 per individual module). Test center fees will be imposed for every test scheduled including retakes.

Note: HiSET® policy has discontinued renewing unused test vouchers. There is also an additional charge of $1.50 per voucher to programs when they order them.
Retake Policy
If a tester does not pass a HiSET® subject test, they have two more attempts per subtest in the calendar year (January to December) to pass. If they have exhausted all three attempts allowed for each year, tester must wait until the next calendar year to retest.

Regarding fees, the initial HiSET® subtest fee of $22.00 (paper-based) and $17.75 (computer-based) includes two retakes for 12 months. However, the test center fee of $7.00 will be imposed for every test scheduled including retakes. Example: test taker retaking Math will be charged $7.00 after scheduling. Test vouchers purchased by programs include an additional $1.50 per voucher processing fee.

Accommodations
The Educational Testing Service (ETS) is committed to serving test takers with disabilities and health-related needs by providing services and reasonable accommodations that are appropriate given the purpose of the test. Accommodations are available for test takers with diagnosed disabilities that include, but are not limited to:

- Attention deficit/hyperactivity disorder
- Psychological or psychiatric disorders
- Learning and other cognitive disabilities
- Physical disorders/chronic health disabilities
- Intellectual disabilities
- Hearing and visual impairment

Below is a list of commonly approved accommodations for paper- and computer-delivered tests. Test takers must request these accommodations and get approval from ETS prior to scheduling their test appointments. This list includes some, but not all, of the available accommodations.

<table>
<thead>
<tr>
<th>Disability Accommodations for the HiSET Exam</th>
<th>Paper</th>
<th>Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended time</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Separate room</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Audiocassette or other form of recorded audio</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Large print</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Screen magnification</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Calculator/talking calculator</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Scribe or keyboard entry aide</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Additional supervised break time</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Sign language-interpreted instructions for test takers who are deaf or hard of hearing</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

HiSET® Items Not Requiring Approval
The items in these lists do not require approval. Test takers can bring them or have access to them on test day without making prior arrangements with ETS. If noted below, test center staff should inspect or collect the item.

Items Provided by ETS or Test Center
Your test center must have the following items available to test takers:

- Large print test book (14-point) and answer sheet (for paper-based testing)
- Scrap paper (to be collected by test center personnel at end of testing session)
- Wheelchair access
If possible, your test center should also provide preferential seating to those test takers who need to better hear instructions or cut down on distractions.

**Items Provided by Test Taker**
Test takers who need these items are responsible for bringing them. Your test center is not required to have them available. Any form of accommodation or modification not listed below, including a separate room, requires approval.

- Colored transparent overlays (for paper-based testing only)
- Colored scrap paper (to be collected by test center personnel at end of testing session)
- Earplugs (not attached to any electronic device)
- Plain, unmarked straightedge to assist with keeping place while reading. You may use a piece of scrap paper for this purpose but it must be returned at the end of the testing session.
- Handheld magnifying device (without memory)
- Seat cushion/back pillow, or footstool. Item will be inspected by test center personnel before and after testing.
- Prescription medication. Must be in the prescription bottle indicating your name, dosage and directions
- Service animals
- Medical devices (asthma inhaler, hearing aid, pacemaker, insulin pump on vibrate or silent, oxygen tank, TENS stimulator)
- Highlighter or black felt pen for essays and scratch work only

**How Test Takers Request Accommodations and Schedule Appointments**
Test takers must request accommodations prior to scheduling. Once they receive approval, they can schedule their appointments.

All test takers must request their accommodations and schedule or change their appointments through ETS. They cannot do it through their online accounts or through a test center.

For more information, see:
- [Disability Accommodations for Test Takers](#) — information for test takers about the accommodations request process
- [Disability Documentation Policy Statements and Forms](#) — information about what documentation is necessary to support requests for accommodations

**Test Preparation Materials in Accessible Formats**
To order accessible test preparation materials, contact ETS Disability Services.

**Contacting ETS Disability Services**
Monday – Friday, 8:30 a.m. – 5 p.m. EST

**Phone:** 1-609-359-5615 or 1-855-802-2748 (toll-free)
**Email:** HiSETSSD@ets.org
**Fax:** 1-609-240-0525
**Mail:** ETS Disability Services
P.O. Box 6054
Princeton, NJ 08541–6054 USA
Language Versions and Combination of Scores
The HiSET® test is available in English and Spanish versions. The Spanish version of the test is available at any authorized testing center. Examinees can combine English and Spanish tests together to earn HSE credential.

Tester Data
The OAE and Test Center Administrators can access tester data through the HiSET administrator portal. The State HSE HSET Test Administrator approves access to these systems for all users.

