

MISSOURI ADULT EDUCATION AND LITERACY



LOCAL AEL PROGRAM DIRECTOR'S GUIDE

Dear Directors:

Nelson Mandela once said “Education is the most powerful weapon which you can use to change the world.”

I wasn’t sure if the reference to education as a weapon was appropriate. However, the more I thought about it I became convinced that the education we provide to our adult learners is a powerful tool – a weapon that empowers our adults to change. A change that not only affects the adult personally but affects their families, their communities – their world!

The vocation of the Adult Education and Literacy (AEL) director is to assist adult learners to achieve goals that result in passing the GED Test, employment, better jobs, stronger relationships with their children - feelings of accomplishment and self-confidence. It’s that look that a GED graduate has when they receive their GED certificate. Your task is to provide an opportunity and environment for these adults to walk a path to success.

As an AEL director you are charged with the responsibility of selecting qualified teachers, overseeing their teaching methodology, and ensuring that their instruction provides the adult learner with the “weapon” to change their world.

It also requires you to implement an AEL program in compliance with an agreement established between your school/agency and the Missouri Department of Elementary and Secondary Education.

There are many resources for you to utilize in order to establish an AEL program that is strong and successful. This Guide is only one of these resources.

The Local AEL Program Director’s Guide has been developed with the assistance of local AEL directors and staff. It provides guidance and policies relating to the operation and management of your local AEL program. This Guide is by no means intended to have all the answers to your questions as a local AEL director but certainly it’s a place to start.

I thank you for being an AEL director. Your efforts and talents provide our adult learners with the “weapon” needed to change the world. A change that is positive, productive and life-altering. A change that will make a difference!

Thanks!

Ron

Ron Jewell, Director
DESE – Adult Education and Literacy

PREFACE

The Missouri Local Adult Education & Literacy (AEL) Director's Guide is a management tool to assist local AEL directors in the administration of local AEL programs.

The State AEL office will provide updates to the Guide as needed.

This Guide has contents from the following documents:

- The Missouri AEL State Plan & all Appendices
- AEL State Assessment Policy
- AEL Guide for Serving Students with Learning Differences
- AEL Certification Requirements
- AEL Professional Development Guidelines
- AEL Literacy Coordinator Resource Guide
- PCW New Teachers Handbook

For complete information on subjects addressed, you may refer to these documents.

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SECTION 1: MANAGING AN AEL PROGRAM

AEL services are designed to:

1. assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
3. assist adults in the completion of a secondary school education

Workforce Investment Act of 1998, Title II, Section 202.

Authority

The Missouri State Plan for implementing Title II of the Workforce Investment Act of 1998 establishes a program of AEL. The Missouri State Board of Education is responsible for administering and supervising the program at the state level. Funds will be distributed to public school districts and other eligible agencies and institutions for the purpose of providing instruction in AEL.

Procedures for Implementing a Local AEL Program

All applicants for AEL programs shall have direct and equal access to program funds. Application information will be supplied to all agencies that make written inquiries and requests.

In order to be approved as an AEL program, the eligible provider must initiate a comprehensive community survey. Information that would be valuable to the AEL program might include target population, names, addresses, educational levels, and ages of person interested or in need of AEL classes.

The eligible provider must prepare a multiple year plan which will describe the activities, priorities, and needs of adults that will be used by the proposed program. An agency that submits a plan may submit amendments to that plan for approval by the State AEL Director.

Once the plan is approved, the superintendent or chief executive officer of a local provider must annually submit a contract renewal request by **May 31st** to:

State Director of AEL
Department of Elementary & Secondary Education
PO Box 480
Jefferson City, MO 65102

Program Administrative Requirements

Programs are required to develop and operate a comprehensive AEL program that serves the specific needs of a target population of individuals who:

1. Have attained seventeen (17) years of age or have completed 16 units of credit towards high school graduation;
2. Do not have a high school diploma, a GED, or the basic academic skills necessary to obtain and retain full-time meaningful employment; and
3. Are not currently enrolled in any secondary school.

When the need is present, the program must provide services in the applicable categories:

1. Adult Basic Education (ABE) & Adult Secondary Education (ASE)

ABE services provide instruction on basic reading, writing and math skills. ASE services provide instruction to adults seeking to prepare for the General Education Development (GED) test.

2. English Literacy Programs - English As A Second Language (ESL)

ESL services provide instruction to non-English speakers to improve reading and writing in the English language.

3. Family Literacy

Family literacy programs provide meaningful educational opportunities for parents and their children. The goal of these programs is to improve the literacy skills of parents and their children, resulting in a positive impact on the family, the school district and the community. If a family literacy program exists in the eligible provider's service area, the provider is encouraged to partner with the program to provide the adult education services.

4. Preparation for Postsecondary Education or Training

Preparation for postsecondary education and training provides services for adults preparing to further their education beyond a high school diploma or equivalent.

5. Education in obtaining and/or retaining employment

Assistance in obtaining and/or retaining employment encompasses a wide variety of basic education services integrated with an employment-readiness or employment-enrichment focus.

The individual designated as the AEL program director must be AEL teacher certified. If the proposed AEL program director is not certified at the time of the award, the director must obtain this certification within 12 months of his/her hire date.

Each class session must have an AEL certified teacher providing instructional services for the duration of the session. It could be a disallowed cost if DESE has reimbursed the program for a teacher that was not AEL certified within 6 months of the hire date. AEL certified teachers must provide supervisory assistance to volunteers, workplace readiness providers, and other non-certified program staff. Only AEL certified teachers can administer assessments to adult students. For directors who teach, the teacher requirements apply.

Student progress must be measured by pre-testing and post-testing each adult student enrolled. The Test of Adult Basic Education (TABE) will be used to assess ABE/ASE students and the Comprehensive Adult Student Assessment System (CASAS) will be used to assess ESL students. A student initially enrolled as an ESL student and then receives ABE/ASE services can continue to be assessed with the CASAS system. Adult students will be tested in the areas of reading, language, listening or mathematics to determine program impact on the students.

Program providers must meet the following requirements:

1. A minimum of 70% of all students enrolled (4 or more hours of attendance) will persist to attend for 12+ hours and be pre-tested.
2. A minimum of 90% of all students enrolled with 4 or more hours of attendance will be pre-tested.
3. A minimum of 60% of all students served (12+ hours and pre-tested) will be post-tested.
4. Program progression percent (12+ progressed students/eligible 12+ pre-tested students) will meet or exceed the average of the negotiated federal targets.

AEL programs not meeting any one of these requirements at the end of the fiscal year will be required to submit to the State AEL office a plan of action to improve the measure(s) to the required levels.

All AEL programs must use the state AEL Management Information System (Adult Computer Enrollment System - ACES) to report participants' enrollment, demographics, student hours, assessment, and exit data required by the National Reporting System. Data must be entered into ACES at least monthly. Program providers may be visited by State AEL staff to determine the accuracy of data being reported in ACES.

Local Advisory Committee for AEL (required)

An important step in the implementation of the program is the organization of an advisory committee on AEL. The local provider shall appoint a local advisory committee prior to the approval of a program in AEL. The local advisory committee should consist of people who are genuinely interested in AEL.

The committee should be comprised of representatives of community and welfare agencies, Workforce Development agencies, AEL students, volunteer and church groups, employer and labor groups, school personnel and other individuals. Members of the committee should be selected from each geographical section of the area served. The committee must meet no less than two times per year, with the meeting minutes kept on file. A majority of the committee must be present to hold an official meeting. AEL programs should have representatives from the following:

1. The business community
2. Industry
3. Labor unions
4. Public education agencies and institutions
5. Private educational agencies and institutions
6. Churches
7. Fraternal/sororal organizations
8. Volunteer organizations
9. Community organizations
10. Local Workforce Development agencies
11. Adult residents of rural areas or adult residents of urban areas with a high rate of unemployment
12. Adults with limited English language skills
13. Institutionalized adults
14. Family Support Division
15. Even Start, Family Literacy

Advisory committees can be helpful in recruiting students, finding suitable classroom facilities, assisting with surveying needs of the community, providing support services, promoting the program, promoting interagency cooperation, and developing funding strategies.

Missouri Program Standards

The following are the Minimum Program Standards Required from local AEL programs.

1. Ensure that all expenditures charged to funds provided by DESE AEL are used for the sole benefit of the local AEL program and is not expended for other programs or projects.

2. The AEL program must agree to serve individuals in all areas of need where appropriate. These areas include, but are not limited to:
 - a. 0 to 1.9 grade equivalents, Beginning ABE Literacy or Beginning ESL.
 - b. 2.0 to 3.9 grade equivalents, Beginning Basic Education or Beginning ESL.
 - c. 4.0 to 5.9 grade equivalents, Low Intermediate Basic Education or Low Intermediate ESL
 - d. 6.0 to 8.9 grade equivalents, High Intermediate Basic Education or High Intermediate ESL.
 - e. 9.0 to 10.9 grade equivalents, Low Adult Secondary Education or Low Advanced ESL.
 - f. 11.0 to 12.9 grade equivalents, High Adult Secondary Education or High Advanced ESL
 - g. Workplace Literacy/ Life Skills.
 - h. Citizenship (voter registration).
 - i. Family Literacy.
3. Have objectives compatible with those in the Missouri State Plan.
4. Adhere to standard and acceptable budgeting and accounting procedures.
5. No provision of any law shall be construed to authorize the consolidation of any applicable program with any other program, such as the commingling of funds derived from one appropriation with those derived from another appropriation, except as specifically prescribed by statute. All contracts operated by provider must be tracked separately.
6. Shall not expend any AEL funds for rent or lease payments.
7. Shall not expend any AEL funds for stipends/incentive/prizes given to students for attendance, academic achievement, etc.
8. Provide instruction to all eligible students who are 17 years of age or older or have completed 16 units of credit towards high school graduation and out of school, within the district, jurisdiction or geographic area approved by State AEL office.
9. Provide adequate classrooms, furniture, equipment and/or office facilities for students and professional personnel.

10. Provide sufficient textbooks, reference books, library books, instructional equipment, teaching aids, standardized tests, etc., to meet the needs of students and teachers in the instructional program.
11. Implement the use of the Missouri ABE/ASE and ESL Content Standards as a foundation of the instructional framework of the program. The Missouri Content Standards can be found on the State AEL webpage at: www.ael.mo.gov.
12. Provide services designed to meet the special needs of educationally disadvantaged adults.
13. Refer students interested in distance learning to the GED OnlineClass or ESL OnlineClass programs. Programs are also required to provide testing to all students enrolled into these online programs.
14. Plan for and provide facilities and instruction accessible to persons with disabilities based on the Americans with Disabilities Act.
15. Engage in outreach activities compatible with the Missouri AEL State Plan included but not limited to any and all WIA Title I agencies.
16. Have a comprehensive plan for informing adults of services provided and the times and locations of classes.
17. Document each student's progress and mastery of instructional objectives with assessment tools and progress plans.
18. Personnel employed as administrators and teachers by the eligible recipient or personnel contracted to provide such service to the eligible recipient shall be certified as an AEL teacher as required by the State AEL office.
19. Require all professional staff to participate in all required certification activities including professional development, yearly performance-based teacher evaluations and mentoring programs to meet DESE AEL Teacher Certification requirements. Program will document that all personnel meet all certification requirements.
20. Provide information about the availability of additional academic or vocational training for students upon the completion of their AEL training.
21. Have a written plan describing what processes will be used to serve students with special learning needs (adults with learning difficulties/disabilities). The plan should include screening instruments for adults with learning disabilities and difficulties to be used in the enrollment and orientation process and the strategies

that will be used to assist adults identified with learning disabilities and difficulties (see Guidelines for Serving Students with Learning Disabilities on AEL website).

22. Negotiate a written Memorandum of Understanding with other agencies who are implementing the Workforce Investment Act within the program service area that describes a reciprocal referral process, coordinated efforts to serve students that identify employment as a goal or have not received a high school diploma or its equivalent or other services as provided by either party.
23. Participate in the yearly program self evaluation process using the AEL Missouri Quality Indicators and, if applicable, an on-site program review process for Continuous Quality Improvement (CQI).
24. Required to develop and maintain a local program staff handbook which includes but is not limited to all policies and procedures relating to the operation of the program and the handbook is accessible to all program staff.
25. When marketing the local program, use only the current, state approved AEL logo with any and all marketing tools, signage, and other items promoting the program.
26. All local AEL program staff is aware of and abide by all rules, regulations, and policies outlined in the State AEL office policies, guidelines and manuals, including but not limited to the Missouri AEL State Plan and all its appendices and the Missouri AEL Local Program Director's Guide. These documents are available on the AEL section's website (www.ael.mo.gov).

Administration of an AEL Program

Administrators of local AEL programs are responsible for the following:

1. Prepare the program plan and annual budget in cooperation with the chief executive officer of the program's administering unit.
2. Operate within the specifications and limitations of the budget.
3. Find suitable classroom facilities.
4. Provide for adequate materials and supplies.
5. Employ qualified teachers and support staff.
6. Train teachers, assist in starting new classes, and arrange for other appropriate personnel development.
7. Maintain accurate program records and submit reports by dates required.

8. Evaluate each site and instructor on a performance basis.
9. Provide ongoing coordination for all components of the program.
10. Provide coordination between the program and other agencies in the area being served.
11. If multiple grants funded by the State AEL office are operated, the director will manage the services and expenditures of the various grants independent of each other.
12. Provide outreach activities designed to inform adults of the availability and benefits of the program.
13. Continually survey the area to accommodate the various adults needing AEL services.
14. Assess all enrolling students with an appropriate standardized test and retest at appropriate intervals to determine progress.
15. Ensure the use of progress plans for every student and the proper documentation of the plans.
16. Conduct follow-up activities and maintain appropriate records to document program performance as required by Title II of the Workforce Investment Act.
17. Attend AEL director meetings/conferences sponsored by the State AEL office and participate in other statewide AEL workshops, trainings and events that will benefit services provided locally.

Retention of Records

Grant/contract documents and fiscal/expenditure reports are to be retained in accord with the local agency's guidelines/policies.

Maintain an inventory list of all equipment purchased with AEL funds.

Student records: If student information has been entered into AEL data collection system the local AEL program does not have to retain the student's folder (which may contain such items as class assignments, homework, test papers, etc.) once the student exits the program. If however, a student is not enrolled in the AEL data collection system, information may be disposed of according to local agency guidelines.

Personnel Records - Retention of all personnel records is based on local agency guidelines/policies.

Planning and Evaluation

AEL programs will be evaluated by the state AEL office annually through self reporting evaluation, based on previous year's data and use of the Missouri Quality Indicators. Each local AEL program will be scheduled for an on-site Continuous Quality Improvement evaluation at a minimum of once every five (5) years.

Annual Continuous Quality Improvement (CQI) Local Program Self Evaluation

Local AEL programs are required to participate in a yearly review process. This process will consist of reviewing program performance and activities/services each year, requiring a plan to be submitted to the State AEL office that describes the analysis and area(s) to be improved based on program data and the established Quality Indicators and actions to be taken to achieve the results. Year one is designated the "Grant Phase"; year two will be the "Pilot Phase"; and year three the "Implementation Phase". Local program evaluation should be viewed as both an overall program and as a class site review process to determine the strengths and areas for improvement in the local AEL program.

The purpose of the yearly review is to promote continuous quality improvement (CQI) at the local program level and to help guide the State AEL office in determining technical assistance and professional development needs.

The intent is to provide a well rounded approach to review program performance based on data review and "Quality Indicators". This should be done on a yearly basis by the local program and reported to the State AEL office. The information allows directors to report on how they plan to address areas targeted for improvement.

The process will include:

1. Evaluation of program data generated and assessed on benchmarks established by the State AEL office and federal targets negotiated with the US Department of Education, Office of Vocational and Adult Education.
2. Evaluation of a set of quality indicators established that would provide insight on good practices, positive results, and continual improvement of services and areas of needed improvement based on the same established quality indicators.

Missouri Quality Indicators

1. *The program shows evidence of successful student recruitment.*
Evidence of this being a successful indicator may include:
 - Marketing plan on file
 - Web listing
 - Newspaper clippings
 - Fliers, posters, brochures

- Copy of Public Service Announcements
- “How did you find us?” responses from students
- Testimonials from students
- Referrals from other agencies
- Increase in student enrollments

2. *The program shows evidence of successful student intake/orientation process.*

Evidence of this being a successful indicator may include:

- Structured contact with new students including either one-on-one counseling or a structured orientation class.
- Introduction to the program and how the process will work.
- Guidelines on how the class site operates, i.e. site schedule, classroom rules, etc.
- Additional services the program can offer or refer student to.
- Discussion with student in establishing realistic student goals.
- Proper administration of assessments.
- LD screening process in place.

3. *The program shows evidence of successful retention of students.*

Evidence of this being a successful indicator may include:

- High persistence rate
- High level of average hours per student ratio.
- High level of word of mouth recruitment.
- Established intake/orientation process.
- Progress plans are monitored and kept up-to-date.
- Positive responses on student satisfaction surveys.

4. *The program shows evidence of a successful student progress planning process.*

Evidence of this being a successful indicator may include:

- The program administered assessment according to publisher’s guidelines.
- Results of assessments are reviewed with student identifying areas of need.
- A Student Progress Plan is created based on assessment results.
- The Student Progress Plan has a clear direction of what the student needs to work on to meet their goals and is discussed with the student.
- The Plan is student driven (androgogy) and not teacher driven (pedagogy).
- The Plan is continually monitored by teacher to ensure it is being followed and adjusted according to student need.

