



Kentucky Adult Education Policy and Procedure Manual

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**Kentucky Adult Education
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Introduction

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

KYAE is charged by the state Kentucky Adult Education Act of 2000 and the federal Adult Education and Family Literacy Act, Title II of the Workforce Investment Act, to improve the educational status of adult Kentuckians who do not have a high school diploma, who function at low levels of literacy or who want to learn the English language.

Every county is served by an adult education provider that offers, at a minimum, adult literacy, adult basic education, GED preparation and adult secondary education. Providers may also offer family literacy, English as a Second Language and workplace education. Adult education programs in counties with full-service jails provide corrections education based on local need and as recommended by the Kentucky Department of Corrections.

KYAE sets annual funding allocations and enrollment goals based on the county's population without a high school diploma or GED credential, age 18 and over, according to the 2000 U.S. Census. KYAE negotiates performance measures with the U.S. Department of Education, Office of Vocational and Adult Education, and holds local programs accountable for meeting these measures through the [National Reporting System](#).

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Core Services

KYAE core services are defined as adult literacy services, adult basic education, adult secondary education/GED preparation, English as a Second Language, family literacy, corrections education and workplace education. Instruction in life skills, employability skills and computer literacy may be integrated into academic instruction but may not be provided as stand-alone instruction.

Adult education programs shall:

- Provide free and direct services to eligible adult students on a 12-month basis. Services must be of sufficient intensity and duration for students to achieve substantial learning gains.
- Operate one or more sites in the county to meet the unique learning needs of its residents.
- Provide services only in the counties for which they have contracted.

County adult education providers shall not charge students or employers for instructional or other services covered by state and federal adult education funds.

REQUIRED CORE SERVICES

KYAE-funded programs are required to provide the following core services. Students enrolled in adult education core services count in the enrollment goal and in program and student performance funding.

ADULT LITERACY

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

ADULT BASIC EDUCATION

Instruction in adult basic education is designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, in the workplace or in the family.

ADULT SECONDARY EDUCATION/GED PREPARATION

Adult secondary education/GED 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 credential.

Students with a high school credential may be served in core services if they score 11.9 or below on the TABE.

CORRECTIONS EDUCATION

Counties with full-service jails are expected to provide corrections education using core services grant funding. Corrections education is a program of instruction in adult literacy, adult basic education, adult secondary education/ GED preparation, and/or English as a Second Language for adult criminal offenders in correctional institutions. Instruction in life skills, employability skills and computer literacy may be integrated into academic instruction but may not be provided as stand-alone instruction.

The delivery of corrections education in full-service jails will be determined by local need as assessed by the county program in conjunction with the local jailer. If a program in a county with a full-service jail elects not to provide corrections education and the local jailer wants adult education services in the jail, KYAE will broker services for that jail. The corrections education students will count toward the enrollment goal and performance of the county providing services in the jail.

Corrections education funding has been integrated into the core services grant; therefore, corrections education students count toward the county's enrollment goal. There is no separate corrections education goal.

Corrections expenditures must be reported as a line item on invoices to KYAE.

OTHER CORE SERVICES

In addition to required core services, adult education providers are encouraged to provide the following services with core services grant funds:

FAMILY LITERACY

Family literacy programs are encouraged in every county. These programs are designed to break the intergenerational cycle of under-education by providing opportunities for parents and their children to learn together. Adult education providers offering family literacy shall ensure that programs are of sufficient quality, intensity and duration to make sustainable changes in a family.

Local adult education programs have great flexibility in how they design and offer family literacy. For example, programs may choose to operate a 12-month program, a summer program, or even a series of short, but intensive, family literacy classes. In designing a family literacy program, programs should consider:

- Family literacy does not have a separate enrollment goal. Each family literacy adult student counts toward the county's enrollment goal.
- Family literacy programs must be based on a four-component model – adult education, Parent and Child Together Time (PACT), parenting and children's education.
- Family literacy students are expected to participate an average of four PACT hours (two facilitated and two unfacilitated) and two parenting hours per month while enrolled in family literacy.

- Eligible family literacy participants include at least one child between the ages of birth and 18 years and at least one adult who is responsible for the child's well being and who is consistently an influence on the child's development.
- The adult student must meet the eligibility requirements for participation in adult education.
- The child education component is to be provided by other local educational agencies. Kentucky Adult Education funds may be used to provide the other three components. Facilities, programs and services shall comply with local, state and federal regulations for serving children.
- The child's improvement in language and literacy skills, reading readiness, reading, writing, numeracy and developmental areas is tracked by the child's educational agency, program, parent/guardian or medical or social work professional. A [Child Education Checklist](#) must be completed and signed by a parent/guardian, teacher or medical or social work professional and filed in the adult student folder.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language instruction assists individuals of limited English proficiency to achieve competence in the English language. Instruction is geared to adults who want to become more fluent in English, pass the U.S. citizenship test and/or GED Tests and work on job-seeking skills. KYAE funds may not be used to provide instruction in Spanish or any language other than English.

WORKFORCE EDUCATION

A program designed to improve the productivity of the workforce through improvement of adult education and workplace essential skills needed in the workplace.

Adult Education at the Workplace (12 or more hours)

This model consists of providing usual and customary adult education services at a workplace site instead of the typical adult education center.

- All projects **must** include one of these required components:
 - Academic instruction (reading, writing, mathematics or English as a Second Language)
 - Instruction leading to GED attainment.
 - Instruction leading to the Kentucky Employability Certificate
 - Instruction leading to the Kentucky Manufacturing Skill Standards certificate (academic components only)
- KYAE-approved pre- and post-assessments are required to determine eligibility, inform instruction and assess progress.
- All students must be eligible for adult education services.
- All students must be entered in AERIN and will be in NRS educational levels.

- Students enrolled in Adult Education at the Workplace count in the enrollment goal and in Program and Student Performance Funding.

WORKFORCE ALLIANCE GRANT

To accommodate employer requests and facilitate good local partnerships, providers may apply for Workforce Alliance funds. Students participating in Workforce Alliance-funded projects do not count toward enrollment goals and program or student performance funding.

Project Participants

Through Workforce Alliance state funding, workforce education projects primarily provide services to entry-level, frontline employees of business and industry in Kentucky. Project participants must be individuals who lack sufficient mastery of workforce skills necessary to function successfully as workers. All project participants must live or work in Kentucky.

Types of Workforce Alliance Projects:

- **Short-term Workforce Learning, (6-11 hours) and Workforce Project Learning, (12-30 hours)** - These two workforce learning models differ from Adult Education at the Workplace because the curriculum is customized to address specific employer needs. For example: Instead of comprehensive math instruction required for the GED Tests, the curriculum might consist of teaching only fractions due to a specific workplace need.
- **Workforce assessments** – Assessment activities are geared toward employment to measure the competency level of the current or prospective employee to ensure that his/her skill competency meets the company's needs. All workforce assessment projects must result from a specific industry request. Workforce assessments which are not provided by the local provider as usual and customary services leading to core services enrollments may be funded through Workforce Alliance. Assessment projects must be proportional to the need in your community.
- **Computer literacy** – All stand-alone computer literacy classes may be funded through Workforce Alliance funds. Computer literacy consists of introduction to the computer, basic spreadsheets, word processing, e-mail, and the Internet. Classes that integrate academics and computer literacy may be offered through core services grants, provided the students meet the KYAE eligibility guidelines.
- **Soft skills** –Projects may include communication, problem solving, critical thinking or team building and may be funded through Workforce Alliance.

- **Other projects** – Providers may continue to develop other workforce education projects, regardless of the number of hours in the project, and apply for Workforce Alliance funding.

Application Process

The [application proposal](#) shall be submitted to the KYAE Workforce Specialist and the appropriate regional associate. A faxed copy of the proposal signature page can be submitted as a placeholder until the original signature page is received via regular mail. An e-mail notification will be sent upon receipt of your proposal. A KYAE Workforce Alliance committee will review the application proposal for approval. A decision will be e-mailed within 10 days of receiving the proposal. A signed contract is required before the project can begin.

