

# INDIANA **ADULT EDUCATION**



## ADMINISTRATOR MANUAL

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INDIANA  
DEPARTMENT OF  
**WORKFORCE**  
DEVELOPMENT

# Introduction

On July 22, 2014, President Obama signed into law the Workforce Innovation and Opportunity Act (WIOA), which revises and reauthorizes the Workforce Investment Act (WIA) of 1998. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. The law brings together, in strategic coordination, four primary Titles with six core programs or partners:

<b>TITLE:</b>	<b>PROGRAM:</b>	<b>ADMINISTERED BY:</b>
<b>Title I</b>	<b>Workforce Development Activities</b> 1. <b>Adult Program</b> 2. <b>Youth Program</b> 3. <b>Dislocated Worker Program</b>	<b>IN Department of Workforce Development</b>
<b>Title II</b>	<b>4. Adult Education and Family Literacy</b>	<b>IN Department of Workforce Development</b>
<b>Title III</b>	<b>5. Wagner-Peyser Employment Services</b>	<b>IN Department of Workforce Development</b>
<b>Title IV</b>	<b>6. Vocational Rehabilitation</b>	<b>IN Family and Social Services Administration</b>

The bipartisan Workforce Innovation and Opportunity Act (WIOA) (Pub. L. 113-128) created a new vision for how America prepares an educated and skilled workforce that expands opportunity for workers and employers. WIOA represents the most significant reform to our public workforce development system in nearly 20 years. The 21st century public workforce development system created through WIOA builds closer ties between business leaders, State and Local Workforce Development Boards, labor unions, community colleges, nonprofit organizations, youth-serving organizations, and State and local officials to skills development. It supports the development of strong regional economies and enhances performance accountability to better inform consumers and investors about programs and services that work.

WIOA establishes ambitious goals for the integration of workforce service programs. These goals are intended to maximize the value and benefits to customers of services available to them under federally funded workforce development programs. Included are business customers seeking to acquire the talent and skills needed to compete in a global economy. Also included are program participants seeking to acquire skills and recognized credentials to move along pathways that lead to high-paying jobs in growing sectors of the economy that offer long-term opportunities for stable employment.

As a core partner under WIOA, Title II has certain responsibilities above and beyond what was previously required under the Workforce Investment Act of 1998 (WIA). The purpose of this Manual is to provide clear guidance on state and federal policies and procedures related to the operation of WIOA, Title II programs. The Manual is a dynamic resource, updated on a regular basis, and is not intended to be a sole source of information. Use the Manual in conjunction with other available materials and staff development.

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Adult Education at the Federal and State Levels



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# ADULT EDUCATION AT THE FEDERAL AND STATE LEVELS

## Major Points

- 1. As one of the core partners under WIOA, a representative from the Adult Education program has a seat on and is a member of the Local Workforce Development Board in each of the 11 regional board areas in Indiana.**
  - As a part of the coordination with education partners, WIOA requires that the Local Workforce Development Board (LWDB) review local applications for Title II: Adult Education and Literacy funding. The local WDB does not approve the application, but reviews it to ensure alignment with the Local Plan for workforce development activities.
- 2. In addition to being a core partner, Title II is also a required partner of the comprehensive One-Stop/American Job Center system, referred to as WorkOne in Indiana.**
  - As such, Title II is required to participate in the provision of services and operation of the American Job Center system, as agreed upon in the negotiated Memorandum of Understanding (MOU) developed by each LWDB.
  - Shared responsibility for the infrastructure and shared systems costs is one of the requirements of the required American Job Center system partners.
- 3. Three federal grants are available through Title II. They include**
  - Adult Education & Family Literacy (AEFLA - Section 231)
  - Integrated English Literacy and Civics Education (Section 243)
  - Federal Correctional Education (Section 225)
- 4. Allowable activities under Title II include adult education, literacy, workplace adult education and literacy, family, English language acquisition, integrated English literacy and civics education, workforce preparation, and integrated education and training.**
- 5. Title II-funded programs are required to implement 13 different practices/considerations into their program operations. These 13 considerations are also used in the program application, so applicants can describe how each will be addressed.**
- 6. At the state level, the Department of Workforce Development serves as the designated host agency of WIOA, Title II oversight.**

## WIOA HIGHLIGHTS

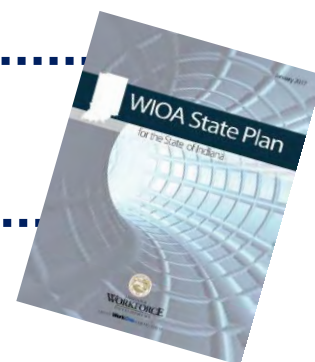
As a WIOA partner, it is important for Title II providers to understand the broader scope of the legislation. Below are some of the highlights of the Workforce Innovation and Opportunity Act that will provide a global view of the intent of the law. By better understanding the scope of WIOA, you will have a keener sense of the vital role that Title II plays in workforce development and be better prepared to provide leadership in your region.

**WIOA requires states to strategically align workforce development programs:** WIOA ensures that employment and training services provided by the core programs are coordinated and complementary so that job seekers acquire skills and credentials that meet employers' needs.

- Every State develops and submits a four-year strategy - in the form of a single unified strategic plan for core programs - for preparing an educated and skilled workforce and meeting the workforce needs of employers.



For a copy of Indiana's state plan, visit  
[http://www.in.gov/dwd/files/WIOA\\_State\\_Plan\\_2017.pdf](http://www.in.gov/dwd/files/WIOA_State_Plan_2017.pdf)



**WIOA promotes accountability and transparency:** WIOA ensures that investments in employment and training programs are evidence-based, data-driven, and accountable to participants and tax-payers.

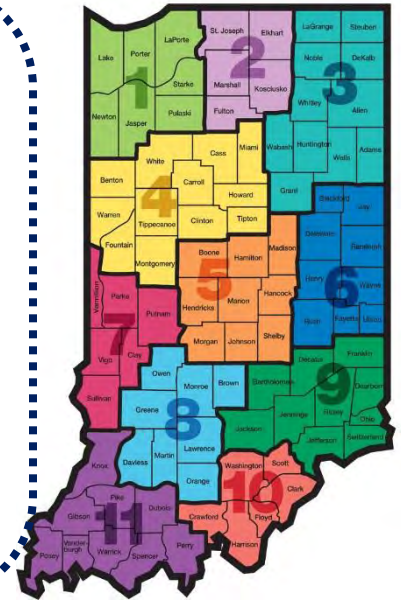
- Core programs are required to report on common performance indicators that provide key employment information, such as how many workers entered and retained employment, their median wages, whether they attained a credential, and their measurable skill gains. **We will examine performance indicators in the Performance and Accountability chapter of this guide.**
- Negotiated levels of performance for the common indicators are adjusted based on a statistical model that considers economic conditions and participant characteristics.
- Performance reports for states, local areas, and eligible training providers will be publicly available.

**WIOA fosters regional collaboration:** WIOA promotes alignment of workforce development programs with regional economic development strategies to meet the needs of local and regional employers. Indiana has identified eleven regions as depicted on the next page. Each region has a Workforce Development Board.



The local Workforce Development Boards include:

- [Northwest Indiana Workforce Board](#) (Serving Region 1)
- [Northern Indiana Workforce Board](#) (Serving Region 2)
- [Northeast Indiana Regional Workforce Board](#) (Serving Region 3)
- [West Central Region 4 Workforce Board](#) (Serving Region 4)
- [Central Indiana Regional Workforce Board](#) (Serving Region 5)
- [Eastern Indiana Economic Growth Region](#) (Serving Region 6)
- [Western Indiana Economic Growth Region](#) (Serving Region 7)
- [South Central Region 8 Workforce Board](#) (Serving Region 8)
- [Southeast Indiana Workforce Board](#) (Serving Region 9)
- [Workforce Region 10](#) (Serving Region 10)
- [WorkOne Southwest](#) (Serving Region 11)
- [Employ Indy](#) (Serving Marion County)



**WIOA improves the local American Job Center System:** WIOA increases the quality and accessibility of services that job seekers and employers receive at their local American Job Centers. In Indiana these centers are called WorkOne.

- Key partners and services will be available at America Job Centers through the co-location of the Wagner-Peyser Employment Service and the addition of the Temporary Assistance for Needy Families (TANF) program as a mandatory partner.
- States and local areas are encouraged to improve customer service and program management by integrating intake, case management, and reporting systems.
- Partner programs will dedicate funding for infrastructure and other shared costs. This includes Title II. (Infrastructure costs are discussed later in this chapter.)
- Title II providers should work closely with their local WorkOne Centers to determine options for increased coordination of services.

**WIOA improves services to employers and promotes work-based training:** WIOA contributes to economic growth and business expansion by ensuring the workforce system is job-driven, matching employers with skilled individuals. State and local boards are responsible for activities to meet the workforce needs of local and regional employers.

- State and local boards will promote the use of industry and sector partnerships to address the workforce needs of multiple employers within an industry.
- State and local boards must coordinate and align workforce programs to provide coordinated, complementary, and consistent services to job seekers and employers.



For contact information on Indiana WorkOne Centers, visit <http://www.in.gov/dwd/WorkOne/locations.html>

**WIOA provides access to high quality training:** WIOA helps job seekers acquire industry-recognized credentials for in-demand jobs.

- Training that leads to industry recognized post-secondary credentials is emphasized.
- States and local areas will use **career pathways** to provide education and employment and training assistance to accelerate job seekers' educational and career advancement.



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WorkINdiana is a bridge program, the first step on a career pathway for lower-skilled adults, designed to help jobseekers acquire industry-recognized credentials.

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**WIOA enhances workforce services for the unemployed and other job seekers:** WIOA ensures that unemployed and other job seekers have access to high-quality workforce services.

- WIOA service categories of core and intensive services are collapsed into "career services" and there is no required sequence of services, enabling job seekers to access training immediately.
- Job seekers who are basic skills deficient, in addition to those who are low-income individuals, have a **priority for services** from the Adult program.

**WIOA improves services to individuals with disabilities:** WIOA increases individuals with disabilities' access to high quality workforce services and prepares them for competitive integrated employment.

- Youth with disabilities will receive extensive pre-employment transition services, so they can successfully obtain competitive integrated employment.

**WIOA makes key investments in serving disconnected youth and other vulnerable populations:** WIOA prepares vulnerable youth and other job seekers for successful employment through increasing the use of proven service models.

- Under WIOA, local areas must increase the percentage of youth formula funds used to serve out-of-school youth to 75 percent from 30 percent.
- Local areas must spend at least 20 percent of youth formula funds on work experience activities such as summer jobs, pre-apprenticeship, on-the-job training, and internships so that youth are prepared for employment.



**Individual training accounts** (training vouchers) from WorkOne can assist with tuition, books & fees for eligible Title II students enrolled in integrated education and training.

Collaborative efforts with **your local Vocational Rehabilitation Office** can result in funding support for transition services for some of your students with special learning needs.

**Out-of-School Youth grants** fall under Title I but are a wonderful opportunity for Title II providers to apply for comprehensive funding to assist young adults ages 16 – 24.

## WIOA ROLES AND RESPONSIBILITIES

### Local Workforce Development Boards

As one of the core partners under WIOA, a representative from the Adult Education program has a seat on and is a member of the Local Workforce Development Board in each of the local board areas (WIOA Sec. 107 (b)(2)(C)(i)).

For Local Workforce Development Boards (LWDBs) with multiple Title II-funded providers, the organizations should work together to determine the representative for that local board.

Regardless of how the member is chosen, the Adult Education and Literacy LWDB member is responsible for representing all Adult Education providers in that LWDB, participating in LWDB meetings and consulting with, and reporting back to, the other providers in the area.

Local Workforce Development Boards shall be responsible for the following:

- Serving as a consult to DWD, as needed, in the development of this guidance;
- Acting as the convener for negotiating funding agreements;
- Ensuring the one-stop partners adhere to all applicable guidance;
- Working with the one-stop partners to achieve consensus and informally mediate any possible conflicts or disagreements;
- Providing technical assistance to new one-stop partners and local grant recipients to ensure they are informed and knowledgeable of the elements contained in the MOU and funding agreements;
- Developing a local one-stop center operating budget as a starting point for the negotiations;
- Ensuring the negotiations include an agreed upon budget and methodology for allocating infrastructure and additional costs amongst all partners;
- Ensuring allocation methodology complies with the Uniform Guidance and be based on proportionate use and benefit received by each partner program;
- Ensuring that all of the infrastructure and additional costs are paid according to the provisions of the MOU; and
- Informing DWD if there is an impasse.

## One-Stop Partners

Each one-stop partner in the local workforce area shall be responsible for the following:

- Designating an individual(s) to act on its behalf in the negotiations, if applicable;
- Acting in good faith to negotiate infrastructure and additional costs in accordance with this guidance; and
- Entering into the local MOU and attached funding agreements.

## Department of Workforce Development



DWD shall be responsible for the following:

- Providing guidance and technical assistance to each WDB and partners throughout the infrastructure and additional cost negotiation process;
- Convening state-level partner teams, in coordination with the local WDB, to negotiate each local funding agreement; and
- Requesting monthly progress updates from the local WDB.

## State Workforce Innovation Council

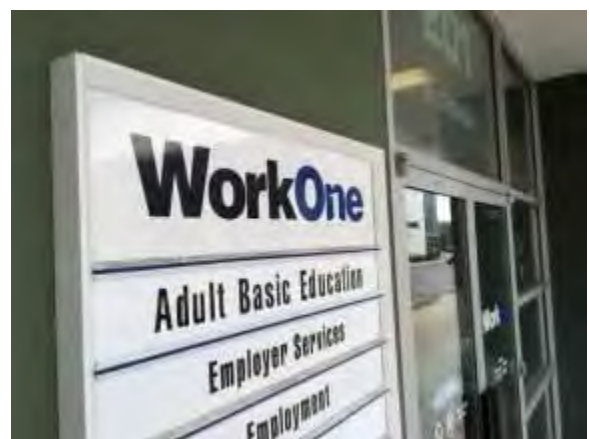
The SWIC shall be responsible for the following:

- Serving as a consult to DWD, as needed, in the development of this guidance; and
- Developing the formula to be used by DWD under the state funding mechanism to determine a local one-stop center's operating budget (if not agreed upon locally or rejected) and determine each partner's contribution to infrastructure costs of the local one-stop centers.

## WIOA REQUIRED ONE-STOP PARTNERS

One-stop partners required to contribute towards infrastructure costs and additional costs of local one-stop centers include:

- Programs authorized under the Wagner-Peyser Act;
- Activities authorized under chapter 2 of title II of the Trade Act of 1974z;
- Jobs for Veterans State Grants programs;
- Programs authorized under State unemployment compensation laws (in accordance with applicable Federal law);
- Vocational Rehabilitation programs authorized under title I of the Rehabilitation Act of 1973;
- Temporary Assistance to Needy Families (TANF) activities authorized under part A of title IV of the Social Security Act;
- Programs authorized under Title I of WIOA, including Adults, Dislocated Workers, Youth, Job Corps, YouthBuild, Native American programs, Migrant and Seasonal Farmworker programs;



- Adult Education and Literacy activities authorized under title II of WIOA;
- The Senior Community Service Employment Program;
- Postsecondary career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006;
- Employment and training activities carried out under the Community Services Block Grant Act;
- Employment and training activities carried out by the Department of Housing and Urban Development; and
- Programs authorized under Section 212 of the Second Chance Act of 2007.

Additional programs and entities that carry out activities as part of the one-stop delivery system may be included as one-stop partners with the approval of the WDB and chief elected official. All partners, including additional partners, must be identified in the MOU and funding agreements. All one-stop partners shall negotiate funding agreements with WDBs through their respective governing entities as specified by Federal and/or State law.

## **ONE-STOP DEFINITIONS**

**Definitions:** It is helpful to begin review of Indiana’s One-Stop System by defining a few critical terms.

### **Comprehensive One-Stop Center**

- (a) A comprehensive one-stop center is a physical location where job seeker and employer customers can access the programs, services, and activities of all required one-stop partners. A comprehensive one-stop center must have at least one title I staff person physically present.
- (b) The comprehensive one-stop center must provide: (1) career services; (2) access to training services; (3) access to any employment and training activities carried out under sec. 134(d) of WIOA; (4) access to programs and activities carried out by one-stop partners, including the Employment Service program authorized under the Wagner-Peyser Act; and (5) workforce and labor market information.
- (c) Customers must have access to these programs, services, and activities during regular business days at a comprehensive one-stop center.

### **Affiliate One-Stop Center**

- (a) An affiliated site, or affiliate one-stop center, is a site that makes available to job seeker and employer customers one or more of the one-stop partners’ programs, services, and activities. An affiliated site does not need to provide access to every required one-stop partner program. The frequency of program staff’s physical presence in the affiliated site will be determined at the local level. Affiliated sites are access points in addition to the comprehensive one-stop center(s) in each local area. If used by local areas as a part of the service delivery strategy, affiliate sites must be implemented in a manner that supplements and enhances customer access to services.
- (b) Wagner- Peyser Act employment services cannot be a stand-alone affiliated site.



### **Specialized One-Stop Center**

Specialized centers address specific needs, including those of dislocated workers, youth, or key industry sectors, or clusters.

#### **Access**

“Access” to each partner program and its services means:

1. Having a program staff member physically present at the one-stop center;
2. Having a staff member from a different partner program physically present at the one-stop center appropriately trained to provide information to customers about the programs, services, and activities available through partner programs; or
3. Making available a direct linkage through technology to program staff who can provide meaningful information or services

#### **One-Stop System**

The one-stop delivery system brings together workforce development, educational, and other human resource services in a seamless customer-focused service delivery network that enhances access to the programs’ services and improves long-term employment outcomes for individuals receiving assistance. One-stop partners administer separately funded programs as a set of integrated streamlined services to customers.

#### **State Funding Mechanism**

The formula the state will develop and apply to determine the infrastructure costs of all WIOA required one-stop partners in a local area when one or more partners fail to reach consensus locally.

## **MEMORANDUM OF UNDERSTANDING**

WIOA requires each Local WDB to develop and finalize an MOU among itself and its WIOA-required partners with the agreement of the CEO for the Local Workforce Development Area (LWDA). The MOU coordinates operation of the local one-stop delivery system, provision of programs and services, and apportionment of costs. The MOU must include two types of funding agreements pertaining to the costs of the local one-stop centers and delivery system in each LWDA: Infrastructure Funding Agreement(s) (IFA) and Additional Cost Funding Agreement(s).

## FUNDING AGREEMENTS AND INFRASTRUCTURE COSTS

### One-Stop Center Operating Budget:



WIOA requires a local one-stop center operating budget. The local one-stop center operating budget is a financial plan in which one-stop partners, CEOs, and the local WDB in each LWDA will agree upon and use to determine each partner's contribution to certain costs contained therein. The local one-stop center operating budget will serve as the "master budget" and will contain a set of individual budgets or components that consists of costs that are specifically identified in WIOA: infrastructure costs and additional costs. The local one-stop center operating budget may include separate budgets for each comprehensive, affiliate, or specialized center.

### Funding Agreements:

Once the local one-stop center operating budget has been established and agreed upon by the local WDB and all one-stop partners, negotiations of partner contributions towards infrastructure and additional costs of local one-stop centers shall convene.

**Infrastructure Funding Agreement:** WIOA requires the agreed upon contributions towards infrastructure costs by each one stop-partner to be memorialized in an IFA between the local WDBs and all WIOA-required one-stop partners and any additional partners. For the purpose of affiliate and specialized centers, only the local WDB and those partners participating in the operation of that center are required to enter into the IFA for that particular center.

**Additional Cost Funding Agreement:** The agreed upon contributions by each partner towards additional costs shall be memorialized in an Additional Cost Agreement and attached to the MOU.

All funding agreements shall be products of good faith local discussion and negotiation amongst the partners. Each required one-stop partner must contribute to the infrastructure and additional costs of local one-stop centers and the one-stop delivery system based on the program's proportionate use and benefit received, consistent with the Office of Management and Budget Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200 (Uniform Guidance). Local WDBs and one-stop partners may define their own methodology to determine contribution amounts, so long as it is based on the partner's proportionate use and benefit received, consistent with the Uniform Guidance, and WIOA regulations.

Each partner that carries out a program or an activity as part of the one-stop delivery system must use a portion of the funds available for the program or activity to contribute to the infrastructure costs of local one-stop centers based on their proportional use relative to the benefit received by the partner through their participation in the local one-stop center. Each partner's contribution must adhere to that partner program's Federal authorizing statute and to the Federal Cost Principles requiring that costs are reasonable, necessary, and allocable.

WIOA specifies infrastructure costs of local one-stop centers as non-personnel costs that are necessary for the general operation of the local one-stop center. Local one-stop center infrastructure costs may include, but are not limited to:

- Facility rental

- Utilities and maintenance
- Equipment (including assessment–related products and assistive technology for individuals with disabilities)
- Technology to facilitate access to the local one-stop centers, including technology used for the center’s planning and outreach activities
- Common identifier costs, such as the cost of signage for local one-stop centers.

### **Additional Costs:**

Each partner that carries out a program or an activity as part of the one-stop delivery system should use a portion of the funds available for the program or activity to contribute to the additional (non-infrastructure) costs of the local one-stop centers based on their proportional use relative to the benefit received by the partner through their participation in the one-stop delivery system. Additional costs must include applicable career services (identified in the WIOA regulations §678.430) and may include shared operating costs and shared services that are necessary for the general operation of the local one-stop center. **Required partners must contribute to additional costs**, however; additional partners are encouraged to contribute though they are not required to do so. Shared service costs may include:

- Initial intake
- Assessment of needs
- Appraisal of basic skills
- Identification of appropriate services to meet such needs
- Referrals to other one-stop partners
- Business services
- WDB staff functions not otherwise paid using WIOA Title I funds and support the general operations of the local one-stop centers.

Each partner’s contribution must adhere to that partner program’s Federal authorizing statute and to the Federal Cost Principles requiring that costs are reasonable, necessary, and allocable.

### **Types of Funds a One-Stop Partner May Use to Make Infrastructure and Additional Cost Contributions:**

Infrastructure and additional costs can be funded through cash, non-cash, third-party in-kind contributions, and can include any funding from philanthropic organizations or other private entities, or through other alternative financing options. The one-stop partner’s proportionate share must be calculated in accordance with the Uniform Guidance based upon a reasonable cost allocation methodology whereby infrastructure and additional costs are charged in proportion to use of the local one-stop center/system, relative to the benefit received.

### **Examples of Reasonable Infrastructure and Additional Cost Allocation Methodologies:**

Examples of reasonable cost allocation methodologies for infrastructure costs may include using a partner’s square footage footprint within a local one-stop center, number of full-time equivalents available to a local one-stop center, or number of clients served by the partner within the one-stop delivery system, and/or a combination of all of the above. DWD has provided a template of a local one-stop center operating budget to assist the local workforce development boards

and partners in allocating infrastructure and additional costs amongst all partners using full-time equivalents as the allocation methodology.



For additional information, visit:

Workforce Innovation and Opportunity Act of 2014 (WIOA), Public Law 113-128,  
<https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

U.S. Department of Education, WIOA Final Rules page,  
<http://www2.ed.gov/about/offices/list/osers/rsa/wioa-final-rules.html>

## TITLE II: ADULT EDUCATION AND FAMILY LITERACY ACT

WIOA strengthens the Title II - Adult Education and Family Literacy Act (AEFLA) program by positioning adult education services as a key component of the workforce development system in local communities and improving alignment among adult education programs, postsecondary education providers, and employers. A summary of the most significant changes include:

- **Transition from adult basic education to postsecondary education, postsecondary training, or employment:** While AEFLA continues to emphasize high school completion for youth and adults, WIOA reauthorized AEFLA in a manner that recognizes that completion of high school is not an end in itself but a means to further opportunities and greater economic self-sufficiency. Through the implementation of new activities such as integrated education and training, workforce preparation activities, and career pathways programming, changes will better support individuals as they transition from adult basic education to postsecondary education, postsecondary training, or employment.
- **English language learning:** Through WIOA, AEFLA now formalizes the role that adult education has played for decades related to assisting immigrants and English language learners in learning to read, write, and speak English, adds mathematics to the scope of services, and expands the focus of English language learning by adding civics education and workforce training.
- **Innovative supports for re-entry:** Drawing on growing research on the long-term value of education in reducing recidivism and promoting successful re-entry into society, AEFLA, as reauthorized by WIOA, encourages investments in and innovative programming for the educational and career advancement of incarcerated individuals.
- **Supports for families and communities:** As reauthorized by WIOA, the purpose of AEFLA continues to emphasize the important role that adult education and literacy plays in supporting the educational and skill achievement of parents and family members to participate in the educational development of their children and improve economic opportunities for their families.

## ALLOWABLE ACTIVITIES

WIOA, Title II authorizes a variety of allowable activities including:

- Adult education,
- Literacy,
- Workplace adult education and literacy,
- Family literacy,
- English language acquisition,
- Integrated English literacy and civics education,
- Workforce preparation, and
- Integrated education and training.

Each activity is defined below.

**ADULT EDUCATION** - academic instruction and education services below the postsecondary level that increase an individual's ability to:

- (A) Read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- (B) Transition to postsecondary education and training; and
- (C) Obtain employment.



**LITERACY** - an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

**WORKPLACE ADULT EDUCATION AND LITERACY** - includes adult education and literacy activities designed in collaboration with an employer or employee organization at /a workplace or an off-site location that is designed to improve the productivity of the workforce.

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

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

**ENGLISH LANGUAGE ACQUISITION** - a program of instruction—

- (A) Designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
- (B) That leads to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or employment.

**INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION** - education services provided to adult English language learners, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.

**WORKFORCE PREPARATION** - activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

**INTEGRATED EDUCATION AND TRAINING** - an instructional model that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster. An integrated education and training program must meet all the following criteria to be allowable under Title II:



- It must include all three components: adult basic education, workforce preparation activities, and occupational training.
- All three components must occur simultaneously, be of sufficient intensity and quality, be research based, and use occupationally relevant instructional materials.
- The program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities must be organized to function cooperatively.
- The integrated education and training program must be part of a career pathway and help an individual enter or advance in an occupation or occupational cluster.
- The adult basic education instruction must be aligned with the College and Career Readiness Standards, provide skills that are transferable to other contexts and situations, and prepare participants to succeed in any employment and/or postsecondary education opportunities.
- The occupational training component of the program must align with the skill needs of business in the area and existing, high-quality employment opportunities for participants.

## THIRTEEN CONSIDERATIONS FOR WIOA, TITLE II



Important Note

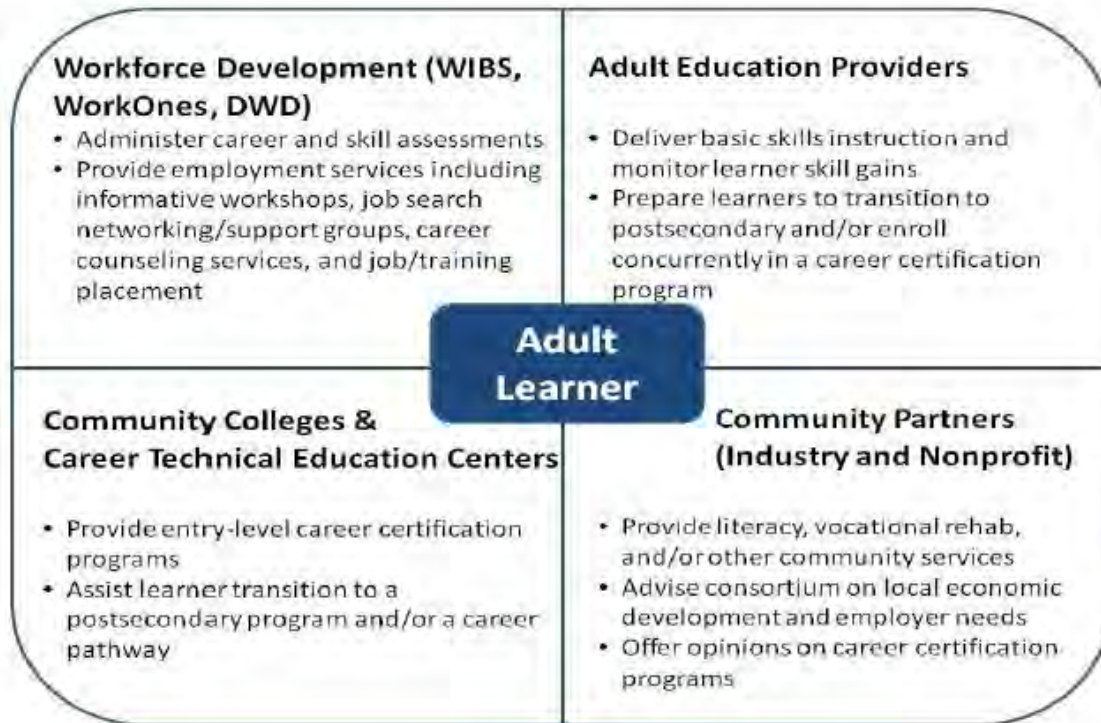
Title II legislation includes 13 considerations or practices that are expected to be implemented in every funded program. These considerations form the basis of the funding application narrative as well as program monitoring criteria. Therefore, program administrators are encouraged to use these 13 considerations as a self-assessment to identify program strengths and areas needing improvement.

The provider should:


1. Be responsive to regional needs and serve individuals in the community most in need of adult education and literacy activities;
2. Serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. Demonstrate past effectiveness in improving the literacy of eligible individuals;
4. Align activities and services with the goals of the local workforce development plan as well as the WorkOne partners;
5. Provide instruction of sufficient intensity and quality, that includes the essential components of reading instruction;
6. Provide instruction based on the best practices derived from the most rigorous research;
7. Use technology, including distance education, to increase the amount and quality of learning and improved performance;
8. Provide learning in context, including through integrated education and training;
9. Employ well-trained instructors, counselors, and administrators who have access to high quality professional development, including through electronic means;
10. Coordinate with other available education, training, and social service resources in the community for the development of career pathways;
11. Offer flexible schedules and coordination with Federal, State and local support services (such as child care, transportation, mental health services, and career planning);
12. Maintain a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance;
13. Have a demonstrated need for additional English language acquisition programs and civics education programs.

## INDIANA STATE ADULT EDUCATION LEGISLATION

Beginning in 2009, the Indiana Department of Workforce Development (IDWD) envisioned a new approach to addressing the issues of employer demand for middle skills, high unemployment, large skills gaps, and limited adult education delivery capacity. IDWD believed that by aligning workforce development and adult education services that customers would be better served. Consequently, IDWD developed a new paradigm for adult education, which went into full effect on April 1, 2011 after legislation passed that made IDWD the agency eligible to receive federal Adult Education and Family Literacy Act (WIA Title II) federal funds. One critical shift that occurred during this time of transition in 2010 and 2011 was the establishment of regional consortia throughout the state. Each consortium is responsible for ensuring that all adult learners in a region have access to both educational and career advising services. Below is a chart that outlines the responsibilities of each partner.



The eleven comprehensive adult education consortia established mirror the design of the Indiana workforce investment system and its workforce service areas. It was determined that the 11-region model would provide the most effective platform to provide adult education services and complement other statewide initiatives to greater strength.



State legislation related to Indiana’s Adult Education program (IC22-4.1-20: Adult Education is found at <http://iga.in.gov/legislative/laws/2017/ic/titles/001>

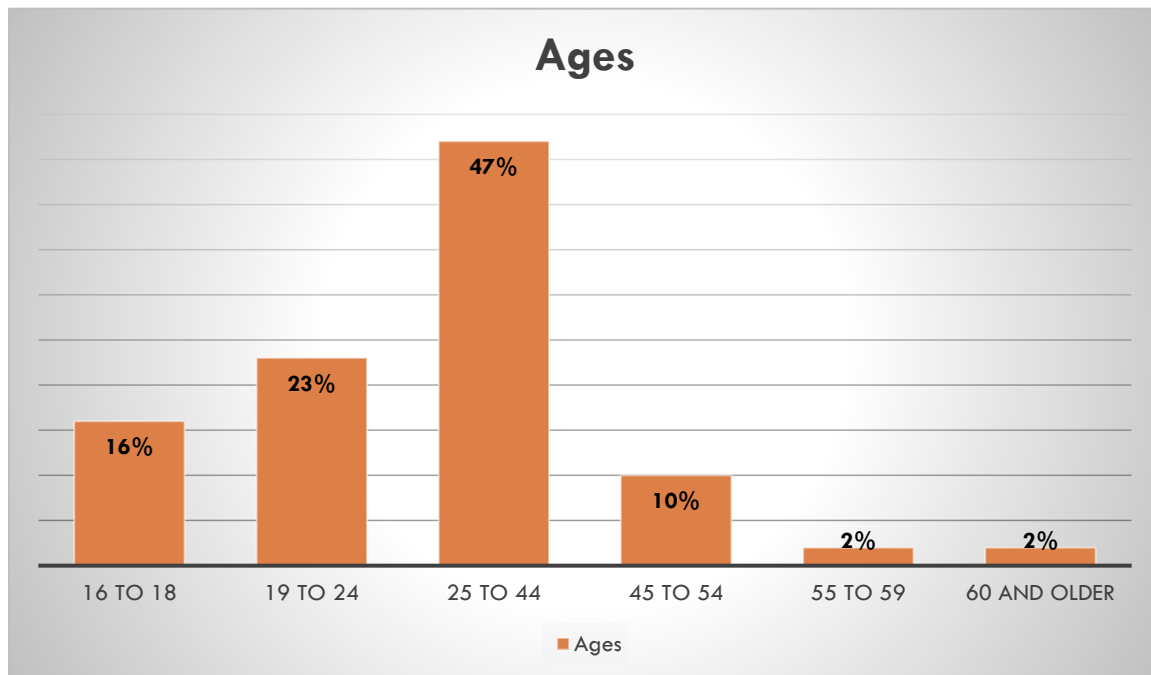
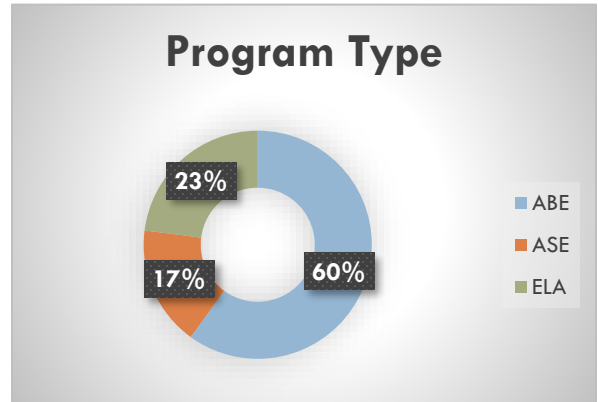
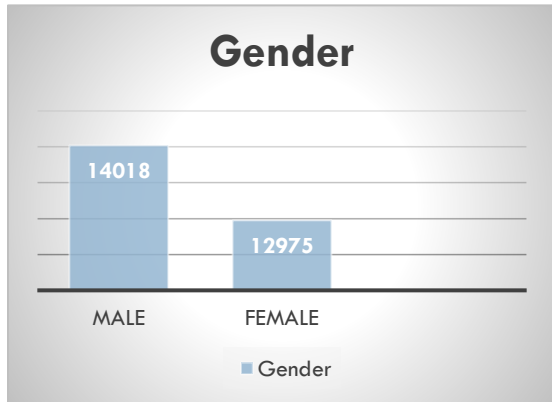


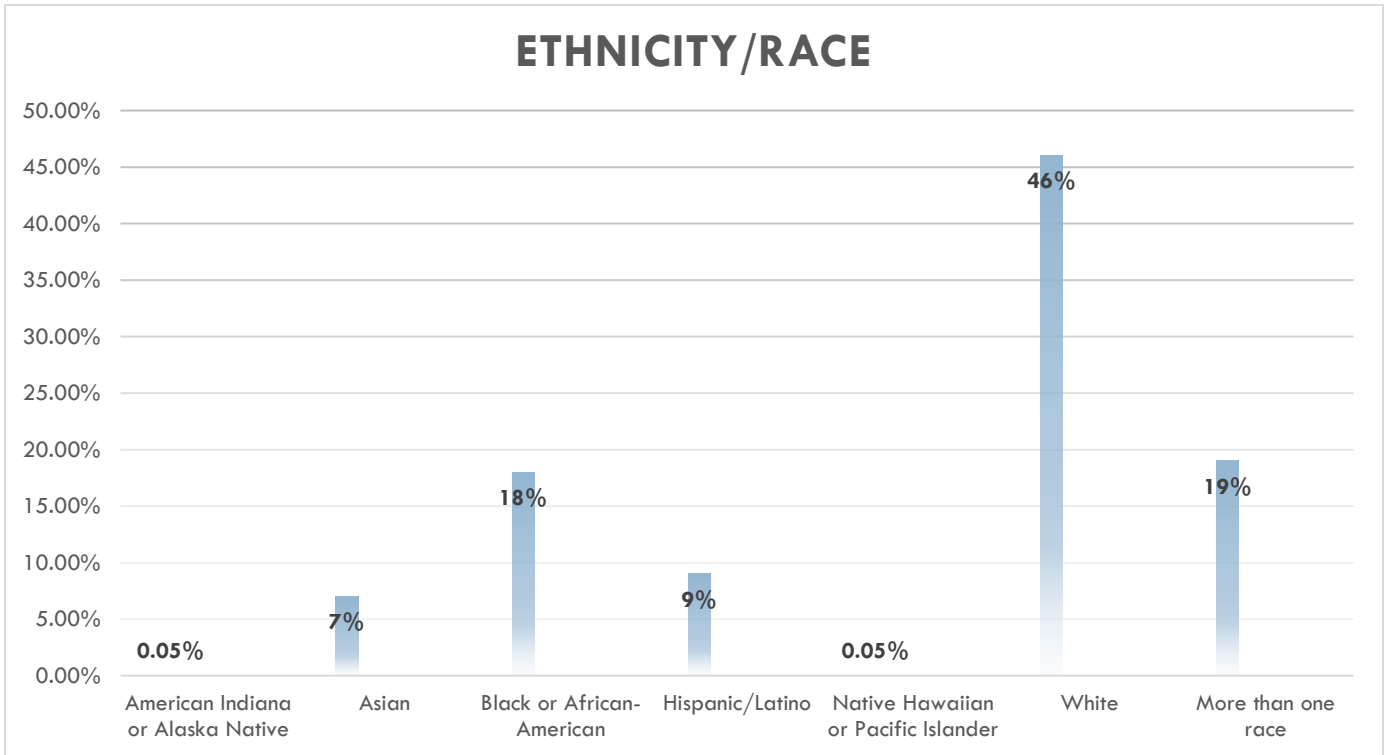
## A SNAPSHOT OF INDIANA'S ADULT LEARNERS

Indiana's Adult Education program serves approximately 27,000 adult learners annually.

