



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, 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 sub-recipients 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 601-432-6518.

Note: Contingent upon additional information that would affect its efficacy, these guidelines are subject to change throughout the program year. Updates will be posted at www.mccb.edu.

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SECTION 1: OVERVIEW

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 to ensure that quality educational services are available to adults and out-of-school youth across Mississippi.

MISSION

Our mission is 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 US Department of Education, Office of Career, Technical, and Adult Education, Division of Adult Education and Literacy (OCTAE-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

Program Alignment

- Unifies strategic planning across core programs
- Enhances the role of state and local Workforce Development Boards in implementing a Combined State Plan

Increased Accountability

- Establishes common measures across core programs
- Increases accountability and transparency through reporting and evaluations

Enhanced Service Delivery

- Promotes engagement of employers and alignment of education and training activities through career pathways
- Strengthens partnerships and investments in the one-stop delivery system

FEDERAL GOVERNING AUTHORITY

- [Adult Education and Family Literacy Act](#) (AEFLA)— (The Act) Enacted July 1, 2014, as Title II of the Workforce Innovation and Opportunity Act of 2014, Pub. L. 113-128.
- Uniform Administrative Requirement, Cost Principles and Audit Requirements for Federal Awards ([2 CFR 200](#))

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 to achieve common goals
- Develop a career pathway model that integrates programs and improves efficiency in employment service delivery across partners, focusing on individuals with barriers to employment
- Strategically align programs with current and emerging high-demand sectors

The OAE establishes the following four goals for Mississippi'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 the integration of adult education with occupational education and training and the development of career pathways systems in addition to authorizing 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](#).
4. Develop Multi-Level Career Pathways Options
The OAE will enable the system to design multiple entry points into postsecondary education for various functioning levels of adult education learners who 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:

- 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

- 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
- Ensure alignment of adult education and literacy activities with core programs and one-stop partners to support the Mississippi Combined State Plan
- Provide high-quality professional development to improve instruction, including essential components of reading instruction and dissemination of models and promising practices
- Provide technical assistance to providers based on research-based instructional practices, local one-stop responsibilities, and effective use of technology
- Monitor and evaluate the quality of adult education activities in the state

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:

- Assist adults to become literate and obtain the knowledge and skills necessary for economic self-sufficiency
- Assist adults who are parents or family members to obtain the education and skills necessary to become full partners in the educational development of their children, which leads to sustainable improvements in the economic opportunities for their families
- Assist adults in attaining a secondary school diploma and transitioning to postsecondary education and training, including career pathways
- Assist immigrants and other individuals who are English Language Learners in improving their listening, speaking, reading, writing, and mathematical skills as well as their understanding of the American system of Government, individual freedom, and the responsibilities of citizenship

The [AEFLA Resource Guide](#) provides additional support to the following:

- [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](#)

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:

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

Veterans will receive priority of service.

- Veterans, as defined under WIOA sec. 3(63)(A) and 38 U.S.C. 101, receive priority of service in all Department of Labor-funded training programs under 38 U.S.C. 4215 and described in 20 CFR part 1010.
- A veteran still must meet each program's eligibility criteria to receive services under the respective employment and training program.

Mississippi requires 16- & 17-year-olds to:

- not be currently enrolled in K-12 school
- 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:

- Adult education and literacy activities
- English language acquisition activities
- Family literacy activities
- Workforce preparation activities
- Workplace adult education and literacy activities
- Integrated English Literacy and Civics Education (IELCE)
- Integrated Education and Training (IET)

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.*

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, use occupationally relevant (contextual) instructional materials, and be 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**:

1. Adult education and literacy activities
2. Workforce preparation activities
3. Workforce training for a specific occupation or occupational cluster

Integrated English Literacy and Civics Education (IELCE), Section 243

Educational services provided to adult English language learners, 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 United States. Services include instruction in literacy and English language acquisition, instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training (Section 203 (12) of WIOA).

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.

Section 243 provides services and activities that:

- prepare adult 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 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 either:

- co-enrolling participants in integrated education and training, as described in 34 CFR Subpart, provided within the local or regional workforce development area from sources other than Title II Section 243
- using funds provided under Title II Section 243 to support integrated education and training activities as described in 34 CFR Subpart D

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, effective communication, 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 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:

- adult education and literacy activities
- integrated education and training
- career pathways
- concurrent enrollment
- peer tutoring
- 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 a prison, jail, reformatory, work farm, detention center, 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, adhering to the following:

- At least six hours of classroom instruction must be made available per week, allowing for sufficient instructional time for meeting the post-assessment policy (corrections classroom instruction)
- The corrections facility must provide a space conducive to learning
 - The instructional space should have a low noise level, adequate lighting, comfortable temperature, and appropriate furnishings
- 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.

MISSISSIPPI REQUIRED CORE PARTNERS

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.

Mississippi Department of Employment Security (MDES)	<ul style="list-style-type: none"> • 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), Office of Adult Education	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)

THE MISSISSIPPI WORKS SMART START PATHWAY

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.

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: Robin Parker

Local WIOA Plan: <http://cmpdd.org/>

South Delta Planning and Development District

P. O. Box 1776, Greenville, MS 38702

Phone: 662-335-6889, Contact: Mitzi Woods

Local WIOA Plan: <https://sdpdd.com/>

Southern Mississippi Planning and Development District

Twin Districts Workforce Area

700 Hardy Street, Hattiesburg, MS 39401

Phone: 601-545-2137, Contact: Patricia Morrison

Local WIOA Plan: <http://smpdd.com/>

Three Rivers Planning and Development District

P. O. Box 690, Pontotoc, MS 38863

Phone: 662-489-2415, Contact: Terry Treadway

Local WIOA Plan: <http://trpdd.com/>

GLOSSARY OF 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 Program: A program of academic instruction and education services below the secondary level that increase 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.

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:

- 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
- transition to postsecondary education and training
- 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) Program: A program of academic instruction and education services at the secondary level that increase 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.

Basic Skills Deficient: Refers to an individual who:

- has English, reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test
- 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:

- align with the skill needs of industries in the economy of the state or regional economy involved
- 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.)
- include counseling to support individuals in achieving the individual's education and career goals
- 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
- organize education, training, and other services to meet the needs of individuals in a manner that accelerates the educational and career advancement of the individual to the practicable extent
- enable individuals to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential
- help individuals to 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:

- focused delivery methods that reflect a variety of research-based instructional approaches and meet the assessed needs of learners
- curriculum aligned to the College and Career Readiness Standards
- scheduled, leveled classes
- classes taught by an instructor who meets the qualifications established by the state, where applicable, and who has 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.

Competency-Based High School Equivalency Diploma: See Section 8.

Concurrent Enrollment: Concurrent enrollment or co-enrollment refers to enrollment by an eligible individual in two or more of the six core programs administered under the Act.

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

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

Digital Literacy: The ability to find, evaluate, utilize, share, and create content via information technologies (including, but not limited to, smartphones, tablets, laptops, and traditional desktop PCs) and the internet.

Direct Costs: Costs which can be identified specifically with a particular program or function. These costs may be charged directly to a grant.

Distance Education: Formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media, including but not limited to, print, audio recording, videotape, broadcasts, computer software, Web-based programs, and other online technology. Teachers support distance learners through communication by mail, telephone, e-mail, or online technologies and software. Note: For participants who receive both distance education and traditional classroom instruction during a program year (such as through a blended distance-classroom approach or concurrent enrollment in both types of instruction), the State must have a policy, consistent with the NRS definition, that defines how local programs are to classify the participant (e.g., 50% of time). For NRS reporting, States can count a participant only once per POP, either as a distance education participant or a traditional classroom participant.

Distance Learning: Students who receive all of a majority of instruction through distance methods.

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) 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, training, or employment.

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:

- whose native language is a language other than English
- 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:

- phonemic awareness
- phonics
- vocabulary development
- fluency, including oral reading skills
- 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 Program: A program with a literacy component for parents and children or other intergenerational literacy components.

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.

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

General Education Provisions Act (GEPA): Section 427 requires each applicant for funds (other than an individual person) to include in its application 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. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

High School Equivalency (HSE): High School Equivalency.

HiSET®: The High School Equivalency Test from PSI Services (PSI). Mississippi has adopted this exam as an approved high school equivalent exam.

Indirect Costs. Those costs incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved. Indirect costs consist of General Management Costs as defined in CFR 76.565 and include the costs of performing a service function such as payroll, accounting or personnel management. General expenses necessary to carry out the overall responsibility of the organization are NOT allowable indirect costs.

Infrastructure: the non-personnel costs that are necessary for general operation of the one-stop center, including the rental costs of the facilities, the costs of utilities and maintenance, equipment

(including assessment-related products and assistive technology for individuals with disabilities), and technology to facilitate access to the one-stop center, including the center's planning and outreach activities.

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
- other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional materials

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 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 educational and career advancement. An IET **must include** the **following three components**:

1. Adult education and literacy activities
2. Workforce preparation activities
3. Workforce training for a specific occupation or occupational cluster

Integrated English Literacy and Civics Education (IELCE): A program of instruction funded under WIOA, Section 243, which includes education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables 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. It includes instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. In addition, the program must be provided in combination with IET.

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.

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:

- **Desktop 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

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.

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 no 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, postsecondary 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.

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.

Workplace 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.

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 above
- customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

SECTION 2: PROGRAM ACCOUNTABILITY & NATIONAL REPORTING SYSTEM

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. Refer to the following table for clarification:

NRS Definition for Reporting Requirements	
Participant	Reportable Individual
An 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.	An individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including: <ol style="list-style-type: none">1. Individuals who provide identifying information,2. Individuals who only use the self-service system, or3. Individuals who only receive information-only services or activities.
An adult in an AEFLA program who has received 12 or more hours of service.	An adult in an AEFLA program who receives fewer than 12 hours of service.
Participants count towards accountability measures.	Reportable individuals DO NOT count towards accountability measures.

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.

NRS COMPONENTS

- Indicators of Performance
 - Primary Indicators of Performance
 - Other Measures
 - Exclusions
- NRS Methodologies
 - Methodologies
 - NRS Data Flow Framework
 - Data Collection Process
- Quality Control and Reporting
 - Data Quality Checklist
 - Improving Data Quality
 - NRS Reporting

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 indicator
- Employment-related indicators
- Credential attainment indicators
- Effectiveness in serving employers

1. 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 three ways; educational functioning level (EFL) gain, receipt of a secondary school diploma, and Integrated Education and Training (IET) or workplace literacy enrollment. For participants not enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one EFL or documented attainment of a secondary school diploma or its recognized equivalent.

- EFL gain can be demonstrated in one of two ways:
 1. comparing a participant's pretest with the participant's posttest, using a test approved for use by the NRS,
 2. enrollment in postsecondary education or training after exit.

- 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.
- IET MSG can be demonstrated in one of three ways:
 1. **Secondary or Postsecondary Transcript:** For students who complete a minimum of 12 hours per semester, or part-time students a total of at least 12 credit hours over the course of two completed consecutive semesters during the program year, report an MSG for a postsecondary education transcript or report card that shows a participant is meeting the State unit's academic standards.
 - a. If a postsecondary student completed six (6) hours in the prior academic year and six (6) more hours in the new academic year crossing two (2) program years, they would not count as an MSG in the first program year but they would count as an MSG in the second program year.
 2. **Progress Toward Milestone:** Report an MSG for participants who had a satisfactory or better progress report towards established milestone from an employer or training provider who is providing training (e.g. completion of on-the-job training (OJT), completion of one year of a registered apprenticeship program, etc.).
 - a. Documentation for this gain may vary, as programs should identify appropriate methodologies based upon the nature of services being provided, but progress reports must document substantive skill development that the participant has achieved.
 1. The gain may be documented by a satisfactory or better progress report from an employer or training provider.
 2. Progress reports may include training reports on milestones completed as the individual masters the required job skills, or steps to complete an OJT or apprenticeship program.
 3. Increases in pay resulting from newly acquired skills or increased performance also can be used to document progress.
 3. **Passing Technical/Occupational Skills Exam:** Report an MSG for participants who successfully pass an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.
 - a. Documentation for this gain may include passage of a component exam in a Registered Apprenticeship program, employer-required knowledge-based exam, satisfactory attainment of an element on an industry or occupational competency-based assessment, or other completion test necessary to obtain a credential.
 - b. Employment-related indicators: There are three (3) WIOA indicators related to employment:
 1. Employment Rate – Second Quarter after Exit: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
 2. Employment Rate – Fourth Quarter after Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program, and

3. 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.