General Project Guidelines

- All grants must be completed within the current fiscal year.
- All projects must have a start and end date specific to the project and not to the fiscal year.
- Average training cost per project participant is not to exceed \$500.
- All projects should have managed classes, including assessments.
- Alliance enrollments are not counted toward the county enrollment goal.
- The project must begin within two months of the contract date.
- Alliance-funded projects should serve as an opportunity for the recruitment and transition of participants into core service funded activities.
- Any change in the type or scope of work must be submitted for approval by KYAE prior to training.

Computer Literacy in the Community

Computer literacy proposals not associated with a company must include the following information in the proposal:

- The proposal should include an assessment of other local sources that offer computer literacy and a statement concerning the need in the community for additional services through a Workforce Alliance grant.
- A minimum of 75 percent of the participants in a computer literacy class must be eligible for KYAE services. Eligibility is determined using a TABE or other KYAE -approved assessment.
- All computer literacy classes must be delivered in a managed format (scheduled days and times).
- The final evaluation must provide evidence that this project served as a recruitment tool for the adult education program.

- In the statement of need, provide a brief description of how computer literacy, if not associated with a company, will facilitate good local partnerships in your community.

Costs

The following costs are eligible when associated with one of the above training activities:

- Instructor (must meet KYAE's instructor requirements).
- Instructional preparatory time (of a reasonable amount for intensity and duration of project).
- Task analysis.
- KYAE-approved assessments.
- Curriculum development (requires written justification).
- Instructional materials and supplies within reasonable cost (not to include computer hardware).
- Administrative costs not to exceed 10 percent. If an amount more than 10 percent is requested, a written justification must be provided.

Financial Requirements

- Invoices must be submitted on a monthly basis.
- Failure to submit invoices on a monthly basis may jeopardize future funding.

Evaluation and monitoring process

- **Quarterly** progress reports must be submitted to the KYAE Workforce Specialist containing the following information:
 - In narrative form, how the grant is meeting its objectives.
 - List instructors' names, credentials and compensation.
 - Number of project participants trained or assessed to date.
 - Total number of instructional hours per student and total for the project.
 - Number of project participants, if any, who have been recruited into the adult education program to date.
- **A final** report must be submitted within 10 days of the end of the project to the KYAE Workforce Specialist. The report must contain the following:
 - A narrative explaining how the grant objectives were met to include number served, instructional hours per student, participant outcomes, and number recruited into adult education program.
 - The Workforce Alliance Project Participant Excel spreadsheet with all data fields related to the project.
 - List of materials purchased with the grant.

- Hard copy and electronic copy of curriculum or other materials developed as a result of the grant. KYAE owns the right to use and/or reproduce this material.
- Brief description of the partnership with the company during the project's timeframe; state whether the company should be involved in future KYAE grant projects.
- The final reimbursement will be issued once the following have been received:
 - End-of-year final report.
 - Project participant spreadsheet.
 - Copies of all curricula or other materials developed during the project.

DISTANCE LEARNING

KYAE is developing a distance learning policy in compliance with newly released definitions and requirements from the Office of Vocational and Adult Education, U.S. Department of Education.

ENGLISH LITERACY/CIVICS

This program incorporates English literacy and civics education for immigrants and other students with limited English proficiency who are not required to be enrolled in school. To participate effectively in the education, work and civic opportunities of this country, immigrants must not only master English but also be able to understand and navigate governmental, educational and workplace systems and key institutions, such as banking and health care.

The Federal Register (November 17, 1999) defined civics education as “an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers and community members.” The term “English literacy” indicates a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

Students in the English literacy/civics program must have limited English proficiency. These are eligible adults who have limited ability in speaking, reading, writing or understanding the English language and whose native language is one other than English or who lives in a family or community environment where a language other than English is the dominant language.

Based on the availability of federal EL/civics funding, grants are made on annual basis through an RFP process determined by KYAE.

Eligibility

Pursuant to [Title II of the Workforce Investment Act](#), the Adult Education and Family Literacy Act, eligible students are those individuals who live or work in Kentucky and:

- have attained 16 years of age;
- are not enrolled or required to be enrolled in secondary school under state law; and who
 - lack sufficient mastery of basic educational skills to enable the individual to function effectively in society;
 - do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education; or
 - are unable to speak, read or write the English language.

Individuals age 16-18 must provide official documentation of withdrawal from school as follows.

- If the student withdrew from school within the current semester and the student still resides in school district:
 - Official documentation of withdrawal is needed from the local school district.
- If the student withdrew from school in or before the previous semester and student still resides within school district:
 - Official documentation of withdrawal from the previous semester is needed from the local school district; or
 - An official statement that the student did not enroll in the semester following withdrawal is needed from the local school district.
- If the student is no longer a resident within the school district he/she withdrew from:
 - Official documentation of withdrawal is needed from the school district in which the student withdrew; or
 - An official statement confirming that the student did not enroll in school is needed from the local school district in which the student currently resides.
- If the student was withdrawn to be home schooled and is no longer being home schooled:
 - The home school must provide written notification to the school district in which the student currently resides that the student is no longer being home schooled. The date of the notification constitutes official withdrawal.

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

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

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Enrollment

Enrollment is defined as a student assessed and enrolled 12 hours or more in adult basic education, adult secondary education, adult education at correctional institutions, family literacy, English as a Second Language and adult education at the workplace funded through the core services grant

Individuals shall be officially enrolled after completion of a KYAE-approved assessment (see “Assessment” section) and in compliance with eligibility requirements.

Virtual students must complete a KYAE-approved assessment and meet eligibility requirements prior to accessing online courses.

SEPARATION

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

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

RE-ENROLLMENT

Adult educators may re-enroll separated students who reach achievements in the first quarter of the fiscal year following their separation (code 13).

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Directory Information

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

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

- Student name
- Address
- Telephone number
- Degrees, honors and awards received, specifically GED attainment

KYAE may disclose GED graduates’ directory information to postsecondary institutions, the Kentucky Higher Education Assistance Authority, Kentucky National Guard, employers, and employer associations with the following provisions:

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

GED graduates who do not want their directory information to be released must indicate such on the GED Demographic Form, Questions 23-26.

Directory information does not include requests for individual records or confirmation of individual GED graduates. Individuals and organizations seeking individual records must comply with the request process as specified at www.ged.ky.gov.

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Goal Setting

KYAE providers are required to follow NRS guidelines when setting student goals. The [NRS Implementation Guidelines](#) are available online and also in the printed NRS Implementation Guidelines, July 2006, page 44. More NRS goal-setting guidance is available in [NRS Tips – Goal Setting](#).

Within the NRS framework, all students are counted in the educational level completion measure. Students identify goals, four of which are directly relevant to NRS accountability requirements: obtain a job, retain current job, earn a secondary school diploma or achieve a GED certificate, and enter postsecondary education or job training. Other goals are: improve basic literacy skills, improve English language skills, obtain citizenship skills, achieve work-based project learner goals and other personal goals.

GOAL-SETTING PROCESS

Programs should have a goal-setting process whereby students meet with teachers or an intake counselor to help identify and set goals for instruction. This often takes place during orientation. The best time for this process to occur is when the student first enters the program. The goal-setting process should help students set both a realistic timeline for attaining each goal and a means for determining whether the goal is achieved. Since students often change their goals after they begin instruction, it is often advisable to review goal setting the first few weeks of class.

IDENTIFY ATTAINABLE SHORT- AND LONG-TERM GOALS

Setting a timeline and evaluating achievement will help the student realize whether the goal is short- or long-term and whether it is achievable. For example, when students enter a program, many of them state very broad goals, such as attaining a GED diploma or transitioning to postsecondary education. Breaking the goal down into discrete steps with short- and long-term milestones along the way establishes a series of goals that help students and teachers design instruction and identify the appropriate goals for NRS purposes.

When a student has one of the follow-up goals, the program is held accountable for helping the student attain the goal. The program or State must obtain information on whether the student achieved the goal after he or she leaves the program. For this reason, not only is it important that the student attain the goal during the program year but also that the program's instruction and services be oriented toward helping the student achieve the goal. For example, a student with a goal of GED attainment should be at a literacy level that makes passing the GED Tests likely within the year. The student also should receive instruction that helps him or her acquire the additional skills needed for passing the tests. Similarly, if the student's goal is to obtain a job, the program should provide instruction and services to help the student acquire the skills needed to obtain employment.

