AEL Director’s Guide

October 2013
Revised February 2014

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OVERVIEW

Purpose of Adult Education and Literacy

According to the Workforce Investment Act (WIA), Title II, Section 202, the purpose of the Adult Education and Literacy Act is to:

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

Service Categories

The grantee shall provide services and instruction in one or more of the following categories:

A. Adult education and literacy services;
    1. Adult Basic Education (ABE) – Instruction in skills below the secondary level; NRS Educational Functioning Levels 1, 2, 3, and 4
    2. Adult Secondary Education (ASE) – Instruction in skills at the secondary level; NRS Educational Functioning Levels 5 and 6
B. Family literacy services;
C. English literacy programs (English Language Learner services).
    1. English Literacy Programs – A program on instruction designed to help individuals of limited English proficiency achieve competence in the English language.
    2. EL Civics Programs – Some local programs have applied for and received funding for special programs designed to address participants' goals in the areas of English proficiency as well as government, history, and civic engagement.

Eligible Students

The term "adult education" means services or instruction for individuals-

A. Who have attained 16 years of age*
B. Who are not enrolled or required to be enrolled in secondary school under State law; and
C. Who –
    1. Lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society**

2. Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
3. Are unable to speak, read, or write the English language.

*In Missouri a 16 year old must also have completed 16 units of high school credit or the individual must be at least 17.
**This could include individuals attending post-secondary education in need of remediation as well as individuals who need remediation preparing for post-secondary education

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 HSE 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.

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.

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.

"Drop-Out" Documentation

It is required that a youth's dropout status be documented for those who are 21years of age and under. Documentation of drop out status 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. For home schooled students, a letter from the parent(s) that the student is no longer being home schooled is sufficient documentation. Self-declaration of drop-out status is allowed.

Restrictions on Students – F1 Visa Students

Congress enacted a law (Section 625 of Public Law 104-208) establishing section 214(m) of the Immigration and Nationality Act. The law that took effect on November 30, 1996, placed limitations on foreign students (F-1) attending publicly funded institutions and created additional requirements for intending F-1 students attending public high schools (grades nine through twelve). Student F-1 visas cannot be issued to persons seeking to enter the United States in order to attend a public primary/elementary school or a publicly funded adult education program.

F-1 students are prohibited from attending publicly-funded adult education programs.

Dependents of a nonimmigrant visa holder of any type, including F-1, are not prohibited from attendance at an adult education program.
The following is the link to the guidance from the State Department:
http://travel.state.gov/visa/temp/types/types_1269.html

Deferred Action for Childhood Arrivals (DACA)

On June 15th, 2012, Secretary of Homeland Security Janet Napolitano announced that effective immediately, undocumented immigrants who were brought to the United States as young children, do not present a risk to national security or public safety, and meet several key criteria will be considered for relief from removal from the country or from entering into removal proceedings. Information regarding Deferred Action, can be found at: http://www.dhs.gov/deferred-action and www.USCIS.gov

Eligibility for Deferred Action

Those who demonstrate that they meet the criteria may be eligible to receive deferred action for a period of two years, subject to renewal. Each application will be reviewed on a case by case bases. To be eligible, individuals must:

A. Have entered the United States under the age of 16;
B. Have been physically present in the United States as of June 15, 2012, and have continuously resided in the United States for at least five years;
C. Have been younger than 31 as of June 15, 2012;
D. Be “in school” (enrolled in AEL is considered “in school”), have a high school degree or HSE certificate, or have been honorably discharged from the US Armed Forces or Coast Guard;
E. Not have been convicted of a felony, a “significant misdemeanor”, three misdemeanors, or otherwise pose a threat to national security or public safety; and
F. Be at least 15 years old, unless that person is in removal proceedings (this is not applicable to AEL students).

To apply for Deferred Action, a letter using program letterhead must be sent to the USCIS providing evidence that a student is going to school. Additional

required information may include: date enrolled, hours of attendance; goals (post-secondary or employment); current educational level; type of educational program currently enrolled in. (See Sample Letter Attachment 1)

Accommodating Students with Disabilities or Other Special Needs

Each local program must provide facilities and instruction to eligible individuals such that it meets the requirements of the Americans with Disabilities Act of 1990, as Amended. Services shall be provided to allow the individual to participate on an equal basis with non-disabled peers.

Local Procedure in Assessing the Disabled:

A. The individual declares he/she has a disability and requests a modified method for receiving services.

B. The individual provides documentation from a qualified professional as to the nature and severity of the disability. The following can be used for primary accommodation documentation:

   a. Psychological report current
   b. Psycho-educational report
   c. Psychiatrist report
   d. Neuropsychological report

   Additional documentation which can assist determining the accommodation, but cannot replace the primary documentation:

   a. Most recent IEP
   b. Most recent 504 plan
   c. Psychological, psycho-educational or neuropsychological report (over 3 years)
   d. Letter from rehab counselor or case manager

C. The local program makes a determination as to whether or not the request is reasonable.

D. If it is determined the request is reasonable, the local program will work with the student to determine the best method to accommodate the individual.

   The appropriate accommodation will be determined by the teacher based on the primary diagnosis documentation. Diagnosed disabilities create an environment where under typical testing conditions; the test-taker cannot show what they know. The following could be considered for accommodation based on the diagnosis and should relate to creating a “level playing field” for the student to

show what they know. Accommodations should be chosen that could be approved for formal testing (i.e. high school equivalency):

a. Screen magnification
   - Large print test book (larger than 14 point)
   - Selectable background and foreground colors
   - Large print answer sheet (larger than 14 point)

b. Alternate Test Formats
   - Braille
   - Recorded audio with tactile figure supplement*
   - Recorded audio with large-print figure supplement*
   - Recorded audio

c. Assistance
   - Scribe
   - Sign language interpreter (for spoken directions only)**
   - Braille slate and stylus (for note taking only)*
   - Oral interpreter (for spoken directions only)**
   - Perkins brailler (for note taking only)*
   - Printed copy of spoken directions (for paper-based tests only)

d. Extended Testing Time
   - 25 percent (time and one-quarter)
   - 50 percent (time and one-half)
   - 100 percent (double time)

e. Breaks During Testing

f. Other Accommodations Requested (For example, separate room, food or drink for medical purposes)

E. If the student does not have the appropriate documentation to support the accommodation request, the local program may continue to work with the student without accommodation.

For a complete list of accommodations, procedures and test forms, refer to the test publisher's (TABE or CASAS) guidelines.

FISCAL

Budget/Funding

An AEL program is funded based on the local program submitting a grant proposal, typically once every 3 years, and subsequently being awarded a grant by the DESE AEL office. Once the grant is awarded, funding is for one year with an option to renew for an additional 2 years.

Budget Structure

Year 1: 100% of the budget is determined on a needs based request submitted by the program during the 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 the budget is based on the Year 1 amount. The remaining 10% is based on performance information from two years prior. Example - Fiscal Year 2015's budget will be based on Fiscal Year 2013 data. The local AEL program will be informed of their budget amount. The program must in turn submit a budget to the AEL state office detailing the line item amounts for Categories I and II. (Line item/object code descriptions are Attachment 2)

Year 3: 90% of the budget is based on the Year 1 amount. The remaining 10% is based on performance information from two years prior. Example - Fiscal Year 2016's budget will be based on Fiscal Year 2014 data. The local AEL program will be informed of their budget amount. The program must in turn submit a budget to the AEL state office detailing the line item amounts for Categories I and II. (Line item/object code descriptions are Attachment 2)

Breakdown of the10% performance:
7% - Academic Progressions
3% - HSE Outcome

Academic Progressions – 7%

To determine the program's total academic progression rate for funding divide: Total of all 12+ hour pretested student with progression **by** Total of all 12+ hour, pre-tested students. This is compared to the average of the academic federal targets and the result determines the amount of the 7% the program will 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%

HSE Outcome – 3%

To determine the programs HSE outcome for funding divide: The number of all "Eligible HSE Students" who get their HSE during or 6 months after the fiscal year over the number of all "Eligible HSE Students". "Eligible HSE Students" is defined as: pre-tested, 12+ hours, exited, have taken all 5 parts of HSE with at least one taken after enrollment date, and good SSN.

The HSE attainment rate is compared to the federal target, and the result determines the amount of the 3% the program will receive:

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

Number of Students Served as Compared to Budget Spent

Programs must pay attention to the actual numbers served as compared to the numbers they say they are going to serve in their grant/IFB. The state AEL office will look at the percent of students served and compare that to the percent of budget spent. If the percents are significantly out of proportion*, this could be cause for concern and could result in a revision to the program's grant/contract.

*Significantly out of proportion would mean that the percent of budget spent is 20% more than the served percent.

Financial Guidelines

When receiving federal funds, programs must comply with applicable OMB Circulars and EDGAAR; therefore, programs should be familiar with those documents.

The program shall agree and understand that the State of Missouri does not make advanced payments for any services performed or goods purchased or provided.

The program must ensure that all services have been provided and costs have been incurred or encumbered prior to submitting an invoice to the State AEL office for payment/reimbursement from the state agency.

Expense Reporting Instructions

A. An e-mail is sent out monthly informing the programs of when the expense reports are due (usually around the 1st or 2nd of the month for the prior month). If expenses are submitted after that deadline, expenses must be reported in the next month's column. For example, an e-mail will be sent at the end of August telling you that your August expenses are due September 2. Expenses reported through the end of the day, September 2, get reported in the August column. After September 2, expenses are to be reported in the September column.

B. Payments are made, based on the amount reported on the expense report, around the 20th of each month.

C. Before submitting (e-mailing) your reports, always make sure the YTD totals on the expense report match the YTD totals in your accounting system.

D. At the first part of each month all expenses reported for the prior month are processed and entered into the Department's payment system. As soon as this is done, the reports for the prior month are closed out and corrections to those reports cannot be made. If you have a correction to a report previously submitted, the correction must be made in the current month's report – DO NOT go back to a prior month and make the changes.

E. If you are reporting expenses on a quarterly basis, fill all expenses in the current month's column. For example, if you report July, August, and September on October 1, you will submit all 3 months in the September column.

F. If you are late in reporting your expenses, fill the expenses in the current month's column. For example, if you report September's expenses on October 8, you will need to submit the expenses in the October column. September's expenses are closed out, and the next payment will be for the month of October.

G. Line item transfers: If you need to move money between line items (over $100), you must submit a request to the AEL financial officer prior to making the transfer. You must provide an explanation as to why you need extra funds in the line item you are moving it to and why you have available funds in the line item you are moving it from. Once approved, you must make the changes on your excel expense reporting form in the budget column and e-mail to financial officer. When e-mailing the form with the transfers, indicate in the e-mail that you have made transfers based on prior approval. When moving money, you may not go over your total budget and you may not exceed 21% for administration (Category II).

Monthly/quarterly and year-to-date (YTD) expenses reported to the state AEL office must tie directly back to the program's accounting system.

The program's accounting system must track YTD expenses by line item and the line item YTD expenses reported to DESE must match the YTD expenses of the host agency's accounting system.

All costs must have appropriate documentation to support the expenses being reported. There must be documentation to support salaries, benefits, travel, supplies, etc.

The program tracks the expenditure and receipts of funds separately within its organization from other funding sources received. AEL grant recipients must maintain records which adequately identify the source and application of federal funds. These records must contain financial information pertaining to the grant award/contract which identifies that grant/contract's activities. Grant/contract revenues, expenditures, etc must be separately identified with codes and must not be comingled with other state, federal, and local funds.

The administrative budget/expenses (Category II) may not exceed 21% (if requested and approved over 5% - per grant requirements) of the total budget/expenses.

All the expenses reported are allowable in accordance with applicable OMB Circulars such as A-87 and A-21. 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.

<u>Basic Guidelines of Allowable expenses:</u>

To be allowable under a federal award, costs must meet the following general criteria:

A. Be necessary and reasonable for proper and efficient performance and administration of federal awards and be allocable thereto under these principles.
B. Be authorized or not prohibited under state or local laws or regulations.
C. Conform to any limitations or exclusions set forth in these principles, federal laws, or other governing limitations as to types or amounts of cost items.
D. Be consistent with policies, regulations, and procedures that apply uniformly to both federally assisted and other activities of the governmental unit.
E. Be accorded consistent treatment. Consequently, a cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to a federal award as an indirect cost.
F. Be determined in accordance with generally accepted accounting principles appropriate to the circumstances.
G. Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-supported activity in either the current or a prior period.
H. Be net of all applicable credits.
I. Be adequately documented.

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the

decision was made to incur the cost. In determining reasonableness of a given cost, consideration shall be given to:

A. Whether the cost is of a type generally recognized as ordinary and necessary for the operation of the governmental unit or the performance of the federal award.
B. The restraints or requirements imposed by such factors as sound business practices, arms length bargaining, federal, state and other laws and regulations, and terms and conditions of the federal awards.
C. Market prices for comparable goods or services.
D. Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the governmental unit, its employees, the public at large and the federal government.
E. Significant deviations from the established practices of the governmental unit which may unjustifiably increase the federal awards cost.

<u>Examples of Allowable Costs/Non-allowable Costs Specific to AEL</u>

A. Expenses to cover HSE testing are not allowable. AEL funds are to be used for instructing and preparing students for the HSE test; therefore, anything beyond that like costs for the HSE test itself is not allowable. AEL funds cannot be used to pay for test fees, purchase HSE graduation gowns, food or beverages for a HSE graduation reception, etc.

B. Food/treats/beverages cannot be purchased with AEL funds when hosting a meeting or workshop.

C. Due to the limitations of funds, the program may not use AEL funds for rent or lease payments.

D. Incentives and bonuses for staff, students or a speaker are not allowable. You can pay “salary” for a speaker or a contracted dollar amount but not give them an incentive or gift.

E. Memberships, subscriptions, and professional activity costs are allowable.

F. Child care costs and transportation costs for students are allowable – support services that are necessary to enable individuals to attend and complete programs are allowable. To reimburse a student for child care costs, the attached “Reimbursement for Child Care Expense” form (Attachment 3) must be used. To assist in transportation costs, follow the attached “Transportation Support Assistance Guidance” document (Attachment 4).

G. Fingerprinting costs are allowable as a reimbursable cost; however, the teacher must be hired in order to reimburse them for these costs.

H. Mileage to attend Professional Development MTI sponsored teacher workshops is allowable and can be charged to the Professional Development Contract by the local AEL program.

