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Passing score for the GED® test recalibrated and two performance levels added

As you know, on January 26, 2016, GED Testing Service® (GEDTS®) announced that, after extensive analysis of test-taker's performance data from the past 18 months, the passing score for high school equivalency was reset from 150 to 145. This change was retroactive to scores earned since January 1, 2014.

In addition, two optional levels above high school equivalency were added:

- GED® College Ready (165 – 174)
- GED® College Ready + Credit (175 – 200)

These are performance level designations recommended by GEDTS® to signify readiness to enter credit-bearing classes and may qualify students at the upper level for college credit. These may be considered at the discretion of postsecondary education institutions.

Diplomas retroactively awarded to students for scores earned in 2014 and 2015 have already been issued by KYAE. Diplomas for those who have met the new passing standard in 2016 will be issued in the next couple of weeks.

If students need confirmation of their passing status before they receive the diploma packet, they can request a confirmation letter from GED Testing Service® by emailing a request with their name and GED® ID to scorechange@gedtestingservice.com or by emailing their name and date of birth to KYAE at GED@ky.gov.

As always, the GED® test continues to measure the problem solving and critical thinking skills valued by employers and necessary for adults to succeed in the workplace and career or college programs.

The test content has not changed and educators should continue to provide the same rigorous instruction. To help teachers, the performance level descriptors have been revised. You can find the revisions [here](#).

For more information about the score recalibration and other helpful resources for you and your students, please go to <http://www.gedtestingservice.com/educators/score-changes>.

Changes to the Social Studies Extended Response coming March 1

Effective March 1, 2016, GED Testing Service® is removing the Extended Response item from the Social Studies test. The testing time for the Social Studies test will be reduced from 90 minutes to 70 minutes (75 minute appointment time) due to this adjustment.

Analysis of test-taker data has shown that performance on the Social Studies Extended Response (ER) is highly correlated with performance on the Reasoning Through Language Arts (RLA) ER, and, because of that, the Social Studies ER is not adding enough measurement value to justify the extra time and effort that test-takers are putting forth to prepare for and take that item. Eliminating the Social Studies ER will not affect the college-ready performance levels.

Please tell students to continue to test as they would normally. Counsel those who have already scheduled a testing date not to reschedule. Many students will benefit from the new passing score at 145. We don't want to hold students for the ER item change and slow their momentum.

Article about KYAE pilot appears in publication

An article about a new KYAE pilot program being launched in partnership with the Kentucky Association of Manufacturers (KAM) appears in the February 2016 issue of *The Goods*, a magazine produced by KAM. You may view the publication [here](#); the article appears below.

New pilot offers pipeline of skilled potential employees

By Sharon Johnston, Kentucky Adult Education

Do you want your company to be able to:

- Streamline its employee recruitment process;
- Pre-screen a diverse pool of qualified candidates;
- Align training with industry standards; and
- Set quality control over preparatory training?

If so, you may want to participate in a pilot program being launched by Kentucky Adult Education (KYAE), in partnership with the Kentucky Association of Manufacturers (KAM). This program provides your company the unique opportunity to cultivate your own employees by providing pre-apprenticeships to students working toward earning the GED® diploma and National Career Readiness Certificate (NCRC).

To help ensure that your company is getting the high-quality, part-time employees you desire, local KYAE staff will hand-pick students who are interested in careers in manufacturing and who are enthusiastic about learning the ropes of your facility. Each company partnering in the pilot will have the chance to interview and select participants whom they feel would be the best fit for their needs.

So that you can be confident that KYAE students working in your facility have what it takes to contribute to your company in a valuable way, selected students must agree to: attend classes two full days per week; work at your facility three full days per week; have reliable transportation arrangements; submit an application and participate in an in-person interview; agree to earn a Kentucky Essential Skills Certificate, NCRC and GED® diploma within six-to-nine months; and submit to any other requirements set by the employer.

If you choose to participate in this pilot program, you will not only help ensure that your community and Kentucky-at-large have a skilled workforce, you will also help ensure that you have a pipeline of skilled potential employees from which to choose.

For more information about this pilot, contact Sharon Johnston, KYAE senior associate, at sharon.johnston@ky.gov or (502) 573-5114, ext. 126.

FEATURE | Adult Education

New Pilot Offers Pipeline of Skilled Potential Employees

By Sharon Johnston, Kentucky Adult Education



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KENTUCKY Adult Education
Your future starts here!

16 KENTUCKY ASSOCIATION OF MANUFACTURERS 21

KYAE welcomes Natasha Murray to staff

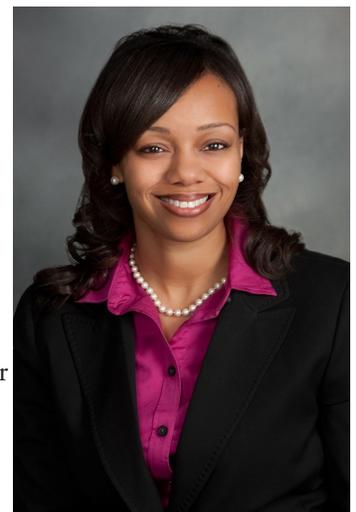
Natasha Murray joined the KYAE staff on February 16 as a senior associate with Cody Davidson's administrative leadership team. Natasha received her Master of Science in higher education from the University of Kentucky, where she is now a Ph.D. candidate. Her research interests include using advanced statistical methods to examine school effects for disadvantaged youth. Some of her research focused on equity in public schools has been presented at the American Educational Research Association (AERA) annual conference.