While setting a realistic goal is important for accountability, students' long-term goals should not be ignored simply because they are not obtainable during the NRS reporting period. States should ensure that local programs set goals appropriately and do not avoid setting goals because they do not want to follow up with students. Poor goal-setting procedures do a disservice to the student, and good instructional practice requires assisting students to achieve their goals. In addition, ignoring long-term goals denies the State the opportunity to demonstrate that it can help students achieve such goals.

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Assessment

OVERVIEW

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

NEED FOR ASSESSMENT POLICY

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

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

VALID AND RELIABLE ASSESSMENTS

The following section is excerpted from NRS Implementation Guidelines, July 2006, pages 24-25.

“Validity is concerned with the accuracy of measurement; in other words, the extent to which the instrument measures what it is intended to measure. Content validity of an assessment is the extent to which the items/tasks of the instrument cover the domain of interest. For the NRS, the domain of interest is comprised of the skills used to describe the educational functioning levels for ABE and ESL. To establish the content validity with respect to the requirements of the NRS, there must be evidence that the items/tasks of that instrument measure the skills associated with the educational functioning levels (and, by the same token, do not measure skills not associated with the levels).

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

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

measurement error associated with differences across forms.”

TABE Locator

- The Locator test should be administered to determine the appropriate level of the TABE test to administer. The locator is used as follows:
For TABE 9 and 10

TABE Level to Administer	Reading	Mathematics
	# Correct	# Correct
E	6 or fewer	4 - 6
M	7 – 8	7 - 8
D	9 – 10	9 - 11
A	11 - 12	12 - 16

INITIAL ASSESSMENTS

- As described above, to determine the appropriate assessment to administer, adult educators should talk with students about educational and career goals.
- Providers shall administer a KYAE-approved assessment at student orientation or within the first 12 hours of instruction. The lowest test score in a subject area shall be used to determine a student’s entry level. Parts of an assessment, such as reading or math, may be used. The assessment should be in subjects in which instruction will be focused to facilitate student goal achievement.
- All initial assessment results must be entered into AERIN.
- Individuals shall be officially enrolled upon completion of an approved assessment and in compliance with eligibility requirements. The program will maintain enrollment forms, assessment forms and the current educational plan on file for three years.
- The hours spent in orientation and assessment shall count toward the student’s total attendance hours.

POST-ASSESSMENTS

Interim post-assessment policy beginning January 1, 2009 and ending June 30, 2009

- TABE post-testing shall occur after completion of an instructional period of no less than 30 hours but with a goal of reaching at least 50 instructional hours before post-testing. Instructors will be expected to continue completing an exceptions form for each student post-tested within the 30 to 50 hour range during this time period.

- Providers shall use a different form of the same test for the follow-up assessment. For example, a TABE 9 pre-test can be followed with a post-test using TABE 10 as long as it is in the same series. Exceptions are noted in the examiner's manual.
- All post-test results must be entered into AERIN. If more than one assessment is given, the progress assessment determines educational functioning level completion or advancement.
- Providers shall use the lowest subject area test score to determine a student's progress.
- If no follow-up assessment of the student is made during the program year, the student must be counted as remaining in the same educational level as upon entry and cannot be reported as advancing to a higher functioning level.
- An "advance" or "completion" is recorded if, according to a subsequent assessment, the student has entry-level skills corresponding to one or more levels higher than the incoming level in the areas initially used for placement.
- The GED Official Practice Test (OPT) may not be used as a measure of student progress in instructional programs.

Post-assessment policy expires on December 31, 2008

- Students shall be post-tested after a standard instructional period or according to the instructor's professional judgment. Test publishers' recommended timeframes for post-testing as provided by OVAE can be found at the [NRS Web site](#), pp. 6-8, and in the "KYAE-Approved Assessments".
- The only reason to post-test prior to publishers' recommended timeframes (NRS Web site) is the instructor's professional judgment that the student is making gains at an accelerated rate. As post-test scores are entered into AERIN, instructors will be required to explain the reason for any post-tests administered prior to the publishers' recommended timeframes for post-testing (NRS Web site). A hard copy of the revised Post-Assessment Exception Form or an AERIN print-out is required to be placed in the student folder. KYAE program support associates will monitor post-test exceptions through AERIN reports.

Retesting Based on Out-of-Range TABE Test Scores

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

acceptable range retesting shall occur with a higher or lower level of the test.

- KYAE has established acceptable ranges for the Reading, Language and Mathematics Computation and Applied Mathematics sections of the TABE 9 and 10.
- The following tables shall be used to determine whether the student’s score is within or outside of the acceptable range of scores on that test and level. If the score is within the acceptable range, the test can be considered valid. If the score is outside of the acceptable range the test administrator shall follow the directions regarding whether to retest with a more or less advanced test. The table indicates when more or less advanced tests are not available.

TABE Level to Administer	Reading	Mathematics	Language
L	0-457	0-440	NA
E	246-516	200-500	235-523
M	374-549	307-548	396-546
D	463-595	442-601	492-581
A	538+	528+	541+

ASSESSMENT PROCEDURES

- As specified in the “KYAE-Approved Assessments” section, adult educators must meet all test publisher and KYAE training requirements before administering assessments. Adult educators should consult [PDtrack](#) for scheduled training on assessments.
- Assessment instruments must be kept in a secure environment according to test publisher requirements.
- Assessment instruments shall be administered in a proctored environment and in accordance with test publisher and KYAE assessment guidelines.

ASSESSMENT ACCOMMODATIONS

- Reasonable accommodations for assessment shall be provided to students when:
 - a. The student has disclosed the presence of a disability and has provided documentation by a qualified professional of eligibility for

accommodations under the provisions of the Americans with Disabilities Act (ADA)/Section 504 and/or

- b. The adult education program has administered an informal assessment/pre-screening instrument and determined that accommodations are warranted.
 - Accommodated assessments shall be in compliance with accommodated testing guidelines, policies and procedures established by the program's fiscal agent.
 - Accommodated assessments shall be in compliance with test publisher guidelines.
 - Typical assessment accommodations for students with a documented disability include large print, extended time, audio-cassette, calculator for math, private room and break time.
 - The accommodation must be specific to the disability and address only the documented functional limitations. Adult educators should note that inappropriate accommodations may lead to inaccurate test results.

KYAE-APPROVED ASSESSMENTS

TABE 9-10

- TABE is recommended for adult education, corrections education and family literacy students.
- A student must score 11.9 or below to be eligible.
- KYAE requires at least one adult educator in every county to take “Introduction to TABE and Diagnostic Tools,” sponsored by KYAE. New program directors and ABE/GED instructors must take “Introduction to TABE and Diagnostic Tools,” sponsored by KYAE, as part of their specialty track professional development requirements. All other instructors administering the test must be trained by a local staff member who has successfully completed the TABE course and must be familiar with the McGraw-Hill training video and accompanying workbook on administering the TABE. See the “Professional Development” section for further details.
- Upon initial enrollment, the TABE Locator(s) Test should be used as one tool to help determine the appropriate level(s) of the TABE assessment to be administered. The Locator should be used in conjunction with any other measures of student performance the instructor may have to determine the appropriate level(s) of the TABE assessment to be administered.
- Interim post-assessment policy beginning January 1, 2009 and ending June 30, 2009. TABE post-testing shall occur after completion of an instructional period of no less than 30 hours but with a goal of reaching at least 50 instructional hours before post-testing. Instructors will be expected to continue completing an exceptions form for each student post-tested within the 30 to 50 hour range during this time period.
- Recommended Timeframes for Pre- and Post-testing as provided by OVAE ([NRS Web site](#), pp. 6-8):
 - **If the pre- and post-test are for the same level but using a different form (e.g., TABE 9 Level M to TABE 10 level M): 60 hours.**
 - **If the pre- and post-test are for the same level and use the same form (e.g., TABE 9 level M to TABE 9 level M): 120 hours.**
 - CTB/McGraw-Hill suggests the pre- and post-test guidelines as Best Practices recommendations based upon feedback and APA guidelines. The purpose for assessing with TABE will also have an impact on the implementation of these recommendations. CTB discourages random and frequent testing 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. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.
 - 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. However, CTB strongly encourages some instructional time in order to avoid a practice effect.”