- 52% of the students are male.
- The largest age range is comprised of students between the ages of 25 to 44 (47%).
- 54% of the students represent American Indians, Asians, Black or African Americans, Hispanics/Latinos, and more than one race.
- The majority of students are English speakers functioning below an 8<sup>th</sup> grade level (60%).

Below are some graphical presentations of the student population.





### A SNAPSHOT OF INDIANA'S ADULT EDUCATION PROVIDERS

Indiana is committed to providing Adult Education services at a variety of locations throughout the state to make it more convenient for adult learners to attend. Services are provided at 153 different locations throughout the 11 regions. These services are delivered by a diverse group of organizations representing higher education, K-12, community-based agencies, corrections, and workforce development. For a listing of the Adult Education providers, go to <http://www.in.gov/dwd/3070.htm>

### REFERENCES

- Workforce Innovation and Opportunity Act of 2014 (WIOA), Public Law 113-128, <https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>
- U.S. Department of Education, WIOA Final Rules page, <http://www2.ed.gov/about/offices/list/osers/rsa/wioa-final-rules.html>
- IC 22-4.1-20: Adult Education <http://iga.in.gov/legislative/laws/2017/ic/titles/001>

# INDIANA **ADULT EDUCATION**



## ADMINISTRATOR MANUAL

### Funding and Fiscal Policies



INDIANA  
DEPARTMENT OF  
**WORKFORCE**  
DEVELOPMENT

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# FUNDING AND GENERAL FISCAL POLICIES

## Major Points

1. The DWD provides a direct and equitable opportunity for eligible providers to request WIOA, Title II funds by submitting a written proposal/application to develop, implement, and improve adult education and literacy activities in Indiana.
2. In addition to the adult education and literacy, corrections education, and integrated education and training grants, two other funding options are also available: integrated English literacy and civics education and WorkINDiana.
3. WIOA, Title II mandates that eligible providers must be able to demonstrate past effectiveness in providing adult education and literacy activities to eligible individuals. As part of the application narrative, applicants must include data covering a two-year period on the total number of individuals served that demonstrated the applicant's effectiveness in providing adult education and literacy activities.
4. In accordance with WIOA Title II, the Indiana AEFLA grant solicitation requires local Workforce Development Boards to review all AEFLA applications submitted to DWD from eligible providers that wish to provide services within the local WDA to determine whether the applications are consistent with local plans.
5. In Indiana, grant renewals after 2017-2018 for adult education will be made on a program-by-program basis, and funding will include grantee/program performance. Renewals will be contingent on the grant recipient's ability to (1) successfully implement the terms of the grant, (2) meet performance expectations, and (3) provide value to the community. DWD reserves the right to hold new competitive grant competitions.
6. Federal and State funds are restricted purpose funds and may not be transferred to other grants or purposes. Records must be maintained to support the appropriate usage of Adult Education and Literacy funds. Amounts reported as expenditures must be for allowable activities and services and must reflect actual expenditures.
7. Fiscal agents must request permission from the Adult Education Grants Team to purchase any items with a unit acquisition cost over \$5,000 using DWD granted funds.
8. The Maintenance of Effort (MOE) requirements in the Adult Education and Family Literacy Act (AEFLA), Title II of WIOA, require states to maintain their state and local financial commitment to Adult Education. The total local MOE requirement is allocated regionally based upon the percentage of federal funds and enrollments.
9. An Indiana student who is eligible to be counted as enrolled for purposes of reimbursement in a DWD funded Adult Education program shall not be charged tuition. Participants may only be charged permissible fees, which include textbook rental and

**purchase fees; refundable deposits for books or materials used for review outside of the classroom; or childcare.**

- 10. Allowable Title II costs include instructional expenditures related to programs and services addressing allowable activities. Examples include salary, wages, and benefits for instructional personnel; textbooks and instructional supplies; and instructional equipment.**
- 11. Administrative costs are non-instructional in nature and cannot exceed 5% of the Federal allocation. They can include administrative costs (e.g., clerical support); indirect costs (e.g., classroom space, rent, utilities); and American Job Center infrastructure costs. Administrative costs are unallowable with State funds.**
- 12. As part of the Federal compliance process, DWD is required to conduct a Risk Assessment on each provider before grant funds can be awarded.**

DWD leverages several financial resources to ensure the delivery of Adult Education and English literacy programs. These programs include foundational skills development, English Language Acquisition and Civics instruction, career pathways, and academic and career counseling services for the purposes of employment, reemployment, or enhanced employment to adults and out-of-school youth, as defined in the Workforce Innovation and Opportunity Act.

## **TITLE II COMPETITIVE FUNDING PROCESS**

DWD provides an opportunity for eligible providers to request Title II funds by submitting a written proposal/application to develop, implement, and improve adult education and literacy activities in Indiana.

**Eligible Providers:** Eligible Title II providers include:


- A. A local educational agency;
- B. A community-based organization of demonstrated effectiveness;
- C. A volunteer literacy organization of demonstrated effectiveness;
- D. An institution of higher education;
- E. A public or private nonprofit agency;
- F. A library;
- G. A public housing authority;
- H. A nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals;
- I. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of the subparagraphs (A) through (H); and
- J. A partnership between an employer and an entity described in any of subparagraphs (A) through (I).

As required by WIOA, funding is prioritized for the following:

- Organizations who have demonstrated effectiveness in improving the literacy of eligible individuals especially with respect to eligible individuals, who have low levels of literacy;
- Organizations whose services are aligned with local workforce strategies, priorities, and partners; and
- Organizations whose services are responsive to the needs of persons with barriers to employment.

**Direct and equitable:** DWD provides direct and equitable access to Title II funds for eligible providers.

- 1) All eligible providers will have direct and equitable access to apply and compete for grants.
- 2) The same grant announcement and application processes are used for all eligible applicants in the State.



**Grant period:** DWD awards multi-year adult education grants on a competitive basis beginning with an initial one-year grant (July 1, 2017 – June 30, 2018). Following the first one-year grant, DWD retains the right to fund the grant recipients for up to three (3) consecutive years through “continuation grants.”

The exercise of grant renewals after the first year of funding is made on a program by program basis. Renewals are contingent on the grant recipient’s ability to successfully implement the terms of the grant, to meet performance expectations, and to provide value to the community.

Request for Application (RFA) forms can be found at <http://www.in.gov/dwd/2909.htm> For your convenience, the Adult Ed Grant Administrator Waiver PY18 form and Assurances ABE PY 18 are included in the Appendix.

**GRANT FORMS:**

- [ABE RFA Partnership Attachment PY1819](#)
- [Adult Ed Grant Administrator Waiver PY18](#)
- [Assurances ABE PY18](#)
- [Provider PY18 Itemized Budget](#)
- [2018-2019 ABE RFA](#)

**GRANT RESOURCES:**

- [GEPA427](#)
- [ABE RFA Projected Funding](#)

DWD HAS THE DISCRETION TO REVOKE A GRANT AWARD FOR ANY AE FISCAL AGENT OR PROVIDER AS OUTLINED IN THE PROGRAM MONITORING AND IMPROVEMENT POLICY (DWD POLICY 2014-04).

## FUNDING OPTIONS

In addition to the adult education and literacy, corrections education, and integrated education and training grants, two other funding options are also available: integrated English literacy and civics education and WorkINdiana.



We will begin examining the primary source of funding: the Adult Education grant which includes adult education and literacy, corrections education, and integrated education and training. Applicants may apply for one or any combination of the following three funding options.

Adult Education Grant	
Funding Option	Description
<b>1. Adult education and literacy activities</b>	<p>DWD awards allocable funds to be used specifically to provide adult education and literacy activities such as high school equivalency preparation, English language acquisition, family literacy, workforce preparation, or integrated education and training.</p> <p><b>Funding allocation:</b> Funding is allocated through multi-year grants based on three-year average of regional enrollments, regional unemployment insurance data, and county level secondary school diploma attainment rates.</p>
<b>2. Corrections Education and Education for Institutionalized Individuals</b>	<p>DWD awards between one (1) percent and twenty (20) percent of the total adult education and literacy funds to provide educational services to individuals currently incarcerated in a state prison or correctional facility, a county jail, or participating in Indiana’s community corrections program. DWD requires that all programs providing adult education and literacy activities to criminal offenders in state or county custody to give priority to individuals who are likely to leave state or county custody within five (5) years of receiving adult education and literacy services.</p> <p><b>Funding allocation:</b> Funding is allocated at the state level.</p>
<b>3. Integrated education and training</b>	<p>DWD awards ten (10) percent of the total allocable funds for the purposes of implementing integrated education and training at the program level. WIOA defines integrated education and training as a service approach which provides adult education and literacy activities simultaneously and contextually with workforce preparation activities and workforce training for a specific occupational cluster.</p> <p><b>Funding allocation:</b> Funding is allocated regionally</p>



## Adult Education Grant

Funding Option	Description
	based on ten (10) year regional job projections.
Integrated English Literacy and Civics Education (IELCE)	
Funding Option	Description
<b>4. Integrated English literacy and civics education</b>	<p>DWD awards funds to five (5) to seven (7) programs requesting a minimum of sixty thousand dollars (\$60,000) to operate adult education and literacy activities to English language learners, <i>including</i> professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and to acquire both the basic and more advanced skills necessary to function effectively as parents, workers, and citizens of the United States.</p> <p>For a program to receive funding for IELCE under WIOA [§243] it <i>must</i>:</p> <ol style="list-style-type: none"> <li>1. Prepare adults who are English Language Learners (ELLs) for unsubsidized employment in in-demand occupations or career pathways, which lead to economic self-sufficiency;</li> <li>2. Assist English Language Learners in achieving competency in English reading, writing, speaking, and comprehension;</li> <li>3. Lead to a secondary school diploma (HSD – high school diploma) or its equivalent (HSE – high school equivalency);</li> <li>4. Lead to ELLs entering postsecondary education or training; and</li> <li>5. Offer adult education instruction in combination with integrated education and training (IET).</li> </ol> <p><b>Funding allocation:</b> Funding is allocated at the state level through multi-year grants.</p>
WorkINdiana	
Funding Option	Description
<b>5. WorkINdiana</b>	<p>WorkINdiana is a bridge program, the first step on a career pathway for lower-skilled adults, that assists them in moving into postsecondary occupational skills training with a focus on in-demand jobs, obtain credentials, and attain career advancements. Funding is distributed to the regional workforce development boards.</p> <p><b>Funding allocation:</b> DWD grants funds to each region (i.e., Workforce Development Board) using the WorkINdiana formula allocation described in Table 1 below. Up to 10% of the allocation may be used for administration. The remaining 90% of grant funds must be dedicated to WorkINdiana vouchers and supportive services. More specifically, to make funding equitable, no region shall receive less than \$30,000 and no region shall receive more</p>

Adult Education Grant	
Funding Option	Description
	than \$300,000.

**TABLE 1:**

Variable	Description	Weight
% WorkINdiana Enrollment	The number of students enrolled in WorkINdiana per the monthly report	40%
% Adult Education Enrollments	The number of students enrolled in Adult Education from NRS table 4 for the same time frames.	10%
% Completion	Of those enrolled in WorkINdiana per the monthly report for the same time frames, the number who completed the program	15%
% Certification	Of those who completed WorkINdiana per the monthly report for the same time frames, the number who earned a certification	15%
% Placement	Of those who completed WorkINdiana per the monthly report for the same time frames, the number who were employed	20%

**Workforce Education Initiative:** In addition, DWD has established the Workforce Education Initiative. DWD desires to take the state’s workforce to the next level with a focus on the high-priority industries and the high-demand jobs driving Indiana’s 21st Century economy into the future. To assist in this effort, Indiana Adult Education and local adult education programs will continue to frame a coordinated workforce basic skills system that is worker-centered, customized, and provided at the workplace or off-site.

- Specifically, the Workforce Education Initiative targets employers with workers who possess basic skill deficiencies and desire to maintain their jobs and/or improve performance.
- Additionally, this project supports employers in hiring and retaining workers who will be able to meet demands for productivity, safety, and advancement.

For this purpose, five percent (5%) of the total funding awarded will be provided to programs that offer remediation services that support these objectives. DWD intends to fund programs a total of no more than one million one hundred thousand dollars (\$1,100,000) to provide such services as part of this RFA.

**Demonstrated Effectiveness**

WIOA, Title II mandates that eligible providers **must** be able to demonstrate past effectiveness in providing adult education and literacy activities to eligible individuals. As part of the application narrative, applicants must include data covering a two-year period on the total number of individuals served that



demonstrated the applicant's effectiveness in providing adult education and literacy activities. These data should include evidence of eligible individuals' academic skill gains, employment outcomes, family literacy, attainment of secondary credentials or equivalent, transitions to postsecondary education, and workforce training.

WIOA Title II [§116] states that programs receiving WIOA Title II funding will be measured for effectiveness in the following areas:

1. Measurable Skill Gains
  - a. Educational Functioning Level Gain measured by
    - i. Pre-post test
    - ii. Completion of Carnegie units
    - iii. Entry to postsecondary
  - b. Secondary diploma or equivalent
2. Credential attainment
3. Employment rate
4. Median earnings
5. Effectiveness in serving employers

Performance accountability measures are used by the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) to assess the state's effectiveness for achieving positive outcomes for learners and by DWD to assess the effectiveness of individual WIOA Title II funded programs within Indiana. OCTAE uses past performance and continuous improvement requirements to negotiate performance accountability targets with DWD on an annual basis.

Refer to the Performance and Accountability chapter for additional information on Indiana's performance targets.

### **Pass Through Funding**

DWD will allow the use of sub-grantees. Applicants with sub-grantees should familiarize themselves with WIOA Title II [§116 and the Uniform Guidance<sup>2</sup>]. The grantee will assume all responsibility for the performance of the sub-grantees. This includes, but is not limited to, ensuring that sub-grantees follow DWD policies and that sub-grantees are in compliance with applicable state and federal law. Grantees that pass funding to sub-grantees will also be responsible for the monitoring of sub-grantee performance and data.

### **Proposal Review**

WIOA mandates local Workforce Development Boards (WDBs) to coordinate activities with education and training providers within the local Workforce Development Area (WDA). In accordance with WIOA Title II, the Indiana AEFLA grant solicitation requires local WDBs to review all AEFLA applications submitted to DWD from eligible providers that wish to provide services within the local WDA to determine whether the applications are consistent with local plans. Upon completing this review, the local WDB must submit a recommendation to DWD to promote alignment with the local plan. DWD developed a process memo for the local WDB review; this can be found on the DWD adult education grants page <http://www.in.gov/dwd/2909.htm>

In the event that an applicant submits an application seeking funds in areas covered by multiple WDBs, each WDB will review the applicant's proposal separately. Prior to the

awarding of contracts DWD may require applicants to make revisions to grants, including changes that better align the grantee with local WDBs.

## **DETERMINING BUDGET ALLOCATIONS**

In Indiana, grant renewals after 2017-2018 for adult education will be made on a program-by-program basis, and funding will include grantee/program performance. Renewals will be contingent on the grant recipient's ability to (1) successfully implement the terms of the grant, (2) meet performance expectations, and (3) provide value to the community. DWD reserves the right to hold new competitive grant competitions.

Below are the performance criteria used in determining the amount of funds a program can receive.

<b>PERFORMANCE METRIC</b>	<b>POINTS</b>
Adult Education Enrollment	1-Point
Adult Education Enrollment in Integrated Education & Training (IET)	1-Bonus Point
Measurable Skill Gains Including Multiple Periods of Participation (PoP)	1-Point for <b><u>EACH</u></b> Level Gain
Entry into Training or Post-Secondary Education	1-Point (Non-IET)
Receive Industry Recognized Certifications	3-Points (IET or Training)
Obtain High School Equivalency (HSE)	2-Points
Employment	3-Points

## **BUDGET REQUIREMENTS FOR FISCAL AGENTS AND SUB-GRANTEES**

Each Adult Education fiscal agent must submit a line item budget that details planned expenditures for its share of the regional base allocation. All proposed program and administrative expenditures should be included. Administrative costs are to be limited to five (5) percent of the federal and state allocation per year. Fiscal agents may request a waiver for up to fifteen (15) percent for administrative costs if the program requires more than the five (5) percent to operate effectively.

Each fiscal agent must submit a budget for each sub-grantee showing the distribution of sub-awarded funds by both type (program and administrative) and source (state and federal). A line item budget is not necessary for sub-grantees. Fiscal agents should submit sub-grantee budgets as required through the grant application. Sub-grantee budgets should be revised and resubmitted to the Adult Education Grants Team, via [adulted@DWD.in.gov](mailto:adulted@DWD.in.gov) upon any transfer of sub-granted funds between type and/or source.

## Budget Modification

- A budget modification is required for a grantee to reallocate funds in the approved budget if the adjustment includes one or both of the following:
  - Transferring funds between program and administrative costs.
  - Transferring funds between state and federal allocations.
- Budget modification requests must be submitted to the Adult Education Grants Team, via [adulted@DWD.in.gov](mailto:adulted@DWD.in.gov) **and** approved by DWD before budget modifications are made.

## Expenditure Reimbursement

- Fiscal agents will be reimbursed for actual program and administrative expenditures by completing the prescribed DWD AE reimbursement form and electronically submitting it to the Adult Education Grants Team at [adulted@DWD.in.gov](mailto:adulted@DWD.in.gov)
- Fiscal agents may submit for reimbursement on a monthly basis, but are required to submit for reimbursement no less than quarterly.
- DWD strongly suggests the submission of reimbursements for state funds prior to the submission of reimbursements for federal funds.

### FISCAL RESPONSIBILITIES

Expenditures for each Federal funding source must be tracked separately within an individual budget. Federal and State funds are restricted purpose funds and may not be transferred to other grants or purposes. Records must be maintained to support the appropriate usage of Adult Education and Literacy funds. Amounts reported as expenditures must be for allowable activities and services and must reflect actual expenditures.

Title II recipients are responsible for ensuring that grants are managed with sound fiscal systems and procedures that meet applicable State and Federal requirements. The provider:

- Is responsible for effective management of the grant, including all funds committed to subcontractors;
- Must have appropriate accounting systems in place to track expenditures, including responsibility for monitoring subcontracts and ensuring that all grant funds are expended as articulated in the Memorandum of Agreement between partners;

- Must submit required fiscal reports by the deadline established by DWD. Failure to submit timely and accurate reports may result in a suspension of further payments.
- Must retain all local program records and supporting documents for a minimum of five years from the date of submission of the final expenditure report.

## PURCHASING REQUESTS AND ASSETS INVENTORY

Fiscal agents must request permission from the Adult Education Grants Team to purchase any items with a unit acquisition cost over \$5,000 using DWD granted funds.

- Fiscal agents must complete and return Attachment B of the Property Management/Surplus Property Policy (DWD Policy 2015-02) to [adulted@DWD.in.gov](mailto:adulted@DWD.in.gov) to request permission.
- Property records must be maintained as long as the item is in service (or until 10 years after the item has been listed as transferred or disposed).

Any equipment or property with a unit cost of \$500 or more procured using DWD granted funds **must** be tracked and maintained on a spreadsheet at the local level in the events of a change in the grant recipient(s).

Twice annually, a physical inventory of these assets must be performed and reported to the Adult Education Grants Team at [adulted@DWD.in.gov](mailto:adulted@DWD.in.gov)

## MAINTENANCE OF EFFORT

The Maintenance of Effort (MOE) requirements in the Adult Education and Family Literacy Act (AEFLA), Title II of WIOA, require states to maintain their state and local financial commitment to Adult Education. In general, Indiana’s total MOE may not be reduced from year-to-year. In general, regionally required MOE shall remain the same year-to-year. In the event of a significant change in funding, regional MOE may change accordingly. The total local MOE requirement is allocated regionally based upon the percentage of federal funds and enrollments.

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MOE is required to be documented used in a manner for administration and/or instruction, and can include the following:

- Any non-federal or non-state funds used to provide AE services (excluding costs related to High School Equivalency Assessment) and
  - In-kind contributions to AE providers including, but not limited to, volunteer hours, facility/office space costs, copying and printing, technology, and services provided by tutors or literacy agencies.
  - The cost of staff time spent in providing adult education and literacy activities either volunteered or paid for from non-federal or non-state funds.
- 

## ADULT EDUCATION PROGRAM TUITION AND FEES

### **Tuition:**

An Indiana student who is eligible to be counted as enrolled for purposes of reimbursement in a DWD funded Adult Education program shall not be charged tuition.

### **Fees:**

Participants may only be charged permissible fees, which include textbook rental and purchase fees; refundable deposits for books or materials used for review outside of the classroom; or childcare.



DWD requires programs that charge fees to establish a fee policy that:

- Address fee requirements and exceptions;
- Contains a schedule for fee payments; and
- Creates standards that address how fees will not impose barriers to the student.

Any fees must be necessary, reasonable, and **not** impose a barrier to the participation of disadvantaged persons that the program was designed to serve. Programs **must** disclose any associated fees to students prior to orientation.

### **Program Income Requirements:**

Programs choosing to charge fees must reinvest the funds in the adult education program before requesting additional grant money for the same activity in accordance with 34 CFR 80.21(f). Additionally, all income from fees must be spent during the same program year. DWD requires programs to report fees and how these funds were reinvested in Adult Education upon request. Any fees charged may not be applied toward Maintenance of Effort requirements.

References: Adult Education Funding Policy, DWD Policy 2015-12  
Program Management/Surplus Property Policy, DWD Policy 2015-02

## **ALLOWABLE USES OF FEDERAL FUNDS**

The Education Department of General Administrative Regulations (EDGAR) addresses allowable uses of Federal grant funds. All grant recipients must have a financial management system that includes written procedures for ensuring all expenditures conform to the terms and conditions of the grant as well as the Uniform Guidance Cost Principles. All grant costs must:

- Be necessary and reasonable
- Be consistent with policies and procedures
- Be treated consistently
- Be aligned with the Generally Accepted Accounting Principles (GAAP)
- Be adequately documented
- Not be included for match or cost sharing
- Conform with Federal law and grant terms

The provider must maintain a record of actual expenditures of local, State, and Federal funds for activities allowed under WIOA Title II. The funds must be maintained as separate line items to maintain their separate identities for reporting and auditing purposes. Comingling of these separate sources of funding is not allowed.

Title II allowable costs fall into two categories: direct costs and administrative/indirect costs.

**Direct costs:** Direct costs are expenditures assigned to a specific project or activity that support the program's instructional purpose. Examples include salary, wages, and benefits for instructional personnel; textbooks and instructional supplies; and instructional equipment. Anything dealing with direct instruction is an allowable direct cost including professional development costs.

**Administrative costs:** These costs are non-instructional in nature and **cannot exceed 5% of your Federal allocation.** They can include such non-instructional expenses as clerical support, rent, interagency coordination, WorkOne infrastructure costs, and professional development. Programs may request a waiver, subject to approval, if this restriction prevents the grantee from adequately providing administration, professional development, or interagency coordination.

**Unallowable costs:**

- No Federal funds may be used for HiSET test administration.
- No Federal funds may be used to purchase any promotional items such as pencils, luggage tags, hats, etc. However, State funds may be used if the items are "program-specific."
- No State or Federal funds may be used to travel outside the country; prior approval for travel outside the State should be obtained by virtue of inclusion in the local plan/application.
- Other unallowable costs include such items as commencement costs, advisory councils, food, lobbying, flowers, gifts, trophies, awards, and student activity costs.

**Supplement – not supplant:** State and other non-Federal funding sources should not be replaced by AEFLA Federal funding. The AEFLA funds should be used to supplement and increase the level of funds made available to adult education programs. Federal funds may not be used to pay for services, staff, programs, or materials that would otherwise be paid with State or local funds.

## RISK ASSESSMENT

As part of the Federal compliance process, DWD is required to conduct a Risk Assessment on each provider before grant funds can be awarded. As the pass-through entity, DWD must assess the risk of a sub-grantee not complying with Federal statutes, regulations and the terms and conditions of sub-awards.

The purpose of this assessment is to furnish the DWD Adult Education state staff with information which will help in monitoring potential risk factors associated with grants awarded to providers. These risk factors are based on Federal guidelines. The focus of the Risk Assessment is to ensure that providers adhere to the grantor's guidelines and agreements, remain within the budget, are capable of carrying out the scope of service and ensure that proper internal controls are in place.



A risk assessment for eligible sub-grantees will be performed by DWD on an annual basis prior to grant award disbursements. Risk factors will include, but will not be limited to:

- Audit Findings
- New Personnel



- Prior Experience
- Performance
- Size and complexity of program
- Late Reporting
- Allocation Amount
- Overpayments/Refunds
- Data Submission Errors
- Lapsed Funds/Carryover Amounts
- Financial Distress
- Indications of Fraud and Abuse
- Impending Provider closures

Upon completion of the risk assessment, DWD will determine which programs require a more in-depth review. As required by federal law, DWD staff will also perform an on-site review of any programs that are high risk according to the assessment results. Programs will be notified of the need for a more in-depth review. Additional information on program monitoring is contained within the Performance and Accountability chapter.

As a requirement of the Federal award, the pass-through entity, which in this case would be DWD and auditors, are to have access to the sub-grantees records and financial statements as necessary for the pass-through entity to meet the requirements. In most circumstances, the Chief Financial Officer (CFO) of the institution will have all the required financial documentation. Documents that should be available for review may include:

- General Ledger Chart of Accounts
- Prior Year General Ledger that includes monthly expenditures
- Payroll information to document the staff paid out of the Federal award
- Time and Effort Documentation
- Cash Management Procedure
- Allowable Procedures
- Travel Policy
- Procurement Procedure

## **FISCAL AUDITS**

Providers that receive \$750,000 or more in Federal funds are required to have an outside entity conduct an A-133 audit on an annual basis. An A-133 audit examines compliance with the regulations governing the use of Federal funds by grant sub-recipients of Federal funds. Providers that do *not* receive \$750,000 or more in Federal funds are not subject to the specific A-133 audit. Providers must submit either the most recent A-133 or an annual audit electronically with the grant continuation documents. All providers should maintain audit records on file for possible review.

## **REFERENCES**

DWD Policy 2015-12, Adult Education Funding Policy

Workforce Innovation and Opportunity Act, Sections 129 and 241

Property Management/Surplus Property Policy (DWD Policy 2015-02)

# INDIANA **ADULT EDUCATION**



## ADMINISTRATOR MANUAL

### Funding and Fiscal Policies Appendix



INDIANA  
DEPARTMENT OF  
**WORKFORCE**  
DEVELOPMENT

## 2018-2019 Adult Education Grant Continuation Assurances



The applicant organization, legally entitled \_\_\_\_\_, gives assurances to the Indiana Department of Workforce Development, that:

1. The information provided in this application is accurate and constitutes a firm request for assistance to conduct an adult education program under the Adult Education Act and Family Literacy Act, Title II of the Workforce Innovation and Opportunity Act.
2. The applicant agency has the necessary legal authority to apply for and receive the proposed grant.
3. If approved, the proposed program will be conducted in accordance with all relevant federal and state laws, with the *WIOA State Plan for the State of Indiana*, and with any other applicable policies and administrative guidelines issued by the State Workforce Innovation Council and the Indiana Department of Workforce Development. Specific assurance is given that:
  - a. Federal funds received under the Adult Education and Family Literacy Act will be used to supplement the amount of state and local funds available for uses specified in the act and, in no case, to supplant such state and local funds.
  - b. Each grant will be maintained in a separate ledger account.
  - c. The applicant will take necessary steps to ensure equitable access to and participation in its adult education program by addressing the special needs of students, teachers, or other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.
4. The adult education program will be coordinated with and not duplicative of services, programs, or activities made available to adults in the community under other federal, state, and local programs including: Workforce Innovation and Opportunity Act, Title I, III, and IV; Vocational and Technical Education Act of 1998; Education of the Handicapped Act; Higher Education Act of 1965; and the Domestic Volunteer Service Act.
5. The applicant will comply with the policy of the Indiana Department of Workforce Development not to discriminate on the basis of race, color, religion, sex, national origin, age, or handicap as required by the Indiana Civil Rights Act (I.C. 1971, 22-9-1), Public Law 218 (I.C. 19971 title 20), Titles VI and VII (Civil Rights Acts of 1964), The Equal Pay Act of 1973, Title IX (1972 Education Amendments), and Section 504 (Rehabilitation Act of 1973).
6. If a representative other than the chief administrative officer has been duly authorized to submit this application for and on behalf of the applicant, and if the undersigned is fulfilling the duties so delegated, the applicant verifies such authorization by attaching a copy of the official authorizing document to this application.
7. No board or staff member of this applicant agency will participate in, or make recommendations with respect to, an administrative decision regarding this project if such a decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him/her or any member of his/her immediate family.

8. All equipment acquired under the Adult Education and Family Literacy Act will be used continually for the purposes specified in the approved program proposal throughout the period of active federal funding; administrative control of such equipment and other property acquired with these funds will be retained by the Indiana Department of Workforce Development.
9. All fiscal records and records that document program accomplishments, as reported by the applicant to the Indiana Department of Workforce Development, will be maintained for a period of three years.
10. The copyrights on all materials produced under this grant will be held by the Indiana Department of Workforce Development unless a specific exception is explicitly granted in writing to the applicant agency by the Indiana Department of Workforce Development.

We the undersigned hereby attest to the above on behalf of:

---

(Legal name of applicant organization)

1. Signed: \_\_\_\_\_  
 (President/chairperson, governing board)

Typed name: \_\_\_\_\_

Official name of board: \_\_\_\_\_

2. Signed: \_\_\_\_\_  
 (Chief executive/superintendent)

Typed name: \_\_\_\_\_

3. Date submitted to DWD: \_\_\_\_\_

---

**STATE USE ONLY**

Date approved: \_\_\_\_\_  
 \_\_\_\_\_  
 State Director of Adult Education

**2018-2019 Adult Education RFA  
Administration Cap Waiver Request**



The applicant agency, \_\_\_\_\_, requests a waiver to expend \_\_\_\_\_ 0% of its federal and state budget for administrative costs for program year 2018 for the Adult Education program under the Adult Education and Family Literacy Act.

We, the undersigned, acknowledge that 95% of the federal grant is expected to be used for program (instructional) purposes unless a waiver is approved. We further understand that a waiver for administrative (non-instructional) costs in excess of 5% of the federal and state budget amount will be granted only in exceptional circumstances. One or both of the following categories must apply.

*(Check one or both statements, as applicable, and provide rationale for the waiver request)*

The administrative activities relate to the achievement of state goals to improve quality and level of service, as explained here:

A 5% limit on administrative expenditures would **not** provide for sufficient planning, management, evaluation, or coordination, as explained here:

We provide these assurances/justifications with respect to this waiver request.

\_\_\_\_\_  
Program Director Signature

\_\_\_\_\_  
Financial Officer Signature

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**For State Use Only**

A waiver for program year 2018  is granted

is not granted

\_\_\_\_\_  
State Director Signature

\_\_\_\_\_  
Date

# INDIANA **ADULT EDUCATION**



## ADMINISTRATOR MANUAL

Student Eligibility, Enrollment, and Attendance



INDIANA  
DEPARTMENT OF  
**WORKFORCE**  
DEVELOPMENT

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# STUDENT ELIGIBILITY, ENROLLMENT, & ATTENDANCE

## Major Points

1. WIOA defines the services and target population for Title II as services or instruction below the postsecondary level for individuals who have attained 16 years of age; who are not enrolled or required to be enrolled in secondary school under State law; and who are basic skills deficient; or do not have a secondary school diploma or its equivalent and have not achieved an equivalent level of education; or are English language learners.
2. Individuals who are sixteen (16) and seventeen (17) years of age may enroll **ONLY** if a principal signs the student's exit form.
3. Title II programs may not serve foreign students studying in the United States on F-1 (Student) Visas.
4. When students enroll in the program, their attendance record is evaluated to determine their classification as a "Reportable" individual or a "Participant."
  - **Participants** are individuals who enroll in the program and have at least 12 contact hours prior to separating for a period of 90 days without service or up to 120 days if they have a future service date.
  - If the students who enroll separate from the program with fewer than 12 contact hours, these individuals are classified as "**Reportable.**" If the students do not enroll but identifying information is collected on them which may include demographic data or administering an assessment, these individuals are also "Reportable."
5. Providers must have an attendance policy approved by DWD that promotes achievement of measurable outcomes and acknowledges intensity and duration as best educational practices.
6. Student folders containing release of information forms, registration forms, assessment information, signed forms for 16 and 17-year-old students, and original versions of any additional signed documents should be maintained a minimum of three years.
7. A student is considered to have exited/separated from the program after a period of 90 days without service or up to 120 days if a prior planned exit and future service date were identified by the student and recorded by the staff. If a student returns to the program after a 90-day separation, the student must begin a new period of participation.

## STUDENT ELIGIBILITY

WIOA defines the services and target population for Title II programs as “services or instruction below the postsecondary level for individuals

- (A) who have attained 16 years of age;
- (B) who are not enrolled or required to be enrolled in secondary school under State law; and
- (C) who –
  - (i) Are basic skills deficient; or
  - (ii) Do not have a secondary school diploma or its equivalent, and have not achieved an equivalent level of education; or
  - (iii) Are English language learners.

**Below are a few clarifications regarding student eligibility.**

### **Age Requirements**

- Individuals who are sixteen (16) and seventeen (17) years of age may enroll **ONLY** if a principal signs the student’s exit form.
- Individuals who are sixteen (16) and seventeen (17) years of age must also have the superintendent’s signature to take the high school equivalency assessment in accordance with IC 22-4.1-18.

### **Withdrawal from Secondary School**

No student who is currently enrolled in a public or private secondary school may be enrolled in Adult Education programs.

### **Enrollment of High School Graduates**

Students who have a high school diploma, a high school equivalency, or Adult High School diploma may enroll in Adult Education programs if they score 12.9 or below (or its equivalent) on a state-approved standardized test.

### **Enrollment of Foreign-born Students**

Title II programs may not serve foreign students studying in the United States on F-1 (Student) Visas.

Federal adult education legislation does not specify the need to prove legal status of foreigners as a condition for enrollment in Title II classes. Thus, it is not necessary for foreigners to present passports, visas, work permits, or Social Security cards to prove legal status to enroll. However, foreign students (with F-1 Visas) enrolled in universities or private English language institutes may not simultaneously enroll in publicly funded adult education programs.

English language learners who have completed post-secondary education in another country, but lack basic English language skills may enroll in Adult Education programs (as long as they do not have an F-1 Visa). People in this country as “nannies” or “au pairs” on a study exchange (J-1) visa may not participate in Adult Education programs.

### **Enrollment of Court-ordered Youth**

Sometimes a judge will order an individual to attend an Adult Education class or take a high school equivalency test as a condition of release or parole. The court-ordered student may have specific attendance guidelines dictated by the court. If the court has not set attendance guidelines, the Adult

Education program should determine the appropriate attendance requirement, similar to those developed for other mandated students.

It is recommended that the student sign a commitment contract or similar document that specifies the attendance requirements, and this document should be sent to the court official (i.e., probation officer or other designee providing oversight). Once the student contract is completed, or if the student is terminated, the appropriate court official must be notified in writing.

## PARTICIPANTS VERSUS REPORTABLE INDIVIDUALS

### Federal Reporting of Enrollment

WIOA defines enrolled students in two ways: participant or reportable individual. Both should be included in your data.

**Participant:** an individual who completes at least 12 contact hours prior to separating for a period of 90 days without service or up to 120 days if they have a future service date. Only participants are reported for WIOA performance indicator purposes. Participant status must be achieved any time an individual enters, or reenters, an adult education program. Participants who continue receiving services across program years do not need to requalify as a participant in a new program year since exit has not occurred.

**Reportable Individual:** an individual who registers with an Adult Education Program or provides identifying information, takes action that demonstrates an intent to use program services, but has less than 12 contact hours before exiting the program.

When students enroll in the program, their attendance record is evaluated to determine their classification as a “Reportable” individual or a “Participant.” If students enter the program on multiple occasions, their attendance record is re-evaluated each time they re-enter the program after a period of separation.

### **What students are classified as participants?**

These are individuals who enroll in the program and have at least 12 contact hours prior to separating for a period of 90 days without service or up to 120 days if they have a future service date. The student’s attendance is tracked from their point of entry until their exit date in making this determination. Participant status is retained until an exit occurs.

### **What students are classified as reportable?**

These are individuals for whom identifying information is collected and possibly enroll in the program. If the students who enroll separate from the program with fewer than 12 contact hours, these individuals are classified as “Reportable.” If the students do not enroll but identifying information is collected on them which may include demographic data or administering an assessment, these individuals are also “Reportable.” Providers are responsible for tracking these individuals.

### **Does a student have to have 12 or more contact hours within a program year to be considered a participant?**

No, a student’s attendance record is evaluated from the point of entry to the point of exit. There may be circumstances in which a student continues into a new program year from a prior program year and has 12 or more hours during that period but less than 12 hours in the current program year. For example, a student may begin on May 1, 2017 and have 12 or more

contact hours by June 30, 2017. If this student continues into the program year without separating, the student automatically begins the new program year as a participant. It’s also possible for a student to

end a program year as a reportable individual, continue into the new program year and become a participant upon their 12<sup>th</sup> contact hour during their continuous service period without separation.

## STUDENT RECRUITMENT

Obviously, before any of the pre-instruction activities can occur, your program needs to have students! Recruitment is a crucial component to the success of adult education programming. Recruitment plans must be flexible and ongoing. Changing populations, needs, funds, and demands by other community services all impact recruitment efforts. Therefore, clear, concise, and targeted promotional strategies are paramount.

Recruitment is often a shared activity involving input and participation from various staff members. As educators, we sometimes have the tendency to tell everything we know about Adult Education instead of pinpointing just the information that a particular audience might want to know. This holds true for student recruitment as well.

Potential students can easily get overwhelmed if your promotional materials or messages are too comprehensive. Below are a few pointers to keep in mind.