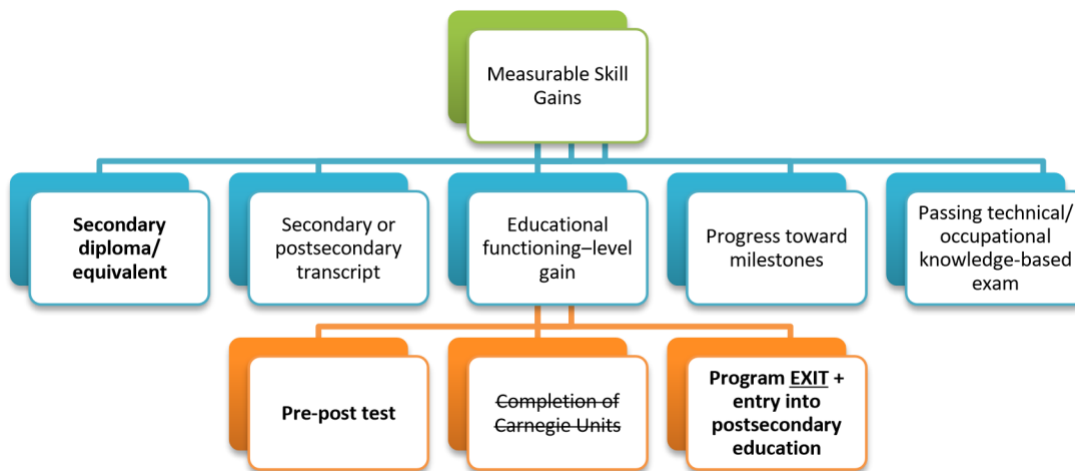
Note: Employment indicators are data-matched through NSPARC for Federal Reporting purposes.

2. Credential attainment indicators:

The credential indicator measures two types of credentials:

1. Receipt of a secondary school diploma or recognized equivalent during participation or within:
 - i. One 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
 - ii. Receipt of a recognized postsecondary credential during participation or within 1 year after exit from the program

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 can be used to document MSG only for participants in IET or workplace literacy programs.

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; importantly, 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.*

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.

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:

1. **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

2. **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
3. **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 12050526).

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:

1. displaced homemaker
2. English language learner/low literacy level/cultural barriers ***
3. exhausting Temporary Assistance for Needy Families (TANF) within 2 years
4. ex-offender
5. homeless or runaway youth
6. long-term unemployed
7. low income
8. migrant and seasonal farmworker
9. individual with disabilities
10. single parent
11. youth in foster care or who has aged out of system

******Note: For reporting purposes, all students enrolled in adult education programs must be identified as English language learner/low literacy level/cultural barriers.***

Status measures include employment status, highest degree achieved or level of schooling, and whether the participant has a disability or receives 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, voter registration, 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 exits the program because he or she has been forced to move while in foster care.
- 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 obtained employment in the State Unemployment Insurance (UI) database for the appropriate calendar quarter.

DATA COLLECTION PROCESS

THE NATIONAL REPORTING SYSTEM (NRS) produces a set of indicators and measures that describes 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. 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. This chapter describes the flow of data from the local programs through States to the U.S. Department of Education (ED). It also summarizes the roles and responsibilities of local programs and States in relation to their specific data collection processes and to the operation and maintenance of the NRS at the Federal level. For additional information on data framework and data collection policies and procedures go to https://nrsweb.org/sites/default/files/NRS_TA-Guide_2021.pdf.

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

OCTAE annually assesses the quality of NRS data for each state. Therefore, states complete the NRS Data Quality Checklist, which defines OCTAE's standards for data quality, each year. 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.

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. **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
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 <https://nrsweb.org/policy-data/nrs-ta-guide>.

SECTION 2: PROGRAM ACCOUNTABILITY AND NRS

Additional Resources, Forms & Checklists

- Data Quality Checklist

**Mississippi Community College Board
Office of Adult Education**

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 that state 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 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

When local programs do not reach “Acceptable” standards in any program area, a data quality improvement plan must be completed to describe the program they have identified, along with 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 as well as the technical assistance needed to implement the plan. The OAE will offer technical assistance to programs to meet the goals of its 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.

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

Submission and Certification

Local programs are required to submit the following checklist on the last day of the program year (June 30th):

Mississippi TITLE II GRANTEE DATA QUALITY CHECKLIST

Program: _____ Date: _____

A. Data Foundation and Structure

Acceptable Quality:

1. Local Program has received and follows state assessment policies as written, including: <ul style="list-style-type: none">• use of approved and valid standardized assessments for accountability that are appropriate for adult students;	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none">• trained staff administer assessments used for accountability; and	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none">• time periods (in hours or weeks) for when to pre-and post-test are followed.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Local Program has received and follows state policies for student goal setting.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. Local Program follows state policy as written for collecting data on students for follow-up measures.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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)	Yes <input type="checkbox"/>	No <input type="checkbox"/>

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 <i>NRS Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act</i> online at https://nrsweb.org/sites/default/files/NRS-TA-Mar2021-508.pdf , which defines all measures on state student data to all appropriate staff.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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).	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Continue with Section B below.

Exemplary Quality

(No standards exist that are locally applicable)

B. Data Collection and Verification**Acceptable Quality**

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 with common definitions and categories.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
9. The DMS has error-checking functions used by Local Program staff (e.g., that identify out-of-range values and missing data).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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 with correct NRS definitions and categories.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
11. Local Program follows state policy for recording contact hours that conform to NRS requirements, such as signed time sheets, signed time cards, or electronic time cards.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
12. Local Program has staff with clear responsibility for data collection and data entry.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
13. Local Program staff checks data for errors, utilizing the Diagnostic feature.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
14. Local Program repairs data errors, according to state guidelines on changing data.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

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)

Superior Quality

15. Local Programs enter data into DMS at least weekly.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
16. Local Program staff reviews local data at least quarterly to identify errors, missing data, out-of-range values, and anomalous data, and to identify program improvements and accomplishments.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
17. Local Program has documented procedures for correcting errors and resolving missing data.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
18. Local Program staff participates regularly in Database Training meetings and communicates with DMS Technical Assistance and state staff on data issues to identify problems and request technical assistance.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Continue with Section C below.

Exemplary Quality

No standards exist that are locally applicable

C. Data Analysis and Reporting

Acceptable Quality

19. The local data staff can produce NRS required reports for local program management, including federal NRS tables.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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).	Yes <input type="checkbox"/>	No <input type="checkbox"/>

If you answered 'No' to either, question 19 or 20, skip the rest of this section and go to Section D, Staff Development.

If you answered 'Yes' to both questions 19-20, continue with question 21.

Superior Quality

21. Local Program staff reviews statistical reports for errors and accuracy.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
22. Local Program can access data reports that are useful for program management and improvement.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
23. Local staff uses data for program management and improvement.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

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

24. Local Program has documented procedures for dealing with analysis problems and deviations.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
25. Local Program compares data among sites and with prior years’ data for discrepancies and reasonableness as well as to identify trends in good and bad performance.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
26. Local Program has procedures to verify that local reports accurately reflect data collected.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Continue with Section D.

D. Staff Development

Acceptable Quality

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

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

33. There is locally planned, continuous training (at least one training annually) on data collection and NRS issues.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
---	---------------------------------	--------------------------------

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

34. Local program has timely intervention strategies to identify data problems as they occur and to provide training to sites to correct the problems.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
--	---------------------------------	--------------------------------

Continue with Section E.

E. Data Quality Improvement Plan

Local Programs *must* submit a data 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

SECTION 3: PROGRAM DESIGN ELEMENTS

INTAKE, ORIENTATION, AND CLASS STRUCTURE

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.** (This can take place remotely using fillable forms and remote testing.)

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 establishing 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 who 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 six elements are required:**

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. Verification of registration in MS WORKS

It is **NOT recommended that a full standardized pre-test be administered during the first day of orientation.** 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. Testing can be done remotely with permission from your college or school.

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 the following:

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.

Adult education programs are expected to provide structured, scheduled, and 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 whose 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 in order to make sustainable changes in the skill level of adults.

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, and assessment results as well as to set short-term and long-term educational plans.

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.

Open Intake/Entry

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 should be utilized 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. Open intake/registration **should not be the normal practice** for a program.

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.

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 HiSET® or GED® scores, Total Transcript or Competency-Based Diploma

Instructors must 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

Through MS' WIOA Combined State Plan, the primary strategy of the pathway model is integration of core providers' programs while improving efficiency in service delivery across partners. Through a referral process, resources are immediately aligned to cultivate better and more sustainable employment opportunities for Mississippians.

Combined Plan Partners perform intake procedures or collect two types of information: (1) basic registration information 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 work the participant to complete their Student Success Plan (SSP). The SSP outlines the services, describes supportive services, and the participant's current state of work-readiness to unsubsidized employment, for example disclosed barriers. Using the questions on the SSP or the resources to follow, referrals are made to other Combined Plan Partner programs or Strategic Partner programs.

SCHEDULED CLASSES

Scheduled classes is 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 who uses lesson plans aligned with [College and Career Readiness Standards](#)
- **8 hours of instruction per week for day classes and a minimum of 6 hours per week for night classes**
- 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
- must maintain a sign-in sheet with **students' original signatures** or electronic attendance tracking system with unique identifier that accounts for time in class

Blended: Local Program + Online

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.

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
- 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. Students may enroll in online learning provided by the program through a learning management system.
- Study time/study groups: Study time provides an opportunity for students to independently study and/or complete work while at the center, an opportunity 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.

ATTENDANCE POLICY

The OAE requires 8 hours of instruction per week for day classes and a minimum of 6 hours per week for night classes. 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.

Distance learning hours can be entered in weekly totals and must be entered on a weekly basis.

For example: James Wilkinson attended face-to-face 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 5, all attendance records are required to be retained for a three-year period, and documentation should be available to the OAE upon request.

Attendance hours must be tracked, and sign-in sheets must contain: class name/site, class start and stop time, instructor/s name, instructor/s signatures, students' original signatures and students' arrival 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 to the 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
- **Instruction Distance Learning:** all student work completed outside the adult education center using software approved for distance learning or work in the program's learning management systems such as Canvas or Google Classroom. (see Distance learning section in the Assessment Policy)
- **Instruction Smart Start:** this includes Smart Start instruction hours in a face-to-face or hybrid setting, Canvas Smart Start hours
- **Instruction MS Smart Start Online Only - this includes the entire work completed by the student is outside the adult education program**

For Smart Start Pathway Course attendance, see the manual [here](#).

SECTION 3: PROGRAM DESIGN ELEMENTS

Additional Resources, Forms and Checklists

- Cumulative Folder Checklist
- Student Success Plan
- Personnel Confidentiality Agreement

STUDENT CUMULATIVE 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 and contain the following:

- Student Success Plan
- MS Works Registration verification
- Copy of state-issued picture I.D.
- Copy of TABE or TABE CLAS E Profile
- Work samples available upon request
- All standardized test answer sheets/scores (locator – if applicable, TABE portfolio, pre-test, post-test, official practice test)
- Transcripts, including HiSet®, GED®, Total Transcript, Competency-Based Diploma, 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*

Mississippi Community College Board, Office of
Adult Education
Student Success Plan

Completion of this form is required for all adult learners in all programs. Required data is in bold with an asterisk (*). Please print legibly. All signatures should be in ink.