5. *The program shows evidence of a successful curriculum and instruction process which is appropriate to individual student needs*

Evidence of this being a successful indicator may include:

- Use of appropriate assessment tools.
- Individual student progress plan used.
- Progress plans are correlated to content standards.
- Progress plans are tied to assessment results.
- Variety of instructional materials focusing on; literacy, intermediate skills, GED preparation, LD accommodations, employability, and technology.
- Variety of instruction strategies are being used in classrooms including; tutoring, group instruction, differentiated instruction, peer teaching, and computer assisted instruction.
- Instructional strategies are linked to students' learning styles.

6. *The program shows evidence of successful staff training and professional development*

Evidence of this being a successful indicator may include:

- Program provides orientation, mentoring, and training for all new staff, including volunteers.
- Program provides PD based on local needs assessment.
- Program provides on-going PD to improve best practices.
- Program evaluates classroom activities for PD effectiveness.
- The program can produce local new teacher training materials including a local handbook.
- A mentoring program is used with new teachers.
- The program can produce an outline of its evaluation process including a yearly performance-based teacher evaluation.
- The program has a means of educating teachers on yearly available PD and recording that which is completed.
- Program and classroom activities show strategies and techniques offered in PD sessions.
- The local program has a system of recording PD activities of instructors

7. *The program shows evidence of a successful process for reviewing and managing data reports.*

Evidence of this being a successful indicator may include:

- Program director has a working knowledge of the various reports and how they can be analyzed.
- Program director reviews reports on a consistent basis.
- Program director can identify areas of need based on reports.
- Reports are being communicated and explained to teachers and other program staff on a regular basis.
- Action steps are developed to address areas of improvement.

8. *The program shows evidence of successful management of fiscal procedures.*

Evidence of this being a successful indicator may include:

- Accounting system to track expenses
- Accounting system that separates AEL and all special projects
- Accounting system that track DESE receipts
- Accounting system that tracks In-Kind services
- Support from host agency including in kind and/or monetary funding.
- An up-to-date Staff Handbook.
- Consistent communication structure with all staff within the program.
- Budget allocation and managed based on prioritized needs of program.
- The Director submits financial reports in a timely manner

9. *The program shows evidence of a successful on-going needs assessment process.*

Evidence of this being a successful indicator may include:

- Evaluations from students and staff on file
- Business/Industry surveys on file
- Input from local school districts
- Input from other local entities
- Program targets those populations identified as most-in-need.
- Program develops appropriate recruitment activities
- Program uses a variety of strategies for delivering messages

10. *The program shows evidence of community collaboration and partnering*

Evidence of this being a successful indicator may include:

- The partnerships identified in the grant application(s) are in evidence.
- The program can identify members of the advisory board that come from partnering organizations.
- The program can identify fiscal and in-kind contributions of the host agency.
- The program can identify advertising and program information that is made available to partners, other agencies, programs and organizations for referral purposes.
- MOUs on file
- Reporting forms to/from referrals
- Directory of local services available
- Correspondence from collaborating agencies
- Agency brochures in classroom
- Partners refer to class sites
- Class sites are developed with partners
- Ability to refer to partners supportive services

A thorough review of all 10 quality indicators will be done during each program's 5-year On Site CQI visit for determination of program designations.

Year 1: Grant Phase

The local program should use the Grant/IFB submitted and approved by the state AEL office as the blueprint for implementing improvements in the local program based on what was described in the grant narrative, specifically the “Demonstrated Effectiveness” and “Program Operations” sections of the grant/IFB.

During the spring, the program should convene the Program Improvement Plan (PIP) team to evaluate the program’s data based on the grant narrative and review the Missouri Quality Indicators to determine what was successful and what areas are identified as needing continued improvement. A PIP should be developed identifying what area of improvement will be targeted for the following year and what steps will be taken to initiate the piloting of the PIP. The final PIP should be submitted to the State AEL office by **May 30th** of the Grant Year Phase.

Year 2: Pilot Phase

Based on the PIP developed the previous spring, the local program initiates the pilot phase at the beginning of the new fiscal year. The pilot project should be monitored through this phase to determine its effective and to adjust the project according to success or obstacles.

The Pilot phase should be completed by the spring. Data should be compiled based from the pilot and a determination by the PIP team on whether the pilot was successful. If the pilot is deemed a success the program will develop the implementation plan to be conducted the next fiscal year. A report of the pilot project results and the implementation plan must be submitted to the State AEL office by **May 30th**. If the PIP team determines the pilot phase was not a success, a Continuous Improvement Plan should be designed to initiate the following year. This report should be sent to the state AEL office by **May 30th**.

Year 3: Implementation Phase

The implementation phase should begin the start of the fiscal year of year three of this process. The project should be monitored through this phase to determine its effective and to adjust the project according to success or obstacles.

Around mid-year, the program should evaluate the effectiveness of the implementation through data analysis and reviewing the Quality Indicators. The results of the analysis can then be used in writing the next grant/IFB specifically in the “Demonstrated Effectiveness” section as evidence of success in the program.

CQI On-Site Local Program Review

Based on the Missouri AEL State Plan, the State AEL office is required to conduct on-site reviews of all AEL programs at least once every 5 years. This review process

includes grant/contract compliance, data, program operation, and fiscal reviews. As a result of this review process, a local AEL program may be designated as a Star Program or a Star Program with Distinction based on the results of the review.

Review Process

The State AEL office will use the “*Missouri AEL Continuous Quality Improvement (CQI) Review Form*” as documentation of the on-site review. A review is conducted in 9 areas to ensure grant compliance.

1. **Program Data Review**
The review will investigate/examine data generated from the current fiscal year as well as previous years’ data, to identify if a program is working toward benchmarks and operating the data collection process in an effective manner.
2. **Program Administration**
The review will examine operations and procedures of the local AEL program.
3. **Certification and Professional Development**
The review will investigate the process for record keeping of AEL teacher certifications and professional development requirements.
4. **Assessment**
The review will examine the process established for administering assessments and pre/post testing policies and procedures.
5. **Curriculum and Instruction**
The review will examine the processes for evaluating, procuring, and administering resources in the classroom in addition to the implementation of student lessons and monitoring of student progress.
6. **Learning Disabilities**
The review will examine procedures established to screen and serve students with special needs.
7. **Fiscal Review**
The review will examine the agency’s fiscal accounting system of AEL funds to determine if AEL funds are being spent in compliance with the approved budget and expenses are being documented and are directly related to the AEL program.
8. **Missouri Quality Indicators**
The review will examine the programs processes and procedures that will impact all ten quality indicators and determine if the indicators are considered a success.

9. Special Projects

The review will also include an examination/review of any special projects funded by the State AEL office e.g. EL/Civics, Grant Expansion Request (GER) grants.

CQI Review Report

The State AEL office will issue a written report which may include comments and/or findings resulting from the on-site review.

Findings

This section of the report will be used to identify items that the review determined to be out of compliance with the grant/contract, fiscal/accounting concerns, concerns with policies/procedures, and/or performance that is significantly below state standards. A written response will be required for each finding identified in the report.

Comments

This section of the report will be used to identify items that the review found to be significant or noteworthy. No written response will be required to these comments (unless noted in the report).

Star Program Designations

Based on the CQI on-site review, a program may be eligible for a Star Program designation, signifying the program performs at a high level in meeting students' needs. The program must meet all criteria to be eligible for a Star program designation (performance and quality indicators).

Star Program - If a program receives an overall CQI score of 80 to 89 and has:

- A. Met or exceeded the following performance measures the past fiscal year (or most recent year with complete outcome performance data):
 - 1. Overall average of the performance targets for ABE/ASE educational functioning level targets and overall average of the federal performance ESL targets if applicable. If ESL targets are not applicable only program performance will only be based on ABE/ASE target;
 - 2. Federal target for GED attainment; and
 - 3. The combined overall average for the Entered Employment, Retained Employment, and Postsecondary Enrollment performance targets.

Or

- B. Shown improvement to within 5 percentage points of meeting all performance measures identified above in each of the past 2 fiscal years and has no report findings.

Then the program is eligible to be evaluated for the Star Program designation.

If a program's CQI score is between 80-89 but is required to respond to findings from the review that program can request a follow-up review on the findings. If it is determined the program has addressed and corrected the findings, the program will then be eligible to be evaluated for the Star Program Designation.

Star Program with Distinction - If a program receives an overall CQI score of 90 or above and has:

Met or exceeded the following performance measures the past fiscal year (or most recent year with complete outcome performance data):

1. Overall average of the federal performance targets for ABE/ASE educational functioning level targets and overall average of the federal performance ESL targets if applicable. If ESL targets are not applicable only program performance will only be based on ABE/ASE targets;
2. Federal target for GED attainment; and
3. The combined overall average for the Entered Employment, Retained Employment, and Postsecondary Enrollment performance targets.

Then the program is eligible to be evaluated for the Star Program with Distinction designation.

Once a program has been determined to be eligible for consideration for a program designation, the review team will review and discuss each of the 10 Quality indicators. Based on the review, a check mark will be given for each item deemed to be evident for the indicator. If 50 percent or more of the items in each indicator is checked, the indicator is considered successful. All ten indicators must be successful in order for a program to receive this designation.

Improving an AEL Program

Completing a program-wide evaluation will assist in improving your AEL program. Some items to consider when looking at the data collected might be:

If there is a drastic increase in enrollments in a given class, you should:

- Hire and train additional teachers.
- Look at the instructional practices of the teacher.
- Recent changes in the community.

If pre/post testing information is not being collected or reported properly, you should:

- Reinforce the importance of testing with the teachers.
- Retrain teacher on completing paperwork.
- Ensure students are staying long enough to be post-tested.

Other ways to improve your AEL program are to:

- Invest in staff development.
- Encourage your staff to become involved in community groups and agencies, and
- Actively seek partners that complement your program.

Stimulating Eligible Adults to Enroll in the Program

After the initial assessment and planning for the program have been completed, members of the AEL advisory committee, community agencies, voluntary organizations, industry, school officials, faculty members and other members of the community should be enlisted in a campaign to contact eligible adults and encourage them to enroll in an AEL class in their section of the community.

Since many of these adults may not be reached through news media, radio or television announcements, contact by persons they know and in whom they have confidence may be necessary.

Individuals making these personal contacts should explain the purposes and benefits of the program and that possession of good reading, writing, speaking, and mathematical skills will increase their employability and job stability. They will also receive valuable information regarding good health practices, citizenship rights and other life coping skills.

Information should be given about the location of classes, the date and time of day, length of class sessions, and number of sessions per week and length of the program. These same outreach activities should become an ongoing part of the program.

Each local AEL program must ensure that they are providing equitable access to and participation in the AEL program for students, teachers and individuals with special needs.

Organization of Classes

Classes should provide flexible scheduling and should also be located so that they are accessible to prospective students.

Students and teachers at all sites should be provided with a variety of materials to meet individual needs. The local AEL program is responsible for coordinating with community service providers to verify that adequate childcare and transportation is available. Each program must have on file a list of child care and transportation resources available.

Qualification, Selection, and Preparation of Teachers and Professional Staff

The selection of instructors having very real interest in teaching and assisting adults to improve their basics skills or learn the English language is of utmost importance. Experience in conducting AEL programs is highly desirable. Teachers should have

particular skill in adapting techniques to the instruction of adults. Teaching adults differs considerably from teaching children. The content of instruction, examples, and illustrations, reading materials, arithmetic problems and discussions must be in terms of adult interest. Procedures and methods teachers use in conducting classes should be adapted to adults. Teachers must attend a beginning AEL teacher training workshop endorsed by the State AEL office.

The local AEL program must select individuals possessing a minimum of a bachelor's degree and/or instructors with valid teaching certificates, who are capable of teaching reading, language arts, math, science, and social studies. These individuals must be willing to obtain Missouri AEL Teacher certification.

Local AEL programs may select and employ teachers either on a full-time or part-time basis. Full-time teachers may be employed in some communities where there are large numbers of adults needing AEL services. Employment of part-time teachers on an hourly basis may be necessary to supplement the work of full-time teachers. In communities where a relatively small number of students are to be served, only part-time teachers should be employed on an hourly basis.

All directors, supervisors, and teachers in AEL programs must have valid AEL certification. All persons employed must maintain their certificate based on the rules and regulations established by the state AEL office if they are to be employed in the AEL program.

The local director or a designee must be on hand to assist each beginning teacher during the first class session and until the director is satisfied that the teacher could handle the class without assistance.

Local directors or designees should visit each class site on a regular basis for supervision and evaluation. A minimum of two site evaluations must be completed each year. Corrective action must be clearly defined in writing for all areas that are not adequate.

The local AEL program must establish a two-year mentoring program for all new AEL certified teachers. Current AEL certification policy requires all new teachers to participate in a two-year mentoring program in order to be eligible for certification upgrade.

Compulsory Attendance Age

Senate Bill 291 (2009) revises section 167.031, RSMo, Missouri's compulsory attendance law. The revision amends 167.031.6 (2) and creates 167.031.7.6. *As used in sections 167.031 to 167.051, the term "compulsory attendance age for the district" shall mean:*

- (1) Seventeen years of age for any metropolitan school district for which the school board adopts a resolution to establish such compulsory attendance age; provided that such resolution shall take effect no earlier than the school year next following the school year during which the resolution is adopted; and*
 - (2) **Seventeen years of age or having successfully completed sixteen credits towards high school graduation** in all other cases. The school board of a metropolitan school district for which the compulsory attendance age is seventeen years may adopt a resolution to lower the compulsory attendance age to sixteen years; provided that such resolution shall take effect no earlier than the school year next following the school year during which the resolution is adopted.*
- A 16 year-old applying for AEL services must verify he or she has completed 16 units of credit toward high school graduation before being allowed to enroll into an AEL program. This verification (i.e. transcript) can be obtained from either the school district, the non-public school the student attended or from the student, providing the student has an official transcript.
 - A home schooled 16 year-old applying for AEL services or applying to take the GED® Tests must verify the completion of 16 units of credit (100 hours or more of instruction in a course). A signed statement by the parent or guardian stating the student has met this requirement and is no longer being home schooled is sufficient.
 - A 16 year-old applying to take the GED® Tests must verify he or she has completed 16 units of credit toward high school graduation and obtain written permission from an authorized school official (head principal or superintendent).
 - A 17 year-old applying to take the GED® Tests will not be required to obtain permission to take the test from an authorized school official or from a parent or guardian if he or she was home schooled.

Court-ordered Attendance

If a 16 year-old is ordered by the court to attend AEL classes, even if he or she hasn't completed 16 credits toward high school graduation, the program may enroll the student provided your program receives a copy of the court-order or court-referral. Until the courts become familiar with the new compulsory attendance law, it is much more

prudent to serve these students than to prevent them from enrolling and continuing their education.

Serving Home Schooled Adults

High school students that are 17 or older that have left a public/private school to continue their education as a home schooled student are reported by the school district as a “transfer” student. They are still considered enrolled in secondary education and are not considered to be dropouts. Because of this status, these students are not eligible for AEL services. WIA, Section 203(1)(B) states that AEL services are available to those “who are not enrolled or required to be enrolled in secondary school.”

Documentation of Student’s Eligibility for Services

Although we currently do not have a policy requiring documentation that youth have dropped out of school, it is recommended that program initiate this practice if you currently do not, particularly for those who are below 18 years of age. Documenting a youth’s dropout status will ensure that you are complying with the federal statute. Documentation could include a letter from the school district indicating they consider this individual a dropout or the school district could also provide a list of dropouts; and for home schooled students, a letter from the parent(s) that the student is no longer being home schooled.

When required this documentation can also be submitted with the GED application for proof of being “withdrawn” from school and “permission” from the school district or parent to take the test.

SECTION 2: BUDGET AND FUNDING

Funding Policies and Procedures

The Missouri State Board of Education or its agent has sole authority to determine:

- A. Eligibility for receipt of AEL funds.
- B. The amount that can be spent in each category.
- C. Reduction in payments if available funds are insufficient to cover all requests.
- D. The part of an expenditure that can be charged to the AEL program.
- E. Other decisions necessary for the equitable, effective, and efficient operation of the program.

Budget Structure

Year 1: 100% of budget based on needs based request during grant application/IFB process. The final budget amount may be reduced by the State AEL Office according to availability of funds.

Year 2: 90% of budget based on Year 1 amount. 10% of budget will be based on performance information from two years prior. Example - Fiscal Year 2012 budget based on Fiscal Year 2010 data.

Year 3: 90% of budget based on Year 1 amount. 10% of budget will be based on performance information from two years prior. Example - Fiscal Year 2013 budget based on Fiscal Year 2011 data.

Breakdown of 10% performance information:

- 7% on Academic Progressions
- 3% on GED Outcome

Academic Progressions

To determine your total academic progression rate for funding you divide:

Total of all your 12+ hour pretested student with progression **by** Total of all 12+ hour, pre-tested students.