- Define clearly the target audience – demographic characteristics, location – and indicate what type of promotional material may be most effective.
- Keep it simple. Use short sentences and familiar words.
- Use as few words as possible. Say what you want to say, then quit.
- Use the present tense and action words to make the message have a sense of urgency.
- Use personal pronouns. Talk to the audience just as you would to a friend.
- Do not use jargon and do not over punctuate. This kills the copy flow
- Emphasize benefits. Clearly outline what participants will learn and be able to do.
- Write with enthusiasm. Convince the consumer to share your excitement.

*(This information comes from “Planning Programs for Adult Learners,” Rosemary Caffarella.)*

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*Remember the goal is to capture attention, create interest, engage the reader/listener, and inspire action!*

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Your program’s recruitment materials offer a great way to get the message out that your Adult Education program does more than help individuals prepare for a high school equivalency diploma! Keep it simple, but let your audience know that your program can help them get started on their way to a rewarding and good-paying career.

There are a variety of recruitment strategies that can reach your target audience. Some of these are listed below.

- Arrange to speak to agencies, clubs, and organizations about the adult education program.
- Circulate bilingual flyers to ethnic food shopping centers, restaurants, supermarkets, bowling alleys, laundromats, libraries, employment offices, and mega-stores, i.e., Target, Wal-Mart, etc.
- Ask grocery stores and other businesses to print your information on sacks.
- Use public service announcements on radio and television.
- Hold a “bring a friend” get-together.
- Send post cards.
- Set up booths/displays at local events and shopping centers.
- Dispense table tents/placemats to restaurants.
- Put inserts in church bulletins.
- Place student success stories in local newspapers.



Don't forget, however, the power of technology in today's digital age! This opens a whole new set of tools and venues you can use for student recruitment, such as You Tube videos about your program services, text messaging, Facebook, Twitter, Snapchat, Instagram, LinkedIn, and Storify.

Social media is a great way to connect with a number of audiences and build personal relationships. The Appendix includes [best practices](#) to keep in mind for your social media account.

## PLANNING YOUR INTAKE AND ORIENTATION PROCESS

Students become officially enrolled in Adult Education after twelve (12) attendance hours, which may include both instruction and orientation hours. An effective orientation can help students become comfortable in their new surroundings and connected to the program. Student orientations provide a time to help new students learn about program options, attendance policies, support services, course scheduling and related topics. Just be careful not to overwhelm new students with too much information at once. Be sure to have handouts or online information they can access after the orientation. Orientations are also a



good time to explore careers and to set educational goals for transition to post-secondary education or job training.

Student retention in adult education programs has been a long-standing challenge for most adult educators. Some of our students enroll, attend a few classes, and then disappear. Research, such as NCSALL's Learner Persistence Study, has given us clues into why they leave and what we need to do to keep them engaged in our programs.

One of the most significant research findings that is supported by a variety of studies is the power of the cohort – the impact of building a sense of community among adult learners and how that relates positively to student retention and student achievement. The power of the cohort should hopefully begin with your intake and orientation process for new students!

Let's begin by taking the Adult Education Sanity Quiz to see where you're at. Would you answer "yes" to any of these questions?

- **Do several of your students complete your intake process but then quit after a couple class sessions?**
- **Do your teachers find themselves constantly juggling between teaching existing students and enrolling new ones?**
- **Do your teachers never have as much time as they would like to help students set realistic and meaningful goals?**
- **Are you afraid that if you don't enroll students whenever they show up at your door that you'll never see them again?**

If so, you may be suffering from the "All Things to All People" Syndrome – quite common among adult educators. In our efforts to support our adult learners in every way possible, we have given new meaning to flexibility. Flexibility has been the cornerstone of adult education. We know that our learners have multiple demands on their time and on their participation so we have tried to make our classes as flexible as possible to support their participation. We also want them to see how adult education is different than their K-12 experiences so they will not feel angst when they enroll. How many of you had brochures that advertised, "Enroll anytime...Set your own schedule?" Many of us did because we felt that flexibility was critical to student enrollment.

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*However, think about some situations in your own life. How many of you have tried to lose weight, stop smoking, or start a regular exercise routine? We start out with the best of intentions, but it doesn't take much sometimes to lead us astray. The same is true with our students when they feel they can enroll anytime or attend whenever they want. When the structure and the expectations are not in place to promote sustained student attendance, it's very easy to miss a few classes, get out of the routine of coming to class, and then stopping all together.*

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Yes, we know that our learners often have barriers to regular attendance and we need to recognize and accommodate those, but even flexibility has its limits. It's all about balance – maintaining flexibility within a more structured approach – an approach that places more emphasis on regular attendance and the student's commitment to participate. Setting the expectation up front that regular attendance is critical and providing an orientation and class structure that reflects that expectation are important steps. And believe it or not, the majority of potential students will return for a scheduled orientation session. Those that do not were probably not at the “readiness” level to begin classes and sustain their attendance. That is also why many programs have switched from open entry to managed entry classes.

As adult education programs have transitioned to managed entry classes, their intake and orientation processes have changed. They have realized that this process is the first impression that most potential students receive of the program. And first impressions count!



Additionally, WIOA necessitates a more career-focused approach to our orientation process. To do that, you need a structure and a process to make it happen. Potential students need labor market information on high-demand jobs if they are to make informed

decisions about employment and postsecondary goals.

In this section, we will examine the intake and orientation process and provide brief descriptions of several critical elements that integrate the career focus while at the same time build the sense of community that is needed for new students to become truly engaged in their studies. This list of elements is not intended to be all-inclusive. You need to determine what other options are needed for your program. The Appendix includes sample templates that can be easily adapted to your needs.

Let's begin with a self-assessment (located on the next page) so you can see how many of the elements you already have in place. Few programs have all the elements in place. Some elements may be more appropriate for a certain student population or other elements may not be feasible because of factors beyond your control. Either way, the self-assessment will help you determine where you'd like to start!



## Intake and Orientation Self-Assessment

**What does your student orientation and intake process include? (check all that apply)**

- a fun and engaging welcoming activity
- program overview including explanation of how your program can help them get started on a career pathway
- explanation of how your classes differ from K-12
- discussion of potential barriers/roadblocks to participation and available options
- discussion about labor market information, high-demand jobs, and salary and training requirements (perhaps a graph that illustrates how salaries increase with advanced education, but a four-year degree is not required for all good-paying jobs.)
- administration of a career interest inventory such as Indiana Career Explorer
- testimony/advice from currently-enrolled students
- self-assessment to determine student strengths and interests
- explanation of how adults learn and administration of a learning styles inventory
- administration of a locator or appraisal test
- special session or information to minor students (16 – 17 years old) and their parents/guardians regarding requirements for admission and HSE testing
- completion of registration forms
- explanation of confidentiality issues and signed release of information form
- explanation of local program expectations, including attendance policy and signatures on program's code of conduct

- \_\_\_ explanation of acceptable internet use policy and appropriate signature
- \_\_\_ preliminary screening questions that address special learning needs
- \_\_\_ student folders for required paperwork
- \_\_\_ handouts or packets for students to take with them in case they forget things they heard during intake and orientation
- \_\_\_ administration of standardized tests
- \_\_\_ short pre-requisite classes (about 3 – 6 hours) students take before they begin academic classes on topics such as career exploration and planning or digital literacy
- \_\_\_ tour of the facility
- \_\_\_ follow-up advising appointments to discuss assessment results (locator, career interest, and learning styles inventory), confirm student attendance schedule, assist with resolving barriers to participation, develop Adult Learning Plan, etc.

**Intake and Orientation Elements:** If you are interested in integrating some of the elements in the self-assessment, below are brief descriptions and tips to help you get started with a few of them.

Element	Tips and Strategies
<b>A fun and engaging welcoming activity</b>	<p>Keep in mind that showing up for your program’s intake and orientation process is a very nerve-racking experience for some adult learners. Take the tension out of the air by having a non-threatening, fun ice-breaker that everyone can enjoy. The Appendix includes an <a href="#">opening icebreaker</a> and <a href="#">URLs to additional icebreakers</a>.</p>
<b>Program overview including explanation of how your program can help them get started on a career pathway</b>	<p>Our tendency sometimes is to give too much information during new student orientation. The potential students leave with their heads spinning. When you give your program overview, don’t give all of the details at this point. There will be time for them to learn the particulars after they have been assessed and are ready to be placed into a program of study. Above all, make sure your program overview shows the career-focused options available and describe how they will be learning skills that will be directly tied to success in the workplace.</p> <p>Don’t forget to distribute hand-outs or brochures that include important information. You might want to put together an enrollment fact sheet that includes the most important things they need to remember. Remember: don’t overwhelm them before they have a chance to get started.</p> <p>Your program’s website is also an important information portal for potential students. Make sure it provides vital information they need to know to get started. A sample <a href="#">homepage</a> is included in the Appendix.</p>
<b>Making the Commitment: Discussion of potential barriers/roadblocks to participation and available options</b>	<p>Component begins with a discussion on why regular attendance is important and an explanation of the attendance policy.</p> <p>Recognize the fact that life may get in the way sometimes but explain the process you have for keeping students connected if they are forced to exit the program early. Also, explain the support services you have in place to help them if challenges arise. The Appendix includes a <a href="#">questionnaire</a> they can complete to help you identify potential barriers.</p>
<b>Testimony/advice from currently-enrolled students</b>	<p>A live or videotaped presentation by a current or former student talking about his/her goals and experiences in the program (e.g., what it was like when he first enrolled, how instructors helped him</p>

Element	Tips and Strategies
	<p>and made him feel comfortable, how he had to discipline himself to attend regularly, how good it feels to accomplish his goals, etc.) Arranging for new students to hear currently-enrolled or former students talk about their experiences can go a long way in motivating students and putting their fears to rest. This can be done rather easily by recording the students with your smart phone or tablet and then playing the video during your orientations.</p>
<p><b>Discussion about labor market information, high-demand jobs, and salary and training requirements</b></p>	<p>Your local WorkOne Center should have lots of information you can share for this element. You basically want to show the job outlook, the salaries and training requirements of high-demand jobs, and the fact that middle skill jobs with good pay are great options to get started with industry certifications. Don't forget about the <a href="#">Integrating Career Awareness</a> curriculum. It can be a great resource for your orientation as well.</p> <p>The Appendix includes examples of <a href="#">Indiana's website for career information</a>, a <a href="#">graphic on education and income</a>, and a <a href="#">sample visual of a career pathway</a>.</p>
<p><b>Administration of a career interest inventory such as Indiana Career Explorer</b></p>	<p>Indiana's Career Explorer (<a href="https://indiana.kuder.com/landing-page">https://indiana.kuder.com/landing-page</a>) provides information on jobs in demand, skill and interest assessments, and other career-related options. It is important that you try to conduct your orientations in rooms with computers, projectors, and internet access. Students can complete the career interest assessments online and get immediate feedback. The challenge sometimes is finding a career assessment that doesn't overwhelm the student.</p> <p>For English Language Learners, the City College of San Francisco (CCSF) Occupational Interest Survey <a href="http://www.losrios.edu/lrc/ois/">http://www.losrios.edu/lrc/ois/</a> is not as lengthy and is less wordy than Career Explorer. In addition, the CCSF Occupational Interest Survey is an online assessment; and there is an option for the student to use the Google Translate feature, so that the survey can be read by the students in their native language.</p> <p>The Appendix includes additional <a href="#">online career interest assessments</a> as well as a picture-based career inventory for English language learners.</p>

Element	Tips and Strategies
<p><b>Self-assessment to determine student strengths and interests</b></p>	<p>It is recommended that you try to avoid giving potential students the standardized tests on day one of the intake and orientation process. Nerves are high, and you may not get the most accurate results. It is helpful, however, to give students an opportunity to self-assess their own strengths, interests, and areas needing improvement. The Appendix includes a <a href="#">Self-Assessment</a>, a <a href="#">Goals Interest Survey</a>, and a picture-based <a href="#">ELL interest questionnaire</a>.</p>
<p><b>Explanation of how adults learn and administration of a learning styles inventory</b></p>	<p>When adults hear about learning styles for the first time, you can almost see the lightbulbs come on! Many of them realize for the first time in their lives that perhaps they weren't "dumb" in high school – they just didn't learn the way they were being taught! Having this discussion with new students during the orientation process can be a very empowering activity. The Appendix includes a <a href="#">sample learning style inventory</a> you can use.</p>
<p><b>Explanation of local program expectations, including attendance policy, program's code of conduct, acceptable internet use policy, registration form, etc.</b></p>	<p>There's no way to avoid required paperwork that must be completed during student intake. However, the timing of that paperwork can be controlled. It is recommended that the completion of forms be performed later on during the intake and orientation process. You want the beginning of the process to be fun, engaging, and informative. The Appendix includes a <a href="#">sample code of conduct</a>, <a href="#">internet use policy</a>, and <a href="#">student contract</a>.</p>
<p><b>Preliminary screening questions that address special learning needs</b></p>	<p>The more you can learn about a student's special learning needs upfront, the better prepared the teacher will be to provide needed accommodations. If time does not permit administration of a full learning needs questionnaire, it is important to ask three critical questions:</p> <ul style="list-style-type: none"> <li>• <i>Have you ever had special help or special classes?</i></li> <li>• <i>Do you think you have trouble learning?</i></li> <li>• <i>What kinds of things do you have trouble with?</i></li> </ul> <p>If students answer 'yes,' then appropriate investigation should occur to determine how best to serve the student in the program. These questions can be added to your barrier identification questionnaire as well. It is not enough to ask the questions; instructors should follow-up and determine how these issues will affect learning in the classroom.</p>
<p><b>Handouts or packets for students to take with them in case they forget things they heard during intake and orientation</b></p>	<p>Most of us have a hard time remembering everything we hear during a lecture or long presentation unless we take notes or have written summaries. New students are the same. Don't expect them to remember everything you tell them about your</p>

Element	Tips and Strategies
	<p>program. Give them a fact sheet or a folder with important information in it. The Appendix includes a <a href="#">form</a> that one program developed for students to jot down important items.</p>
<p><b>Short pre-requisite classes (about 3 – 4 hours) students take before they begin academic classes on topics such as career exploration and planning or digital literacy</b></p>	<p>Sometimes it is difficult to determine how much is too much. While you know all the elements are important, how long is too long for intake and orientation? (Most of us feel that the process should be 11 hours or less because of the 12-hour rule.) But even then, is that too long? One option that some programs have started to use are pre-requisite classes that students are required to complete before they start their program of study. These pre-requisites are usually very short – three to four hours – but they give instructors an opportunity to dig a little deeper into topics such as career exploration, digital literacy, or study skills. The purpose of the pre-requisites is to integrate some of the orientation elements (such as career exploration) into classes versus the orientation itself and (2) make sure students are better prepared to begin their academic classes. Pre-requisites allow you to shorten the length of your orientation, and students like being enrolled in a class more quickly.</p>
<p><b>Follow-up advising appointments to discuss assessment results (locator, career interest, and learning styles inventory), confirm student attendance schedule, assist with resolving barriers to participation, develop Adult Learning Plan, etc.</b></p>	<p>With the advent of WIOA, career pathways, increased focus on performance targets, and overall program improvement, the role of advisors or navigators in adult education is critical. Program directors and teachers cannot carry the load on their own. Advisors are needed to build that connection with the student, assist them in developing academic and career goals, assist with barrier identification and resolution, and help them navigate/transition to their postsecondary or employment goals. Advisors become a very important part of the intake and orientation process. They meet with the students individually after pre-testing and other screenings have been completed to share the results and help them get off to the right start – and stay there!</p>

**Scheduling Options:** With some many elements, it can be difficult to determine how best to schedule an effective, comprehensive intake and orientation process. There are basically three main factors you need to consider in the beginning:

- Will it be offered at a set date and time, or will you conduct open entry intake and enroll students whenever they show up?
- How long should it be (one day, three days, half-days, etc.)
- How often and how many orientations are needed? Will you conduct a separate orientation for English Language Learners?



**Open Entry or Managed Entry Orientation:** Given the type and amount of information that needs to be included in an effective intake and orientation process, it is highly recommended that it occurs on a scheduled date and time. You can either have students pre-register, or

you can take walk-ins (if volume is not a problem) on the day of the orientation. The number of new students your program enrolls on a weekly or monthly basis will determine how often you need to conduct orientations. Don't forget about evening options for your night classes.

If interested individuals are unable to attend on the scheduled dates, you will want to have an alternative option in place; however, you will find that the majority of your students will accommodate the schedule. The old fear that they will not return if we turn them away when they come to register is not necessarily true. If their readiness level is where it needs to be to begin and prosper in class, they will return.

**Implications for Class Schedule:** Your class schedule will play a big part in determining your orientation schedule. For example, if you offer classes in 10-week cycles, peak time for orientation will be two weeks before each cycle begins. So, what do you do with orientation during the other eight weeks? This is why many programs still maintain at least one open-entry option so new students can begin while they wait for the next cycle of managed classes to start. This is also a good time to offer short pre-requisite classes to get new students better prepared for their program of study.

**Length of Orientation:** The length of your orientation is influenced by your availability of space and staff and the content. Orientations usually range anywhere from four – eleven hours. As mentioned previously, programs try to avoid having intake and orientation run 12 hours or more because students are automatically held accountable for educational gain at 12 hours. If the student realizes after going through orientation that this is not the right time for him/her to enroll, your program is still held accountable because the student attended 12 hours.

The Appendix includes a [sample of a model](#) that runs across three days for a total of 7 hours and 15 minutes. Day one is 3.5 hours; day two is 3 hours; and day 3 is a 45-minute scheduled advising appointment. Obviously, the order of the elements can be changed but this will give you some idea of what it might look like. This program did not want to run orientation for longer than 3 – 4 hours/day to accommodate morning and evening work schedules of new students. This is an important point to keep in mind.

**Staffing:** The intake and orientation process is made up of several components, and it is not uncommon for different staff members to be involved in different components. In other words, it is not necessarily a one size fits all process related to staff functions. For example, the opening activity, program overview,

career focus, screenings, and intake may be facilitated by one staff person; an assessment specialist may administer the pre-testing; and an advisor may conduct the follow-up interviews. Finding the best staff person for each function is extremely important. They must be a good fit for the job!

## ATTENDANCE POLICY

Providers must have an attendance policy approved by DWD that promotes achievement of measurable outcomes and acknowledges intensity and duration as best educational practices. It is strongly encouraged that the policy includes the following elements:

- An expectation that students will attend all class hours;
- Processes by which staff may review attendance on a regular basis to determine if students require additional support services;
- Definitions for and limits on excused and unexcused absences; and
- Provisions for program dismissal.

**Intensity and Duration:** Programs must be of sufficient intensity and duration for students to achieve substantial learning gains. Programs should meet year-round and make every effort to minimize breaks to no longer than three weeks, where possible, to maximize student attendance. When programs have scheduled breaks, students should be offered distance learning through online software or homework packets in order to persist in making gains.

## STUDENT FOLDERS AND RECORDS

DWD requires that student folders contain the following information:

- Release of information;
- Registration forms;
- Assessment information;
- Exit with principal's signature for any student at the ages of 16 and 17; and
- Original versions of any additional signed documents.



## ATTENDANCE LOGS

<input type="checkbox"/> Absent <input checked="" type="checkbox"/> Check Mark = Present		Instructor(s):														Teacher Signature	Notes								
NAME (Last, First)	A	M	T	W	T	F	M	T	W	T	F	M	T	W	T			F	M	T	W	T	F		
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Sign-in and learning activity logs shall be completed daily. In the event a student discontinues attendance at classes without notice, the program shall attempt to reengage the student by appropriate forms of contact within two weeks of the last date of attendance.

Student folders shall be retained for a minimum of three (3) years in a secure area. In the event of a change in program management, the approved program will assume responsibility for maintaining the retention of student folders.

## CONTINUING STUDENTS INTO THE NEXT PROGRAM YEAR

Many students continue to attend classes from one program year to the next (June 30<sup>th</sup> to July 1<sup>st</sup>). As long as there is not a 90-day gap in attendance, the following applies for continuing students:

- Students shall not be required to exit, re-enroll, or go through an intake process.
- Student demographic information must be updated.
- Programs must assign the appropriate class(es) for each student for the new program year in InTERS. This process will create a new site program record in InTERS.
- The student shall not be required to take a “new pretest.” The program may choose to have the student take an assessment in accordance with the number of hours between assessments according to the Assessment Policy (DWD Policy 20XX-XX).
- The program may choose a new focus subject if a new focus subject is deemed necessary or beneficial.
- The student application date continues from the very first application date, assuming continuous enrollment (no exit).

## STUDENTS RETURNING AFTER A 90-DAY SEPARATION

A student is considered to have exited/separated from the program after a period of 90 days without service or up to 120 days if a prior planned exit and future service date were identified by the student and recorded by the staff. If a student returns to the program after a 90-day separation, the student must begin a new period of participation. Additional guidance on periods of participation is contained in the chapter on Performance and Accountability.

## ACADEMIC AND CAREER ADVISING



The career-infused focus of WIOA creates a vital need for trained academic and career advisors or counselors. An effective barrier identification process upfront can help advisors isolate situations or challenges that could hinder regular attendance and student success. By identifying and resolving such barriers early, student retention and goal achievement can be greatly enhanced. Advisors can also play a critical role in helping students prepare for and transition to postsecondary education or plan for future careers.

Refer to the *Indiana Adult Education Teacher Handbook*, *Getting Students Off to the Right Start* section for several examples of screening instruments and career inventories that can be used.

## SUPPORT SERVICES

Many students enroll in Adult Education programs with a variety of needs and challenging situations in their lives that can become barriers to their attendance and success. An effective Title II program identifies and resolves those barriers whenever possible. A close working relationship with Adult Education partners, community resources, and organizations that provide support to individuals with barriers to employment is critical to meet the diverse needs of adult learners.

Adult Education funds may be used to cover student transportation to and from the program, such as public transportation passes. Documentation regarding use of funds (e.g., signed log or passes with the cost of the pass) is required. Cash payments to students whether in advance or as a reimbursement are not allowed.

## REFERENCES

### Adult Education Program Standards Policy (DWD Policy 2013-07)

- [http://www.in.gov/dwd/files/DWD\\_Policy\\_2013-07.pdf](http://www.in.gov/dwd/files/DWD_Policy_2013-07.pdf)

### National Reporting System Technical Assistance Guide

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

# INDIANA **ADULT EDUCATION**



## ADMINISTRATOR MANUAL

Student Eligibility, Enrollment, and Attendance Appendix



INDIANA  
DEPARTMENT OF  
**WORKFORCE**  
DEVELOPMENT

# Best Practices for Using Social Media in Your Program

## **Be Authentic.**

When you post online, talk as if you would in a real-life conversation and build a relationship with your audience. Write in first person and use personal pronouns such as “I,” “You” and “We.”

## **Be Concise.**

You do not want to write a novel on a social media site. Remember: short, sweet and to the point.

## **Be Accurate.**

Correct grammatical and spelling errors quickly.

## **Be Respectful.**

Anything you post in your role as an Adult Education employee reflects on the institution. Be professional and respectful at all times. Do not engage in arguments or debates on your site. Understand your posts may encourage comments or discussion of opposing ideas. Responses should be considered carefully in light of how they would reflect on the program. All responses should be courteous and professional.

## **Be Confidential.**

Do not post confidential, proprietary or protected information about students, employees or others that would violate FERPA or HIPAA laws.

## **Listen.**

Listening to what others are saying about your brand is one of the most important components of being active on social media. “Listen” to maintain a clear and current understanding of what is relevant and of interest to the community.

## **Engage and Interact.**

Offer comments on interesting posts and share the good work of others using your sites. Social media is not only about sharing your news and success; it’s about sharing information that is of interest to your audience.

## **Be Active.**

A social media presence requires a lot of attention and time. You need to have the time or resources to check in on these sites at least a few minutes each day. Your site is only as interesting as your last post.

## **Be Timely.**

One of the great benefits of social media is the ability to share information instantly on a global stage. This timeliness is also one of the expectations of that audience. Be prepared to move quickly in

response to new developments, announcements or emergencies with relevant information on your site.

**Remember, Everything You Do Online Can and Will Live Forever.**

Think before you post. Remember anything you share on social media can and will be shared, stored and spread globally. Do not post anything online you wouldn't feel comfortable seeing front and center on a news outlet.

**Accept and Monitor Comments.**

A social media site without comments isn't very social. Be prepared to accept and respond to comments. Understand not all comments will be positive, and respond to negative comments professionally and provide additional information that may help resolve the issue. Post a disclaimer on your site stating you reserve the right to remove inappropriate comments. Remove those comments containing vulgar language, those that attack any one group or individual and those that are obviously spam.

**Separate Personal from Professional.**

Balancing your professional and personal social media presences can be tricky, particularly if you are an avid user of both. Content that is appropriate and of interest to your personal friends is most likely not appropriate or of interest to your department's "friends." Keep these two presences as separate as possible by keeping content about your non-work life on your personal page.

## Learner Registration Form

**Directions:** Please complete all fields below. **Fields with asterisks (\*) indicate data that is required in InTERS.**

\*Application Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ \*Term (Ex. 20112012): \_\_\_\_\_  
Month Day Year

\*Site Program: \_\_\_\_\_

\*SSN: \_\_\_\_\_

\*Last Name: \_\_\_\_\_ \*First: \_\_\_\_\_ MI: \_\_\_\_\_

\*Address: \_\_\_\_\_

\*City: \_\_\_\_\_ \*State: \_\_\_\_\_ \*Zip: \_\_\_\_\_

\*Date of Birth: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ \*Gender: \_\_\_\_\_  
Month Day Year

**\*Ethnicity (Choose only one):**

- Hispanic (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)
- Other

**\*Race (Choose one or more):**

- African American
- American Indian
- Asian
- Pacific Islander
- White

\*Native Country: \_\_\_\_\_  
 (Leave blank if USA)

\*U.S. Citizen:  Yes  No

**\*Employment Status:**

**\*Check all that Apply:**

- Impairments (physical, mental, or learning)
- Lives in urban area (city)
- Lives in rural area (outside city)
- Receives Public Assistance
- Low Income
- Displaced Homemaker
- Single Parent
- Dislocated Worker

**\*Current Enrollment Type:**

- Adult Basic Education
- Adult Secondary Education

- Employed
- Seeking Employment
- Not in the Labor Force

- Community Corrections
- Correctional Facilities
- English as a Second Language
- Family Literacy
- Homeless Program
- Other Institutional Program
- Work-Based Project
- Workplace Literacy

**\*Educational Status:**

- No Schooling
- Grades 1-5
- Grades 6-8
- Grades 9-12 (no diploma)
- High School Diploma/Alternate Credential
- GED
- Some college, no degree
- College or professional degree
- Unknown

# Release of Information Form



I, (print name) \_\_\_\_\_, am enrolled in an adult basic education (ABE) program. This ABE program works with the following programs and agencies to help students improve their skills and earn better jobs:

- Other state-funded adult education programs
- WorkOne offices and job training programs
- Public and private colleges
- State executive offices, departments, and agencies including the Indiana Department of Workforce Development (DWD), Division of Adult Education and the Indiana Department of Education

By signing this form, I understand and agree to the following:

- DWD use of directory information (name, address, birth, and social security number) to match test score records, wage information, and college/training program enrollment records that assist the state to evaluate and improve its programs and to report results to the federal and state government
- The sharing of information between the agencies and programs listed above. This information may include my name, enrollment information, education/career goals, test scores, and employment history. The information will be kept strictly confidential and will be used for program administration, research, and evaluation purposes.

\_\_\_\_\_  
Signature of Student / Parent or Guardian\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Staff / Witness to the Student's Signature

\_\_\_\_\_  
Date

***\*Students under the age of 18 must have this consent form signed by the student's parent or guardian.***



## Sample Welcoming Activity

### **Personality Tree**

This activity helps to develop personal self-awareness about one's strengths and to assist in bonding with a group through getting to know each other better. Give each person a few colored pens, markers, or crayons and a sheet of paper.

Each person's task is to draw a tree on his/her sheet. (You can also elect to have a pre-drawn outline of a tree already on the sheets.) The tree must include a root system, trunk, branches, and leaves.

- roots = what they believe is important in life – their values
- trunk = things they do well or take pride in – their strengths and their accomplishments
- branches = things they like to do, how they spend their leisure time
- leaves = their hopes for the future

After each person has completed his/her drawing, explain that our beliefs or values provide a solid grounding for who we are. The trunk – our strengths – provide us with evidence that we can be successful – that we need to build on those strengths and constantly remember what we have already achieved in life. The branches remind us that we need to take time to do the things we enjoy in life. The leaves represent the future, our goals – what we hope to accomplish. Grounded by our values and building on our strengths, we can reach those goals.

After the participants complete their drawings, they introduce themselves to the group and share some of the parts of their tree.

## Sample Icebreakers

Warming Up the Classroom Climate

<http://712educators.about.com/cs/icebreakers/a/icebreakers.htm>

Adult Ice Breaker Games for Classrooms, Conferences, and Meetings

<https://www.thoughtco.com/classroom-ice-breaker-31410>

23 Best Ice Breaker Games for Adults

<https://icebreakerideas.com/best-icebreaker-games-adults/>

New Friend Scavenger Hunt

<http://712educators.about.com/od/icebreakers/a/scavengerhunt.htm>

Training Games

<http://www.thiagi.com/games.html>

Ice Breaker Games for ESL Students

<http://classroom.synonym.com/ice-games-adult-esl-students-6516028.html>






You Vs. Your Dog Personality Test

<http://www.helpself.com/happy.htm>

Pig Personality Test <http://www.frenchspot.com/Fun/PigDraw/pigdraw.html>

# College and Career Readiness



-  Programs for Getting Ready for College & Careers
-  GED® & HISET®
-  English Classes (ESL)
-  Adult High School
-  I-LEAD (Special Learning Needs)

Your success is our priority!



Sample Adult Education homepage with a career-focused twist  
<http://cpcc.edu/ccr>

College and Career Readiness
Programs for Getting Ready for College & Careers
GED and HISET
English Classes (ESL)
Adult High School
Special Learning Needs
Volunteer in CCR
Work in CCR
Contact Us



Start DWD: Home www.in.gov/dwd/

**IN.gov**  
DWD

MENU

BUSINESS & AGRICULTURE RESIDENTS GOVERNMENT EDUCATION TAXES & FINANCE VISITING & PLAYING FAMILY & HEALTH

**NextLevel Jobs INDIANA**  
Free Training. Better Jobs. Stronger Indiana.

**NextLevel Jobs**  
Learn More

**INDemand Jobs**  
Learn More

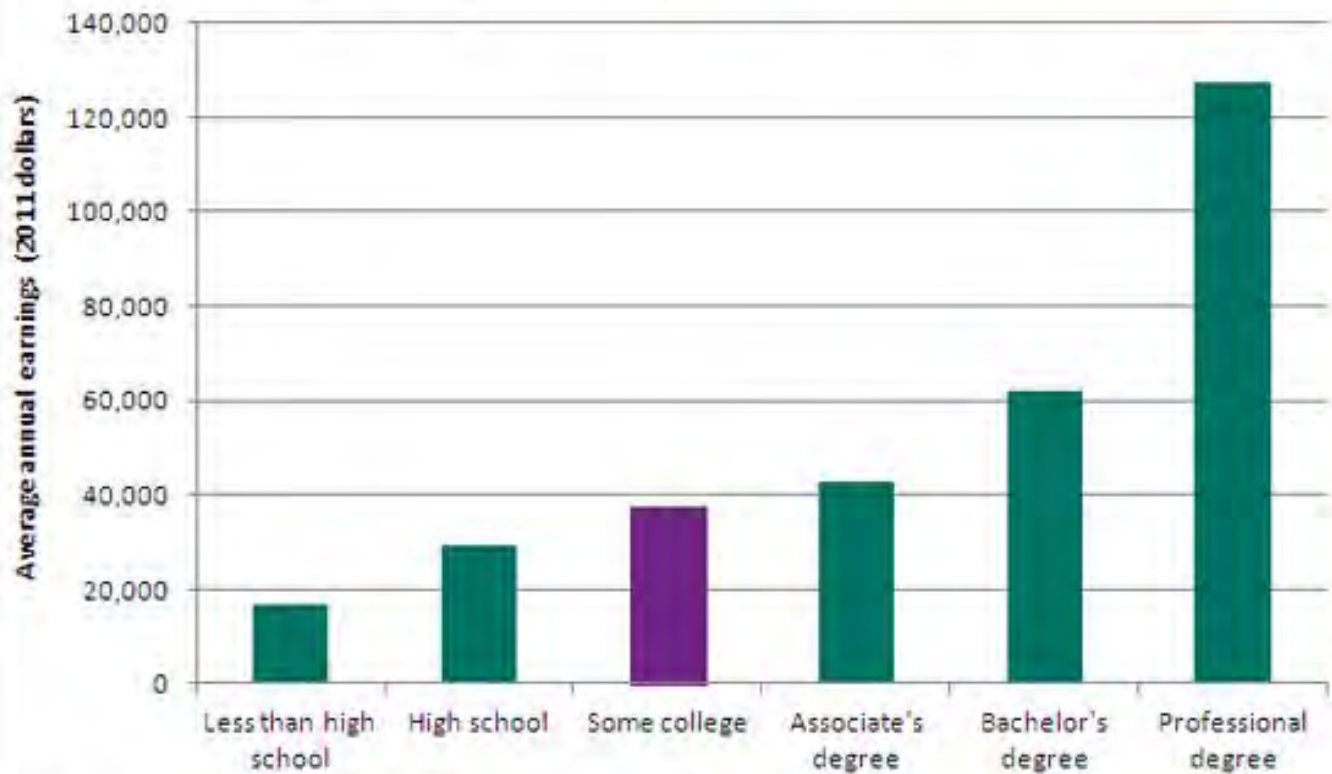
**IndianaCareerReady.com**  
Your single source for all things jobs-related in Indiana

**Hoosiers By The Numbers**  
Learn More

**Job Seekers**

- Career Training & Adult Education
- Virtual Career Tools
- Unemployment for Individuals
- Unemployment for Employers
- Employer Services
- Veterans Services

## Earnings by Highest Level of Educational Attainment



Note and sources: Bars show annual earnings as reported in the CPS (2008-2012), adjusted for inflation using the CPI-U-RS. Earnings are also adjusted for age, gender, and race.



# Transportation and Logistics CAREER PATHWAYS MAP



\*Base wage rate not including benefits.

## Goal Setting Questionnaire

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Name one thing that you want to do that you cannot do now?

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2. What do you think would help you be able to do that?

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3. Why did you decide to come to this program?

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4. What do you hope to learn here?

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5. What do you hope to be doing one year from now?

---

## Building Steps to Success

Name:

Date:

### 1. List three things you liked and disliked about school in the past:

Likes	Dislikes

### 2. What might keep you from coming to class or completing your goals in this program? Please check all that apply to you.

I sometimes have transportation problems.

I have some health problems.

I have a family member with health problems.

I have childcare problems.

I have elderly people to take care of at home.

My work schedule sometimes changes or conflicts with class times.

I am sometimes very tired because of working long hours.

I have a lot of responsibilities.

I am always thinking about problems at home.



I have family members or friends who don't think I should go to school.

Other:

**3. What kinds of learning activities do you find difficult, if any? Please check all that apply to you.**

It is hard for me to speak up in class.

It is sometimes hard for me to understand what people are saying.

I have trouble hearing sometimes.

It is hard for me to work by myself.

It is hard for me to work with other people.

I get nervous taking tests.

I get distracted easily.

I have trouble finishing what I start on.

Too much noise or activity bothers me.

It is hard for me to work when it's too quiet.

I have a lot of things on my mind, so sometimes it's hard for me to concentrate.

I sometimes have trouble seeing the board.

My eyes get tired from reading small print.

Other:

**4. Have you ever received special help in school?  Yes  No    If yes, please describe:**

**5. Do you feel that you have difficulty learning?  Yes  No    If yes, please describe:**

## **Free Online Career Interest Assessments**

### **ONet Interest Profiler**

<https://www.mynextmove.org/explore/ip>

### **Interest Profiler – short version**

<http://www.careeroutlook.us/assessment/short.shtml>

### **CareerOneStop Interest Inventory**

<https://www.careeronestop.org/ExploreCareers/Assessments/interests.aspx>

### **Holland Code Career Test**

<https://www.truity.com/test/holland-code-career-test>

## RIGHTS AND RESPONSIBILITIES OF ADULT EDUCATION STUDENTS

Instructors and staff member in the \_\_\_\_\_ Adult Education program are committed to providing the best possible educational opportunities for students in our program. We are also committed to meeting the requirements of the Americans with Disabilities Act and Section 504 of the federal Rehabilitation Act and to protecting student privacy rights. As part of our commitment, we want to ensure that your rights and responsibilities are understood to avoid any discrimination in services to you.

### *Student Rights:*

- ◆ Free adult education instruction
- ◆ Evaluation for appropriate placement
- ◆ Trained and qualified staff members eager to assist you in meeting your goals
- ◆ A program of study designed to meet your educational needs
- ◆ Educational materials that are at your level and match your learning style
- ◆ Equal opportunity; no discrimination based on race, religion, nationality, sex, age, or disability
- ◆ A suitable and accessible learning environment
- ◆ Reasonable accommodations, modifications, or auxiliary aids for learning and testing if you have documented disabilities
- ◆ Confidential records shared only with your written consent

### *Student Responsibilities:*

- ◆ Follow the code of conduct and terms of the contract.
- ◆ Take an active part in planning, learning, and tracking progress in your program of study.
- ◆ Attend class on a regular basis in order to meet goals in a timely manner.
- ◆ Tell the instructor when you need to be absent.
- ◆ Sign-in and sign-out each time you are in class using the attendance sheet.
- ◆ Ask for help if you have a special need.
- ◆ Tell about your disability if you want accommodations.
- ◆ Provide records about your diagnosed disability in order to access appropriate testing and classroom accommodations.
- ◆ Respect the rights of other students; be considerate.
- ◆ Report conduct of other students, instructors, or visitors to the program that disturb you.
- ◆ Be honest; do not cheat.
- ◆ Keep your study area clean; check with the instructor about eating areas.
- ◆ Do not take materials out of the classroom without permission – many materials must be shared with other students, so please ask your instructor.