At such point that these systems limit access to data for individual testing centers and for collecting consent for release of information to preparation programs, the HSE Administrator will reevaluate access to these systems.

Test Takers can access score results online via the HiSET® Test Taker Portal.
TEST ASSESSING SECONDARY COMPLETION (TASC TEST ™)

The TASC™ test examination is composed of five content area tests. In order to earn Mississippi’s HSED testers must receive a passing score in all five content area tests. The entire 5-module 2017 TASC™ test is approximately eight hours (tests can be taken one or more at a time) with the timing as follows:

- Reading – 85 minutes
- Writing – 110 minutes
- Mathematical – Part 1, 55 minutes & Part 2, 50 minutes (plus 15-minute break)
- Science – 75 minutes
- Social Studies – 75 minutes

Scoring

A minimum score of 500 is required for each TASC™ test subject area with additional requirement to score at least two out of eight on the Writing prompt to pass Writing. Students pass the TASC™ test overall when they have passed each of the five subject area tests.

Subtest Passing Scores

- Language Arts 500
- Mathematics 500
- Science 500
- Social Studies 500
- Writing 500 and at least 2 out of 8 on the Writing prompt

Registration

Registration to take the TASC test is done online at www.TASCtest.com. TASC™ test offers students the flexibility to test at any location, online or on paper. All testing fees must be paid at the time of scheduling. Downloadable instructions for examinees are available on the website for those that need them at http://www.tasctest.net/test-center-locations-for-test-takers.html.

Fees & Retakes

The TASC test examination is composed of five content area test modules. Individual test modules are $19.20 each, for a total of $96.00 for the complete examination. The fees assessed for the TASC™ include a test center fee of 35.00 for the complete battery test ($7.00 per individual module).

Retake Policy

If a tester does not pass a test, they can retest. Retakes will be charged the usual TASC™ test subtest fee, plus any additional state- or site-imposed fees. TASC™ testing allows individuals to take the test three times (first attempt + two retakes) without any waiting period. After the third attempt, testers must wait 60-days after their last attempt before they can test again. Testers are advised to take this waiting period into account before attempting a test for a third time, as this could impact the timing of being able to apply for admission to a postsecondary institution or begin employment.

Accommodations

TASC™ testing provides reasonable and appropriate accommodations to individuals with documented disabilities who demonstrate a need. Test accommodations are individualized and considered on a case-by-case basis. All accommodation requests are processed through DRC|CTB’s TASC test Accommodations Administrator. The MCCB, OAE does not approve any accommodation requests.
In order to apply for TASC™ test Special Testing Accommodations, this request form should be completed by the TASC test Examinee (with the support of an Advocate, if desired) and, unless a recent individualized education program (IEP) is available, by a licensed professional Evaluator. The Examinee should deliver the completed form to the TASC Test Coordinator at the local testing site for processing and verification. Once it is verified, the form is to be submitted to DRC|CTB’s TASC test Accommodations Administrator for review and approval.

The following additional important documents, available on the TASC™ test website at https://tasctest.com/demo-home/test-takers/taking-tasc-test/accommodations-for-disabilities/ should be reviewed and used by the Examinee, Advocate, and/or Evaluator when preparing the request form for submission:

- Overview of TASC™ test Accommodations
- TASC™ test Allowable Resources
- TASC™ test Prior Notification Form
- TASC™ test Accommodations Descriptions
- Examinee Guidelines for Requesting TASC™ test Accommodations
- Evaluator Guidelines for Requesting TASC™ test Accommodations
- TASC™ test Accommodations Approval Criteria

After the request form has been submitted to the TASC test Accommodations Administrator, the Examinee can email TASCTest_Helpdesk@ctb.com or call 888.282.0589 between 7:30 a.m. and 8 p.m. EST for questions about the status of a request.

**Language Versions and Combination of Scores**
The TASC™ test is available in English and Spanish versions. The Spanish version of the test is available at any authorized testing center. The High School Equivalency Diploma (HSED) can be earned in English and Spanish versions. Examinees can combine English and Spanish tests together to earn HSE credential.

In addition to the policies and procedures outlined in this Policy Manual, the MCCB and all testing centers within the state that are involved in the TASC™ test program, including test administration and determining eligibility of test takers, are required to comply with the policies described in the TASC test policy manual. A copy of the TASC™ test policy manual can be requested by contacting TASC test_helpdesk@ctb.com.
COMPETENCY-BASED DIPLOMA
The MS Competency-Based High School Equivalency Diploma Option is an alternate HSED embedded with both academic standards and industry recognized credentials for students enrolled in the Mississippi Integrated Basic Education and Skills Training (MIBEST) or an Integrated Education and Training Pathway. Instruction is designed to recognize the academic learning that occurs within the training programs. Essentially, the academic learning occurs through authentic, real-world problems and projects completed within the industry credential training. Mastery of content and competencies, as well as use of existing assessments for pre- and post-testing, such as TABE (Test of Adult Basic Education) and ACT WorkKeys® is the form of assessment used in lieu of the GED, HiSET, or TASC norm testing.