I. Stipends (or extra duty pay) to teachers to attend something like a professional development activity is allowable. There must be a written agreement that indicates the work to be performed, date(s) of performance, and the amount to be paid. The agreement must be signed by employer and employee. Time and effort documentation must be kept using personnel activity reports (timesheets) if paid an hourly rate or semi-annual time certification if paid as a total amount for "the job".

J. Paying for teacher planning time is allowable. However, it must be based on actual hours worked and those hours must be documented. It cannot be based on an assumption of time.

Category I (Instruction) vs. Category II (Administration)

Costs may be charged to Instruction if it "*directly"* benefits the student. For example, orientation with students, talking to students on the phone, etc. can be charged to Instruction.

If it does not directly benefit the student it should, generally, be charged to admin. For example, ACES entry is admin; oversight of teacher activities is admin. These things ultimately benefit the student, but there is not a direct benefit to the student.

Time and Effort

For "salaried" staff that are paid partially or in full with AEL funds, the program must keep semi-annual certifications for those staff members who spend one-hundred percent (100%) of their time on the AEL program.

For "salaried" staff that are paid partially or in full with AEL funds, the program keeps time sheets (PAR reports) for those staff who work on more than one program (AEL and EL Civics) or cost objective (e.g. instruction and administration).

For "hourly paid" staff, the program keeps documentation to support the number of hours an employee is paid in a pay period.

The following describes the time and effort requirements, as detailed in the OMB Circulars for LEAs, Non-profit/Community Based Organizations, and Institutions of Higher Education.

A. OMB Circular A-87 (LEAs):

Time and Effort: OMB Circular A-87 requires all employees, including teachers, paraprofessionals, administrators, and other staff that is paid with federal funds

to document the time and effort they spend within the program. The portion of the federally paid salary should be reflective of the actual activity, not budgeted, the individual has put forth for that federal program. Time and effort reporting is required when any part of an individual's salary is charged to a federal program or used as match for a federal program. For example, any staff member that works on more than one program (AEL, EL Civics, Community Education, etc.) must track time related to each program. For more information, go to: Circular No. A-87.8. Compensation for personal services)

Semi-Annual Certification: Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications are required to be prepared at least semi-annually. For more information about semi-annual certifications, see: Circular No. A-87.8. (8).(3). A sample form is attached (Attachment 5).

Monthly Personnel Activity Report (PAR): Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by personnel activity reports (PARs). Salaries and wages of employees used in meeting cost sharing or matching requirements of Federal awards must be supported in the same manner as those claimed as allowable costs under Federal awards. For more information about monthly personnel activity reports, see: Circular No. A-87. 8.(8).(4). A sample form is attached(Attachment 6)

B. OMB Circular A-122 (Non-profits and Community Based):

Time and Effort: For Non-profit Organizations/Community Based Organizations that are governed by A-122, and are required to maintain monthly certification for all employees funded with federal funds regardless whether the employee is funded 100% or split effort. For more information about A-122, see OMB Circular A-122 (Section 8. 13. (1) & (2) Support of salaries and wages). See Semi-Annual Certification Form (Attachment 5).

Monthly Personnel Activity Report (PAR): Charges to awards for salaries and wages, whether treated as direct costs or indirect costs, will 1) reflect an after-the-fact distribution of the actual activity of the employee, 2)account for the total activity for which the employee is compensated, 3) be signed by the employee, or by a responsible supervisory official having firsthand knowledge of the activities performed by the employee, 4) be prepared at least monthly and coincide with one or more pay periods. For more information on PARs, see: Circular No. A-122. 8. 13. (1) & (2) See sample form (Attachment 6).

C. OMB Circular A-21 (Universities & Communities Colleges):

Time and Effort: Any employee at an Institution of Higher Education (Universities and Community Colleges) whose salary (wage) is funded in whole or in part by federal funds must complete a time and effort report as required by OMB Circular A-21.

For professorial and professional staff paid from federal funds, the time and effort reports must be prepared each academic semester, but no less frequently than every six months. For non-professional and other staff, the time and effort reports must be prepared no less frequently than monthly. The time and effort reports must: see sample form (Attachment 7).

1. Reflect the distribution of activity expended by the employee (must indicate all of the federal and non-federal activities the employee worked on).
2. Reflect an after-the-fact reporting of the percentage distribution of activity of the employee (must be based on how the employee actually worked). Charges may be made initially on the basis of estimates made before the services are performed, provided that such charges are promptly adjusted if differences are indicated by the time and effort reports.
3. To confirm that the distribution of activity represents a reasonable estimate of the work performed during the reporting period, the employee accomplishing the work should sign the report. However, A-21 indicates that the reports may be signed by the employee, principle investigator, or responsible official(s) using suitable means of verification that the work was performed. For more information, see OMB Circular A-21.

After recording time and effort, the payroll office must be provided with this time and effort documentation to ensure that salaries are appropriately funded based on actual time spent on a specific activity. The purpose of keeping time and effort records and tracking an individual's time to a particular federal grant is to determine the funding source to be used to pay an individual's salary. For example, if a timesheet shows 60% time towards AEL and 40% to Community Education, 60% of the salary is to be paid from AEL funds and 40% Community Education funding. It is allowable to process payroll based on how an individual's time is budgeted, but then you MUST reconcile with that individual's actual time towards a particular activity and make appropriate adjustments. This reconciliation should be done at least quarterly.

Stipends and Extra-Duty Pay

When a sub grantee/recipient pays for extra work beyond an employee's regular contract, then the sub grantee/recipient must develop a written agreement with the employee that indicates the extra work to be performed, the date(s) of performance, and the amount to be paid to the employee (hourly rate or "lump sum for "job"). The agreement must also be signed by the sub grantee/recipient and the employee to show the acceptance of the terms.

In addition, the employee must complete time and effort documentation that supports the extra work beyond the employee's regular contract. This documentation could be a

semi-annual time certification (if being paid as “lump sum”) or monthly personnel activity reports (if paid an hourly rate) under A-87, monthly personnel activity reports under A-122, or a time and effort reports under A-21.

Purchase and Inventory of Equipment

All equipment purchases must be consistent with the approved budget and have been approved by the state AEL office.

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 e-mailed to Monica Silvey (Monica.silvey@dese.mo.gov) for approval. This can be found at:
http://www.dese.mo.gov/divcareered/documents/AEL_4-expenditures_application.doc

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.

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.

An inventory list of all equipment purchased with AEL funds must maintained. Equipment records must include:

A. Description of the property
B. Serial number or other identification number
C. Funding source of property
D. Who holds the title, if applicable
E. Acquisition date
F. Cost of the equipment
G. Percentage of federal participation
H. Location, use and condition of the property
I. Any ultimate disposition data including the date of disposal and sale price of the property.

A physical inventory of the property must be taken and documented at least once every two years. A control system must be developed to prevent loss, theft, or damage. Adequate maintenance procedures must be developed to keep the equipment in good condition.

Record Retention

AEL grant recipients must keep records that fully disclose the amount and use of those funds, the total cost of the activity for which the funds are used, the share of cost provided from other sources, and other pertinent information which will facilitate an effective financial or programmatic audit.

The federal retention period is three years for all financial and programmatic records. The starting date of retention begins on the day the final expenditure report is submitted. The retention period for equipment records starts on the date of disposition or replacement or transfer. If any litigation, claim, negotiations, audit or other action involving the records started before the end of the three year period, the records must be retained until completion of the action and resolution of all issues or until the end of the three year period, whichever is later.

To help clarify which programmatic information must be retained the following guideline is provided:

Programs are not required to keep documents such as the progress plan, homework, and informal testing papers/results. These documents can be given to the student, destroyed, etc.

Programs must retain documents such as:

A. Student enrollment form
B. Signed non-disclosure statement
C. Student Individual Education Plans (IEP) from a school district
D. Diagnostic results, i.e., PowerPath, Washington Learning Needs Screening Tool (Washington 13)

You must also retain documentation that directly supports the information in ACES regarding the student. This means attendance records must be retained; formal testing results (scores), i.e., TABE and CASAS scores must be retained (answer sheets do not need to be retained). This documentation must also be kept for a minimum of 3 years and the record retention guidelines must be followed.

<u>“Supplement not Supplant” Guidelines</u>

Under the federal “supplement not supplant” requirement, sub grantees/recipients may use federal funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of the federal funds, be made available from non-federal sources for the education of participating students. In no case may sub grantees/recipients use federal program funds to supplant (take the place of) funds from non-federal sources.

Supplement, not supplant provisions generally operate the same way for all programs. Supplanting is presumed to occur in the following instances:

A. The sub grantee/recipient uses federal funds to provide services that it are required to make available under other federal, state or local laws.
B. The sub grantee/recipient uses federal funds to provide services that were provided with non-federal funds in the prior year.
C. The sub grantee/recipient uses Title I funds to provide services for eligible children that it provides with non-federal funds for other children. The law does permit sub grantees/recipients to exclude state and local funds expended for any entity that operates as a School wide program under section 1114, and for any school or school attendance area as part of a state or local program that is very similar to Title I (comparable program provision).

These presumptions are rebuttable if the sub grantee/recipient can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available. For example, a sub grantee/recipient in the past year had used state or local funds to pay the salaries of certain personnel. The sub grantee/recipient then experiences significant loss of revenue. In the next year that sub grantee/recipient may be able to demonstrate that the use of current year federal program funds to pay for the salary costs would not be supplanting because, without the federal funds, it would not have the resources needed to maintain these positions. This exception can also be used where the services are mandated by state law, but the state provides no funds for it.

When using this rebuttable exception it is very important that the sub grantee/recipient maintains good fiscal records and documentation from their Management (School Board, Board of Directors, Authorized Representatives, etc) that will permit an auditor or program monitor to conclude that they have not supplanted.

In particular, a subgrantee/recipient that believes it could not maintain services previously paid with state or local funds had federal program funds not been available should:

A. Be able to demonstrate a decrease of state and local funds from the prior year, and the maintenance or increase in standard operating costs (salaries, benefits, supplies, etc.) from the prior year;
   OR
   Be able to demonstrate that any increase in state and local funds is less than increases of the standard operating costs, and state/local funds have not been redirected to a new activity;
   AND
B. Be able to demonstrate that Management is on record as deciding to eliminate the activity under question unless a new source of funds is made available from non-state and non-local funds (in the absence of state and local funds), and the activities to be funded under a particular federal program are clearly consistent with the purpose of that program.

Sub-Contracting Guidelines

Prior to entering into a subcontract agreement, the AEL program must obtain written approval from the State AEL office. For any subcontract you must provide to us via e-mail:

A. Who your subcontract is with;
B. How much it is for; and
C. 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:

A. When you pay another entity/agency to perform the function of AEL instruction this would be a subcontract.

B. Paying a one-stop center for building usage would NOT be a subcontract.

C. 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.

CERTIFICATION AND PROFESSIONAL DEVELOPMENT

To teach in a Missouri AEL funded program, teachers are required by state law to obtain a Missouri AEL Certificate of License to Teach.

General Policy Regarding Background Checks - Public school districts are responsible for complying with 168.133 RSMo regarding background checks; AEL programs that have staff employed by a public school district are responsible for complying with the employing district's policy on background checks to ensure appropriate staff undergo or have undergone background checks. AEL programs that do not have staff employed by a public school district are not subject to 168.133 RSMo; those programs must follow the policies of their employing agency regarding background checks.
For an individual that is hired as an AEL teacher, the program must follow what is in the "Pre-hiring Requirements" (below) regarding background checks.

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 4 months of their hire date.

It could be considered a disallowed cost if DESE has reimbursed a program for any expense associated with an AEL teacher not certified within 4 months of their hire date (12 months for Directors), or if their certification has lapsed. It is the responsibility of both the director and teacher to ensure certification is kept up to date.

Hire date – the "start" date is the hire date of the teacher. The start date/hire date is defined as the date the teacher is officially on the payroll. If the classroom teacher is a volunteer, it is the day the individual starts teaching.

The requirements for hiring and certifying a teacher are found at http://www.dese.mo.gov/eq/cert/ and are described below.

<u>AEL Teacher Pre-hiring requirements</u>

A. Applicants must have a baccalaureate degree from an accredited college or university.

B. Applicants must have cleared a fingerprint/background check from DESE within the last 12 months prior to start date. To register for fingerprinting, go to the MACHS link on the DESE website under Educator Certification: www.machs.mo.gov

C. If the applicant is from another country, transcripts must be evaluated by a credentialing agency identified by DESE. These are listed on the DESE website at: http://dese.mo.gov/eq/cert/foreigncredentialing.html

Requirements for Initial Certification - once a teacher has been hired, they must be certified within 4 months by completing the following:

A. Submit an on-line application for certification approved by their employing DESE funded AEL Missouri school district/agency.

B. If not an already certified teacher, submit original transcripts, indicating they have a baccalaureate degree from a college or university, with the application;

C. Successfully complete an AEL Pre-Certification Workshop (PCW) authorized by the State AEL office no later than 3 months after hire date, and

D. Complete and submit the PCW pre- and post-workshop activity. The pre-workshop activity includes the Online TABE and/or CASAS test administration training. (See Attachment 8)

If the applicant successfully completes these requirements, the teacher will be issued an Initial AEL teacher certificate. Initial AEL Teacher Certification is valid for four (4) years from the initial certification date.

Requirements of a teacher *during* initial certification:

A. Be mentored by an experienced AEL teacher for 2 years,

B. Participate in an annual performance based teacher evaluation,

C. Attend the Beginning Teacher Assistance Program (BTAP) workshop within 12 months of hire date,

D. Participate in 60 hours of professional development, in addition to the PCW and BTAP, and

E. Accumulate a minimum of 100 AEL instructional hours per year for the 4 years. The 100 hours can be tracked through Category I payroll documentation. AEL Program Directors are exempt from this 100 hour requirement.

After 4 years, Initial Certification expires.

Extension – If an initially certified AEL teacher takes a leave of absence during the 4 years and, therefore, is unable to complete all requirements for an upgrade to Career Continuous, the teacher may request a one year extension to satisfy whatever requirement is lacking. The request must be made prior to the 4 years expiring.

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After Initial Certification, a teacher must upgrade to “Career Continuous Certification” to maintain their teacher certification.

Requirements for Career Continuous Certification

A. Have met the initial certification teacher requirements:
   1. Been mentored by an experienced AEL teacher for 2 years,
   2. Participated in an annual performance based teacher evaluation,
   3. Attended the Beginning Teacher Assistance Program (BTAP) workshop,
   4. Participated in 60 hours of professional development, in addition to the PCW and BTAP, and
   5. Accumulate a minimum of 100 AEL instructional hours per year for the 4 years. The 100 hours can be tracked through Category I payroll documentation. AEL Program Directors are exempt from this 100 hour requirement.