TABE ordering information:

Peggy Levins, CTB/McGraw-Hill Evaluation Consultant
3134 Bush Drive
Franklin, TN 37064
Phone: 615 599-6575; email: peggy_levins@ctb.com

CTB/McGraw-Hill
P.O. Box 150
Monterey, CA 93942-0150
Phone: 800-538-9547
Web Site: www.ctb.com

WorkKeys

- WorkKeys may be used when the student’s goals are to get a job, a better job or improve workforce skills.
- **Adults without a high school diploma** may be initially assessed using WorkKeys and enrolled on this assessment if the student’s WorkKeys level crosswalks to one of these three NRS levels (High Intermediate Basic Education, Low Adult Secondary Education, High Adult Secondary Education). This assessment should be administered only after an initial intake process indicates the student may score high enough for placement in one of the top three NRS levels. If the student’s WorkKeys level falls below one of these three NRS levels, the student should be assessed on the TABE and enrolled according to TABE results.
- **Adults with a high school diploma** should be assessed with a TABE to determine adult education eligibility (scoring 11.9 or below). If the adult is not eligible, he/she should be referred to KCTCS for a WorkKeys assessment.
- **Adults with a high school diploma and a pre-existing WorkKeys level** that qualifies them for adult education services (one of the three NRS levels above) may be enrolled based on the WorkKeys assessment.
- To show level gains, students enrolled on a WorkKeys assessment must be post-tested using WorkKeys.
- When used in a non-collegiate setting, post-testing should be based on a regular course of instruction and/or workforce project.
- Information on how to obtain scale scores for students is available at [scale scores](#).
- Recommended Timeframes for Pre- and Post-testing as issued by OVAE ([NRS Web site](#), pp. 6-8):
 - **“We [ACT/WorkKeys] typically recommend that the student be involved in regular instruction that is offered by the institution. This would amount to a semester or quarter course.”**

WorkKeys ordering information:

ACT WorkKeys Customer Service – 70
2727 Scott Blvd.
PO Box 1008
Iowa City, IA 52243-1008
(319) 337-1550; Web site: www.act.org/workkeys

BEST Literacy BEST Plus

- These assessments are to be used for English as a second language students.
- Adult educators must be trained by a certified BEST Plus trainer before administering the BEST Plus assessment. All new ESL teachers must complete “BEST Plus Implementation” or “CASAS ESL Implementation.” “BEST Plus Implementation,” sponsored by KYAE, is led by certified trainers. See the “Professional Development” section for further details.
- Adult educators must be familiar with the training video and examiner’s manual for BEST Literacy.

- Recommended Timeframes for Pre- and Post-testing as issued by OVAE ([NRS Web site](#), pp. 6-8):
 - **“60 hours minimum; 80-100 hours recommended.**
 - If the hours for a course of instruction exceed the recommended number of hours, post-testing may most appropriately take place at the end of the instructional session.
 - Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and post-testing.”

BEST ordering information:

Center for Applied Linguistics
 4646 40th Street, NW
 Washington DC 20016-1859
 (202) 362-0700; Web site: www.cal.org

CASAS

- CASAS is to be used only for English as a second language students.
- Adult educators must be trained by a certified CASAS trainer before administering these assessments. All new ESL teachers must complete “BEST Plus Implementation” or “CASAS ESL Implementation.” “CASAS Implementation,” sponsored by KYAE, is led by a certified trainer. See the “Professional Development” section for further details.
- Recommended Timeframes for Pre- and Post-testing as issued by OVAE ([NRS Web site](#), pp. 6-8):
 - **“70-100 hours (40 hours is the minimum).**
 - Allow exceptions for courses with different schedules and intensity, e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses wait longer than the recommended number of hours to post-test.
 - Programs offering high-intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.
 - Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other block of instruction, may choose to post-test at the end of the instructional period.
 - Programs may choose to assess students who indicate they are leaving the program before the scheduled post-test time, to maximize collection of paired test data.”

CASAS ordering information:

CASAS
 8910 Clairemont Mesa Blvd.
 San Diego, CA 92123-1104
 (800) 255-1036
 Web site: www.casas.org

OTHER ASSESSMENTS **(NOT USED FOR ENROLLMENT)**

Providers may offer the Kentucky Manufacturing Skills Standards assessment **only** when an individual's eligibility has been established in accordance with assessment and enrollment policy.

The COMPASS assessment has been crosswalked to the TABE; however, a COMPASS score may not be used for enrollment because COMPASS is not an NRS-approved enrollment assessment. The COMPASS-TABE crosswalk cannot be used for assessment or enrollment purposes. Existing COMPASS scores may be used in the intake process as an unofficial indication of a student's level.

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

- Computerized assessments
- End of unit tests from textbooks
- Checklists
- Individual projects or products
- Small group projects
- Educator-made assessments
- Project/products with clearly defined criteria or performance standards
- Dated anecdotal records of teaching observations
- Performance samples, including writing samples, journals, audiotapes of student readings or interviews, worksheets
- Role playing
- Student interviews and self-evaluations

Programs shall not use old forms of TABE, CASAS, BEST or OPT as an interim or practice assessment.

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

- Official GED Practice Test (OPT)
- GED (General Educational Development) Tests
- TABE Survey Test
- Short form of BEST (Basic English Skills Test) Oral
- Using different assessment instruments for pre- and post-assessment (i.e., CASAS for pre-assessment; TABE for post-assessment)
- Using the same form of CASAS for both pre- and post-assessment
- Professional judgment
- COMPASS

NATIONAL REPORTING SYSTEM

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

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

NRS LEVELS

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

Adult Education Levels

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

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

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

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

- WorkKeys
Test Benchmarks: Reading for Information: 75-78
Writing: 75-77
Applied Mathematics: 75-77
- **Low Adult Secondary Education: (grade level 9-10.9)**
 - TABE (9-10)
Test Benchmarks: Reading: 567-595
Total Math: 566-594
Language: 560-585
 - WorkKeys
Test Benchmarks: Reading for Information: 79-81
Writing: 78-85
Applied Mathematics: 78-81
- **High Adult Secondary Education: (grade level 11-11.9)**
 - TABE (9-10)
Test Benchmarks: Reading: 596 and above
Total Math: 595 and above
Language: 586 and above
 - WorkKeys
Test Benchmarks: Reading for Information: 82-90
Writing: 86-90
Applied Mathematics: 82-90

English as a Second Language Levels

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

- **Low Beginning ESL**
 - CASAS
Test Benchmarks: Reading: 181-190
Listening: 181-190

 - BEST Literacy
Test Benchmarks: 21-52

 - BEST PLUS
Test Benchmarks: 401-417

- **High Beginning ESL**
 - CASAS
Test Benchmarks: Reading: 191-200
Listening: 191-200

 - BEST Literacy
Test Benchmarks: 53-63

 - BEST PLUS
Test Benchmarks: 418-438

- **Low Intermediate ESL**
 - CASAS
Test Benchmarks: Reading: 201-210
Listening: 201-210

 - BEST Literacy
Test Benchmarks: 64-67

 - BEST PLUS
Test Benchmarks: 439-472

- **High Intermediate ESL**

- CASAS
Test Benchmarks: Reading: 211-220
Listening: 211-220

- BEST Literacy
Test Benchmarks: 68-75

- BEST PLUS
Test Benchmarks: 473-506

- **Advanced ESL Literacy**

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

- CASAS
Test Benchmarks: Reading: 221-235
Listening: 221-235

Exit Criteria: Reading: 236 and above
Listening: 236 and above

- BEST PLUS
Test Benchmarks: 507-540

Exit Criteria: 541 and above

- **NOTE: BEST Literacy should not be used for enrollment in Advanced ESL due to the lack of exit criteria.**

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GED Services

GED TEST READINESS

The GED testing regulation, 785 KAR 1:130 Section 4, requires examinees to be certified as “test ready.” The GED Official Practice Test (OPT) shall be administered under standard conditions as specified in the *Examiner’s Manual*. Approved forms for the practice test are Practice B (PB), Practice C (PC), Practice D (PD), Practice E (PE), Practice F (PF) and Practice G (PG). Practice A (PA) should be limited to use as a retest after other forms have been exhausted.