This is compared to the average of the academic targets (e.g. FY'10 average is 45%) and the result determines how much of the 7% you'll receive:

At or above target – All 7%
1-3 percentage points below – 6%
4-6 percentage points below – 5%
7-9 percentage points below – 4%
10-11 percentage points below – 3%
12-13 percentage points below – 2%
14-15 percentage points below – 1%
> 15 percentage points below – 0%

Outcome Measure GED

A GED “eligible student” has three elements:

- GED as a goal
- 12+ attendance hours and pre-test
- Exited from the program

For students who meet the eligibility requirements in a fiscal year a search is made in that fiscal year and the six months following to see if they received their GED. If so, they will count as the top number when making a percent:

To determine your GED attainment rate for funding you divide:

Students who got their GED during the fiscal year or in the six months afterwards and are eligible by All students with GED as a goal, 12+ attendance hours, pre-test with valid SSN, and Exited from the program

GED Ranges

At or above target – 3%
1-3 percentage points below – 2%
4-5 percentage points below – 1%
> 5 percentage points below – 0

Funding/Reporting Procedures

1. Financial Reports may be adjusted if they contain:
 - A. Incomplete information
 - B. Unauthorized expenditures, or
 - C. Expenditures exceeding line item authorization
2. Object Code Transfers – Local AEL programs may move funds between object codes on their excel budget/expense reporting form. However, this transfer must be submitted in writing to State AEL fiscal officer prior to or at the time of submitting the expense report with an explanation of why the

funds are being moved. The State AEL fiscal officer will respond back to the local AEL program indicating whether or not the transfers are approved.

3. The administrative budget and expenses (Category II) may not exceed 21% unless prior written approval has been given by the State AEL office.
4. Due to the limitations of funds, money will not be allocated or paid for rent.

Categories of Allowable Expenditures

There are two categories from which monies can be expended. Category I includes expenses related to Instruction. Category II includes expenses related to Administration. Object code descriptions include: (Go to http://www.dese.mo.gov/divadm/finance/acct_manual/documents/GExpenditureObjectCodeDescriptions.pdf for details on Object code descriptions.)

6100 Salaries - Amounts paid to employees of the LEA who are considered to be in a position of permanent nature or hired temporarily, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the LEAs.

6200 Employee Benefits - Amounts paid by the LEA on behalf of employees. These amounts are not included in the gross salary, but are over and above. Such payments are fringe benefits; and while not paid directly to employees, nevertheless are part of the cost of salaries and benefits. These charges should be distributed to functions in accordance with the salary function of the employee or group of employees. If materiality prevents, charge to Function 1110, Elementary Instruction.

6300 Purchased Services - Amounts paid for services rendered by personnel who are not on the payroll of the LEA and for other services which the LEA may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided in order to obtain the desired result.

6400 Supplies and Materials - Amounts paid for material items of an expendable nature that are consumed, worn-out, deteriorated in use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

6500 Capital Outlay - The State AEL Section defines equipment as those items costing over \$1000 and having a useful life of a year or more.

Expenditures for the acquisition of fixed assets or additions to fixed assets. They are expenditures for land or existing buildings; improvements of grounds; construction of buildings; additions to buildings; remodeling of buildings; initial equipment; additional equipment; and replacement of equipment. Lease purchase principal and interest with intent to acquire title must be treated as Capital Outlay. It is important to differentiate between Expenditure Object 6500, Capital Outlay and Function 2540, Operation and Maintenance of Plant. Capital Outlay is an expenditure object, or what is purchased. Using the multidimensional coding structure, Capital Outlay may be related to all functions and subject matter areas should it be so desired. For clarification of maintenance costs see Function 2540, Operation and Maintenance of Plant, and Expenditure Object 6332, Repairs and Maintenance. For improvement costs see Function 4000, Facilities Acquisition and Construction, and Expenditure Object 6521, Buildings, or Expenditure Object 6531, Improvements Other Than Buildings.

Purchase and Inventory of Equipment

Purchase of equipment (defined as costing over \$1000 per unit and having a useful life of a year or more) must have prior written approval of the State AEL office. The AEL-4 must be completed and submitted for approval.

In the event an AEL program is discontinued/defunded, the State AEL office may request that all supplies, materials and equipment, purchased with AEL funds be returned to the State AEL office (2011 AEL Grant/IFB Section 2.8.6).

If equipment purchased with AEL funds becomes unusable or no longer needed, the local entity must notify the State AEL office. If the equipment is unusable the local entity may dispose of this equipment in accord with local policies/procedures. If the equipment is no longer needed, the State AEL office will facilitate in locating another AEL program that can use the equipment. It will be the responsibility of the two local programs to complete the transfer.

Instructional Materials for Teachers and Students

Local AEL providers must budget for the purchase of instructional materials. These monies should be used to provide current and appropriate:

1. Materials for all the educational levels of students served.
2. Materials for the academic areas of reading, language arts, mathematics, science and social studies.
3. Materials to assist students with attainment of life coping skills.

4. Diagnostic and prescriptive instruments to facilitate assessment of student's needs.
5. Other current instructional materials and supplies that allow each student's educational need to be met.

Procedures for Distribution and Expenditure of Funds

1. Prior to the initiation of a reimbursable local AEL program, a budget agreement will be entered into by and between the local adult educational program and DESE AEL. These agreements will be for the current fiscal year and must be resubmitted each year. The agreement may be amended by subsequent supplementary agreements. Reimbursement from state and/or federal funds will be made for the period covered by the budget agreement not to exceed the total budget amount.
2. All payments will be made using a reimbursement method and will be based on actual expenditures reported.

Student Fees

If the AEL program has a policy of charging a fee to students for any purpose, the policy needs to be approved by State AEL office **prior** to implementation.

Due Dates

Expenditure reports are due no less than quarterly. However, it is recommended they be submitted monthly. Expense reports are due the 1st of the month to receive payment by the 21st of the same month. Any report received after that date will be reimbursed by the 21st of the next month. Extensions to this due date will be communicated by the State AEL office via e-mail.

Financial Guidelines

All costs reported must tie directly back to the accounting system. The accounting system should be designed to track YTD expenses by line item as well as monthly expenses with supporting documentation for those expenses.

Allocation of Costs - Any site that has staff that work on more than one program (AEL, EL Civics, Community Education, etc.) or has costs that are attributable to more than one program must utilize some equitable method to allocate those costs. The most common method for allocating costs is:

- Timesheets – Individual staff members keep track of the amount of time spent on a given program by preparing a detailed timesheet.

A timesheet must be kept when allocating a salary between Admin and Instruction. For example, if a director charges 80% of his/her time to Admin and 20% of his/her time to Instruction, this allocation must be documented through actual time recorded on a timesheet.

When a timesheet is completed, it is important to provide this information to the business office to ensure that your salary is appropriately funded based on actual time spent on a specific activity. Reconciliation with what has been budgeted with actual time must be done at least quarterly.

All costs must have appropriate documentation to support the expenses being reported. There must be documentation to support salaries, benefits, travel, supplies, etc. All costs must be directly attributable to the program for which you are reporting. For example, if you travel to Jefferson City for a Missouri Options workshop, you cannot charge your travel costs for this workshop to your AEL program.

Sub-Contracting

Prior to entering into a subcontract agreement, the AEL program must obtain written approval from the State AEL office. The exact language can be found at 2.8.9 of the IFB/Grant application. For any subcontract you must provide to us via e-mail:

1. Who your subcontract is with;
2. How much it is for; and
3. What services will be provided.

A guideline to follow to determine whether or not you are entering into a “subcontract” arrangement – If you pay another entity to perform a function of what you said in your grant that you were going to provide, then that would be a subcontract and must have prior approval from the State AEL office.

Examples:

When you pay another entity/agency to perform the function of AEL instruction this would be a subcontract. Paying a one-stop center for building usage would **NOT** be a subcontract.

Another example - If you hire a marketing firm to develop marketing materials that would NOT be a subcontract. This would not be considered an actual function of operating your program. However, if you hire an agency/entity to perform the function of outreach/marketing, that would be a subcontract – that entity would be required to follow the guidelines of allowable costs and activities that we would require of you.

Additional Funding Options

English Language (EL)/Civics Grants

The purpose of the English Language/Civics Program, as stated by the U.S. Department of Education, is to include all of the following:

- Provide integrated services that incorporate English literacy and civics education.
- Provide an educational program that emphasizes contextual instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. History and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members. Examples of activities which would be allowable include academic English instruction, tours, on-site visits of the local law enforcement agencies, courts, political subdivisions, businesses, guest speakers, and other points of interest relating to citizenship which are in close proximity to the student's residence.
- Assist immigrants and other Limited English Proficiency (LEP) persons to gain proficiency in English and navigate governmental, educational, workplace systems and key institutions to enable them to effectively participate in education, work, and civic opportunities.

Any public or private entity can apply for EL/Civics grants through a competitive application process. Approval will be based on rationale and supportive information to reinforce the request for additional funding.

Special Projects

When funds are available additional funding will be available to support special projects promoted by State AEL office.

SECTION 3: ASSESSMENT & DATA COLLECTION

Information and data quality is important to the Missouri AEL program because:

- DESE must report financial data, statistical data, and other information describing the educational achievement, goal attainment, demographic and socioeconomic characteristics, and employment outcomes of Missouri Adult Education and Literacy participants to the U. S. Department of Education.
- High quality information is required to demonstrate evidence of effective program service delivery.
- Educators, researchers, policymakers, and the public use information and data that State AEL office disseminates for a variety of purposes. Thus, it is important that the information State AEL office disseminates is accurate and reliable.
- The State AEL office relies on high quality information and data to make sound decisions in the administration of its grant programs.

The National Reporting System (NRS)

The National Reporting System creates the guidelines Missouri follows regarding data collection and reporting. Additional information is available from their implementation guidelines at www.nrsweb.org.

NRS Measures - NRS standards require that states collect and report specific information and data, called measures, for the Annual Statistical Performance Report. The NRS measures include core and secondary measures. Core measures apply to all Adult Education and Literacy participants who attend classes for 12 hours or more. States must develop standards for participants' performance and negotiate those standards for core outcome measures with the U.S. Department of Education. The U.S. Department of Education may award incentive grants to those states that meet or exceed those agreed-upon performance standards. Missouri AEL program providers that meet or exceed performance standards may receive a share of those incentives. Missouri AEL program providers may also receive annual performance funding for participants' achievement of higher educational functional levels and GED achievement. Core measures include:

- Outcome measures – These measures are participants' educational gain, entering into and retention in employment, receipt of secondary school diploma or GED certificate, and placement in postsecondary education or training.

- Descriptive measures – These measures are participants’ demographics, reasons for attendance, and student status.
- Participation measures – These measures are measurement of contact hours and participation in instructional programs for special populations, such as workplace literacy and family literacy.

Core Outcome Measures - Core Outcome Measure #1: Educational Gain – Learner completes or advances one or more educational functioning levels from assessed level at initial entry into the program. The following table presents entry-level descriptors for the educational functioning levels.

Core Outcome Measure # 1		
Educational Functioning Levels – Adult Basic Education (ABE)		
Level	Level Descriptor	Functional & Workplace Skills
I	Beginning ABE Literacy TABE (9–10) scale scores: Reading: 367 and below Total Math: 313 and below Language: 389 and below	Learner has little or no ability to read basic signs and maps; has little or no written communication or computational skills; can handle routine entry-level jobs.
II	Beginning Basic Education TABE (9–10) scale scores: Reading: 368–460 Total Math: 314–441 Language: 390–490	Learner reads simple instructions, signs, and maps. Completes simple forms; handles basic entry-level tasks; has minimal computer and technology skills.
III	Low Intermediate Basic Education TABE (9–10) scale scores: Reading: 461–517 Total Math: 442–505 Language: 491–523	Learner can complete job applications, written orders, and medical forms; reads simple charts and graphs; performs routine computer and technology tasks; writes short reports and essays.

IV	<p>High Intermediate Basic Education TABE (9–10) scale scores: Reading: 518–566 Total Math: 506–565 Language: 524–559</p> <p>WorkKeys scale scores: Reading for Information: 75–78 Applied Mathematics: 75–77</p>	Learner translates graphs, charts, and multi-step diagrams; reads procedural documents and repair manuals; uses most basic computer software.
Educational Functioning Levels – Adult Secondary Education (ASE)		
V	<p>Low Adult Secondary Education TABE (9–10) scale scores: Reading: 567–595 Total Math: 566–594 Language: 560–585</p> <p>WorkKeys scale scores: Reading for Information: 79–81 Applied Mathematics: 78–81</p>	Learner follows multi-step directions; reads common legal forms and complex manuals; interprets and integrates information from several sources; is proficient with computer and technology operations.
VI	<p>High Adult Secondary Education TABE (9–10) scale scores: Reading: 596 and above Total Math: 595 and above Language: 586 and above</p> <p>WorkKeys scale scores: Reading for Information: 82–90 Applied Mathematics: 82–90</p>	Learner reads complex technical information and comprehends some college level textbooks and apprentice manuals; can function in job situations requiring higher order thinking processes; adapts computer software and technology to new situations.

Educational Functioning Levels – English-As-A-Second Language (ESL)		
Level	Level Description	Functional and Workplace Skills
I	<p>Beginning ESL Literacy CASAS scale scores 180 and below</p>	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words. May recognize only common words, signs or symbols (e.g., name, stop sign, product logos). Can handle only very routine entry-level jobs that do not

		require oral or written communication in English. May have no knowledge or use of computers.
II	Low Beginning ESL CASAS scale scores Reading: 181–190 Listening: 181–190 Math: 181–190 Writing: 136-145	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.
III	High Beginning ESL CASAS scale scores Reading: 191–200 Listening: 191–200 Math: 191–200 Writing: 146- 200	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.
IV	Low Intermediate ESL CASAS scale scores Reading: 201–210 Listening: 201–210 Math: 201–210 Writing: 201–225	Individual can interpret simple directions, schedules, signs, and maps, etc. Completes simple forms but needs support on some documents that are not simplified. Can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be clarified orally or through demonstration. Individual may be able to use simple computer programs and can perform a sequence of routine tasks given directions (e.g., fax machine, computer).
V	High Intermediate ESL CASAS scale scores Reading: 211–220 Listening: 211–220 Math: 211–220 Writing: 226–242	Individual can meet basic survival and social demands, and can follow some simple oral and written instructions. Has some ability to communicate on the telephone on familiar subjects. Can write messages and notes related to basic needs and complete basic medical forms and job applications. Can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.

VI	Advanced ESL CASAS scale scores Reading: 221–235 Listening: 221–235 Math: 221–235 Writing: 243–260	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.
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TABE = Tests of Adult Basic Education.

CASAS = Comprehensive Adult Student Assessment System

Notes: The descriptors are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. CASAS = Comprehensive Adult Student Assessment System and TABE = Test of Adult Basic Education.

Outcome Measure Definitions Continued	
Core Outcome Measure # 2 Entered Employment	Learner obtains a job by the end of the first quarter after the program exit quarter (For learners who are not employed at time of entry and who have a primary or secondary goal of obtaining employment).
Core Outcome Measure # 3 Retained Employment	Learner is still employed in the third quarter after program exit.
Core Outcome Measure # 4 Receipt of a Secondary School Diploma or GED	Learner obtains certification of passing scores on the General Educational Development (GED) tests, or obtains a high school or adult high school diploma (For learners who establish a primary or secondary goal of obtaining the GED certificate or a secondary school diploma and exit during the fiscal year).
Core Outcome Measure # 5 Placement in Post-secondary Education or Training	Learner enrolls in a post-secondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed (For learners with a goal of placement in post-secondary education or training).

Distance Education Policy

The Missouri AEL program supports distance education as an allowable learning activity that allows adult students who are separated by geography, time or both

to participate in adult education instruction. In Missouri distance education instruction will be delivered through the AEL funded GED/ESL Online Programs.

The Missouri GED OnlineClass Program offers instruction through the use of SkillsTutor, and an academic/basic skills curriculum developed specifically for the Missouri GED OnlineClass Program. The Missouri GED OnlineClass Program uses *Blackboard* as the platform for instructional activity. The ESL Online component is provided using Rosetta Stone software, as well as free links to citizenship and other English instruction websites.

In order to include distance education activity in the required federal reports, the Missouri AEL program defines a distance learning student as:

- **Assessments used for Distance Learning Students** – Local programs should follow the same policies and guidelines in assessing distance learning students as used with on site students.
- A student that has at least 51% of the total number of contact hours generated through the student's participation in GED or ESL Online Programs, and

Missouri's Distance Learning

- Utilizes the Teacher Learner Model to assign proxy hours for the Missouri developed academic/basic skills curriculum. A fixed number of hours have been identified for each assignment based on teacher determination.
- Utilizes the Clock Time Model for the SkillsTutor program. These software programs track time.
- Requires all pre and post-tests be conducted through face-to-face interaction with a trained test administrator and in accordance with the state's assessment policy.
- Requires all students participating in the GED/ESL Online Programs must be post-tested at least every 90 days. Online students that are not post-tested by the 90th day will be prohibited (locked-out) from accessing the GED/ESL Online Programs, until such time that they are post-tested.

Assessments

A vital part of determining program performance is the use of standardized assessment tools to determine progress. The Missouri AEL program has established requirements to ensure assessment of program performance based on the use of approved standardized assessment. These requirements include state standards all local providers are required to meet.

State Standards

1. Ninety percent (90%) of enrolled participants will be administered a pre-test.
2. Seventy percent (70%) of enrolled participants will have a pre-test and have attended at least 12 hours.
3. Sixty percent (60%) of participants who pre-tested and attended at least 12 hours will be administered a post-test, using the Tests of Adult Basic Education (TABE) or the Comprehensive Adult Student Assessment System (CASAS).

Approved Assessment Instrument

Only the assessments listed below are approved for progression and NRS accountability reporting requirements. Other assessments may be used when necessary to serve unique participants' needs, but may not be used to report progression.