B. Submit an on-line application for upgrade, approved by the local AEL director. The on-line application for upgrade must be submitted prior to Initial Certification expiring.

If the applicant successfully completes these requirements, the teacher will be issued an AEL Career Continuous teacher certificate.

During Career Continuous Certification a teacher must attend an average of 20 hours of professional development per year with a minimum of 4 hours each year. The teacher must also accumulate a minimum of 100 AEL instructional hours per year.

If the individual does not meet these requirements, an AEL Career Continuous Certified Teacher becomes inactive, and the 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.

If the professional development requirement is met, a Career Continuous Certification is good for 99 years; however, a teacher may be eligible for upgrade after 10 years from date of initial certification.

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After teaching AEL as a certified teacher for a total of ten (10) years, a teacher may be eligible to upgrade to “High Quality Career Continuous Certification” if the following requirements are met.

Requirements for High Quality Career Continuous Certification

A. Ten (10) years of AEL teaching experience in a state-funded AEL program (accumulate a minimum of 100 AEL instructional hours per year);

B. A master's degree from an accredited college or university; and

C. Approved by the local AEL Director.

Once upgraded to High Quality Career Continuous Certification, the AEL teacher is exempt from the 20 hour per year professional development requirement. The High Quality Certification is documented and tracked locally.

Certification Requirements of AEL Substitute Teachers

A. Requirements of Individuals Currently Certified as Teachers

   An individual holding a current teaching certificate (including AEL certification) does not need to maintain their teacher certification status in order to be a substitute teacher. However, if the certification expires or lapses, the individual will have to apply for substitute teacher certification.

   As always, if the teacher is a new hire to the school district or AEL program, then prior to hire, the applicant must complete a background check (unless they have already completed one and it is less than twelve months old).

B. Requirements of Individuals not Currently Certified as Teachers - An individual that does not have a teaching certificate and wants to become an AEL substitute teacher must meet the following requirements to be certified as a substitute teacher:

   1. Prior to being hired, the applicant must clear a background/fingerprint check (unless they have already completed one and it is less than twelve months old);

   2. Completed a minimum of 60 semester hours of credit from a regionally accredited, academic degree-granting, college or university; and

   3. Provide an original transcript from each institution the applicant has attended verifying the minimum of 60 semester hours of credit earned.

These requirements and the online application can be found at:
http://www.dese.mo.gov/eq/cert/substitute_Teachers.html

Policies Regarding Substitute Teaching

A. 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.) Hours taught must 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 and in classroom Y for three hours in the same day, that is equal to one of the 90 days. But a substitute cannot be in classroom X for two hours one day and in classroom Y the next day for three hours and count the hours as one day - this scenario would be considered two days used of the 90.

B. A substitute teacher without an AEL Teaching Certificate can only substitute in a classroom that is typically taught by an AEL certified teacher. A substitute teacher cannot be used to circumvent certification requirements.

C. The substitute teacher certification is valid for four years. At the end of the 4 years, the substitute teacher certificate expires and a new application for substitute teacher certification must be submitted. However, a new background check will not be required.

D. 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.

E. If a substitute teacher teaches for at least one day during the fiscal year, the local AEL director must enter that day of teaching into the DESE on-line system to ensure it is tracked that there is no “break-in-service”.

Tracking and Recording Certification Requirements and PD Activities

Local AEL program directors will be responsible for maintaining records of certification status, including professional development records, and will make records available when requested.

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 Baker at 573-751-1248.

Online Educator Certification System (Online Process to apply for Certification)

All certification requests will be made through the online educator certification system. To access the system, you must first create and register a user name and password at the following web page: https://k12apps.dese.mo.gov/webLogin/login.aspx.

A. Register
   1. Click "Register" in the lower portion of the page
   2. Complete the registration questions
   3. Click "Create User" (a confirmation message will appear)
   4. Click "Return to DESE Login page" link

   NOTE: Do not create more than one username. Creating multiple usernames will cause the system to deny you access to your profile page and certification records. If you have forgotten your username or password, you can click on "Forgot Username/Password?" in the lower section of the login page to request your username or to reset your password.

B. Connect Username/Password To Web Applications System (https://k12apps.dese.mo.gov/webLogin/login.aspx)
   1. Enter your username and password and click "Login" to access the User Application page.
   2. Locate the "User Information" heading in the lower portion of page
   3. Click "Educator Certification System - Request Educator Access" link
   4. Click "Submit"
   5. Click "Close" in the small confirmation window
   6. Locate the "Office of Educator Quality" heading near the center of the page
   7. Click on "Educator Certification System" link
   8. Enter your Social Security Number (SSN) and date of birth (DOB)
   9. Click "Submit"
   10. Enter or verify your Profile information (proper/legal name - no nicknames) and click "Save Profile"
   11. Scroll down and complete or edit the Contact Information* section and click "Save"

   *An e-mail address must be included in this section, as all correspondence from Educator Certification will be sent to you by e-mail.

C. Apply For Certification
   Locate the appropriate application (Application for MO Adult Education and Literacy Initial) under "New Applications" in the menu on the left side of your Profile page.
   1. Click on the application name link to open the application
   2. Complete the application*
   3. Choose an AEL program.
   4. Click "Submit to AEL"
   5. Mail supporting documents as indicated on application checklist**, if applicable.

   *Complete the application, answering the Professional Conduct questions on the application truthfully and reviewing the Sworn Statement before electronically signing by selecting "I Accept." This agreement provides DESE with permission to verify your professional conduct statements.
   **Your internet browser must allow "pop-ups" in order to view the application checklist.

Additional Information for Returning Users

Accessing your Profile

You can find the login page by clicking on "Web Applications" in the bottom section of the DESE Homepage or on "DESE Web Applications" on the DESE Educator Certification main page. Once you log in with your username and password, you will only need to click on the "Educator Certification System" link under the "Office of Educator Quality" heading to get to your Profile page. (If you are prompted to enter

your SSN and DOB again, and you receive a message that they are already linked to another profile, this means that you are trying to log in with a username that is different from the one that is already tied to your SSN.)

Applying for an Upgrade

A. Access your Profile page by logging in with your username and password
B. Locate the appropriate application (Upgrade, Additional, Administrator, etc.) under "New Applications" in the menu on the left side of your Profile page.
C. Click on the application name link to open the application
D. Complete the application*
E. Click "Submit to AEL"
F. Mail supporting documents as indicated on application checklist**, if applicable

*Complete the application, answering the Professional Conduct questions on the application truthfully and reviewing the Sworn Statement before electronically signing by selecting "I Accept." This agreement provides DESE with permission to verify your professional conduct statements.
**Your internet browser must allow "pop-ups" in order to view the application checklist.

Checking the status of your application

A. Access your Profile page by logging in with your username and password
B. Scroll down to and click on the gray "Application Status" bar or click on the "Application Status" link in the menu on the left side of your Profile page
C. Click on the blue application name link (Upgrade, Additional, Administrator, etc.)
D. Scroll to bottom of page to read the "Memo" Section

Checking the status of your background clearance

A. Access your Profile page by logging in with your username and password
B. Scroll down to and click on the gray "Fingerprint Information" bar on your profile page

Checking the status of your education records

A. Access your Profile page by logging in with your username and password
B. Click on "Education" in the menu on the left side of your Profile page to view your records
C. You may add the name and location of any colleges/universities you have attended that are not listed. All other information will be entered by DESE upon receipt of original transcripts that must be mailed to Educator Certification, PO Box 480, Jefferson City, MO 65102.

Viewing and printing a copy of your Missouri certificate

A. Access your Profile page by logging in with your username and password
B. Scroll down to and click on the gray "Certificate Status" bar or click on the "Certificate Status" link in the menu on the left side of your profile page
C. Locate and click on "View Certificate" in the center of the page
D. Print the certificate

Other General Information

A. In your online Profile, you will be assigned an Educator ID number that will appear below your SSN. This is a unique identification number that you can use in place of your SSN when corresponding with our office.
B. You may not make corrections or updates to your name, SSN, date of birth, or gender on your Profile. You must submit an Update Personal/Education Information Form and supporting documents in order to request changes to any of these fields.
C. You may change your address, telephone number(s), and e-mail address by clicking on "Edit Contact Information" and then saving the changes.
D. Please be sure to include your Educator ID with all documents that are mailed to Educator Certification. This number is located on your Profile page below your SSN.
E. School district personnel can view your certificate status, fingerprint information, and Praxis II test scores.
F. Information regarding the fingerprinting process is available on the DESE website at: http://dese.mo.gov/eq/cert/eq-cert-fingerprint-background.htm.

Online Certification Application Process - Substitute Teacher

A. Go to dese.mo.gov.
B. Go to “DESE Web Applications.”
C. Click “Register.”
D. Fill out info.
E. Print (or write down) username and password.
F. Click “Create User.”
G. Login using username and password.
H. Go to “Licensure System Educator Request Access.”
I. Click “Submit.”
J. Click “Close.”
K. Go to “Licensure.”
L. On the list at the left, choose “Substitute Cert.”
M. Fill in all information on form.
N. 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”.
O. Click “I Accept”.
P. Click “Submit to DESE” once. Do not submit more than once.
Q. Click “OK” and wait for a confirmation message.

Director's Approval of Certification - Online Process

A. Go to dese.mo.gov.
B. Click on "DESE Web Applications."
C. Login using username/password.
D. Click "Educator Certification." (If "Educator Certification" 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.)
E. Click "District Work Log" in the left column.
F. Available teacher applications will be listed.
G. Open the teacher application you wish to review.
H. If you intend to submit the application to DESE:
I. Fill in the date of the PCW.
J. Fill in the beginning contract date.
K. Choose your name from the drop down box. If you are a new director and your name does not appear in the drop down box, please notify Theresa Baker at Theresa.Baker@dese.mo.gov. In the email include your name, hire date, email address, phone number and the date your predecessor left.
L. If you intend to return the application to the teacher, include a comment in the memo section.
M. Click "I accept" at the bottom of the application to reveal your options.
N. You may choose to:
O. Save (to review later)
P. Submit to DESE (for certification)
Q. Return to Applicant (if application is incomplete or you do not intend to certify), or
R. Cancel (pretend you never looked at the application)
S. If you choose to "Submit to DESE" or "Return to Applicant," an email will automatically be sent to the applicant.
T. Once DESE approves the application (or doesn't), an email will be sent to the teacher.
U. To check certification status, go to "Certificate Status."
V. The teacher may print a copy of the certificate.

Professional Development

Because teacher quality has been shown to be an important factor in student learning, MO AEL provides and requires professional development of all AEL educators.

Documenting Professional Development Requirements

For each certified staff members, the director shall be required to maintain a log of all professional development activities participated in.

The professional development tracking system for the program will be utilized:

A. to report professional development activities of educators on an annual basis to MO AEL, and

B. to verify eligibility of a teacher for certification upgrade.

Professional Development Advisory Committee

The Professional Development Advisory Committee is comprised of AEL educators from around the state that work in cooperation with state AEL staff and the contracted PD provider, Missouri Training Institute, to provide leadership on the direction of AEL professional development in the state.

Professional Development Offerings

Logging twenty hours of creditable professional development hours is the minimum requirement to maintain certification. Ideally, however, directors and teachers strategically plan and choose professional development options that are targeted to address a current identified need in their program or for that individual teacher. For this reason, MO AEL offers multiple sources and options for obtaining professional development. This allows teachers and programs to customize according to the needs of their students, the learning environments, and professional background of the teacher. The following table summarizes the options available.

Professional Development Offerings for MO AEL Educators			
Provider	**Description**	**Examples (not all-inclusive list)**	**Notes on Crediting Participation**
Missouri Training Institute MTI	Courses developed by MTI under contract and as directed by MO AEL and the PD Advisory Committee	PCW: Pre-Certification Workshop BTAP: Beginning Teacher Assistance Program STAR: Student Achievement in Reading Missouri Connections Edmodo (see MTI online catalog for current complete list)	MTI submits documentation of participation to local director after every workshop Local director maintains a log of participation for each educator in program that includes these MTI activities As a back-up measure, MTI maintains a transcript for each Missouri AEL teacher that lists all activities attended, beginning with

			FY 12
Missouri AEL	Delivered by DESE AEL or Contracted by DESE AEL	Directors' Fall and Spring Conferences LINCS across Missouri Educational Testing Service Training	Participants submit documentation of participation to local director Director records participation on educator's PD log
Pre-Approved Providers	OVAE funded Initiatives and other vetted Adult Education PD providers	LINCS face-to-face training LINCS online courses Pro-Literacy online courses MAACCE Conference TESOL Conference (see MO AEL website, Professional Development tab for comprehensive list)	Participants submit documentation of participation to local director Director records participation on educator's PD log
Local AEL Program	Locally developed to address need identified by local program	Local teachers develop and present Outside local agency provides	Director submits approval form prior to the activity Educators participate in activity. Attendance sheet documents participation Director records participation on each educator's PD log
Accredited College	Post-secondary courses with objectives that will lead to improvement in educators' abilities to instruct adults	Action Research Educational Psychology	Director submits approval form for the educator Educator participates and completes course Educator submits documentation of course completion to director Director records credit on educator's PD log

Missouri Training Institute

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/

A. Only staff of the DESE funded AEL programs can attend MTI workshops for free. Programs can send teachers to the PCW prior to them starting to teach if they are "hired", and they can they go to other PD prior to PCW if hired.
B. Substitute teachers and volunteers of the DESE funded AEL programs can attend MTI workshops for free; however, regular teaching staff has first priority to attend. If there is an available seat the substitute teacher and volunteer may attend the workshop.

Missouri AEL and Pre-Approved PD 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:

A. Applies to AEL programs, services and clientele
B. Improves the quality or efficiency of AEL classroom instruction
C. Improves the management of AEL resources
D. Improves AEL programs' ability to recruit and hold students
E. Improves the productivity of an AEL employee

A list of pre-approved professional development activities can be found at:
http://dese.mo.gov/divcareered/ael_professional_development.htm
Local AEL directors are responsible to:

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

Pre-Approved, qualifying conferences/workshops include:

A. Commission on Adult Basic Education (COABE)
B. Missouri Association of Adult Continuing and Community Education (MAACCE)
C. National Center for Family Literacy (NCFL)
D. Teachers of English to Speakers of Other Languages (TESOL and Mid TESOL)
E. Missouri Association for Workforce Development (MAWD)
F. Governor's Conference on Workforce Development
G. Literacy Investment of Tomorrow (LIFT) Training
H. Worldwide Interactive Network (WIN) Training – for WorkKeys
I. Missouri Options Workshop
J. ProLiteracy Webinar workshops
K. National Reporting System (NRS) trainings

PD Credit for "other" trainings/workshops – Local AEL Program

Other conference trainings/workshop may qualify for PD credit. In order for AEL teachers to receive professional development credit for those activities, please submit a DESE AEL Request for Professional Development Approval Form for any trainings/workshops not identified as pre-approved.