STUDENT CONTACT INFORMATION

***Intake Date:** _____ ***Site/Teacher:** _____

***Social Security Number:** _____ - _____ - _____ ***Date of Birth:** _____ / _____ / _____ **Age:** _____
Month / Day / Year

***Name:** _____
Last First Middle/Former Name Suffix

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

***County of residence:** _____ ***Email Address:** _____

***Cell:** (_____) _____ ***Home:** (_____) _____ **Other:** (_____) _____

***Program:**

- ☐ Adult Education
- ☐ Distance Learning
- ☐ Corrections
- ☐ Workplace Literacy

***Secondary Program:**

- ☐ eDULT
- ☐ IELCE
- ☐ MIBEST

***ESL Student:** ☐

*** Registered for MS Works:**

☐ **Yes – Date verified:** _____

EMERGENCY CONTACT INFORMATION

***Name:** _____
Last First Middle/Former Name

***Cell:** (_____) _____ **Home:** (_____) _____ **Relationship:** _____

STUDENT DATA

***Hispanic/Latino:** ☐ No, not Hispanic/Latino
☐ Yes, Hispanic/Latino

***Gender:** ☐ Male
☐ Female

***Race:** ☐ American Indian or Alaska Native
 (Select one or more) ☐ Asian
☐ Black or African-American

☐ Native Hawaiian or Other Pacific Islander
☐ White

***Highest School Grade Completed: (select one)**

<input type="checkbox"/> No School Grade Completed	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 7 th grade	<input type="checkbox"/> 10 th grade
	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> 8 th grade	<input type="checkbox"/> 11 th grade
	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 6 th grade	<input type="checkbox"/> 9 th grade	<input type="checkbox"/> 12 th grade

***Highest Educational Certificate/Diploma/Degree Completed: (select one)**
☐ None

<input type="checkbox"/> High School Diploma	<input type="checkbox"/> Associate's degree
<input type="checkbox"/> High School Equivalency	<input type="checkbox"/> Bachelor's degree
<input type="checkbox"/> Certificate of Attendance/Completion	<input type="checkbox"/> Master's degree
<input type="checkbox"/> One or more years of Postsecondary Education	<input type="checkbox"/> Specialist's degree
<input type="checkbox"/> Postsecondary Technical or Vocational Certificate	<input type="checkbox"/> 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:**

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> ELL <input checked="" type="checkbox"/> Low Literacy Levels <input type="checkbox"/> Cultural Barriers	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.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Low Income	Do you, or your child(ren) meet any or all of the following low income guidelines: Your total family income falls below the poverty line. (This is approximately \$12,000 for one person and \$25,000 for a family of four). You or your child(ren) receives SNAP, TANF, SSI, Medicaid insurance, WIC, food assistance, public housing, rental assistance, or any public assistance.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Displaced Homemaker	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?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Single Parent (or single pregnant woman)	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?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Dislocated Worker	Have you been terminated or laid off, or received a notice of termination or layoff, or been notified of a permanent closure of a plant, facility, or enterprise where you are employed?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Homeless or Runaway Youth	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?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Ex-Offender	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? <i>(Do not select this category if you are currently incarcerated.)</i>
<input type="checkbox"/> Yes <input type="checkbox"/> No	Foster Care	Are you currently in the foster care system or have you aged out of the foster care system?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Farmworker (If yes, select a subcategory)	<input type="checkbox"/> Seasonal Farmworker (Were you employed for the last 12 months in agricultural or fish farming labor?) <input type="checkbox"/> Migrant and Seasonal Farmworker (Are you a seasonal farmworker without a permanent residence?) <input type="checkbox"/> 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: _____ <input type="checkbox"/> Mississippi Department of Human Services _____ <input type="checkbox"/> Mississippi Department of Employment Security _____ <input type="checkbox"/> Mississippi Department of Rehabilitation Services _____ <input type="checkbox"/> Mississippi Department of Education (16/17-year-olds) _____ School District: _____ <input type="checkbox"/> Other _____	*Correctional/Institutionalized Programs (if applicable): <input type="checkbox"/> Currently Incarcerated in a Correctional Institution <input type="checkbox"/> Currently Participating in Community Corrections <input type="checkbox"/> Currently attending a recovery/rehabilitation program
---	--

TABE LOCATOR ASSESSMENT

TABE 11/12 ASSESSMENTS				<input type="checkbox"/> Online/PC
LOCATOR (Scaled Scores)		Date: _____		
R:	M:	L:	W:	
TOTAL BATTERY (Scaled Scores)				
Form/Level:		Score:	Date:	
/	Reading:			
/	Total Math:			
/	Language:			
/	Writing:			

TABE CLAS-E			
LOCATOR (Scaled Scores)		Date: _____	
L:	W:	R:	S:
TOTAL BATTERY (Scaled Scores) Date: _____			
Form/Level:	<i>You must enter individual scores for R, W, L & S AND Total R&W Score AND Total S&L Score.</i>		
/	Reading:	Total Reading & Writing Score	
/	Writing:		
/	Listening:	Total Speaking & Listening Score	
/	Speaking:		

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

☐ 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.

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

(Print Name of Person Authorizing Disclosure)

(Signature of Person Authorizing Disclosure)

(Date)

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 telecommunication services for personal purposes. Personal purposes include, but 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 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 allowed with 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.

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 may be 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)

Skills Improvement

- ☐ Reading
- ☐ Math
- ☐ Writing
- ☐ Science
- ☐ Social Studies
- ☐ Financial Literacy

Education Goals

- ☐ Earn an HSE diploma
- ☐ Enroll in a technical college
- ☐ Enroll in a training program
- ☐ Enroll in a 4-year college

Career Goals

- ☐ Find a job
- ☐ Keep my job
- ☐ Find a better job
- ☐ Complete a career assessment
- ☐ Pursue an apprenticeship
- ☐ Join the Military

English Skills

- ☐ Speaking
- ☐ Listening
- ☐ Reading
- ☐ Writing

*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 is 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.	
*5. Does the student currently have any certifications, /credentials, or degrees?	
Additional Notes:	
*Student's Signature: <i>Sign in ink</i>	*Date:
*Interviewer's Signature: <i>Sign in ink</i>	*Date:

MIBEST/ Integrated Education and Training

*ACT WorkKeys Levels: ☐ Bronze ☐ Silver ☐ Gold ☐ Platinum *Student candidate for MIBEST: ☐ Yes ☐ No

*Student Date of Entry: _____

*Financial Aid Received (Check all that apply): ☐ MIBEST Scholarship ☐ Pell Grant (regular) ☐ Pell Grant (ATB provision/MCCB state plan) ☐ WIOA Scholarship/Individual Training Account (ITA) ☐ College General Fund Scholarship ☐ Chafee TV
☐ College Foundation Scholarship ☐ Other _____

*Program Type: ☐ CTE ☐ Workforce

*Eligibility for Ability to Benefit? ☐ ACCUPLACER Test ☐ Earned six CTE credit hours ☐ MIBEST Approved Program

*ACCUPLACER Placement Scores: ☐ English _____ ☐ Math _____ ☐ Reading _____

MIBEST/ Integrated Education and Training - STUDENT DATA

*Married: ☐ Yes ☐ No *Total people living in home: _____

*Dependent children (less than 18 years old)? ☐ Yes ☐ No *Age Ranges: ☐ 0-8 ☐ 9-13 ☐ 14-17

*Student first to go to college? ☐ Yes ☐ No

*Student enrolled in AE before enrolling in MIBEST? ☐ Yes ☐ No

*Student enrolled in ESL before enrolling in MIBEST? ☐ Yes ☐ No

*Are you currently employed? ☐ Yes ☐ No

*If yes, how many hours? _____

*What is the name of the company and your position/occupation? _____ *Rate of pay? _____

*If not employed, how long have you been unemployed? _____

*Total Household Income:

☐ \$0 ☐ \$1-\$9,999 ☐ \$10,000-\$19,999 ☐ \$20,000-\$29,999 ☐ \$30,000-\$39,999 ☐ \$40,000-\$49,999
☐ \$50,000-\$59,999 ☐ \$60,000-\$69,999 ☐ \$70,000 or over ☐ Did not self-identify

MIBEST/ Integrated Education and Training – STUDENT SUPPORTIVE SERVICES NEEDED

☐ Student Supplies (uniforms, safety equipment, etc.) ☐ Transportation Assistance (gas cards, bus passes)
☐ Vehicle Repair ☐ Childcare ☐ Campus Meal Plan ☐ Paid Certification Fee ☐ Health Care Assistance
☐ Mental Health Assistance ☐ Referral to another service provider: ☐ Yes ☐ No Who? _____
☐ Other services needed not listed: _____

MIBEST – NOTES

[illegible]

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).

Date:

Notes:

[illegible]

MS OAE PARTICIPANT UPDATE DATA FORM

STUDENT LAST NAME	FIRST	SS/ID NO.	DATE
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STUDENT STATUS CHANGE				<input type="checkbox"/> DROP/EXIT DATE: _____		<input type="checkbox"/> RE-ENROLL DATE: _____				
CLASS:					<input type="checkbox"/> ENTER NEW DATA		<input type="checkbox"/> REVISE/CORRECT DATA			
STUDENT DATA: (Ex. ADDRESS OR PHONE UPDATE)										
ASSESSMENTS LEVEL GAIN YES <input type="checkbox"/> NO <input type="checkbox"/>										
TABE 11/12				GED 2014:		PRACTICE		OFFICIAL		
FORM/LEVEL	SUBJECT	SCALED	<input type="checkbox"/> SAME DATE ALL SUBJECTS			SCALED	DATE	SCALED	DATE	
/	Reading		Date: _____	Reasoning Lang Arts						
/	Tot Math:		Date: _____	Math Reasoning						
/	Language:		Date: _____	Science						
/	Writing:		Date: _____	Social Studies						
TABE CLAS-E										
FORM/LEVEL	SUBJECT	SCALED	<input type="checkbox"/> SAME DATE ALL SUBJECTS	Total Score		Date: _____				
/	Reading:		Date: _____	<input type="checkbox"/> HiSET	PRACTICE		OFFICIAL			
/	Writing:		Date: _____	Lang. Arts-Reading	SCALED	DATE	SCALED	DATE		
Total Reading + Writing:				Lang. Arts-Writing						
/	Listening:		Date: _____	Mathematics						
/	Speaking:		Date: _____	Science						
Total Speaking + Listening:				Social Studies						
Exclusions: (from Performance Measures)				Total Score	Date: _____					
Incarcerated		Date: _____		Smart Start						
Mental Institution		Date: _____		Smart Start Cert:		Date: _____				
Deceased		Date: _____		Smart Start Cred:		Date: _____				
90+ Days Active Duty		Date: _____		NCRC:		Date: _____				
Foster Care-Forced Move		Date: _____		WorkKeys Scale Scores & Level	<u>Applied Math</u>		<u>Workpl Doc</u>		<u>Graphic Lit</u>	
Medical Leave of 90+ Days		Date: _____								
COMPETENCY-BASED DIPLOMA		TOTAL TRANSCRIPT			INDUSTRY RECOGNIZED CREDENTIAL					
Date: _____		Date: _____			Credential Name: _____					
					Date Attained: _____					
OUTCOMES				DATE:						
<input type="checkbox"/> Entered Employment <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time										
<input type="checkbox"/> Attained Secondary School Diploma/Equivalent										
<input type="checkbox"/> Enrolled in Postsecondary Education or Training										

**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

SECTION 4: ASSESSMENT POLICY

INTRODUCTION

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 their outcomes. 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. The Mississippi Community College Board (MCCB), Office of Adult Education (OAE) is responsible for training and 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 OAE for program management and improvement activities and to report on performance.

The 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.

All programs are required to use the NRS approved Test of Adult Basic Education, TABE Online, for assessing adult education students and the NRS approved Test of Adult Basic Education Complete Language Assessment System-English (CLAS-E) Online for assessing English language learners. Corrections (including jails) are allowed to administer the TABE using paper/pencil. Written requests for exceptions should 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 annual targeted technical assistance and training activities related to NRS policy, accountability, definition of measures, conducting assessments, and data collection processes 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.

GENERAL ASSESSMENT GUIDELINES

A. Initial Assessments (34 CFR 462.41 (b))

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.