- Comprehensive Adult Student Assessment System (CASAS) - The Appraisal and the Reading, Mathematics, Listening, and Writing assessments. Used with ELL/LEP students.
- Tests for Adult Basic Education (TABE - The Locator and the Reading, Mathematics, and Language assessments (the TABE forms are 9 and 10). Used with ABE and ASE students.
- WorkKeys – ABE/ASE NRS levels 4 and above. Not for use with ELL/LEP students

In/Out-of-Range Test Scores

As an integral part of identifying appropriate testing, Missouri has instituted an "In-Range" and "Out-of-Range" scale for assessment in AEL programs. It is required for performance funding that programs follow these ranges.

ACES, the data collection system, will not allow any scores that do not meet the above requirement to be entered.

In Range Scores
TABE 9 & 10

Low	Reading	Top	Low	Language	Top	Low	Math	Top
no			No					
Low	L	457	Low	E	523	No Low	L	440
no								
Low	E	516	396	M	546	No Low	E	505
374	M	549	492	D	581	314	M	549
463	D	595	541	A	No Upper	442	D	594
		No						No
538	A	upper				528	A	Upper

General Assessment Guidelines for AEL

When using *standardized* assessments, adherence to the following guidelines is necessary to achieve meaningful test results:

- Tests should only be administered in a noise free environment where participants will be free from interruptions and other disruptive influences.
- Participants should be tested only when they are physically, mentally, and emotionally prepared.
- The AEL teacher or proctor should explain the purpose of the test and give appropriate instructions to participants who are testing.
- Although teachers or proctors may administer a full battery of tests during one attendance session, it may not be advisable to subject participants to several consecutive hours of testing.
- When TABE 9 or TABE 10 Math tests are administered, both Mathematics Computation and Applied Mathematics subtests must be administered. If a grade equivalent is reported from a TABE table, the composite grade equivalent using both scores must be reported. The exception to this is Math level L (Literacy) where there is only one number correct returned.
- A higher educational level on a post-test in the same subject area as the subject area that scored the lowest "educational level" on the pre-test is required to demonstrate student progress. The lowest score from the tested areas will set the educational level of the student. Any subject area of an approved test can be used to show progress, e.g. TABE Reading, Language, or Math).

- An improved score in the same area as the lowest area of pre-test is required to demonstrate student progress. **It is not necessary to give all the tests; you can give tests in the area of student interest.**

Example #1: If a student takes the complete battery TABE M9 and receives the following scores:

	Reading	Math	Language
Score	38	Applied 23/Comp 8	29
Scale Score	517	367	465
Ed. Level	3	2	2
	Low Inter.	Beginning Basic	Beginning Basic

The student in Example #1 would have to post-test and improve enough in either Math or Language to show progress to a higher education level. Although she could post-test in all three areas, scoring higher in Reading would not show progress.

Example #2: If a student took a pre-test of TABE A9 and scored the following:

	Reading	Math	Language
Score	30	Applied 41/Comp 17	44
Scale Score	532	598	579
Ed. Level	4	6	5
	High Inter.	High ASE	Low ASE

The student in Example #2 would have to post-test and improve enough in Reading to show progress to a higher education level. Although she could post-test in all three areas, scoring higher in Math or Language would not show progress.

- CASAS and TABE assessments are not interchangeable. When one of those assessments is used for pre-tests that type of test will be administered a participant for progression. An exception to this is if a student is transitioning between ESL/ELL and ABE/ASE and requires a different assessment.
- Class site teachers should understand that there can be a difference between the NRS requirement for assessment and the assessment needs of a particular participant.

Administration of Assessments

All assessments must be administered in compliance with instructions published by test developers. For TABE see publisher's website at: www.ctb.com, for CASAS see publisher's website at: www.casas.org. All assessments must be administered by an individual that has been certified as having completed training on the proper administration of these instruments. This training must be provided by a trainer/entity that has been approved by the State AEL office. Training for TABE and CASAS is available from the Missouri Training Institute (MTI).

Programs are required to use the Locator with the TABE assessment. For the CASAS assessment, programs are required to give the "6 Oral Questions" tool to determine whether the Appraisal Tool can be used and if appropriate; the Appraisal must be used with students. If the student is unable to answer the "6 Oral Questions", the CASAS L27 or L28 is to be used with that student.

Use of Assessment Results

All assessments results are to be used to design instructional strategies for the student. Any scoring process used to determine assessment results should include a component for determining prescriptions to be used as options for designing instruction.

Assessments used for Special Populations

Although only TABE and CASAS assessments may be used for progression, special populations (such as those adults with documented language barriers or disabilities) may be assessed using additional or alternative methods such as:

1. Power Path screening
2. TABE and CASAS oral assessments
3. Aids such as magnification tools with written assessments
4. The oral screening portion of the Form 20 ESL Appraisal for non-English speakers
5. The oral portion of the TABE, Level L test for English speakers

Pre-test Administration - A student is eligible to be pre-tested and entered into ACES if they have completed four (4) hours of attendance.

Appropriate pre-tests will be administered to each participant only after a thorough intake interview and orientation are conducted. Pre-tests may be administered during an orientation class if the orientation class is of sufficient duration and intensity. Pre-tests must be administered within the first 12 hours of attendance.

Post-test Administration – Students must be post-tested using the same assessment tool used for a pre-test to measure progression and NRS level attainments. The student must take a different form of the same level of test (pre-test TABE M9, post-test M10) or a different level of the same form of test (pre-test in M9 and post-test in D9).

Assessment Management

Managing student assessments is a critical component of managing a local program. Over use of a test, testing a student repeatedly with the same test in too short a time period is a direct violation of test publisher and the State of Missouri Assessment Policy. A local program is required to meet test security and accurate use policies below: To meet Missouri assessment policy, a local program **MUST**:

- Use alternating versions (e.g. TABE 9M then 10M) of a test for the pre and post tests. However, if the student is assessed using the same form and level of the test, there must be at least 120 hours of instruction between the testing to be considered valid.

- Provide the necessary instruction to a student prior to post-testing and only post-test when measuring lasting gain. A standardized post-test (TABE or CASAS) should be used to measure how much progress a student has made after the student’s learning has been exhibited. The standardized post-test should not be used arbitrarily as an “end of lesson exercise” or “quiz” to see if a student has made gain.
 - o A student must receive instruction and exhibit learning gain prior to receiving a standardized post-test.
 - o A pre-tested student will receive an NRS level assignment based on their lowest test(s) scores. These results will be used by the local program to determine which content standard benchmarks are appropriate for the student. Missouri content standard benchmarks are tied directly to the NRS levels so mastery (80%) of a content standard benchmark means the student should show progression on a standardized post-test. Through informal assessment (not TABE or CASAS) a student should show mastery of those benchmarks prior to standardized post-testing.
 - o A student is not necessarily ready for post-testing at any prescribed interval. The local AEL program is required to establish post-testing policies that correspond to the guidelines in the following table which provide pre- and post-testing timeframes. The state AEL office will use the ACES entry for “Hours at Testing” to determine if a local program is meeting this expectation. If a local program has exemptions to the policy, the local program will be required to provide documentation showing mastery of the applicable benchmarks prior to the post-testing and any additional reasons for post-testing outside the policy.

- All testing material must be kept in a secure location; inaccessible to students and public.

Test Name	Publisher Recommended Pre- and Post-testing Timeframes
ACT/ WorkKeys	We typically recommend that the student be involved in regular instruction that is offered by the institution. This would amount to a semester or quarter course.
CASAS	70-100 hours (40 hours is the minimum) Allow exceptions for courses with different schedules and intensity, e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses wait longer than the recommended number of hours to post-test.
CASAS (cont.)	<p>Programs offering high intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.</p> <p>Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other block of instruction, may choose to post-test at the end of the instructional period.</p> <p>Programs may choose to assess students who indicate they are leaving the program before the scheduled post-test time, to maximize collection of paired test data.</p>
TABE – Forms 9 and 10	<p>CTB/McGraw-Hill recommends 50-60 hours of instruction when testing with an alternate form (i.e. 9M to 10M) for students that test into NRS Levels 1-4 (ABE) with a minimum of 40 hours.</p> <p>For students testing into NRS Levels 5 and 6 (ASE Low and High) 30-59 hours of instruction is recommended.</p> <p>If the pre- and post-test use the same level and the same form: 120 hours of instruction.</p> <p>CTB/McGraw-Hill suggests the pre- and post-test guidelines as best practices recommendations based upon practitioner feedback.</p> <p>The purpose for assessing with TABE 9 & 10 will also have an impact on the implementation of these recommendations.</p> <p>CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional</p>

Test Name	<p data-bbox="587 197 1224 264">Publisher Recommended Pre- and Post-testing Timeframes</p> <p data-bbox="587 275 1385 457">intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.</p>
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Goal Setting Procedures

Missouri AEL service providers must develop and implement written procedures or processes for learners' goal setting. Class site teachers, or teacher aides, will take the following steps to assure accuracy of participant goals:

- Explain to each participant the necessity of appropriate goal identification.
- Goals should be affirmed and reported only after pre-test assessments are completed and analyzed.
- Goals should be both challenging and practically achievable in the current program year.
- If a participant's goals change, Missouri AEL service providers will change the information in the data system (ACES).
- Class site teachers should understand that a difference may exist between NRS goal identification and participants' total needs.

Adult Computerized Enrollment System (ACES)

All information on the data dictionary, measures on state student data, the state data system, and explanation on the use of ACES can be found in the help section on ACES. All assessment information must be entered into ACES at least quarterly. Local program directors are encouraged to review program data reports generated from ACES at least on a quarterly basis to verify information entered is accurate.

Purchasing Procedures for Assessments - The local program director is required to ensure that adequate and usable assessment materials are available to all staff for use. It is the responsibility of the local program director to purchase assessment materials based on available funds and local purchase guidelines.

Test Security – The local program director must ensure that copies of all the assessment test booklets are properly secured and not accessible to the public.

Follow-up and Data Matching Procedures – The Missouri AEL program utilizes a data matching procedure to obtain participant Core Outcomes Measure # 4, Receipt of a Secondary School Diploma or GED. Data files will be prepared for data matching related to Core Outcome Measure #2, Entered Employment, Core Outcome Measure # 3, Retained Employment, and Core Measure # 5, Placement in Postsecondary Education or Training. The following steps will be taken:

- All Missouri AEL program participants who were enrolled (12+ hour students) during the program year will be identified.
- Consideration may be given to participants' goals and/or educational functioning level at entry when aggregating files for data matching.
- A Social Security Number and a class-code that identifies a specific Missouri AEL program will identify each participant's records. Other identifiers will be used to specify goals and employment status at entry. The teacher should verify (driver's license or other official picture ID) the participant's SSN and name spelling. If the participant does not wish to use his/her SSN, a tracking number will be assigned by the data collection system.
- Each file for data matching will be labeled appropriately and submitted to the contractor (University of Missouri, Columbia, and Department of Economics) who will conduct data matching operations using Missouri and available surrounding states' wage data bases, Higher Education databases, and Vocational Training databases.
- All data-matching files created by the State AEL office will be archived.
- The contractor selected to conduct data matching will develop and present a report that identifies the appropriate statistics required by NRS.

Terms and Definitions

NRS Demographic Measures

Ethnicity – Learner's ethnic category with which the learner self-identifies, appears to belong to, or is regarded in the community as belonging. The ethnic categories are:

American Indian or Alaskan Native – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent. These areas include, for example, China, India, Japan, and Korea.

Native Hawaiian or Pacific Islander – A person having origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands and Samoa.

Black or African American – A person having origins in any of the Black racial groups of Africa, but not of Hispanic culture or origin.

Hispanic or Latino – A person having origins in Mexico, Puerto Rico, Cuba, Central or South America, or other Spanish culture or origin, regardless of race.

White – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, but not of Hispanic culture or origin.

Gender - Whether the learner is male or female.

Age – Learner's date of birth (from NRS Implementation Guidelines, March 2001)

NRS Student-Status Measures

Employed Adult – Learners who work as paid employees, work in their own business or firm, or who work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently working, but who have jobs or businesses from which they are temporarily absent.

Unemployed Adult – Learners who are not working, but who are seeking employment, have made specific efforts to find a job and are available for work. Not in the labor force – Learners who are not employed and who are not seeking employment.

On Public Assistance – Learner is receiving financial assistance from Federal, State, or local government agencies, including Temporary Assistance for Needy Families (TANF), food stamps, refugee cash assistance, old-age assistance, general assistance and aid to the blind or totally disabled. Social Security benefits, unemployment insurance and employment-funded disability are not included under this definition.

Disabled Adult – A learner who has a record of, or is regarded as having any type of mental or physical impairment that substantially limits or restricts one or more major life activities including walking, seeing, hearing, speaking, working, and learning.

Rural Area – A place with a population less than 2,500 and outside an urbanized area.

Urbanized Area – An area that includes a population of 50,000 or more in a city and adjacent areas of high density.

Low Income – The learner (1) receives, or is a member of a family, that received a total family income, in the six months prior to enrollment, of 70 percent or less of the income level standard for a family of that size; or (2) the learner is receiving or is a member of a family that is receiving cash assistance payments from Federal or state agencies or Food Stamps; or (3) the learner can be designated as homeless under the McKinney Act.

Dislocated Worker – A learner who received an individual notice of pending or actual layoff from a job, or an individual who received a publicly announced notice of pending or actual layoff.

Single Parent – A learner who has sole custodial support of one or more dependent children.

Retired – A learner who has reached the normal retirement age (62 and above), is retired from full-time employment, is receiving retirement benefits based on full-time employment, and is not working for wages more than 20 hours per week

Displaced Homemaker – A learner who has worked principally in the home providing unpaid services for family members and who: (1) is not gainfully employed, (2) has had, or will have difficulty finding appropriate employment, (3) has been dependent on, and is no longer supported by, the income of another family member, (4) has been dependent on, and no longer is supported by, government assistance, or (5) is supported as the parent of a 16 or 17 year-old child.

Learning Disabled Adult – A learner with IQ in the low-average and above range (70+) who has deficits, related to neurological impairments, in capacity in defined limited areas related to learning, including dyslexia (reading disability) dysgraphia (writing disability), dyscalculia (math disability), and who have a history of previous disabilities.

Homeless Adult – A learner who lacks a fixed, regular nighttime residence or who has a residence that is: (1) a publicly supervised or privately operated shelter designed to provide temporary living accommodations, including welfare hotels, congregate shelters, and transitional housing for the mentally ill; (2) an institution that is a temporary residence for individuals intended to be institutionalized; or (3) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. This designation

does not apply to any individual imprisoned or otherwise detained pursuant to an Act of Congress or a State law.

Immigrant Adult – A learner who is a born alien and not a citizen of the United States due to birth or naturalization.

Goals – A learner’s reasons for attending the program or class (self-identified). Learners should identify two goals that are practically achievable during the program year. Learners should identify one or more of the goals listed below.

Obtain a Job – Obtain full or part-time paid employment.

Retain Current Job – Keep current job or obtain a job that has increased pay or benefits, higher level of responsibility, or that requires a higher level of skill compared to current or most recent job.

Secondary Diploma or GED – Achieve sufficient basic skills to earn a secondary credential or pass the GED test.

Postsecondary or Job Training – Achieve skills required for enrollment in a postsecondary public or private college or training program.

Work-Based Project Learner – Enrolled in a Work-Based Project and has defined goal from project to meet during enrollment time.

Basic Literacy Skills – A learner who may, or may not, possess a secondary or postsecondary credential, but needs to improve his/her basic reading, math, language, or technology skills.

English Language Skills – Improve English language speaking, reading, and writing skills.

Obtain Citizenship Skill – Obtain skills to pass the citizenship test.

Other Personal Goal – Any other goal related to instruction with a clearly definable outcome.

Program Enrollment Type Measures

Adult Basic Education or Adult Secondary Education Student (ABE/ASE) – Basic education (ABE) includes learners in Educational Functioning Levels I through IV at the time of entry. Adult Secondary Education (ASE) includes learners in Educational Functioning Levels V and VI at the time of entry.

ELL Student – An ELL (English Language Learner), ESL (English as Second Language) or LEP (Limited English Proficiency) student is attending your program to learn English as a non-native speaker of English

Exit Information

Attendance Hours and Testing – It is important to update a student's hours and testing information prior to exiting student.

Exit Date – The last month, day, and year the participant attended class. This date must be accurate. If the participant has not attended for 90 days, he/she should be exited from the program.

Exit Reason – An optional data identifying why a student stopped receiving local program services.

Other Definitions

ABE – An acronym representing the term Adult Basic Education, used to identify Adult Education and Literacy instructional activities conducted for those adult learners who enter local program class sites at Educational Functioning Levels I, II, III, and IV.

ASE – An acronym representing the term Adult Secondary Education, used to identify Adult Education and Literacy instructional activities conducted for those adult learners who enter local program class sites at Educational Functioning Levels V and VI.

Classcode – A ten-digit identifier used to specify a particular class site, consisting of the county code and school district code and four-digits to identify a particular class site within the program. Individual AEL service providers will assign the last four digits of the classcode to identify unique class sites or unique class characteristics.

Contact Hour – One hour of instruction a learner receives, or one hour of instructional activity in which a learner engages, when a certified AEL teacher is present or monitors that learner activity. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum such as classroom instruction, assessment, tutoring or participation in a learning lab. Participant contact hours must be in an approved class site, during approved hours of operation, with an AEL certified teacher in attendance.