### *Code of Conduct*

Students will be terminated or suspended temporarily from the program for any of the following offenses:

- ◆ Possession or distribution of stolen property, contraband, fireworks, explosives, firearms, or weapons of any kind

- ◆ Vandalism: intentionally defacing, breaking, or damaging school property or equipment
- ◆ Participation in any bomb threat or false fire alarm
- ◆ Damage or destruction of the property of instructors or students in the program
- ◆ Physical or verbal assault on others in the program
- ◆ Threatening to do bodily harm or inciting others to do bodily harm to another person
- ◆ Intimidation of another person by placing him or her in fear for personal safety
- ◆ Loud boisterous conduct that disrupts the classroom and prevents others from learning
- ◆ Use, distribution, or possession of beer, wine, other alcoholic beverages, controlled substances, or substances represented to be controlled substances
- ◆ Use of tobacco products on school premises

I have read the Rights and Responsibilities of Adult Education Students and agree to abide by these guidelines and the Code of Conduct contained therein.

---

Student Signature \_\_\_\_\_ Parent/Guardian (for 16-17 year olds) \_\_\_\_\_ Date \_\_\_\_\_

cc: Judicial Officer (court-ordered youth only)

## SAMPLE INTERNET ACCEPTABLE USE POLICY

Use of the computer and Internet provides great educational benefits to students. Unfortunately, however, some material accessible via the Internet may contain items that are illegal, defamatory, or potentially offensive to some people. Access to the Internet is given as a privilege to students who agree to act in a considerate and responsible manner. We require that ALL students read, accept, and sign the following rules for acceptable behavior while utilizing the computer in the Adult Education classroom.

The student agrees to the following:

- I will NOT play games or use the computer resources for nonacademic purposes.
- I will NOT violate any copyright laws.
- I will use e-mail and chat rooms only when authorized by the ABE instructor for academic purposes.
- I will not access, write, transmit, or send unethical, illegal, immoral, inappropriate, obscene, or questionable information of any type.
- I will not download files without permission from the ABE instructor.
- I will not intentionally download, upload, or execute viruses.
- I will not corrupt, destroy, delete, or manipulate system data.
- I will not change the settings of the machine without the permission of the ABE instructor.
- I will not use the computer to harass, insult, or attack others.
- I will not intentionally damage computers, computer systems, or computer networks.
- I will not use another's password.
- I will not trespass in another's folders, work, or files.
- I will not intentionally waste limited resources, including through the use of "chain letters" and messages broadcasted to mailing lists or individuals.
- I will not employ the network for commercial purposes.
- I will not reveal the personal address or phone number of myself or any other person without permission from the instructor.

I understand the use of the computers is a privilege. Violation of the rules described above will result in the loss of computer privileges and could result in expulsion and / or criminal charges. I have read, or had explained to me, and understand the above stated rules. I agree to comply with said rules. I also understand that any user having a history of problems may be denied access to the computer resources.

---

Student Signature

Date



## SELF-ASSESSMENT SURVEY

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. List three things you liked and disliked about school in the past:

Likes	Dislikes

2. List a few of your short-term and long-term personal goals/objectives in life.

Short Term Goals/Objectives	Long Term Goals/Objectives

3. What is your main reason for deciding to attend this class? What do you hope to learn or accomplish before you leave the program?

4. Do you have any hobbies? What is something you like to do and can do well?

5. For each description of how you learn, check if you like it, if it's OK, or if you dislike it.

	Like it	OK	Dislike it
Saying things out loud I want to remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with another person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to someone explain how to do something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing someone else read out loud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Like it	OK	Dislike it
Watching a movie or video to learn			
Writing things down I want to remember			
Working with my hands			
Studying alone			
Figuring out what to do by myself			
Working in a group of students			
Reading to myself			
Using programs on the computer			
Having someone show me how to do something			
Doing worksheets			

6. What might keep you from coming to class or completing your goals in this program?

7. Please check all that apply to you:

- I sometimes have transportation problems.
- I have some health problems.
- I have a family member with health problems
- I have childcare problems.
- I have elderly people to take care of at home.
- My work schedule sometimes changes or conflicts with class times.
- I am sometimes very tired because of working long hours.
- I have a lot of responsibilities.

- I'm always thinking about problems at home.
- I have family members or friends who don't think I should go to school.
- Other: -----

8. What kinds of learning activities do you find difficult, if any?

9. Please check all that apply to you:

- It's hard for me to speak up in class.
- It's sometimes hard for me to understand what people are saying.
- I have trouble hearing sometimes.
- It's hard for me to work by myself.
- It's hard for me to work with other people.
- I get nervous taking tests.
- I get distracted easily.
- I have trouble finishing what I start on.
- Too much noise or activity bothers me.
- It's hard for me to work when it's too quiet.
- I have a lot of things on my mind, so sometimes it's hard for me to concentrate.
- I sometimes have trouble seeing the board.
- My eyes get tired from reading small print.
- Other: -----

10. Have you ever received special help in school?     Yes                       No

If yes, please describe:

11. Do you feel that you have difficulty learning?     Yes     No

If yes, please describe:

# ESL STUDENT GOALS ASSESSMENT

Name \_\_\_\_\_

Date \_\_\_\_\_

Please  check all situations in which you need to use English.

I want to get a job.



I want more education.



UNIVERSITY



I want to become a U.S. citizen.



I want to get a driver's license.



I want to learn to use computers.



I want to talk with Americans.



I want to speak and understand on the telephone.



I want to talk with my children's teachers.



I want to talk with a doctor or nurse.



I want to read English.



I want to write letters in English.



I want to read and understand signs.



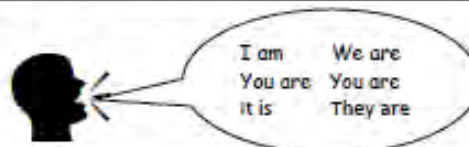
I want to understand bills and notices.



I want to understand emergency information.



I want to learn English grammar.



I want to learn pronunciation.



I want to understand television and movies.



Created by: Cheryl Rowan, Garnet Adult Learning Center, 2001  
Revised by: Cathy Shank, 2016

## C.I.T.E. LEARNING STYLES INSTRUMENT WORKSHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Look at each statement number on the worksheet below. Find the statement number on the Learning Styles Instrument and get the "most like/least like" number of the response you selected for each statement. Write the number (1-4) in the blank provided. Total the numbers under each heading. Multiply the total by two. Look at the scores to decide if this is major, minor or negligible.

### Visual Language

5 \_\_\_\_\_  
13 \_\_\_\_\_  
21 \_\_\_\_\_  
29 \_\_\_\_\_  
37 \_\_\_\_\_

Total \_\_\_\_\_ X 2 = \_\_\_\_\_ (Score)

### Social-Individual

4 \_\_\_\_\_  
12 \_\_\_\_\_  
20 \_\_\_\_\_  
28 \_\_\_\_\_  
45 \_\_\_\_\_

Total \_\_\_\_\_ X 2 = \_\_\_\_\_ (Score)

### Visual-Numerical

9 \_\_\_\_\_  
17 \_\_\_\_\_  
25 \_\_\_\_\_  
33 \_\_\_\_\_  
41 \_\_\_\_\_

Total \_\_\_\_\_ X 2 = \_\_\_\_\_ (Score)

### Social-Group

8 \_\_\_\_\_  
16 \_\_\_\_\_  
24 \_\_\_\_\_  
32 \_\_\_\_\_  
40 \_\_\_\_\_

Total \_\_\_\_\_ X 2 = \_\_\_\_\_ (Score)

### Auditory-Language

3 \_\_\_\_\_  
11 \_\_\_\_\_  
19 \_\_\_\_\_  
36 \_\_\_\_\_  
44 \_\_\_\_\_

Total \_\_\_\_\_ X 2 = \_\_\_\_\_ (Score)

### Expressiveness-Oral

6 \_\_\_\_\_  
14 \_\_\_\_\_  
22 \_\_\_\_\_  
30 \_\_\_\_\_  
38 \_\_\_\_\_

Total \_\_\_\_\_ X 2 = \_\_\_\_\_ (Score)

### Auditory-Numerical

7 \_\_\_\_\_  
15 \_\_\_\_\_  
23 \_\_\_\_\_  
31 \_\_\_\_\_  
39 \_\_\_\_\_

Total \_\_\_\_\_ X 2 = \_\_\_\_\_ (Score)

### Expressiveness-Written

2 \_\_\_\_\_  
10 \_\_\_\_\_  
27 \_\_\_\_\_  
35 \_\_\_\_\_  
43 \_\_\_\_\_

Total \_\_\_\_\_ X 2 = \_\_\_\_\_ (Score)

### Auditory-Visual-Kinesthetic

1 \_\_\_\_\_  
18 \_\_\_\_\_  
26 \_\_\_\_\_  
34 \_\_\_\_\_  
42 \_\_\_\_\_

Total \_\_\_\_\_ X 2 = \_\_\_\_\_ (Score)

Score: 34-40 = Major Learning Style

20-32 = Minor Learning Style

10-18 = Negligible Use

See definitions of each learning style on the following pages!

## BACKGROUND ON THE CENTER FOR INNOVATIVE TEACHING EXPERIENCES (C.I.T.E.) LEARNING STYLES INSTRUMENT

The *Center for Innovative Teaching Experiences (C.I.T.E.) Learning Styles Instrument* (Babich, Burdine, Albright, and Randol, 1976) is often used to identify learning styles for adults. The *C.I.T.E.* was formulated at the Murdoch Teachers Center in Wichita, Kansas to help teachers determine the learning styles preferred by their students.

The C.I.T.E. is divided into three main areas:

- **Information Gathering** includes auditory language, visual language, auditory numerical, visual numerical, and auditory-visual-kinesthetic combination.
- **Work Conditions** focus on whether a student works better alone or in a group.
- **Expressiveness Preference** considers if a student is better at oral or written communication.

Scores on the *C.I.T.E. Learning Styles Inventory* fall into one of three categories: major, minor, and negligible. These categories may be defined as follows:

**Major**—The student prefers this mode of learning, feels comfortable with it, and uses it for important (to the student) learning. A student does not necessarily have one and only one preferred style.

**Minor**—The student uses this mode but usually as a second choice or in conjunction with other learning styles.

**Negligible**—The student prefers not to use this if other choices are available. The student does not feel comfortable with this style.

## C.I.T.E. LEARNING STYLES INSTRUMENT

Babich, A.M., Burdine, P., Albright, L., Randol, P.  
Wichita Public Schools, Murdoch Teachers Center  
Center for Innovative Teaching Experiences

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Read each statement carefully and decide which of the four responses agrees with how you feel about the statement. Put an X on the number of your response.

Questions	Most Like Me		Least Like Me	
	4	3	2	1
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. I remember things I hear better than I read.	4	3	2	1
12. I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13. I would rather read a story than listen to it read.	4	3	2	1
14. I feel like I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group because I learn from the others in the group.	4	3	2	1
17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I have heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1

Questions	Most Like Me		Least Like Me	
	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand it better.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When the teachers say a number, I really don't understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1



## *Definitions and Teaching Techniques for Learning Styles*

The following are descriptions of learning styles identified by the *C.I.T.E.* and found in every learner to a major, minor, or negligible extent and teaching suggestions related to each learning style.

Learning Style	Teaching Techniques
<p><b>Visual-Language:</b> This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He/she may write words down that are given orally in order to learn by seeing them on paper. He or she remembers and uses information better if it has been read.</p>	<p>This student will benefit from a variety of books, pamphlets, and written materials on several levels of difficulty. Given some time alone with a book, he or she may learn more than in class. Make sure important information has been given on paper, or that he or she takes notes if you want this student to remember specific information.</p>
<p><b>Visual-Numerical:</b> This student has to see numbers on the board, in a book, or on paper in order to work with them. He or she is more likely to remember and understand math facts if he or she has seen them. He or she does not seem to need as much oral explanation.</p>	<p>This student will benefit from worksheets, workbooks, and texts. Give a variety of written materials and allow time to study it. In playing games and being involved in activities with numbers and number problems, make sure they are visible, printed numbers, not oral games and activities. Important data should be given on paper.</p>
<p><b>Auditory-Language:</b> This is the student who learns from hearing words spoken. You may hear him or her vocalizing or see the lips or throat move as he or she reads, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that have been learned by hearing.</p>	<p>This student will benefit from hearing audio tapes, rote oral practice, lecture, or a class discussion. He or she may benefit from using a tape recorder to make tapes to listen to later, by teaching another student, or conversing with the teacher. Groups of two or more, games or interaction activities provide the sounds of words being spoken that are so important to this student.</p>
<p><b>Auditory-Numerical:</b> This student learns from hearing numbers and oral explanations. He or she may remember phone and locker numbers with ease, and be successful with oral numbers, games, and puzzles. He or she may do just about as well without a math book, for written materials are not as important. He or she can probably work problems in his or her head. You may hear this student saying the numbers aloud or see the lips move as a problem is read.</p>	<p>This student will benefit from math sound tapes or from working with other people, talking about a problem. Even reading written explanations aloud will help. Games or activities in which the number problems are spoken will help. This student will benefit from tutoring another or delivering an explanation to his or her study group or to the teacher. Make sure important facts are spoken.</p>







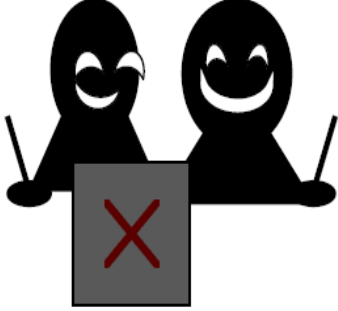





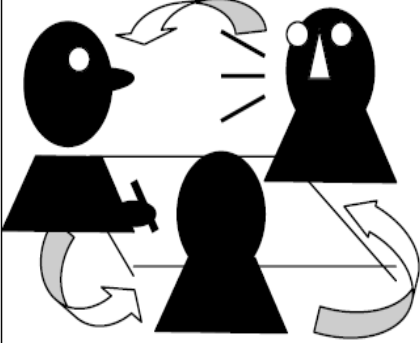





<p><b>Auditory-Visual-Kinesthetic:</b> The A/V/K student learns best by experience and self-involvement. He or she definitely needs a combination of stimuli. The manipulation of material along with the accompanying sights and sounds (words and numbers seen and spoken) will make a big difference to him or her. This student may not seem able to understand, or keep his or her mind on work unless he or she is totally involved. He or she seeks to handle, touch and work with what is being learned. Sometimes just writing or a symbolic wriggling of the fingers is a symptom of the A/V/K learner.</p>	<p>This student must be given more than just a reading or math assignment. Involve him or her with at least one other student and give him or her an activity to relate to the assignment. Accompany an audiotape with pictures, objects, and an activity such as drawing or writing or following directions with physical involvement.</p>
<p><b>Social-Individual:</b> This student gets more work done alone. He or she thinks best and remembers more when he or she has learned alone. He or she cares more for his or her own opinions than for the ideas of others. You will not have much trouble keeping this student from over-socializing during class.</p>	<p>This student needs to be allowed to do important learning alone. If you feel he or she needs socialization, save it for a non-learning situation. Let him or her go to the library or back in a corner of the room to be alone. Do not force group work on him or her when it will make the student irritable to be held back or distracted by others. Some great thinkers are loners.</p>
<p><b>Social-Group:</b> This student strives to study with at least one other student and he or she will not get as much done alone. He or she values others' ideas and preferences. Group interaction increases his or her learning and later recognition of facts. Socializing is important to this student.</p>	<p>This student needs to do important learning with someone else. The stimulation of the group may be more important at certain times in the learning process than at others and you may be able to facilitate the timing for this student.</p>
<p><b>Expressive Oral:</b> This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. The teacher may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.</p>	<p>Allow this student to make oral reports instead of written ones. Whether in conference, small group or large, evaluate him or her more by what is said than by what is written. Reports can be on tape, to save class time. Demand a minimum of written work, but a good quality so he or she will not be ignorant of the basics of composition and legibility. Grammar can be corrected orally but is best done at another time.</p>

























## English as a Second Language Learning Styles Questionnaire

Name \_\_\_\_\_

Date \_\_\_\_\_

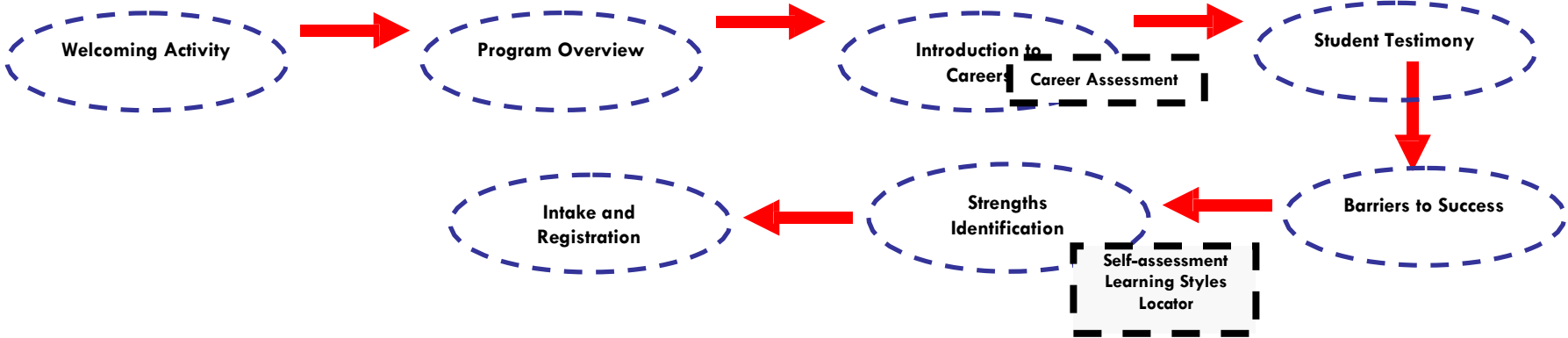
Circle the face that **best** describes how much you like learning using each activity.

 <p style="text-align: center;">Work by myself.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot
 <p style="text-align: center;">Work with a partner.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot
 <p style="text-align: center;">Work in a small group.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot

 <p>Work with a teacher.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot
 <p>Listen to audiocassette tapes.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot
 <p>Practice English pronunciation.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot
 <p>Practice conversations.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot

# ORIENTATION AND INTAKE MODEL

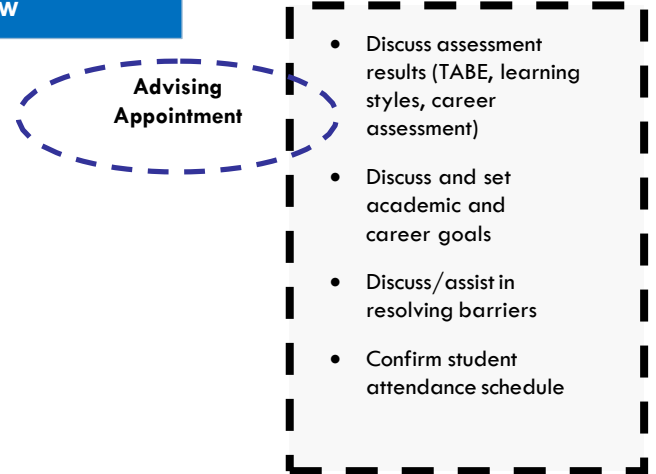
Day one: 3.5 hours



Day two: 3 hours



Day three: 45 minute scheduled interview



# College and Career Readiness

## ENROLLMENT STEPS

Your Name: \_\_\_\_\_

1

### REGISTER FOR PLACEMENT TESTING:

- Visit the Central campus Welcome Center to register in person. 1412 East Fourth Street, Charlotte, NC.
- Pre-registration is required on Central campus.

✓

**STUDENT ID NUMBER:**

\_\_\_\_\_

You will use it for registration, library use, parking permits, ID card, etc.

2

### TAKE THE OCR PLACEMENT TEST.

- Please arrive fifteen (15) minutes early; late arrivals will be referred to the next testing session.
- Individuals interested in Adult High School, GED/HISET preparation, Pathways, or Way to Work are tested in reading and math.
- Individuals interested in English as a Second Language classes are tested in listening skills.
- Your placement test results will help your advisor place you in classes that meet your needs.
- The placement test is not a pass/fail exam.
- Bring your government-issued photo ID on the day of testing.
- During your testing session, you will be given a follow-up appointment with an academic and career advisor.

✓

**MY TEST SCORES**

MATH \_\_\_\_\_ READING \_\_\_\_\_

LISTENING \_\_\_\_\_

3

### MEET WITH YOUR ADVISOR TO REGISTER FOR CLASSES.

- Your advisor will review your test results during your advising appointment.
- Your advisor will also discuss your career interests and any potential barriers to attending class regularly.
- Your advisor will help you develop a career and academic plan and register you in classes.

✓

**THINGS TO DISCUSS WITH MY ADVISOR**

- Review test scores.
- Discuss career interests.
- Discuss any potential barriers to attending class regularly.
- Develop career and academic plan.

MY CLASSES



Call

704.330.6129

for assistance.

# INDIANA **ADULT EDUCATION**



## ADMINISTRATOR MANUAL

### Assessment



INDIANA  
DEPARTMENT OF  
**WORKFORCE**  
DEVELOPMENT

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# ASSESSMENT

## Major Points

- 1. The Indiana Assessment Manual is based on guidance from the US Department of Education, Office of Career, Technical and Adult Education (OCTAE), which specifies requirements for statewide assessment policies that must contain certain elements and be submitted to and approved by OCTAE each year.**
- 2. Local adult education providers and WorkOne staff who administer or score assessments are responsible for participating in TABE/TABE CLAS-E assessment training at least annually and following all DWD issued guidance.**
- 3. The TABE Survey/CLAS-E should be administered by the time of official enrollment, defined by the NRS as twelve (12) hours of attendance.**
- 4. The assessment policy states that a minimum of 70% of all participants should be post-tested annually.**
- 5. Each student receives one initial placement for the entire program year based on their lowest valid score from any approved NRS pre-test.**
- 6. EFL gain can be shown in any subject area. For example, if the student has valid pretests in both TABE reading and TABE math, progression can be shown in either subject area with a valid post-test.**
- 7. Local programs are responsible for providing fully accessible services and for ensuring that these services meet reasonable criteria, including pre- and post-testing for adults with disabilities.**

Understanding the Indiana Assessment Policy is critical for administrative, instructional, support, and data staff members. The State policy is based on guidance from the US Department of Education, Office of Career, Technical and Adult Education (OCTAE), which specifies requirements for statewide assessment policies that must contain certain elements and be submitted to and approved by OCTAE each year. The regulations also describe how tests must be administered locally in order to accurately measure educational gains.

This manual will provide an overview of the assessment policy, but you will also want to review the actual policy located in the [Appendix](#) of this section.

## NEED FOR ASSESSMENT POLICY

Indiana'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 vital, reliable information about the student's academic status and progress and allows the student to make informed decisions about goal setting.
- 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 professional development.
- At the State and Federal level, implementation of Indiana's assessment policy ensures that high quality accurate data are collected statewide and reported to the Federal government, so programs can be compared across the state and nation.

Educational gain reporting is required by the National Reporting System (NRS), the federal accountability system for the Adult Education and Family Literacy Act, Title II of WIOA. A state's EFL assessment is federally reviewed and approved to ensure that it is suitable to be used when measuring a student's EFL in alignment with NRS guidelines. The state of Indiana has chosen the Tests of Adult Basic Education (TABE) as its approved assessment for measuring and reporting EFLs and is the only test to be used for this purpose.

One overarching goal of adult education programs is to improve the literacy skills of participants, and one way to demonstrate program effectiveness is through educational gain. Ongoing assessment is essential to ensure that all students are placed in the appropriate levels of instruction and are proficient. Standardized assessments measure a student's progress, certifies mastery at specific levels of instruction, and drives program quality, professional development, and performance targets. Additionally, the implementation of a uniform policy allows for comparability across programs, and with the implementation of performance-based funding, a uniform policy helps ensure this standardization.

In order to accurately measure progress, the assessment must be valid and reliable. Validity is related to the accuracy of measurement; the extent to which the instrument measures what it is intended to measure. Reliability is the degree of consistency in performance on an assessment; the extent to which a student would be expected to perform similarly during multiple administrations of the instrument or under different conditions.

Standardized administration and scoring of the assessment, which specify score ranges tied to EFLs, allow for placement and reporting educational gains. (Links to the NRS EFLs are at <https://nrsweb.org/training-ta/ta-tools/assessment/>) Furthermore, EFLs are used by adult education providers to evaluate a student's academic progress through regular testing. This progression is then used to evaluate an adult education provider's success in achieving student skill gains. Additionally, TABE results are used by WorkOne office staff to gauge a customer's basic skills deficiencies, readiness for training, and/or need for referral to adult education.

The NRS approach to educational gains is to define a set of EFLs at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. After a set number of attendance hours in adult education, students are again assessed to determine their skill levels. If a student's skill levels have improved sufficiently to be placed one or more levels higher, the student has

achieved a measurable skill gain. Additionally, informal assessments such as teacher-made tests, unit tests, and student observations are encouraged to monitor learning and to inform instruction on an ongoing basis.



TESTS OF ADULT BASIC EDUCATION

The state of Indiana has chosen the Tests of Adult Basic Education (TABE) and TABE CLASE-E as its approved assessments for measuring and reporting educational gain and are the only tests to be used for this purpose.

## TRAINING FOR ADMINISTERING ASSESSMENTS

Local adult education providers and WorkOne staff who administer or score assessments are responsible for participating in TABE/TABE CLAS-E assessment training at least annually and following all DWD issued guidance. New adult education or WorkOne staff should review all training materials available on DWD's website as well as attend locally provided training prior to administering any educational functioning level assessments.

Regionally designated training staff will be responsible for providing ongoing training for new staff and refreshing the skills of previously trained staff at a local level. All designated regional TABE training staff will be required to attend annual refresher training provided by DWD.

Training will include NRS policy, accountability policies, data collection process, definitions of measures, how to conduct the assessments, and discussion on best practices. Staff who attend these training must record who has attended, the trainer(s), and the date of the trainings at a local level. The attendance records should be available to DWD staff when asked to ensure training is being conducted and attended per policy.

## STANDARDIZED ASSESSMENT AT-A-GLANCE

The assessment policy includes detailed guidance on proper assessment procedures. When in doubt, refer to the policy. Here is a brief summary of some of the key points to remember.

### Approved Standardized Tests:



**TABE 11 & 12** is the DWD approved assessment for all English-speaking students in the state Adult Education program beginning July 1, 2018. **TABE 9 & 10 assessments will not carry over after June 30, 2018.** TABE Complete Language Assessment System - English (TABE CLAS-E) is to be used for non-English speakers and those with limited English

TABE 11 and 12 Survey	TABE CLAS-E
<p>TABE 11 &amp; 12 measures EFLs in three subjects: math, reading, and language. TABE consists of five test levels (literacy, easy, medium, difficult, and advanced), two test forms (11 &amp; 12), and a locator test. In rare instances a student may not need to be assessed in all areas; however, programs should decide the skill areas most relevant to each student's needs or the program's curriculum and assess the student in these areas. Adult education programs will document the rationale for doing so in the student file, and WorkOne office staff will document in the DWD case management system.</p>	<p>TABE CLAS-E measures the language proficiency of adult English Language Learner (ELL) students in the areas of reading, listening, writing, and speaking. Adult education programs will assess ELL students in <i>at least one</i> or more of the following subjects: reading, writing, or listening. Programs may choose to assess students in speaking; however, gains made in this subject will <u>not</u> count as gains for NRS or Indiana's performance metrics.</p>

**Valid Scores:**

The table below lists the valid content grade level ranges for each TABE test level. The range for each test is approximately valid plus or minus two grade levels. For example, a student taking the Level M test would receive valid results if his or her score corresponded to an approximate grade level between 2.0 and 7.0. Scores falling outside of the valid ranges (invalid scores) are not reliable. In the case of invalid scores, retesting with a more appropriate level is required within thirty (30) calendar days from the original test date. Students only need to be retested in the subject(s) for which they received an invalid score.

Test Level	Content Grade Level Range	Grade Level Range for Valid Scores
Level L (Literacy)	0–1.9	0-3.9
Level E (Easy)	2.0–3.9	0-5.9
Level M (Medium)	4.0–5.9	2.0-7.9
Level D (Difficult)	6.0–8.9	4.0-10.9
Level A (Advanced)	9.0–12.9	7.0-12.9

The table below lists the valid content grade level for each CLAS-E test level.

Test Level	ELL Proficiency
1	Beginning ELL 1
2	Beginning ELL 2
3	Intermediate ELL
4	Advanced ELL

**Pre-testing and Initial Placement:**

- **Pre-testing:** The initial assessment or pre-test is the basis for participant placement and determination for entering an educational functioning level. If multiple assessments are taken, all tests with valid scores, as defined by the test manufacturer’s guidelines, can count as pretests.
  - TABE should be administered by the time of official enrollment, defined by the NRS as twelve (12) hours of attendance.
  - The test suite should be completed within eight (8) consecutive calendar days.
  - Students who have not attended adult education classes for more than ninety (90) consecutive calendar days should be administered a new pre-test.
  - Prior to administering the TABE, providers should administer the locator test to determine which level of the survey is appropriate.
  - TABE should be taken online or, as a last resort, in paper-and-pencil format.
  
- **Initial Placement:** Each student receives one initial placement for the entire program year based on their lowest valid score from any approved NRS pre-test. If more than one assessment is given, programs should place the students according to the lowest functioning level.

The initial placement is for the entire program year regardless of the number of PoPs a student may have. This determines where the student is reported on NRS tables. There are six levels for ESL and six levels for ABE. The first four ABE levels are below the 9<sup>th</sup> grade level. The two highest ABE levels 5 and 6 are for the Low Adult Secondary Education level and High Adult Secondary Education level respectively.

The table below lists the approximate alignment between TABE scale scores and NRS EFLs. This alignment is not identical across all TABE test levels (TABE L-A) or forms (11 and 12).

NRS ABE/ASE Level	Grade Level Equivalent	Reading	Total Math	Language
1. ABE Beginning Literacy	0-1.9	300-441	300-448	300-457
2. ABE Beginning Basic	2.0-3.9	442-500	449-495	458-510
3. ABE Intermediate Low	4.0-5.9	501-535	496-536	511-546
4. ABE Intermediate High	6.0-8.9	536-575	537-595	547-583
5. ASE Low	9.0-10.9	576-616	596-656	584-630
6. ASE High	11-12.9	617-800	657-800	631-800

Similarly, the table below lists the approximate alignment between TABE CLAS-E scale scores and NRS EFLs. This alignment is not identical across all TABE CLAS-E test levels (1 – 4) or forms (A and B). The table also lists which TABE CLAS-E test levels can be used to measure attainment of each NRS EFL. For example, the Level 1 test can only measure attainment of NRS EFLs 1 – 3. To measure attainment of NRS EFLs 4 or higher, the student should take a higher TABE CLAS-E test level.

NRS ELL Level	Test Levels	Reading	Writing	Total Reading & Writing	Listening
1. ELL Beginning Literacy	1, 2, 3, 4	250-392	200-396	225-394	230-389
2. ELL Beginning Low	1, 2, 3, 4	393-436	397-445	395-441	390-437
3. ELL Beginning High	1, 2, 3, 4	437-476	446-488	442-482	438-468
4. ELL Intermediate Low	2, 3, or 4	477-508	489-520	483-514	469-514
5. ELL Intermediate High	3 or 4	509-557	521-555	515-556	515-549
6. ELL Advanced*	4 only	558-588	556-612	557-600	550-607

\*If a student is at this level, transition him/her to ABE and administer TABE 11 and 12.

### Progress/Post-Testing:

NRS approved tests given after the pre-tests that correspond to the manufacturer and subject area of any of the pre-tests are considered post-tests. Adult education programs should continually post-test the student to determine educational gains after a required number of attendance hours after a student has demonstrated enough progress to merit a post-test.

- **Progression can be shown in any subject area.** For example, if a student only has a pretest of the TABE reading test then only the administration of a TABE reading test with an alternate form will count as a post-test. If the student has valid pretests in both TABE reading and TABE math, progression can be shown in either subject area.
- **Recommended post-testing hours:** TABE 11 and 12 guidelines recommend a set number of attendance hours in adult education between the administration of TABE 11 and 12 and TABE CLAS-E pre- and post-tests. These hours, summarized below, vary based on NRS level and the form of the administered test (same or alternate). Post-tests should be issued each time a student reaches the required amount of attendance hours. Students will post-test in the same subject areas (pre-test scores less than 12.9) as initially assessed. In the event of an invalid score, providers have thirty (30) calendar days from the original test date to retest the student and record the score.

**Important Note**

Progression can be shown in any subject area. This is a change from previous NRS directives in which educational gain was based only on the lowest subject area.

Test	NRS Levels	Alternate Test Form for Post-Test (Example: Pre-test with 9M, Post-test with 10M) Recommended Attendance Hours
TABE 11 and 12	ABE EFLs (Levels 1 – 4)	50 – 60 hours (minimum – 40 hours)
TABE 11 and 12	ASE EFL (Level 5/6)	30 – 59 hours
TABE CLAS-E	All ELL Levels	50 – 60 hours (minimum – 40 hours)

Test	NRS Levels	Same Test Form for Post-Test (Example: Pre-test with 9M, Post-test with 9M) Recommended Attendance Hours
TABE 11 and 12	ABE & ASE EFLs (Levels 1 – 5)	60 - 80 hours
TABE CLAS-E	All ELL Levels	60 – 80 hours

Hours toward a post-test begin counting the next attendance day after the student completes the pre-test, and end the day the student completes the post-test. These include all adult education attendance hours, including distance learning, which may include orientation, instruction, and the time a student spends on the post-test.

- **Post-testing before the recommended hours:** Post-tests may be administered sooner than the recommended hours of attendance **only if a student receives intense instruction or plans to exit the program. Documentation of early test administration will be maintained in INTERS.**
- **Post-testing with next level of TABE:** The instructor may consider administering the next level of the TABE or TABE CLAS-E test if the student shows the potential to score higher than the valid score range if given the same level test that was given as a pre-test.

**Example:** If the student was administered the TABE 11M pre-test, the instructor could administer the student the TABE 11D test if the student shows significant skill progress. As discussed above, test scores that fall outside of the valid content grade ranges for TABE 11 and TABE 12 will not be counted. Re-testing with a more appropriate level is **required**.

### Measurable Skill Gain:

During a period of participation, participants can attain a Measurable Skill Gain (MSG) through an EFL gain. Refer to the chapter on Performane and Accountability for guidance on MSGs.

### Post-testing Percentage:



Important Note

Annually, providers are required to post-test a minimum of 70% participants below ABE Level 6 (High Adult Secondary Education). High Adult Secondary Education students do not need to be post-tested because there are no further educational gains for them to make. ABE Level 6 students can, however, earn MSGs through other options (e.g., high school credential, postsecondary enrollment).

### Test Environment:

Assessment instruments must be administered in a quiet, proctored environment. Assessment instruments must be kept in a secure environment.

## TEST ACCOMMODATIONS

Fulfilling learner requests for reasonable accommodations, at no cost to the individuals, is the responsibility of the provider delivering the assessment. To determine if an individual is eligible for accommodations, follow the test publisher's (Data Recognition Corporation [DRC]) guidance. Individual students with disabilities are responsible for providing information and documentation for their disability. Provider staff should review documentation, consider needed accommodations, offer counseling to the student, and establish accommodations, when eligible. Accommodations include extended time, no time limits, pausing, and other reasonable accommodations suggested by a medical professional. These accommodations apply to TABE 11 and 12 and TABE CLAS-E.

The Rehabilitation Act of 1973 Section 504, the Individuals with Disabilities Education Act of 1997, and the Americans with Disabilities Act of 1990 have provisions related to reasonable testing accommodations for learners with disabilities. Additionally, programs may contact the test vendor, Data Recognition Corporation (DRC), for full accommodation guidelines for TABE 11 and 12 and TABE CLAS-E.

## DATA ENTRY

Adult education providers will measure and report measurable skills gains (raw scores) based on educational functioning levels into InTERS. WorkOne office staff, working as partners with adult education, will measure and report EFLs in the DWD case management system. Adult Education providers will enter all required data points from TABE/CLAS-E in InTERS, and WorkOne office staff will enter all required data points in the DWD case management system after the student completes the test.

DWD strongly recommends that data be entered into InTERS on a **weekly basis at a minimum**. Timely data entry will allow program staff and DWD to analyze data on a regular basis and use it for program planning and continuous program improvement.

However, DWD requires that all monthly data be entered by the **10th of the consecutive month**, and data should be available for review at all times.

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While data checks and error reports are built into InTERS, local programs should make every effort to ensure accurate data by identifying errors and missing data soon after entry. DWD encourages programs to monitor student progress and attendance through InTERS on a daily basis. Furthermore, program data entry personnel will work with DWD on data entry errors/issues, and at least two staff members should be trained and have access to the system at all times. Job descriptions should include staff roles and responsibilities for data collection, and ongoing training is provided. If DWD determines that a program has a pattern of data entry discrepancies beyond occasional errors, the program will be monitored and may be required to submit additional documentation.



## INFORMAL ASSESSMENT

In addition, local programs are encouraged to use a variety of informal assessments to assist instructors/tutors in selecting appropriate teaching methods and materials. Some examples include:

- Computerized assessments
- End of unit tests from textbooks
- Checklists
- Individual projects or products
- Small group projects
- Educator-made assessments
- Dated anecdotal records of teaching observations
- Performance samples, including writing samples, journals, worksheets, videos
- Role playing
- Student interviews and self-evaluations.

## HIGH SCHOOL EQUIVALENCY TESTING

In January 2014, Indiana adopted a new High School Equivalency (HSE) Test. An expert panel of representatives from the Indiana Department of Corrections (DOC), the Indiana Department of Education (DOE) and DWD were involved in evaluating all proposals offered, culminating in the selection of CTB/McGraw-Hill's (now Data Recognition Corporation - DRC) TASC® Test – the Test Assessing Secondary Completion. Indiana refers to TASC® as the High School Equivalency test (HSE).



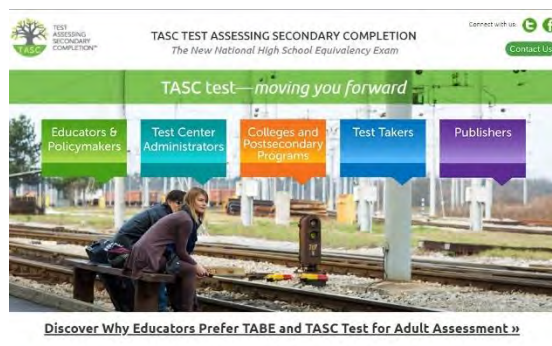
There are two other national tests that assess equivalent knowledge of graduating high school seniors: the General Educational Development (GED®) Test and the High School Equivalency Test (HISET®). Indiana only administers the TASC/HSE Test.