Individuals with a documented disability shall be presented with the same accommodations on the GED OPT as will be necessary for the GED Tests. The GED OPT is available in English, Spanish, audio-cassette and large print.

Test Readiness Certification is verified on the KYAE-6 by the signature, address and the six-digit provider code number of the county adult education supervisor or instructor.

785 KAR 1:130, Section 4(1)(a), requires applicants to achieve the same scores on the OPT as required to pass the GED Tests, a minimum standard score of at least 410 on each sub-test and an average of 450 on the OPT. Applicants may not be certified as “test ready” until all sub-tests have been passed. If an applicant passes the five sub-tests with a minimum standard test score of 410 but does not attain an average standard score of 450, the students shall be eligible to retake one or more sub-tests to raise the overall score. OPT scores must be entered in AERIN.

KYAE adult education providers are designated to administer the OPT and sign the KYAE-6 form. KYAE may approve other public or private non-profit educational entities to administer the OPT and to sign the KYAE-6 form if the students are in a restricted environment where there is a sufficient volume of OPTs for an additional OPT provider in a county. Once approved, these agencies shall annually petition KYAE by July 1 to remain a certified entity for the next fiscal year. All approved OPT providers, including KYAE-funded programs and other organizations administering the OPT, must have at least one instructor complete OPT training provided by KYAE.

An adult education instructor, aide or program director who asks a GED examinee about items or topics on the tests is in violation of policy set by the national GED Testing Service®. Evidence of violation of this policy may result in termination of the KYAE program contract.

GED ADMINISTRATION

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

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

To help adult educators inform students about taking the GED Tests, the following information is provided from the Kentucky Adult Education GED Policy and Procedure Manual.

PRE-PAYMENT OF TEST FEES

All test fees must be received by the test center at least one day before the test. No test fees shall be collected on the day of the test. Test centers may establish a pre-pay policy greater than one day. Agencies that provide vouchers for candidates shall pay for the testing slot in advance.

NO SHOW POLICY

A candidate that does not appear for the registered test date or appears late may reschedule within one week (seven working days) for the next available test slot at the same test center without an additional fee. Thereafter the full test fee or retest fee shall apply. Test centers may establish a more stringent no-show policy.

IMPROVED OPT SCORES FOR RETESTING

Candidates that are retesting must present a completed and signed KYAE-6 form with improved Official Practice Test (OPT) scores on the subtests not passed on the GED Tests.

OPT SCORES WITH ACCOMMODATIONS REQUEST

Passing the Official Practice Test is an eligibility requirement in Kentucky. Individuals submitting an accommodation request shall submit OPT scores.

RESERVATION OF A TESTING SLOT

A testing slot is not reserved until all required forms with signatures and the test fee is sent to the test center.

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Performance and Accountability

Kentucky Adult Education's core business is to raise the educational levels of eligible adults by providing academic instruction that leads to strong literacy skills and GED attainment, which are the gateways to postsecondary education and skilled employment.

The federal [Workforce Investment Act](#) requires a comprehensive performance accountability system to measure the success of adult education programs. KYAE uses the National Reporting System (NRS) core performance measures for this purpose. Providers are responsible for meeting these performance measures.

Program Review and Continuous Improvement

KYAE evaluates programs through desk reviews and onsite reviews. The purpose of these reviews is to recommend strategies for continuous improvement and to determine contract compliance. The ongoing desk reviews include analysis of quantitative data that programs submit to KYAE through the AERIN system and information from audits and other sources.

Onsite reviews are conducted in special circumstances. Examples of special circumstances include, but are not limited to, programs with new fiscal agents, programs with special needs, programs that request onsite reviews and programs in the Needs Improvement performance category. Before the onsite visit, programs may be required to conduct a self-review, which is the foundation for a program improvement plan. The onsite review allows KYAE to verify data and look at processes and qualitative information about local programs. Onsite reviews also provide an opportunity for gathering more data and for elaborating on the initial findings of desk reviews as well as discussions with staff related to the program's performance measures.

Program Performance Funding

During fiscal year 2008-09, county programs will not be placed in a program performance category. Beginning in fiscal year 2009-10 county programs will be placed into one of three program performance categories based on final enrollment and performance data for fiscal year 2008-09.

Program performance is determined by a program's enrollment, academic performance and performance measures. Program performance is divided into three categories - Excellence, Proficient and Needs Improvement.

Enrollment is defined as a student assessed and enrolled 12 hours or more in adult basic education, adult secondary education, adult education at correctional institutions, family literacy, English as a Second Language, and adult education at the workplace funded through the core services grant.

Academic performance is the percent of enrolled students completing NRS education functional levels in areas such as reading, math and language.

In order for a program to be in the **Excellence** category, they must meet or exceed 90% of their enrollment goal and at least 53% of academic performance.

Any program not qualifying for Excellence, but scoring at least 70% of enrollment and 45% of academic performance will be considered **Proficient**.

A program achieving less than 70% enrollment or less than 45% in academic performance will be placed in **Needs Improvement**.

Programs in the Excellence category are eligible to receive program performance funding. Program performance funding is 1% of a county's core services funding for each performance measure attained (13 possible). KYAE will determine total program performance funds available.

The 13 NRS Performance Measures used to determine program performance funding are:

NRS Performance Measures	Target
1. Beginning ABE Literacy	54%
2. Beginning ABE	50%
3. Low Intermediate ABE	54%
4. High Intermediate ABE	50%
5. Low Adult Secondary	55%
6. Beginning Literacy ESL	43%
7. Low Beginning ESL	53%
8. High Beginning ESL	49%
9. Low Intermediate ESL	47%
10. High Intermediate ESL	46%

11. Advanced ESL Literacy	34%
12. Transition to Postsecondary Education	73%
13. Earn a GED Diploma	80%

Student Performance Funding

Student performance funding allows county programs to earn funding for KYAE-approved student outcomes and is available to programs achieving Excellence or Proficient program performance status. The dollar value per point will be calculated by dividing the available student performance funding amount by the number of student outcomes from county programs in the Excellence and Proficient categories. Student performance funding will be based on the following categories:

Performance Category	Point Value
Educational Level Completions (multiple)*	1
GED Graduates <2700 GED Test Score	2
GED Graduates ≥2700 GED Test Score	4
GED Graduates Transitioning to Postsecondary Education	3
Adult Education Student Transitioning to Postsecondary Education	1
Family Literacy (Educational Level Completion or GED diploma + Facilitated/Unfacilitated PACT and Parenting)	1
Kentucky Employability Certificate/Kentucky Manufacturing Skills Standard	1
Gain Employment**	1

*Multiple educational level completions are defined to include level completions in math, reading and language not just the subject in which the student is enrolled. However, the student must complete the initial educational level before completions in other educational level completions will be counted for student performance funding.

**The Gain Employment measure must be set as a student goal and achieved within one quarter of student separation according to a state data match for enrolled students. Due to the timeframe of data matching, funds will be awarded based on the previous fiscal year data for this performance category. This will continue on a rolling basis.

Accountability

All county programs will receive program support from KYAE staff. Those programs that are in the Needs Improvement performance category will receive targeted program support based on the assessed area(s) of need.

Programs performing in Needs Improvement in either enrollment or academic performance for **one year** will be provided targeted program support. Targeted program support will be determined by a comprehensive evaluation of the program and any additional steps deemed necessary by KYAE.

Programs performing in Needs Improvement in either enrollment or academic performance for **two years** will be placed on **probation** and provided targeted program support.

Programs performing in Needs Improvement in either enrollment or academic performance for **three consecutive years** will result in **contract termination**.

Programs performing in Needs Improvement in both enrollment and academic performance for **one year** will be placed on probation and provided targeted program support.

Programs performing in Needs Improvement for **two consecutive years** in both enrollment and academic performance will result in **contract termination**.

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Personnel

Personnel changes must be reported to KYAE within 10 days of changes. To report changes, update the latest personnel worksheet submitted to KYAE.