Competency-Based Diploma Model

Eligibility
- Must be a Mississippi resident
- Not enrolled or required to be enrolled in school under the compulsory school law
- Has not received a valid high school diploma or a High School Equivalency Diploma (HSED)

Enrollment in Adult Education Program
- Meet with Transition Specialist/Navigator
- Create Student Success Plan
  - Student portfolio
- Register with MS WORKS
  - WIOA Common Case Management Technology (Hub)
- Identify Barriers
  - Referrals to core agencies

Upon completion of the following components, participants will be awarded a Mississippi High School Equivalency Diploma (HSED) validated and issued by the State of Mississippi. All HSED’s are distributed through DiplomaSender.
COMPETENCY BASED DIPLOMA - COMPLETION REQUIREMENTS

1. Obtain a minimum score of Educational Functioning Level 5 (Grade Equivalency of 9.0-12.9) on the Test of Adult Basic Education (TABE) in two of the following subject areas: Reading, Language, or Math.

2. Enroll and complete a minimum of 40 hours of instruction in an Adult Education Program.
   
   **College & Career Readiness Standards** - All students will receive instruction in reading, writing, and math aligned with the College and Career Readiness Standards required by the Office of Career, Technical and Adult Education [https://lincs.ed.gov/professional-development/resource-collections/profile-521](https://lincs.ed.gov/professional-development/resource-collections/profile-521)

3. Earn fifteen (15) college credit hours earned in a MIBEST program or designated Integrated Education and Training Pathway
   
   - Prior Learning Assessment/Credit by Examination college credits are allowable
   - Developmental education credits are excluded
   - Minimum GPA 2.0 or higher

4. Earn a National Career Readiness Certificate – Silver
   
   - Applied Math – Level 4
   - Workplace Documents – Level 4
   - Graphic Literacy – Level 4

5. Earn an Industry Recognized Credential

Applications for the Competency Based Diploma should be completed and signed by the local adult education director. Complete applications should be mailed to:

Mississippi Community College Board  
Office of Adult Education  
3825 Ridgewood Road  
Jackson, MS 39211

Upon receipt and approval, the Office of Adult Education will upload documents via a secure site to DiplomaSender. Applicants will receive an email from DiplomaSender with instructions for ordering a complimentary diploma and transcript. The $25.00 application processing fee will be paid directly to DiplomaSender at the time of order.
DIPLOMASENDER
All requests for originals or copies of HSE Diplomas and Transcripts, as well as verification of completion of a HSE Diploma are completed through DiplomaSender at www.diplomasender.com. This includes verification for third-party agencies such as employers and verification agencies. Adult education programs may not provide scores or verification for employers or other agencies (including schools). No HSE Diplomas or Transcripts can be provided by the Mississippi HSE office.

Step 1 - Visit www.diplomasender.com and click Create New Account (Students only)
You will use your First/Last name, Date of Birth, and unique ID number assigned to you by the test provider to register. If you’re unsure of your ID number see guide below for help.

Step 2 - Once registered, click the Promotional Offer link on the right-hand side of your student home page and then follow through the ordering process.

Information about your ID number:
- GED ID- 16 digit ID beginning with the year you tested. i.e. 2016xxxx-xxxx-xxxx
- TASC ID- 9 digit ID number beginning with zeroes. i.e. 000012345
- HiSET ID- 8 character ID number containing letters and numbers. i.e. ABC12345

GED® - www.myged.com
HiSET® - www.hiset.ets.org
TASC™ - www.tasctest.com

Delivery Options
Official documents may be ordered via fax, e-mail, through the US Postal Service or, for an additional fee, you may overnight through UPS. If ordered electronically the record is sent within a few minutes of completing a successful order. Documents sent through the US Postal Service will take approximately 2-7 business days to arrive. Overnight documents arrive next business day as long as the order was placed before 3p.m. CST Monday-Friday. UPS Delivery may not be available in all states.

Payment Options
1. The initial/original certificate* is free
2. The initial/original transcript is free
3. The fee for a replacement certificate* is $15.00
4. The fee for a replacement transcript is $15.00
5. Shipping fees are charged to the test taker when UPS delivers the document.
6. There are no other / additional fees

DiplomaSender will accept cashier’s checks/money orders as well as Visa, MasterCard, and Discover credit cards as payment.