Community-Based Organization (CBO) – A not-for-profit organization that is financially supported by philanthropy and volunteer staff. An organization that receives a major portion of its operating funds from government sources is not a CBO.

Educational Functioning Level (EFL) – The level at which an individual performs life activities such as reading for comprehension, mathematical operations, and communication through speaking and writing (See NRS Outcomes Measure # 1 Table above). NRS Implementation Guidelines include tables that link Educational Functioning Levels to CASAS assessment scores and TABE Grade Equivalents.

Enrolled Student – A student that has at least 12 hours of attendance and a pre-test.

GED Test – General Educational Development test developed and authorized by the American Council on Education and administered by state approved agencies.

Performance Funding – That portion of operational funding awarded to Missouri AEL service providers based on participants' achievements such as GED attainment and student progress. Monetary awards may vary from year to year for those achievements, and additional achievements may be considered for awards from year to year. Performance funding will be paid for Educational Functioning Level improvement, GED achievement, or other designated achievements for those adult learners who persist in instructional activities for at least 12 hours.

Pre-test – An initial approved assessment used to determine a participant's educational functioning level at entry and to help a teacher/participant develop a study plan.

Post-test – A subsequent assessment administered to a participant used to determine student progress. The post-test must be a different test; generally a parallel form of the pre-test. For example, if a TABE, Form 9, reading assessment is administered as a pre-test, the TABE, Form 10, reading assessment should be administered as a post-test.

Scale Score – Tests of Adult Basic Education (TABE) tables convert assessment raw scores to Grade Equivalent and scale scores. Under the best conditions, a TABE Scale Score should be considered as an estimate of a learner's true skills. A unit of a single, equal-interval scale that is expressed as a whole number that usually ranges from 0 to 999. Scale scores can be added, subtracted, and averaged across test levels, and they can be used to make comparisons among classes, programs, regions, subjects, etc.

Student Progress – Participant progress is based on a positive difference between a pre-test and a post-test, and occurs when post-test results indicate that a participant has completed the entry Educational Functioning Level or achieved a higher Educational Functioning Level.

Social Security Number (SSN) – The teacher should verify (driver’s license or other official picture ID) the participant’s SSN and name spelling. If the participant does not wish to use his/her SSN, a tracking number will be assigned by the data collection system.

Validity – Test validity relates to whether an assessment actually measures what it is supposed to measure. There are several types of validity, but the type that should be of greatest concern to adult educators is content validity. Content validity of an assessment relates to whether the items in a particular assessment accurately represent the scope of the subject matter for which the assessment was designed.

SECTION 4: ASSESSMENT & INSTRUCTION

This section covers three areas: assessment tools, instructional tools, and distance learning information. Information contained in this section comes from various sources including, but not limited to: TABE Examiner's Manual, PCW New Teacher's Handbook and the AEL Data Quality Guide.

Administering TABE and CASAS Assessments

The State AEL office has established the following policy relating to the administration of the TABE and CASAS assessment instruments:

Due to the importance of these tests in establishing basic skill levels and progression, in determining a portion of program funding and providing data that is included in our federal reports, these tests are high stakes items and therefore must be administered according to the publisher's guidelines and by properly trained staff.

Local AEL programs must utilize certified AEL teachers to administer the TABE and/or CASAS assessment instruments or an individual who has been certified as having completed training on the proper administration of these instruments from a State AEL office approved trainer/entity. The individual trained and certified as a proctor only for these assessment test(s) may not interpret the results or otherwise counsel the students regarding their educational plan; only certified AEL teachers are permitted to do this. The local AEL director will be responsible for ensuring that any individual used to proctor the assessment test(s) has been properly trained and certified. Documentation of this certification must be on file at the local program office.

Standardized Tests

“Standardized tests follow a standard set of directions for test administration, scoring, and interpretation. Learners in different parts of the country, and in different types of programs should be assessed under the same conditions. A standardized test must be administered and scored and the resulting data interpreted in the same way. If time limits are ignored, for example, then test norms cannot be used in accurately interpreting results. Ignoring time limits has been justified as “good adult education”; however, it is not appropriate when administering standardized tests.”

--Assessing Adult Learning in Diverse Settings:

Current Issues and Approaches

Standardized tests are required to be administered the same, scored the same, and interpreted the same. This is to ensure accurate results for the students.

Good Testing Procedures

- Pre-test within the first 12 hours of attendance.
- Use a separate room for testing if possible.
- Testing area should be quiet.
- Test should be introduced in a non-threatening manner. This is an assessment not a test, it is only to provide information that the student knows and doesn't know in order to set up their lesson plans.
- **All tests must be timed**, based on the rules of standardized tests, if the test is not timed, it is not considered a valid test. Untimed tests also do not give a fair assessment of the student's needs and can affect progress planning.
- Read all directions to the student.
- Instructions should be read to the student prior to each test.
- Encourage students to not "guess", if they don't know the answer, they should skip it and move on. This is another example that the assessment is not a pass or fail tool, rather just an indicator of what the student needs to work on.

Test of Adult Basic Education (TABE)

This is one of the official assessment tools for AEL students in the State of Missouri. There are other tools that may be used in the classroom, however this is the tool that can be used at every ABE/ASE level and is reported to the State AEL office.

TABE assesses students in Reading, Math, and Language. Spelling, Vocabulary and Language Mechanics may also be assessed using TABE, but is not required by the State AEL office for reporting purposes. The process is in two steps. The Locator is used to determine the level of assessment the student needs from a content standpoint. The second step is placing the student into the levels for each subject based on the locator scores.

TABE Test Booklets & Levels; There are 5 levels to TABE. Each level has two forms, 9 & 10. This allows some flexibility in giving the same leveled test to more than one student at the same time. It also allows for pre and post testing on the same level, if appropriate while not having to give the same test twice to the same student.

Students may, and often do, test on different TABE levels in different subject areas. Administer the proper level of TABE in each subject area. For example a student may use an A level for Reading, M level for math and a D level for Language Arts.

The five levels of the TABE 9 & 10 Complete Battery test relate to content grade equivalents as follows:

Missouri uses scale scores to determine student level and gain on the National Reporting System (NRS) tables.

Norming the TABE

You can determine if an assessment score is out of range by norming the assessments. *Norming the test means determining the Scale Scores of assessment results.* Each class should have a TABE Norm Book to be able to determine scale scores. Take the number correct for a test and find the table in the norm book for the level and form of the test taken. Find the number correct and the corresponding scale score can be found on the table.

Example

Reading A9, number correct is 46; the A9 table in the Norm Book indicates a scale score of 662.

Math D10 (the computation and applied math tests are used together), number correct 18 and 39, the D10 table in the Norm Book indicates a scale score of 587.

Language M9, number correct is 41, the M9 table in the Norm Book indicates a scale score of 440.

Comprehensive Adult Student Assessment System (CASAS)

This is the official assessment tool for ELL/ESL students in the State of Missouri. There are other tools that may be used in the classroom; however, this is the tool that is reported in the ACES program and is sent to the State AEL office. As you will see from the descriptions below, although CASAS is similar to TABE in appearance and intent, there are a few significant differences that affect administration of the tests and reporting of the results.

About CASAS (Passages in italics are quoted from the CASAS Test Administration Manual.)

The most commonly used series of CASAS is the Life Skills series. This is soon to change to the Life and Work series. However, there are other versions of the CASAS tests. They are as follows:

Key Component: Assessment



	Citizenship	Employability Competency System	Life and Work	Life Skills	POWER	Secondary Assessment	Workplace Learning Systems (WLS)	
What basic skills does each series assess?								
Reading	✓	✓	✓	✓	✓	✓	✓	Standardized Multiple Choice
Math		✓	●	✓	✓	✓	✓	
Listening		✓	●	✓		✓	✓	
Writing		✓	✓	✓		✓	✓	Standardized Performance-Based
Speaking	✓	✓	✓	✓	✓	✓	✓	
What series can programs use?								
ESL/ELL	✓	✓	✓	✓			✓	
ABE		✓	✓	✓	✓		✓	
ASE/GED		✓	✓	✓			✓	
Workplace		✓	✓				✓	
Family Literacy		✓	✓					

● coming soon

See the CASAS Resource Catalog for more information.

7

The CASAS Appraisal serves the same purpose as the TABE Locator, i.e., it is used as an initial assessment to get a general idea of a learner's reading or listening comprehension skills. These test results guide placement into the appropriate instructional level and identify the appropriate progress test level. Test items span a wider range of difficulty than on pre-/ post-tests.

Programs are required to give the “6 Oral Questions” tool to determine whether the Appraisal Tool can be used and if appropriate; the Appraisal must be used with students. If the student is unable to answer the “6 Oral Questions”, the CASAS L27 or L28 is to be used with that student.

As with TABE, there are two forms for each level of the test, allowing for greater flexibility in administering the same level test to different students at the same time and for pre- and post-testing a student on the same level using different test forms. A CASAS post-test may be given at a higher level than the pre-test. Also as with TABE, scaled scores derived from the raw scores achieved by the test takers are translated into six levels which along with the scaled scores are reported to the State AEL office via ACES. CASAS scale scores are consistent across all tests. No matter which level test the student takes for pre and post test, the scale is consistent and will be meaningful for both tests.

Test administrators should be aware that CASAS tests come in several series as well as in various levels. The different series should not be interchanged when reporting results. That is, if students are pre-tested with a reading test from the Life skills series, they should not be post-tested with a reading test from the Employability series. In other words, pick one series or the other based on student goals and use only that series for both pre- and post-testing that student.

Another significant difference is that unlike AEL programs using TABE, where results for all subject areas are reported (even though only the lowest area score determines the student's reported level), for ELL programs using CASAS, only a single score is reported. If the pre-test reported is a listening test, all subsequent tests for the same student must also be listening tests, or if the pre-test is a reading test, all subsequent tests must also be reading tests. You may also choose to report both listening and reading scores.

Administering CASAS Tests

Detailed instructions for administering, scoring, and interpreting CASAS tests are set forth in the CASAS Test Administration Manual. Instructors and administrators in ELL programs should familiarize themselves with this manual and with the contents of the tests. If your staff is in need of CASAS training, please contact the State AEL office or the MTI.

WorkKeys

WorkKeys are an employability tool that can give a scale score and is recognized by the NRS as a reportable assessment. WorkKeys are only for ABE/ASE levels 4 and above and are not to be used for ELL/LEP/ESL students.

The WorkKeys areas of testing are Reading for Information, Applied Math, and Locating Information. At the time of this writing most of the WorkKeys assessments are done by Career Centers and are centered more in Employment and Economic Development offices.

Other Assessment Tools

While only TABE, CASAS, and WorkKeys scores may be reported to the State AEL office for performance funding, other assessments are available that may benefit the student. Below are other assessments available that can be used with AEL and ESL students.

1. Official GED Practice Test - OPT (published by Steck-Vaughn) is a half-length test available in five forms in English, two in Spanish and French. Large print and audio versions of the official GED Practice Tests are also available at www.steck-vaughn.com.

2. SORT (Slosson Oral Reading Test) is a test designed to give a quick estimate of a person's level of word recognition.

When students are ready to apply to take the GED, information regarding what the student needs to do to apply can be found at http://dese.mo.gov/divcareered/ged_index.htm.

Content Standards

As the need for quality adult education programs grows, so does the nationwide concern for standards by which quality programs can be identified by their stakeholders. Stakeholders refer to those people or segments of society who have a deeply embedded need for people to be able to perform in certain ways. Examples include employers, teachers, family members, social workers, members of the medical profession, judges and lawyers, public employees, and most importantly, the students.

Standards provide a uniform framework within which teaching and learning occur. Standards:

- May guide curricular development; however, they are NOT a curriculum.
- Provide samples of the types of skills and competencies expected of the successful individual in a work, community, academic, or family setting.
- Identify sample activities to assist the teacher, the student, and the general public in understanding what tasks a student must be able to perform in order to be a successful member of society.
- Represent the framework within which learning and teaching occur; however, they are not inclusive of all aspects of the learning and teaching process or its activities.

The intent of the Missouri AEL Content Standards is to provide a framework within which programs can integrate the offering of courses related to the GED Tests and life skills needed for a student to be a successful member of society. The intent of the Missouri Adult English Language Learner Standards is to provide a framework within which programs can integrate the offering of courses related to the language and life skills needed to be a part of the culture of the United States. The standards are to be used thoughtfully as adult educators consider the foundations of their curriculum, especially the progression of learning levels. Specifically, our adult educators and our stakeholders need to consider the following key points regarding standards:

- Programs and classrooms within programs are multi-leveled. Levels provided are designed to show a logical progression for students as they move through the various phases of the curriculum of a program.
- Program directors and classroom teachers sequence learning experiences to account for students who have had little formal schooling or whose schooling and experiences have been interrupted.
- Program directors and classroom teachers develop additional objectives and activities for their students in order to provide a balanced learning experience that builds upon the individual's knowledge base.
- Program directors and classroom teachers assess and report learning on an individual basis, noting progress as a package that includes test scores as one part of the package.
- Program directors and classroom teachers utilize the framework to adapt the level of learning to the individual student.

All AEL programs will be required to use the Missouri AEL Content Standards and be able to show evidence that they are doing so. At this time, it is at the discretion of the individual programs to determine how that will be shown. Every AEL teacher in the state of Missouri should have a copy of the Content Standards. The Content Standards are also available on the DESE AEL website at http://dese.mo.gov/divcareered/ael_plan_doc.htm

If you have any questions about Missouri's AEL Content Standards, or about evidence required, you may contact the State AEL office.

Instructional Tools

The choices of instructional tools are really questions about what materials best meet the student needs. The instructional tools used are based on the student's achievement on the assessment tests. Students' academic levels are defined by these tests. TABE and CASAS provide ready-made curriculum. Students scoring below 5.9 grade equivalent (GE) are considered literacy level and require literacy level material. Students who are above a 9th grade level should be exposed to material that correlates with the Official Practice Test.

The variety of instructional tools that may be used in the educational process of AEL students is diverse and can come in many different formats. Regardless of the format, the instructional tool should build on one of the six levels of learning from Bloom & Kemp (1956).

Forms of instructional tools include the following categories:

- Print Media
 - Books-The numbers of suppliers of instructional tools are endless
 - Websites include www.delta-systems.com, www.longman.com, www.newreaderspress.com, and www.sdlback.com
 - Newspapers
 - Magazines
 - Trade publications
- Computer Assisted Instruction
 - Plato
 - BLS Tutor systems
 - SkillsTutor
 - English Discoveries
 - ELLIS
 - Academy of Reading
- Resources
 - Marco Polo
 - Realia
 - GED Connections (GEDC)
 - Workforce Essential Skills
 - Missouri Center for Career Education
<http://missouricareereducation.org/res/index.html>
 - Learningexpresslibrary.com
 - GED Online at www.gedonlineclass.com
 - Local district instructional tools approved by AEL Director
 - The Guidelines for Serving Students with Learning Difficulties

Making Assignments; each program has a different method of making assignments (progress plan). The general process is the following.

- Student takes the assessment.
- The assessment is scored.
- Develop Progress Plan. Students' lessons are designed based on the assessment results. (See the *AEL New Teachers Handbook* for examples)
- Teacher will monitor student progress.

Student Progress Plans

An important requirement and component of instruction in adult education is the development of a progress plan for each student. This plan should be based on the results of the assessment and the goals set by the student.

This plan has several purposes. It shows documentation that the student is working on the appropriate materials, shows proof the teachers are monitoring

the student's activities and are adjusting the progress plans according to the student's progress and most importantly, it gives the student a planned course of action to meet their needs. This process has shown to increase the chance of persistence by giving the student a plan of action and a visual tool to see they are making progress and reaching their goals on a daily basis and ultimately helps the program to increase progression rates.

It is important that each student has a progress plan that meets the following criteria:

- Lessons assigned are linked to student's assessment results; and
- Documentation that the teacher is monitoring the student's progress.

It is the responsibility of the teacher to monitor and document the student's activities and progress on the progress plan. Documentation should include the skills/objectives the student has mastered, the date they achieved mastery, and the teacher's initials.

There are different ways of making assignments based on local program policy. The important thing is to link the assessment results to the proper materials to allow the student to gain the skills needed and to monitor the student's progress on a consistent basis.

The teacher is required to monitor the student's activities and progress and document these items on the progress plan. Documentation should include identifying the student has mastered the skill/objective identified, the date they achieved mastery and teacher initials.

Make assignments using your program's method of scoring the tests. These are some examples of what is generated as assessment results.

- Computer-generated prescription sheets.
- STSR—Student test summary reports.
- Scoreze.
- Local program diagnostic sheets.

Again there are different ways of making assignments based on local program policy. The important thing is to link the assessment results to the proper materials to allow the student to gain the skills needed and to monitor the student's progress on a consistent basis.

Readability

When writing a textbook, a work-sheet or an examination paper, an author is intent on transmitting information to the reader. How well the author succeeds will depend on the readability of the text. Readability is concerned with the problem of matching between reader and text. An accomplished reader is likely

to be bored by simple repetitive texts. A poor reader will soon become discouraged by texts which s/he finds too difficult to read fluently.

The term **readability** refers to all the factors that affect success in reading and understanding a text.

These factors include:

1. The interest and motivation of the reader.
2. The legibility of the print (and of any illustrations).
3. The complexity of words and sentences in relation to the reading ability of the reader.