Field tested and normed in 2013, the HSE Test is aligned to Office of Career, Technical, and Adult Education (OCTAE) National College and Career Standards for Adult Education, Next Generation Science Standards, and Social Studies national frameworks. Educators will notice the shift from basic factual knowledge to an increased emphasis on performance. The test addresses a new set of design considerations and criteria such as:

- Challenging cognitive tasks;
- Innovative item types such as performance tasks, technology-enhanced items, and extended constructed response items; and
- An emphasis on writing logical arguments based on substantive claims, sound reasoning, and relevant evidence.

As a program administrator, it is important for you to understand the content, item types, and logistics of HSE testing. This section of the manual will provide an overview of the HSE test.

For additional information, visit the TASC website at <http://www.tasctest.com/> or the Indiana DWD HSE webpage at <http://www.in.gov/dwd/2906.htm>



Indiana has an HSE Testing brochure at [http://www.in.gov/dwd/brandportal/assets/print/brochures/HSE-Brochure\\_DWD.pdf](http://www.in.gov/dwd/brandportal/assets/print/brochures/HSE-Brochure_DWD.pdf)

### HSE Testing Snapshot:

Question	Answer
<b>TEST CONTENT AND FORMAT</b>	
What does the test cover?	Reading, Writing, Mathematics, Science, and Social Studies
How long does it take to complete it?	<b>Total of 7 ½ hours:</b> Reading: 85 minutes Writing: 110 minutes (includes 45 minutes for essay writing) Mathematics: 105 minutes Social Studies: 75 minutes Science: 75 minutes
In what format(s) is the test available?	Both computer-based and paper/pencil
In what languages is the test available?	English and Spanish
What type of test items does it include?	Drag and drop with and without sequencing dependencies, evidence-based selected response, multiple selected response, performance tasks, technology-enhanced items, and extended constructed response items in addition to the traditional multiple-choice items to measure the depth, rigor, and complexity of comprehension.
What is a passing score?	A minimum score of 500 must be achieved on each subject area of the TASC Test. The one exception is the Writing test. In addition to achieving a scale score of 500, you must also earn at least a 2 on the essay portion to pass the Writing test.
What is the preferred calculator for the HSE test?	Texas Instrument Model TI-30XS – a scientific calculator with trigonometry and logarithm functions, but no graphing functions
What percent of graduating high school seniors can pass the HSE test?	Approximately 60 percent of high school seniors would be expected to pass all five HSE test subject area tests.

Question	Answer
<b>COST</b>	
<b>What does the test cost?</b>	<p>DRC's fee for the TASC Test battery, which consists of 5 subtests (Reading, Writing, Math, Social Studies and Science), is \$52 (or \$10.40 per subtest). Additional Test Center costs of \$38 (or \$7.60 per subtest) also apply.</p> <ul style="list-style-type: none"> <li>• Subject area exams can be purchased one at a time for \$18.00 each or purchase all five subtests at once for \$90.00.</li> <li>• At the present time, payment for testing is collected by the test center.</li> </ul> <p>Testing centers may not charge more than \$18 per subject for any test, nor more than \$90 for the administration of a complete battery of tests. Testing centers are responsible for collecting all fees from candidates prior to the day of testing.</p> <p>Testing centers must remit payments to DRC as invoiced. DRC will invoice sites based on answer sheets submitted for scoring or computer-based subtests completed during that billing period. DRC will charge \$10.40 per subject for a candidate's initial test, third retest, and each subsequent retest. Testing centers will not be charged by DRC for the first two retests in every subject.</p>
<b>What do retests cost?</b>	<p>The \$52 DRC battery fee (and the \$10.40 single subject test fee) includes up to 2 retests per content area/subtest if a passing score has not been obtained. Please note that the \$52 does NOT include any test center fees. Test center fees will be added to any retake; only the DRC cost is waived.</p>
<b>How are cancellations covered?</b>	<p>In the event of a cancellation, testing centers may offer a credit and allow the testing candidate to schedule for a later date. A refund should only be offered at the discretion of a test center coordinator and in rare instances when a student cannot otherwise reschedule such as death, incarceration, or moving away from the testing center. Testing centers are required to have a cancellation policy and must inform candidates of the policy at the time of registration.</p>
<b>ELIGIBILITY</b>	
<b>Who can take the test?</b>	<p>The Indiana HSE test may be administered only to individuals who meet the following minimum guidelines:</p> <ul style="list-style-type: none"> <li>• Does not hold a diploma from an accredited high school or its equivalent; and</li> <li>• Is a resident of the state of Indiana for a minimum of thirty (30) days immediately preceding the day of testing; and</li> <li>• Either <ul style="list-style-type: none"> <li>○ Has officially exited high school following the Indiana Department of Education (DOE) attendance requirements, using the official DOE exit form, and obtaining a</li> </ul> </li> </ul>

Question	Answer
	<p>Superintendent's signature using either the DOE exit form or the official DWD form; or</p> <ul style="list-style-type: none"> <li>○ Is at least eighteen (18) years of age;</li> <li>● No individual under the age of 16 may sit for the high school equivalency test.</li> </ul>
<b>REGISTRATION</b>	
<p><b>How does an applicant register to take the test?</b></p>	<p>Testing candidates must register for the HSE test through an approved testing center or through DRC. Each test center is responsible for setting up the HSE test registration process that best suits its needs but must follow these guidelines:</p> <ul style="list-style-type: none"> <li>● Test centers must register each student in the DRC registration system. Test centers must use this system to manage candidate information, verify identity, and manage a candidate's testing needs such as retests and accommodations. A candidate is not registered for the HSE test until entered into the registration system.</li> <li>● If a test center chooses to use a paper form to collect candidate information initially, the test center must use a DWD-approved intake form.</li> </ul> <p>Test centers are responsible for setting their own testing schedules and ensuring that the schedule is kept up to date in the registration system. Test centers should strive to schedule candidates to test at the time and location most convenient for them whenever possible.</p>
<p><b>What proof of identify do testing candidates need?</b></p>	<p>Testing center coordinators or their designee are responsible for verifying that each Indiana HSE candidate tested is eligible to sit for the HSE test by verifying proof of identity. Valid driver's licenses, valid passports, military IDs, or other forms of government-issued (national or foreign) identification that show name, address, date of birth, signature, and photograph are all acceptable forms of identification for this purpose. A candidate's eligibility documentations must be kept on file at the testing center for up to three years.</p> <p>If a candidate cannot supply a photo ID due to religious issues with having one's photograph taken, then the candidate must supply both an official birth certificate with state seal and a Social Security Card to prove identity.</p> <p>If the form of identification used does not establish Indiana residency, then a second form of identity establishing Indiana residency for a minimum of thirty (30) days must be shown. This second form may be a utility bill, rental agreement, or other similar form.</p> <p>Candidate eligibility must be established prior to a candidate sitting for any part of the HSE test, including when sitting for the full battery or for retesting purposes.</p>

Question	Answer
<b>Where are HSE testing centers located?</b>	Go to <a href="https://indiana.tasctest.com/">https://indiana.tasctest.com/</a> to find a test center.
<b>Are there any time restrictions to taking the test?</b>	Yes. Indiana examinees must take the entire group of subject area tests (“the battery”) within 60 days of taking the first test. Examinees who fail to meet this requirement will have to begin again, and their earlier results will not be counted.
<b>What are the retesting procedures if an applicant does not pass a test?</b>	<p>Applicants may not retest in any subject until the full test battery has been completed.</p> <p>Because there are three forms for the HSE test, candidates will be eligible to immediately re-test twice in a calendar year. If a candidate wants to test a fourth time in any subject in a calendar year, then the candidate must wait six months from the initial test before the fourth test can be administered. In the event that the candidate scores lower on a retest than on a previous test, the highest score will be kept.</p> <p><b>Alternate test forms:</b> The Indiana HSE test offers three test forms each calendar year for both paper-based and computer-based testing. Retests must be administered using an alternate test form, and six months must pass between testing on the same form.</p> <p><b>Retesting to achieve a higher score:</b> An Indiana HSE candidate who has already earned a passing score on a subtest may only retest in that subject area if a higher score is needed to meet an admission requirement for postsecondary education or training, to meet employment requirements, or to enlist in the armed forces. The candidate must provide verification of this requirement from the entity requiring it.</p>

### ACCOMMODATIONS

<b>What type of accommodations are available?</b>	<p>All accommodations requests go through DRC and must be done using the DRC-approved form. The accommodations form as well as a list of acceptable accommodations can be found on <a href="http://www.TASCtest.com">www.TASCtest.com</a>.</p> <p>Alternate formats, including large print, Braille, and audio, are offered. All examinees with a documented need can access three types of support including allowable resources, alternate formats, and special testing accommodations. (more detail later in this section)</p>
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### TRANSCRIPTS AND DIPLOMAS

<b>What type of diploma do candidates receive?</b>	<p>Candidates who successfully pass the HSE test will receive an Indiana High School Equivalency Diploma issued by DWD. The Indiana HSE diploma verifies that a student has demonstrated acquisition of knowledge similar to that of a high school graduate. Indiana will recognize valid high school equivalency credentials from other states regardless of the assessment used.</p> <p><b>Pre-existing high school equivalency testing scores:</b> DWD will not accept scores from other assessments in place of passing sections of the Indiana HSE test.</p>
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Question	Answer
How do applicants receive their diploma and transcripts?	This is handled by <i>Diploma Sender</i> . Examinees should visit: <a href="https://www.diplomasender.com/">https://www.diplomasender.com/</a>

## Reading

The Reading test includes multiple-choice, constructed-response, and technology-enhanced questions that test an examinee’s ability to understand the information presented in excerpts from newspapers, magazines, novels, short stories, poetry, drama, and business or legal text passages. The Reading test includes both literary and informational texts.

The chart below outlines the content

Subject	Informational & Literary Language Literature
Allocated Testing Times	75 Minutes (Section 1 English) 80 Minutes (Section 1 Español)
Domain Coverage Percentages	Informational Texts (70%) Literary Texts (30%) Vocabulary Acquisition and Use (10-15% Overall)  Sub-domains under both Informational and Literary Texts include: Key Ideas (30%) Craft (30%) Integration of Knowledge (30%) Vocabulary Acquisition and Use (10%)
Number of Questions and Format	48 (Computer-Based) or 49 (Paper-Based) Multiple-Choice Items 1 Constructed-Response Item 1 Technology-Enhanced Item (Computer-Based) Up to 8 Passages
Content Types	Literary Text Informational Text
Content Structure	Comprehension Analysis Application Synthesis

## Writing

In the Writing test, examinees will answer multiple-choice, constructed-response, and technology-enhanced questions in which they must identify errors and make corrections in sentence structure, usage, mechanics, and organization. Examinees will also write a text-based essay.

The chart below outlines the content types and structure of the Writing test.

Subject	Language Usage and Conventions (Section 1) Writing Essay (Section 2)
Allocated Testing Times	105 Minutes (English) Includes 45 Minutes for Essay Writing 110 Minutes (Español) Includes 45 Minutes for Essay Writing
Domain Coverage Percentages	Writing (15%) Grammar/Usage (30%) Capitalization/Punctuation/Spelling (25%) Knowledge of Language (30%)
Number of Questions and Format	50 (Computer-Based) or 51 (Paper-Based) Multiple-Choice Items 1 Constructed-Response Item 1 Technology-Enhanced Item (Computer-Based) 1 Writing Prompt Based on 2 Passages
Content Types	Language Usage Conventions
Content Structure	Organization Sentence Structure Usage Mechanics Contexts

## Mathematics

In the Mathematics test there are number, quantity, algebra, functions, and geometry questions, as well as some that cover statistics and probability. Most are word problems and involve real-life situations, or ask examinees to interpret information presented in diagrams, charts, graphs, and tables. Section 1 of the Mathematics test allows examinees to use a calculator. A calculator is not used in Section 2. Examinees will also be given a page of mathematic formulas to use during the test.

The chart below outlines the content types and structure of the Mathematics test.

Subject	Mathematics
Allocated Testing Times	50 Minutes (Section 1 English) 55 Minutes (Section 2 English) <b>105 Total Minutes</b> 55 Minutes (Section 1 Español) 60 Minutes (Section 2 Español) <b>115 Total Minutes</b>
Domain Coverage Percentages	Numbers and Quantity (13%) Algebra (26%) Functions (26%) Geometry (23%) Statistics and Probability (12%)
Number of Questions and Format	42 (Computer-Based) or 43 (Paper-Based) Multiple-Choice Items 11 Gridded-Response Items 1 Constructed-Response Item 1 Technology-Enhanced Item (Computer-Based)
Content Types	Numbers and Quantity Algebra Functions Geometry Statistics and Probability
Content Structure	Procedural Skills Conceptual Skills Application and Problem Solving

## Social Studies

During the Social Studies test, examinees will be assigned multiple-choice, constructed-response, and technology-enhanced questions on history, economics, geography, civics, and government. The Social Studies test gauges examinees' understanding of the basic principles in each of those areas. To do well, examinees must be able to read passages, illustrations, graphs, and charts.



The chart below outlines the content types and structure of the Social Studies test.

Subject	Social Studies
Allocated Testing Times	75 Minutes (Section 1 English) 80 Minutes (Section 1 Español)
Domain Coverage Percentages	US History (25%) World History (15%) Civics and Government (25%) Geography (15%) Economics (20%)
Number of Questions and Format	48 (Computer-Based) or 49 (Paper-Based) Multiple-Choice Items 1 Constructed-Response Item 1 Technology-Enhanced Item (Computer-Based) 8 Stimuli
Content Types	US History World History Civics and Government Geography Economics
Content Structure	Comprehension Application Analysis Evaluation

## Science

For the Science test, multiple-choice questions are pulled from the fields of Physical Science, Life Science, and Earth and Space Science. Each discipline is subdivided into several Core Ideas, each of which contains multiple performance expectations. Each test item assesses one performance expectation. Items may require recalling knowledge, applying knowledge and skills, or reasoning. The number of test items per Core Idea is proportional to the number of performance expectations within the Core Idea. As a result, each Core Idea will have about 2–5 items on a given test.

The chart below outlines the content types and structure of the Science test.

Subject	Science
Allocated Testing Times	85 Minutes (Section 1 English) 90 Minutes (Section 1 Español)
Domain Coverage Percentages	Physical Sciences (36%) Life Sciences (36%) Earth and Space Sciences (28%)
Number of Questions and Format	48 (Computer-Based) or 49 (Paper-Based) Multiple-Choice Items 1 Constructed-Response Item 1 Technology-Enhanced Item (Computer-Based) 8 Stimuli
Content Types	Physical Science Life Science Earth and Space Science
Content Structure	Comprehension Application Analysis Evaluation

### Monitoring of Test Centers:

#### Definitions

- Test Centers- entities that have a current signed agreement with DWD and DRC to administer HSE testing; this includes addendum sites.
- Addendum Sites- test center sites outside the central testing center location; while these facilities may be owned/operated by different entities, for HSE testing purposes they fall under the authority of the test center.

DWD staff will monitor test centers on an ongoing basis to ensure full compliance with all DWD and DRC policies. Test coordinators at HSE test centers are required to annually self-monitor all locations, including addendum sites, using the attached monitoring form between July 1 and June 30. An actual test registration and test session for each location must be monitored by test coordinators. Test coordinators are required to submit the completed monitoring form no later than 30 days after each site visit. Monitoring forms must be submitted to DWD via [adulted@dwd.in.gov](mailto:adulted@dwd.in.gov). In addition, test centers will be visited by DWD a minimum of once every three years for compliance. Generally, sites will be informed of these visits in advance; however, DWD reserves the right to make an unscheduled monitoring visit. These site visits will include reviewing all aspects of HSE Test administration, such as:

- Observing all testing rooms, technology, etc.
- Going over administration process, including scheduling, reviewing registration forms, HSE material security, etc.

- Interview with site Test Coordinator(s) and Examiner(s) and any other staff related to HSE testing
- Test centers with violations will be suspended or closed as DWD deems appropriate and necessary. Suspended test centers will be placed on Corrective Action Plans (CAP).

Violations include but are not limited to:

- Inadequate or inappropriate testing space;
- Failure to use the registration system;
- Failure to follow test administration procedure outlined in the TASC Administration Manual;
- Administering a test form other than that which is indicated in the registration system; • Not securely storing test materials;
- Discussing test content with any individuals not directly involved with the administration of the test; or
- Violating the stipulations or expectations outlined in a CAP (Corrective Action Plan).

### **Incidents:**

The high school equivalency test is a high-stakes assessment used to make employment and postsecondary admissions decisions. The utmost care must be taken to ensure that the information contained on the test is not released in any way that might provide an unfair advantage to an individual. In order to protect the integrity of the test, DWD requires that any incident that may affect test security be reported. There are two classifications of incidents: Test Interruptions and Test Security Compromises.

**Test Interruptions:** Test Interruptions include any incident that occurs during a testing period and disrupts testing. The testing session will not resume if secure testing conditions cannot be maintained during the interruption or upon resumption of testing. Interruptions before and after testing must be documented in an email by the Test Coordinator and sent as quickly as possible to DWD Adult Education at [AdultEd@dwd.in.gov](mailto:AdultEd@dwd.in.gov).

Test Interruptions include but are not limited to:

- Medical emergencies during test administration;
- An examinee copying the answers of another examinee;
- Severe weather, power outage, or other uncontrollable situations that stop testing; or
- Disruptive examinee behavior.

When a test interruption occurs, the following steps must be taken as quickly as possible:

- The Test Coordinator must fill out the incident report found in the TASC Test Administration Manual and email it to DWD Adult Education at [adulthood@dwd.in.gov](mailto:adulthood@dwd.in.gov).
- DWD will provide directions and resolution as necessary.

If a test interruption is reported by an individual outside the test center (i.e. a test taker or an instructor), then the test center will be immediately suspended on receipt of the report while the incident is investigated. Test interruptions may result in the invalidation of student test scores and/or a delay in the release of test scores and/or a formal investigation.

**Test Security Compromise:** A test security compromise occurs any time there is an apparent or suspected compromise in the security of the HSE test. A test security compromise includes situations such as:

- Inability to locate a testing booklet or other secure materials;
- An examinee using a cell phone or other electronic device, not related to an approved accommodation, for any reason during the test;
- An examinee leaving the testing room with a test booklet or notes about questions on the test booklet;
- A staff member involved in the instructional preparation of examinees who is provided any test information such as test questions or test booklets; or
- A student arrives at the testing center with a “cheat sheet” that appears to have information and/or answers that would assist an examinee with a test or tests.

When a test security compromise is reported or suspected, the following steps must be taken immediately:

- Test center staff must contact the DWD Assessment Manager (if you are unsure of who this is, contact [adulter@dwd.in.gov](mailto:adulter@dwd.in.gov) for more information) as soon as a test compromise is known or suspected.
  - All available information regarding the test compromise must be communicated in writing including associated communications, serial numbers of tests, and a detailed description of what occurred.
- All testing by the test center will be suspended while DWD conducts its investigation.
- The investigation will include a site monitoring visit by a minimum of two (2) DWD staff.
  - DWD staff will interview the Test Coordinator and any other relevant parties (test examiner, instructor, student, etc.) as appropriate.
- Following the visit, DWD will complete a formal incident report and communicate any decisions. Test security compromises may result in one or more of the following: invalidation of the examinees’ tests, the suspension and/or permanent closure of the test center, DWD refusing to allow the current Test Coordinator or Examiners to administer HSE tests in the future, and/or the imposition of various costs on the applicable jurisdiction to compensate for the harm caused by the test security compromise.



To review the entire High School Equivalency Testing Policy, visit [http://www.in.gov/dwd/files/Policy\\_2014-02\\_HSE\\_FINAL.pdf](http://www.in.gov/dwd/files/Policy_2014-02_HSE_FINAL.pdf)

## REFERENCES

### Indiana Assessment Policy

- [http://www.in.gov/dwd/files/indiana\\_assessment\\_policyae.pdf](http://www.in.gov/dwd/files/indiana_assessment_policyae.pdf)

### Indiana Code (IC) 22-4.1-18: General Educational Development Diploma Program

- <http://iga.in.gov/legislative/laws/2017/ic/titles/001>

### Indiana High School Equivalency Testing DWD Policy 2014-02

- [http://www.in.gov/dwd/files/Policy\\_2014-02\\_HSE\\_FINAL.pdf](http://www.in.gov/dwd/files/Policy_2014-02_HSE_FINAL.pdf)

**DWD Policy 2016-02 Requirements for High School Equivalency Testing Center Monitoring and Incident Reporting**

- [http://www.in.gov/dwd/files/TAB Requirements for HSE Testing Center Monitoring and Incident Reporting.pdf](http://www.in.gov/dwd/files/TAB_Requirements_for_HSE_Testing_Center_Monitoring_and_Incident_Reporting.pdf)

**National Reporting System Technical Assistance Guide**

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

# INDIANA **ADULT EDUCATION**



## ADMINISTRATOR MANUAL

### Assessment Appendix



INDIANA  
DEPARTMENT OF  
**WORKFORCE**  
DEVELOPMENT



**To:** Indiana’s Workforce System

**From:** Indiana Department of Workforce Development

**Date:** TBD

**Subject:** DWD Policy 2017-XX  
Educational Functioning Level Assessment Policy

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## PURPOSE

This policy describes the standard assessment procedure for adult education providers and WorkOne office staff regarding measurement of educational functioning levels (EFLs), test administration, proctor training requirements, and acceptable testing accommodations. Although WorkOne office staff will not be required to administer EFL assessments, WorkOne office staff who choose to administer these assessments should adhere to this policy.

## RESCISSION

DWD Policy 2016-06, Educational Functioning Level Assessment Policy

## REFERENCES

- Workforce Innovation and Opportunity Act (WIOA), Section 203
- Department of Education (DOE) Regulations, Sections 462.1 through 462.4, 462.10 through 462.14, and 462.40 through 462.44
- National Reporting System (NRS) Guidelines, OMB Number 1830-0027
- The Rehabilitation Act of 1973 Section 504
- The Individuals with Disabilities Education Act of 1997, General Provisions
- The Americans with Disabilities Act of 1990, General Provisions
- Indiana Department of Workforce Development (DWD), Professional Qualifications and Development Policy

# CONTENT

## *Need for Assessment Testing*

Educational gain reporting is required by the National Reporting System (NRS), the federal accountability system for the Adult Education and Family Literacy Act, Title II of WIOA. A state's EFL assessment is federally reviewed and approved to ensure that it is suitable to be used when measuring a student's EFL in alignment with NRS guidelines. The state of Indiana has chosen the Tests of Adult Basic Education (TABE) as its approved assessment for measuring and reporting EFLs, and is the only test to be used for this purpose.

One overarching goal of adult education programs is to improve the literacy skills of participants, and one way to demonstrate program effectiveness is through educational gain. Ongoing assessment is essential to ensure that all students are placed in the appropriate levels of instruction and are proficient. Standardized assessments measure a student's progress, certify mastery at specific levels of instruction, and drive program quality, professional development, and performance targets. Additionally, the implementation of a uniform policy allows for comparability across programs, and with the implementation of performance-based funding, a uniform policy helps ensure this standardization.

In order to accurately measure progress, the assessment must be valid and reliable. Validity is related to the accuracy of measurement; the extent to which the instrument measures what it is intended to measure. Reliability is the degree of consistency in performance on an assessment; the extent to which a student would be expected to perform similarly during multiple administrations of the instrument or under different conditions.

## *Purposes and Use of the Assessment*

Standardized administration and scoring of the assessment, which specify score ranges tied to EFLs, allow for placement and reporting educational gains. (Links to the NRS EFLs are at <https://nrswb.org/training-ta/ta-tools/assessment/>.) Furthermore, EFLs are used by adult education providers to evaluate a student's academic progress through regular testing. This progression is then used to evaluate an adult education provider's success in achieving student skill gains. Additionally, TABE results are used by WorkOne office staff to gauge a customer's basic skills deficiencies, readiness for training, and/or need for referral to adult education.

The NRS approach to educational gains is to define a set of EFLs at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. After a set number of attendance hours in adult education, students are again assessed to determine their skill levels. If a student's skill levels have improved sufficiently to be placed one or more levels higher, the student has achieved a measurable skill gain. Additionally, informal assessments such as teacher-made tests, unit tests, and student observations are encouraged to monitor learning and to inform instruction on an ongoing basis.

## *Summary and Overview of Assessment Testing*

### **Tests for Adult Basic Education**

**TABE 11 & 12** is the DWD approved assessment for all students in the state adult program beginning July 1, 2018. TABE 9 & 10 assessments will not carry over after June 30, 2018. TABE 11 & 12 measures EFLs in three subjects: math, reading, and language.



TABE consists of five test levels (literacy, easy, medium, difficult, and advanced), two test forms (11 & 12), and a locator test.

In rare instances a student may not need to be assessed in all areas; however, programs should decide the skill areas most relevant to each student’s needs or the program’s curriculum and assess the student in these areas. Adult education programs will document the rationale for doing so in the student file and WorkOne office staff will document in the DWD case management system.

- **WorkOne:** For valid reporting of EFLs, eligible test candidates should complete the entire test suite (reading, language, and math) as a pre-test. Testing should be completed within eight (8) consecutive calendar days.
- **Adult Education:** Eligible adult education students should complete the entire test suite (reading, language, and math) as a pre-test. Testing should be completed within eight (8) consecutive calendar days. Students who have not attended adult education classes for more than ninety (90) consecutive calendar days should be administered a new pre-test.
- **Youth:** Title I eligible youth requirements mandate that programs serving WIOA Title I eligible youth should administer TABE beginning with the locator test.

TABLE 1 LISTS THE VALID CONTENT GRADE LEVEL RANGES FOR EACH TEST LEVEL. THE RANGE FOR EACH TEST IS APPROXIMATELY VALID PLUS OR MINUS TWO GRADE LEVELS. FOR EXAMPLE, A STUDENT TAKING THE LEVEL M TEST WOULD RECEIVE VALID RESULTS IF HIS OR HER SCORE CORRESPONDED TO AN APPROXIMATE GRADE LEVEL BETWEEN 2.0 AND 7.9. SCORES FALLING OUTSIDE OF THE VALID RANGES (INVALID SCORES) ARE NOT RELIABLE. IN THE CASE OF INVALID SCORES, RETESTING WITH A MORE APPROPRIATE LEVEL IS REQUIRED WITHIN THIRTY (30) CALENDAR DAYS FROM THE ORIGINAL TEST DATE. STUDENTS ONLY NEED TO BE RETESTED IN THE SUBJECT(S) FOR WHICH THEY RECEIVED AN INVALID SCORE.

**Table 1 – TABE 11 & 12 Test Levels**

<b>Test Level</b>	<b>Content Grade Level Range</b>	<b>Grade Level Range for Valid Scores</b>
Level L (Literacy)	0–1.9	0-3.9
Level E (Easy)	2.0–3.9	0-5.9
Level M (Medium)	4.0–5.9	2.0-7.9
Level D (Difficult)	6.0–8.9	4.0-10.9
Level A (Advanced)	9.0–12.9	7.0-12.9

**SOURCE:** [HTTPS://NRSWEB.ORG/TRAINING-TA/TA-TOOLS/ASSESSMENT](https://nrsweb.org/training-ta/ta-tools/assessment)

### **TABE Complete Language Assessment System - English (TABE CLAS-E)**

TABE CLAS-E measures the language proficiency of adult English Language Learner (ELL) students in the areas of reading, listening, writing, and speaking. Adult education programs will assess ELL students in *at least one* or more of the following subjects: reading, writing, or listening. Programs may choose to assess students in speaking; however, gains made in this subject will not count as gains for NRS or Indiana’s performance metrics. The TABE CLAS-E is for non-English speakers and those with limited English proficiency. Table 2 lists the valid content grade level ranges for each CLAS-E test level.

**Table 2 – TABE CLAS-E Assessment Levels**

<b>Test Level</b>	<b>ELL Proficiency</b>
1	Beginning ELL 1
2	Beginning ELL 2
3	Intermediate ELL
4	Advanced ELL

**SOURCE:** [HTTPS://NRSWEB.ORG/TRAINING-TA/TA-TOOLS/ASSESSMENT](https://nrsweb.org/training-ta/ta-tools/assessment)

### ***General Assessment Requirements***

TABE should be administered to all adult education students by the time of official enrollment, defined by NRS as twelve (12) hours of attendance. Before administering TABE, providers should administer the locator test to determine which level of TABE is appropriate.

- **WorkOne:** The test suite (reading, language, and math) should be completed within eight (8) consecutive calendar days. Individuals who have not made contact for more than ninety (90) consecutive calendar days should be administered a new pre-test; otherwise, with regular contact,

the TABE pre-test results can be used by WorkOne office staff for six (6) months to gauge readiness for training.

- **Adult Education:** The test suite (reading, language, and math) should be completed within eight (8) consecutive calendar days. Students who have not attended adult education classes for more than ninety (90) consecutive calendar days should be administered a new pre-test.
- **Youth:** Title I eligible youth requirements mandate that programs serving WIOA Title I eligible youth should administer TABE beginning with the locator test.

### ***Guidelines for Administering the Assessment***

TABE should be taken online or, as a last resort, in paper-and-pencil format. (Level L is only available as paper-based.) Prior to administering TABE, as noted in the General Assessment Requirements, providers should administer the locator test to determine which level of the assessment is appropriate.

If multiple skill areas are assessed and the student has different abilities in different areas, the program should place the student according to the lowest functioning level. For example, if a student is at the beginning level in reading and the low intermediate level in numeracy, then the student would be placed in the beginning level.

Adult education providers will measure and report measurable skill gains (raw scores) based on educational functioning levels into InTERS (the DWD adult education database). WorkOne office staff, working as partners with adult education, will measure and report EFLs in the DWD case management system.

**TABE Test** – Adult education providers will enter all required data points from TABE in InTERS, and WorkOne office staff will enter all required data points in the DWD case management system after the student completes each test.

DWD strongly recommends that data be entered into InTERS on a weekly basis at a minimum. Timely data entry will allow program staff and DWD to analyze data on a regular basis and use it for program planning and continuous program improvement. However, DWD requires that all monthly data be entered by the **10<sup>th</sup> of the consecutive month** and data should be available for review at all times.

DWD staff monitors adult education programs across the state and maintains the InTERS system. Responsibilities include providing technical support; monitoring data at least quarterly (more frequent if warranted); monitoring program data entry errors monthly or when notified by an adult education program; working with programs to fix data entry errors; and producing and submitting NRS tables to the federal government. Adult education coordinators also utilize InTERS to monitor the performance of all programs within their region(s).

While data checks and error reports are built into InTERS, local programs should make every effort to ensure accurate data by identifying errors and missing data soon after entry. DWD encourages programs to monitor student progress and attendance through InTERS on a daily basis. Furthermore, program data entry personnel will work with DWD on data entry errors/issues, and at least two staff members should be trained and have access to the system at all times.

Job descriptions should include staff roles and responsibilities for data collection, and ongoing training is provided. If DWD determines that a program has a pattern of data entry discrepancies beyond occasional errors, the program will be monitored and may be required to submit additional documentation.

See the Adult Education Data Collection and Reporting policy for details on data quality. The state’s risk-based monitoring process, Adult Education Program Monitoring and Improvement Policy, will review errors within InTERS to determine if more intensive monitoring is necessary.

Table 3 lists the *approximate* alignment between TABE scale scores and NRS EFLs. This alignment is not identical across all TABE tests levels (TABE L-A) or forms (11 and 12).

**Table 3 – TABE 11 and TABE 12 Scale Score Conversions to NRS Levels**

<b>NRS ABE/ASE Level</b>	<b>Grade Level Equivalent</b>	<b>Reading</b>	<b>Math</b>	<b>Language</b>
1. ABE Beginning Literacy	0-1.9	300-441	300-448	300-457
2. ABE Beginning Basic	2.0-3.9	442-500	449-495	458-510
3. ABE Intermediate Low	4.0–5.9	501-535	496-536	511-546
4. ABE Intermediate High	6.0-8.9	536-575	537-595	547-583
5. ASE Low	9.0-10.9	576-616	596-656	584-630
6. ASE High	11-12.9	617-800	657-800	631-800

**SOURCE:** [HTTPS://NRSWEB.ORG/TRAINING-TA/TA-TOOLS/ASSESSMENT](https://nrsweb.org/training-ta/ta-tools/assessment)

SCORES FALLING OUTSIDE OF THE VALID RANGES (INVALID SCORES) MAY NOT BE RELIABLE. IN THE CASE OF INVALID SCORES, RETESTING WITH A MORE APPROPRIATE LEVEL IS REQUIRED WITHIN THIRTY (30) CALENDAR DAYS FROM THE ORIGINAL TEST DATE. STUDENTS ONLY NEED TO BE RETESTED IN THE SUBJECT(S) FOR WHICH THEY RECEIVED AN INVALID SCORE.

Similarly, Table 4 lists the *approximate* alignment between TABE CLAS-E scale scores and NRS EFLs. This alignment is not identical across all TABE CLAS-E tests levels (1-4) or forms (A and B). The table also lists which TABE CLAS-E test levels can be used to measure attainment of each NRS EFL. For example, the Level 1 test can only measure attainment of NRS EFLs 1-3. To measure attainment of NRS EFLs 4 or higher, the student should take a higher TABE CLAS-E test level.

**Table 4 – TABE CLAS-E Reading Scale Score Conversions to NRS Levels**

<b>NRS ELL Level</b>	<b>Test Levels</b>	<b>Reading</b>	<b>Writing</b>	<b>Total Reading &amp; Writing</b>	<b>Listening</b>
1	1, 2, 3, 4	250-392	200-396	225-394	230-389
2	1, 2, 3, 4	393-436	397-445	395-441	390-437
3	1, 2, 3, 4	437-476	446-488	442-482	438-468
4	2, 3, or 4	477-508	489-520	483-514	469-514
5	3 or 4	509-557	521-555	515-556	515-549
6*	4 only	558-588	556-612	557-600	550-607

\*If a student is at this level, transition him/her to ABE and administer TABE 11 and TABE 12.

Adult education programs should continually post-test the student to determine educational gains after a required number of attendance hours, or after a student has demonstrated enough progress to merit a post-test. TABE guidelines recommend a set number of attendance hours in adult education between the administration of TABE and TABE CLAS-E pre- and post-tests. These hours, summarized in Table 5, vary based on NRS level and the form of the administered test (same or alternate). DWD has set a goal of 70 percent of students to be post-tested.

Post-tests should be issued each time a student reaches the required amount of attendance hours. Students will post-test in the same subject areas (pre-test scores less than 12.9) as initially assessed. In the event of an invalid score, providers have thirty (30) calendar days from the original test date to retest the student and record the score.

**Table 5 – Recommended Attendance Hours between Pre- and Post-test**

Test	NRS Levels	Same Test Form or Alternate Test Form for Post-test	Recommended Attendance Hours
TABE 11 & 12	ABE EFLs (Levels 1-4)	Alternate Example: Pre-test 11M, Post-test 12M	50 - 60 (Minimum 40 hours)
TABE 11 & 12	ASE EFL (Level 5/6)	Alternate	30 - 59
TABE 11 & 12	ABE & ASE EFLs (Levels 1-5 )	Same Example: Pre-test 11M, Post-test 11M	60-80
TABE CLAS-E	All ELL Levels	Alternate Example: Pre-test with A, Post-test with B	50 - 60 (Minimum of 40 hours)
TABE CLAS-E	All ELL Levels	Same Example: Pre-test with A, Post-test with A	60-80

Hours toward a post-test begin counting the next attendance day after the student completes the pre-test, and end the day the student completes the post-test. These include all adult education attendance hours, including distance learning, which may comprise orientation, instruction, and the time a student spends on the post-test.

Post-tests may be administered sooner than the recommended hours of attendance only if a student receives intense instruction or plans to exit the program. Documentation of early test administration will be maintained in InTERS.

The instructor may consider administering the next level of TABE or TABE CLAS-E test if the student shows the potential to score higher than the valid score range if given the same level test that was given as a pre-test.

For example, if the student was administered the TABE 11M pre-test, the instructor could administer the student the TABE 11D post-test if the student shows significant skill progress.

### **Proctor Training Requirements**

Local adult education providers and WorkOne staff who administer or score assessments are responsible for participating in TABE/TABE CLAS-E assessment training at least annually and following all DWD issued guidance.

New adult education or WorkOne staff should review all training materials available on DWD's website as well as attend locally provided training prior to administering any educational functioning level assessments.

Regionally designated training staff will be responsible for providing ongoing training for new staff and refreshing the skills of previously trained staff at a local level. All designated regional TABE training staff will be required to attend annual refresher training provided by DWD.

Training will include NRS policy, accountability policies, data collection process, definitions of measures, how to conduct the assessments, and discussion on best practices. Staff who attend these trainings must record who has attended, the trainer(s), and the date of the trainings at a local level. The attendance records should be available to DWD staff when asked to ensure training is being conducted and attended per policy.

### **Accommodations**

Fulfilling learner requests for reasonable accommodations, at no cost to the individuals, is the responsibility of the provider delivering the assessment. To determine if an individual is eligible for accommodations, follow the test publisher's (Data Recognition Corporation [DRC]) guidance. Individual students with disabilities are responsible for providing information and documentation for their disability. Provider staff should review documentation, consider needed accommodations, offer counseling to the student, and establish accommodations, when eligible. Accommodations include extended time, no time limits, pausing, and other reasonable accommodations suggested by a medical professional. These accommodations apply to TABE 11 & 12 and TABE CLAS-E.

The Rehabilitation Act of 1973 Section 504, the Individuals with Disabilities Education Act of 1997, and the Americans with Disabilities Act of 1990 have provisions related to reasonable testing accommodations for learners with disabilities. Additionally, programs may contact the DRC for full accommodation guidelines for TABE 11 & 12 and TABE CLAS-E.