Assessment Instruments	Adult Education Program Areas	
<i>TABE CLAS-E</i>	● English as a Second Language (ESL)	● Integrated English Literacy and Civics Education (IELCE)

TABE 11 & 12	<ul style="list-style-type: none"> • Adult Basic Education (ABE) 	<ul style="list-style-type: none"> • Adult Secondary Education (ASE)
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All assessment data must be entered into LACES within 15 business days of the test administration date. Keep in mind that **all** assessment data must be entered into LACES. 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. Expanding Testing Exemptions

Local programs unable to administer an NRS-approved test to a distance learning participant due to the widespread effect of the COVID-19 pandemic may exempt that student from testing. Local programs that exempt participants from NRS tests should put procedures in place to identify students who were not tested due to an inability to conduct testing, so that the impact of COVID-19 outbreak will be appropriately tracked.

Local programs must administer NRS-approved pre-tests as soon as feasible. A participant cannot achieve an educational functioning level gain without an NRS pre and post-test.

D. 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.

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-Mar2021-508.pdf>

E. 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.

F. 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.

G. Training for Test Administrators (34 CFR 462.41(d))

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 On-Demand Training and Certification Training provided by Data Recognition Corporation (DRC) **prior** to administering the TABE. TABE recertification is required every two years. All staff administering the TABE 11/12 are required to attend annual TABE training provided by DRC and/or state staff.

All new program staff who will administer the TABE 11/12 must complete the DRC Quickstart Guide Training for TABE Online and take the TABE 11/12 prior to attending the New Teacher Academy. New Teacher Academy is conducted annually by the OAE and covers assessment

policy review, TABE assessment training, interpreting TABE scores, adult learning and instruction, effective lesson planning, distance learning, digital literacy such as the Learning Management System, Canvas, NRS Tables, and contextualized instruction, standards instruction and other relevant topics. Assessment, NRS policy, accountability policies, indicators of performance, definitions of measures, data collection and quality refresher courses are available in the OAE Wednesday Webinar series via Canvas housed by the OAE and available to all local program staff.

Certificates of Completion for each staff member should be filed with the local program records and made available to OAE upon request. 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. All new program staff working with ELLs must complete the state's TABE CLAS-E administrator training for certification. 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** score responses on post-testing for students for whom they are providing instruction.

TABE CLAS-E administrators are required to recertify through the state training every three years. Assessment, NRS policy, accountability policies, and data collection and quality refresher courses are available in the OAE Wednesday Webinar series via Canvas.

H. 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.

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

Reading	Mathematics	Language	TABE Level to Administer
0-5	0-5	0-5	E
6-11	6-9	6-10	M
12-15	10-12	11-13	D
16-19	13-16	14-16	A

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**.

NRS Educational Functioning Level Ranges

Educational Functioning Level	ABE EFL Descriptor	TABE 11/12 Scale Score Ranges		
		Reading	Total Math	Language
Level 1	ABE Beginning Literacy	300-441	300-448	300-457
Level 2	ABE Beginning Basic	442-500	449-495	458-510
Level 3	ABE Intermediate Low	501-535	496-536	511-546
Level 4	ABE Intermediate High	536-575	537-595	547-583
Level 5	ASE Low	576-616	596-656	584-630
Level 6	ASE High	617-800	657-800	631-800

Post-testing Guidelines (34 CFR 462.41(c))

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:

Post-Testing Guidelines

Assessment	Minimum Hours before Post-testing
<i>TABE</i> for ABE students	40 hours of instruction
<i>TABE</i> for ASE students	30 hours of instruction
<i>TABE CLAS-E</i> for ELL students	40 hours of instruction

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**

Test Level	NRS Educational Functioning Level	Out of Range Levels
<i>L</i>	1, 2	3, 4, 5, 6
<i>E</i>	1, 2, 3	4, 5, 6
<i>M</i>	2, 3, 4	1, 5, 6
<i>D</i>	3, 4, 5	1, 2, 6
<i>A</i>	4, 5, 6	1, 2, 3

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

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 and four level tests. The test has two forms (A & B) and four levels (1, 2, 3, and 4). DRC has developed an Online Test Administration Manual and an Online Test Directions booklet. These documents can be downloaded from the DRC Insight Portal.

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.**

Level/Form	Skill Area	Scale Score
Level 1 Form A	Listening	230
Level 1 Form A	Speaking	231
Level 1 Form A	Total Speaking & Listening Score	230

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.

Level/Form	Skill Area	Scale Score
Level 1 Form A	Reading	250
Level 1 Form A	Writing	200
Level 1 Form A	Total Reading & Writing Score	225

When administering *TABE CLAS-E*, a participant may be assessed in one or all of the subject areas. For example, a participant may be assessed only in Speaking or may choose to be assessed in two, three, or all four subject areas. 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. **If a participant is pre-and post-tested in 1-4 subject areas and makes a gain in any area, the participant will show an EFL gain on Table 4 and 4B.**

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

Test Level	NRS ESL Educational Functioning Level	Out of Range Levels
1	1, 2, 3	4, 5, 6
2	1, 2, 3, 4	5, 6
3	1, 2, 3, 4, 5	6
4	1, 2, 3, 4, 5, 6	

Post-testing Guidelines

An ESL student must have a minimum of 40 hours of instruction prior to post-testing with TABE CLASE. All subsequent 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 **20 hours after** reaching the minimum hours required. Additional posttests must also follow the same established post-testing guidelines and times.

Students who were pre-tested with TABE CLAS-E must be post-tested with 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.

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 **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.**

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

ESL Educational Functioning Level	Reading Scale Scores	Writing Scale Scores	Total Reading and Writing Scale Scores	Listening Scale Scores	Speaking Scale Scores	Total Listening and Speaking Scale Scores	EFL
ESL Beginning Literacy	250-392	200-396	225-394	230-389	231- 425	230- 407	0-1
ESL Beginning Low	393-436	397-445	395-441	390-437	426-460	408-449	2
ESL Beginning High	437-476	446-488	442-482	438-468	461-501	450-485	3
ESL Intermediate Low	477-508	489-520	483-514	469-514	502-536	486-525	4
ESL Intermediate High	509-557	521-555	515-556	515-549	537-567	526-558	5
Advanced ESL	558-588	556-612	557-600	550-607	568-594	559-600	6

Accommodations for TABE CLAS-E

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>.

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.

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

Local programs can administer pre-and post-tests to measure Measurable Skill Gains (MSG) of distance education participants for NRS reporting in two ways: in person, at a secured, proctored program, or through virtual proctoring (see Section V for remote/virtual testing). Distance learners must be assessed under the same guidelines as all adult education students in Mississippi using approved standardized assessment tools. 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 be counted using the Clock Time, the Learner Mastery, and/or the Teacher Verification Model as defined by the NRS Guidelines: Documentation must be in the student's cumulative folder for all proxy contact hours.

- **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. Documentation of the student's hours from the software management system should be in the student's cumulative folder.

- **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. Documentation must be calculated for the course or modules and not entered into LACES until the course or module is completed including the percentage of correct answers. Verification of completion of the course or module must be documented in the student's cumulative folder.

- **Teacher Verification Model** — This model assigns a fixed number of hours of credit for each assignment based on the teacher's determination of the extent to which a learner engaged in, or completed, the assignment. Documentation must be calculated for each assignment with time credited and should be documented in the student's cumulative folder.
 - a. Programs may assign workbook pages and for each completed page 15 minutes (depending on the subject and complexity) of instructional time may be given. Samples of work should be in the cumulative folder.
 - b. For distance education, hours of credit for completion of modules and assignments may be assigned.
 - i. eDULT – The OAE's Attendance Tracker with hours assigned as well as hours completed must be in the cumulative folder.
 - ii. Other distance education platforms, programs are required to assign hours to activities identified in their Lesson Plan. Verification of hours assigned as well as hours completed must be in the cumulative folder.

Software Programs Approved for Distance Learning

Curriculum	Model	Criteria for Awarding PCH	PCH Credit
180 Skills Achieve 3000 ACT WorkKeys Curriculum Aztec Burlington English Cambridge Ventures Challenger Reading Series ELLII ENGEN Essential Education Google Applied Skills KET FastForward Learning Express Library NorthStar Digital Literacy PLATO Reading Horizons Rosetta Stone Skills Tutor Skills USA Canvas	Clock Time Model	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.	Recorded time in management system.
*Smart Start (Includes Canvas & ACT WorkKeys Curriculum)	Clock & Learner Mastery	*Must pass Career Awareness, Financial Literacy, and Necessary Skills post-tests with 75 or higher.	Recorded time in management system.
eDULT	Teacher Verification Model	Completion of each assignment is given a fixed number of hours of credit. Online teachers provide an attendance tracker to programs with hours of credit.	

THE ADDITION OF REMOTE TESTING FOR TABE 11/12 AND TABE CLAS-E

The MS OAE allows remote TABE 11&12 and CLAS-E testing according to the guidelines of Data Recognition Corporation (DRC).

Remote testing must be administered by web conferencing only. Test Examiners must be trained and familiar with using TABE Online.

Test Examiners must use a supported web conferencing platform and be familiar with the use of that platform. Possible options are Zoom, WebEx, Google Meets, Microsoft TEAM, Skype, GoToMeeting, Blackboard Collaborate, Computer audio, and webcam capabilities for both Test Examiner and student.

Use a limit of five students to each Web Conferencing Session

- All tests and test materials must be kept secure.
- All tests must be proctored.

*Note: An option is available for remotely administering the TABE 11&12 Locator only in an un-proctored environment.

Cell phones CANNOT be used for remote testing. iPads will not work with the CLAS-E Listening test.

A. TESTING PROCEDURES

Prior to testing, the test administrator should create a test session in the DRC portal designated for remote testing. Once the students are added to the test session, test administrators should email each student directly to provide the following:

- Meeting Login Information Embedded in Link: <https://wbte.drcedirect.com/TABE/#login>
Students should be able to access the meeting directly from the link without having to provide additional details. All participants utilize the same link.
- The date, time, and anticipated duration of the Web Meeting
- Contact information for the TABE Test Administrator
- Student Instructions for Remote Testing found at:
https://drive.google.com/file/d/14dSP6cvmqIJQKz8Smlc_FWVLWpTAUwBx/view
- General information on which tests the student will be required to take during the Web Meeting

Calling into the meeting by cell phone should not be an option for students. Breakout/Private Sessions with Private Chat and Screen Sharing Capability is required to privately authenticate an individual student's identity, to privately distribute test login credentials to individual students, and to see/monitor student screens while restricting view from the rest of the group.

The MS OAE recommends completing the Online Tools Training with students who are new to the DRC portal. The link is available at: <https://wbte.drcedirect.com/TABE/portals/tabe>.

B. USE OF TABE 11/12 AND TABE CLAS-E PROCTORING

Local programs may implement virtual test proctoring using the assessments identified in this policy, in accordance with the test publisher's procedures for virtual testing. Programs should utilize regular face-to-face assessment procedures when the option is available.

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 NRS and 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 is 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

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/>.