Corrections & Probations Verifications
All in- and out-of-state corrections facilities (for federal corrections see below) & probation offices can get verification of a HSE diploma for inmates or those on probation at no cost from Diploma Sender. This is for verification only. Ordering a copy of the diploma or transcript still requires payment.
Requests from corrections facilities & probation offices to get verification of a HSE Diploma are to be sent the Correctional Facility Verification document from Diploma Sender, which includes a process for signing up as a third party to access information on Diploma Sender and verify consent of the tester to release the verification to the corrections facility or probation office. Diploma Sender can provide support for these requests and setting up this process by contacting agency@support@diplomasender.com.

**Federal Corrections**
Testers who took the HiSET exams in a federal corrections facility (in any state) can obtain their HSE documents through Diploma Sender.

**Military**
Testers who took the HiSET Test at military testing centers can obtain their HSE documents through DANTES (Defense Activity for Non-Traditional Education Support).
ESTABLISHING A HIGH SCHOOL EQUIVALENCY TESTING CENTER
All High School Equivalency Test Centers are subject to the approval of the High School Equivalency State Administrator and the guidelines set forth by each test vendor. For specific Test Center vendor requirements see the websites below:

- ETS, HISET: https://hiset.ets.org/tcs-ae/test-administration/become-test-center/
- DRC, TASC: https://tasctest.com/

HSE testing centers provide standard secure testing administration to eligible candidates who wish to earn their state-issued High School Equivalency Diploma. HSE tests may be administered only at HSE testing centers or addendum sites approved by the MCCB, Office of Adult Education and High School Equivalency.

MCCB is responsible for the administration of the High School Equivalency testing program and may authorize the establishment of HSE testing centers in eligible local agencies and institutions within Mississippi. MCCB will consider HSE testing center applications based upon need for service in the local area and on the ability of the eligible agency or institution to follow MCCB and HSE assessment publishers’ mandatory policies and requirements for establishing and operating an HSE testing center.

MCCB must provide formal approval prior to HSE test administration by any prospective HSE testing center, including any required signed agreements between the test publisher or publishers, MCCB, and the HSE testing center.

HSE Program Definitions
- **Test Center** – Testing site that holds an HSE test center agreement with the MCCB, Office of Adult Education and High School Equivalency and their respective HSE assessment vendors.
- **Addendum Site** – Site at which testing can occur, but the site does not have a separate test center agreement. Test centers are responsible for the addendum sites.
- **Chief Examiner/Administrator** – Individual responsible for conducting a secure and legally defensible HSE testing program. Chief Examiners must have a high school diploma or equivalent; must not receive material compensation from any HSE vendor; and must be trained as an HSE Chief Examiner and an HSE Examiner.
- **Examiner** – A role responsible for administering and conducting HSE testing in a secure and legally defensible manner. Examiners must have a high school diploma or equivalent; must not receive material compensation from any HSE vendor; and must be trained as an HSE Examiner and an HSE Proctor. A testing program may have several examiners.
- **Proctor** – A role responsible for conducting an HSE test session in a secure and legally defensible manner. Proctors must have a high school diploma or equivalent; must not receive material compensation from any HSE vendor; and must be trained as an HSE Proctor. A testing program may have several proctors.
- **Candidates** – Individuals who are eligible to sit for an HSE test.
MCCB will consider the establishment of HSE testing centers at the following locations:

- State and local government education entities such as colleges and school districts.
- Non-profit organizations focused on education or workforce development.
- Non-profit organizations with a community-based mission.
- For-profit organizations. The state administrator may consider an application from a for-profit organization only when there is a demonstrated need that is not being met by non-profit or governmental organizations.

*** The testing center must be open to the public, unless it is housed in an institutional, residential program such a correctional facility.

**Requirements for Opening HSE Test Centers**

Testing centers must:

- Follow all MCCB and state-approved HSE test publisher policies and guidelines.
- Provide suitable physical facilities, according to the requirements outlined by state-approved HSE test publishers.
- Provide unbiased, qualified testing program staff to administer and oversee the testing program in accordance with state-approved HSE test publisher guidelines.
- Participate in any training required by MCCB and state-approved test publishers.
- Participate in required MCCB meetings for HSE testing centers.
- Agree to the test price schedule set by MCCB.
- Provide full HSE testing support services, which include:
  - Convenient testing schedules based on community need.
  - An emergency plan for handling testing interruptions and irregularities.
  - Information to help candidates make informed decisions about testing, remediation, and transitioning to postsecondary education.
  - Accessibility and availability of information on test accommodations for HSE candidates who qualify.
  - Agree to sign all appropriate agreements and memoranda of understanding.
- Assure test security by:
  - Complying with all security policies and procedures required by state-approved HSE test publishers.
  - Providing secure storage, handling, and shipment of state-approved HSE testing materials.
  - Promptly returning all restricted testing materials to state-approved HSE test publishers upon request.
  - Conducting all required inventories.
  - Fully cooperating with state-approved HSE test publisher in the event of a test compromise.