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

CLASS TITLE: Program Director

CHARACTERISTICS OF THE CLASS: Provides program leadership and direction; plans, develops, implements and evaluates all aspects of program and personnel.

EXAMPLES OF DUTIES:

Management:

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

Instruction:

- Provides instruction in literacy, adult basic education, GED preparation, English as a Second Language, workplace, family literacy and/or citizenship. Applies research-based instructional practices that incorporate the use of computers and other technologies.

Personnel:

- Assures appropriate program staffing.
- Supervises, observes and evaluates staff.
- Coordinates activities of instructional staff to ensure effective program operation.
- Assists staff in developing professional development plans.
- Promotes professional development opportunities and adheres to the professional development policy.

Fiscal:

- Manages fiscal resources and reports financial information.
- Identifies additional resources and initiates plans to secure them.
- Prepares and monitors all aspects of budget.
- Monitors contract compliance and cooperative agreements.
- Monitors and approves purchasing.

Community:

- Advocates and promotes adult education program within community.
- Builds partnerships to enhance the availability, quality and delivery of services.
- Participates in local organizations (P-16 councils, WIA boards, One-Stops, etc.).

Leadership:

- Models professional behavior and requires other staff members to act in a professional manner.
- Promotes the philosophy, goals and objectives of adult education at local, state and national levels.
- Promotes an environment in which cultural and philosophical diversity is valued and appreciated.
- Cultivates an atmosphere of respect for all staff and students.
- Provides instructional leadership by initiating and monitoring the process of curriculum development and supports instructional strategies based on research in adult learning and development.
- Recruits students to meet enrollment goals.

Professional Development:

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

MINIMUM REQUIREMENTS:

- All program directors hired after July 1, 1998, shall possess a minimum of a bachelor's degree.
- All new program directors hired after July 1, 2004, shall possess a bachelor's degree and three years of administrative/management experience; a master's degree can substitute for two years of the administrative/management experience. A bachelor's or master's degree in administration, education or a related field is preferred.

CLASS TITLE: Instructor

CHARACTERISTICS OF THE CLASS: Provides instruction to adult education students. Plans, implements, documents and evaluates instructional practices, procedures and materials. Provides direct, on-site daily supervision of instructor's aides.

EXAMPLES OF DUTIES:**Instruction:**

- Provides instruction in literacy, adult basic education, GED preparation, English as a Second Language, workplace, family literacy and/or citizenship. Applies research-based instructional practices that incorporate the use of computers and other technologies.
- Is knowledgeable of reading, writing and/or math instructional strategies.
- Uses a variety of instructional strategies and tools appropriate to the needs of the student; for example, Kentucky Virtual Adult Education, PLATO, WIN, WorkKeys, etc.
- Uses lesson plans that integrate instruction across content areas.
- Provides continuous feedback and adjusts instruction to maximize student learning.
- Works with colleagues to develop and evaluate curriculum and materials.
- Integrates work-, family- and community-related activities into instruction.
- Administers and interprets appropriate placement and diagnostic tests.
- Applies adult education principles and methods in the workforce classroom.
- Delivers instruction on workplace essential skills.
- Facilitates the transfer of learned skills from the classroom to the job.

- Uses job/task analysis (JTAs) in planning instruction and developing workplace education curricula.
- Incorporates SCANS skills in the workplace education instructional process.
- Plans learning experiences that are interactive and relevant to the specific workplace environment.
- Customizes and develops workplace education curriculum and lesson plans that facilitate transference from the classroom to the job based on the workforce goals and expected training outcomes.
- Provides PACT and parenting activities.
- Prepares lessons and plans instructional support activities carried out by instructor's aides.
- Evaluates the achievement of students with whom instructor's aides are working.

Assesses and Monitors Learning:

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

Classroom Management:

- Maintains knowledge of program regulations, policy and procedures.
- Maintains student records.
- Supervises and monitors instructor's aides.

Community:

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

Professional Development:

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

MINIMUM REQUIREMENTS:

- As of July 1, 1998, all new instructors shall possess a minimum of a bachelor's degree. A degree in education or a content-related field is preferred.

CLASS TITLE: Instructor's Aide

CHARACTERISTICS OF CLASS: Must work under the direct, on-site daily supervision of a qualified instructor. Assists qualified instructors in the delivery of instruction, support and related services. Aides may not provide instruction independently.

EXAMPLES OF DUTIES:

Instruction:

- Follows directions of instructor and works as an effective member of the instructional team to ensure the success of all students.
- Carries out instructional support activities prepared and planned by instructor.
- Assists instructor in review and selection of instructional materials.

- Is capable of supporting reading, writing and/or math instructional strategies.
- Implements a variety of instruction methods as directed by instructor.
- Assists instructor in providing feedback to student and in checking for understanding of instructional goals.
- Is familiar with the instructor's teaching methods for individual and group activities and provides instructional support.
- Monitors and observes student behaviors and shares observations with instructor.

Recordkeeping:

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

Program:

- Organizes, uses and maintains supplies, materials and equipment.
- Assists in providing non-instructional support for students and families.
- Understands community resources and discusses possible referrals with instructor.

Professional Development:

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

MINIMUM REQUIREMENTS:

High school diploma or GED credential. An associate's degree is preferred.

CLASS TITLE: Clerk

CHARACTERISTICS OF THE CLASS: Performs clerical functions and other duties as required.

EXAMPLES OF DUTIES:

- Collates, files and/or prepares documents and reports.
- Collects and enters data for reports.
- Maintains documents and reports.
- Audits reports for accuracy.
- Performs receptionist duties.
- Operates office machines such as copier, calculator, video terminal, microfilm or audio-visual equipment.
- Opens, sorts, prepares, sends and distributes mail.
- Assists in the security and maintenance of test materials.
- Performs basic bookkeeping duties such as counting receipts, bank deposits and payment vouchers.
- Follows established methods and procedures.

MINIMUM REQUIREMENTS:

- High school diploma or GED credential.

CLASS TITLE: Co-op Student/Intern

CHARACTERISTICS OF THE CLASS: Performs general clerical functions and other duties as required; co-op students/interns may not be involved in data entry.

EXAMPLES OF DUTIES:

- Copies, collates and/or files documents.
- Performs receptionist duties.
- Opens, sorts, prepares, sends and distributes mail.
- Follows established methods and procedures.
- Orders and stocks supplies.

MINIMUM REQUIREMENTS:

- High school or college student.

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Professional Development

The purpose of professional development (PD) in Kentucky is to prepare adult education practitioners to improve the learning outcomes of students. Professional development should include activities that contribute to student success.

The professional development calendar is from June 1 to May 31 each year. Activities that take place in June will count toward the next fiscal year.

KYAE recommends that program directors, instructors and instructor aides who do not comply with the yearly PD requirements should not be rehired for the following year.

PROFESSIONAL DEVELOPMENT PLANS

Every program director, instructor and instructor aide working 20 or more hours per week must complete an annual professional development plan by **October 1** using PDtrack. Staff hired after October 1 must have an active PD plan within 60 days of employment. A paper copy of the plan must be kept on file for three years at the local adult education office.

Instructors, instructor aides and program directors working fewer than 20 hours per week are **not** required to complete a PD plan, but they are required to earn 2 PDUs as determined by their program director.

Clerks are not required to complete an annual PD plan.

2008-09 PD Requirements

To determine your PD requirements, read the “2008-09 PD REQUIREMENTS” sections below and find:

1. New or experienced status.
2. Your position title (program director, instructor, instructor aide or clerk).
3. Number of hours worked (20 or more hours per week or fewer than 20 hours per week).

Program directors should also note the section titled “2008-09 PD REQUIREMENTS FOR PROGRAMS”.

2008-09 PD REQUIREMENTS FOR NEW STAFF

New practitioners need to be exposed to a core set of knowledge about how adults learn, how to plan for and deliver instruction that will maximize learning gains, how to recruit and retain students, and KYAE policies, procedures and expectations.

If you are in your first year of employment in a KYAE-funded position, find below your job title (program director, instructor, instructor aide or clerk) and number of hours you work (20 or more or fewer than 20) to determine your first-year PD requirements.