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
- Test Benchmarks for NRS Educational Functioning Levels
- TABE 11 & 12 Grade Range Scale Score Guidance
- TABE CLAS-E Charts

TABE 11 & 12 CHARTS

TABE 11/12
Interpreting Locator Test Scores

Reading	Mathematics	Language	TABE Level to Administer
0-5	0-5	0-5	E
6-11	6-9	6-10	M
12-15	10-12	11-13	D
16-19	13-16	14-16	A

TABE 11/12 Out-of-Range EFL Levels

Test Level	NRS Educational Functioning Level	Out-of-Range Levels
<i>L</i>	1, 2	3, 4, 5, 6
<i>E</i>	1, 2, 3	4, 5, 6
<i>M</i>	2, 3, 4	1, 5, 6
<i>D</i>	3, 4, 5	1, 2, 6
A	4, 5, 6	1, 2, 3

TABE 11/12
NRS Educational Functioning Level Ranges

Educational Functioning Level	ABE / EFL Descriptor	TABE 11/12 Scale Score Ranges		
		Reading	Total Math	Language
Level 1	ABE Beginning Literacy	300-441	300-448	300-457
Level 2	ABE Beginning Basic	442-500	449-495	458-510
Level 3	ABE Intermediate Low	501-535	496-536	511-546
Level 4	ABE Intermediate High	536-575	537-595	547-583

Level 5	ASE Low	576-616	596-656	584-630
Level 6	ASE High	617-800	657-800	631-800

Post-Testing Guidelines

Assessment	Minimum Hours before Post-testing
TABE for ABE students	40 hours of instruction
TABE for ASE students	30 hours of instruction
TABE CLAS-E for ESL students	40 hours of instruction



National Reporting System
for Adult Education

A Project of the U.S. Department of Education

Test Benchmarks for NRS Educational Functioning Levels

Updated August 2019

Adult Basic Education (ABE)

Educational Functioning Level (EFL)	Test Benchmarks
Beginning ABE Literacy (ABE Level 1- all subjects)	TABE¹ (11–12) scale scores (grade level 0–1): Reading: 300–441 Mathematics: 300–448 Language: 300–457 CASAS² Reading GOALS scale scores: Reading: 203 and below CASAS Math GOALS scale scores: Mathematics: 193 and below

¹ TABE = Tests of Adult Basic Education

² CASAS = Comprehensive Adult Student Assessment System

<p>Beginning Basic Education (ABE Level 2—all subjects)</p>	<p>TABE (11–12) scale scores (grade level 2–3): Reading: 442–500 Mathematics: 449–495 Language: 458–510</p> <p>CASAS Reading GOALS scale scores: Reading: 204–216</p> <p>CASAS Math GOALS scale scores: Mathematics: 194–203</p> <p>MAPT ³ scale scores: All tests: 200–299</p>
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Educational Functioning Level (EFL)	Test Benchmarks
<p>Low Intermediate Basic Education (ABE Level 3—all subjects)</p>	<p>TABE (11–12) scale scores (grade level 4–5): Reading: 501–535 Mathematics: 496–536 Language: 511–546</p> <p>CASAS Reading GOALS scale scores: Reading: 217–227</p> <p>CASAS Math GOALS scale scores: Mathematics: 204–214</p> <p>MAPT scale scores: All tests: 300–399</p>

³ MAPT = Massachusetts Adult Proficiency Test

<p>High Intermediate Basic Education (ABE Level 4-ELA)</p>	<p>TABE (11–12) scale scores (grade level 6–8): Reading: 536–575 Mathematics: 537–595 Language: 547–583</p> <p>CASAS Reading GOALS scale scores: Reading: 228-238</p> <p>CASAS Math GOALS scale scores: Mathematics: 215-225</p> <p>MAPT scale scores: All tests: 400–499</p>
<p>Middle Intermediate Basic Education (ABE Level 4--Mathematics)⁴</p>	
<p>Low Adult Secondary Education (ABE Level 5-ELA)</p>	<p>TABE (11–12) scale scores (grade level 9–10): Reading: 576–616 Language: 584–630 Mathematics: 596–656</p> <p>CASAS Reading GOALS scale scores: Reading: 239 – 248</p> <p>CASAS Math GOALS scale scores: Mathematics: 226-235</p> <p>MAPT scale scores: All tests: 500–599</p>
<p>High Intermediate Basic Education (ABE Level 5-Mathematics)</p>	

⁴ For mathematics, there is an additional intermediate level, Middle Intermediate (level 4), in addition to High Intermediate (level 5), and only one secondary level (level 6), due to the complexity of the mathematics descriptors. When reporting on NRS tables, use the level number.

All tests: 600–700

English as a Second Language (ESL)

Educational Functioning Level (EFL)	Test Benchmarks
Beginning ESL Literacy (ESL Level 1—all subjects)	<p>CASAS Life and Work Reading scale scores: Reading: 180 and below L&W Listening: 162–180</p> <p>BEST⁵ Plus 2.0: 88–361 BEST Literacy: 0–20 (SPL 0–1)</p> <p>TABE CLAS-E⁶ scale scores⁷: Total Reading and Writing: 225–394 Total Listening and Speaking: 230–407</p>
Low Beginning ESL (ESL Level 2—all subjects)	<p>CASAS Life and Work Reading scale scores: Reading: 181–190 L&W Listening: 181–189</p> <p>BEST Plus 2.0: 362–427 BEST Literacy: 21–52 (SPL 2)</p> <p>TABE CLAS-E scale scores: Total Reading and Writing: 395–441 Total Listening and Speaking: 408–449</p>

⁵ BEST = Basic English Skills Test

⁶ TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System – English

⁷ Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows only total scores.

<p>High Beginning ESL (ESL Level 3—all subjects)</p>	<p>CASAS Life and Work Reading scale scores: Reading: 191–200 L&W Listening: 190–199</p> <p>BEST Plus 2.0: 428–452 BEST Literacy: 53–63 (SPL 3)</p> <p>TABE CLAS-E scale scores: Total Reading and Writing: 442–482 Total Listening and Speaking: 450–485</p>
<p>Educational Functioning Level (EFL)</p>	<p>Test Benchmarks</p>

<p>Low Intermediate ESL (ESL Level 4—all subjects)</p>	<p>CASAS Life and Work Reading scale scores: Reading: 201–210 L&W Listening: 200–209</p> <p>BEST Plus 2.0: 453–484 BEST Literacy: 64–67 (SPL 4)</p> <p>TABE CLAS-E scale scores: Total Reading and Writing: 483–514 Total Listening and Speaking: 486–525</p>
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<p>High Intermediate ESL (ESL Level 5—all subjects)</p>	<p>CASAS Life and Work Reading scale scores: Reading: 211–220 L&W Listening: 210–218</p> <p>BEST Plus 2.0: 485–524 BEST Literacy: 68–75 (SPL 5)</p> <p>TABE CLAS-E scale scores: Total Reading and Writing: 515–556 Total Listening and Speaking: 526–558</p>
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**Advanced ESL
(ESL Level 6—all subjects)**

CASAS Life and Work Reading scale scores:

Reading: 221–235

L&W Listening: 219–227

BEST Plus: 525–564 (exit 565 and higher) **BEST Literacy**⁸: 76–78 (SPL 6)

TABE CLAS-E scale scores:

Total Reading and Writing: 557–600

Total Listening and Speaking: 559–600

TABE 11 & 12 GRADE RANGE SCALE SCORE GUIDANCE

TABE 11 & 12 Grade Range Scale Score Guidance

READING

NRS Level	Grade Range Guideline	Grade	Test Forms Assessing Each Grade Level	Scale Score Range
1	K–1	K	TABE L TABE E	300–371
		1		372–441
2	2–3	2	TABE L TABE E TABE M	442–471
		3		472–500
3	4–5	4	TABE E TABE M TABE D	501–518
		5		519–535
4	6–8	6	TABE M TABE D TABE A	536–549
		7		550–562
		8		563–575
5	9–10	9	TABE D TABE A	576–596
		10		597–616
6	11–12	11	TABE A	617–709
		12		710–800

⁸ Students can be placed into advanced ESL using Best Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended.

MATHEMATICS

NRS Level	Grade Range Guideline	Grade	Test Forms Assessing Each Grade Level	Scale Score Range
1	K–1	K	TABE L TABE E	300–374
		1		375–448
2	2–3	2	TABE L TABE E TABE M	449–472
		3		473–495
3	4–5	4	TABE E TABE M TABE D	496–516
		5		517–536
4	6–8	6	TABE M TABE D TABE A	537–556
		7		557–576
		8		577–595
5	9–10	9	TABE D TABE A	596–626
		10		627–656
6	11–12	11	TABE A	657–729
		12		730–800

LANGUAGE

NRS Level	Grade Range Guideline	Grade	Test Forms Assessing Each Grade Level	Scale Score Range
1	K–1	K	TABE L TABE E	300–379
		1		380–457
2	2–3	2	TABE L TABE E TABE M	458–484
		3		485–510
3	4–5	4	TABE E TABE M TABE D	511–529
		5		530–546
4	6–8	6	TABE M TABE D TABE A	547–559
		7		560–571
		8		572–583
5	9–10	9	TABE D TABE A	584–607
		10		608–630
6	11–12	11	TABE A	631–716
		12		717–800

TABE CLAS-E CHARTS

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

Test Level	NRS ESL Educational Functioning Level	Out-of-Range Levels
<i>1</i>	<i>1, 2, 3</i>	<i>4, 5, 6</i>
<i>2</i>	<i>1, 2, 3, 4</i>	<i>5, 6</i>
<i>3</i>	<i>1, 2, 3, 4, 5</i>	<i>6</i>
<i>4</i>	<i>1, 2, 3, 4, 5, 6</i>	

TABE CLAS-E **Forms A and B** **NRS ESL Educational Functioning Levels Ranges**

ESL Educational Functioning Level	Reading Scale Scores	Writing Scale Scores	Total Reading and Writing Scale Scores	Listening Scale Scores	Speaking Scale Scores	Total Listening and Speaking Scale Scores	EFL
ESL Beginning Literacy	250-392	200-396	225-394	230-389	231- 425	230-407	0-1
ESL Beginning Low	393-436	397-445	395-441	390-437	426-460	408-449	2
ESL Beginning High	437-476	446-488	442-482	438-468	461-501	450-485	3
ESL Intermediate Low	477-508	489-520	483-514	469-514	502-536	486-525	4
ESL Intermediate High	509-557	521-555	515-556	515-549	537-567	526-558	5
Advanced ESL	558-588	556-612	557-600	550-607	568-594	559-600	6

SECTION 5: ADMINISTRATION OF THE AEFLA PROGRAM 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 not listed above but equipped to provide literacy services to adults and families, and a consortium of the agencies, organizations, libraries, or authorities listed above. **The OAE requires each program to have an advisory council or participate in a cross agency collaborative council.**

In order to receive funding, each agency applies 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*. The grant award is for a five-year period (July 1, 2020 to June 30, 2025) and must be renewed through a formal application process each fiscal year the Grantee agrees to operate classes. 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:

- Postsecondary educational institutions (career-technical programs, community colleges, universities) and training programs (apprenticeships, etc.)
- Business and industry (local businesses, Chamber of Commerce, etc.)
- Human Services (Mississippi Department Human Services, Department of Housing and Urban Development, Homeless Shelters, etc.)
- Family services (Head Start, Family Resource Network)
- Disability services (Department of Rehabilitation Services, mental health facilities)
- Employment services (Workforce Investment Board, One Stop Centers, Job Services)
- Public schools and libraries
- Volunteer organizations and service clubs
- Other community-based organizations (United Way, Senior Centers, Youth Services)
- Students and instructors from the program

Use the advisory council to:

- facilitate collaboration, referrals, and networking among agencies serving the needs of adults with limited basic skills
- educate the community at large about the needs of this population

- assist your program with marketing, recruiting, student support services, special events (graduation and awards ceremonies), grant writing, and establishing information linkages
- provide input regarding appropriate course offerings, class locations, and schedules

Program Facilities and Services

To maximize the amount of funds available for direct instructional services, the OAE prefers adult education programs to pay minimal or no rent for space, especially those located in publicly owned buildings. State and federal funds are to be used for program services. Fiscal agents are encouraged to seek donated or in-kind space to provide maximum resources to the students.

Grantees shall ensure the following:

- All instructional facilities and services comply 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

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

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.

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) 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. All documentation should 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 submit their approved budgets to the OAE.

Grant Reimbursement

Funds for the Title II grant must be claimed on a reimbursement basis. **Reimbursement requests should be submitted monthly to the OAE.** 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 to the OAE.

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 considered reasonable, necessary, and allowable for the 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) to determine an adequate level of funds 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 requirements
- 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
- 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](#).

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:

- be necessary and reasonable for proper and efficient performance and administration of federal awards and be allocable thereto under these principles
- be authorized or not prohibited under state or local laws or regulations
- 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
- be consistent with policies, regulations, and procedures that apply uniformly to both federally assisted and other activities of the governmental unit
- be accorded consistent treatment

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, but not limited to, the following cases:

- to supplant other existing public or private funds currently used for adult basic education and/or family literacy services
- as funds commingled with other public or private funds, but may be used in conjunction with such funds
- to pay high school equivalency testing fees
- 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, and 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
- 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. 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 cost 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 non-federal 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.