Natasha has more than 10 years of experience in public service. She served more than nine years as an educational consultant for the Kentucky Department of Education (KDE). During her tenure at KDE, she was appointed to the National Council on Educating Black Children (NCEBC), for which she became the vice president, which she says allowed her to take her advocacy for disadvantaged youth to a new level. During her tenure on the council, she facilitated the grand opening of two August F. Hawkins Literacy Centers in the Commonwealth's

largest and most diverse school districts, located in Fayette and Jefferson counties.

Outside of her work and advocating for others, Natasha enjoys spending time with family and friends. She says that three things that keep her grounded are her faith, family and community. Natasha lives in Lexington with her husband of 11 years, Marqus, and two boys, Myles and Malcolm.

Natasha says she is excited to start her new role with the KYAE administrative leadership team and looks forward to helping enhance the Kentucky adult educational experience. You may reach Natasha at natasha.murray@ky.gov or at (502)573-5114, ext. 114.



Please welcome Natasha Murray to the KYAE staff!

Report Roundup: Performance Report 2016 New Version

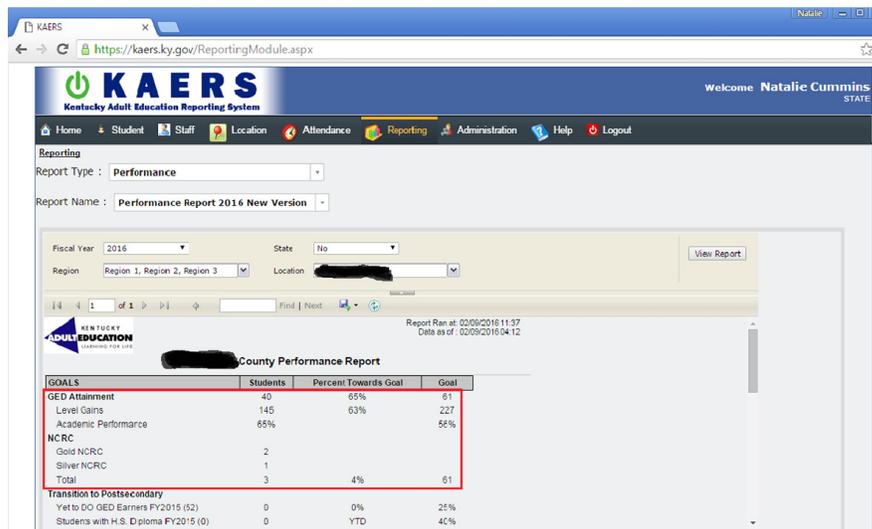
NOTE: Please print this page for optimum viewing of KAERS report images.

By Natalie Cummins, KYAE Associate

Every month we're going to look at a KAERS report and discuss its important features and how this report can be used to benefit your program AND your students. This month's feature is the Performance Report 2016 New Version.

To access this report: Go to Reporting → Performance → Performance Report 2016 New Version

- Select the fields for your region and location.
- Click the View Report button on the right.



The report to the left should be your go-to weekly report for reviewing your program's status at a glance. At the top of the screen, it's easy to see where you are on GED's, Level Gains, Academic Performance, and NCRCs, as you can see in the red-outlined area below.

When you scroll down, you will be able to see who has enrolled needing a GED® (second table below). All GED®-seeking students are sorted by their enrollment level (called Functional Level here). If you click on any of these levels, the report will drill down to a list of those students. Use this section of the report to help track students as they move through

the process of passing Ready tests and GED® test modules. This is just one of the reports that can help you ensure that GED®-seeking students don't get left behind as they pursue their goal; we'll look at other reports in the near future!

Finally, at the bottom of the screen, you will see the numbers of students in each level who need to make a level gain (third table below). These are sorted by Eligible for PostTest (have reached 30/40 hours), Post Tested (a testing attempt was made and recorded in KAERS), and Completed Level (actually made a level gain). As with the GED® seekers, click on these levels to show a drill-down

TARGET	Students	Percent Towards Goal	Goal
Enrollment	227	47%	486
Post Tested	78%		66%

Functional Level	Students Without GED	Passed 1 or More GED Ready Tests	Passed 1 or More GED Test Modules	Completed GED	Completion Rate	Active Students Without GED (attended in last 30 days)
Level 02	2	1	1	0	0%	0
Level 03	34	12	8	0	0%	16
Level 04	52	23	15	5	10%	19
Level 05	8	6	6	5	63%	0
Level 06	2	1	1	1	50%	0
Level 07-12	46	0	0	0	0%	20
Level 99	1	1	1	0	0%	0
Head Count	145	44	32	11	8%	55