MCCB will review applications of prospective HSE test centers on an as-needed basis. Organizations that wish to establish a new state-approved HSE testing center must contact the MCCB High School Equivalency program at:

Mississippi Community College Board
Office of Adult Education & High School Equivalency
3825 Ridgewood Rd.
Jackson, MS 39211
601-576-1561
1. The proposed test center will submit a *New Test Center Questionnaire* form and any other documentation required by the State HSE Administrator.

2. The State HSE Administrator may request additional information and may schedule a site visit by MCCB staff.

3. The MCCB will review application information and make a final determination with regards to approving a prospective HSE test center.

4. If the MCCB determines an additional state-approved HSE test center is not warranted, the State HSE Administrator will notify the applicant of the decision in writing.

5. If the MCCB determines an additional state-approved HSE test center is warranted and the proposed test center meets the qualifications, the State HSE Administrator will:
   - Contact local area test centers to inform them that another test center may be opening, and
   - Contact the representative of the proposed test center to discuss expenses, the vendor application process, timeline, and related startup activities.

**Establishing an Addendum Test Center**

When establishing a new HSE test center is not an option, an established HSE test center may request approval from MCCB for a transportation addendum.

This addendum would allow Examiners to transport testing materials to conduct testing at an approved off-site location, called an addendum testing site.

The main testing center would be responsible for the location and all HSE testing occurring at the addendum site.

**Eligible Addendum Site Locations**

Examples of acceptable addendum sites include, but are not limited to:

- Public libraries
- Local jails and corrections camps
- Workplaces that provide instruction
- Non-profit and other community organizations
- Educational institutions where a low overall testing volume would not justify establishing a HSE testing center.

All test administration at addendum sites must be performed by trained examiners and proctors that meet all the requirements established by the State and the respective test publishers.

**Requirements to Establish an Addendum Testing Site**

The Test Center Chief Examiner must provide justification in writing of the need to test at the proposed site and assurance that the addendum site is a suitable facility for HSE testing.

The Chief Examiner must also ensure that only approved HSE Examiners will transport secure testing materials, and that appropriate inventory procedures will be followed for any testing materials transported to an addendum site.
When establishing an addendum site, test coordinators are expected to ensure that:

- Secure materials are always transported in a locked container.
- Proper inventories of testing materials occur at the following intervals:
  - Before leaving the main testing center;
  - Upon arrival at the addendum site;
  - Immediately before and after administering the tests; and
  - Upon returning to the main testing site.
- Secure materials are never stored at an addendum site.
SECTION 12: HIGH SCHOOL EQUIVALENCY ASSESSMENTS, COMPETENCY BASED DIPLOMA & DIPLOMA SENDER

Additional Resources, Forms & Checklists

- HSE Resources
- High School Equivalency Diploma Options
- Competency Based Diploma – Fact Sheet
- Competency Based Diploma Application
- Test Center Application
- DiplomaSender Information
HSE RESOURCES

**Diploma Sender**
www.diplomasender.com
Phone: 855-313-5799
Email: support@diplomasender.com
Address: PO Box 722050, Norman, OK 73069

**GED Testing Service**
Tester Registration: www.ged.com
Educators & Administrators: www.gedtestingservice.com
Customer Service Phone: 877-392-6433
help@gedtestingservice.com
Testing Center Service line: 1-866-389-3665
Pearson Vue Support for Testing Centers: 800-704-3613

**TASC Test Help Desk**
TASCTEST_HelpDesk@ctb.com
Toll Free Phone: 888-282-0589
Hours: Monday – Friday from 7:00 a.m. to 8:00 p.m. EST

**HISET**
Test Administration Services
Phone: 1-800-257-5123, Option 3
Email: HiSETTAS@ets.org
Website: HiSET@ets.org
Address: ETS, Mail Stop 34-Q, Ewing, NJ 08618
**This toll-free number is reserved for Test Administrators and Proctors only. This number should not be shared with test-takers.**

**NOTE:**
When you contact test publishers please be prepared to provide your name, your site name, your site number (if known), the system you are trying to access (i.e. Online Registration System, Online Assessment System, or the Online Reporting System), and your username and password for the system in question.