### **EFFECTIVE DATE**

Immediately

### **ENDING DATE**

Upon rescission

### **CONTACT FOR QUESTIONS**

[policy@dwd.in.gov](mailto:policy@dwd.in.gov)

### **ACTION**

Those using TABE to assess educational functioning levels shall follow the contents of this policy and update any local policies to be in align

# INDIANA **ADULT EDUCATION**



## ADMINISTRATOR MANUAL

### Instructional Delivery



INDIANA  
DEPARTMENT OF  
**WORKFORCE**  
DEVELOPMENT

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# INSTRUCTIONAL DELIVERY

## Major Points

1. Instruction in Adult Education programs falls into three primary areas: Adult Basic Education, Adult Secondary Education, and English Language Acquisition.
2. Instruction must be of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains.
3. At a minimum, quality instruction should be grounded in research, standards-based, provided by qualified staff, contextualized, and technology-rich.
4. A career-infused classroom integrates contextualized instruction aligned to the College and Career Readiness Standards with career awareness, self-exploration, career exploration, and career planning.
5. Providers are expected to provide standards-based instruction using the College and Career Readiness (CCR) Standards.
6. Adult education programs should provide learning in context focusing on skills and knowledge that adults need to deal with specific situations or perform specific tasks in real life.
7. There are two types of contact hours for distance education: direct contact and proxy contact.
8. Adult Education providers are important players in the development of career pathways to ensure sufficient on ramps for low-skilled job seekers.
9. WorkINdiana provides the first step on a career pathway and allows individuals to earn industry-recognized entry level certifications.

## PRIMARY PROGRAM AREAS

WIOA, Title II is designed to prepare students for success in their next steps in college and further training, at work, and in the community. To achieve this purpose, instruction falls into three primary areas that the National Reporting System delineates into various functioning levels.

### Adult Basic Education (ABE)

Adult Basic Education (ABE) is a program of instruction designed for adults functioning below a 9<sup>th</sup> grade level who need to improve their reading, writing, speaking, problem solving, and/or computation skills. Based on placement results from approved standardized tests, students fall into one of four ABE levels.

Beginning Literacy ABE	Beginning Basic Education	Low Intermediate ABE	High Intermediate ABE
<i>Test Benchmark:</i>	<i>Test Benchmark:</i>	<i>Test Benchmark:</i>	<i>Test Benchmark:</i>
TABE (11-12) scale scores (grade level 0–1.9): Reading: 300–441 Mathematics: 300–448 Language: 300–457	TABE (11-12) scale scores (grade level 2–3.9): Reading: 442–500 Mathematics: 449–495 Language: 458–510	TABE (11-12) scale scores (grade level 4–5.9): Reading: 501–535 Mathematics: 496–536 Language: 511–546	TABE (11-12) scale scores (grade level 6–8.9): Reading: 536–575 Mathematics: 537–595 Language: 547–583

## Adult Secondary Education (ASE)

Adult Secondary Education (ASE) is a program of instruction designed for adults functioning between a 9.0 – 12.9 grade level who need to further their education to transition to postsecondary education or employment. Based on placement results, students fall into one of two ASE levels.

Adult Secondary Education Low	Adult Secondary Education High
<b>Test Benchmark:</b>	<b>Test Benchmark:</b>
TABE (9–10) scale scores (grade level 9–10.9): Reading: 576–616 Mathematics: 596–656 Language: 584–630	TABE (9–10): scale scores (grade level 11–12): Reading: 617–800 Mathematics: 657–800 Language: 631–800

## English Language Acquisition (ELA)

English Language Acquisition (ELA) is a program of instruction designed to help limited English proficient adults achieve competence in speaking, reading, listening, and writing the English language as well as other related basic skills.

Based on placement results, students are assigned to one of six ESL levels according to approved NRS assessments:

Beginning ESL Literacy	Low Beginning ESL	High Beginning ESL
<b>Test Benchmark:</b>	<b>Test Benchmark:</b>	<b>Test Benchmark:</b>
TABE CLAS-E scale scores: Total Reading and Writing: 225-394 Total Listening and Speaking: 230-407	TABE CLAS-E scale scores: Total Reading and Writing: 395-441 Total Listening and Speaking: 408-449	TABE CLAS-E scale scores: Total Reading and Writing: 442-482 Total Listening and Speaking: 450-485

Low Intermediate ESL	High Intermediate ESL	Advanced ESL
<b>Test Benchmark:</b>	<b>Test Benchmark:</b>	<b>Test Benchmark:</b>
TABE CLAS-E scale scores: Total Reading and Writing: 483-514 Total Listening and Speaking: 486-525	TABE CLAS-E scale scores: Total Reading and Writing: 515-556 Total Listening and Speaking: 526-558	TABE CLAS-E scale scores: Total Reading and Writing: 557-600 Total Listening and Speaking: 559-600

## Teaching in Spanish

A major purpose of Title II is to help students learn the English language. WIOA allows states to provide instruction in English only, not in other languages.

## CREATING CAREER-INFUSED CLASSROOMS

A student enrolls in one of your classes and says, “I work in construction and need to learn how to calculate measurements better for my job. I have been having some problems with it, and my boss isn’t very happy with me.” What would you expect your instructors to do? Chances are you would expect them to begin by asking questions about the types of measurements he has to make on his job. The

instructors would learn in what “context” he needed to improve his skills and would teach him using examples he faces at the construction site every day. That is what contextualized teaching and learning is all about. And that type of contextualized instruction is one of the important components of a career-infused classroom.

Many adult educators use a contextualized approach to basic skill instruction. Embedding basic skill instruction in contexts that are relevant and meaningful to learners’ lives is not a new approach. A familiar context provides a vehicle for us to introduce new skills or apply newly learned skills. Adult ESL instructors commonly embed English language instruction in contexts that focus on a learner’s immediate need to survive in the new community. Adult basic and secondary education teachers use the learner’s experience to introduce and apply new skills.



In career-infused classrooms, contextualization takes on a more specific role because basic skills are often contextualized in relation to a particular industry or career cluster that is deemed in demand. It does require a little more work; however, the beauty of much of the work is the fact that the instructor and the student can learn new information together at the same time through career exploration. A career-infused classroom integrates contextualized instruction aligned to the College and Career

Readiness Standards with career awareness, self-exploration, career exploration, and career planning.

**Want to get some ideas on what a career-infused classroom might look like? Take a look at the [Career-Infused Classroom Checklist](#) in the Appendix.**

## CONTEXTUALIZED INSTRUCTION

Contextualization is an instructional approach rooted in learning theories that maintain that adult learning is a process of constructing knowledge by drawing on existing knowledge and experiences, and by making a connection with contexts; learners can more easily transfer their new skill to other situations like the workplace.

Contextualization has been defined as “a diverse family of instructional strategies designed to seamlessly link the learning of foundational skills and academic or occupation content by focusing teaching and learning squarely on concrete applications in specific contexts that are of interest to the **student.**” (Mazzeo, Rab & Alssid, 2003, pp.3-4) To put this approach into practice, instructors need to contextualize their lessons such that they link the teaching of foundational skills in reading, math, and writing to contexts that are relevant and meaningful to learners’ goals.

How many of your students would like to get a job or upgrade to a better job? In many cases, this comprises a significant percentage of our adult learners. Adult educators can rely on career contextualized instruction as a tool to plan lessons around career or occupational or job-related contexts. This approach helps students see a clear connection between skills being taught in a classroom setting and its application to the workplace. There is strong evidence that contextualized teaching and learning is an

effective approach for accelerating learning, improving retention, and transitioning to postsecondary programs, occupational training, or jobs.

Remember the student who needed help in measurements? Let's look at a similar student but with a slightly different twist. Your advisor is setting goals with a student. The student says,



What is your advisor's responsibility in helping that student pursue his goals? Does the advisor know where the student can enroll in a welding program? Can he tell the student the salary he could expect from a welding job versus what he is doing now? Does the advisor know the type of math, reading, and critical thinking skills the student will need to be successful in a welding program? Are there any entrance requirements such as a high school credential? How could the advisor and the student discover the answers to these questions?

## INDIANA CAREER FIELDS, CAREER CLUSTERS, AND CAREER PATHWAYS

To help organize career information in Indiana, the state uses 6 career fields, 16 career clusters, and multiple career pathways. These are illustrated on the following page.

- The six **career fields** include all the occupations in the United States, and the titles tell you something about the focus of work in that group of occupations. They include industrial manufacturing and engineering systems; business, marketing and management; human services and resources; communication and information systems; health sciences; and environmental and agricultural systems.
- Each of the six career fields is divided into sub-groups, called **Career Clusters®**. Each Career Cluster® represents a grouping of occupations and industries based on the knowledge and skills they require. These clusters help focus our efforts in a career-infused classroom and enable students to explore careers in a more organized manner.
- Each cluster is broken down into **career pathways**. WIOA defines career pathways as a “series of connected education and training strategies and support services that enable individuals to secure industry relevant certification(s) and obtain employment within an occupation and to advance to higher levels of future education and employment in that area.” Pathways include multiple entry and exit points with successively higher levels of education/training and family-supporting employment.

## 6 CAREER FIELDS

Industrial,  
Manufacturing and  
Engineering Systems



Manufacturing



Transportation,  
Distribution, and  
Logistics



Science, Technology,  
Engineering, and  
Mathematics



Architecture and  
Construction

Business, Marketing  
and Management



Marketing



Finance



Business  
Management, and  
Administration



Hospitality and Tourism

Human Services  
and Resources



Human Services



Law, Public Safety,  
Corrections, and Security



Government and Public  
Administration



Education and  
Training

Communication and  
Information Systems



Arts, A/V Technology,  
and Communications



Information  
Technology

Health Sciences



Health Science

Environmental and  
Agricultural Systems



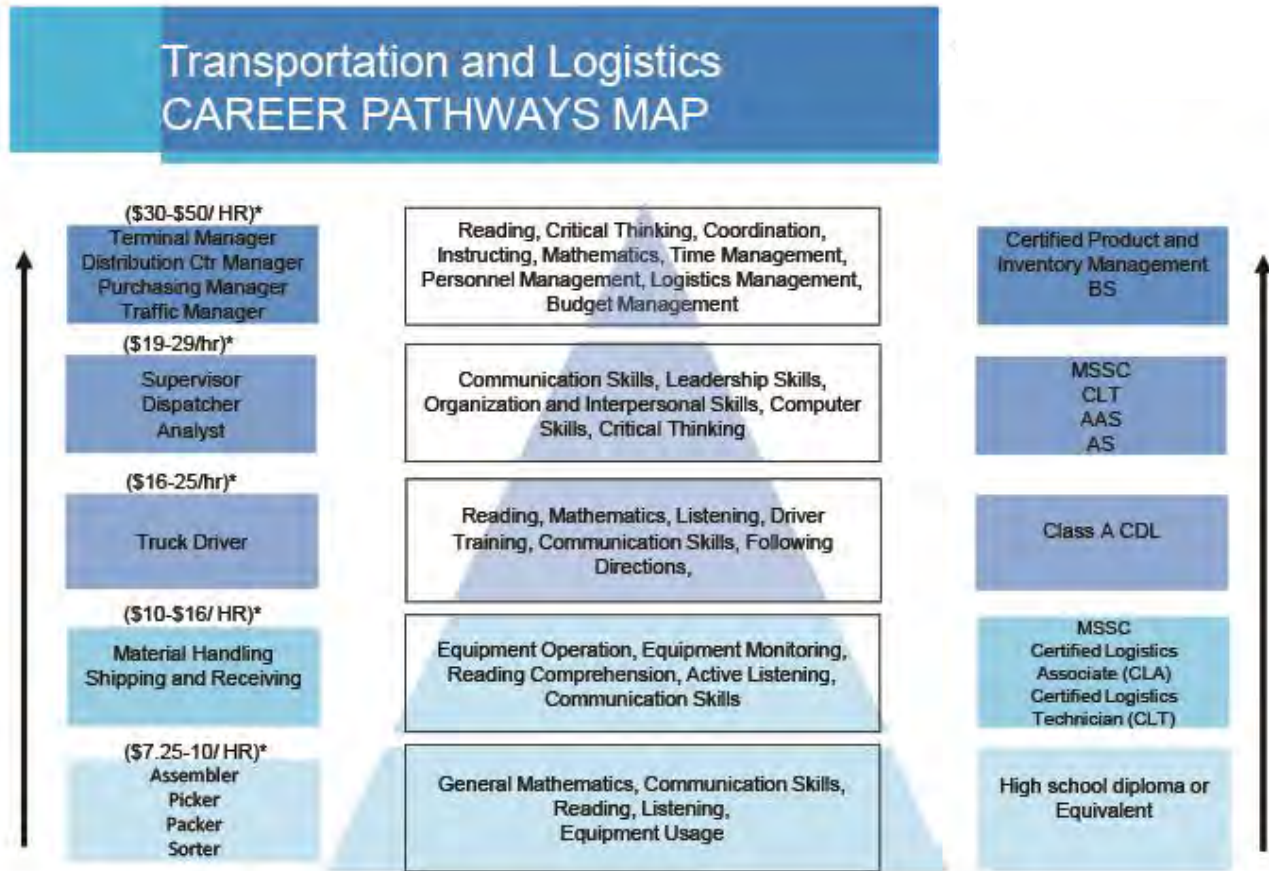
Agriculture, Food, and  
Natural Resources

16 NATIONAL CAREER CLUSTERS

From Indiana Career Explorer <https://indiana.kuder.com/Resources/File/CareerFields>

# CAREER Pathways

Career pathways are developed based on the high-demand occupations in a particular region or area. They provide a helpful visual to share with students so that they can see the salary they can expect for the job that interests them and how additional education and training can result in increased employment opportunities at higher wages. For example, the visual below is an example for students interested in transportation and logistics – a high demand field in many areas of the state.



\*Base wage rate not including benefits.

## INTEGRATED EDUCATION AND TRAINING

For Adult Education students, an important part of career pathways is referred to as integrated education and training (IET). WIOA defines IET as:

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

WIOA specifies three required components to IET:

1. **Adult Education and Literacy Activities**--basic literacy skills, English language acquisition, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.
2. **Workforce Preparation Activities**--a combination of basic academic, critical thinking, digital literacy skills, and self-management skills including utilizing resources; using information; working with others; understanding systems; skills necessary to transition into and complete postsecondary education, training, or employment; and other employability skills that increase an individual's preparation for the workforce.
3. **Workforce Training for a Specific Occupation/Occupational Cluster**—which can include occupational skills training, on-the-job training, incumbent worker training, entrepreneurial training, etc.



These three components must be provided **concurrently and contextually** so that adult education and literacy activities, workforce preparation activities, and workforce training activities are:

- Instructionally balanced proportionally across the three components, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
- Occur simultaneously, and
- Use occupationally relevant instructional materials.

## WORKINDIANA

WorkINDiana is a state-funded occupational skills training program.

A WorkINDiana program **MAY** become a part of an IET, but is not an IET on its own. Remember an IET must include adult education and literacy services, workforce preparation services, and occupational skills training.

---

WorkINDiana provides the first step on a career pathway for eligible individuals by giving Hoosiers access to occupational skills training with a minimum of forty (40) hours of instruction over a maximum of fourteen (14) weeks ending in an industry-recognized credential that can lead to work, or career advancement, in an in-demand job.

---

Students can choose from over 30 certifications and start a career in Advanced Manufacturing, Business Administration and Support, Construction, Health Care, Hospitality, Information Technology, or Transportation and Logistics. WorkINDiana training programs are intentionally short-term to allow students to finish quickly, gain an industry-recognized entry level certification, gain or retain employment, and/or pursue advanced education or employment.

While students pursue their industry certification, they participate in adult education classes contextualized to the reading and math skills needed for their selected occupations as well as workforce preparation activities.

## Grant Period

DWD awards single year WorkINdiana grants on a competitive basis.

## Eligible Applicants

To be eligible to receive funds, an organization must be:

- I. A Workforce Development Board OR
- II. An Indiana Adult Education Program that has been awarded funds through the Adult Basic Education (ABE) or the Integrated English Literacy & Civics (IELCE) RFAs.

## Applicant Grant History

Organizations that have received grant awards in previous grant competitions are not guaranteed funding. Applicants not funded as a result of previous grant competitions will not be precluded from applying during this grant competition, unless the organization fails to meet the criteria of an eligible applicant, nor will applicants not chosen for funding during this grant competition be barred from applying for funding in any future grant competitions.

## Eligible Individuals

Individuals who wish to participate in WorkINdiana must meet the following requirements to be considered a WorkINdiana-eligible individual:

- I. Have completed the Indiana Career Explorer (ICE) assessment; AND
- II. Have a valid TABE score; AND
- III. Be currently enrolled in an Indiana Adult Education Program<sup>1</sup>; AND
  - a. Have a student record in the InTERS data system; OR
- IV. Have a high school diploma or high school equivalency; AND
  - a. Have been enrolled<sup>2</sup> during the current, or previous, program year in an Indiana Adult Education Program; AND
  - b. Have a student record in the InTERS data system; OR
- V. Have successfully completed the Jobs for America's Graduates program (JAG); AND
  - a. Be in the one-year JAG follow-up period.

## Scope of Work

WorkINdiana grantees will be responsible for providing and/or contracting to provide the following services:

---

<sup>1</sup> 12 hours or more recorded attendance in an Adult Education Program.

<sup>2</sup> *Ibid.*



- I. Embedded student services, such as, but not limited to:
  - a. Case management;
  - b. Career counseling, coaching, and mentoring;
  - c. Enrollment into WorkINDiana occupational skills training; and
  - d. Student supportive services.
- II. Employment services such as, but not limited to:
  - a. Building relationships with local employers that can provide WorkINDiana students:
    - i. Job shadowing, internships, and/or paid or unpaid work experience; and
    - ii. Commitments to interview and hire WorkINDiana completers.
  - b. Follow-up services, such as, but not limited to:
    - i. Job placement and
    - ii. Workforce preparation.
- III. The issuance of WorkINDiana training funds to eligible training providers.

## WorkINDiana Training Funds

WorkINDiana funds shall be issued to cover the costs of approved WorkINDiana training programs for WorkINDiana participants using the following criteria:

- I. WorkINDiana training funds will be used as a per customer reimbursement; AND
  - a. WorkINDiana training funds shall pay for one (1) certification exam per customer; and
  - b. WorkINDiana training funds shall pay for one WorkINDiana training program per customer over his/her lifetime.
- II. WorkINDiana training funds shall be paid in two phases:
  - a. Seventy percent (70%) of the cost of the program shall be paid if the WorkINDiana participant is present on the first day of training; AND
  - b. Thirty percent (30%) will be paid after the approved training provider provides documentation that a WorkINDiana participant has completed the training program and is prepared to sit for an industry-recognized certification exam.

In order for a provider to be eligible to receive WorkINDiana training funds the program must:

- I. Provide training that has been WorkINDiana approved;
- II. Appear as WorkINDiana eligible on Indiana's eligible training provider list; and
- III. Accept WorkINDiana's two-phased funding scheme.

## Grant Funds

DWD plans to distribute funds to WDBs and AEPs across the state that request *at least* fifty thousand dollars (\$50,000). While there is no maximum requested dollar amount, eligible applicants should keep in mind DWD's goal of awarding Hoosiers four thousand five hundred (4,500) credentials to fill in-demand jobs that require more than a high school diploma (HSD) or high school equivalency (HSE), but less than an associate's degree.

## Eligible Expenditures

WorkINDiana grant funds must be utilized according to the formula:

- No more than ten percent (10%) of WorkINDiana grant funds shall be spent on administrative costs; and
- At least ninety percent (90%) of WorkINDiana grant funds shall be spent:

- As WorkINDiana training funds; AND/OR
- On WorkINDiana participant supportive services.

## Performance Metrics

DWD will monitor WorkINDiana grantees' WorkINDiana enrollments and performance. DWD reserves the right to reallocate funds during the grant period if the performance of a provider is determined to be unacceptable. WorkINDiana grantees will be expected to meet the following performance requirements:

- I. Eighty percent (80%) WorkINDiana participant completion rate;
- II. Seventy four percent (74%) certification rate for WorkINDiana completers; and
- III. Sixty percent WorkINDiana completer employment rate.

## INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE)



Another example of a program that includes IET is Integrated English Literacy and Civics Education (IELCE). This WIOA program is designed for English language learners, including professionals with degrees and credentials in their native countries, who need to acquire both the basic and more advanced skills necessary to function effectively as parents, workers, and citizens of the United States.

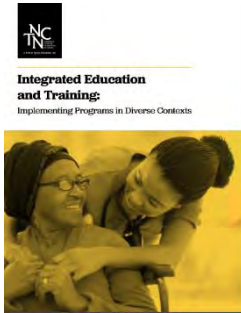
For a program to receive funding for IELCE under WIOA it must:

1. Prepare English Language Learners (ELLs) for unsubsidized employment in in-demand occupations or career pathways, which lead to economic self-sufficiency;
2. Assist English Language Learners in achieving competency in English reading, writing, speaking, and comprehension;
3. Provide instruction that leads to a secondary school diploma (HSD – high school diploma) or its equivalent (HSE – high school equivalency);
4. Provide instruction that leads to ELLs entering postsecondary education or training; and
5. Offer adult education instruction **in combination with integrated education and training (IET)**.



For additional information on career pathways and integrated education and training, check out some of these websites.

- A great resource for career pathways is the LINCS collection at <https://lincs.ed.gov/professional-development/resource-collection/search-resources?keys=career+pathways>. The collection includes nearly 250 different articles, toolkits, websites, curricula, etc. related to career pathways.



- Another helpful website is the National College Transition Network at <http://www.college transition.org/home.html>.
- Integrated Education and Training: Implementing Programs in Diverse Contexts [http://www.college transition.org/docs/IET\\_Guide.pdf](http://www.college transition.org/docs/IET_Guide.pdf)
- Integrated Education and Training: A Career Pathways Policy and Practice <https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/Integrated-Education-and-Training-A-Career-Pathways-Policy-Practice.pdf>
- Integrated Basic Education Skills Training (I-BEST) <https://www.sbctc.edu/colleges-staff/programs-services/i-best/>
- Career Pathways <http://www.career-pathways.org/>
- Career Clusters <https://careertech.org/career-clusters>

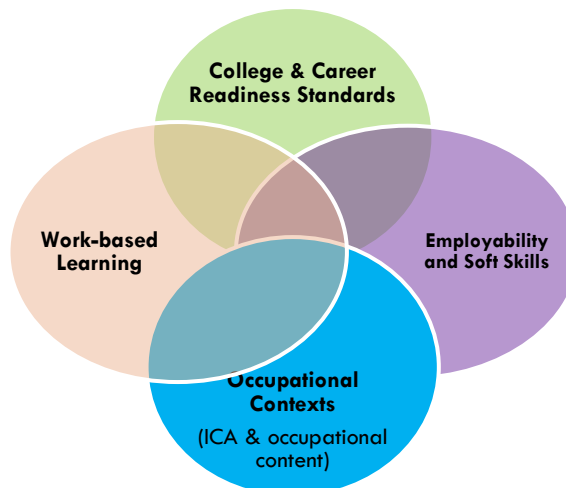
## CAREER CONTEXTUALIZED FRAMEWORK

As your instructors deliver integrated education and training programs or any career-infused class, it helps to have a framework to structure the development of the curriculum. This section includes a sample framework adapted from the Texas Adult Education Career Pathways Project. It can be used to excite and inform students about career opportunities and to prepare students to transition into entry level occupations in high demand industries and/or college level occupational study.

The Framework can be used whenever you have students who want to explore their career options or improve their skills for employment, job training, or postsecondary purposes. Do you have students who fall into one of those categories?

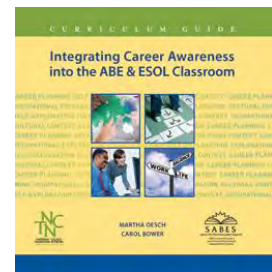
### How is the Career Contextualized Framework organized?

The Career Contextualized Framework integrates four major skill sets.



These groups of skills have been identified as essential elements that need to be included in instruction if we are to effectively prepare students for occupational training or successful employment. While it may not be feasible to provide all four components for all students, it does provide a structure for piloting different components with various student populations. It is also important to remember that you cannot and should not implement all components on your own. The framework requires a coordinated effort among the program director, teachers, various staff positions, and external partners.

- The **College and Career Readiness Content Standards** form the instructional foundation. They are used to identify the discrete academic skills that students need to know and be able to do.
- The **Employability and Soft Skills** include a mix of skills, attributes and behaviors necessary to find and sustain employment. Examples include problem solving, critical thinking, teamwork, customer service, communication, conflict resolution, integrity, and job readiness (interviewing and job search skills). WIOA, Title II now allows and requires programs to integrate workforce preparation activities into instruction including critical thinking skills, digital literacy skills, self-management skills, and skills necessary for successful transition into and completion of postsecondary education or training, or employment.
- **Occupational Contexts** refer to career exploration and planning as provided through the **Integrating Career Awareness** curriculum or related options as well as work skills required in career clusters or occupations that have been identified by your local program directors as in-demand.
- **Work-based learning experiences**, either paid or unpaid, provide an excellent opportunity for adult education students to apply the soft skills they've learned, gain hands-on experience with occupations, and build their resume.



The Framework is also divided into two levels or tiers because we serve students functioning at all levels from beginning to advanced. Career contextualized instruction is not just for higher functioning level students. To address these different populations, Tier 1 focuses on students functioning at lower levels; Tier 2 is designed for students at intermediate to advanced levels.

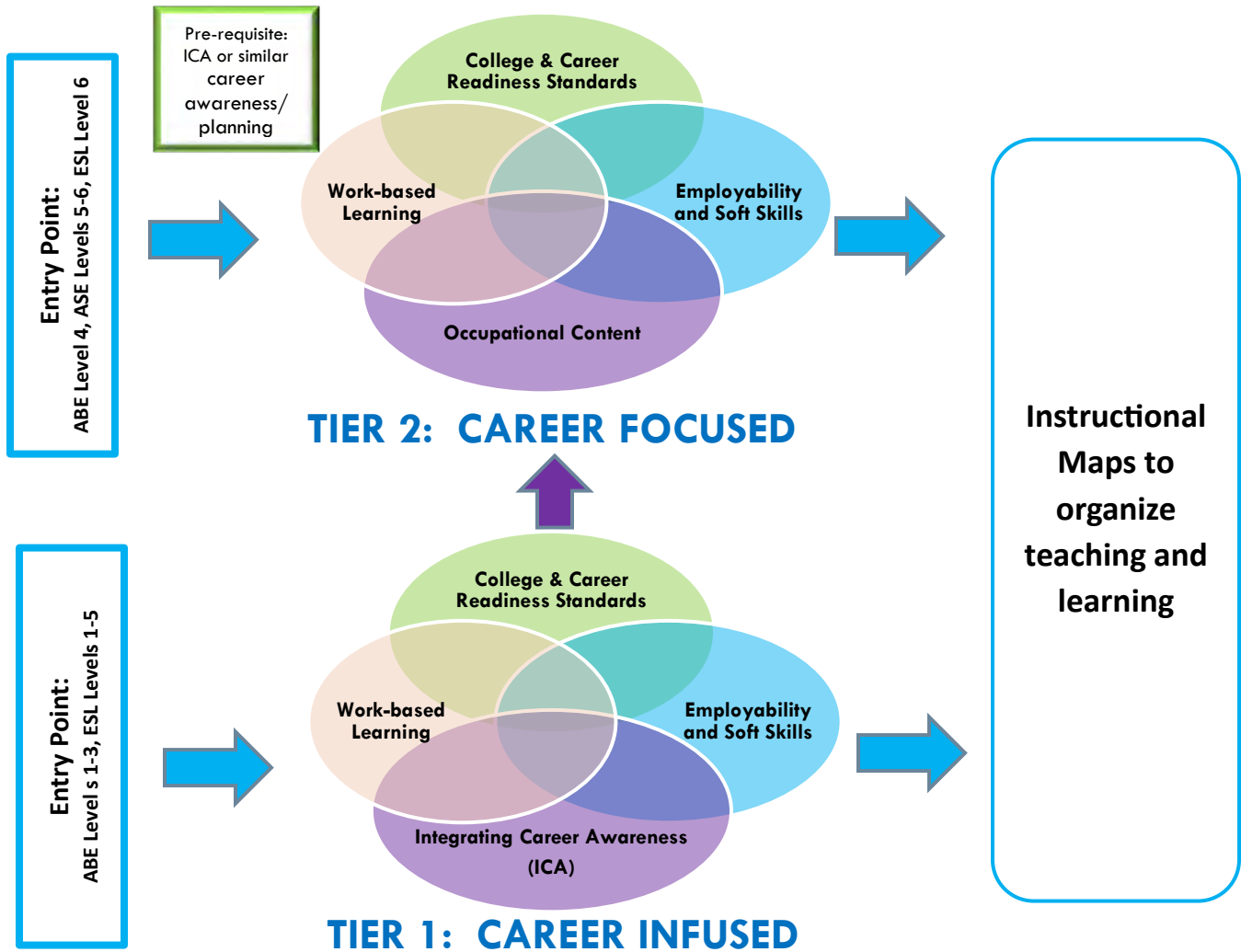
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*Tier 1 is designed for students functioning at ABE Levels 1 – 3 and ESL Levels 1 – 5. Tier 2 is designed for students functioning at ABE Level 4, ASE Levels 5 – 6 and ESL Level 6.*

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As the Framework on the next page depicts, career contextualized instruction shifts focus as learners move to higher levels. Lower level students (**Tier 1**) benefit from career infused instruction that contextualizes the **Content Standards** with **Integrating Career Awareness (ICA)** and **employability/soft skills**. As students progress through their academic and career planning paths (**Tier 2**), the career focus becomes more targeted, and academics are contextualized to the **occupational content** of specific high demand career clusters (such as GED Bridge to Hospitality) or integrated education and training programs such as WorkIndiana. Note, however, that work-based learning opportunities are beneficial to students regardless of their level.

## CAREER CONTEXTUALIZED FRAMEWORK



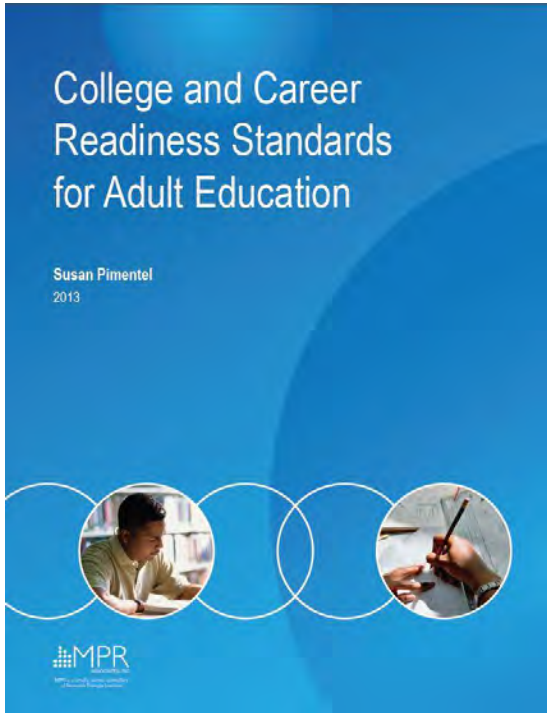
The Indiana Adult Education Teacher Manual includes additional resources for implementing the career contextualized framework in the section entitled “Creating a Career-Infused Classroom.”

## STANDARDS-BASED INSTRUCTION

Instruction in Adult Education programs must be of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains. At a minimum, quality instruction should:


1. Be grounded in research,
2. Incorporate the College and Career Readiness Standards,
3. Be provided by qualified staff,
4. Be contextualized, and
5. Incorporate technology.

All Adult Education providers are expected to provide standards-based instruction using the College and Career Readiness (CCR) Standards. The gap between the knowledge and skills of adult learners and the expectation of colleges, training programs, and employers drives our movement toward standards-based education. The CCR Standards were created as a manageable set of standards indispensable for addressing this gap and preparing adult learners for college and careers. The CCR Standards provide direction on where to focus instruction, a coherent framework for scaffolding student learning, and support consistency of expectation across the state.



To facilitate the implementation of the CCR Standards in Indiana Adult Education, DWD provides professional development using the Standards in Action (SIA) process in an effort to ensure that all teachers and students have access to standards-based instruction. Standards in Action (SIA) is a series of four, two-day trainings designed to support the implementation of content standards in adult education classrooms.

**Standards-Based Adult Education Resource Warehouse:** Teachers and administrators in Standards in Action cohorts have been participating in a series of webinars and in-person institutes. The work done by these Adult Education professionals will be the initial entries in a warehouse of standards-based instructional materials created by Indiana teachers for Indiana teachers. **This resource warehouse will contain completed standards unpacking charts, lesson plans, and standards-aligned classroom assignments.**



Additionally, the English Language Proficiency Standards are companion standards that assist English Language Acquisition programs to align with the College and Career Readiness Standards. They can be accessed at <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

The complex block is enclosed in a blue dashed border. On the left side, there is a small icon of a globe with a black and white URL button below it. The text to the right of the icon provides additional information about the English Language Proficiency Standards and includes a URL.

## DISTANCE LEARNING



DWD supports distance learning as part of its commitment to increase participation in and access to Adult Education services. Moreover, the integration of technologies in distance education supports student development of fundamental computer and technology skills needed to thrive in a complex and rapidly changing technological society.

**Definition:** The United States Department of Education, Office of Career, Technical, and Adult Education (OCTAE) defines distance education for Adult Education programs in the National Reporting System Implementation Guidelines as:

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

---

**Measuring instructional hours for distance education learners:**

There are two types of contact hours for distance education: direct contact and proxy contact. Direct contact hours can be a combination of interaction in-person as well as through telephone, video conferencing, or online communication, where student and program staff can interact and through which learner identity is verifiable. Students must have at least twelve (12) direct contact hours for official enrollment in an Adult Education program. These direct contact hours may include both orientation and instructional hours.

Proxy contact hours are the hours students spend on distance learning activities. These hours may be calculated using one of three models:

1. **Clock Time Model**, which assigns contact hours based on the elapsed time that a learner is connected to, or engaged in, an online or stand-alone software program that tracks time.
2. **Teacher Verification Model** which assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a learner engaged in, or completed, the assignment.
3. **Learner Mastery Model** which assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials and when they feel they have mastered the materials, take the test. A passing score on materials with quizzes, such as Plato, or demonstrating master via TABE earns the credit hours attached to the material.

---

**PROXY HOUR MODELS**

- \* **Clock Time**
  - \* **Teacher Verification**
  - \* **Learner Mastery**
- 

AE providers must be able to provide documentation of proxy contact hours and how the logs were measured upon request. Some examples of acceptable documentation include: software generated reports, screen shots, or teacher logs.

### Approved curricula:

The following distance education curricula are approved for use.



Any other options must be submitted to DWD for approval before use.

### Instructional delivery models:

There are three instructional delivery models using distance education curricula:

1. Distance education
2. Hybrid
3. Face-to-face or on-site contact.

DWD encourages the use of a hybrid instructional approach that combines distance learning with some degree of on-site interaction.

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Pre- and post-testing must be conducted on-site. Students enrolled in distance education must be administered a proctored pre-test and post-test following the same guidelines for instructional hours as other students. For additional assessment guidance, see Indiana’s Assessment Policy for Adult Education Programs.

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Other on-site contact may be necessary to delivery supplementary support for the student, to assign work, or to set timelines for the completion of assignments.

### Materials and technology access:

Students may access materials for distance education in traditional print forms (e.g., workbooks or take-home instructional packets), via television broadcasts or DVDs, or through online access. Providers should assess the types of materials that meet the needs of the student population they serve.

For those students with limited technology access, providers may consider issuing an instructional packet to be completed by the student in a prearranged time. Completed packets are then returned to the teacher in-person or through an established delivery system. Proxy hours can be calculated using either the teacher verification or the learner mastery model.

### Reporting requirements:

For all students, the sum of both proxy and direct contact distance education hours will be entered in InTERS as attendance hours. These hours must be designated as distance education by selecting the “Distance” option. At separation or at the end of the fiscal year, DWD will classify a “blended” student as either a traditional classroom student or a distance education learner for purposes of NRS reporting. Student hours from both online instruction and in the adult education center will be reported according to the NRS Guidelines for Distance Education Learners.





For more information on distance learning, refer to DWD's [Distance Education policy](#) located in the Appendix.

## ADULT LEARNING PLAN

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*Beginning in 2018-2019, all programs must have a state-approved Adult Learning Plan. A [sample ALP](#) is included in the Appendix.*

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The Adult Learning Plan was specifically developed:

- To enhance the learner's sense of ownership of his/her learning plan and to increase the learner's enthusiasm and commitment to the learning process, allowing the learner to realize success more quickly.
- To provide a "road map" of learner and instructor decisions about the appropriate course of study, based on the reasons the learner chose to attend the program.
- To serve as a tool for better communication among staff members, volunteers, and referral agencies in implementing the learner's plan.
- To provide a method by which learner progress is reviewed on a regular basis.
- To provide documentation of learner achievement for the learner, the local program, funding sources, and referral agencies.

### **Adult Learning Plan requirements:**

All adult basic education programs must use the ALP program-wide. The ALP should be developed with the learner at or before 12 contact hours. Teachers or other appropriate instructional staff are responsible for ALP development with the learners.

The **first page** of the ALP **must be developed with all ABE, HSE, and ELL learners**, regardless of the learner's entry level. Additionally, **the second page is mandatory for all Adult Basic Education (0-8.9) and all ESL learners**. This page is considered to be a progressive instrument, charting step by step the smaller, short-term goals and accomplishments for this population. It is hoped these learners will participate longer if they can see the accomplishment of small steps towards their goal area(s).

### **Required Elements of the Adult Learning Plan:**

**Important:** The information recorded on the ALP is collected from the Learner Registration Information form, interest inventories, learning style inventories, and dialogue with program staff.

1. **Quarter-Ending (circle) 9/30 12/31 3/31 6/30:** A date is circled to indicate that program staff has revisited the ALP *with* the learner at least quarterly beyond the initial development date.
2. **Date:** The date the ALP is initially developed with the learner (at or before the accumulation of 12 contact hours).