[Click here](#) to link to a PD Requirements Checklist form required for all new program directors, instructors and instructor aides.

Working 20 or More Hours per Week

NEW PROGRAM DIRECTORS, INSTRUCTORS AND INSTRUCTOR AIDES WORKING 20 OR MORE HOURS PER WEEK

New program directors, instructors and instructor aides who work 20 or more hours per week and are hired after July 1, 2008, and before April 1, 2009, must complete the following requirements identified for 2008-09. New program directors, instructors and instructor aides will have **one year** from the date of hire to complete the requirements.

<i>NEW INSTRUCTORS AND INSTRUCTOR AIDES WORKING 20 OR MORE HOURS PER WEEK</i>
<ul style="list-style-type: none"> • KYAE 200: <i>Orientation to Adult Education</i> online course must be completed during the first 30 days of employment.
<ul style="list-style-type: none"> • Introduction to TABE and Diagnostic Tools
<ul style="list-style-type: none"> • Bridges to Practice 1
<ul style="list-style-type: none"> • Effective Instructional Strategies 1 and 2 (required <i>only</i> for staff working 20 hours or more per week <u>without</u> teaching certificate)
<ul style="list-style-type: none"> • Select one of the following (KYAE strongly recommends both): <ul style="list-style-type: none"> ○ Foundations in Math Instruction: Strategies and Best Practices for the Adult Learner ○ Foundations in Reading and Writing Instruction

**NEW PROGRAM DIRECTORS
WORKING 20 OR MORE HOURS PER WEEK**

- KYAE 200: *Orientation to Adult Education* online course must be completed during the first 30 days of employment.
- KYAE Program Directors Fall Institute, including the New Program Directors Orientation pre-conference session, in August 2008.
- NRS Online Modules: What is NRS; Data Quality Guide Training Courses, NRS Data Flow; Using NRS Data; Scenarios (extended courses for local administrators) and Data Use Training Guide Course
- Introduction to TABE and Diagnostic Tools
- Bridges to Practice 1

**NEW CLERKS
WORKING 20 OR MORE HOURS PER WEEK**

New clerks involved in data entry must attend AERIN Training for New Users and complete the NRS Data Flow online course.

Clerks are not required to complete an annual PD plan or additional PD activities.

Working Fewer than 20 Hours per Week

**NEW INSTRUCTORS AND INSTRUCTOR AIDES
WORKING FEWER THAN 20 HOURS PER WEEK**

- During the first 30 days of employment new instructors and instructor aides working fewer than 20 hours per week must complete the KYAE 200: *Orientation to Adult Education* online course before beginning classroom instruction or assuming duties.
- Any further professional development activities for new instructors and instructor aides working fewer than 20 hours per week will be determined by the person's supervisor.

**NEW PROGRAM DIRECTORS
WORKING FEWER THAN 20 HOURS PER WEEK**

- During the first 30 days of employment all new program directors working fewer than 20 hours per week must complete the KYAE 200: *Orientation to Adult Education* online course before beginning job duties.
- In addition to the online course, all new program directors working fewer than 20 hours per week must complete:
 - KYAE Program Directors Fall Institute, including the New Program Directors Orientation pre-conference session, in August 2008.
 - NRS Online Modules: What is NRS; Data Quality Guide Training Courses, NRS Data Flow; Using NRS Data; Scenarios (extended courses for local administrators) and Data Use Training Guide Course

**NEW CLERKS
WORKING FEWER THAN 20 HOURS PER WEEK**

New clerks involved in data entry must attend AERIN Training for New Users and complete the NRS Data Flow online course.

Clerks are not required to complete an annual PD plan or additional PD activities.

2008-09 PD REQUIREMENTS FOR EXPERIENCED STAFF

Experienced program directors, instructors and instructor aides can choose from the PD opportunities posted on [PDtrack](#) and/or design their own self-directed activities (SDAs) that meet KYAE criteria and documentation requirements.

Professional Development Units (PDUs) are awarded based on the rigor of the overall professional development experience and its application in the classroom. Adult educators should select activities that contribute to new knowledge and skills linked to increasing student outcomes. SDAs enable instructors to participate in job-embedded, continuous learning that helps improve teaching and student outcomes. SDAs are fully described in the PD e-Handbook.

Supervisors must determine if the documentation for an SDA follows KYAE guidelines on the PDtrack course description and if the instructor's project is sufficient or robust enough to warrant the number of PDUs for that category.

PDU requirements for experienced program directors, instructors and instructor aides are as follows.

- Staff working 20 hours or more per week must complete a minimum of **8 PDUs** annually. The completion of 8 PDUs for experienced instructors working 20 hours or more per week must include at least one activity from the list below. A record of each PD activity must be maintained in staff folders at the local program office.
- Staff working fewer than 20 hours per week must complete **2 PDUs** annually. A record of each PD activity must be maintained in staff folders at the local program office.
- Substitutes and staff working fewer than 50 hours per year have **no PD requirement**.

EXPERIENCED PROGRAM DIRECTORS

All program directors, regardless of the number of hours worked, are required to attend the August 2008 Program Directors Fall Institute and to earn the required annual PDUs.

EXPERIENCED INSTRUCTORS WORKING 20 HOURS OR MORE PER WEEK

To emphasize KYAE’s goal of job-embedded professional development that focuses on student outcomes, all instructors who work **20 hours or more each week** are required to complete **one** PD activity from the following list as part of their required 8 PDUs. All items are listed on PDtrack.

Agency	Activity	PDUs
CCLD	Writing Institute – offered 4 times	5
CCLD	Reading Diagnostics	5
CCLD	Study Circle on Reading Research	5
CCLD	Strategies for Struggling Reader: Literacy and ABE Levels	5
CCLD	Foundations to Reading and Writing Instruction	5
Academy	Effective Instructional Strategies Part 1 & Part 2 (this course is required for instructors working 20 or more hours per week without a teaching/education background but encouraged for all instructors)	5
KYAE	Publish an article in <i>PD Connection</i>	3
SDA	Publish an instructional journal article or article in <i>Focus on Basics</i>	4
SDA	Present at a national conference	4
SDA	Complete a college course in content area	6
SDA	Develop and evaluate curriculum – must be approved by KYAE	5
KYAE	Participate in a KYAE-sponsored or –approved research study or pilot project	2-5
KIFL	Foundations in Family Literacy	5
KYAE	Serve as a KYAE-approved resource coach	5
KYAE	Leadership Excellence Academy (LEA) – year 1 and year 2	8 each year
KYAE	Action research project sponsored or approved by KYAE	5
KYAE	KYAE trainer (math, assessment, LD, ESL, reading and writing)	3 each session

EXPERIENCED INSTRUCTOR AIDES

Experienced instructor aides are required to complete 8 PDUs and may select from any activity found on PDtrack.

EXPERIENCED CLERKS

Experienced clerks involved in data entry may update their skills by attending annual AERIN training. Clerks are not required to complete an annual PD plan or additional PD activities.

2008-09 PD REQUIREMENTS FOR PROGRAMS

KYAE requires all county programs to have at least one current staff person trained in the following. See PDtrack course descriptions for recommended intervals for repeating these courses.

- Administering the GED Official Practice Test and Scoring the GED Essay
- Introduction to TABE and Diagnostic Tools

ADDITIONAL PD FOR QUALITY STUDENT OUTCOMES

It is **strongly recommended** that each program have instructors trained in the following. See PDtrack course descriptions for recommended intervals for repeating these courses.

COMPUTER SOFTWARE APPLICATIONS

- AERIN
- PDtrack
- WorkKeys Test Administration
- Microsoft Word, Excel and E-mail

ESL

- BEST Plus or CASAS implementation training

FAMILY LITERACY

- Foundations in Family Literacy

GENERAL

- Effective Instructional Strategies
- Health Literacy

LEARNING DISABILITIES

- Bridges to Practice 1 and 2

MATH

- Math Refresher Workshop: Strategies and Best Practices for the Adult Learner
- Casio fx-260 Calculator
- Learning Stations for Math Instruction

READING AND WRITING

- Strategies for the Struggling Reader (3.9 or below) or Instructional Strategies for the Pre-GED Reader (4.0-8.9)
- CCLD Writing Institute

Adult educators using PLATO and WIN must be trained by a KYAE-approved trainer.