Please keep a record of the date, time name of the customer service representative and your case number (if applicable).
There are multiple pathways to the Mississippi High School Equivalency Diploma Options

**General Education Development**
- Computer-Based
- Subject Areas
  - Reading & Writing
  - Science
  - Social Studies
  - Mathematics
- Up to 2 discounted* retakes
- $120.00 Computer-based

**High School Equivalency Test**
- Computer or Paper-Based
- Subject Areas
  - Language Arts
    - Reading & Writing
  - Science
  - Social Studies
  - Mathematics
- Up to 2 discounted* retakes
- $110.00 Paper-based
- $89.00 Computer-based

**Test Assessing Secondary Completion**
- Computer or Paper-Based
- Subject Areas
  - Language Arts
    - Reading & Writing
  - Science
  - Social Studies
  - Mathematics
- Up to 2 discounted* retakes
- $96.00 Computer/Paper-based

**Competency-Based High School Equivalency Option**
- Enrollment Adult in Education
- EFL -- NRS Level 5/6
- Smart Start Credential
- National Career Readiness Certificate – Silver
- MIBEST / IET Pathway
  - 15 hrs. college credit
- Industry recognized credential
- Application Fee: $25.00

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**State of Mississippi**
Mississippi Community College Board

**High School Equivalency Diploma**

**Testing Centers**
For a listing of High School Equivalency Testing Centers in your area, see:

Not all options are available at all test centers. Some restrictions apply. Examinees must meet certain eligibility requirements. Additional services not included in price. Inquire at local testing center for complete details.

Mississippi Community College Board
Office of Adult Education and High School Equivalency
3825 Ridgewood Road, Jackson, MS 39211
601-576-1561 www.mccb.edu
What is the Mississippi Competency Based HSED Option? The MS Competency-Based High School Equivalency Diploma Option is an alternate HSED embedded with both academic standards and industry recognized credentials for students enrolled in the Mississippi Integrated Basic Education and Skills Training (MIBEST) or an Integrated Education and Training Pathway. Instruction is designed to recognize the academic learning that occurs within the training programs. Essentially, the academic learning occurs through authentic, real-world problems and projects completed within the industry credential training. Mastery of content and competencies, as well as use of existing assessments for pre- and post-testing, such as TABE (Test of Adult Basic Education) and ACT WorkKeys® is the form of assessment used in lieu of the GED, HiSET, or TASC norm testing.

Why is this option important for participants? A postsecondary degree or relevant job certification is the “new minimum” needed to meet the demands of an increasing knowledge-based workforce with the means to excel in rewarding careers and growing family incomes. However, the route to postsecondary education comes to an abrupt halt if an individual does not have a high school diploma or high school equivalency diploma (HSED).

Who is this option for? This option is for participants looking to complete their high school equivalency through a local adult education program.

How can participants register for this option? Participants may contact any local adult education program to learn more about participating in this option.

What is the cost? $25.00 processing fee paid directly to DiplomaSender.

What instruction will students receive? All adult education instruction has been federally mandated to include College and Career Readiness Standards (CCRS). The CCRS for Adult Education report presents content most relevant to preparing adult students for success in college, technical training programs, work and citizenship with emphasis in the areas of English language arts/literacy and mathematics.

Is this option recognized by the State of Mississippi and transferable outside of Mississippi? Yes. Mississippi Code: 37-5. Participants completing this option, will receive the Mississippi High School Equivalency Diploma (HSED).

What credit hours will be accepted? Credit hours earned in a MIBEST program or designated Integrated and Training Pathway will qualify for this completion option as long as it meets the definition of an IET as defined by WIOA. WIOA definition of Integrated Education and Training: means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. IET represents a wide spectrum of services to build foundational, employability, and occupational skills.

What are Industry-Recognized Credentials? High-quality credentials are recognized by multiple employers across an industry. To help better identify and prioritize such credentials, the following uniform definition of “industry-recognized” is the standard definition to be used to determine if a credential meets the requirements for awarding a Competency-Based High School Diploma. The term “industry-recognized,” used with respect to a credential, means a credential that—
must be awarded in "recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation (ETA)
• is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention or advancement purposes; and,
• is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.

What are the minimum requirements for achieving a Mississippi Competency Based HSED? Upon completion of the following components, participants will be awarded a MS High School Equivalency Diploma (HSED) validated and issued by the State of Mississippi, Mississippi Community College Board. All HSEDs are distributed through DiplomaSender.