3. **Reason for Participation:** If a specific referral was made by an agency, i.e., a service agency, or by a court mandate, note that source **OR** note self-initiated if the learner is attending because of his/her own motivation.
4. **Assessment Methods:** TABE
5. **Strengths/Interests:** Includes information obtained from Indiana Career Explorer (ICE), learning styles inventories, interviews, interest checklists, or writing samples. Focuses on the personal attributes and interests that each learner brings.
6. **Focus Areas:** The areas selected here must be relevant to the individual's goals as determined by the learner and the program staff. Since only goals selected and obtained can be counted as achievements for the program, it is important to review and update the goal area on a regular basis. **Important:** The first step in the development of the ALP is for the learner and program staff to select one focus area. Initially, it is recommended that only one relevant, attainable short-term goal be written for that goal area. This is a progressive plan to be developed and revised continually as the learner reaches each goal.

Example taken from the **Learner:**

**Focus Area:** Math Improvement

**Short Term Goal:** To re-learn fractions

Example taken from the **TABE test Learner Profile:**

**Focus Area:** Language Improvement

**Short Term Goal:** To re-learn/master basic punctuation skills

7. **Additional Factors Affecting Learner's Progress:** This area should be used to indicate existing conditions, positive or negative, that might have an impact on the learner's plan. Examples could include:
  - "I may miss class occasionally due to husband's health."
  - "I work overtime on my job whenever I get the chance."
  - "Sometimes I have to baby-sit my grandchildren on a moment's notice."
8. **Learner Agreement and Instructor Agreement:** This collaborative agreement views the learner and program staff as partners in the learning process, validated by both their signatures.
9. **Follow-Up: Additional Factors Affecting the Learner's Progress:** This section is for notation regarding any follow-up activity on behalf of the learner, including phone calls, post cards, contacts with service agencies, and any feedback received.
10. **Materials/Methods:** This area is intended for general materials and methods utilized, such as teacher-made tests, unit tests, standardized tests, formal and informal curriculum, journals, portfolio simulations, actual demonstrations, and others.
11. **Comments/Documentation:** This section is for the purpose of documenting reasons for lack of progress.



The Adult Learning Plan should also identify career pathways and career-related goals. Show students how to keep track of what they are accomplishing. This is a skill they can apply in the workplace as well. Remember to revisit program goals periodically or after the student has completed an interim assessment.

## COURSE SCHEDULING: OPEN ENTRY AND MANAGED ENROLLMENT

All instruction should be scheduled with sufficient intensity and duration to allow for educational gains. Course scheduling should also provide sufficient flexibility to accommodate the varying needs of adult learners with work, family, and related responsibilities.

Two common instructional delivery models include: (1) Managed Enrollment and (2) Open Entry/Open Exit. Providers should ensure that they use the model(s) that best meet the needs of their targeted student population.

- **Managed enrollment classes** have an established cycle with a start and end date. Students are only allowed to enter the class at the beginning of the cycle and are expected to remain until the end. This model is especially beneficial in preparing students for the structure and requirements of postsecondary education/training. Managed enrolled classes also help to build a greater sense of community within the cohort that begins and ends together. Additionally, instructors are better able to plan instruction when they know what students will be in attendance on a regular basis.
- **Open entry/open exit instruction** provides the flexibility that some adult learners need because of family and/or work responsibilities. Students can enroll and exit at any time during the scheduled course.



Many providers find that a combination of managed enrollment and open entry classes work well. Students who enroll in the program after a managed cycle of classes has already begun can get started in an open-entry class until the next cycle of classes begin.

## INTEGRATION OF TECHNOLOGY

The definition of literacy is always changing, and now more than ever, the definition is shifting to include the ability to function in a world that requires the use of technology (Leu et al., 2013), which is extremely relevant in the lives of all adults, including English language learners (ELLs). Technology is increasingly prevalent in our daily lives, and digital tasks are often part of our daily routine. A list of survival skills would not be complete without including digital literacy activities.

### Examples from the Field:

This section will illustrate how some instructors and programs have integrated technology into instruction while promoting digital literacy. The examples are not meant to demonstrate complete

lessons. Rather, they are offered to show you how digital literacy activities can and do look in the classroom.

**Example 1:** [Smartphones in Adult ESOL/ESL Instruction](#): This is a video that shows how adult ESL students use smart phones to take and share pictures.

When smartphones were first introduced, many teachers saw them as distractions. It is not unusual still today to see “no smartphones” signs posted above the whiteboard. However, as smartphones became more popular, a shift in their use became evident. Many smartphones today have a camera. Why not bring the world into the classroom in a relevant way?

In the above video clip, watch Tess Maza as her students interact, using their cell phones. In this video, every student appears engaged. This engagement creates opportunities for real communication and not merely repetition of dialogs or planned roleplaying. Students are concentrating on using English in a real and practical way. They are asked to take pictures at work and bring those pictures back to the class to share. It isn't necessary for every student to take pictures, but all students benefit from those who do. Students have been given opportunities to use their phones to build digital literacy skills and to share those skills with others in the class. You might also notice that students have textbooks open; this activity is tied to planned lessons and not undertaken in isolation.

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For 44 ways to use smartphones in the classroom follow the link:  
<http://www.gettingsmart.com/2013/01/part-1-44-smart-ways-to-use-smartphones-in-class/>

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**Second Example:** [Using an interactive whiteboard](#). This video from Central Carolina Community College shows a strategy to get learners involved in participating in the classroom website or blog. Watch this video to observe some basic features of an interactive whiteboard and consider what you might be able to do with your technology resources.

The instructor, Julia Herbon, does a lot of modeling before she asks students to interact with technology. You will also see that students are learning how to use the website within a context: in this case, health. To warm up the class, she establishes a context by asking students to answer some questions from a blog she is introducing. Students answer questions about three health myths that will be discussed later in a video. This serves as a prediction activity.

Students then watch the video to confirm their answers to the three questions. The questions could be posed without introducing the blog, but the activity prepares students for what they will do later with technology on the website. The questions lead to an “authentic” video—that is, one that is not created specifically for English language learning. Students become familiar with the website while learning English. They are introduced to some basic computer skills (and relevant vocabulary), like scrolling; keyboarding, including using the shift key; and clicking on links. Once introduced and exposed to sufficient modeling, students go to the computer themselves and perform the task on the website.

Once students learn how to access the website, they can watch the video and perform the activities outside of class. They may be asked to evaluate the video or communicate via social media, further strengthening their digital literacy skills.

For more information about using interactive whiteboards in instruction, go to <http://www.neamb.com/professionalresources/benefits-of-interactive-whiteboards.htm>

## REFERENCES

### Adult Education Distance Education Policy (DWD Policy 2014-08)

- [http://www.in.gov/dwd/files/Policy\\_2014\\_08\\_Adult\\_Education\\_Distance\\_Education.pdf](http://www.in.gov/dwd/files/Policy_2014_08_Adult_Education_Distance_Education.pdf)

### WorkINDiana

- <http://www.in.gov/dwd/2904.htm>

### National Reporting System Technical Assistance Guide

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

# INDIANA **ADULT EDUCATION**



ADMINISTRATOR MANUAL

Instructional Delivery Appendix



INDIANA  
DEPARTMENT OF  
**WORKFORCE**  
DEVELOPMENT

### Career-Infused Classroom Checklist

Category/Item	Yes	No	Some
<b>Career Awareness: Is there evidence that the instructor:</b>			
1. identifies and explores student's awareness of career exploration?			
2. provides an understanding that all jobs have certain training/skill and performance requirements?			
3. introduces students to the high demand occupations in the region?			
4. introduces students to the vast array of career information available to help them make informed decisions (e.g., <a href="http://www.acinet.org/">http://www.acinet.org/</a> )?			
5. explains the career planning process and how it can facilitate the attainment of educational and career goals?			
<b>Self Exploration: Is there evidence that the instructor:</b>			
6. helps students begin to talk about the hopes and dreams they have for their lives as the starting point for career exploration?			
7. helps students begin to understand the importance of setting goals to reach their dreams?			
8. aids students in identifying their own transferable skills?			
9. helps students find out about their interests and talents and how to use that information to guide educational and career decisions?			
10. helps students learn about skill categories and to identify their own skills			
11. helps students identify their interests and talents and how to use that information to guide educational and career decisions?			
12. helps students identify what job values are and their importance in choosing a career; helps students prioritize their work values and clarify the importance of them?			
13. helps students understand the relationship between their interests, skills, values, and abilities, and how that informs educational and career options?			
<b>Career Exploration: Is there evidence that the instructor:</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>

14. helps students become familiar with how to find occupational information on the Internet and to know what type of information is helpful in comparing occupational choices?			
15. helps students learn what labor market information is and how to use it?			
16. helps students learn how to conduct an informational interview?			
17. helps students think long-term about job opportunities?			
18. helps students learn about the rights of employees in the workplace?			
<b>Career Planning: Is there evidence that the instructor:</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
19. helps students make a good match between a desired occupation and their basic skills?			
20. engages students in building a monthly budget by identifying household budget items and estimating monthly expenses?			
21. helps students understand the advantages and disadvantages within choices that we make?			
22. helps students understand the different types of approaches to decision making and to identify their own decision-making approach?			
23. helps students understand what a goal is and the criteria for a SMART goal?			
24. helps students develop a system to support them in reaching a goal?			
25. helps students identify potential barriers and solutions to pursuing a career?			
26. helps students understand and identify their preferred learning styles, and become familiar with study strategies that support them?			
27. helps students understand the college admissions process, financial aid and what placement tests are, how they are used, and how to prepare for them?			
28. helps students learn about the various types of postsecondary schools and institutions that provide further education and to understand the advantages and disadvantages of each?			
29. helps students learn how to access information from a college website?			
30. raises students' awareness about and use of campus resources for supporting student success?			
31. helps students learn about options for paying for further education?			



32. helps students understand the difference between a need versus a want, and how that can help in managing money?			
33. helps students develop next steps in student's career and educational planning process?			
<b>Contextualized Learning: Is there evidence that the instructor:</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
34. ensures that student interests and career plans have been identified?			
35. helps students understand why they are learning what she/he is teaching?			
36. knows what experiences the students have had and what their goals are?			
37. relates new concepts to what the students already know?			
38. ensures that students experience learning through hands on activities that allow them to discover new knowledge?			
39. uses real life materials in his/her teaching that are important to the students' lives?			
40. gives students opportunities to apply what they have learned to real life situations?			
41. helps students regularly participate in interactive groups where they share information, make decisions, and solve problems?			
42. uses lessons and activities that encourage students to apply what they have learned to new situations including their planned futures?			
43. conducts research, interviews, and/or observations to determine the skills and knowledge needed for successful transition to the next step in the academic ladder of the career pathway?			
44. contextualizes content and skills to tasks related to selected career clusters, occupations, and/or occupational training curriculum?			
<b>Work-based Learning: Is there evidence that the program provides:</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
45. opportunities for paid or unpaid work experiences aligned to career interests?			
<b>Soft Skills/Employability Skills: Is there evidence that the program provides:</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
46. instruction in soft skills (teamwork, decision making, conflict resolution, etc.) and employability skills (resume writing, interviewing skills, etc.)?			

<b>Co-enrollment in occupational training: Is there evidence that the program provides:</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
47. opportunities for students to co-enroll in occupational training in high demand fields and contextualized academic support?			

McClendon, L. (nd) Contextualization: Creating a Support System for Contextualized Instruction A Toolkit for Program Managers. pp 46-47. Austin, TX:

**-Example of an Adult Learning Plan utilizing all required elements-**

Quarter Ending (*Check one*)

9/30 \_\_\_ 12/31 \_\_\_ 3/31 \_\_\_ 6/30 \_\_\_

## Adult Learning Plan

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Reason for Participation: \_\_\_\_\_

Assessment Methods: \_\_\_\_\_

Strength/Interest: \_\_\_\_\_

**Focus Areas** (*check all that apply*)

- |   |  |
|---|--|
| <input type="checkbox"/> Improve Basic Skills                                 | <input type="checkbox"/> WorkIndiana                         |
| <input type="checkbox"/> Reading  | <input type="checkbox"/> IET                                 |
| <input type="checkbox"/> Math   | <input type="checkbox"/> ELL Conversation                    |
| <input type="checkbox"/> Language   | <input type="checkbox"/> ELL Reading, Writing                |
| <input type="checkbox"/> High School Course/Diploma                           | <input type="checkbox"/> U.S. Citizenship Skills             |
| <input type="checkbox"/> HSE Preparation                                      | <input type="checkbox"/> Gain Unsubsidized Employment        |
| <input type="checkbox"/> Preparation for Post-Secondary Education or Training | <input type="checkbox"/> Retain Employment or Advance in Job |
|   | <input type="checkbox"/> Removal from Public Assistance      |

**Additional Factors Affecting Learner's Progress:** \_\_\_\_\_

### LEARNER AGREEMENT

I have agreed that the above goal areas are those I choose to work on at this time. I understand that for the successful completion of these goal areas I will need to attend class or work with my tutor and/or complete distance learning \_\_\_\_\_ hours per week, complete my assignments, ask for help when I need it, and make a genuine effort to learn. If changes need to be made in my learning plan, my instructor and I will make a new agreement.

Learner Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### INSTRUCTOR AGREEMENT

As the class instructor, I will do everything possible to help this learner achieve the above goals by providing appropriate instruction and by reviewing the learner's progress at regular intervals. I understand that if changes need to be made in the learning plan, the learner and I will make a new agreement.

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Follow-up: Additional Factors Affecting Learner's Progress:**

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

**Document Progress** toward each goal

**Circle: R** (Reached goal), **P** (Progress made), **N** (No progress), **M** (Modified goal)

Enter date progress is being reviewed

**Focus Area:**

Date Set: \_\_\_\_\_

Date reached: \_\_\_\_\_

Date modified: \_\_\_\_\_

**Short Term Goals:**

**Circle One**

**Date Reviewed**

1. \_\_\_\_\_ **R P N M** \_\_\_\_\_

Materials/Methods: \_\_\_\_\_ **R P N M** \_\_\_\_\_

2. \_\_\_\_\_ **R P N M** \_\_\_\_\_

Materials/Methods: \_\_\_\_\_ **R P N M** \_\_\_\_\_

3. \_\_\_\_\_ **R P N M** \_\_\_\_\_

Materials/Methods: \_\_\_\_\_ **R P N M** \_\_\_\_\_

Comments/Documentation: \_\_\_\_\_

**Goal Area:**

Date Set: \_\_\_\_\_

Date reached: \_\_\_\_\_

Date modified: \_\_\_\_\_

**Short Term Goals:**

**Circle One**

**Date Reviewed**

1. \_\_\_\_\_ **R P N M** \_\_\_\_\_

Materials/Methods: \_\_\_\_\_ **R P N M** \_\_\_\_\_

2. \_\_\_\_\_ **R P N M** \_\_\_\_\_

Materials/Methods: \_\_\_\_\_ **R P N M** \_\_\_\_\_

3. \_\_\_\_\_ **R P N M** \_\_\_\_\_

Materials/Methods: \_\_\_\_\_ **R P N M** \_\_\_\_\_

Comments/Documentation: \_\_\_\_\_



**To:** The Workforce System

**From:** Indiana Department of Workforce Development

**Date:**

**Subject:** DWD Policy 2017-XX  
Distance Education

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### **Purpose**

This policy provides requirements for distance education for adult education programs.

### **Rescissions**

DWD Policy 2014-08 Distance Education

### **Content**

The Department of Workforce Development (DWD) and Indiana Adult Education support distance learning as part of its commitment to increase participation in and access to adult education (AE) services. Moreover, the integration of technologies in distance education supports student development of fundamental computer and technology skills needed to thrive in a complex and rapidly changing technological society.

### ***Defining Distance Education***

The United States Department of Education, Office of Career, Technical, and Adult Education (OCTAE) defines distance education for AE programs in the *National Reporting System (NRS) Implementation Guidelines*, as:

- **Distance Education**—Formal learning activity where students and instructors are separated by geography, time, or both, for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies, and software.<sup>3</sup>

### ***Measuring Instructional Hours for Learners in Distance Education***

There are two types of contact hours for distance education: direct contact hours and proxy contact hours.

---

<sup>3</sup> NRS Implementation Guidelines (February 2016); p. 50

- **Direct contact hours** for distance education learners can be a combination of in-person interaction and telephone, video conferencing, or online communication, where student and program staff can interact and where the learner’s identity is verifiable. Students must have at least twelve (12) direct contact hours for official enrolment in an AE or Integrated English Literacy & Civics Education program. These direct contact hours may include both orientation and instructional hours.
- **Proxy contact hours** are the hours students spend on distance learning activities. These hours may be measured using one of three models:
  - *Clock-Time Model*, which assigns contact hours based on the elapsed time that a learner is connected to, or engaged in, an online or stand-alone software program that tracks time.
  - *Teacher-Verification Model*, which assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a learner engaged in, or completed, the assignment.
  - *Learner-Mastery Model*, which assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials and when they feel they have mastered the material, take the test. A passing score on the test earns the credit hours attached to the material.

AE providers must be able to provide documentation of proxy contact hours and how the logs were measured upon request. Some examples of acceptable documentation include: software generated reports, screen shots, or teacher logs.

### ***Approved Distance Education Curricula***

The following distance education curricula are approved for use: ITTS, Plato, WIN, Indiana Career Explorer (ICE), GED® online, and SkillsTutor. Other curricula may be approved; contact the regional adult education coordinator.

### ***Instructional Delivery Model and Assessment***

DWD encourages the use of a hybrid instructional approach that combines distance learning hours with some degree of on-site interaction.

Pre- and post-testing must be conducted on-site, and must be administered to students enrolled as distance education learners following the same guidelines applicable to all other students. For additional assessment guidance, see Indiana’s Assessment Policy for Adult Education Programs.

### ***Reporting Requirements***

For all students, the sum of both proxy and direct contact distance education hours will be entered in InTERS as attendance hours. These hours must be designated as distance education by selecting the “Distance” option. At separation or at the end of the fiscal year, DWD will classify a “blended” student as either a traditional classroom student or a distance education learner for purposes of NRS reporting. Student hours from both online instruction and in the adult education center will be reported according to the NRS Guidelines for Distance Education Learners.

**Effective Date**

Immediately

**Ending Date**

Upon rescission

**Contact for Questions**

[Policy@dwd.in.gov](mailto:Policy@dwd.in.gov)

**Action**

Indiana's adult education system will follow the guidance contained in this policy.

# INDIANA **ADULT EDUCATION**



ADMINISTRATOR MANUAL

Performance and Accountability



INDIANA  
DEPARTMENT OF  
**WORKFORCE**  
DEVELOPMENT



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## Performance and Accountability

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# PERFORMANCE & ACCOUNTABILITY

## Major Points

1. The National Reporting System (NRS) establishes assessment guidelines, common definitions, and standard data collection protocol in addition to criteria for measuring Federal performance measures.
2. Under WIOA, there are six primary indicators of performance for all of the Titles related to employment rates, median earnings, credential attainment, measurable skill gains, and effectiveness in serving employer needs.
3. Measurable skill gains (MSGs) can be achieved in five ways: (1) comparing a participant's pretest with the participant's posttest, using an NRS-approved test; (2) awarding Adult High School credits in an adult high school program (enough to move to 11th- or 12th-grade status according to State rule); (3) enrollment in postsecondary education and training after exit; (4) receipt of a High School Equivalency diploma; and (5) receipt of an Adult High School diploma.
4. A period of participation begins when a participant enters the program and does not end until a participant exits the program. If a student has 12 or more contact hours during this time, the student is classified as a participant within a period of participation.
5. Every period of participation is treated as a separate event for a participant and performance indicators apply separately to each period. This means that for each period of participation, the State must report measurable skill gains and conduct follow-up on the participant after exit from each period to collect data on the appropriate post-exit indicators.
6. The credential attainment indicator measures two types of credentials: (1) receipt of a secondary school diploma or recognized equivalent during participation or within one year after exit from the program. The receipt of this credential is only counted if the participant also enters postsecondary education or training, or employment within one year after exit. (2) receipt of a recognized postsecondary credential during participation or within one year after exit from the program.
7. Based on National Reporting System guidelines, every State must have an electronic management information system to collect student data. Indiana uses the Adult Education Indiana Technical Education Reporting System (AE InTERS).
8. DWD will perform an annual risk assessment for each program to determine which programs require a more in-depth review. As required by federal law, DWD staff will also perform an on-site review of any programs that are high risk according to the assessment results.
9. At a minimum, student folders shall be kept for three (3) full program years.

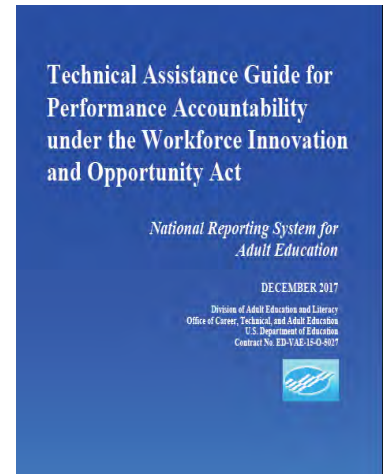
## NATIONAL REPORTING SYSTEM

Being accountable for the use of Adult Education resources requires local administrators to know how the program is measured, understand how results compare to performance standards, and continually make improvements in instruction and classroom management.

The National Reporting System (NRS) began in the 1990s as a Federal initiative to develop an accountability system for the Federally-funded adult education program. In 1995, Congress considered eliminating adult education as a separate program and integrating its activities into existing workforce development programs. To keep the program separate, it was essential to develop a strong data collection system to show the impact of adult education.

The National Reporting System (NRS) was developed as the national accountability system for adult education. NRS established assessment guidelines, common definitions, and standard data collection protocol in addition to criteria for measuring Federal performance measures. As a result, a national picture of what adult education programs across the country, including Indiana, are doing can be presented to Congress and other funders.

The [National Reporting System](https://nrsweb.org/) maintains a robust website (<https://nrsweb.org/>) will many helpful resources, including the [\*Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act\*](#).



## OVERVIEW OF THE WIOA PERFORMANCE INDICATORS

Under WIOA, there are common performance indicators under which every title, including Title II, is held accountable. The chart on the next page summarizes each indicator.

Performance Indicators	Measures	Categories or Definitions
Measurable Skill Gains (MSG)	Educational functioning level gain	<ul style="list-style-type: none"> <li>Complete one or more EFLs as measured by an NRS-approved assessment</li> <li>Earn enough Carnegie Units or credits to move from ASE level 5 to ASE level 6</li> <li>Enroll in a postsecondary educational or occupational skills program after exit and by the end of the program year</li> </ul>
	Attainment of a high school credential	<ul style="list-style-type: none"> <li>Receipt of a secondary school diploma or its recognized equivalent during enrollment or after exit and by the end of the program year</li> </ul>
Employment Measures	Second-quarter employment	<ul style="list-style-type: none"> <li>Employment in the second quarter after the exit quarter</li> </ul>
	Fourth-quarter employment	<ul style="list-style-type: none"> <li>Employment in the fourth quarter after the exit quarter</li> </ul>
	Median earnings	<ul style="list-style-type: none"> <li>Median earnings of participants employed in the second quarter after the exit quarter</li> </ul>
Credential Attainment	Attainment of secondary school diploma or its recognized equivalent	<ul style="list-style-type: none"> <li>Receipt of a secondary school diploma or its recognized equivalent and employed or entered into postsecondary education within 1 year of exit</li> </ul>
	Attainment of postsecondary credential	<ul style="list-style-type: none"> <li>Receipt of a postsecondary credential while enrolled or within 1 year of exit</li> </ul>

Note: There is an additional performance indicator related to employer satisfaction that is still being defined in Indiana.

WIOA’s new accountability requirements reflect increased emphasis on employment and postsecondary education and more tracking of participants after their exit. Three particular areas require a closer examination to better understand the impact of the new accountability requirements: periods of participation (POPs), measurable skill gains (MSGs), credential attainment, and follow-up measures.

## PERIODS OF PARTICIPATION (PoP)

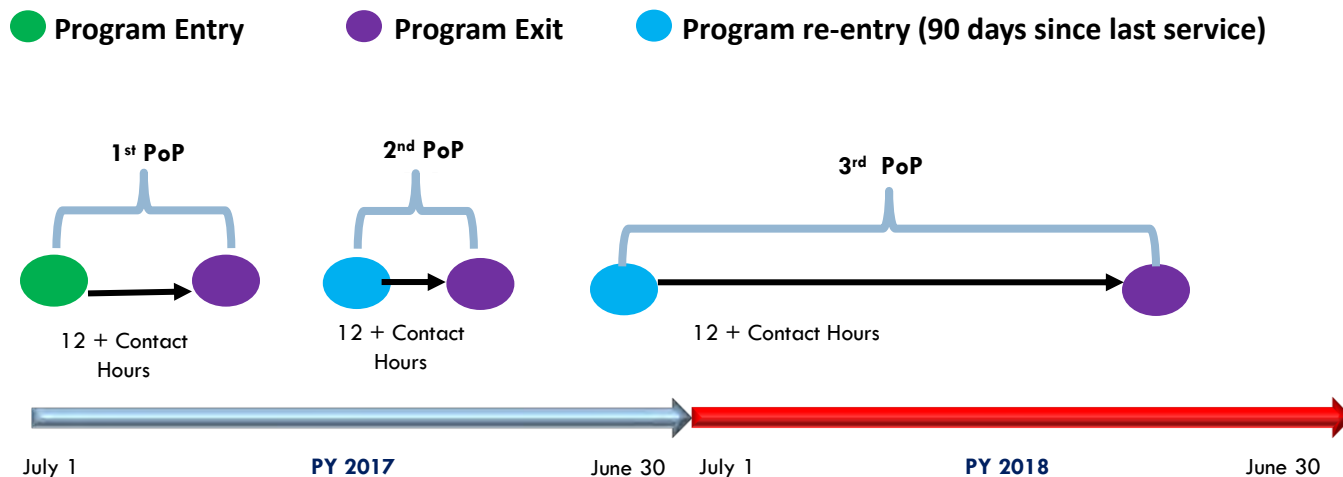
### ***What are periods of participation?***

A period of participation begins when participants enter the program and does not end until a participant exits the program. If a student has 12 or more contact hours during this time, the student is classified as a participant within a period of participation. A PoP may cross program years depending on when the student enters the program and when the student exits the program. Individuals must achieve participant status each time a new PoP begins.

### May a student have more than one PoP?

Yes, each time a student separates (90 days without service) and re-enters the program with 12 or more contact hours, the student is a participant in a new period of participation. Figure 1 illustrates three separate PoPs with the third one continuing across program years.

Figure 1. Periods of Participation (PoP) Example



### When does a student separate/exit from the program?

A student is considered to have exited/separated from the program after a period of 90 days without service or up to 120 days if a prior planned exit and future service date were identified by the student and recorded by the staff.

### What is a future service date?

A student who has a planned absence and expects to return may have a scheduled future service date. This date must be no more than 120 days from their last date of attendance. This must be recorded on the LEIS form and in the student information system database.

If the student returns by the future service date, then the student does NOT exit/separate from the program, and the student's attendance record is evaluated for the same period of service or PoP.

For purposes of determining if a student is receiving service, the following do not count as service:

- Self-service
- Information-only services/activities
- Follow-up services

### How are periods of participation used for calculating performance indicators?

State performance on all core outcome measures under WIOA, excluding median earnings, is calculated as a percentage of the total number of outcomes achieved by the total number of periods of participation.

### Do the WIOA performance measures apply for each period of participation?

Every period of participation is treated as a separate event for a participant, and performance indicators apply separately to each period. This means that for each period of participation, the State must report measurable skill gains and conduct follow-up on the participant after exit from each period to collect data on the appropriate post-exit indicators. Each exit date from a period of participation is

used to determine the follow-up time. For example, if a student exits in December, reenrolls in April, and exits again in June, the State would report on appropriate post-exit indicators for both exits. The second-quarter employment outcome, for example, would be reported in the April through June quarter for the December exit, and in the following October through December quarter for the June exit.

POPs can have a considerable impact on your student performance. Remember: every period of participation is a new service period and treated as if the student is a new enrollee. The student is held accountable for an MSG for each and every PoP. That's right, before WIOA you were only held accountable for one educational gain per student for the entire program year. It didn't matter if he attended, stopped, and then re-entered within the same year. Now, a new intake process is required for each period of participation, and you are held accountable for an additional MSG for each subsequent period of participation. Additionally, the State must conduct follow-up to collect data on the appropriate post-exit indicators for every period of participation.

### ***What impact do PoPs have on pre- and post-testing?***

**Pre-testing:** When students enter the program, they are given one or more assessments to determine their initial placement and their pre-tests. Students must be given at least one assessment within their first 12 contact hours. The student's placement is determined by the lowest EFL score of the assessments.

**The initial placement is for the entire program year regardless of the number of POPS a student may have.**

- For students who separate and return within the program year, the student should be given a new test at the beginning of subsequent POPs.

**Post-testing: The student is held accountable for a Measurable Skills Gain (MSG) every POP.** While there are five ways that students can earn an MSG depending on their program of study (discussed shortly), post-testing is often the most common method for earning an MSG. Therefore, students with sufficient hours (and progress) should be post-tested within every POP.

## **MEASURABLE SKILL GAINS (MSG)**

Adults enroll in adult education programs for many different reasons, but most often they attend to gain the skills they need to be successful in school, the workplace, and their everyday lives. Under WIOA, programs are able to determine their success in helping students gain those skills, using the measurable skill gains (MSG) indicator. This section explains what MSG is, how it is measured, who is included in the indicator, and how it is different from the outcome measures that State and local adult education programs previously collected.

### ***What is a measurable skill gains indicator?***

MSG is a WIOA-required indicator used to demonstrate participants' progress toward achieving a credential or employment. Although a period of participation may cross program years, MSGs are evaluated that occur within a program year for each PoP of a participant.

### ***How are measurable skill gains earned?***

For adult education programs, participants can demonstrate MSG in five ways depending on their program of study:

#### MSG by Educational Functioning Level (EFL) gain:

1. Advancing to one or more higher levels by pre and post-test EFL gain
2. Earning sufficient Carnegie Units to move from Low ASE to High ASE
3. Exiting the program and entering post-secondary education

MSG by Secondary Diploma/Equivalent:

- 4. AHS
- 5. High (HSE)

The receipt of this credential is only counted if the participant also **enters postsecondary education or training, or employment within one year after exit.**

Diploma  
School Equivalency  
diploma

**Who is included in the measurable skill gains indicator?**

MSG is reported for all participants (adults who receive 12 or more contact hours within the period of **participation**). However, participants who are forced to exit the program due to the following extenuating circumstances are excluded:

- Incarceration or entry into a 24-hour support facility such as a hospital or treatment center
- Medical treatment that lasts more than 90 days
- Being called into active duty in the National Guard or other armed services for at least 90 days
- Death

**Let's look at a couple scenarios so you can determine how MSGs and PoPs work in your program.**

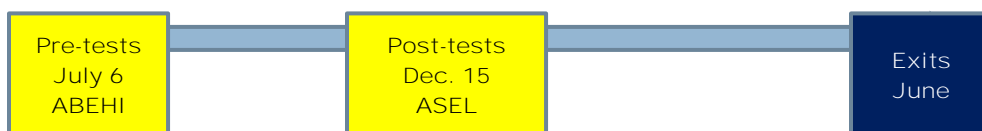
**Scenario 1:**

Jane enters your program on July 6 and attends continuously through June.



How many periods of participation does Jane have? If you answered one, you are correct. There were no 90 day exits in between.

Jane pre-tests on July 6 at ABE High Intermediate. She post-tests on December 15 at ASE Low, and she remains in the program through June but doesn't post-test again.



How many measurable skill gains does she have?

If you answered one again, you are correct. She completed a level in December and since she only had one PoP for the entire program year, you are only held accountable for one MSG for Jane.

**Scenario 2:**

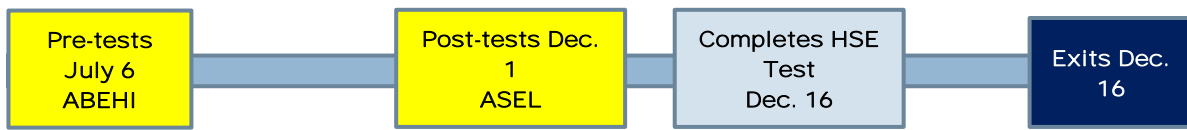


Now let's look at John. John comes into your program on July 6 and stays in your program until December 16.



John has one period of participation.

He pre-tests on July 6 at ABEHI.  
 He post-tests at ASEL on December 1.  
 He completes the HSE Test on December 16  
 He doesn't come back to classes after receiving his diploma.



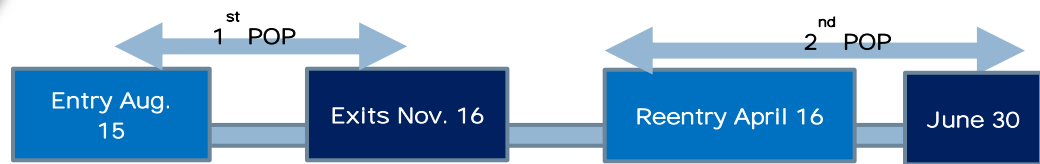
How many MSGs will John get credit for?

While he has earned two MSGs, only one gets counted per period of participation. Both his level completion and high school credential occurred within the same PoP.

**Scenario 3:**

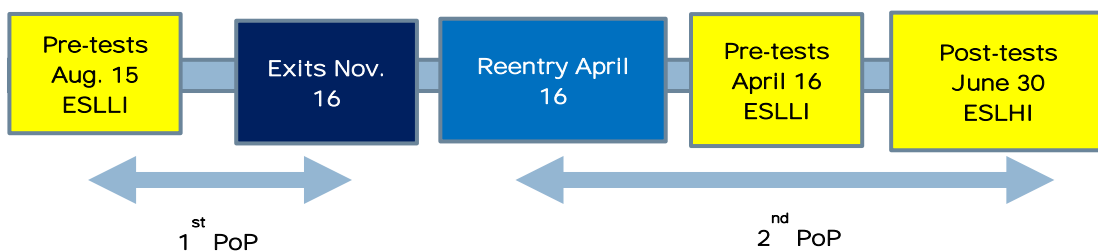


Maria comes into your program on August 15 and stays in your program until November 16 and comes back on April 16 and exits again on June 30.



Maria has two periods of participation.

- She pre-tests on August 15 at ESL Low Intermediate and stops coming to class on November 16. No post-test was given before she exited.
- She re-enters on April 16 and pre-tests at ESL Low Intermediate. On June 30, she post-tests at ESL High Intermediate.





How many MSGs did Maria earn during each POP?

During the first POP, Maria earned no MSGs because no post-test was given before she exited. During the second POP, she earned an MSG because she completed a level. So Maria had two Pops but earned only one MSG from level gain. Since Maria was post-tested at the end of the program year (June 30) there is no way to earn a second MSG through “retroactive” MSGs (see explanation below).

**Can students with more than one PoP within a program year earn MSGs retroactively?**

Yes, there are two retroactive MSGs:

- **Pre/Post-test MSG:** If a student separates and returns and did not earn an MSG in his prior PoP, the student may earn an MSG based on their first post-test within the new PoP. If this results in an EFL gain, the gain is applied retroactively to the prior PoP. That post-test will serve as the post-test to the prior PoP, and the new pre-test for the new PoP. The student may earn an additional MSG if he achieves another EFL gain after post-testing with sufficient hours.
- **HSE/AHS Diploma MSG:** If a student earns either an HSE Credential or an AHS Diploma, an MSG is applied to the student’s current PoP **and any preceding PoP within the program year.**



**Where are data reported for measurable skill gains?**

The NRS has four tables for reporting MSG:

- Table 4—for all participants
- Table 4C—for participants in distance education
- Table 8—for participants in family literacy programs (optional table)
- Table 10—for participants in correctional education programs

Each table breaks down—by NRS educational functioning level—the total number of participants, the number and percentage who achieve an MSG, the total number of periods of participation, and the total number of MSGs by period of participation. Only the most recent MSG achieved is reported per period of participation, even if more than one MSG is achieved.

## CREDENTIAL ATTAINMENT INDICATOR

Title II programs have always tracked the number of students obtaining a secondary credential as a follow-up outcome measure for NRS reporting. However, WIOA establishes a credential indicator that includes secondary and postsecondary credentials. This section explains the credential indicator, who is included in the measure, how it is calculated, how it differs from previous measures, and how it is reported.

**What is the credential indicator?**

The credential attainment indicator measures two types of credentials:

- Receipt of a secondary school diploma or recognized equivalent during participation or within one year after exit from the program.

- Receipt of a recognized postsecondary credential during participation or within one year after exit from the program.

### **Who is included in the credential indicator?**

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

Participants in correctional education programs (WIOA Section 225) are excluded from the indicator. In addition, participants are excluded from the indicator if they are forced to exit the program due to the following extenuating circumstances:

- Incarceration or entry into a 24-hour support facility such as a hospital or treatment center
- Medical treatment that lasts more than 90 days
- Being called into active duty in the National Guard or other armed services for at least 90 days
- Death

### **How is the credential indicator calculated?**

The credential indicator is calculated as a percentage of the total number of participants who exited during the reporting period who achieved either credential as defined above **divided** by the total number of participants (1) who exited and were enrolled in a postsecondary education or training program **plus** (2) all participants who exited and were enrolled in a secondary education program at or above the ninth grade level and did not have a secondary school diploma or its equivalent.

### **How is this different from previous reporting?**

Participants must be enrolled at the ninth-grade equivalent or higher during participation in the program to be included in the measure, and they must be employed or enrolled in postsecondary education within one year after exit in order to be counted for achieving a secondary credential. Attainment of a postsecondary credential is a new performance indicator for the NRS under WIOA.

### **Where are data reported for the credential indicator?**

NRS Table 5 reports the indicator and other WIOA-required exit-based measures. This indicator is also included in the following tables:

- Table 5a—for participants in distance education
- Table 8—for participants in family literacy programs (optional)
- Table 10—for participants in correctional education programs

Performance on this indicator cannot be measured until one year after a participant's exit.

## **POST-EXIT PERFORMANCE INDICATORS**

The remaining performance indicators are *follow-up* indicators that are collected after participants exit. These measures are:

- (1) employment in the second quarter after exit,
- (2) employment in the fourth quarter after exit,
- (3) median earnings of participants who are employed in the second quarter after exit, and

(4) the credential indicator (previously addressed).

Participants in a section 225 program for corrections education and other institutionalized individuals, who remain incarcerated at exit, are excluded from all indicators except MSG.

WIOA also requires the U.S. Departments of Education and Labor to establish a primary indicator of performance for effectiveness in serving employers.