Amounts 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
- any ultimate disposition data including the date of disposal and sale price of the property

Each program has a general obligation to safeguard and appropriately use inventory/property purchased with adult education funds. This obligation includes, but not limited to, the following:

- 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 regulations established by the State of Mississippi.

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 \$1,000.00 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

Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a sub-recipient.

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
- 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 5: 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 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 of Mississippi, 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, businesses, industries, 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 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 with the capacity to report measurable participant outcomes and monitor program performance
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

TIME AND EFFORT REPORT

INSTITUTION NAME:

EMPLOYEE NAME:		FISCAL YEAR:	
TITLE:		REPORT PERIOD:	

BUDGETED PAYROLL DISTRIBUTION FOR REPORT PERIOD		ACTUAL EFFORT DISTRIBUTION FOR REPORT PERIOD	
GRANT/FUNDING SOURCE	PERCENTAGES	GRANT/FUNDING SOURCE	PERCENTAGES
	100%		100%
TO BE COMPLETED BY EMPLOYEE, SUPERVISOR, OR RESPONSIBLE OFFICIAL		EXPLANATION AS NECESSARY	
<i>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.</i>			
CONFIRMATION BY <input type="checkbox"/> Employee <input type="checkbox"/> Supervisor <input type="checkbox"/> 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.			
Signature	Title	Date	
Signature	Title	Date	

Grant Assurances

The Grantee accepts overall responsibility for ensuring grant funds are expended in accordance with the tenths of the Workforce Innovation and Opportunity Act (WIOA)/Adult Education and Family Literacy Act (AEFLA), the General Education Provisions Act (GEPA), and other statutes applicable to the execution of a federally funded workforce/education program.

1. The Grantee agrees to manage funds prudently and maintain fiduciary control of federal and state monies in compliance with:
 - a. Education Department General Administrative Regulations (EDGAR); and
 - b. Uniform Administrative Requirements, Cost Principles, and Audit requirements for Federal Awards- 2CFR 200 (Office of Management and Budget).
2. Any funds received under this grant will not be used to supplant non-federal funds normally provided for services of the same type, and the applicant will make provisions for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for federal funds.
3. The Grantee agrees that funding provided by the Agency, pursuant to this contract, is provided on a reimbursement basis. Amounts requested for reimbursement must be based upon the actual expenses within the approved budgets. The grantee assures that funds will be used only for financial obligations incurred during the grant period.
4. 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.
5. The Grantee assures that funds will only be expended on eligible activities outlined in the Adult Education and Family Literacy Act as defined in the MS Workforce Innovation Opportunity Act (WIOA) Combined plan and in the Adult Education Program Guidelines.
6. 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).
7. The Grantee understands that food and beverage is not an allowable expense with federal and state dollars.
8. The Grantee will follow the State of Mississippi, Department of Finance regulations for all travel.
9. Grantee will follow 2CFR §200.318 (Procurement Standards) through §200.326 (Contract Provisions).

10. The Grantee will comply with all provisions of the Office of Adult Education Program Guidelines for Adult Education and Family Literacy Programs.
11. 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. A decision on whether to grant the waiver will be determined by the Agency.
12. The Grantee assures ALL Adult Education instructors and the Program Administrator/Director will have a minimum of a four-year degree from an accredited college or university (state requirement).
13. 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.
14. The Grantee 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.
15. The Grantee will give the grantor agency or access to all records or documents related to the grant, including the submission of reports as may be required.
16. The Grantee will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
17. As a state requirement, 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).
18. The Grantee agrees to adhere to the Records Retention Schedule, which stipulates that records must be maintained for a period of **current program year plus 3 years** after the final reporting period for the grant.
19. The grant award is for a five-year period (July 1, 2020 to June 30, 2025) and must be renewed through a formal application process each fiscal year the Grantee agrees to operate classes. The Grantee understands that **classes may not be closed for more than two-consecutive weeks without written approval from the OAE**. Request & written approval must be received at least 45 days prior to the date of closing. This includes continuation into the new fiscal year (state requirement).
20. The Grantee will schedule all students a minimum of eight hours of instruction per week (state requirement).

21. The Grantee will provide the Smart Start Pathway Course and assure all participants meet the requirements of the course.
22. 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; and provide adequate ADA and 504 accessible facilities, equipment, and materials meeting student needs.
23. 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.
24. The Grantee will provide local professional development for staff and faculty and assure participation in state-provided professional development meetings as appropriate and deemed mandatory by the agency.
25. 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 policy and procedures manual for adult education.
26. 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 matching purposes.
27. The Grantee assures that National Reporting System (NRS) of Adult Education data quality standards will be met, including academic performance, HSE, and transition goals.
28. The Grantee assures requests for reimbursement with supporting expenditure back-up documentation and appropriate agency signatures shall be submitted **monthly** to the MS Community College Board.
29. The Grantee assures that receipts and expenditures of all funds associated with adult education will be documented, accounted for, and available for review as required by the Office of Adult Education.
30. The Grantee agrees to implement activities to meet or exceed the Mississippi Adult Basic Education primary indicators of performance and other measures.
31. The Grantee will organize an advisory committee of citizens from its defined service area with representation from each county and adhere to the guidelines as specified by the Agency (state requirement).

32. 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.
33. 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.
34. In accordance with the General Education Provisions Act (GEPA), the Grantee will implement specific measures to remove barriers to success and participation in the program's services. Specific consideration will be given to persons who may experience a barrier based upon factors such as gender, race, national origin, color, disability, or age.
35. 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).
36. The Grantee 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 an agency evaluation/monitoring visit once every three (3) years, involving local and state staff.
37. 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.
38. The Grantee 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.
39. If Grantee, in Agency's sole determination, fails or refuses for any reason to perform any of its obligations under this contract or violates the grant policies, procedures or assurances (e.g. fulltime teachers not teaching the hours required by the grant), Agency may impose sanctions as it may deem appropriate. Sanctions may include, but not limited to, placing the grantee on a Corrective Action Plan (CAP), cancellation or termination of the contract, repayment of funds to the Agency, reduction in current year funds, reduction in future funds, withholding of payments to Contractor until Contractor complies, or suspension of this contract in whole or in part, and the seeking of other remedies as may be provided by this contract law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.

SECTION 6: PROGRAM PERSONNEL AND PROFESSIONAL DEVELOPMENT REQUIREMENTS

Adult education and family literacy programs must 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, 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, college and career navigator, 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 Presentations

The OAE has provided the Professional Development Framework template to be utilized as a tool if needed when determining professional development. **The framework is not required to be submitted to the OAE for approval.** The PD Framework is provided in the appendix for this section.

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. **Program directors must be full-time, salaried employees of the grantee agency 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; program-specific orientation for all staff; fiscal oversight; 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 of instruction
- achieving full implementation of CCR standards-based instruction
- integrating instructional technology
- fostering instructor effectiveness through building knowledge and professionalism
- nurturing an environment of professional growth, collaborative learning, and participative decision-making
- engaging students through instruction relevant to their life experiences and empowering students to achieve next steps
- analyzing and using data to guide instructional practice
- providing constructive feedback and reinforcement to advance continuous improvement

Supervision of Adult Education Instructors/Staff

Program Directors are required to:

- Evaluate instructors on an annual basis, using the OAE Educator Evaluation form located at the 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 professional development requirements.
- Ensure all instructors complete the two-assessment refresher courses every two years:
 - TABE Online Refresher Course
 - 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 staff and examine accountability reports.
- Ensure all personnel sign annual agreements maintained in personnel files listed below:
 - 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 his or her transcript(s) 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.

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 not limited to, periodically reviewing goals, adjusting student placement, if needed, and coordinating with the student support staff.

An instructor is required to:

- Have a bachelor's degree (Education, Adult Education, or related field preferred).
- Provide a copy of his or her transcript(s) to the local director's office.
- 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.
- Take the following assessments:
 - **AE & ESL Instructors** take the TABE 11/12 to include Locator and all subject areas. Test results need to be on file with the director.
 - **Smart Start Instructors** take the WorkKeys Assessments Applied Math, Graphic Literacy, and Workplace Documents. Verification of NCRC to be on file with the director.

College and Career Navigator (CCN)

The College and Career Navigator (CCN) is an integral part of the adult education program. They serve as the main liaison for students while they matriculate through the program.

Mentor

The Mentor is responsible for supporting the growth and development of instructors at the local adult education program. They will guide, train, and provide technical support to ensure effective and efficient instruction in relevant subjects. Additionally, this person may provide professional development for teachers in areas, related to classroom management, such as instructional strategies, classroom management, differentiated instruction for supporting ELL students and students with special needs.

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 order to improve program performance. Moreover, the lead instructor supports staff in implementing new skills and knowledge, and works closely with the program director regarding instructional quality.

Academic Assistant

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

Support Staff (Data Specialist, Intake Specialist)

Support staff must work on-site 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. 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:

Mississippi's Adult Education PD utilizes multiple media to provide PD to support the growth of local programs.

Annual Professional Development Requirements	
Full-Time Staff	30 hours
Part-Time Staff	20 hours
Support Staff	10 hours

- New Directors must attend New Directors Training within 12 months of hire.
- New Instructors must attend the New Teachers Academy within 12 months of hire.
- All staff must complete the Back 2 Basics course.
- All staff who administer the TABE must have DRC TABE certification updated every two years.
- All staff who administer the TABE CLAS-E must complete the state certification every three years.
- All data specialists must attend the annual LACES training.
- Annual requirements must be met within the fiscal/program year (July to June), not the calendar year (January to December).
- Professional Development should be attended throughout the year.
- New staff hired after March 1 are not subject to the annual in-service requirement for the first fiscal/program year.
- Failure to meet annual professional development requirements will result in a CAP.

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 assessments and evaluation processes to not only provide information about the impact of professional development, but also provide data for refining and adjusting professional development activities.

- 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.
- 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 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. All sign-in sheets, agendas, and resource documentation is required for all PD activities and should be available during monitoring visits.

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)
- College and Career Navigator (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)

Position	Hourly Rate Range	
Director		Administration costs are limited to 5% of total grant
College and Career Navigator	\$ 18.00 – \$ 24.00	
Lead Instructor/Mentor	\$ 18.00 - \$ 25.00	Must have Adult Education Teaching experience
Instructors	\$ 18.00 – \$ 24.00	
Academic Assistant (Aide)	\$ 11.00 - \$ 16.00	
Data /Intake Specialist	\$ 11.00 - \$ 16.00	

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:

Instructional Time	Planning Time
5 hours per week	1 hour per week
10 hours per week	2 hours per week
15 hours per week	3 hours per week
20 hours per week	4 hours per week
25 hours per week	5 hours per week

***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, including 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. 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.

SECTION 6: PROGRAM PERSONNEL AND PROFESSIONAL DEVELOPMENT REQUIREMENTS

Additional Resources, Forms & Checklists

- Professional Development Framework

Date: _____



Professional Development Framework

Planning effective professional development requires many skills by instructional leaders. Leaders have to consider the content, identify the need, and structure the professional development so that the learning is clear and implemented effectively.

Purpose (*Why is this PD needed?*) (*Is it based on Program Performance Data or Teacher Observations?*)

Plan (*How will the PD be delivered?*) (*What are the objectives to be met during the PD delivery?*)

Outcomes (*What will be the teacher learning outcome? Example: Teachers will understand or know__and that will result in students achieving____.*

Presentation (*Who will lead the presentation? Who will attend? How will the PD be structured (whole group, pairs, etc.?) What are the learning activities for the instructors?*)

Expectations (*What do I expect teachers to do based on this professional development? How will I know that they are doing it? E.g., lesson plans, observations, student work, & etc.) (List “I Can” Statements here)*

Reflect (*How will you assess the success of the professional development? E.g. survey, conference, evaluation, & etc. Provide reflections on the training here also. How was the training? What was good/not so good? What activities need adapting? Etc.)*

Follow up (*How will you ensure the teachers have an opportunity to share strengths and opportunities of improvement from the learned teaching?*)

SECTION 7: MONITORING AND TECHNICAL ASSISTANCE

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** — The 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.
- **Virtual Monitoring** – In the event the On-site Program Review is not conducive, the OAE will implement virtual monitoring as it did when responding to the COVID19 pandemic. The components of the monitoring process remain intact; however, submission of the Monitoring Tool and documentation is done via Canvas. Program interviews, class observations, and stakeholder interviews are conducted via the Zoom web-conferencing platform. Additional technical assistance and submission deadlines are provided throughout.