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

PD Credit for College Course(s) from Accredited College

Currently, the DESE Teacher Certification Section office designates that 1 college credit hour from an accredited college 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:

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

Please submit a DESE AEL Request for Professional Development Approval Form to receive PD credit for college courses. For a DESE AEL Request for Professional Development Approval Form, go to http://www.dese.mo.gov/divcareered/ael_plan_doc.htm

TABE/CASAS On-Line

The following are activities where a teacher may receive PD credit if done after the teacher has been certified. The teacher may only receive PD credit for these activities once.

TABE On-Line – participation is worth 2 hours of professional development
CASAS On-Line – participation is worth 3 hours of professional development

PROGRAM PERFORMANCE – STUDENT OUTCOMES

The National Reporting System (NRS)

The National Reporting System (NRS) is the accountability system for the federally funded, State-administered adult education program. It addresses the accountability requirements of the Adult Education and Family Literacy Act. The NRS creates the guidelines Missouri follows regarding data collection and reporting.

NRS Measures - NRS standards require that states collect and report specific information and data, called measures, for the Annual Statistical Performance Report. The core measures that all AEL programs are required to collect are divided into 2 categories: (1) Core Descriptive/Participation Measures and (2) Core Outcome Measures. The core measures apply to all Adult Education and Literacy participants who attend classes for 12 hours or more. The core measures are outlined in the table below:

Core Descriptive and Participation Measures Table

Topic	Measures	Categories or Definitions
Demographics	Race/Ethnicity	American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, Black or African American (non-Hispanic), Hispanic or Latino, White (non-Hispanic)
	Gender	Male, female
	Age	Date of birth
Status	Labor force status	Employed, not employed, not in labor force
	Public assistance status	Receiving or not receiving assistance
	Rural residency	Rural, not rural
	Disability status	Disabled, not disabled
	Highest degree or level of school completed	Highest grade level of school completed in US or abroad, college, secondary credential, postsecondary degree
Student participation	Contact hours	Number of hours of instructional activity
	Program enrollment type	ABE, ASE, ESL, family literacy, workplace programs, homeless programs, correctional facilities, community corrections programs, other institutional programs
Teacher status	Total years of experience	Total number of years of experience teaching
	Teacher certification	Certification in K-12, special education, adult education, TESOL

Core Outcome Measures Table

Topic	Measures	Categories or Definitions
Educational gains	Educational gains	Educational functioning levels in reading, writing, speaking, and listening and functional areas
Follow-up measures	Entered employment	Learners who obtain a job by the end of the first quarter after the exit quarter
	Retained employment	Learners who obtain a job and remain employed in the third quarter after program exit
	Receipt of secondary school diploma or HSE	Learners who obtain a HSE, secondary school diploma of those who took the HSE or recognized equivalent after exit.
	Placement in postsecondary education or training	Learners enrolling after exit in a postsecondary educational or occupational skills program as compared to the students with a diploma plus students who obtain their HSE

Core Descriptive and Participation Measures

The NRS *descriptive* measures are student demographics and status in several areas. These measures allow for a description and understanding of who attends adult education programs and for what reasons. The measures also allow for analyses of the performance of specific groups of students attending adult education programs, such as unemployed students or students receiving public assistance. The demographic measures include ethnicity, age, and gender; and status measures include employment status, highest degree achieved or level of schooling, and whether the student has a disability or is on public assistance. Teacher status measures include total years of experience in adult education and certifications.

Two *participation* measures—contact hours and program enrollment type—are collected for both descriptive and analytic purposes. These measures record the amount of

instruction students receive and the number of students attending in areas such as family literacy and workplace literacy.

Student Enrollment Form

The following is a list of the items that must be collected from a student using the Student Enrollment Form. This information must be entered into ACES.

- Name
- Social Security Number – This must be entered into ACES in order for programs to get credit for student follow-up measures; if student doesn't provide, leave blank
- Date of Birth
- I.D. (optional)
- Student Address, phone number, and e-mail
- Attending ABE, ASE and/or ELL
- Gender
- Labor Force Status: Employed, Unemployed, or Not in Labor Force
- Whether or not the student is Hispanic/Latino
- Race
- Whether or not the student participates in any of the following (environment):
    - AEL Class
    - Family Literacy
    - Workplace Literacy
    - Homeless
    - Correctional Facility
    - Community Correction Program
    - Other Institutional Setting
    - HSE On-line program
    - Work-Based Project Learner
- Whether or not any of the following is the current status of the student:
    - Low Income
    - Dislocated Homemaker
    - Single Parent
    - Dislocated Worker
    - Learning Disabled Adult
    - Probation and Parole
    - Living in Rural Area
    - Disabled
    - On Public Assistance
- The student must identify 2 of the following goals:
    - Obtain job
    - Retain a job
    - Earn a Diploma or HSE Certificate
    - Enter Postsecondary Education or Job Training
    - Improve Basic Literacy Skills

    - Improve English Language Skills
    - Obtain Citizenship Skills
    - Achieve Work-based Project Learner Goals
    - Other Personal Goals
- Referral Source (optional)
- The student must indicate whether his/her highest level of education was received in the United States or from a country outside of the United States.
- Last K-12 school attended (optional)
- The student must indicate his/her highest level of education:
    - No schooling
    - Grades 1-5
    - Grades 9-12 (no diploma)
    - HS Diploma or Alt Credential
    - High School Equivalency Certificate
    - Some College, no degree
    - College or professional degree
    - Unknown
- Consent statement
- Student Signature

Core Outcome Measures

The core outcome measures are broken down into 2 categories:

A. Educational gain (progression)

B. Follow-up measures – entered and retained employment, receipt of a secondary credential, and entered postsecondary education.

Core Outcome Measure – Educational Gain

Educational gain (progression) measures the primary purpose of the adult basic education program: to improve the basic literacy skills of participants. Educational gain provides a measure of student literacy gains resulting from instruction. This measure applies to all students in the program. To determine this measure, local programs assess students on intake to determine their *educational functioning level*. There are four levels for adult basic education (ABE), two for adult secondary education (ASE), and six levels of ESL. Each level describes a set of skills and competencies that students entering at that level can do in reading, writing, numeracy, speaking, listening, and functional areas. Using a standardized assessment procedure, programs determine the appropriate initial level at which to place students.
After a predetermined amount of instruction or time (see Assessment section), the program conducts follow-up assessments of students in the same skill areas and uses the test scores aligned to the educational functioning levels to determine whether the students have advanced one or more levels or are progressing within the same level.

The remaining core outcome measures are *follow-up* measures that are determined some time after the student exits the program. The follow-up measures apply to students who exit and who are members of the cohort specific to that measure. For students who are not employed but in the labor force, there are two follow-up measures: entered employment (whether the student obtained a job by the end of the first quarter after leaving) and retained employment (whether students who entered employment still have a job in the third quarter after exit). The retained employment measure also applies to students who enter the program employed. For the measure of entry into further education or training, the applicable cohort includes all students who enter with a secondary credential, or who obtain a secondary credential or High School Equivalency (HSE) during the program year of exit.

The table below further describes the core outcome measures. See (Attachment 9) for the complete "AEL Educational Functioning Level Table". In the Educational Gain section, each educational functioning level is described and the appropriate assessment test to be given is identified. In the Follow-Up Measures section, the measure for each follow-up outcome is described. The educational functioning levels are broken down into the following 3 categories:

A. Adult Basic Education (ABE) – Educational levels 1-4
B. Adult Secondary Education (ASE) – Educational levels 5&6
C. English As a Second Language (ESL) – Educational levels 1-6*
*NRS only has 6 levels an individual can progress from. If a student pre-tests higher than Level 6, ACES calls that Level 7.

EDUCATIONAL GAIN		
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	**High Intermediate Basic Education** **TABE (9–10) scale scores:** Reading: 518-566 Total Math: 506–565 Language: 524–559 **WorkKeys scale scores:** Reading for Information: 75–78 Applied Mathematics: 75–77	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	**Low Adult Secondary Education** **TABE (9–10) scale scores:** Reading: 567–595 Total Math: 566–594 Language: 560–585 **WorkKeys scale scores:** Reading for Information: 79–81 Applied Mathematics: 78–81	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	**High Adult Secondary Education** **TABE (9–10) scale scores:** Reading: 596 and above Total Math: 595 and above Language: 586 and above **WorkKeys scale scores:** Reading for Information: 82–90 Applied Mathematics: 82–90	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	**Beginning ESL Literacy** **CASAS scale scores** 180 and below	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	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	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	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	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	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.

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.

Core Outcome Measures – Follow Up

FOLLOW UP MEASURES	
Entered Employment	Learner enters employment by the end of the first quarter after the program exit quarter. The Entered Employment rate is figured by dividing the number of students who are employed in the first quarter after exit over the number of students who were unemployed and in the labor force when entering the program.
Retained Employment	Learner remains employed in the third quarter after program exit. Retained employment rate is figured by dividing the number of students who remain employed during the third quarter after exit over the number of students who (1) at the time of entry, were not employed and in the labor force and were employed in the first quarter after exit quarter, and (2) who were employed at entry.
Receipt of a Secondary School Diploma or High School Equivalency	Learner obtains certification of passing scores on the High School Equivalency (HSE) tests, or obtains a high school or adult high school diploma. HSE attainment rate is figured by dividing the number of all "Eligible HSE Students" who get their HSE during or 6 months after the FY over the number of all "Eligible HSE students". "Eligible HSE Students" is defined as: pre-tested, 12+ hours, exited, have taken all 5 parts of HSE with at least one taken after enrollment date, & good SSN.
Placement in Post-secondary Education or Training	Learner enrolls in a post-secondary educational or occupational skills training program. Post-secondary Training rate is figured by dividing the number of students who enter postsecondary training the fiscal year after the reported fiscal year over the number of students who exited with a diploma (US or non-US based) plus students who obtain their HSE while enrolled in the program.

Data Matching Procedures to Obtain Data for Follow Up Measures

The most vital piece to ensure accurate data matching is collecting a good SSN.

The Missouri AEL program utilizes a data matching procedure to obtain a participant's Follow-Up Core Outcome Measures: Receipt of a Secondary School Diploma or HSE, Entered Employment, Retained Employment, and Placement in Postsecondary Education or Training. Because there is a lag in obtaining follow up data, changes made to program operations are not immediately reflected.

The following steps are taken:

A. All Missouri AEL program participants who were enrolled (12+ hour students) during the program year will be identified.
B. Social Security Number, Name, and Date of Birth will be used to link data across databases.
C. Reports will be created using the data that was obtained from data matching.

Data Entry

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

A. 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.

B. High quality information is required to demonstrate evidence of effective program service delivery.

C. Educators, researchers, policymakers, and the public use information and data that the State AEL office disseminates for a variety of purposes. Thus, it is important that the information the State AEL office disseminates is accurate and reliable.

D. The State AEL office relies on high quality information and data to make sound decisions in the administration of its grant programs.

To ensure data quality the following must be collected and entered accurately:

A. SSN
B. Exit Date
C. Enrollment Date
D. Labor Force Status
E. Highest educational attainment

ACES Entry

A. 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.

B. Data must be entered into ACES at least monthly.

C. Local program directors are encouraged to review program data reports generated from ACES on a monthly basis to verify information entered is accurate.

D. A student is to be entered into ACES when the student begins attending an instructional class – or when a student has been associated with the program 12 hours – whichever comes first. When entering the student into ACES, all hours associated with the student are to be reported starting with the student orientation. The date to enter into ACES as the student's start date (enrollment date) is the first day of orientation. This is the day the student actually starts the program and is the date that is used for the HSE follow up measure (see "Follow-up Measures").

E. All tests administered (pre-tests and post tests) must be entered into ACES.

F. If a student has been inactive for 90 days (not attended class), the program has 30 days after the 90 days of inactivity to record the exit date of the student. Exit date is the last day of attendance.

G. If a student stops attending class without informing program staff, the program staff should contact the student to find out if they plan to return. If a student notifies you they have no plans to continue attending class, they may be exited.

Data Analysis

See attached ACES Manual. (Attachment 10)

ACES Reports

The following is a list of the ACES reports with descriptions:

A. Ready to Post Test Report

This report gives the list of students (by class code or all class codes) of those students who have pre-tested and have over 40 hours but have not post-tested. A post-test only counts if it is in the lowest area(s) as the pre-test. It is organized by students who are currently enrolled and then students who are no longer enrolled. Within those groups it is in most hours order.

You can use this report to help you determine which students in the program may be ready to be post-tested.

B. Data Quality Report

This report provides a list of student s with possible errors. The report consists of students who:

1. Match with another student with reversed First and Last name and the same DOB
2. Have same name and same DOB as another student
3. Are not enrolled in a class
4. Have a conspicuous DOB
5. Do not have a pre-test

You can utilize this report to help you validate the quality of the data for your program.

C. Data Quality Inactive Student Report

This report shows students that have been inactive in the program. Federal guidelines require a student to be “exited" if they are inactive over 90 days unless they have planned services. These students in the report are not exited but they have been inactive over 90 days. Please verify these student's status and exit if necessary. Students who are over 60 days inactive are also listed for review and contact purposes. ACES racks the number of days inactive since the last month students attend class.

D. HSE By ACES Students

The report provides detailed information on current students and their High School Equivalency status. Students appear in the report if they are in both the ACES and HSE systems (meaning they took the HSE). It includes hours in program for this fiscal year, pass status, date of testing, and scores broken down by test subject area. An asterisk next to a student’s name indicates the student’s status to qualify for high school equivalency NRS reporting.

The asterisk indicates that all of these conditions were met:

1. That a SSN was entered in the system,
2. The student must have been enrolled for 12+ hours,
3. The student must have been exited in the ACES program,
4. All five sections of the HSE test had to have been taken,
5. At least one of the tests was taken in the reporting period, and
6. The earliest enrollment date is prior to the latest HSE testing date.