### Completion Requirements

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<tr>
<th>1. Eligibility</th>
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<tr>
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<td>• Not enrolled or required to be enrolled in school under the compulsory school law</td>
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| 5. Earn fifteen (15) college credit hours earned in a MIBEST program or designated Integrated Education and Training Pathway. | |
| • Prior Learning Assessment/Credit by Examination college credits are allowable | |
| • Developmental education credits excluded | |
| • Minimum GPA: 2.0 or higher | |

| 6. Earn a Mississippi Smart Start Credential | |
| • Basic Skills – National Career Readiness Certificate | |
| • Career Exploration/Employment Preparation | |
| • Necessary Skills – (soft skills) | |

| 7. Earn a National Career Readiness Certificate (NCRC) | |
| Applied Math Level 4 or higher Silver | Workplace Documents Level 4 or higher Silver | Graphic Literacy Level 4 or higher Silver |

| 8. Earn an Industry-Recognized Credential | |

261
COMPETENCY-BASED HIGH SCHOOL EQUIVALENCY
DIPLOMA OPTION

Date of Application: ___________________________ Adult Education Program: _______________________

Student Name: _______________________________ SSN: _____ - ___ - _____  DOB: ___/___/_____

Address: _____________________________________ City: __________________ State: MS  Zip Code:_________

Student Email Address: _________________________ Student Phone Number: _______________________

Applications will be processed by the Office of Adult Education. Incomplete applications will be returned.
Application and all documentation should be mailed to:
Mississippi Community College Board
Office of Adult Education
3825 Ridgewood Road
Jackson, MS 39211

Application Requirements:

_______ Copy of Driver’s License or State-Issued I.D.

_______ For 16-17 year olds Only: Attach a copy of withdrawal form from school district in which the
student resides)

_______ Copy of TABE scores. (Minimum scores: Educational Functioning Level 5 – (grade equivalent 9.0 or
higher) in at least two sub-skill tests: Reading, Language and/or Total Math)

_______ Copy of college transcript verifying 15 hours of college credit earned

_______ Copy of Mississippi Smart Start Credential including credential number

_______ Copy of National Career Readiness Certificate: SILVER

_______ Copy of Industry Recognized Credential

Adult Education Director: ___________________________ Date: ______________

Print Name ___________________________ Signature ___________________________

Office of Adult Education ONLY:

Date Uploaded DiplomaSender: _____________  Verified by: ___________________

HSE Director: ___________________________

Note: The Office of Adult Education will upload documents via a secure site to DiplomaSender. Applicants will receive an
email from DiplomaSender with instructions for ordering a complimentary diploma and transcript. The $25.00 application
processing fee will be paid directly to DiplomaSender at the time of order.
Prospective Mississippi High School Equivalency Test Center Application

Official testing centers are approved by the test publisher, in consultation with the state HSE administrator when the following have been documented:

- Need for a new testing site, based on geographic location and testing volume in the region.
- Willingness of center personnel to meet all testing center requirements specified by the test publisher as determined by the authorizing agency.

<table>
<thead>
<tr>
<th>Field</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the proposed test center:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Contact for Proposed Test Center:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Proposed start date:</td>
<td>Click here to enter a date.</td>
</tr>
<tr>
<td>Test center physical location:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Proximity to nearest HSE test center:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Planned test taker annual volume:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Tests proposed to be offered:</td>
<td></td>
</tr>
<tr>
<td>☐ GED Computer-based</td>
<td></td>
</tr>
<tr>
<td>☐ HiSET Computer-based</td>
<td>☐ HiSET Paper-based</td>
</tr>
<tr>
<td>☐ TASC Computer-based</td>
<td>☐ TASC Paper-based</td>
</tr>
<tr>
<td>Is there dedicated space for computer-based testing?</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>☐ Planned</td>
<td>☐ No</td>
</tr>
<tr>
<td>Number of computer test stations:</td>
<td></td>
</tr>
<tr>
<td>Current:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Planned:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Total Current and Planned:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Do you have at least two staff that are not involved in HSE instruction?</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>☐ No</td>
<td></td>
</tr>
<tr>
<td>Does your test center propose to serve the community, or for a specific group of test takers?</td>
<td>☐ Community</td>
</tr>
<tr>
<td>☐ Specific group of test takers or students</td>
<td></td>
</tr>
<tr>
<td>☐ Both</td>
<td></td>
</tr>
<tr>
<td>Please outline and document the need for a high school equivalency testing center at your proposed site, based on geographic location and testing volume in the region.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Attach additional documentation as necessary.</td>
<td></td>
</tr>
</tbody>
</table>
Please submit photos of your proposed testing center.

- Floor Plan
- Test Administrators Position
- Test Administration Area
- Test Delivery Area
- Test Delivery Area
- Reception/Check-in Area
- Neutral Background at Reception/Check-In Area (*Pearson Vue only)
- Lockable Area
- Photo-Other
- Special Accommodations Testing Area
- Building Exterior

If one video illustrates all aspects of your test center, submit one file under Video - Other.

The application is not considered complete until photos/videos have been submitted.

- Preferred photo formats: .jpg, jpeg, png, gif, pdf. Also acceptable: doc, docx, xls, xlsx.