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:

- desktop monitoring
- need to verify data quality and program expenditures
- consistent low performance on National Reporting System (NRS) indicators in several categories
- noncompliance with grant requirements identified through review of programmatic and fiscal reports, or ongoing communications with the program
- unresolved audit findings
- ongoing lack of progress in resolving required actions from a prior monitoring visit
- significant staff turnover
- 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 improve the quality of the adult education and literacy activities:

1. **Corrective Action Plan (CAP)** - A CAP will be implemented with programs 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 time frame , programs should be able to correct the identified issues and end their respective CAP.
2. **Performance Improvement Plan (PIP)** – Local programs that 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 Visit

Recipients selected for 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 Assistant Director of WIOA Compliance **14 days prior to the visit**.

No OAE staff member will participate in a monitoring visit for an agency or institution in which they have been previously employed. In extreme circumstances where there is no alternative, the local director will be notified in advance and have the option to allow the previously employed state staff member to participate in the monitoring visit or choose a new date for monitoring.

Pre-Visit Call

Upon receipt of the completed monitoring tool, the Assistant Director of WIOA Compliance will discuss logistics and other details of the visit with the program director.

Exit Interview

After the completion of the review, the compliance team will address any preliminary findings and any areas of concern with the program director.

Post-Visit Report

After the programmatic monitoring visit and exit interview have been completed, the OAE staff will issue a monitoring report within 4 weeks outlining 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 60 business days, from the date of the cover letter, to provide a written response and **Corrective Action Plan**, if applicable, 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.

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:

- temporarily withhold reimbursements, pending correction of the deficiency by the grantee or more severe enforcement action
- 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
- wholly or partly suspend or terminate the federal award
- 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)
- withhold further federal awards for the project or program
- 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.

Additional resources and checklists can be found [here](#).

SECTION 8: HIGH SCHOOL EQUIVALENCY OPTIONS, COMPETENCY-BASED DIPLOMA & DIPLOMA SENDER

HIGH SCHOOL EQUIVALENCY OPTIONS

The State of Mississippi offers four (4) high school equivalency options: General Educational Development (GED®) Test, provided by the GED® Testing Service (GED® TS®), the High School Equivalency Test (HiSET®), provided by PSI Services (PSI), the Competency-Based High School Equivalency Diploma, provided by the Mississippi Community College Board, and Total Transcript, provided by Diploma Sender. These four (4) options are used 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 the four approved options in Mississippi.

Presentation of an official diploma or transcript received after passing one of these state-authorized options is considered equivalent to a high school diploma. It may be beneficial to also show your HSE or transcript when seeking certain jobs and admittance into some postsecondary institutions.

This section outlines the policies and procedures for each option administered at testing centers approved by the state. In addition to the policies and procedures outlined in this section, all testing centers involved in the High School Equivalency (HSE) program are required to comply with the policies described in each vendor's HSE policy manual.

ELIGIBILITY: ENROLLMENT, AGE, RESIDENCY, AND PREPARATION

To be eligible to take an HSE test or earn a Competency-Based Diploma, testers must not be enrolled in or have graduated from an accredited high school. HSE testing is available to individuals 16 and 17 years old if the following requirements are met:

- not currently enrolled in K-12 school
- provide documentation (withdrawal form) signed by the superintendent/designee certifying the applicant has been released from compulsory school attendance by the school board
- provide a signed written consent form from a parent or legal guardian

Persons 18 years or older do not have to meet the above requirements.

***** Individuals under the age of 16 are not eligible to test under any circumstances.**

*****All required documentation for 16- and 17-year-olds should be kept on file.**

Additional Requirements for 16-year-olds

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 and 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:
 - a. incarcerated in a correctional institution, correctional youth center, training school for adjudicated youth, or similar institution
 - b. confined as a patient or resident of a state-operated hospital or alcoholic rehabilitation center
 - c. enrolled in or has completed a program of instruction provided by the Job Corps or other such agency, or an apprenticeship training program
 - d. married with minor status removed
 - e. a member of the United States Armed Forces
 - f. an emancipated minor (Court order with case number)
 - g. enrolled in an official Option/Alternative Education Program as stipulated in Senate Bill #2855 from the 1997 legislative session
 - h. extenuating or extreme personal circumstances, including, but not limited to, the following: an illness of long-range duration; sole support of family; or untenable situation at home which required the person to leave school to support themselves or family

Note: Any situation in which the local Chief Examiner cannot render a determination on granting a waiver will be referred to the MCCB, Office of Adult Education, 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 the content and skills that will be measured on the test.

Identification Requirements must:

- be an original document; photocopied documents are not acceptable
- show full name
- meet ID requirements for the state or jurisdiction in which applicants are testing
- Not 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
- 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.

Importantly, Supplemental ID documents may not be used to resolve last name discrepancies. The last name on applicant's primary ID must match (excluding hyphens and accents) the name on applicant's registration confirmation.

The following ID documents are generally acceptable as supplemental ID:

- Government-issued ID card (including, but not limited to, Primary ID Documents on previous page)
- 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:

1. Reasoning through Language Arts – 150 minutes (including an optional 10-minute break)
2. Mathematical Reasoning – 115 minutes
3. Science – 90 minutes
4. 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. However, the tests are administered on computers at an official GED® testing site selected during scheduling. All testing fees must be paid at the time of scheduling.

Due to public health concerns, the GED test can be taken at home in a proctored environment. This option is called the Online Proctored GED. This option requires a computer, camera, speakers, and Internet connectivity. For more information on this option go to <https://ged.com/take-the-ged-testonline/>.

Fees & Retakes

The GED® examination is composed of four content area test modules. Each individual test module costs \$36.00, for a total of \$144.00 for the complete examination.

Retake Policy

Applicants will receive one discounted retake for every GED® test subject they purchase but do not pass. Applicants have 365 days after the initial test to use the discounted retakes. After receiving one retake at the reduced price, the price of the test subject reverts to the regular price. If applicants do not pass that subject again, the retake offer of one full price to one discount will repeat until the applicant passes the test. GED® Testing Service waives its \$26 testing fee; however, additional testing fees may still apply in applicant's state.

*In Mississippi, there is a \$10 test center fee for test retakes. OP GED® remote testing retakes are not discounted. Every attempt is full price.

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 taking retests. The OP GED® remote testing has one (1) retake available before the 60-day wait period applies. This is a GEDTS policy; therefore,

the state cannot make any exceptions for reducing 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 resets each calendar year.

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 must complete the following steps:

1. Create a MyGED® account by signing up on <http://www.GED.com> or login to their MyGED® account, if already have an active account.
2. 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?”
3. Once the registration form is submitted, testers will receive more information from GEDTS, indicating how to submit accommodations request form and supporting documentation.
4. 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.

A list of accommodation types that can be requested, along with the procedure for delivering the accommodated tests can be viewed 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@GED.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 consider the following:

- 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 each other.
- 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 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/.

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:

Subject Test	Number of Questions	Item Type	Test Length
Language Arts-Reading	40	100% multiple choice	65 minutes
Language Arts-Writing	51	Part 1: 100% multiple choice Part 2: 100 % constructed response/essay	120 minutes
Mathematics	50	100% multiple choice	90 minutes
Science	50	100% multiple choice	80 minutes
Social Studies	50	100% multiple choice	70 minutes

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:

1. Achieve a score of **at least** eight on each of the five individual subtests (**a pass for Total Transcript must be an average of nine**)
2. Score at least two out of six on the essay portion of the writing test
3. 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 <https://hiset.org/>. 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. For more information, visit the link above.

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 (\$15 PSI fee, \$7 test center fee)
- Complete battery test: \$110.00

Computer-Based Option

- Individual modules: \$17.75 each (\$10.75 PSI fee, \$7 test center fee)
- Complete battery test: \$88.75

HiSET at Home Option (Online version of the test)

- <https://www.psiexams.com/test-takers/online-proctoring-guide/> (fees are different so go to site for pricing)
- This option requires a computer, camera, speakers, and Internet connectivity.

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 ordered.

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 PSI Services (PSI) is committed to serving test takers with disabilities and health-related needs by providing services and reasonable accommodations. Accommodations are available for test takers with diagnosed disabilities that include, but not limited to, the following:

- 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-based tests. Test takers must request these accommodations and get approval from PSI prior to scheduling their test appointments. This list includes some, but not all, of the available accommodations.

Disability Accommodations for the HiSET Exam		
Testing Accommodation	Paper	Computer
Extended time	✓	✓
Separate room	✓	✓
Audiocassette or other form of recorded audio	✓	
Large print	✓	
Screen magnification		✓
Calculator/talking calculator	✓	✓
Scribe or keyboard entry aide	✓	✓
Additional supervised break time	✓	✓
Sign language-interpreted instructions for test takers who are deaf or hard of hearing	✓	✓

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 PSI. If noted below, test center staff should inspect or collect the item.

Items Provided by PSI 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, test center should also provide preferential seating to those test takers who are hearing impaired or easily distracted.

Items Provided by Test Taker

Test centers are not required to provide the following, thus testers are responsible for bringing them, if necessary:

- 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 approved, appointments can be scheduled.

All requests for accommodations or any changes to schedule or appointments, must be completed through PSI. These requests cannot be completed through online accounts or test centers.

For more information:

- [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 PSI Disability Services.

Contacting PSI Disability Services

M-F: 6:30 am – 5:00 pm CT

Sat and Sun: 8:00 am – 4:30 pm CT

Phone: 1-855-MyHiSET (1-855-694-4738)

Email: HiSETsupport@psionline.com

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

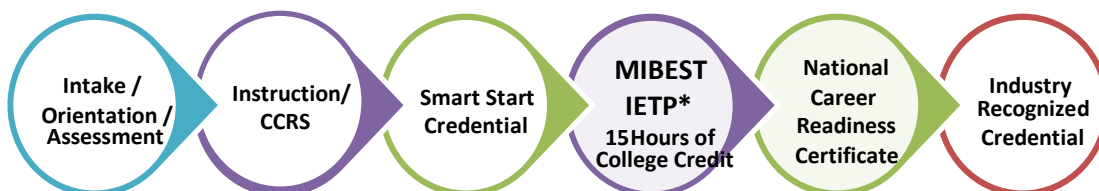
The OAE and Test Center Administrators can access tester data through the HiSET administrator portal. The State HSE HISET Test Administrator approves access to these systems for all users.

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.

COMPETENCY-BASED DIPLOMA

The MS Competency-Based High School Equivalency Diploma Option is an alternate HSED. It is embedded with both academic standards and industry recognized credentials for students enrolled in the Mississippi Integrated Basic Education and Skills Training (MIBEST) program or an Integrated Education and Training (IET) 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 or HiSET 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 College and Career Navigator
- Create Student Success Plan
- Student portfolio
- Register with MS WORKS
- WIOA Common Case Management Technology (Hub)
- Identify Barriers
- Referrals to core agencies, if applicable

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 Diploma Sender.

COMPETENCY-BASED DIPLOMA COMPLETION REQUIREMENTS

1. **Obtain a minimum scale score in two subjects: Reading 563 and Total Mathematics 577 on the Test of Adult Basic Education (TABE) for Educational Functional Level 4.**
2. **Enroll and complete a minimum of 12 hours of instruction in an Adult Education Program which includes the following:**
 - *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>
 - *Attainment of a Smart Start Credential*
3. **Earn 15 college credit hours through 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 Diploma Sender. Applicants will receive an email from Diploma Sender with instructions for ordering a complimentary diploma and transcript. The \$25.00 application processing fee will be paid directly to Diploma Sender at the time of order.

TOTAL TRANSCRIPT

The Total Transcript option is an alternate HSED by Diploma Sender. Total Transcript combines passing scores from the GED ® test and the HiSET ® test beginning 01/01/2014 to present to result in a credential status or HSED.