E. Pre/Post test Progression Reports (By Program, By Class Code, By Student)

They are used to determine effectiveness of instructions for students who have been pre and post-tested. The purpose of these reports is to provide feedback to teachers and directors about the student instruction received. If a teacher determines that a student is ready for a post-test, the student should have skill improvements sufficient to improve an educational level.

The report consists of the following data points:

1. Total post-tested with 12 hours
2. Attendance hours reflect the hours entered for these students.
3. Number Completed Level – number of students who post-tested with progress
4. Advanced One or More levels – students who post-tested two levels higher (just informational, it is a subset of those who Completed Level)
5. Number Separated Before Completed – Students who have been exited before making progress
6. Number Remaining Within Level – No progress and not exited from the program

F. Progress Reports (By Program, By Class Code)

These reports summarize progression for the program by level. It is used to determine if the program has met state target rates for progression by level.
Note: Progress by class code report uses all testing in any class so it may show duplicate progressions for students enrolled in more than one class.

G. Progress by Student Report

This report details enrollment information for each student by class code. It provides the following information:

1. Student's educational functioning level
2. Student's lowest education level by subject area
3. Total hours of enrollment
4. Post-tested indicator
5. Progression indicator
6. Number of hours the student enrolled online
7. Online activity indicator
8. High School Equivalency testing information (test date, test indicator, certificate date)

H. Ultimate Report/Ultimate Student Report

These reports provide detailed information for each student. They have testing, enrollment and demographic information for each student.

I. Totally Summarized Report

This report summarizes testing, demographic, and enrollment information for the entire program. This report gives important insights into program performance.

Tracking Student Hours

Programs must track student hours when in attendance. You may track actual minutes for each day's attendance and then round to the nearest hour for the week and/or month. You may also round to the nearest quarter hour on a daily basis. You may not round daily attendance to the nearest hour or half hour. When rounding to the nearest quarter hour, 7 minutes is rounded down; 8 minutes is rounded up.

When totaling attendance for the month to be entered into ACES, programs are to round to the nearest hour.

If a student attends more than one class site, the program is to combine all hours when entering "hours at testing".

A system must be in place for effective data collection from classroom to data entry person.

In AEL classrooms, students must sign in at the time of arrival and sign out when leaving class. DESE suggests that students "sign-in/out" using ink as opposed to pencil.

Student Records

Local programs should have two systems for maintaining student records - those records that are required to be kept confidential and those that are not. Confidential information must be stored in a secure place making it inaccessible to other students and the public.

Any information that contains personally identifiable information such as forms used for enrollment, disability screening, and testing shall be kept confidential and stored in a secure place.

Confidential information that must be securely stored includes the following:

A. Social Security Number
B. Addresses
C. Phone numbers
D. Email addresses

E. Individual Education Plans (IEP) from a school district
F. Other diagnostic results, i.e. PowerPath, Washington Learning Needs
G. Screening Tool (Washington 13)

The student records and information that are not required to be kept confidential should be kept in a place easily accessible by the student, teachers and/or appropriate staff. This would typically include records that track the student's day-to-day activities and progress.

These records may include:

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

Program Performance Requirements

A. 100% of the students entered into ACES must have received a pre-test.

B. Program progression percent (12+ progressed students/eligible 12+ pre-tested students) will meet or exceed the average of the negotiated federal targets.

C. Program meets or exceeds federal target for attainment of secondary credential.

D. Program meets or exceeds federal target for entered and retained employment.

E. Program meets or exceeds federal target for post-secondary placement.

Program Performance Guidance

The following is suggested guidance to help in meeting the above performance requirements:

A. The goal for post-test rate is: progression rate target plus 8% - for all students served. (For example, FY'14 the target progression is 63% so the target post-test rate is 71%).*
*Only ABE/ASE Levels 1-5 and ESL Levels 1-6 will be included in the computation for figuring the post-test rate.

B. A minimum of 75% of all students served (12+ hours and pretested) should persist to attend 30+ hours.

Assessment

Standardized Assessment

To measure educational gain (progress), a vital part of determining program performance, standardized assessment tools must be used – see "Approved Assessment Instruments" below. Assessments are used to measure educational gain for both ABE/ASE and ESL students. Assessment (test) scores are tied to the NRS educational functioning levels for initial placement and for reporting student progress across levels.

For the educational functioning levels to be meaningful, assessments need to be administered in a standardized and consistent way by all programs. When these procedures are not followed correctly or consistently, the determination of educational functioning level is invalid and not comparable across programs or possibly even within programs. Program staff must be trained in test administration and scoring to ensure that the measures are valid and reliable across programs and students. If assessments are not standardized, they will not accurately reflect a student's educational need.

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 with available funds and based on local purchase guidelines.

Approved Assessment Instruments

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

A. Tests of Adult Basic Education (TABE) - Used with ABE and ASE students. The Locator is used first to determine which level of assessment tests are to be given to the student. The Reading, Mathematics, and Language assessments (the TABE forms are 9 and 10) are then given. When TABE 9 or TABE 10 Math tests are administered, both Mathematics Computation and Applied Mathematics subtests must be administered.

   Where a student attends an AEL program just for a specific stated purpose, the program may respond to this request by not giving the entire battery of pre-tests.

B. Comprehensive Adult Student Assessment System (CASAS) - Used with ESL students. The Appraisal is used to first determine which level of assessment test is to be given to the student. The Life Skills Reading or Life & Work Reading assessments are then given.

Test of Adult Basic Education (TABE)

This is the official assessment tool for ABE/ASE students in the State of Missouri. There are other tools that may be used in the classroom, however this is the tool that must be used at every ABE/ASE level and the results are entered into ACES.

TABE assesses students in Reading, Math, and Language. The Locator is used to determine the level of assessment the student should be given for each subject area. The results of the Locator help to guide the most appropriate level of the TABE assessment to be given to the student for pre-testing.

TABE Test Booklets & Levels; There are 5 levels to TABE (L,E,M,D,A). Each level has two forms, 9 & 10. This 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.

Missouri uses scale scores from the five levels of the TABE 9 & 10 tests to determine student level (explained further in the “student progression” section).

TABE 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. ACES, the data collection system, will not allow any scores that are “out-of-range” to be entered.

The following tables show the ACES Scale Score Ranges, TABE Level tests, and NRS Level Correlations.

ACES In/Out Ranges			
Level	**Reading**	**Math**	**Language**
L	0-457	0-440	
E	0-516	0-505	0-523
M	374-549	314-549	396-546
D	463-595	442-594	492-581
A	538+	528+	541+

TABE Levels & Possible NRS Levels	
Level E	**1 2 3**
Level M	**2 3 4**
Level D	**3 4 5**
Level A	**4 5 6**

National Reporting System	Literacy Level	Scale Score Reading	Scale Score Math	Scale Score Language
1	Beginning ABE Literacy	367 & Below	313 & Below	389 & Below
2	Beginning Basic Education	368-460	314-441	390-490
3	Low Intermediate Basic Education	461-517	442-505	491-523
4	High Intermediate Basic Education	518-566	506-565	524-559
5	Low Adult Secondary Education	567-595	566-594	560-585
6	High Adult Secondary Education	596 & Above	595 & Above	586 & Above

Comprehensive Adult Student Assessment System (CASAS)

CASAS 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. 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.

For ELL/ESL students, programs are required to give the “6 Oral Questions” tool to determine if the student is functioning sufficiently in the English language to take the Appraisal Tool. If so, the Appraisal is to be given to the student. If the student is unable to answer the “6 Oral Questions”, the CASAS L27 or L28 (the lowest level assessments) are to be used with that student.

The CASAS Appraisal serves the same purpose as the TABE Locator. The Appraisal is used as a pre-assessment tool to get a general idea of a learner's comprehension skills. The results of the Appraisal help to guide the most appropriate level of the CASAS assessment to be given to the student for pre-testing.

As with TABE, there are two forms for each level of the test. This allows for pre and post testing a student on the same level using different test forms. Also as with TABE, scaled scores derived from the raw scores achieved by the test takers are translated into six levels. The level along with the scaled scores are reported to the State AEL office via ACES. CASAS scale scores are consistent across all tests. Test administrators should be aware that CASAS tests come in several series as well as in various levels. The different series focus on different instructional objectives and 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 be post-tested with a reading test from the Life Skills 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.

In/Out Ranges	
Level	**Reading**
L	153-191
A	170-203
AX	182-216
B	186-229
C	197-246
D	216-256

CASAS Levels & Possible NRS Levels	
Level L	**1 2 3**
Level A	**1 2 3 4**
Level AX	**2 3 4 5**
Level B	**2 3 4 5 6**
Level C	**3 4 5 6 7**
Level D	**4 5 6 7**

CASAS/ACES Scale Score Ranges			
NRS	**Literacy Level**	**CASAS Level**	**Scale Score (Reading)**
1	Beginning ESL Literacy	L, A	180 & Below
2	Low Beginning ESL	L, A, AX	181-190
3	High Beginning ESL	L, A, AX, B, C	191-200
4	Low Intermediate ESL	A, AX, B, C, D	201-210
5	High Intermediate ESL	AX, B, C, D	211-220
6	Advanced ESL	B, C, D	221-235
7	ESL Level 7	C, D	236 & Above

Assessment Process - Step-by-step

Step 1: Administer TABE Locator to ABE/ASE students. For ESL students, administer "6 Oral Questions", and if successful, the Appraisal is given. The outcome of these determines the level of assessment(s) to be given.

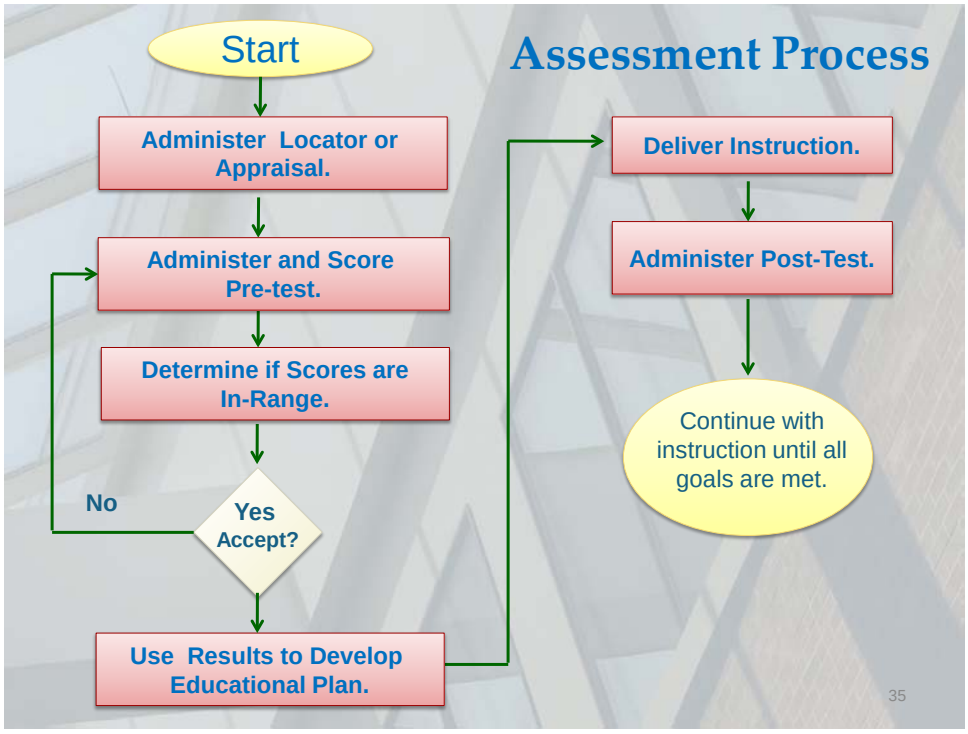
Step 2: Administer and score TABE or CASAS assessments (pre-tests).

Step 3: Determine if scores are In-Range. If yes, move to Step 4. If no, administer appropriate assessment.

Step 4: Use results of assessments to determine lowest educational level subject area(s) and develop instructional progress plan for student progression (educational gain).

Step 5: Deliver Instruction.

Step 6: After an appropriate amount of instruction (see post-testing policy), administer post-test (TABE or CASAS).



Assessment (Testing) Administration Requirements

A. All assessments must be administered in compliance with instructions published by test developers. The publisher's guidelines which include detailed instructions for administering, scoring, and interpreting the tests are set forth in the TABE and CASAS Test Administration Manual. Instructors and administrators should familiarize themselves with these manuals.
B. 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 test administration is available through the Missouri Training Institute (MTI).
C. Only certified teachers are permitted to interpret the results of the assessments or otherwise counsel students regarding their educational plan.
D. The pre-test battery must be given as part of the intake process and the intake must be finished prior to starting class. At least one subject area of a pre-test must be administered before 12 hours.
E. All 3 subject areas of TABE must be administered during intake. However, where a student attends an AEL program just for a specific stated purpose, the program may respond to this request by not giving the entire battery of pre-tests.
F. Students must go through a portion of orientation (preferably 3-4 hours) prior to pre-testing.
G. When TABE 9 or TABE 10 Math tests are administered, both Mathematics Computation and Applied Mathematics subtests must be administered.
H. Read all directions to the student; instructions should be read to the student prior to each test.
I. Examinees must not be left alone with test materials.
J. 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. Un-timed tests also do not give a fair assessment of the student's needs and can affect progress planning.
K. All tests must be kept in a secure location; inaccessible to students and public.
L. The local program director is required to ensure that adequate and usable assessment materials are available to all staff for use.

Assessment (Testing) Administration Recommended Procedures

A. The pre-test battery should be administered within the first 12 hours of attendance.
B. Testing area should be quiet. Tests should only be administered in a noise free environment where participants will be free from interruptions and other disruptive influences.
C. Participants should be tested only when they are physically, mentally, and emotionally prepared.
D. Test should be introduced in a non-threatening manner.
E. The AEL teacher or proctor should explain the purpose of the test and give appropriate instructions to participants who are testing.

F. 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.
G. Encourage students to not “guess”, if they don’t know the answer, they should skip it and move on. The assessment is not a pass or fail tool; the pre-test is an indicator of what the student needs to work on.

Student Progression

Educational gain measures the primary purpose of the adult basic education program: to improve the basic literacy skills of participants. The NRS approach to measuring educational gain is to define a set of educational functioning levels at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. This is done by pre-testing in Reading, Math, and Language for ABE/ASE students (TABE); Reading for ESL students (CASAS). After an appropriate amount of instruction, students are again assessed (post-tested) to determine their skill levels. If their skills have improved sufficiently to be placed one or more educational functioning levels higher, a “progression” is recorded for that student.