## EXCLUSIONS

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

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

## THE ADULT EDUCATION INDIANA TECHNICAL EDUCATION REPORTING SYSTEM (AE InTERS)

All providers that receive state and federal funds from the DWD must collect, report, and submit required National Reporting System (NRS) and state data electronically using the software Adult Education (AE) InTERS. All providers should have AE InTERS installed on an on-site computer. Note that the site does require a user name and password. These are assigned by the local administrator through AE InTERS.

Each AE provider must have up-to-date local policies and procedures that align with current state policies and procedures for data collection and reporting on file. The AE staff with access to InTERS must attend the required InTERS trainings established during the program year.

### **Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE)**

AE programs that receive funding for IET or IELCE programs have additional reporting requirements.

- 1) IET/IELCE completion date;
- 2) IET/IELCE participant drop date (if participants leave the program);
- 3) Name of the certification attempted; and
- 4) Certification attainment.

## Roles and Responsibilities

To ensure an efficient and accurate data management system, a variety of Adult Education staff members play important roles

Staff Position	Responsibilities
<b>DWD Administrative Staff</b>	<p>DWD staff monitors adult education programs across the state and maintains the AE InTERS data system. Specific responsibilities include:</p> <ul style="list-style-type: none"> <li>• Installing software on computers at adult education sites;</li> <li>• Entering adult education programs in AE InTERS (program staff <b>MAY NOT</b> enter programs);</li> <li>• Providing technical support;</li> <li>• Monitoring data at least quarterly (more frequently if warranted);</li> <li>• Monitoring program data entry errors monthly or when notified by an adult education program;</li> <li>• Working with programs to fix data entry errors; and</li> <li>• Producing and submitting NRS tables to the federal government.</li> </ul>
<b>Program Data Entry Personnel</b>	<p>Program data entry personnel are responsible for:</p> <ul style="list-style-type: none"> <li>• Entering student data at each adult education program site;</li> <li>• Adding course locations; and</li> <li>• Working with DWD on data entry errors/issues.</li> </ul> <p>At least two staff members should be trained and have access to the system at all times.</p>
<b>Program Operations Staff</b>	<p>Program operations personnel are responsible for:</p> <ul style="list-style-type: none"> <li>• Instructing students and assessing student progress;</li> <li>• Tracking attendance, test scores, and achievement of student-specified goals; and</li> <li>• Entering data in AE InTERS or working with data entry personnel to enter the data.</li> </ul>
<b>Adult Education Regional Coordinators</b>	<p>Regional coordinators are responsible for:</p> <ul style="list-style-type: none"> <li>• Using AE InTERS to monitor the performance of all programs within their region.</li> </ul>

### Required Data Reporting:

The following information shall be collected and entered for each student in InTERS:

<b>Demographics</b>	•Race/ethnicity, gender, and age
<b>Status</b>	•Labor force status, public assistance status, urban or rural residency, disability status, education status, and current enrollment type
<b>Test Scores</b>	•All TABE and TABE CLAS-E scores, including both valid and invalid scores
<b>Educational Gain</b>	•Gains in all subjects as determined by TABE or TABE CLAS-E pre- and post-testing
<b>Student Participation</b>	•Contact hours and program enrollment type
<b>Follow-up Measures</b>	•Exit type, entered employment, retained employment, median earnings, secondary school diploma/equivalent and employed within one year of exit, secondary school diploma/equivalent and enrolled in postsecondary education training within one year of exit; postsecondary credential while enrolled or within one year of exit.

### Optional Data Reporting

Providers may elect to collect and report both NRS follow-up measure data and secondary outcome data. While data matching will be employed, DWD recommends that AE providers utilize the InTERS system to record data on NRS follow-up measures when WIOA Title II participants self-report to the AE provider.

Optional NRS Follow-Up Measures:

1) *Employment Status*

- First (1<sup>st</sup>) quarter after program exit<sup>1</sup>;
- Second (2<sup>nd</sup>) quarter after program exit;
- Third (3<sup>rd</sup>) quarter after program exit<sup>2</sup>;
- Fourth (4<sup>th</sup>) quarter after program exit; and
- Types of employment (name of employer) for each of the first four (4) quarters after program exit.

2) *Wages*

- First (1<sup>st</sup>) quarter after program exit;
- Second (2<sup>nd</sup>) quarter after program exit;
- Third (3<sup>rd</sup>) quarter after program exit; and

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<sup>1</sup> This is a primary NRS follow-up measure.

<sup>2</sup> This is a primary NRS follow-up measure.

- d) Fourth (4<sup>th</sup>) quarter after program exit.
- 3) *School Status*
- a) Enrollment in post-secondary education or training;
    - i) Date enrolled in post-secondary education or training;
    - ii) Type of post-secondary education or training;
    - iii) Attainment of post-secondary education or training credential;
    - iv) Type of training received; **AND**
    - v) Eligible training provider program of study.

Definitions can be found within the Participant Individual Record Layout (PIRL) at:

[https://doleta.gov/performance/pfdocs/ETA%209170%20-%20WIOA%20PIRL Final V22 062716.xlsx](https://doleta.gov/performance/pfdocs/ETA%209170%20-%20WIOA%20PIRL%20Final%20V22%20062716.xlsx)

**Social Security Numbers:** DWD requires providers to request Social Security Numbers from their students to be entered in InTERS for data matching purposes. Students shall be informed that disclosure is not mandatory and is requested only for the purposes of data matching. Providers may not deny individuals services if the individual refuses to disclose his or her SSN.

**Schedule for Data Entry:** DWD strongly recommends that data be entered into InTERS on a weekly basis at a minimum. If the time lag for reporting data is too long, the likelihood of missing, and possibly inaccurate, data increases. Timely data entry will allow program staff and DWD to analyze data on a regular basis and use it for program planning and continuous program improvement.

While programs may determine their own schedule for data entry, DWD requires that all monthly data for NRS and state measures be entered by the **10<sup>th</sup> of the consecutive month**, and data should be available for review at all time.

**Attendance Hours:** Attendance shall be entered within twenty-four (24) hours of class time and no later than the end of the week.

**Follow-ups:** DWD strongly encourages follow-ups to be conducted on exited students on a quarterly basis at a minimum. Follow-up information should be gathered for the NRS follow-up outcomes tracked on NRS Table 5: entered employment (2<sup>nd</sup> and 4<sup>th</sup> quarters after exit), retained employment, median earnings, secondary school diploma/equivalent and employed within one year of exit, secondary school diploma/equivalent and enrolled in postsecondary education training within one year of exit; postsecondary credential while enrolled or within one year of exit. Follow-ups can be recorded on paper then transferred into InTERS or directly entered into InTERS on the Follow-Up screen.

**Accurate Data Entry and Validation:** Programs shall make every effort to ensure accurate data entry. If DWD determines that a program has a pattern of data entry discrepancies beyond occasional errors, the program will be monitored and may be required to submit data documentation. All programs shall maintain and back up data documentations including attendance, student exit, and follow-up data in accordance with DWD policy 20XX-XX, Program Monitoring and Improvement Policy.

**Analysis:** DWD strongly encourages programs to monitor student progress and attendance through the active use of InTERS data on a daily basis. DWD recommends that administrators and consortium monitor their program(s) for compliance and progress through the data available in InTERS and that results are shared with staff on a regular basis.



For additional information on InTERS, visit the website at <http://www.in.gov/dwd/2907.htm> and the [Data Collection and Reporting Policy](#) in the Appendix.

## PROGRAM MONITORING

DWD will perform an annual risk assessment for each program to determine which programs require a more in-depth review. As required by federal law, DWD staff will also perform an on-site review of any programs that are high risk according to the assessment results. Programs may access the risk assessment, desk review, and onsite review forms on the DWD adult education administration website at <http://www.in.gov/dwd/adultedadmin/>.

DWD will notify the fiscal agent and the program director overseeing the program if their program has been identified for further review. The notification will include further instructions on next steps and any additional information requested. These documents may include, but are not limited to, inventory of equipment purchased with grant funds, local attendance policy, and information on distance learning.

After DWD reviews the program information, DWD will inform the program if an on-site visit is necessary. If it is not, DWD will provide feedback that includes required changes and recommendations. DWD will follow up with the program to ensure any issues have been addressed appropriately.

**On-site visits:** Notification of an on-site review will include a request for any staff that should be made available for interviews during the visit, such as program director, teachers, fiscal staff, counselors, and students. All program records must be made fully available to DWD staff during the on-site visit.

After the on-site visit, DWD will submit any observations and findings to the program. Observations will include areas of improvement for the program. Programs will be required to respond to all observations in writing with actions they are taking. Findings are issues deemed serious enough to initiate a Corrective Action Plan (CAP). DWD will work with the program to develop the CAP and the timeline for response. DWD will follow-up with all programs that are on a CAP to ensure required changes are being made.

Failure to implement elements of the CAP or achieve negotiated performance targets may result in DWD taking further action. These actions may include fiscal agent change and/or removal of AE program eligibility for federal and state funding. (EDGAR 34 CFR 80.43)

## STUDENT RECORDS RETENTION

DWD requires AE programs to maintain student records in InTERS and in a student folder for data validation purposes, in accordance with AE Data Collection and Reporting Policy.

At a minimum, student folders shall be kept for three (3) full program years. If a program's student record is monitored, audited, or removed before the three (3) year period has passed, records must be maintained until the monitoring is completed or the three (3) year period has passed, whichever is later. To ensure the protection of student information, the folder's contents shall be disposed of eliminating the contents after no less than the necessary retention period (e.g., paper shredding).

In the event of a site or program closure, the student folders must be transferred to the program taking over the students. The incoming program will assume responsibility of those student records.

**Student folder:** Folders shall be kept in a secure area such as cabinets. Folder tabs shall be labeled legibly with the student's last and first name.

The student folder shall contain the following information:

- Release of information;
- Registration form/s;
- Assessment information;
- Exit form with principal's signature for any student 16 or 17 years of age; and
- Original versions of any additional signed documents.

The exit form for 16 and 17-year-old students may be reused if the student reenters the program.

## REFERENCES

### **National Reporting System Technical Assistance Guide**

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

### **Indiana Adult Education Data Collection and Reporting Policy**



# INDIANA **ADULT EDUCATION**



## ADMINISTRATOR MANUAL

### Performance and Accountability Appendix



INDIANA  
DEPARTMENT OF  
**WORKFORCE**  
DEVELOPMENT



**To:** Indiana's Workforce System

**From:** Indiana Department of Workforce Development

**Date:** TBD

**Subject:** DWD Policy 2017-XX  
Adult Education Data Collection and Reporting

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## Purpose

This policy provides guidance on the collection and reporting of data for state and Workforce Innovation and Opportunity Act (WIOA), Title II, adult education programs.

## Rescission

DWD Policy 2013-4, Adult Education Data Collection and Reporting

## Content

The Workforce Innovation and Opportunity Act (WIOA) requires the Department of Workforce Development (DWD), Division of Adult Education, to annually report specified data and information on Indiana's adult education programs to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE). OCTAE has established National Reporting System (NRS) measures that address the federal accountability requirements of WIOA Title II, which are collected by DWD and submitted to OCTAE.

Adult education (AE) providers that receive federal and/or state funds from DWD must collect, report, and submit required NRS and state data electronically using the InTERS system. Each AE provider must have up-to-date internally created policies and procedures for data collection and reporting on file.

### *InTERS Training*

All AE staff with access to InTERS must attend the required InTERS trainings during the program year. Failure to send AE staff to trainings may result in revocation of InTERS system access for untrained AE staff.

### *Required Data Reporting*

Specific information shall be collected and entered for each reportable individual and adult education participant in InTERS.

- 1) *Demographics*
  - a) Race/ethnicity (self-identified);
  - b) Gender (self-identified);

- c) Date of birth;
  - d) Highest grade completed;
  - e) Highest educational level completed (degree earned);
  - f) Country of origin; and
  - g) Whether WIOA adult or youth.
- 2) *Status (at entry)*
- a) Employment status;
  - b) Long-term unemployment status;
  - c) Incarceration status;
  - d) Current school status;
  - e) Temporary assistance for needy families (TANF) status;
  - f) Adult Education status;
  - g) Job Corps status;
  - h) Vocational Rehabilitation status;
  - i) Wagner-Peyser Employment Service status;
  - j) YouthBuild status; and
  - k) Geographical status (whether residing in urban or rural area).
- 3) *Barriers (at entry)*
- a) Foster care youth status, homeless status, ex-offender status;
  - b) Low income status;
  - c) English Language Learner (ELL) status;
  - d) Basic literacy status;
  - e) Cultural barriers (self-identified) status;
  - f) Single parent status;
  - g) Dependent(s) status;
  - h) Displaced homemaker status;
  - i) Dislocated worker status; and
  - j) Migrant/seasonal farm worker status.
- 4) *Program Specific Information*
- a) Date of program entry;
  - b) Date of program exit;
  - c) Date of most recent career service;
  - d) Whether received training;
    - i) Date training received;
    - ii) Type of training received; and
    - iii) Eligible training provider program of study.
- 5) *Student Participation Metrics*
- a) Contact hours;
  - b) Program enrollment type;
  - c) Educational gains as determined by TABE and/or TABE CLAS-E pre- and post-testing;
  - d) Participant secondary credential or High School Equivalency (HSE) attainment;
  - e) Date student released from incarceration (if applicable); and
  - f) Indication of parent or guardian signature for participants under the age of eighteen (18)<sup>3</sup>.

***Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE)***

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<sup>3</sup> Collection of a parent signature for minors is only necessary for those who attend classes. Some minors who qualify as reportable individuals do not require a parent signature.

AE programs that receive funding for IET or IELCE programs have additional reporting requirements.

- 5) IET/IELCE completion date;
- 6) IET/IELCE participant drop date (if participants leave the program);
- 7) Name of the certification attempted; and
- 8) Certification attainment.

### ***Optional Data Reporting***

Providers may elect to collect and report both NRS follow-up measure data and secondary outcome data. While data matching will be employed, DWD recommends that AE providers utilize the InTERS system to record data on NRS follow-up measures when WIOA Title II participants self-report to the AE provider.

Optional NRS Follow-Up Measures:

#### **4) *Employment Status***

- a) First (1<sup>st</sup>) quarter after program exit<sup>4</sup>;
- b) Second (2<sup>nd</sup>) quarter after program exit;
- c) Third (3<sup>rd</sup>) quarter after program exit<sup>5</sup>;
- d) Fourth (4<sup>th</sup>) quarter after program exit; and
- e) Types of employment (name of employer) for each of the first four (4) quarters after program exit.

#### **5) *Wages***

- a) First (1<sup>st</sup>) quarter after program exit;
- b) Second (2<sup>nd</sup>) quarter after program exit;
- c) Third (3<sup>rd</sup>) quarter after program exit; and
- d) Fourth (4<sup>th</sup>) quarter after program exit.

#### **6) *School Status***

- a) Enrollment in post-secondary education or training;
  - i) Date enrolled in post-secondary education or training;
  - ii) Type of post-secondary education or training;
  - iii) Attainment of post-secondary education or training credential;
  - iv) Type of training received; **AND**
  - v) Eligible training provider program of study.

Definitions can be found within the Participant Individual Record Layout (PIRL) at:

[https://doleta.gov/performance/pfdocs/ETA%209170%20-%20WIOA%20PIRL\\_Final\\_V22\\_062716.xlsx](https://doleta.gov/performance/pfdocs/ETA%209170%20-%20WIOA%20PIRL_Final_V22_062716.xlsx)

### ***Social Security Numbers***

DWD requires providers request Social Security Numbers (SSNs) from both participants and reportable individuals. SSNs are critical for DWD to utilize data matches to obtain data for federal reporting purposes. Participants and reportable individuals will be informed that disclosure is not mandatory and is requested **only** for the purposes of data matching. Providers may not deny individual services in the event the individual refuses to disclose his or her SSN.

### ***Schedule for Data Entry***

DWD strongly recommends that data be entered into InTERS on a **weekly** basis. Excessive time between data collection and entry significantly increases the likelihood that data will be lost and/or inaccurate data will be reported. Timely data entry will allow both program staff and DWD to analyze data on a regular basis and use that data for program planning and continuous program improvement.

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<sup>4</sup> This is a primary NRS follow-up measure.

<sup>5</sup> This is a primary NRS follow-up measure.

While programs may determine their own schedule for data entry, DWD requires that all monthly data be entered by the **10<sup>th</sup> of the consecutive month**. This includes the cleaning up of any errors in the data from the previous month.

### ***Attendance Hours***

Participant attendance shall be entered within twenty-four (24) hours of the actual class time, and no later than the end of the week. Every effort shall be made to enter attendance within twenty-four (24) hours of class time.

### ***Accurate Data Entry and Validation***

Programs shall make every effort to ensure accurate data entry. All programs shall maintain back up data documentation, including attendance, student exit, and proof of parent/guardian signature if the participant is under eighteen (18) years of age.

### ***Analysis***

DWD requires programs to monitor student progress and attendance through the active use of InTERS data. DWD recommends that monitoring occur on a daily basis. DWD further recommends that administrators monitor their programs for compliance and progress through the data available on InTERS, and that results are shared with program staff on a regular basis.

### ***Policy Compliance***

Programs out of compliance with any part of the policy may be monitored and subject to a corrective action plan.

## **Effective Date**

Immediately

## **Ending Date**

Upon rescission

## **Contact for Questions**

[policy@dwd.in.gov](mailto:policy@dwd.in.gov)

## **Action**

Indiana's adult education system will follow the guidance contained in this policy.

# INDIANA **ADULT EDUCATION**



## ADMINISTRATOR MANUAL

### Personnel & Professional Development



INDIANA  
DEPARTMENT OF  
**WORKFORCE**  
DEVELOPMENT

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# PERSONNEL & PROFESSIONAL DEVELOPMENT

## Major Points

- 1. AE program directors and instructors must have a bachelor's degree. All instructional aides must have a high school diploma or equivalent. Providers may set more stringent qualifications, such as requiring instructors to hold a valid teacher certificate or a bachelor's degree in a relevant discipline.**
- 2. Teachers and instructional aides working nine (9) or more hours per week in AE must complete a minimum of one (1) DWD Adult Education sponsored professional development initiative annually.**
- 3. AE directors, or their designee, must attend Adult Education Director meetings and the DWD Adult Education Annual Conference.**
- 4. All new staff, regardless of role, (including volunteers), must attend a local program orientation.**
- 5. AE providers must maintain personnel data needed for Federal reporting. This includes data on the number of full-time and part-time administrative positions, counselors/advisors, paraprofessionals, teachers as well as unpaid volunteers.**
- 6. Every AE provider should designate funding for professional development activities in its annual budget. These funds should be tracked to verify expenditures.**

The Department of Workforce Development (DWD) is committed to raising and sustaining the level of expertise of its adult educators in order to effectively serve Indiana's adult learner population. Establishing minimum qualifications and ongoing learning opportunities for AE staff ensures quality teaching and programming.

## STAFF QUALIFICATIONS

AE program directors and instructors must have a bachelor's degree.

All instructional aides must have a high school diploma or equivalent.

Providers may set more stringent qualifications, such as requiring instructors to hold a valid teacher certificate or a bachelor's degree in a relevant discipline. AE providers are not subject to IC 20-28-6 and, therefore, may elect not to employ an adult education teacher using the regular or temporary teacher's contract or supplemental service contract.



## REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT

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Teachers and instructional aides working nine (9) or more hours per week in AE must complete a minimum of one (1) DWD Adult Education sponsored professional development initiative annually.

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Each DWD AE professional development initiative will be at minimum 10 hours in length, will be extended over time, and will be either job embedded or require participation in a community of practice. *Assessment and AE InTERS training cannot be used to meet this requirement.* A list of DWD Adult Education sponsored professional development initiatives will be posted to [www.AmplifyAE.org](http://www.AmplifyAE.org) at the beginning of each program year.

Teachers and instructional aides may seek exemption to this training requirement if they participate in similar or more extensive professional development within the program year (July 1 – June 30). Staff seeking exemption to this requirement must complete a DWD AE PD Waiver Request Form (available at [www.AmplifyAE.org](http://www.AmplifyAE.org)) and submit that form to [DWDAdultEdPD@dwd.in.gov](mailto:DWDAdultEdPD@dwd.in.gov) no later than April 29th of each program year. The DWD Adult Education Professional Development Team will review and determine approval or denial of all waiver requests received by the above deadline.

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AE directors, or their designee, must attend Adult Education Director meetings and the DWD Adult Education Annual Conference.

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All new staff, regardless of role, (including volunteers), must attend a local program orientation.

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The content and design of this orientation will be determined by the local program and must include a review of DWD Adult Education policies and guidance. Local program orientation materials must be reviewed and approved by each AE provider's Regional DWD Adult Education Coordinator (AEC) at the beginning of each program year.



AE directors are responsible for informing all staff of required and optional professional development opportunities in a timely manner and should support participation by allowing release time and outlining reimbursable expenses, as available.

### **Specialized Training Requirements:**

**Assessment:** Local adult education providers and WorkOne staff who administer or score assessments are responsible for participating in TABE/TABE CLAS-E assessment training at least annually and following all DWD issued guidance. New adult education or WorkOne staff should review all training materials available on DWD's website as well as attend locally provided training prior to administering any educational functioning level assessments.

Regionally designated training staff will be responsible for providing ongoing training for new staff and refreshing the skills of previously trained staff at a local level. All designated regional TABE training staff will be required to attend annual refresher training provided by DWD.

**AE InTERS:** At least two staff members from every program must complete the InTERS training.

**HSE Testing:** HSE Test Coordinators must complete the coordinator and examiner trainings. HSE Examiners must complete the examiner training.

Other professional development may be required at the discretion of DWD or as the result of program monitoring and improvement (DWD Policy 2014-04).

## **NRS REPORTING OF TITLE II PERSONNEL**

Title II providers must maintain personnel data needed for Federal reporting. This includes data on the number of full-time and part-time administrative positions, counselors/advisors, paraprofessionals, teachers as well as unpaid volunteers. Additional information is required for teachers including the number of years of experience in adult education and the nature of their teaching certification. The chart on the following page displays the required information.

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

## INDIANA'S AE PROFESSIONAL DEVELOPMENT SYSTEM

WIOA Title II (Adult Education and Family Literacy Act) allows up to 12.5 percent of the state adult education grant to be used for professional development.

**PD Facilitator Project:** The DWD adult education **Professional Development Facilitator (PDF) Project** is based on a delivery system that concentrates on local program need, state dissemination of products and information, and leadership development.

## Key Elements

It is an integrated system delivered by professional development experts, contracted individuals, state staff, and program staff;

It employs multiple delivery methods – conferences, workshops, program-based activities, self-directed opportunities, monitoring/coaching, technology, focus groups, and meetings; and

It reflects established state and national priorities, teacher needs, and best practices in its offerings.

Specifically, the PDF project utilizes 30 local teachers around the state to assist in the development of local PD plans that target continuous program improvement and professional growth. These instructors, chosen via an application and interview process and based on their past performance, work hand-in-hand with the local program director, the state PD staff and the Adult Education Coordinators (AEC's) to develop PD plans that address the greatest areas of opportunities for improvement for their individual programs. A sample [PD Plan template](#) is included in the Appendix.

Indiana AE is made up of many kinds of programs- rural and urban- large potential to serve and small potential to serve. Addressing specific program needs, rather than offering blanket PD to everyone, will go much further in moving the needle on both state and federal performance measures. Working as a team, each program will critically analyze their past performance data, by region, by program and individual instructors to identify the gaps in performance and PD needs of their instructors and other staff as appropriate.

In addition to the responsibility of putting together a PD plan, PD Facilitators also assist in the development of new teacher training/orientation, assist in the revision of the teacher handbook, deliver local and regional training, assist in the delivery of NRS/TABE training, provide one-on-one assistance to instructors as required by the state office or requested by local program directors and model effective teaching strategies. This corps of 30 talented individuals are the front line on not only identifying needs and developing the plan but are also responsible for implementing and tracking the plan by consistently monitoring program data and providing a monthly report to DWD's PD Team. This is a model that has shown effectiveness in the past and has been tailored for even more accountability by the required addition of each goal in the plan to fully align to state and federal performance measures.

The DWD is appreciative of the support that has been provided by the local administrators to the current PD Facilitators. If you have teachers whom you feel would make great PD Facilitators, please encourage them to apply when openings are available.



The Appendix includes the [directions and application](#) if you are interested in possibly becoming a PD Facilitator.

## PROFESSIONAL DEVELOPMENT OPPORTUNITIES

DWD provides a variety of professional development opportunities for Adult Education providers throughout the year. In addition to regular informational webinars and annual training institutes for local directors, DWD sponsors a series of instructional-related workshops throughout the State.

Below is a brief description of some of the professional development activities. For up-to-date information, visit <http://www.in.gov/dwd/2884.htm>

### **DWD Adult Education Annual Conference**

The annual conference brings Indiana Adult Education (AE) administrators and teachers together to learn and share professional development. The conference hosts multiple sessions where participants learn about AE initiatives, classroom strategies, assessments, and other topics.

### **Adult Numeracy Initiative (ANI)**

The Adult Numeracy Initiative (ANI) works to increase Adult Education teachers' complete knowledge of mathematics. ANI is an eleven month, interactive, hybrid (online and face-to-face) professional development initiative that focuses on effective numeracy instruction for adult learners. Adult Education teachers have an opportunity to participate in a proven and effective national initiative.

### **Integrating Career Awareness (ICA) Online Course**

The ICA Online Course helps Adult Education professionals provide adult learners with strategies and resources for setting career goals and for securing the educational services they need to pursue their personal and employment goals. The course will prepare instructors, administrators, and counselors to implement the Integrating Career Awareness into the ABE & ESOL Classroom (ICA) Curriculum Guide.

### **English Language Acquisition Instruction**

In 2015, the U.S. Department of Education, Office for Career, Technical and Adult Education (OCTAE) selected Indiana as one of 10 states to receive the ESL Pro Technical Assistance to help Indiana Adult Education improve its capacity to serve adult English Language Learners (ELLs) and prepare for new activities required under the Workforce Innovation and Opportunity Act (WIOA).

Leading the project was Heide Spruck Wrigley, with Literacy Work International, who is a subject matter expert in developing professional development opportunities and resources designed to build better

connections between English Language Acquisition (ELA) instructional programs and regional high-growth career pathways.

## Standards in Action

To facilitate the implementation of the CCR Standards in Indiana Adult Education classrooms, DWD provides professional development using the Standards in Action (SIA) process in an effort to ensure that all teachers and students have access to standards-based instruction. Standards in Action (SIA) is a series of four, two-day trainings designed to support the implementation of content standards in adult education classrooms.

## LINCS: A NATIONAL PD RESOURCE

The Literacy Information and Communication System (LINCS) (<https://lincs.ed.gov/>) offers a variety of professional development resources including searchable resources, Community of Practice, and self-paced online courses.



- The [LINCS Resource Collection](#) provides free online access to high-quality, evidence-based, vetted materials to help adult education practitioners and state and local staff improve programs, services, instruction, and teacher quality. Spanning 15 topic areas, the collection provides relevant instructional resources and professional development materials, as well as research articles, policy briefs, reports, multimedia resources, and more. Information on how to use the featured resources to enhance teaching and learning also is available, as well as limited technical assistance via [support@lincs.ed.gov](mailto:support@lincs.ed.gov).
- The [LINCS Community](#) is an interactive online social learning space (a community of practice) for conversation, networking, and professional development, which works in tandem with the LINCS Resource Collection and the [LINCS Professional Development Center](#) to improve evidence-based practice in adult education. The community, supported by leaders in the field, facilitates increased knowledge sharing and collaboration among adult education leadership, professional developers, administrative staff, and practitioners across the country. Community groups are based on the topic areas in the LINCS Resource Collection. The LINCS Community provides members with discussion forums, news, events, shared resources, professional development opportunities, and more. The LINCS Community inspires adult education professionals to discuss and refine evidence-based practices, motivating one another to continue to improve not only their practice but also students' education and employment outcomes.
- LINCS offers self-paced online courses for adult education practitioners. These courses are available for use anytime, anywhere on the [LINCS Learning Portal](#). Be sure to create a LINCS account to receive announcements on new professional development opportunities.
  - [Career Pathways](#)
  - [Differentiated Instruction](#)
  - [English Language Learners](#)
  - [Learning Disabilities](#)
  - [Open Educational Resources - STEM](#)
  - [Science](#)
  - [Technology](#)
  - [Reading](#)

- [Research in the Classroom](#)
- [Teacher Effectiveness](#)

## LOCAL PD PLANNING

At the core of any strong Title II program is a commitment on the part of all employees to continually expand their knowledge and skills. Each provider should have a local professional development plan in place for its employees that outlines the anticipated activities for the year. The plan should be based on program and individual professional development plans, program improvement needs, needs assessments, current research, and evidence-based practice.

## PD BUDGET REQUIREMENTS

Every Title II provider should designate funding for professional development activities in its annual budget. These funds should be tracked to verify expenditures. Professional Development expenditures could include expenses such as travel to local, State and/or national conferences, workshops, and institutes; stipends for part-time staff to attend workshops; training development; and materials costs.

## REFERENCES

### **Adult Education Professional Qualifications & Development Policy (DWD Policy 2015-11)**

- [http://www.in.gov/dwd/files/Adult\\_Education\\_Professional\\_Qualifications\\_and\\_Development\\_Policy\\_Final.pdf](http://www.in.gov/dwd/files/Adult_Education_Professional_Qualifications_and_Development_Policy_Final.pdf)

### **Indiana's Assessment Policy for Adult Education (DWD Policy 2016-06)**

- [http://www.in.gov/dwd/files/indiana\\_assessment\\_policyae.pdf](http://www.in.gov/dwd/files/indiana_assessment_policyae.pdf)

### **High School Equivalency Testing Policy (DWD Policy 2014-02)**

- [http://www.in.gov/dwd/files/Policy\\_2014-02\\_HSE\\_FINAL.pdf](http://www.in.gov/dwd/files/Policy_2014-02_HSE_FINAL.pdf)

### **AE InTERS Users Manual**

- [http://www.in.gov/dwd/abe/files/AE\\_InTERS\\_User\\_Manual.pdf](http://www.in.gov/dwd/abe/files/AE_InTERS_User_Manual.pdf)

# INDIANA **ADULT EDUCATION**



## ADMINISTRATOR MANUAL

### Personnel & Professional Development Appendix



INDIANA  
DEPARTMENT OF  
**WORKFORCE**  
DEVELOPMENT



**Adult Education Professional Development Plan – FY 2017-18**

<b>Program:</b>
<b>Program Director:</b>
<b>Professional Development Facilitator(s):</b>
<b>Summary of Performance Results Based on Local Data Analysis:</b>
<b>Performance Goal 1 (To which NRS/state performance measure will this goal align?)</b>
<b>Strategies/Activities to Achieve Goal:</b>
<b>Responsibilities (Who will do it?):</b>
<b>Timeline (include follow-up):</b>
<b>Resources needed - Include: Staff/Staff time, Materials, Supplies, and Funding (Programs' Budgeted FY 2017-18 PD Dollars)</b>
<b>Potential Barriers to Success – Methods of Overcoming Potential Barriers:</b>
<b>How the Plan Will Be Communicated:</b>
<b>Evidence of Success/Evaluation- To Which NRS/State Performance Measure Does This Align: What does the data tell you about the success rate? Did your strategies succeed? Are your changes sustainable? What changes might you make during the next improvement cycle?</b>

**Adult Education Professional Development Plan – FY 2017-18**

**Goal 2:**

**Performance Goal 1 (To which NRS/state performance measure will this goal align?):**

**Strategies/Activities to Achieve Goal:**

**Responsibilities (Who will do it?):**

**Estimated Timeline (include follow-up):**

**Resources needed - Include: Staff/Staff time, Materials, Supplies, and Funding (Programs' Budgeted PY 2017-18 PD Dollars)**

**Potential Barriers to Success – Methods of Overcoming Potential Barriers:**

**How Will the Plan Be Communicated:**

**Evidence of Success/Evaluation- To Which NRS/State Performance Measure Does This Align: What does the data tell you about the success rate? Did your strategies succeed? Are your changes sustainable? What changes might you make during the next improvement cycle?**

**Adult Education Professional Development Plan – FY 2017-18**

<b>Goal 3:</b>
<b><i>Performance Goal 1 (To which NRS/state performance measure will this goal align?):</i></b>
<b><i>Strategies/Activities to Achieve Goal:</i></b>
<b><i>Responsibilities (Who will do it?):</i></b>
<b><i>Estimated Timeline (include follow-up):</i></b>
<b><i>Resources needed - Include: Staff/Staff time, Materials, Supplies, and Funding (Programs' Budgeted PY 2017-18 PD Dollars)</i></b>
<b><i>Potential Barriers to Success – Methods of Overcoming Potential Barriers:</i></b>
<b><i>How Will the Plan Be Communicated:</i></b>
<b><i>Evidence of Success/Evaluation- To Which NRS/State Performance Measure Does This Align: What does the data tell you about the success rate? Did your strategies succeed? Are your changes sustainable? What changes might you make during the next improvement cycle?</i></b>



*The right skills, at the right time, in the right way.*

Indiana's Demand Driven Workforce

## **DIRECTIONS | Indiana Adult Education**

# **Professional Development Facilitator Position**

**Department of Workforce Development | INDIANA ADULT EDUCATION**

10 N. Senate Avenue, IGCS SE 203 | Indianapolis, IN 46204 | [AdultEd@dwd.in.gov](mailto:AdultEd@dwd.in.gov)

### **Directions for applying to be a Professional Development Facilitator**

1. Read through the duties and qualifications below.
2. Include signatures.
3. Scan completed application and email completed application to [DDevers@dwd.IN.gov](mailto:DDevers@dwd.IN.gov) **ASAP**.
4. Applicants will be contacted for an interview.

### **Professional Development Facilitator (PDF) Network**

**Purpose** | Utilize adult education instructors to be trained to deliver the highest quality professional development both locally and regionally, all of which will be directly tied to state and/or federal performance measures. Utilize an application process to identify **Professional Development Facilitators (PDFs)**, including telephone interviews with state professional development personnel to determine eligibility with recommendations from local program directors and fiscal agent if sub-grantee.

### **PD Facilitators will be responsible for:**

- Developing local PD plans in conjunction with directors and state office representatives;
- Providing input into the development of new teacher training/orientation;
- Providing input into the development of a teacher handbook (product to be contracted);
- Delivering local and regional accommodations training;
- Assisting in the delivery of NRS/TABE training;
- Providing one-on-one assistance with instructors as required by state office or requested by local program directors; and
- Modeling effective teaching strategies.

### **Application process will include, but not be limited to:**

- Instructor's demonstrated performance (specifically NRS Tables 4 & 5)
- Demonstrated knowledge of effective English/language arts, math teaching strategies, and blended instruction;
- Adult education teaching experience;
- Presentation skills;
- Schedule flexibility;
- Knowledge of integrating career awareness and workforce preparation activities;
- Adult education teaching philosophy;
- Ability to travel locally;
- Ability to align teaching strategies with established classroom schedules; and

- Ability to interpret data and develop data-informed instruction based on, but not limited, to NRS tables, TABE, Readiness Assessment and TASC scores, and the ability to match appropriate level materials to learners' levels and needs.

**Payment for Services Rendered** | Through an MOU (Memorandum of Understanding) a teacher will be required to commit to the project for one year. A stipend will be paid to each PDF who satisfactorily completes their duties. The stipend will be a minimum of \$2,500. (In the event additional travel expenses are incurred other than those included in the stipend, additional funds may be considered.) Stipends will be delivered in two payments – December 2017 and June 2018.

**Timeline**

<b>May 15</b>	<b>Applications go out</b>
<b>May 31</b>	<b>Applications due</b>
<b>June 6-9</b>	<b>Phone interviews conducted (Dial in Number 1 (877) 422-1931 - Participant Code 7650922449#)</b>
<b>June 14</b>	<b>PDFs announced</b>



The right skills, at the right time, in the right way.  
Indiana's Demand Driven Workforce

**APPLICATION | Indiana Adult Education**

**Professional Development Facilitator Position**

**Department of Workforce Development | INDIANA ADULT EDUCATION**

10 N. Senate Avenue, IGCS SE 203 | Indianapolis, IN 46204 | [AdultEd@dwd.in.gov](mailto:AdultEd@dwd.in.gov)

**Instructions** | Complete the application answering each question by providing specific examples.  
Completed applications are due **no** later than **Wednesday, May 31, 2017**.

**NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_

**NAME OF ADULT EDUCATION PROGRAM** \_\_\_\_\_

**EMAIL ADDRESS** \_\_\_\_\_ **TELEPHONE NO. ( )** \_\_\_\_\_

<p><b>Number of Years Teaching Adult Education</b> _____</p> <p><b>ABE</b> _____ <b>ESL</b> _____ <b>Subjects Taught</b> _____</p> <p><b>Levels Taught</b> _____</p>
--

**TEACHING PHILOSOPHY** | What is your **teaching philosophy** as it relates to adult education?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PRESENTATION EXPERIENCE** | List any and all professional development events at which you have presented (include local, regional, state, and/or national level).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**NRS TABLES 4 & 5** | How do you utilize **NRS Tables 4 & 5** to design classroom instruction?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DIFFERENTIATED INSTRUCTION** | To what extent do you utilize **differentiated instruction** in your classroom?

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**CAREER AWARENESS** | Are you currently integrating **career awareness** and **workforce preparation** activities into your classroom instruction? If yes, please give examples.

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**DISTANCE LEARNING** | How do you utilize **distance learning** in your classroom (include software and online sites)?

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**TRAVEL** | Are you willing to **travel** locally and/or regionally? \_\_\_\_\_

**DIRECTOR'S RECOMMENDATION**

I strongly recommend \_\_\_\_\_ for a PD Facilitator position. He/she has demonstrated effectiveness in the adult education classroom and consistently performs at or above the local and state performance targets. In addition, he/she has demonstrated instructional leadership skills and consistently strives for continuous improvement. He/she will be an asset to the state in this position.

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Fiscal Agent** (if program is sub-grantee)  
\_\_\_\_\_

**APPLICANT'S SIGNATURE**

In the event I am chosen as a PD Facilitator, I agree to fulfill the duties outlined in the job description to the best of my abilities beginning **July 1** through **June 30**. I understand that a minimum stipend of **\$2,500** will be paid to me (half in December and half in June) upon satisfactory completion of my duties.

**Applicant's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_