Keith Johnson, Article on Readability located at <http://www.timetabler.com/reading.html>

A simple definition of Readability is the reading level a text reads at and is usually interpreted in a grade equivalent. This is important to AEL as it is essential that our students are given the appropriate materials to work from. If a student is reading at a 10th grade reading level and the materials they are working from have a readability of 6th grade, they will become bored with it and loose interest. Also, if a student is reading at a 7th grade level, yet the materials they work have a readability of 12th grade, it will be difficult for them to understand and in turn they will become frustrated and may not return to class.

If your class and/or program use the Viatest scoring software, the prescriptions are set up based on the readability of the resources available. If your class and or program do not use scoring software and scoring is done by hand, it is important the teacher is aware of the readability of the resources in their classroom.

The following are readability levels of book materials as reported by the publishers of the books.

Contemporary			
<i>Math</i>			
Breakthrough Series	5-8	Real Numbers	
Foundations	4-6	Math Exercises	4-6
Number Power 1,2,,5, & 8	5-7	Number Power 7	5-8
Number Power 3 & 4	7-8	Number Power 9	7-10
Number Power 6	6-8		5-10
On the Edge	4-6	Essentials in Reading	
Thumbprint Mysteries	4,6,8	Book 1	0-1
Reading for Adults	0.5-2.9	Book 2	1-2
Expressions & Viewpoints	4-7	Book 3	2-3

Reading Basics Intro	1.6-3.9	Book 4	3-4
Reading Basics Int. 1	3.6-6.9	Book 5	4-5
Reading Basics Int. 2	6.6-8.9	Book 6	5-6
Reading Basics Adv.	8.6-12.9		
Lang. Builders Intro	1.6-3.9	English Exercises	5-8
Lang. Builders Int. 1	3.6-6.9		
Lang. Builders Int. 2	6.6-8.9		
Lang. Builders Adv.	8.6-12.9		
Pre GED Series	5.8	GED Series	9.12

Steck-Vaughn			
Pre-GED Series	5.0-8.0	Strategies for Success	3.0-10.0
Building Strategies	4.0-6.0	Basic Skills on Wheels	0.0-6.0
Start Smart	4.0-6.0	Focus on Skills	8.0-12.0
Connections	5.0-8.0	Reading for Today	0.0-6.0
Unsolved Mysteries	5.0-6.0	True Tales	3.0
Comprehension Skills	2.0-6.0	Short Classics	4.0-6.0
Word Clues	7.0-13.9	Go Books Series	1.0-10.5
Language Clues Series	1.0-10.5	Language Exercises Series	1.0-8.0
Language Exercise Review	6.0-8.0	Language Skills	4.0-8.0
Target Spelling	1.0-6.0	Vocabulary Connections	1.0-8.0
America's Story	2.0-3.0	America's History	5.0-6.0
World History and You	4.0	Maps, Globes, and Graphs	4.0-6.0
World Geography and You	3.0-4.0	American Government Today	4.0-6.0
Working With Numbers	1.0-6.0	Refresher, Algebra	5.0-12.0
Math Skill Books Series	4.0-10.0	Basic Essentials of Math	5.0-9.0
Wonders of Science	2.0-3.0	Decisions for Health	3.0-4.0
Employability Skills Series	4.0-5.0	Building Success	4.0-6.0
Math Skills for the Workforce	4.0-6.0	Life Skills for Today	3.0-4.0

New Readers Press			
Pass the GED Series	8.0-10.0	GED Scoreboost Series	8.0-10.0
Voyager Series	5.0-8.0	Reading Wise	5.0-8.0
Reading in Content Areas	5.0-8.0	Math Sense Series	5.0+
Challenger Series	5.0-8.0	Easing into Essays	5.0
Laubach Way to Reading	0.0-4.0	Focus on Phonics	1.0-4.0
Patterns in Spelling Series	3.0+	Structures in Spelling	5.0
News for You	2.0-3.0	Math for the real World	3.0-4.0
Math Stories	3.0-4.0	Breakthrough to Math Series	3.0-5.0
Timeless Tales	2.0-3.0+	Saddleback Classics	4.0

If you use materials that you do not know the readability of, there are tools that can help you determine a level for them. They include “Fry”, ”Gunning”, “FOG”, “Flesch-Kincaid”, among others.

GED Fast Track

The Missouri GED Fast Track multimedia course was designed to help students who possess skills and the knowledge base high enough to be ready to take the GED Tests but, require some brush up, or review just prior to the test.

Students will potentially be able to, with limited guidance, work through the course on an individual basis, at the student’s own pace. AEL teachers will also be able to provide the student with supplemental curriculum and activities. The course is designed to be flexible for AEL programs to be used in a way that works best for the local program or class site.

The full package contains a DVD, a CD and a workbook.

- The DVD has approximately seven hours of video showing actual St. Louis AEL instructors teaching the Fast Track Course.
- The DVD is divided into eight sections, one for each of the five subject areas of the GED Tests plus one for general information. Math is divided into Math and Calculator sections; Writing is divided into Writing I, which addresses the mechanics of writing and Writing II, which addresses the functions of writing an essay.
- In each section of the DVD, the instructor first gives an overview of what a student will find on the test. Next, the instructor works through examples with the students.
- The examples worked through in the video are included as handouts both in the workbook and the CD. Teachers, librarians and students may make copies from either, so that the student may work through the examples with the video. Extra examples are included.
- The CD also includes the Power Point presentations from each section of the video, plus the Alternate Grid Format and Calculator videos which GED candidates must watch prior to taking the GED Tests.
- The DVD, CD and workbook are all reproducible.

The DVD Course was designed based on a class given in the St. Louis AEL program. During a visit in May, 2005, the United States Department of Education commended this St. Louis class.

The DVD Course is a result of collaboration between DESE's Career Education Division (including the AEL section and the GED Testing section), Telecommunications Division, Publications Division, the State Library and the St. Louis AEL program. Editing was done by DESE employees and local AEL program staff.

Distance Learning

GED OnlineClass

Students who apply for online learning will need to complete TABE testing at a local AEL program. The program does not need to enter the student into ACES or have the student attend a classroom orientation. Students will be monitored and mentored by a distance learning teacher who will request post-testing and make new learning assignments as students achieve.

Step-by-Step Process for Student Enrollment in the GED OnlineClass.

1. Student fills out an enrollment form and begins a distance learning orientation online at www.gedonlineclass.com
2. Student with help from assigned online teacher locates an onsite class and goes to the class to test.
3. Student takes the TABE tests, and will later complete the online orientation.
4. **Onsite Teacher** fills out the Online skills sheet and forwards it onto the online teacher. Skills sheets are available through the local AEL program or can be downloaded from www.gedonlineclass.com. Skills sheets can be emailed, faxed, or completed electronically and sent to the online teacher.
5. After completion of TABE assessment and the receipt of the TABE information by the GED OnlineClass teacher, the student will be contacted by email with his/her username and password. The GED OnlineClass teacher will contact the student via email with assignments and class work.
6. Students will work online and then will be sent back to the onsite class for post-testing.

ESL Online Class

This program will end on December 31, 2011.

Missouri also has an ESL Online program. This program is designed for English learning students to learn speaking, listening, reading and writing English as well as civics. Rosetta Stone is the main curriculum, but US Learns and other programs are also used. The current teacher is bilingual in Spanish and English, but students of any language may participate as long as they have some computer skills. A head set is required for the use of this program.

Step-by-Step Process for Student Enrollment in ESL Online

1. Student fills out a “contact us” form online at www.eslonlineclass.com.
2. Student with help from assigned online teacher locates an onsite class and goes to the class to test.
3. Student takes the CASAS test, and will later work through the online orientation.
4. **Onsite Teacher** (or local program) fills out the enrollment sheet and sends to the ESL Online teacher. They may mail/fax/email the enrollment form, which includes CASAS information, to the ESL Online teacher.
5. After completion of CASAS assessment and the receipt of the CASAS information by the ESL Online teacher, the student will be contacted by email with his/her username and password. The ESL Online teacher will contact the student via email with assignments and class work.
6. Students will work online and then will be sent back to the onsite class for post-testing.

Every local AEL program has an assigned GED OnlineClass teacher and the entire state shares one ESL Online teacher; this teacher should be your first line of communication about the GED OnlineClass or ESL Online program.

If you have any questions please contact Mary Grott at (636)733-2161 or email grottmmary@rockwood.k12.mo.us.

SECTION 5: STUDENT LEARNER

This section contains information from the *Missouri AEL State Plan, AEL State Assessment Policy and Guidelines for Serving Students with Learning Difficulties*. You can review these documents for more in-depth information.

Student Folders

Local programs should have two folders for each student. For consistency's sake, let's call them "Public Folder" and "Private Folder".

We have developed the following guidelines in consultation with our DESE legal section.

A "Public Folder" is the folder the teacher and student use to keep track of the student's day-to-day activities and progress. This folder is usually located in the classroom for easy access to the student when they come to class.

These files may include:

- The student's progress plan
- Test information/results (social security numbers should be removed or blacked out if included in this documentation)
- Lessons/homework that has been assigned and homework that has been completed
- Other pertinent information about class activities such as classroom guidelines and referral information about other programs etc.

Because these folders are publicly accessible, there should be no personal information about the student kept in them.

A "Private Folder" is the folder that has specific student information used for enrollment, disability screening, testing and exit purposes. Because much of the information generated for these purposes contains personal information, these folders should be kept in a secure location not accessible to the public.

A Private Folder would have items/documents that contain a student's:

- Social Security Number
- Addresses
- Phone numbers
- Email addresses
- Individual Education Plans (IEP) from a school district
- Other diagnostic results, i.e. PowerPath, Washington Learning Needs Screening Tool (Washington 13)

- Any other information that would specifically identify a student

Student Enrollment Process

1. Program intake/orientation including screenings.
2. Completion of program enrollment form.
 - Enrollment forms should include Release of Information language. Something similar to the following.

I certify that the information given on this application is true and accurate to the best of my knowledge and belief. I consent to the release of any education record maintained by a state or local education agency, including but not limited to transcripts, grades, certificates, and diplomas earned by me.
3. Administration of state approved assessment test (pre-test). See Section IV, Assessment and Instruction for assessment tests.
4. Post Testing should be done according to the *State AEL Assessment Policy* to determine improvement in the student's Educational Functioning Level. Factors to consider when determining post test readiness:
 - Frequency and intensity of attendance
 - Ability to retain newly acquired knowledge
 - Current Educational functioning level
5. Guidelines for post testing:
 - Both ESL and ABE/ASE students who are at the lower educational functioning level may require 60 – 100 hours or more of instruction prior to post testing.
 - AEL students at the higher levels may be post tested as soon as 20 – 30 hours of time on task.
6. Other Assessment tools:
 - Slosson for very low level readers
 - Practice GED or Official Practice Test (OPT)
7. All demographic and testing information must be submitted to the State AEL office.
8. Termination of student enrollment

If a student stops attending class without informing you, be sure to contact them and find out if they plan to return. If you cannot reach a student who has stopped attending class they should be exited.

Suggestions for AEL Classroom Procedures

Procedures are developed on a local basis and may vary by local program.

First-time students

- Complete enrollment and orientation process.
- Administer proper pre-test.
- Set up student file and administrative student folder.
- Submit proper paperwork to the designated staff.
- Screen for possible special needs (refer to *The Guidelines for Serving Students with Learning Difficulties* for more information).
- Continuing Students
- After an amount of time in class (determined locally), student should be post-tested with the same assessment tool as before using the appropriate procedures.
- Readjust instruction based on post-test results and student goals.
- Submit post-test information to designated staff.

When to administer the Practice GED

- The Practice GED can be administered at the teacher's discretion based on student progress.

When to submit an application to take the GED

- When students are ready to apply to take the GED, information regarding what the student needs to do to apply can be found at http://dese.mo.gov/divcareered/ged_index.htm

When to complete the demographic form

- The student should complete the demographic form only after they have received State authorization to take the GED.

Serving Students with Special Learning Needs

Just like there is no single cause of learning disabilities, there is also no single set of characteristics to indicate a learning disability. It is common to describe the problems adults with learning disabilities exhibit. However, it is equally important to note the positive characteristics of each individual. This is what helps students become successful.

Just like no one person will demonstrate all of the characteristics associated with learning disabilities, it is also true that individuals without learning disabilities may on occasion demonstrate some of the same characteristics. Remember, your students have more similarities than differences.

Adults with learning disabilities can be successful. Your job as an adult education teacher or literacy practitioner is to understand the different characteristics that your students/clients may present. Once you understand the different types of

characteristics or traits, then you can better help your students/clients to use the different strategies and accommodations.

A learning disability does **not** include mental retardation. Mental retardation is defined as significantly below-average general intellectual functioning existing concurrently with deficits in adaptive behavior manifested during the developmental period that adversely affects a student’s educational performance.

Please note: Learning disabilities are not related to low intelligence.

Definitions of LD

There are a number of definitions of learning disabilities used in the U.S. and other countries. *Bridges to Practice* chose the definition of the National Joint Commission on Learning Disabilities (NJCLD) in its 1994 revision. That definition is presented below in an annotated format to help you interpret its meaning as applied to adults.

Learning Disabilities Defined	Application to Adults
Learning disabilities is a general term that refers to a heterogeneous group of disorders ...	There is neither one type of learning disability nor one profile for adults with learning disabilities. There are many different patterns of differences. For example, one adult may have a serious reading disability while another may be able to read adequately but not be able to communicate thoughts in writing.
in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities ...	Learning disabilities are specific in nature. Learning problems encompass one or more ability areas (e.g., reading or math) but do not necessarily include all ability areas. They do not represent simply a delay in development.
presumed to be due to central nervous system dysfunction ...	Although most adults with learning disabilities will not have a medical diagnosis of neurological disorder, the assumption is that there is some sort of difference or difficulty in how the brain works. Current research is shedding greater light on this area.
and may occur across the life span.	Learning disabilities may be uncovered at different stages of a person’s life, depending on many factors. Some factors include severity of the disorder; academic, vocational and social setting demands; and educators’ knowledge of learning disabilities. The symptoms change over time so that a learning disability in a 7-year-old child looks different from one in an adult.

Learning Disabilities Defined	Application to Adults
Problems in self-regulatory behaviors, social perception and social interaction may exist with learning disabilities ...	Some adults will have difficulty in self-control, perceiving social situations appropriately and getting along with other people.
but do not by themselves constitute a learning disability.	The problems described in self-regulation, social perception and interaction, although often present in adults with learning disabilities, also occur in persons with other disabilities as well. There are many reasons for these types of problems other than underlying learning disabilities.
Although learning disabilities may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, serious emotional disturbance) ...	A learning disability may be present with other disorders, but these conditions are not the cause of the learning disability. For example, an adult may have a hearing loss along with a learning disability, but the hearing loss is not causing the learning disability. Also, learning disabilities are not related to low intelligence. In fact, most people with learning disabilities are average or above average in intelligence, but the impact of the disability may impair their ability to function well in school, at home or in the workplace.
or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences.	Although learning disabilities are not the result of inadequate schooling or opportunity to learn, they are often exacerbated by these factors. For example, individuals with learning disabilities frequently have fewer opportunities to learn in their area of disability. They also tend to be challenged less by their teachers and parents. Therefore, by the time individuals with learning disabilities become adults, they are further behind than the learning disability would predict.

(Florida Bridges to Practice, April 30, 2004)

Accommodations — Materials or methods that help people with learning disabilities to complete tasks successfully. Reasonable accommodations must be provided — by law — to people with diagnosed disabilities. Examples include extra work time, use of technology (e.g., tape recorder, computer) or changes in a work setting (such as getting directions in writing or on tape).

Adaptations — Changes that do not require a clinical diagnosis or documentation. Adaptations are types of techniques and strategies that do not compromise the reliability or validity of the GED tests. However, prior approval must be granted from the GED State Administrator. (See Appendix titled Adaptations Not Requiring Approval by GEDTS-trained personnel.)

Assessment — The steps taken to find out if someone has a learning disability. Can include tests and interviews.

Assistive Technology — Equipment that helps people with learning disabilities do things more successfully. Examples include books on tape and computer programs that assist with reading, writing or organizing.

Attention Deficit Hyperactivity Disorder (ADHD) — A condition in which a person has a hard time paying attention, staying focused and being organized. A person with ADHD may be unusually active and impulsive, although some people with ADHD are not especially active. ADHD can lead to learning problems and behavior problems.

Bridges to Practice — A guide for people working with adults with learning disabilities.

Cognition — The process of knowing.

Diagnosis — A decision that someone has a condition. A diagnosis of learning disabled must be made by a qualified person.

Direct Instruction — A way of teaching in small steps that build on each other until the learner understands or can do the entire process or concept being taught.

Disclosure — Telling others about something (e.g., a diagnosis of LD).

Dyscalculia — A serious difficulty with understanding and doing math.

Dysgraphia — A serious difficulty with handwriting.

Dyslexia — A serious difficulty with understanding and/or using language. It includes problems in reading, writing and/or spelling.

Dysnomia — A serious difficulty with remembering names and other words.

Information Processing — The work of the brain in taking in and making sense of information and, often, in expressing it in some way (e.g., by writing or speaking).

Learning Differences — The many ways that people learn new things. Differences are not always serious difficulties.

Learning Disability — A serious difficulty with processing information, understanding and using spoken or written language, and/or reasoning and doing calculations in math.

Learning Modalities — The different ways that information is taken in (e.g., visual (with eyes), auditory (with ears), tactile (through touch), and kinesthetic (through movement)).