The “Educational Functioning Level (EFL)” of the student is determined for each of the subject areas. “Educational Functioning Level” and “NRS Level” are one in the same and the terms are used interchangeably. The student’s educational functioning level is determined by taking the raw scores (number correct) from the pre-test and converting them to scale scores (tables are in TABE/CASAS administration books). The scale score is used to determine an Educational Functioning Level (Attachment 9) Note: Only the CASAS reading tests are used for ELL/ESL.

For NRS purposes, the subject area(s) of a student’s greatest educational need (Reading, Math, or Language) must be determined.

The subject(s) that has been determined as the student’s lowest Educational Functioning Level is the subject that is the student’s greatest area of educational need. Therefore, that is the subject where the student must show progression for NRS reporting purposes. To determine progression for a student, the student must increase an educational level (NRS level) in that lowest subject area(s). This is determined by post-testing.

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

	Reading	Math	Language
Raw Score	38	Applied 23/Comp 8	29
Scale Score	517	367	465
NRS Education 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 educational level. Although she could post-test in all three areas, scoring higher in Reading would not count as progression for NRS purposes.

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

	Reading	Math	Language
Raw Score	30	Applied 41/Comp 17	44
Scale Score	539	598	579
NRS Education 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 educational level. Although she could post-test in all three areas, scoring higher in Math or Language would not count as progression for NRS purposes.

Assessments results are used to determine instructional objectives for the student.

<u>Post-testing</u>

Students must be post-tested using the same assessment tool used for a pre-test (CASAS or TABE) 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).

If after alternating tests, the student needs to reuse a same form and level of test, there must be at least 6 months or 120 hours of instruction between the testing to be considered valid. This policy applies to both TABE and CASAS assessments.

Provide the necessary instruction to a student and post-test to measure lasting gain. A 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.

A. A student must receive instruction and exhibit learning gain prior to receiving a standardized post-test.
B. A pre-tested student will receive an NRS level assignment based on their lowest test(s) scores. Through informal assessment (not TABE or CASAS) a student should show mastery of those benchmarks prior to standardized post-testing.
C. A student is not necessarily ready for post-testing at any prescribed interval. The local AEL program is required to follow the post-testing policy of the State AEL Office.

State AEL Post-Testing Policy

Local programs should use the following table to determine the minimum number of hours of instruction required before post-testing. The count of hours starts when the student begins orientation.

POST-TESTING TIME FRAMES		
TEST NAME	**PUBLISHER RECOMMENDED**	**STATE MINIMUM**
TABE	50—60 hours (Levels 1—4)	40 hours
	30—59 hours (Levels 5—6)	30 hours
CASAS	70—100 hours (all levels)	40 hours

There are only two allowable exceptions from the state minimum hours of instruction requirement, (also known as "early post-testing"):

A. There is documented mastery of appropriate objectives. In this case, documentation of mastery, to be included in the student folder, includes some type of informal assessment. Supporting evidence of readiness for post-testing may include classroom coursework, completed assignments, quizzes, and homework.
B. The student is exiting the program.

If a student is post-tested prior to the minimum hours of instruction, the program must document the reason that the post-test was administered using the attached document, and this documentation must be retained. See Form F051301 (Attachment 11).

Early post-testing, even if documented, must not exceed 25% of those post-tested.

Carrying Tests Forward from a Previous Fiscal Year

Students that have been actively attending classes in the previous fiscal year do not have to be tested again just because a new fiscal year has begun. The most recent post-test in the previous fiscal year could be entered as the pre-test in the new fiscal year if the test was administered in the last quarter of the previous fiscal year. If the previous assessment is to be used as the pre-test, data entry personnel will simply duplicate the test information and use the first day of the new fiscal year as the date of the pretest. The "Hours at Testing" field should be left blank or have a zero entered.

As stated above, only tests that were administered in the last quarter of the previous fiscal year should be carried forward as pre-tests in the new fiscal year. Therefore, if the most recent test information on a continuing student is not as current as the last quarter (ninety days previous to July 1 = April 1), the student should be administered an appropriate TABE/CASAS test at the beginning of the new fiscal year.

"Hours at Testing" Anomalies

An "hours at testing" anomaly occurs when the minimum number of hours of instruction has been met for post-testing but the "Hours at Testing" field in ACES shows that the minimum hours of instruction is less than required.

The following are the two allowable anomaly situations where the minimum hours of instruction can be met; however, in these two situations the "Hours at Testing" field in ACES will not show that the minimum requirement has been met:

A. A student may achieve the minimum required hours of instruction through a combination of hours in HSE online class and local program class hours.
B. A student has taken a test in the last quarter of the previous fiscal year; hours from the previous fiscal year since the last test combined with this year's hours of instruction meet the required minimum for post-testing.

Entering Hours at Testing for Anomalies

The "Hours at Testing" value in ACES should only be the total number of hours of instruction the student has engaged in at your local program in the current fiscal year. The local program is not to add or combine on-line or previous fiscal year hours when entering a value for "Hours at Testing" into ACES.

Documenting Hours at Testing Anomalies

Documentation must be kept for each occurrence of an "Hours at Testing" anomaly. Form F051301 must be used in meeting the requirements for documentation. See Form F051301 (Attachment 11).

PROGRAM OPERATIONS: STUDENT SERVICES

Intake Process

AEL Programs must have each student go through the Intake Process which includes the following elements:

A. Collection of Demographic/Enrollment Information (see Page 32)
B. Orientation to the Program – An Orientation has the following elements
   1. Student Expectations
   2. Program Outcomes/Expectations
   3. Attendance Policies
   4. Introduction to the program and how the process will work
   5. Guidelines on how the class site operates, i.e. site schedule, classroom rules, etc.
   6. Additional services the program can offer or refer a student to
   7. Discussion with student in establishing realistic student goals
C. Administration of pre-test battery

Managed intake is the preferred way to conduct the Intake Process. Managed intake uses specific sessions for new students to be inducted into a program.

When the orientation (Item B above) is done within the managed intake process it has the following elements:

A. Happens a regular, but limited, number of times (e.g. once a month)
B. A scheduled time outside of regular class time
C. A set length of time (preferably less than 12 hours)
D. A set outline – preferably over multiple days to conduct the orientation

An orientation within a managed intake process has the following benefits:

A. Does not disrupt instruction in a class to enroll a new student
B. Requires the student to make an effort beyond the initial interest in the class so determines students readiness to attend class
C. Allows for students to self-select out if program is a poor fit
D. Assessing student's readiness prior to program using assessment and data entry resources.

It is not required that the Intake Process including orientation be conducted by a certified teacher. It is up to the director to make that determination. However, once the point is reached where an individual is interpreting the results of the assessments (pre-test battery), that function must be done by a certified teacher.

The Intake Process must be complete for each student prior to the student starting an instructional class.

Instruction

Instruction, the service provided in MO AEL classrooms, refers to activities delivered by the program to engage learners for the purpose of attaining the student's goals for attending. Instructional activities should be focused on the learning objectives identified by the diagnostic assessment. The activities should be evidence-based, that is, shown by practice and research to be effective instructional practices.

Program Operation Requirements: Instruction

The Missouri AEL grant/contract specifications include the following program operation requirements. Each of these requirements will be restated in the discussion of the guidance related to the specific requirement.

Instructional activities shall –

I. Be built on a strong foundation of research and effective educational practice;
II. Be of sufficient intensity and duration for participants to achieve substantial learning gains;
III. Provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
IV. Incorporate instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read; and
V. Effectively employ advances in technology, as appropriate, including the use of computers.

While volumes have been written regarding the various evidence-based instructional strategies that may be utilized by a local AEL program, the scope of this discussion of instruction in MO AEL classrooms will be to:

A. define the goals of instruction in AEL programs,
B. outline the instructional process in the AEL classroom,
C. detail the program operation requirements regarding instruction, and
D. broadly describe instructional practices and identify current resources for gathering more information on best practices.

Goals of MO AEL Instruction: Core Indicators

AEL programs exist to assist adults in achieving literacy gain. Literacy gain is further defined and by three expected outcomes or Core Indicators. A local program's effectiveness is measured by its participants' accomplishment of these Core Indicators.

Goals of Adult Education Described in the Adult Education and Family Literacy Act	Core Indicators Required by the Adult Education and Family Literacy Act		Core Outcome Measures Reported by states to the National Reporting System
Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency	1.	Improvements in literacy skill levels in reading, writing, and speaking the English language; numeracy; problem solving; English-language acquisition; other literacy skills	Educational gains (achieve skills to advance educational functioning level)
Assist parents to obtain the skills necessary to be full partners in their children's educational development	2.	Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement	• Entered employment • Retained employment • Placement in postsecondary education or training
Assist adults in the completion of secondary school education	3.	Receipt of a secondary school diploma or its recognized equivalent	Receipt of a secondary school diploma or GED
Source: NRS Implementation Guidelines (2012)			

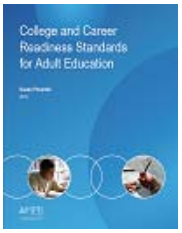
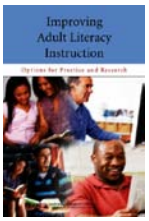
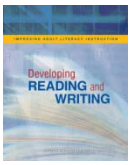
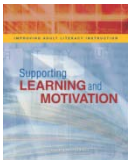
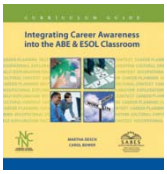
Instructional activities in AEL classes are centered on assisting adults in attaining these Core Indicators. A clear understanding of the purpose of AEL programming is important in determining if the program is appropriate for the potential student contemplating enrollment.

Program Operation Requirements: Instruction

I. Instructional activities shall be built on a strong foundation of research and effective educational practice.

An explanation of the purpose and expected outcomes should occur during the Intake process. Referrals to other agencies should be made in the case that the individual's goals are different than the outcomes of the program.

It is recommended that directors consult the following resources for the most recent evidence-based guidance on best practices for instruction in adult education classrooms:

Core Indicators 1 and 3	Core Indicator 2
   	

Class Structures

Programs will design and implement class structures based upon the resources available and their students' needs. The most critical factor in making decisions regarding class structure will be to fulfill the purpose of AEL: helping adults accomplish the Core Indicators.

A. Managing Intensity and Duration: Attendance Structures

Program operation requirements state that classes are of sufficient intensity and duration to achieve substantial learning gains. That is to say, services are offered that provide sufficient hours of instruction each week, and sufficient weeks of instruction per year, to make sustainable changes in the skill levels of adults.

> Program Operation Requirements: Instruction
>
> II. Instructional activities shall be of sufficient intensity and duration for participants to achieve substantial learning gains.

In creating a schedule of classes, the director must ensure that the classes meet frequently enough to facilitate the time on task necessary for participants to gain mastery of challenging instructional material.

While research offers no clear formulas for how much is enough, the careful and continual monitoring of student progress in the program's classes will be vital to helping a director judge if the intensity and duration of the class is sufficient. Failure of students to achieve literacy gain (progression) after the recommended

hours of instruction may indicate that either the intensity or duration offered by the schedule and attendance structure is insufficient. It is well documented that the development of the complex skills required for academic proficiency require hundreds of hours of practice, so duration and intensity are critical factors in adult students' progress.
Several models for structuring the attendance expectations of AEL classes are utilized by local programs.

1. Open Lab (or Open Entry, Open Exit)

   An open learning lab structure is generally an open entry, open exit model. The class location is open during stated hours for students to attend for the purpose of individual study and instruction. Students may arrive and leave at their convenience at any time during open lab hours. There may or may not be an attendance policy in place in this structure.

   This model, while frequently used in AEL programming in the past, has been shown to be less effective in producing literacy gains for participants than more managed program structures. While this model may serve useful purposes in combination with other classroom structures in a local program, the exclusive use of open entry, open exit structures in a local program is strongly discouraged.

   As orientation is a program operation requirement, students would still be required to participate in orientation and take a pre-test prior to attending a program's learning lab classroom.

   This model may serve a temporary need for students who are on waiting lists for other classes in the program or for students that have failed to meet attendance requirements and have been dropped from a more structured class in the program.

2. Attendance Contract
   This structure is most frequently utilized in Missouri AEL programs. In this model, a student enrolls in the program alongside other new students in an organized meeting specifically designed as an orientation to the AEL program. As part of the orientation, attendance expectations are discussed and the student makes a commitment to a particular schedule of attendance. After the orientation sessions have concluded, the student begins attending the instructional class or classes according to the agreed-to schedule. The student continues to attend the instructional class until goals are met.

In this structure, the program may impose consequences, such as dropping the student, for failing to meet the commitment of the attendance contract.

3. Managed Enrollment

   A local program may choose to implement one or more classes under a managed enrollment structure. Under a managed enrollment structure, after participating in the intake process, a group of students start a class on the first day of the class session and attends that class for the duration of a defined class term. The program may stipulate that a student may miss no more than a prescribed number of class sessions within a term.

   When implementing a managed enrollment structure, it is recommended that programs analyze the needs of the student population and previous attendance patterns. The organization of these classes is structured and refined based upon the ongoing analysis of these factors.

   Managed enrollment is a promising new practice that has been shown in many programs to increase persistence and progression.

4. Blended: Local Program + On-Line

   In addition to their participation in the local AEL program's classes, students may be encouraged by local programs to enroll in MOLearns to receive instruction from the online program available to Missouri ASE students. In addition to their participation in the local AEL classroom, MOLearns online students work on identified goals under the guidance of a certified AEL MOLearns teacher. Through this blended model, students are able to access additional instruction and assistance, and local programs benefit from their students' increased engagement in learning activities.

B. Literacy Service Categories

The exact service categories that are to be provided by the local program are stated in the local program's grant application (See 3.3.1.A of Contract/Grant application). Students attending AEL classes in Missouri may receive instruction in one or more of the following service categories:

1. Adult Basic Education (ABE)
   Instruction in skills below the secondary level; NRS Educational Functioning Levels 1, 2, 3, and 4.

2. Adult Secondary Education (ASE)
   Instruction in skills at the secondary level; NRS Educational Functioning Levels 5 and 6.

3. English Literacy Programs
   A program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

4. English Literacy/Civics Programs
   Some local programs have applied for and received funding for special programs designed to address participants' goals in the areas of English proficiency as well as government, history, and civic engagement.