ALLOWABLE COSTS FOR USE OF PROFESSIONAL DEVELOPMENT FUNDS

Local providers shall comply with the travel policy of their fiscal agent. Fiscal agents without a formalized travel policy shall use the [state travel policy](#).

PROFESSIONAL DEVELOPMENT (PD) FUNDS ARE TO BE USED FOR:

- KYAE-approved in-state events that award Professional Development Units (PDUs).
- KYAE-sponsored meetings or events.
- Regional meetings called by Regional Program Support Associates. (PDUs are **not** awarded for regional meetings.)
- Fees for approved online courses listed in the PD e-Handbook.
- Salaries for staff attending PD activities.
- College Tuition Reimbursement
 - Up to \$500 per semester per staff member may be paid from professional development funds. Reimbursement is for college tuition only in programs and courses related to the staff person's job assignment. For an undergraduate course, the staff member must earn a letter grade of C or better. For a graduate course, the staff member must earn a letter grade of B or better.
 - KYAE College tuition reimbursement is available for staff not eligible for employer or fiscal agent tuition assistance.
 - To receive reimbursement for tuition, the staff member must receive approval from their program director in writing, including the name of the institution, the degree program, the course title and credit hours and the tuition amount. The program director will indicate approval or disapproval, place the original in the staff person's personnel file, and forward a copy of an approved request to the KYAE Senior Associate for Professional Development. At the conclusion of the course, a invoice for professional development funds reimbursement is submitted to KYAE along with a copy of the transcript showing completion of the course at

the grade levels listed above. A copy of the transcript must also be filed in the staff personnel file.

KYAE funds are to be used for actual costs of registration, not to include memberships. Meals covered by registration fees are not reimbursable.

OUT-OF-STATE TRAVEL

Professional development, administrative or performance funding may be used to attend recognized out-of-state conferences (listed in PD e-Handbook); however, no more than two persons per county program may attend the same out-of-state conference at one time. An individual is allowed to use KYAE PD funds to attend only one out-of-state conference per year. Justifiable deviations from this policy will be considered on an individual program basis. For approval to send more than two people per program to the same out-of-state conference, the [KYAE Out-of-State Request Form](#) must be completed, submitted and approved by KYAE.

Travel outside of the contiguous United States is not an allowable cost.

Non-Allowable Costs

Other non-allowable costs include, but are not limited to:

- Substitute instructors covering classrooms. (Substitutes may be paid from instructional funds.)
- Routine duties of staff, including but not limited to, meeting with students, attending staff meetings, or other duties not associated with professional development.
- Membership dues for professional organizations.

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Funding

Each Kentucky county is entitled to a core services grant determined by formula to fund adult literacy services, adult basic education, GED preparation/adult secondary education, English as a Second Language, family literacy, corrections education in full-service jails and workplace education. The Kentucky Adult Education Act of 2000 requires services to be targeted to communities with the greatest need; therefore, the funding formula is based on the number of adults in each county without a high school diploma or GED credential, age 18 and over, according to the 2000 U.S. Census. Funding is distributed through grants to eligible organizations in every Kentucky county based on a request for proposal process determined by KYAE.

Workforce Alliance funds for workplace education projects are available through successful application pending the availability of funds.

English literacy/civics funding is available on a limited basis to adult education providers based on an RFP process determined by KYAE.

Funds received under this grant program shall be used to supplement and not supplant funds already available to the applicant from other sources for purposes authorized by the Adult Education and Family Literacy grant program.

The grantee will repay any funds that have been finally determined through federal or state audit resolution processes to have been questioned costs or disallowed costs or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.

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Administrative

FINANCIAL REPORTING

Providers shall be reimbursed for reasonable, allowable and actual costs incurred if costs are specified in the contract. Providers must invoice on a monthly basis. Invoices are due on the 10th of each month. Final invoices are due to KYAE by close of business on June 16, 2009 for full reimbursement, unless notified otherwise in writing by KYAE. Partial reimbursement, up to 75% of the outstanding amount, will be considered for invoices received by June 30, 2009. Invoices received after June 30, 2009 will not be considered for reimbursement. Failure to comply with these deadlines may result in payment being delayed or withheld.

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

A maximum of 15 percent of the core services grant funding may be used for administrative purposes. Fiscal agents serving multiple counties should be aware that:

- Any administrative functions performed at the county level must be budgeted at the county level.
- Instructional funds may not be used to cover administrative costs at the county level.
- Administrative funds from multiple counties must be used proportionately throughout the contracted counties.

Administrative expenses may not exceed 15 percent of the total amount invoiced for Workforce Alliance grants or 5 percent of the total invoiced for EL/Civics grants.

Corrections expenditures must be reported as a line item on invoices to KYAE.

WORKING CAPITAL ADVANCE

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

EXPENDITURE REPORTS AND TIMESHEETS

Providers shall use the KYAE-10 Expenditure Report Form and the TS1 timesheet. A separate expenditure report form shall be completed for each program (core services, corrections, workplace education, etc.) by county. For fiscal agents administering more than one county, a report shall be submitted for each county individually and summarized collectively by contract. KYAE-10 reports shall indicate the funding source to which expenditures are charged. Incomplete or incorrect KYAE-10 reports shall be returned to the provider and may result in payment being delayed or withheld.

BUDGET AMENDMENT REQUEST FORM

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

INVENTORY REPORTING

Providers shall submit an annual Inventory Report (INV-1) by August 31 of each year and list all purchases made during the previous contract year of non-consumable items with a useful life greater than one year.

RECORDS

County adult education programs shall maintain a folder on each student containing enrollment forms, assessment forms, standardized test scores and the student's educational plan. Student folders must be kept on file for three years.

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

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

DATA COLLECTION AND REPORTING

Providers are required to submit data electronically using the management information system. Failure to comply with the following deadlines may result in the withholding of payment:

- County adult education providers shall submit student data (for example, enrollment, goal attainment) by the 10th of the month for the previous month.

- Daily student contact and attendance hours shall be entered at least monthly by the 10th of the month for the previous month. NRS defines [contact and attendance hours](#) as “hours of instruction or instructional activity the learner receives from the program.” Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, such as classroom instruction, assessment, tutoring or participation in a learning lab. (Note: Time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress or inform instruction. Time used to take the GED Tests, for example, cannot be counted as instructional activity.)”
- Providers shall update all separations by the last day of the quarter (September 30, December 31, March 31 and June 30).
- Final program year data shall be entered into AERIN by July 10.

KYAE regularly updates the AERIN Users’ Manual and the KYAE Policy and Procedure Manual to incorporate NRS changes. Updates on system changes and revisions to the Users’ Manual are announced and posted on [KYAE’s Web site](#) and through e-mail.

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

TECHNOLOGY

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

Computer equipment purchased with KYAE funding must meet [minimum technology standards](#).

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

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

Each program employee shall have an individual e-mail address, which must be entered in the KYAE AERIN (Adult Education Reporting Information Network) data management system.

EQUIPMENT AND SUPPLIES

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

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

FACILITIES

Fiscal agents shall ensure that:

- All instructional facilities and services shall be in compliance with the Americans with Disabilities Act of 1990.
- All facilities shall have appropriate exterior and interior signage clearly identifying the adult education programs.
- All students shall have a safe, age-appropriate and student-friendly learning environment that is in good condition and properly maintained and has adequate space and equipment. Students shall not be required or permitted to receive KYAE-funded services in buildings or surroundings that are dangerous, unsanitary or hazardous to the student's health and safety. Adult education centers should be in a location that is easily accessible and has adequate parking. If it is determined through a KYAE site visit that the facility does not meet requirements, the fiscal agent may be asked to relocate the center to a more appropriate location or correct deficiencies.

Newly selected fiscal agents must work with the KYAE regional program support associates to identify appropriate adult education center locations.

COST FOR FACILITIES

State and federal funds are to be used for program services. Fiscal agents are encouraged to seek donated or in-kind space in order to provide maximum resources to the students. If lease expenditures are necessary, they shall meet the definition of reasonable as defined in federal circulars (A-87, A-122 and others) as applicable.

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