Learning Needs Screening Tool (LNST) — A 13-point questionnaire with additional follow-up questions to use as a quick screening for learning problems.

Learning Strategies — Ways a person learns (e.g., repeating something several times or explaining it out loud to oneself).

Learning Styles — The ways a person prefers to learn (e.g., by seeing, listening or “hands on”).

Learning Styles Inventory (LSI) — An inventory of questions for each of the types of learning — visual, auditory and kinesthetic. The inventory can be used by students to identify methods of learning most successful for them and by teachers to make accommodations based on student preferences.

Metacognition — Thinking about and being aware of how one learns.

Modification — Techniques and strategies that do compromise the reliability or validity of the GED tests. Modifications are changes to the actual content being addressed. For instance, a modification to a test might be using multiple-choice answers in place of a fill-in-the-blank or short-answer response.

Multi-sensory Learning — Learning that uses a combination of learning modalities (e.g., tracing the letters in a word while saying the name of the letter or its sound).

Screening — Collecting information that might point to a possible learning disability. A definite diagnosis must be made by a qualified professional.

Self-Advocacy — The ability to explain one’s learning disability and strengths and to ask for needed help or an accommodation.

(Southern LINCS Literacy and Learning Disabilities, July 16, 2002)

Screening Instruments Recommended for Use in Missouri

The following screening instruments are recommended for use in Missouri.

- [Learning Needs Screening Tool \(LNST\)](#) (from the Payne Jordan Learning Inventory)
- [Learning Styles Inventory](#) (from the Payne Jordan Learning Inventory)
- Vision and hearing screening (initial portion of PowerPath)
- PowerPath to Adult Basic Learning
- Cooper Screening of Information Processing (C-SIP)
Dr. Cooper’s screening Web site is: <http://www.learningdifferences.com/>. Then choose [C-SIP Interpretation: What to Do](#).

Programs may use another validated tool if they provide training for staff on how to administer it. Those instruments not listed may be approved by the State AEL office by submitting the screening instrument to the State AEL office evaluation.

Local Program Procedures

Local programs must have a written plan describing what processes will be used to serve students with special learning needs (adults with learning difficulties/disabilities as required in section 2.9.U of the 2011 AEL Grant/Contract. The plan should include screening instruments for adults with

learning disabilities and difficulties to be used in the enrollment and orientation process and the strategies that will be used to assist adults identified with learning disabilities and difficulties (see Guidelines for Serving Students with Learning Disabilities on AEL website).

The local program must have procedures in place that address the following:

Written Guidelines

The local AEL program must develop written criteria/guidelines for formal screening that address who is to be screened. Everyone who meets the specified criteria must be screened. These written guidelines must be followed so that the screening process is fair and equitable for all students. (See Learning Difficulties Screening Requirements)

Formal Diagnosis

Screening may indicate the possibility that someone might have a specific disability. A formal diagnosis from a licensed professional is needed to confirm that the person has a disability. The program should provide a list of area sources to aid the individual in finding further screening and assessment upon request. Referral to a diagnostic agency for students over the age of 21 does not obligate the program to assume assessment costs.

Students under age 21 who desire assessment do have the option of re-enrolling into the last school district they attended for assessment as they continue their education in the public (K-12) school setting. Re-enrollment does not obligate that district to conduct assessments for the student. Diagnosis and assessment are conducted solely based on the district's determination of need.

Appropriate Services

When a student presents a formal diagnosis of a disability, information from the diagnosing agency should provide information for the program about methods needed for appropriate services for that student.

Student Awareness

It is important for dialogue to occur between the student and the teacher. The student must be aware of what the screening is for, why it is being administered, and what will be done with the results.

TABE Accommodations

See the CTB Web site for appropriate accommodations during testing: <http://ctb.com/>. Find the article titled Assessment Accommodations. If the link does not work, click on the heading Adult Education, then click on Resources.

Examples of Typical Measures Used in Adult Assessment of Learning Disabilities
(This is not intended to be a complete list but rather to serve as a guide for clinicians.)

Aptitude

Wechsler Adult Intelligence Scale-3rd Edition (WAIS-III)

Wechsler Intelligence Scale for Children (WISC-III)

Stanford Binet Intelligence Scale-4th and 5th Edition (SB IV, V)

Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability

Kaufman Adolescent and Adult Intelligence Test

Achievement

Wechsler Individual Achievement Tests II (WIAT II)

Wechsler Individual Achievement Test (WIAT)

Woodcock-Johnson Psychoeducational Battery-3rd Edition: Tests of Achievement (WJ-III)

Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement (WJ-R)

Stanford Test of Academic Skills (TASK)

Scholastic Abilities Test for Adults (SATA)

Note: Screening tools such as the Wide Range Achievement Test (WRAT-III) are not considered comprehensive measures of achievement and must be accompanied by a comprehensive measure such as one of those listed above. All instruments selected to measure these areas must be age-appropriate.

Information Processing

Detroit Test of Learning Aptitude IV

Subtests of the WISC-III or WAIS-III

Subtests of the Woodcock-Johnson Psychoeducational Battery: Tests of Cognitive Ability

Wechsler Memory Scales-Revised or 3rd Edition (Hutchinson)

SECTION 6: CERTIFICATION & PROFESSIONAL DEVELOPMENT

This section includes information from DESE Educator's Certification Office, *DESE Education Certification Requirements for Adult Education & Literacy and the Missouri AEL Professional Development Guide*.

Missouri AEL teachers are required by state law to obtain an AEL Teacher's Certificate of License (Certificate). 5 CSR 80-800.280 describes the requirements needed to be completed to obtain the Certificate. Based on this legislation, the Educator Certification Section of DESE developed the "*Certification Requirements for Adult Education & Literacy*". This document describes the requirements that need to be completed to obtain and maintain the Certificate which includes the various professional development activities required.

See the following web site for more information on Certification issues for AEL.
<http://dese.mo.gov/divcareered/certifications.htm#ael>.

General Requirements

The applicant must submit an application online at www.dese.mo.gov.

Professional Requirements

- A. A baccalaureate degree from a college or university (B.A. or B.S.); and
- B. Successful completion of an AEL Pre-Certification Workshop authorized by the Adult Education section of DESE within three months prior to or after the start of teaching at a DESE sponsored AEL agency.
- C. Must be sponsored/hired by a Missouri state funded AEL program.

Initial Certification Requirements

- A. Four (4) years of state-approved AEL teaching experience;
- B. Participation in a two (2) year mentoring program;
- C. 60 hours of professional development, in addition to the Beginning Teachers' Assistance Program; and
- D. Teacher must participate in an annual performance based teacher evaluation.

Career Continuous Requirements

The AEL Career Continuous is continuous upon verification by the employing school district that the certificate holder has participated in a performance-based teacher evaluation and completed twenty (20) contact hours of professional development each

school year.

1. Individuals possessing an AEL-Career Continuous, who do not complete twenty (20) contact hours of professional development, may within two (2) years make up the missing hours. The individual must first meet the twenty (20) hour requirement for the current year and then count the excess hours as make-up hours;
2. An AEL-Career Continuous becomes inactive if the individual does not make up the requisite hours within two (2) years; and/or
3. An AEL-Career Continuous may be reactivated by the individual completing twenty-four (24) contact hours of professional development within six (6) months prior to or after the reactivation of the certificate. Failure of the individual to complete the twenty-four (24) contact hours within six (6) months will result in the certificate becoming inactive.

High Quality Career Continuous Requirements

The AEL-Career Continuous holder is exempt from the twenty (20) contact hours of professional development, if the holder has a local professional development plan in place with the school and has the following:

1. Ten (10) years of state-approved AEL teaching experience (one year is defined as one fiscal year hired by a state-approved AEL program as an AEL teacher); and
2. A master's degree from an accredited college or university.

All program administrators and teachers in AEL funded programs must have a valid AEL teaching certificate. Local program directors can have Professional Development requirements above and beyond the Educator's Certification and the State AEL office requirements.

Online Certification Application Process

Old, Paper Applications (not accepted after May 27, 2011)

- Teacher filled out application.
- Teacher submitted application to director for signature.
- Teacher obtained fingerprints.
- Teacher attended and completed PCW.
- Teacher obtained official transcripts.
- Director completed and signed application.
- Director submitted application and transcripts to DESE by mail.
- DESE Certification approved application, mailed certificate to teacher.

New, Online Applications (must use after June 1, 2011)

- Teacher fills out application online, first creating a username and password.
- Teacher chooses program for which he/she is working.
- Teacher obtains fingerprints.
- Teacher attends and completes PCW.
- Teacher obtains official transcripts.
- Director, with their username and password, checks their own work log online, where teachers have submitted applications.
- With their “electronic signature”, director approves applications of those teachers they have hired. That approval is submitted to DESE online. Transcripts must still be mailed to DESE Certification.
- DESE Certification checks the DESE work log and approves certifications online. Certificates are not mailed, but may be printed off by the teacher

Online Certification Application Process - Teacher

1. Go to www.dese.mo.gov.
2. Go to "DESE Web Applications."
3. Click "Register."
4. Fill out info.
5. Print (or write down) username and password.
6. Click "Create User."
7. Login using username and password.
8. Go to "Licensure System Educator Request Access."
9. Click "Submit."
10. Click "Close."
11. Go to "Licensure."
12. Enter SSN and Date of Birth and click "Submit."
13. Enter profile information and click "Save Profile."
14. Write down the Educator ID number that is given.
15. Complete contact information and click "Save."
16. Go to "Education" in the left column.
17. Click on "Add" to add relevant education information.
18. Click "Save."
19. Go to "Adult Ed & Literacy" in left column.
20. Answer Professional Conduct questions.
21. "Accept" application statement.
22. Choose AEL Site/Location who has hired you.
23. Click "Submit to AEL" once.
24. Click "OK" and wait for a confirmation message.
25. For new teachers - As part of your certification process, you will have to get fingerprinted, obtain your official transcripts and complete a Pre-Certification Workshop (PCW).
26. Once your application has gone through the rest of the process and DESE approves your application, you may print it off by going to "Certificate Status," choosing the PDF format and selecting "Export". A paper certification will not be mailed to you.

Online Certification Application Process – Director

1. Go to www.dese.mo.gov.
2. Click on “DESE Web Applications.”
3. Login using username/password.
4. Click “Licensure.” (If “Licensure” does not appear as an option, you will have to submit another DESE Web Systems User ID Request Form, checking a “3” in the box next to Educator Certificates Apps.)
5. Click “District Work Log” in the left column.
6. Available teacher applications will be listed.
7. Open the teacher application you wish to review.
8. If you intend to submit the application to DESE:
 - a. Fill in the date of the PCW.
 - b. Fill in the beginning contract date.
 - c. Choose your name from the drop down box.
9. If you intend to return the application to the teacher, include a comment in the memo section.
10. Click “I accept” at the bottom of the application to reveal your options.
11. You may choose to:
 - a. Save (to review later)
 - b. Submit to DESE (for certification)
 - c. Return to Applicant (if application is incomplete or you do not intend to certify), or
 - d. Cancel (pretend you never looked at the application)
12. If you choose to “Submit to DESE” or “Return to Applicant,” an email will automatically be sent to the applicant.
13. Once DESE approves the application (or doesn’t), an email will be sent to the teacher.
14. To check certification status, go to “Certificate Status.”
15. The teacher may print a copy of the certificate.

Certification Guidelines

AEL Program Director – Each AEL program director must be certified as an AEL teacher. If a new director does not have this certification, they must obtain this certification within 12 months of being hired as the AEL program director.

AEL Teacher Certification – AEL teachers must be certified (having received certification verification from DESE) within 6 months of their hire date. The hire

date is now a required item on the AEL teacher certification application form. The hire date will now become the effective date of certification. New AEL teachers must be mentored for two years.

It could be considered a disallowed cost if DESE has reimbursed a program for any expense associated with an AEL teacher not certified within 6 months of their hire date, or if their certification has lapsed. Furthermore, all student performance and achievements associated with any student receiving instruction from this teacher will not be included in the program's data to determine program performance.

Pre-Certification Workshop (PCW) Time Requirement – Teachers must attend a Pre-Certification Workshop three months prior to or three months into teaching in the AEL classroom. The post workshop activity must be received and approved by the Missouri Training Institute for the workshop to be considered complete. If a teacher is not certified when they begin teaching in a classroom, it is the responsibility of the program director to ensure the teacher is supervised until the teacher is certified.

Beginning Teacher Assistance Program (BTAP) Time Requirement – Teachers must attend a BTAP within their first year of teaching AEL and after they have completed the PCW. It is recommended that they attend a BTAP within 3-6 months after they have started teaching in an AEL classroom. If a teacher has attended a BTAP but not within the required timeframe and wants to apply for the Career Continuous certification, they must submit a written request to the State AEL office asking for approval to be considered for Career Continuous certification. Teachers may attend other professional development activities prior to attending a BTAP, but must still meet the 12 month BTAP requirement.

Extension – If an initially certified AEL teacher has not completed all the requirements for an upgrade to Career Continuous, the teacher may request a one year extension to satisfy whatever requirement is lacking.

Lapsed Certification – If a teacher's AEL teacher certification has lapsed for more than two years, a teacher must start the AEL teacher certification process over. It is the responsibility of both the program director and the teacher to ensure that certification is kept up to date.

Director/Teacher Responsibilities

1. At any time prior to, or during the hiring process, a teaching candidate may fill out the certification application online. They will submit the application to any AEL program for which they are interested in working.
2. As soon as a director hires a new teacher, the director will need to immediately complete the following:
 - a. Arrange for the teacher to attend a Pre-Certification Workshop. Please remember that when you have a teacher attending the PCW, the workshop is not considered complete until the post-workshop activity is finished and submitted to the MTI. A teacher will not be certified until the post-workshop activity has been submitted and reviewed by MTI staff. You should wait to submit the certification application until after you have heard from the MTI that the teacher has completed the PCW. Remember, you are signing that the workshop has been completed. The MTI will also send the Certification Office the list of teachers who have completed the PCW in order to facilitate the certification process.
 - b. "Submit" the teacher's certification application to DESE from your online work log.
3. Once hired, the teacher will need to:
 - a. Order transcripts from their alma mater and mail to DESE Certification. If there has been a name change since the time of graduation, it would be wise to include a notation regarding this.
 - b. Get fingerprinted. The teacher will need to go to your nearest Identix location. Identix will then electronically fingerprint the teacher and send the results to DESE.
 - If fingerprinting results are not positive – criminal record, etc., the teacher will be notified with a letter. The teacher will be given steps to follow in order to absolve the problem.
4. When all materials (application, transcripts and background check) are received, DESE will approve the certificate. Both the teacher and the director have access to check the certification status of the teacher.
5. The director will assign a mentor to the teacher and the teacher will need to create a professional development plan to begin completing the certification requirements for the career certification.
6. The teacher should attend an average of 20 hours of DESE approved professional development per year (totaling 60 at the end of the four years, and must attend the Beginning Teacher Workshop.

7. Local AEL program directors will be responsible for maintaining records of certification status, including professional development records, and will make records available when requested. The local program director is also responsible for having teachers' professional development hours submitted in the Educators' Professional Development Report in the DESE Certification Office's online database. This is required by October 1st for the previous fiscal year.

Please note that the teacher will be the first person to receive any correspondence. They are responsible for communicating with their director any problems there may be.

Reporting PD requirements to DESE Certification Office

1. Go to www.dese.mo.gov
2. Go to "Web Application" toward the center of the page
<https://k12apps.dese.mo.gov/webapps/logon.asp>
3. Type your "User Id" and "Password" –
4. Go to "Teacher Quality & Urban Education"
5. Go to "Educator Professional Development Reporting"
6. Enter teachers' information (You should only have to do this once per teacher.)
7. Enter previous year's total hours of professional development completed by each educator on the screen.
8. Go to "Assurances & Submittal" document.
9. Read the form and agree to the assurance. This last step will have to be completed by the director of the program.

NOTE: All information must be submitted by Oct. 1 for the previous fiscal year.

For more information and assistance on this process, contact the Educator Certification office at 573-751-0051 or 573-751-3847, or AEL Supervisor, Theresa Noellsch at 573-751-1248.

AEL Substitute Teacher Certification Guidelines

Currently Certified Teachers

An individual holding a current teaching certificate (including AEL certification) no longer needs to be certified by the Department of Elementary and Secondary Education (DESE) as a substitute teacher.* However, if the certification expires or lapses, the individual will have to apply for a substitute certificate.

As always, if the teacher is a new hire to the school district or AEL program then a current background check clearance (if the background check is over twelve months old) is required.

Non-Certified Teachers

An individual that does not have a teaching certificate and wants to become an AEL substitute teacher must meet DESE's requirements to be certified as a substitute teacher. Information and the online application can be found at: <http://www.dese.mo.gov/divteachqual/teachcert/subcerts.html>

Substitute Teaching Guidelines

1. A substitute may teach not more than 90 days in any one Missouri AEL Program during any one fiscal year. (Example: A person may substitute for the AEL program of St. Louis City for 90 days and for the University City program for 90 days which equals a total of 90 days for each named program during the fiscal year. Hours taught will be logged and tracked by the local program.)

Definition: One or more clock hours on any given workday is considered one of the 90 total days. If the substitute is in classroom X for two hours today and in classroom Y for three hours on this same day, that is still equal to one of the 90 days. But this substitute can not be in classroom X for two hours today and in class room Y tomorrow for three hours and still count the hours as one day. This scenario would be considered two days used of the 90.