C. Grouping Students

Further organization of class offerings may be determined to a large part by the resources of the program and the number of students to be served. When offering instruction in these areas, classes may be organized to best utilize the resources of the local program while meeting the needs of the individual students and the community.

Some typical grouping structures include:

1. Unleveled
   Students are not grouped in classes according to level; students from any level may be in the same class.

2. Leveled
   Students are grouped in classes according to their instructional level.

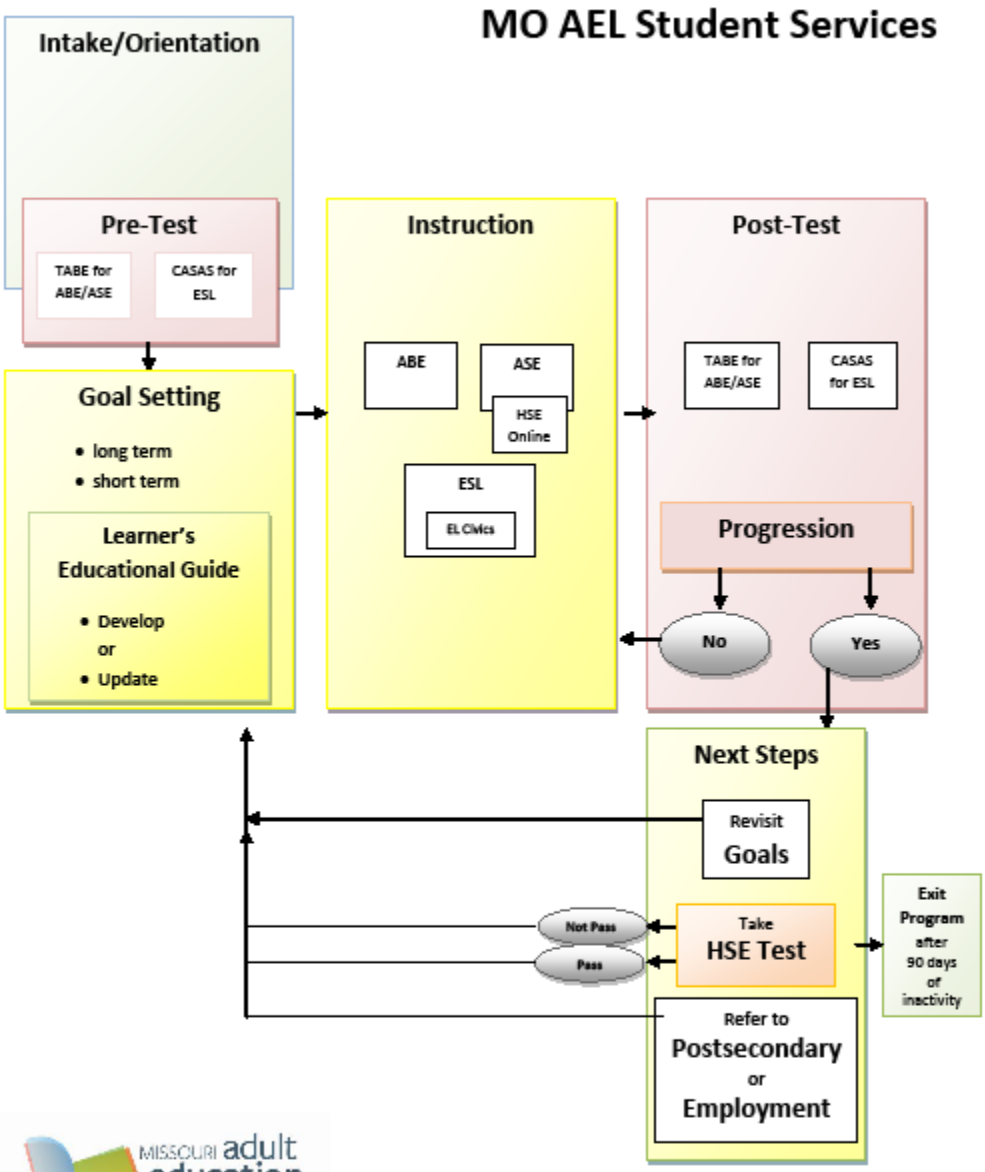
3. Grouped by Subject
   The class focuses on one instructional area, such as reading, basic math, college algebra, language, vocabulary, or civics, and students needing instruction in that area attend that class.

<u>Instructional Process</u>

The flow chart on the next page shows the instructional process that is the foundation of AEL service to students. The process begins with intake when the student approaches the program for the purpose of enrolling, and it ideally ends when the student has achieved the goal or goals for attending. While some students do not persist in the program to the point of the completion of one or more of the core indicators, it is the goal of the instructional program for that to occur.

The cycle of instruction in the AEL classroom moves a student from their current educational functioning level upward to the higher levels of literacy necessary to achieve one or more of the core indicators; that is, entering postsecondary training or education, attaining and keeping a job, and/or attaining a high school equivalency credential.

This section further elaborates on each step of the instructional process for an AEL student in an AEL classroom.


MO AEL Student Services
Intake/Orientation
Pre-Test
TABE for ABE/ASE
CASAS for ESL
Goal Setting
long term
short term
Learner's Educational Guide
Develop
or
Update
Instruction
ABE
ASE
HSE Online
ESL
EL CIVics
Post-Test
TABE for ABE/ASE
CASAS for ESL
Progression
No
Yes
Next Steps
Revisit Goals
Take HSE Test
Not Pass
Pass
Refer to Postsecondary or Employment
Exit Program after 90 days of inactivity

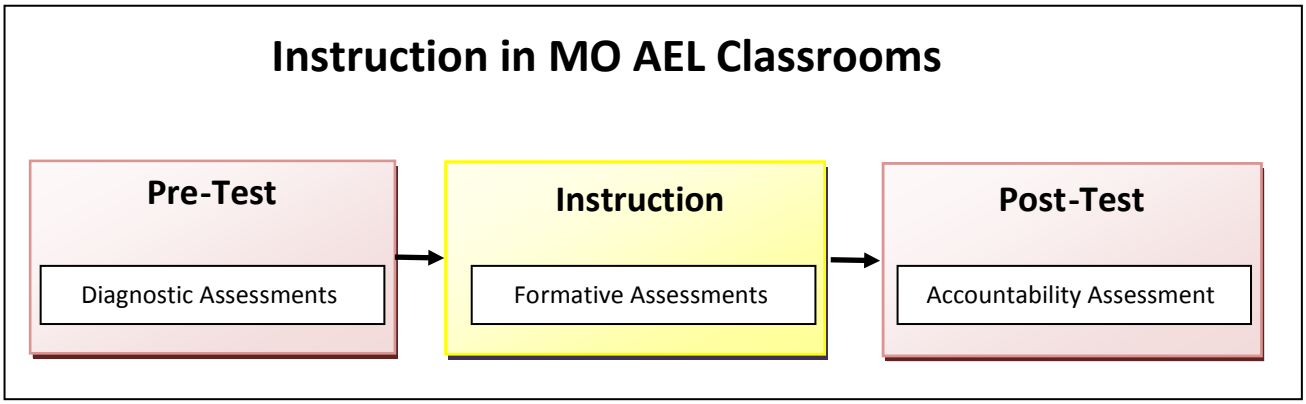
A. Pre-Test to Determine Educational functioning Level and Identify Instructional Needs

As part of the intake process of the Adult Education and Literacy program, a student will be pre-tested. Approved standardized assessments (TABE or CASAS) are used to identify the instructional level of a student at entry.

The pre-test results create a baseline from which to measure educational progress. Pre-test results are also used diagnostically to identify the instructional needs of the student. Programs are encouraged to utilize additional diagnostic assessments to provide more insight into the current educational functioning level of the student. From the results of the pre-test(s), learning needs are identified.

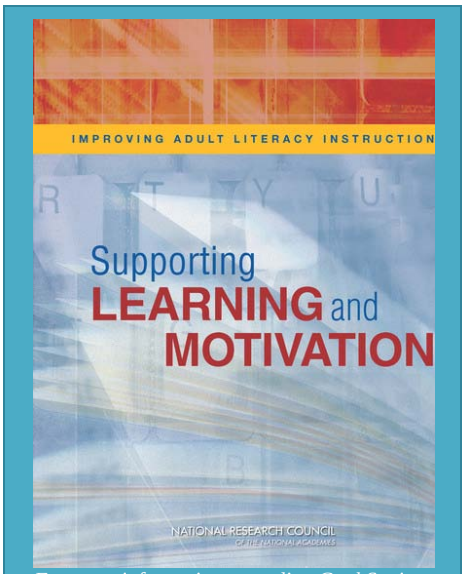
The program will offer instructional activities that are focused on the student's instructional objectives. When a student has demonstrated mastery on formative assessments of all instructional objectives in the current level, the post-test will be administered to verify and document that mastery.

See Section 5.1: Program Operations for a complete discussion of the Intake/Orientation process. Assessment (including Pre-Test) requirements, procedures, and policies are detailed in the Section 4.1.4: Program Performance, Assessment.



B. Goal Setting

Research has shown that the primary incentive for learner persistence is the learner's ability to set a goal and see progress in reaching that goal (Just Write! Guide, 2011). Therefore, a beginning conversation of crucial importance for an adult learner entering the AEL classrooms is a discussion of the reasons that the student is enrolling in the program.



For more information regarding Goal Setting, see Supporting Learning and Motivation, ISBN-13: 978-0-309-26223-1.

Upon entering the program, a student can usually state a general or long-term reason for attending. After the pre-test, the teacher and student will discuss this long-term or general goal. The teacher will explain the results of the pretest. They will then work together to break down that goal into smaller steps, prioritize the steps, and define the first in a series of meaningful short-term goals on which to focus. Accomplishment of that first well-designed short-term goal or goals will occur in a period of days or weeks. The short-term goals will continually change as the student progresses toward the long-term goal, which may take many months or even years to accomplish.

It is vital that the student is able to visualize their progress and experience small successes in the instructional process. This will sustain their motivation toward the long-term goal.

C. The Learner's Educational Guide

From the discussion and interpretation of the pre-test results, the teacher and student will develop the Learner's Educational Guide. The Learner's Educational Guide is a document that outlines the course of study for the student. The Learner's Educational Guide should be designed and used in such a way that these two purposes are evident:

1. Assessment results are used to guide instruction, and
2. Student progress is frequently monitored.

As a guide for instruction and study for the AEL student and teacher, the Learner's Educational Guide focuses the student and teacher on instructional activities that align to the learning needs indicated by the pre-test results.

Reviewing and updating the Learner's Educational Guide should occur as part of regular and frequent interactions between the student and teacher to discuss and

evaluate the student's progress. The results of formative assessments inform these discussions and revisions.

D. Instruction

The teacher engages the student in instruction and practice that will aid the learner in mastering concepts and skills. Explicit instruction is the model that is supported by research and recommended.

Additional approaches, such as collaborative instruction, universal design for learning, and contextualized instruction have also been shown to be effective and may also be utilized. For any and all approaches, the goal is for the student to achieve literacy gain.

While independent study has in the past been utilized as an instructional approach in AEL classrooms, research advises the utilization of a much more supportive and interactive learning environment for adult students. As expectations of the adult education program, the postsecondary environment, and the workplace are raised, it is important that students learn how to learn and that they are challenged by critical thinking tasks. These expectations can be met through instructional design and classroom management that teaches learning processes and strategies as well as content.

1. Instructional Approaches

- Explicit Instruction

  Explicit instruction is an instructional practice that has been shown to be effective for adult learners. Explicit instruction involves direct and intense instruction of a discrete skill or objective, followed immediately by opportunities to practice.

  TEAL
  Teaching Excellence in Adult Literacy

  for more information, see
  TEAL Center Fact Sheet No. 5: Effective Lesson Planning

  Explicit instruction consists of the following steps:

  - Explanation**:** The teacher explains the purpose of the instruction and describes the key concept or procedure.

  - Modeling**:** The teacher gives students examples of the concepts or demonstrates the procedure.

  - Guided Practice**:** The students practice using the new concepts or procedures while the teacher gives them feedback and assistance.

  - Application**:** The students practice using the new concepts or procedures on their own while the teacher monitors their success.

- Universal Design for Learning

  Universal design for learning (UDL) is a set of principles for designing instruction that provides all individuals with opportunities to learn. Teachers that utilize UDL principles design instruction that provide multiple means of:

  for more information, see **TEAL Center Fact Sheet No. 5: Universal Design for Learning**

  - Representation - they use a variety of methods to present information and provide a range of means to support.
  - Action and expression - they provide learners with alternative ways to act skillfully and demonstrate what they know.
  - Engagement - they tap into learners' interests by offering choices of content and tools; motivating learners by offering adjustable levels of challenge.

  UDL principles support and incorporate other current research-based approaches to instruction and learning including cooperative or collaborative learning, differentiated instruction, project-based learning, multiple intelligences, and student-centered learning.

- Collaborative Instruction

  Instructional activities that are structured to include cooperation and collaboration among the students in the classroom potentially serve several purposes. A sense of community is created through interaction that has been shown to increase persistence. Learning is solidified when students vocalize, demonstrate, reconstruct, and negotiate their understanding with their peers. Social support for the learner is strengthened as students become connected with each other through mutual learning goals.

  Teachers should be cautioned that collaborative instruction does not merely translate to students talking while they work or asking students to pair up. Strategies of effective collaborative instruction practices include:

  - The group is purposefully populated by the instructor.
  - The learning goal is explicit and introduced before the collaboration.
  - The learning activity is structured.
  - The teacher facilitates the groups' interactions.

- Contextualized Instruction

Contextualized instruction is an instructional approach that strives to teach academic skills with direct reference to real-world events and practices. This approach is well-suited to matching students' life goals and everyday challenges with the instructional activities in the AEL classroom.

> Program Operation Requirements: Instruction
>
> III. Instructional activities shall provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace

"Research on learning has shown that the likelihood of transferring a newly learned skill to a new task depends on the similarity between the new task and the tasks used for learning. Therefore, literacy instruction is most likely to lead to durable, transferable learning if it incorporates real-world activities, tasks, and tools." (*Developing Reading and Writing, 2012)*

A very simple application of contextualized instruction is to explain a new concept in reference to terms or situations that are familiar to the student; for example, describing fractions by relating them to a pizza. This linkage of new to known is helpful, but contextualized ins tructional strategies can go far beyond simply mentioning a familiar application when instructing.