As Test Center Administrator, I agree to fulfill all state and test vendor requirements in this application and the Memorandum of Agreement.

| Test Center Administrator/Chief Examiner | Date | State Administrator | Date |

Return completed questionnaire and any supporting documentation by email to: scrist@mccb.edu
Or by postal mail to:

MCCB
Office of Adult Education & HSE
Attn: Sandy Crist
3825 Ridgewood Rd.
Jackson, MS 39211
Testing Area Set-Up

Photo/video checklist for HSE Test Centers
If your photos/videos are not ready, go to the end of the application, Print a copy for yourself then click Submit. You will receive a confirmation email that contains a URL for submitting the photos/videos at a later time.

- You may submit either photos, videos, or a combination of both - whatever is easiest.
- If one video illustrates all aspects of your test center, submit one file under Video - Other.
- The application is not considered complete until photos/videos have been submitted.
- Preferred photo formats: .jpg, jpeg, png, gif, pdf. Also acceptable: doc, docx, xls, xlsx.

Floor Plan
Submit a floor plan (hand-sketched or digital) of test center layout, showing the location of the check-in, test administrator, lockable storage and testing stations.

Test Administrator’s Position
This photo should show where the administrator will be located during delivery of the exams. The photo should show the administrator's table and chair in the test room if monitoring will be done in the test room during exams.

Test Administration Area
This photo should show the administrator's view of the candidates. All of the delivery workstations, including the desktop of each workstation, should be visible. If monitoring will be done via a viewing window, the photo should be taken from the test administrator's position, showing what can be seen through the window from that position. If monitoring will be done via camera, the photo should be of the screen the test administrator sees, showing that all candidates can be continuously and simultaneously monitored. If monitoring will be done in-room, please provide photo(s) taken from the test administrator’s seated position of all testing stations.

Test Delivery Area
This photo should show all test PCs being requested for approval.

- Each workstation must be separated from the neighboring workstation by at least 4 feet (1.2m), or a partition.
- Partitions should be solid, permanent partitions or walls that are at least
  - 1.5m (5’) in height and extend outward from the wall at least 1.2m (4’).
- Desktop partitions are acceptable as long as the height measured from the floor is at least
  - 1.5m (5’), and the width measured outward from the wall is 1.2m (4’).
- Cardboard partitions are not acceptable.
- If there is not enough space between the workstations, you may use alternate workstations.

Reception and Check-In Area (Pearson Vue Only)
The check-in/reception area must be near, but not inside the test room as the check-in process must be performed before allowing a candidate to go into the test room. The check-in/reception area must show that there is a desktop PC for checking in candidates. Photos should also show available seating for candidates who arrive early.
Neutral Background at Reception / Check-In Area
A neutral background is required in the check-in area to provide a background for the digital photo of the candidate (e.g., white painted wall)

Lockable Area
Provide a photo of the lockable area where candidates will secure items outside of the testing area (e.g., lockers, lockable cabinet, lockable drawer). The locking mechanism must be visible in the photo (e.g., if it's a key lock, the key must be in the lock).

Photo - Other
To be used if there are any additional photos.

Special Accommodation Testing Area
Provide a photo of the test delivery workstation that can accommodate testing candidates with disabilities. This photo should illustrate how the candidate will be monitored as described in Test Administration Area above.

Building Exterior
Provide a photo of the exterior of the building showing the address, school/company signage and the parking area. If your testing site is located in a building without individual signage, please provide a photo of the building directory which clearly lists your company name.
The Mississippi Community College Board no longer processes High School Equivalency Transcripts and Diplomas. Please follow the directions below to request copies of your documents.

**High School Equivalency Transcripts & Diplomas**

Below are the procedures on how to obtain a copy of your High School Equivalency Transcript and/or Diploma for Mississippi test-takers.

1. Go to the following website: [www.diplomasender.com](http://www.diplomasender.com)
2. Under Students & Test-Takers, choose **Create an Account**
3. Select the state in which you took your test: **Mississippi**
4. Choose Next
5. **Student I.D.**
   a. (If you took the test before 2013, your I.D. is your social security number. If you tested in 2014 or later, use your test provider's unique ID number. Directions are available on the screen)
6. **Create a User Name and Password**
   a. Enter your email address to be used as your username for DiplomaSender
   b. Create a password you would like to use for DiplomaSender
      i. Must be a minimum of 8 characters long and will be case sensitive
7. **Provide the requested information to find your record.**
8. **Choose Type of test you took:** Paper-Pencil or Computer Based
9. **Answer the question:** How long ago did you take your test?
10. Choose Next
11. You will be asked a series of identification/security questions.
12. Choose Next
13. Diploma Sender will generate your documents.

Next you will have a choice of selecting which documents (diploma or transcript) that you want, order details, giving consent, and payment ($15).