Diploma Sender uses an algorithm to create a four-point Grade Point Indicator (GPI) letter scale to determine best test scores across all publishers and to assist with credit recovery in K-12.

Total Transcript retains state testing requirements. The state testing requirements for GED® is a minimum score of 145 for each test with an overall score of 580. The HiSET® test requires testers to score a minimum of eight (8) for each test with an overall average of nine (9).

Total Transcript opportunity by reducing the impact when one or more of the publishers of HSE testing are not readily available during the lifespan of testing: and, creating a standard to analyze HSE results to satisfy K-12 credit recovery and to qualify for enrollment in post-secondary.

Applicants will receive an email from Diploma Sender with the initial diploma and transcript at no cost. There is a \$20 fee for an additional copy of the diploma and transcript. The application processing fee will be paid directly to Diploma Sender at the time of order.

Testers who need additional information may contact Diploma Sender via phone at 1-855-313-5799 or chat at www.diplomasender.com.

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, visit the websites below:

- GED Testing Service: <https://ged.com/exhibit4/>
- PSI, HISET: <https://hiset.org/test-centers-adult-ed-prep/>

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
- Nonprofit organizations focused on education or workforce development
- Nonprofit organizations with a community-based mission
- For-profit organizations.
- The State Administrator may consider an application from a for-profit organization only when a demonstrated need is not met by nonprofit 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:
 - a. convenient testing schedules based on community need
 - b. an emergency plan for handling testing interruptions and irregularities
 - c. information to help candidates make informed decisions about testing, remediation, and transitioning to postsecondary education
 - d. accessibility and availability of information on test accommodations for HSE candidates who qualify, and
 - e. sign all appropriate agreements and memoranda of understanding.
- Assure test security by:
 - a. complying with all security policies and procedures required by state-approved HSE test publishers
 - b. providing secure storage, handling, and shipment of state-approved HSE testing materials
 - c. promptly returning all restricted testing materials to state-approved HSE test publishers upon request
 - d. conducting all required inventories, and
 - e. 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
 601-432-6518

- The proposed test center will submit a *New Test Center Questionnaire* form and any other documentation required by the State HSE Administrator.
- The State HSE Administrator may request additional information and may schedule a site visit by MCCB staff.
- The MCCB will review application information and make a final determination with regards to approving a prospective HSE test center.
- 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.
- 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 not limited to, the following:

- public libraries
- local jails and corrections camps
- workplaces that provide instruction
- nonprofit and other community organizations
- educational institutions where a low overall testing volume would not justify establishing an 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
- upon returning to the main testing site
- secure materials are never stored at an addendum site

SECTION 8: HIGH SCHOOL EQUIVALENCY ASSESSEMENTS, 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
- Transcripts/Diplomas Requests

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

Transcripts: <https://parchmentsupport.force.com/GED/s/test-takers>

HISET

Test Administration Services

Email: HiSETsupport@psionline.com

Website: <http://hiset.org/>

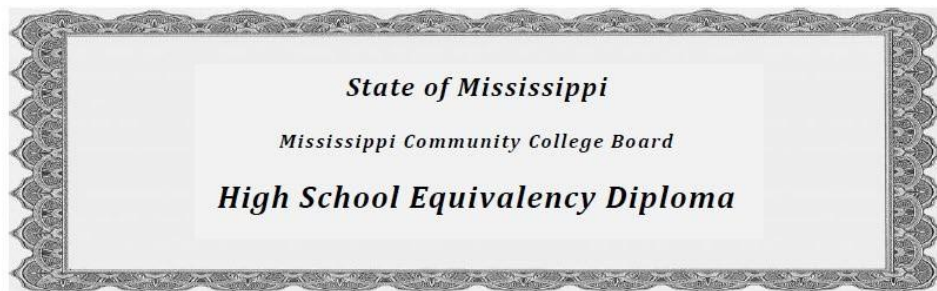
Address: PSI 3210 E Tropicana, Las Vegas, NV 89121

NOTE:

When contacting test publishers, please be prepared to provide your name, site name, site number (if known), the system in question (i.e. Online Registration System, Online Assessment System, or the Online Reporting System), and your username and password.

Please keep a record of the date, time, name of the customer service representative, and your case number (if applicable).

MISSISSIPPI HIGH SCHOOL EQUIVALENCY DIPLOMA OPTIONS



Mississippi Community College Board
Office of Adult Education and High School Equivalency
3825 Ridgewood Road, Jackson, MS 39211
601-432-6518 www.mccb.edu or
www.skillupmississippi.com
Email: skillup@mccb.edu



**Mississippi Community College Board
Office of Adult Education & High School Equivalency**

**Competency-Based High School Equivalency Diploma
Fact Sheet**

What is the Mississippi Competency-Based High School Equivalency Diploma (HSED) Option? The MS Competency-Based High School Equivalency Diploma Option is an alternate HSED. It is embedded with both academic standards and industry recognized credentials for students enrolled in the Mississippi Integrated Basic Education and Skills Training (MIBEST) program or an Integrated Education and Training (IET) 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 or HiSET 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 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 Diploma Sender.

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
- 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 Diploma Sender.

Completion Requirements		
1. Eligibility <ul style="list-style-type: none"> • 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) 		
2. Enrollment in Adult Education Program <ul style="list-style-type: none"> • Meet with College and Career Navigator • Create Student Success Plan • Student portfolio • Register with MS WORKS • WIOA Common Case Management Technology (Hub) • Identify Barriers • Referrals to core agencies 		
3. Obtain a minimum scale score of 563 in Reading and 577 for Total Mathematics on the Test of Adult Basic Education (TABE) for Educational Functioning Level 4. *** Applicants are required to submit TABE Portfolio for all assessments. TABE Assessments submitted must comply with the Mississippi Adult Education Assessment Policy to be valid.		
4. Enroll and complete a minimum of 12 hours of instruction in an Adult Education Program. <i>College & Career Readiness Standards</i> - 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		
5. Earn 15 college credit hours through a MIBEST program or designated Integrated Education and Training Pathway. <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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		



**COMPETENCY-BASED HIGH SCHOOL EQUIVALENCY
DIPLOMA OPTION
Application**

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- and 17-year-olds Only*: Attach a copy of withdrawal form from school district in which the student resides)
- _____ Copy of Student's TABE Testing Portfolio. (Minimum scale scores: 563 for Reading and 577 for Total Mathematics for Educational Functioning Level 4)
- _____ 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 Diploma Sender: _____ Verified by: _____

HSE Director: _____

Note: The Office of Adult Education will upload documents via a secure site to Diploma Sender. Applicants will receive an email from Diploma Sender with instructions for ordering a complimentary diploma and transcript. The \$25.00 application processing fee will be paid directly to Diploma Sender at the time of order.

Mississippi Community College Board
Office of Adult Education & High School Equivalency

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:

Name of the proposed test center:	Click here to enter text.
Contact for Proposed Test Center:	Click here to enter text.
Proposed start date:	Click here to enter a date.
Test center physical location:	Click here to enter text.
Proximity to nearest HSE test center:	Click here to enter text.
Planned test taker annual volume:	Click here to enter text.
Tests proposed to be offered:	<input type="checkbox"/> GED Computer-Based <input type="checkbox"/> HiSET Computer-Based <input type="checkbox"/> HiSET Paper-Based
Is there dedicated space for computer-based testing?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Planned
Number of computer test stations:	<input type="checkbox"/> Current: _____ <input type="checkbox"/> Planned: _____ <input type="checkbox"/> Total (Current & Planned): _____
Do you have at least two staff who are not involved in HSE instruction?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does your test center propose to serve the community, or a specific group of testers?	<input type="checkbox"/> Community <input type="checkbox"/> Specific group of test takers or students <input type="checkbox"/> Both
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. Attach additional documentation as necessary.	Click here to enter text.

Please submit photos of your proposed testing center.

- Floor Plan
- Test Administrators Position
- Test Administration 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.
- Acceptable video formats: mpg, flv, avi, mov, mp4.

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

Submit completed questionnaire and any supporting documentation by email, blittle@mccb.edu, or by postal mail to:

Mississippi Community College Board
Office of Adult Education & HSE
Attn: Beth Little
3825 Ridgewood Rd.
Jackson, MS 39211

Testing Area Set-Up

Photo/video checklist for HSE Test Centers

If the photos/videos are not ready, proceed to the end of the application, print a copy for yourself, then click Submit. A confirmation email that contains a link for submitting the photos/videos at a later time.

- Submit either photos, videos, or a combination of both - whatever is easiest.
- If one video illustrates all aspects of the 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.
- Acceptable video formats: mpg, flv, avi, mov, mp4.

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 indicate where the administrator will be located during delivery of the exams. The photo should also indicate 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 indicate 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 indicate 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. 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 candidates with disabilities. This photo should illustrate how the candidate will be monitored as described in the **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 the testing site is located in a building without individual signage, please provide a photo of the building directory, which clearly lists your company's name.



COMMUNITY COLLEGE BOARD
3825 Ridgewood Road • Jackson, MS 39211
(601)432-6518 • skillupmississippi.com

The Mississippi Community College Board no longer processes High School Equivalency Transcripts and Diplomas. All requests should be completed through Diploma Sender. Please follow the directions below to request copies of your documents. Note: GED requests from federal corrections and military bases require specific procedures.

Requests for High School Equivalency (HSE) Transcripts & Diplomas

DIPLOMA SENDER

All requests for official copies of HSE Diplomas and Transcripts, as well as verification of completion of an HSE Diploma, are completed through Diploma Sender 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.**

Note: Use your First/Last name, Date of Birth, and unique ID number assigned by the test provider to register. If you're unsure of your ID number, see guide below for help.

Information about ID numbers:

- GED ID- 16-digit ID beginning with the year you tested. i.e. 2016xxxx-xxxx-xxxx
- HiSET ID- 8-character ID number containing letters and numbers. i.e. ABC12345

GED® - www.ged.com

HiSET® - <https://hiset.org/>

Directions for Requests:

1. Go to the following website: www.diplomasender.com
2. Login or Register to **Create an Account**
3. Select the state in which you took your test: **Mississippi**
4. Choose Continue
5. Select "No" when asked, "Did you graduate from a local or 4-year high school?"
6. Select Continue
7. Create a User Name and Password
 - a. Enter your email address as your username for Diploma Sender
 - b. Enter your phone number

- c. Click on the box to accept the Conditions of Use and Privacy Policy
- d. Select Continue
- e. Create a password to use for Diploma Sender
- f. Must be a minimum of eight (8) characters long (case sensitive)
8. Provide the requested information (test date(s), identification/security questions)
 - a. If candidate took the test before 2013, the (GEDTS, HISET, or TASC) I.D. is their social security number. If tested in 2014 or later, use the test provider's unique ID number. (Directions will be on the screen.)
9. Select Continue
10. Diploma Sender will generate your documents
11. Select the desired documents (diploma or transcript), include ordering details, provide consent, and make payment (see website for amount.)

Technical Support: For technical support regarding requests for transcripts and diplomas, contact ITsupport@diplomasender.com.

State Corrections and Probation Offices

Diploma Sender will process requests for all HSE transcripts and/or diplomas from state correctional facilities and probation offices. Follow the same steps listed above.

Federal Corrections

Testers who took the HiSET or TASC exam in a federal correctional facility can obtain their HSE documents through Diploma Sender. Follow the same steps listed above.

Note: Testers who took the GED exam in a federal correctional facility can obtain their GED credential through GED Testing Service. Follow the steps listed below.

Directions for Requests through GED Testing Service:

1. Go to www.GED.com
2. Click on the top tool bar, "Grads and Transcripts"
3. On the page, "Request Your Transcript," select the appropriate option:
4. If you earned your GED credential in 2014 or later, login to request your transcripts
5. If you earned your GED credential before 2014, enter your location in the drop-down to request your transcript. Importantly, select "Federal Bureau of Prisons"
6. Once logged in, select which documents (diploma or transcript) you want, including ordering details, giving consent, and making payment (see website for amount.)

Military

Testers who took the GED test at military testing centers can obtain their HSE documents through DANTES (Defense Activity for Non-Traditional Education Support).

For additional information and resources, visit www.mccb.edu, or www.skillupmississippi.com.