Functional Level	Students	Eligible for PostTest	Post Tested	Completed Level	Goal	
Level 02	3	2	67%	1	33%	53%
Level 03	44	41	93%	38	86%	54%
Level 04	70	66	94%	55	79%	51%
Level 05	12	10	83%	8	67%	51%
Total ABE/ASE	129	119	92%	102	79%	64%
Level 07	1	0	0%	1	100%	56%
Level 08	4	4	100%	3	75%	52%
Level 09	18	15	83%	14	78%	62%
Level 10	71	54	76%	52	73%	60%
Total ELL	94	73	78%	70	74%	65%
Performance	223	192	86%	172	77%	65%
Level 06	4					

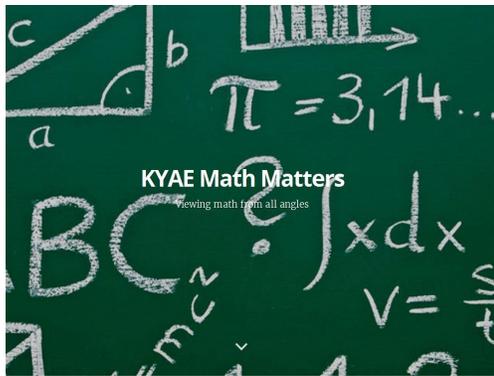
list of specific students. This can help to show you who is falling out between enrollment and level completion.

This report can also be exported to Excel or PDF for storage or if you want to use the data in another way. Be on the lookout for some videos explaining the export process very soon.

In the meantime, you can always call or email me with questions [(502) 573-5114, ext. 371 or natalie.cummins@ky.gov]. Happy Report Wrangling!

From the KYAE Math Matters blog ... Teaching tangrams

The following was posted on the Math Matters blog by Gayle Box, KYAE senior associate. To access this and all previous posts on the Math Matters blog site, visit kyaemathmatters.wordpress.com.



Post #13 Tangrams — I

don't usually send more than one post in the same week, but when I saw this video by our own Diane Kelley, program director for Hardin County, I just couldn't wait to share. As you can see, Diane posted this entry to the Math Institute Edmodo group, but as some of you may not be a part of that group, I didn't want you to miss it. In addition to her required program director's PD, Diane has elected to also participate in the KYAE Technology Institute with Rudy Rhoades, as well as the CCR GED® Math Institute presented by Susan Pittman and Bonnie Goonen. At the end of the 2015 calendar year, the Hardin County program held the #1 spot for GED® attainment in the state. Congratulations to Diane and her dedicated staff.

Diane Kelley To: CCR GED® Math — OK soooooooooo you guys know how much I hated Tangrams. So I decided to EMBRACE it and make it part of my technology institute project. ALSO tomorrow I will be doing a Health and Human Service Booth for the Chamber of Commerce. They want us to have something "interactive" at our booths.....yepppers TANGRAMS!!!!!!!!!!!!!! See Diane's tangram video [here](#).

Please submit student success stories!

Nothing tells the story of adult education in Kentucky – or provides much-deserved recognition – like student success stories! These stories inspire potential students to take the leap and help garner support from key influencers. KYAE uses student success stories in a variety of capacities, from [Facebook](#) and Twitter posts to marketing materials.

As always, we encourage you to share success stories of GED® graduates, but we are also seeking success stories from those who have earned NCRCs and KESCs.

Please have your selected student(s) complete the appropriate questionnaire(s). The GED® graduate questionnaire can be [found here](#). The KESC/NCRC questionnaire can be [found here](#).

You may submit your stories throughout the year, but please try to **submit at least one story by Friday, March 18**. Instructions for submission may be found at the bottom of the questionnaire. If you have questions, please contact Missy Brownson at missy.brownson@ky.gov or (502) 573-5114, ext. 123.

New marketing materials available

New downloadable and customizable print materials are available to help your program in its recruitment efforts. You may find these – and other marketing materials [here](#).

- **“Within Reach – Reset Test Score”** materials were created to help you inform potential students that the passing GED® test score has been reset from 150 to 145. It has the message “your dreams are within reach,” and it encourages students to pursue their dreams NOW.
- **“KESC – Student”** materials are designed to help you inform current and potential students about the Kentucky Essential Skills Certificate. KESC-focused materials for employers are under development.

✓ Check It Out!

- ✓ **[With Math I Can](#)** – Amazon.com has recently launched a new website with the goal of changing “the way students think about their frustrations with math...” Developed for students as well as teachers, the site offers a wide collection of videos explaining the importance of a “growth mindset” and “grit” when learning mathematics. Though the intended audience is K-12, several resources would be appropriate for adults.
- ✓ **[Text Exemplars and Sample Performance Tasks](#)** - This collection of excerpts from a variety of texts is a wonderful source for RLA and ELA lessons. They are arranged by grade level bands and divided into text types. At the lower grade levels, you'll find stories, poetry and informational texts. The middle and upper grades offer texts for history/social studies, science, mathematics and technical subjects. Within each grade band and after each text type, sample performance tasks are included for select texts. At each grade level, excerpts most appropriate for the adult population are indicated with a reading icon.