2. A substitute teacher without an AEL Teaching Certificate can only be used in an established classroom operated by a certified AEL instructor that has held classes.
3. The Department's substitute teacher certification is now valid for four years.* If the substitute does teach at least one day during the fiscal year, and the program verifies this (see #2 under the following section), then the expiration date is extended by one year.

If a substitute teacher does not teach at least one day during a fiscal year (break-in-service), the individual will have to arrange for a new background check before they return as a substitute teacher.

It is the program's responsibility to ensure the individual is cleared before utilizing the substitute in a classroom.

Online Certification Application Process - Substitute Teacher

1. Go to www.dese.mo.gov.
2. Go to “DESE Web Applications.”
3. Click “Register.”
4. Fill out info.
5. Print (or write down) username and password.
6. Click “Create User.”
7. Login using username and password.
8. Go to “Licensure System Educator Request Access.”
9. Click “Submit.”
10. Click “Close.”
11. Go to “Licensure.”
12. On the list at the left, choose “Substitute Cert.”
13. Fill in all information on form.
14. Under “Type of Application,” choose “Person with a Missouri Teaching Certificate” if you have a valid teaching certificate. If you do not have a valid teaching certificate, choose “Content Substitute”.
15. Click “I Accept”.
16. Click “Submit to DESE” once. Do not submit more than once.
17. Click “OK” and wait for a confirmation message.

Professional Development Guide

This portion of Section 6 provides background information and guidance on professional development (PD) for administrator and instructor maintenance of the *Missouri AEL Teacher’s Certificate of License*.

The State AEL office has the responsibility of insuring the integrity of the credentialing process by providing adult educators access to a wide variety of quality, research-based professional development activities. To insure that end, the State AEL office requires that all AEL PD activities be aligned with the *Pronet Adult Education Teacher Competencies* as a standard for what constitutes “professional development” with PD credit value. The instructor competencies utilize a field-based research approach to develop *PRO-NET* competencies that identify specific skills, behaviors, and practices that characterize effective instruction in the AEL classroom. Performance indicators operationally define each of the competencies and sample “competency evidence” provides concrete examples of how the indicators may be demonstrated in a real-life learning situation.

PD Training Structure

The Missouri State AEL office utilizes an innovative structure for its training delivery system that incorporates a comprehensive, four-pronged approach to the provision of professional development opportunities:

- The bulk of the state’s researched-based AEL PD is developed, approved by the State AEL office and delivered through the services of the Missouri Training Institute (MTI). MTI provides a multitude of core and academic workshops throughout the state with a team of professional trainers. The MTI workshop offerings and schedule are available at <http://mti.missouri.edu/>
- The State AEL office periodically develops and delivers specific state and/or federal guidance regarding AEL program operations.
- Pre-approved PD opportunities are determined and a listing is maintained by the State AEL office (primarily AEL-oriented conferences and workshops)
- For all other training activities, a *Request for Professional Development Approval Form* is available for local program application.

The following chart is a capsulation of the various types of Professional Development activities, responsible parties, and the process required to complete the activity for PD credit.

	MTI Activities (PD Request form is <u>NOT</u> required)	State AEL office Activities (PD Request form is <u>NOT</u> required)	Pre-Approved PD Activities (PD Request Form is <u>NOT</u> required)	Other PD Activities (<u>REQUIRES</u> a PD Request Form)
Training Type	Pre Certification, Beginning Teacher and other professional development workshop activities, including any contracted for or requested by the State AEL office or local programs.	Any activity deemed a state initiative or program management training that is delivered by DESE or contracted for by the State AEL office.	May include conferences, workshops and other AEL-oriented activities (see current listing below)	Any non-MTI/DESE workshop/activity requires approval by the State AEL office using the “Request for PD Approval” form

	MTI Activities	State AEL office Activities		State/Local Activities
Process for PD credit	<ol style="list-style-type: none"> 1. Program Director enrolls teacher in the MTI activity. 2. Teacher attends and completes any additional requirements. 3. Program tracks all professional development attended by teachers. MTI will verify for the program director that teacher has completed/not completed the requirements of the activity. 4. Director records and reports teacher PD credit. 	<ol style="list-style-type: none"> 1. The State AEL office notifies program directors of activity. 2. Teacher attends activity. 3. Director records and reports PD credit. 	State AEL office qualifies the activity as an appropriate AEL PD opportunity. Local Program Director monitors and verifies teacher PD time & credit	<ol style="list-style-type: none"> 1. Program director submits PD approval form to the State AEL office for the activity. 2. Teacher completes activity. 3. Director records and reports teacher PD credit.
Responsibility for monitoring activity	MTI monitors, reports participation to local program Director.	The State AEL office and or Local Program Director	Local Program Director	Local AEL program Director

Professional Development Advisory Committee

The Professional Development Advisory Committee is in place to ensure objective feedback, advice and recommendations to the overall State AEL office professional development effort, primarily from the perspective of local AEL programs. The committee consists of local AEL program directors, local AEL teacher(s), representatives from the MTI, and the State AEL office.

This group is chaired and co-chaired by local AEL Directors chosen by their peers. Local AEL programs are welcome, and encouraged, to submit ideas, suggestions or concerns regarding the professional development process/system

in Missouri for discussion and consideration by this body during its quarterly sessions.

Pre-Approved Professional Development Activities *(No PD Request for Approval Form required)*

The State AEL office has determined that certain conferences, workshops and college courses that have historically offered all or some AEL-oriented workshops and training should be exempt from the PD request process. Although these conferences and/or workshops are exempt from the PD request process, the local AEL director must still ensure the trainings reported as professional development hours meet the following criteria:

- Applies to AEL programs, services and clientele
- Improves the quality or efficiency of AEL classroom instruction
- Improves the management of AEL resources
- Improves AEL programs' ability to recruit and hold students
- Improves the productivity of an AEL employee

Local AEL directors are responsible to:

- Determine the AEL-applicability of each workshop/training/college course
- Determine the appropriate PD credit value for each qualifying training activity
- Evaluate teachers' learning and application of the workshops' principles
- Verify teachers' workshop attendance or course completion
- Record each teachers' applicable workshop/training attendance time(s) or coursework values and corresponding PD credit value(s)
- Report the teachers' PD credit earned from the conference, workshop or college course to the DESE Certification section

Pre-Approved, qualifying conferences/workshops include:

- Commission on Adult Basic Education (COABE)
- Missouri Association of Adult Continuing and Community Education (MAACCE)
- National Center for Family Literacy (NCFL)
- Teachers of English to Speakers of Other Languages (TESOL and Mid TESOL)
- Missouri Association for Workforce Development (MAWD)
- Governor's Conference on Workforce Development
- Literacy Investment of Tomorrow (LIFT) Training
- Worldwide Interactive Network (WIN) Training – for WorkKeys
- Missouri Options Workshop
- ProLiteracy Webinar workshops

- National Reporting System (NRS) trainings

Other conference workshops/trainings may qualify for PD credit. Please submit a DESE AEL Request for Professional Development Approval Form for any conference not listed above.

PD Credit for College Course(s)

Currently, the DESE Teacher Certification Section office designates that 1 college credit hour equals 15 professional development (PD) hours. It is the policy of the DESE AEL Section office to restrict this PD credit assignment for its teachers to AEL-applicable college courses that:

- Apply to AEL programs, services and clientele
- Improve the quality or efficiency of AEL classroom instruction
- Improve the management of AEL resources
- Improve AEL program's ability to recruit and hold students
- Improve the productivity of an AEL employee, etc.

This policy includes the requirement of local programs utilizing this option to submit a ***Request for PD Approval Form*** to DESE and maintain documentation of the course title/description, the course syllabus, and record of successful completion.

For a DESE AEL Request for Professional Development Approval Form, go to http://www.dese.mo.gov/divcareered/documents/AEL_pd_req_form_10.doc

SECTION 7: CONTACT INFORMATION

Adult education teachers and administrators are charged as part of their professional responsibilities to continue professional development efforts. They should seek to acquire information and upgrade skills necessary to provide competent leadership in the planning and implementation of adult education programs and/or classes that meet the need of the target population.

Other ways that adult educators can facilitate their professional growth is to subscribe to professional publications to stay abreast of changes in the field and/or attend and participate in professional conferences.

The following list of national, regional, state and local organizations, associations, and their contact information is a starting point for networking, referral and/or resource purposes.

NATIONAL

You can access additional national resources by visiting the hot links listed below:

- Office of Vocational & Adult Education
<http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html>
- American Association of Adult and Continuing Education (AAACE)
www.aaace.org
- The National Center on Adult Literacy (NCAL) <http://ncal.literacy.upenn.edu/>
- The National Institute for Literacy LINCS www.nifl.gov/lincs
- The Commission on Adult Basic Education (COABE) www.coabe.org
- National Association of Adults with Special Learning Needs (NAASLN)
www.naasln.org
- National Adult Education Professional Development Consortium
http://www.naepdc.org/professional_development/NTI_home/05.html
- Adult Literacy & Technology Network <http://www.otan.us/webfarm/alt/home.html>

REGIONAL

- Missouri Valley Adult Education Association (MVAEA) www.mvaea.com

STATE

It is important as an adult education professional to participate in statewide organizations. Listed below are state organizations and their contact information:

- Missouri Association for Adult Continuing and Community Education (MAACCE)
www.maacce.org
- Missouri AEL Administrators Association (MAELAA). This is the local AEL program directors' association.

State AEL Office Contacts

State Director

Ron.Jewell@dese.mo.gov

(573) 526-4822

Assistant State Directors

Elaine.Bryan@dese.mo.gov

(573) 526-4823

- Program budgeting
- Financial reporting
- Budget transfers
- Bidding and contracts

Tom.Robbins@dese.mo.gov

(573) 522-6549

- GED
- Data Management
- Technology
- MTI Liaison/Contract

Supervisors

Theresa.Noellsch@dese.mo.gov

(573) 751-1248

- Certification
- Learning Difficulties
- Content Standards
- Curriculum and Instruction
- Distance Learning
- GED Online
- ESL
- PD Review & Approval

Rebecca.Taylor@dese.mo.gov

(573) 522-6546

- Program Monitoring & Reviews
- EL/Civics
- IFB/Grant Development
- Equipment & Inventory
- Star Reading Project
- Missouri Career Center
Collaboration/Liaison
- New Director Trainings

Administrative Assistant

Angela.Heidbreder@dese.mo.gov

(573) 751-1249

- Receptionist
- Staff Support

Local Contact Information

Program Director's Contact Information can be found on the DESE AEL web site at www.ael.mo.gov.

Partners/Contributors

Adult Education programs are encouraged to partner with any agency, organization, or business serving similar populations. Partners can help provide services for your program and students that your local program cannot provide.

The following is a list of community agencies an AEL director might want to work with as a partner or contributor to the AEL program:

- Businesses
- Caring Communities
- Chamber of Commerce
- Churches
- Division of Social Services
- Economic Opportunity Corporation
- Elementary and secondary schools
- Even Start
- Family Guidance
- Head Start
- Housing Authority
- Job Corps
- Legal Aid
- Literacy associations
- Local action agencies
- Local government agencies
- Parents as Teachers
- Salvation Army
- United Way
- Vocational Rehabilitation
- WIC (Pre/Post natal information)

Additional local level contacts will be identified at the local level; such as, Probation and Parole, DSS, those particular to the local area, etc.

Workforce Investment Board (WIB)

- Missouri Department of Economic Development
 - Division of Workforce Development
 - Missouri Career Centers www.ded.mo.gov/wfd

SECTION 8: Acronyms and Definition

The following section provides a listing of common acronyms and definitions used in AEL. This list has been compiled from various sources, including, but not limited to state documents.

Acronyms

AAACE	American Association of Adult and Community Education
ABE	Adult Basic Education
ACES	Adult Computer Enrollment System
ADA	American Disabilities Act
AEL	Adult Education & Literacy
ASE	Adult Secondary Education
BTAP	Beginning Teachers Assistance Program
CASAS	Comprehensive Adult Student Assessment System
CBO	Community Based Organization
COABE	Commission on Adult Basic Education
CQI	Continuous Quality Improvement
CS	Content Standards
DED	Department of Economic Development
DESE	Department of Elementary and Secondary Education
DFS	Division of Family Services
DLT	Distance Learning Teacher
DOB	Date of Birth
DOC	Department of Corrections

DOL	(U.S.) Department of Labor
DWD	Division of Workforce Development
ECS	Educators Computer Software
EFL	Educational Functioning Level
ELL	English Language Learner
ESL	English as a Second Language
ETW	Experienced Teachers Workshops
FERPA	Federal Educational Right to Privacy Act
FY	Fiscal Year
GED	General Education Development
GEDC	GED Connections
IEP	Individualized Lesson Plan
IFB	Invitation For Bid
IPDP	Individual Professional Development Plan
KET	Kentucky Educational Television
LD	Learning Disabilities, Differences or Difficulties
MAACCE	Missouri Association of Adult Continuing and Community Education
MCCE	Missouri Center for Career Education
MAELAA	Missouri AEL Administrators Association
MERIC	Missouri Economic Research information Center
MSIP	Missouri School Improvement Program
MTI	Missouri Training Institute
MVAEA	Missouri Valley Adult Education Association

NRS	National Reporting System
OPT	Official Practice (GED) Test
OSEDA	Office of Social and Economic Data Analysis [MU]
OVAE	Office of Vocational & Adult Education
PBS	Public Broadcasting System
PCW	Pre Certification Workshop
PWA	Pre (Post) Workshop Activity
SORT	Slosson Oral Reading Test
SSN	Social Security Number
TABE	Tests of Adult Basic Education
TANF	Temporary Assistance to Needy Families
WES	Workplace Essential Skills
WIA	Workforce Investment Act
WIB	Workforce Investment Board
WIN	Worldwide Interactive Network

Definitions

ABE

An acronym representing the term Adult Basic Education, used to identify AEL instructional activities conducted for those adult learners who enter local program class sites at Educational Functioning Levels I, II, III, and IV, Grade Equivalent 0.0 – 8.9.

ASE

An acronym representing the term Adult Secondary Education, used to identify AEL instructional activities conducted for those adult learners who enter local program class sites at Educational Functioning Levels V and VI (Grade Equivalent 9.0 – 12.9)

Basic Education or Adult Secondary Education Student

Basic education (ABE) includes learners in Educational Functioning Levels I through IV, Grade Equivalents 0.0 – 8.9, at the time of entry. Adult Secondary Education (ASE) includes learners in Educational Functioning Levels V and VI, Grade Equivalents 9.0 – 12.9, at the time of entry.

Contact Hour

One hour of instruction a learner receives, or one hour of instructional activity in which a learner engages, when a certified AEL teacher is present or monitors that learner activity.

Content Standards

Provides a uniform framework within which teaching and learning occur.

Disabled Adult

A learner who has a record of, or is regarded as having any type of mental or physical impairment that substantially limits or restricts one or more major life activities including walking, seeing, hearing, speaking, working, and learning.

Distance Learning

Learning that takes place outside the traditional AEL classroom, where the teacher and the student are separated by different physical settings.

ESL Student

A learner whose first language is a language other than English

Ethnicity

Learner's ethnic category to which the learner self-identifies, appears to belong to, or is regarded in the community as belonging.

Fiscal Year

The approved term of fiscal operations, typically July 1 through June 30.

GED Test

General Educational Development test developed and authorized by the American Council on Education.

National Reporting System

National Reporting System standards require that states collect and report specific information and data, called measures, for the Annual Statistical Performance Report.

Private Entity

Any entity that does not have a tax base. This refers to the process to apply for AEL funding. These entities use the Invitation for Bid (IFB) process.

Public Entity

Any entity that has a tax base. This refers to the process to apply for AEL funding. These entities use the grant application process.

Retention (Persistence) Rate

The number of Missouri AEL service provider participants who are retained divided by the total enrolled participants. This statistic may be calculated for a class site or the entire program.

Scale Score

A unit of a single, equal-interval scale that is expressed as a whole number that usually ranges from 0 to 999. Scale scores can be added, subtracted, and averaged across test levels, and they can be used to make comparisons among classes, programs, regions, subjects, etc.

Transitions

Any project that helps adults to enter into and/or complete postsecondary education or training.

**SECTION 9: Continuous Quality Improvement
On Site Program Review Schedule**

PROGRAM	SCHED.	PROGRAM	SCHED.
Crowder--Neosho	FY12	Rockwood	FY14
Caruthersville	FY12	St. Joseph	FY14
E. Central College	FY12	Suzanna Wesley	FY14
Hannibal	FY12	Trenton	FY14
Kirkwood	FY12	Cape Girardeau	FY15
St. Charles	FY12	Houston	FY15
Vandalia	FY12	Joplin	FY15
West Plains	FY12	N. Kansas City	FY15
Blue Springs	FY13	Poplar Bluff	FY15
Camdenton	FY13	St. Louis City	FY15
Waynesville	FY13	Unitec Career Center	FY15
Sikeston	FY13	University City	FY15
Independence	FY13	Carthage	FY16
Hi Tech Charities	FY13	Jefferson College	FY16
Rolla	FY13	Macon	FY16
Columbia	FY13	Moberly	FY16
Jefferson City	FY13	Parkway	FY16
Corrections	FY14	Ritenour	FY16
Kansas City	FY14	Sedalia	FY16
Lebanon	FY14	Springfield	FY16
Nevada	FY14		