Problem-Based Learning and Project-Based Learning are more extensive instructional designs that create learning situations that use authentic materials in authentic situations. A student's own challenge, such as needing to purchase new tires, may be the springboard for a project that includes making phone calls, gathering ads, or comparing web sites. When such projects or problems are posed to groups of students to solve, an instructor is using collaboration in conjunction with contextualization.

2. Content Areas And Instructional Practices

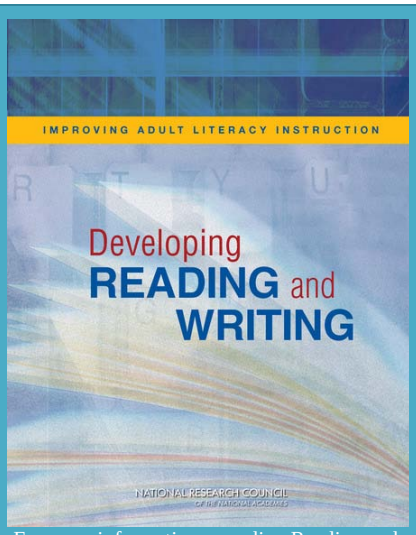
- Evidence Based Reading

Effective reading instruction is critical to helping learners achieve their long-term goals. While a student and teacher may state an instructional goal as “improving reading,” such a generalized approach is often insufficient in assisting students who were not successful in earlier schooling attempts at achieving reading proficiency. AEL teachers must further assess weaknesses to identify where learning gaps exist and to assist the student in building skills that were missed in those earlier settings for the learner.

<u>Program Operation Requirements: Instruction</u>

IV. Instructional activities shall incorporate instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective

This requires the teacher to first gain an understanding of the interrelated component skills involved in the act of reading. Next, the teacher must use various diagnostic assessments to determine the areas where the reader is struggling. Then, the teacher must engage the learner in various strategies that teach those discrete skills.



For more information regarding Reading and Writing Instruction, see Developing Reading and Writing, ISBN-13: 978-0-309-26218-7.

The interrelated component skills in effective reading include:

- phonemic awareness: the awareness of the sounds (phonemes) that make up spoken words
- systematic phonics: a technique for teaching decoding and spelling that stresses sound-symbol relationships
- fluency: the ability to read with speed, accuracy, and appropriate expression (prosody) when reading aloud
- comprehension: obtaining meaning from print

Further guidance in identifying student learning needs and instructing in the component skills of reading is provided by the

Student Achievement in Reading professional development series that is available through Missouri Training Institute.

- Evidence-Based Mathematics Instruction

  What Should Be Taught**:** The content of mathematics instruction should be guided by four strategic principles:

  - "Connections" among mathematical ideas and recognizing and applying mathematics in contexts outside of mathematics.
  - "Communication" of mathematical thinking, analyzing and evaluating the thinking and strategies of others, and attending to precision.
  - "Mathematical proficiency" that includes
    - Conceptual Understanding - comprehension of mathematical concepts, operations, and relations
    - Procedural Fluency - skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
    - Strategic Competence - ability to formulate, represent, and solve mathematical problems
    - Adaptive Reasoning - capacity for logical thought, reflection, explanation, and justification
    - Productive Disposition - habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
  - "All content strands at all levels", which involves incorporating increasingly sophisticated concepts of number sense; geometry; data, statistics, and graphs; and algebra at each level of math instruction.

  How To Teach It**:** The following guidelines for improving adult mathematics instruction are suggested by the research:

  - Adult students should be able to demonstrate all aspects of mathematical proficiency: conceptual understanding, procedural fluency, strategic competency, and adaptive reasoning. Through their learning experiences, they also should be developing a productive disposition toward learning and using mathematics.

  - Computational fluency requires not only knowledge of efficient procedures, but also understanding of why they work. Both aspects should be part of adult mathematics instruction.

  - Adult mathematics instruction should recognize and address negative affective factors, including both beliefs and emotions that can interfere with learning.

- Adults' goals and experiences offer opportunities to embed instruction in meaningful contexts. Instruction should include connections to student interests, work situations, and everyday life (e.g., following recipes, basic accounting required on the job or at home) to stimulate engagement and promote applicability.

- Formative assessment exposes student thinking and monitors progress and should be common practice in adult education.

- A variety of student grouping formats should be implemented to enhance learning through communication and collaboration.

- Mathematics instruction should include the technology used in the contexts for which students are preparing. Adults bring with them experiences, both positive and negative, that influence their learning. Mathematics instruction should attend to these experiences and proceed in a practical, coherent, and integrated way, with careful monitoring of student progress.

Missouri Training Institute offers workshops for teachers and directors to assist helping teachers implement the evidence-based content and instructional strategies in numeracy.

- Evidence-Based Writing Instruction

The TEAL Just Write! Guide provides research-based instructional practices in writing instruction. The intent of the guide is to increase the familiarity of adult basic education teachers with evidence-based writing instruction and to facilitate translation of research findings into teaching practices and products that will enhance the quality of instruction delivered to adult learners. The guide helps teachers understand and apply evidence-based instructional practices that promote student learning in the following topics: Strategy Instruction, Self-Regulated Learning, Universal Design for Learning, Formative Assessment, Differentiated Instruction, and Effective Lesson Planning.

TEAL
Teaching Excellence in Adult Literacy
JUST WRITE! GUIDE

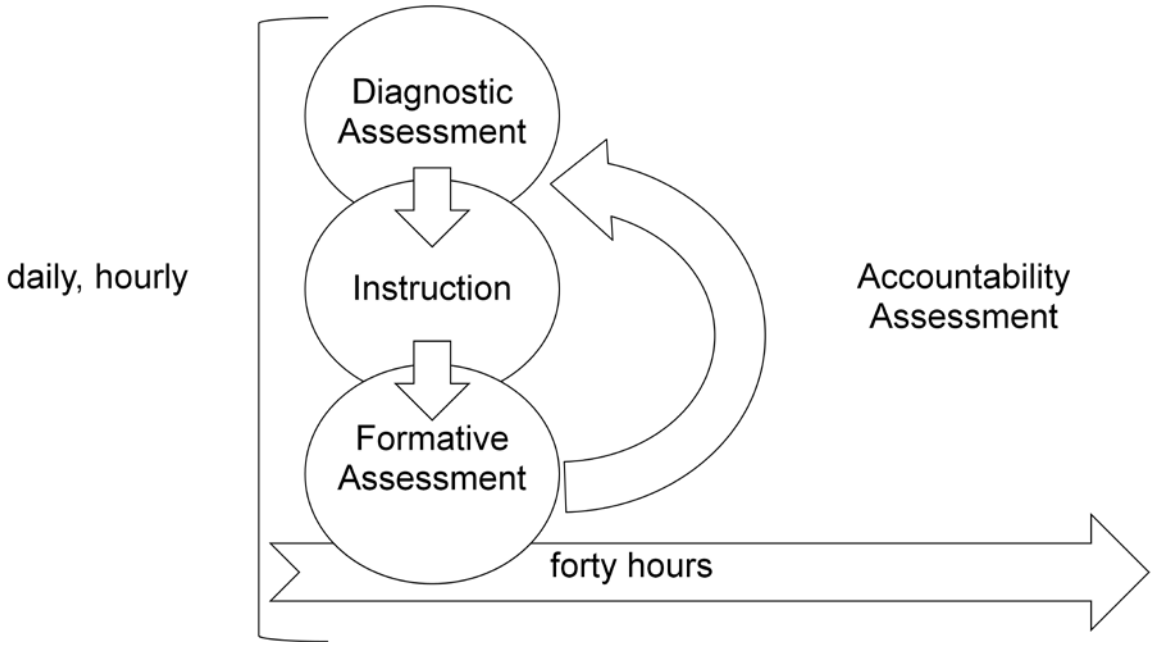
3. Formative Assessment

A vital ingredient in effective instruction is the utilization of formative assessments. Any assessment that provides feedback to the teacher and student in the course of learning is a formative assessment. Questioning, quick writes, quizzes, entry/exit cards, student reflections, learning games, and end of lesson tests are all types of formative assessments.

Utilizing formative assessment as a continual practice provides early and frequent feedback to the student and the teacher. Through formative assessments, learner engagement and self-regulation is increased. Administering and evaluating a formative assessment provides the opportunity to make adjustments in instruction so that it efficiently focused. Positive results on a formative provide an opportunity to celebrate interim successes which boosts motivation and persistence.

When used in conjunction with diagnostic assessment and instructional strategies, following up with formative assessment creates a feedback loop that assists the teacher and student in constantly updating of the effectiveness of the instruction.

Feedback Loop



4. Technology

> Program Operation Requirements: Instruction
>
> V. Instructional activities shall effectively employ advances in technology, as appropriate, including the use of computers.

E. Administration of Post-Test: Accountability Assessment

When a student and teacher determine that all instructional objectives in one or more content areas have been mastered at the student's current educational functioning level, the student is administered the appropriate post-test.

For complete information on post-test policies and procedures, refer to the Assessment guidance in Section 4.1.4 Program Performance: Student Outcomes.

DISTANCE EDUCATION

While there are other ways to provide distance education to AEL students, the state approved online high school equivalency program is "MOLearns" (www.MOLearns.com).

MOLearns Education – Missouri's High School Equivalency On-Line Instruction

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 MOLearns Online Program.

The MOLearns Program offers instruction through the use of SkillsTutor, and an academic/basic skills curriculum developed specifically for the Missouri HSE OnlineClass Program. The MOLearns OnlineClass Program uses *Blackboard* as the platform for instructional activity.

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

A. A federally reported student that has at least 51% of the total number of contact hours generated through the student's participation in MOLearns

Assessment Requirements of MOLearns Students:

A. It is a grant requirement that local AEL programs provide assessments to MOLearns students.

B. 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.

C. Utilizes the Clock Time Model for the SkillsTutor® and Tutor Systems® programs. These software programs track time. All pre and post-tests are required to be conducted through face-to-face interaction with a trained test administrator and in accordance with the state's assessment policy.

D. All students participating in the MOLearns 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 Online Programs, until such time that they are post-tested.

MOLearns Enrollment Process

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 MOLearns OnlineClass.

A. Student fills out an enrollment form and begins a distance learning orientation online at www.MOLearns.com

B. Student with help from assigned online teacher locates an onsite class and goes to the class to test.

C. Student takes the TABE tests, and will later complete the online orientation.

D. 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.MOLearns.com. Skills sheets can be emailed, faxed, or completed electronically and sent to the online teacher.

E. After completion of TABE assessment and the receipt of the TABE information by the MOLearns OnlineClass teacher, the student will be contacted by email with his/her username and password. The MOLearns OnlineClass teacher will contact the student via email with assignments and class work.

F. Students will work online and then will be sent back to the onsite class for post-testing.

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

OUTREACH AND COMMUNITY PARTNERSHIPS

Local Advisory Committee Guidelines

While it is not required, it is recommended that local AEL programs create an AEL advisory committee. The local advisory committee should consist of people who are genuinely interested in AEL.

Members on the advisory committee should be selected from each geographical section of the area served. It is suggested that AEL programs have representation from the following:

A. The business community
B. Industry
C. Labor unions
D. Public education agencies and institutions
E. Private educational agencies and institutions
F. Churches
G. Fraternal/sororal organizations
H. Volunteer organizations
I. Community organizations
J. Local Workforce Development agencies
K. Adult residents of rural areas or adult residents of urban areas with a high rate of unemployment
L. Adults with limited English language skills
M. Correctional/Mental Health Institutions (if serving their clients)
N. Family Support Division
O. Even Start, Family Literacy
P. Previous AEL students

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.

Outreach and Community Partnerships Guidelines

Activities of the local AEL program must coordinate with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs and social service agencies. How the local program coordinates with the other available resources in the community must, at a minimum, meet what was described in their submitted grant/bid application.

Additional outreach and community partnership guidance -

A. Program information should be exchanged with other agencies, programs, and organizations for referral purposes.

B. The program should get support from the host agency beyond state funding including in-kind and/or monetary funding.

C. The program should provide information to students about the availability of additional academic/vocational training.

D. The program should develop the collaborations and partnerships identified in their most recent grant application.

E. The program should have a plan for informing adults of services provided and the times and locations of classes.

TIERED MONITORING (DESK REVIEW, SELF ASSESSMENT AND ON-SITE REVIEW)

AEL Tiered Monitoring Process

A. The State Department has implemented "Tiered Monitoring" for the review of federally funded programs. In order to accomplish this, each school district in the State has been assigned to one of three cohort groups to determine when a district will be monitored and to what degree.

B. Community Colleges and community-based organizations that operate AEL funded programs have been assigned to one of those three cohort groups. See Cohort List and Schedule (Attachment 12)

C. All programs (in Cohorts 1, 2 and 3) will be subject to a **desk review** throughout the fiscal year. This consists of the state AEL office staff reviewing documents/reports/data pertaining to the program.

D. One cohort per year will be scheduled to conduct a **self-assessment**. The local AEL program that is included in this cohort will be required to submit a self-assessment using an online reporting tool.

E. For the cohort group scheduled for **on-site review**, the state AEL office will decide which of the programs in that cohort will receive an on-site monitoring visit based on the risk factors identified below.

   Local AEL programs that have one or more of the following risk factors will be strongly considered for an on-site visit:

   1. did not receive an on-site visit in the previous cycle of on-site visits,
   2. new program director within the last two years,
   3. self-assessment indicates critical compliance issues

This selection process will be followed for succeeding fiscal years.

Self-Assessment

After DESE receives the self-assessment responses, additional information may be required from the AEL program. No report is issued from DESE to the program based on the self-assessment. The on-line reporting tool will indicate whether or not the responses are satisfactory.

On-Site Review Report

After receiving an on-site visit, the State AEL office will issue a written report which may include comments and/or findings resulting from the on-site review. See On-Site Review Document (Attachment 13).

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 designation

Under Construction…

Attachment 1

AEL Program Letterhead

DACA SAMPLE LETTER

Request for Deferred Action for Childhood Arrivals Evidence of Schooling

Date:

Re: Student's Name, Date of birth (XX/XX/XXXX)
Dear USCIS Officer:

The Missouri Department of Elementary & Secondary Education, Adult Education and Literacy Program administers the Workforce Investment Act, Title II, The Adult Education and Family Literacy Act of 1998, which provides funding to [AEL Program Name, Address]

Student's Name:
Attending: AEL Program's Name
Date of Enrollment:
Attendance Record: _____ hours attended to date
Program type: _____ Literacy
_____ Career training
_____ ESOL
_____ HSE

Current Educational or Grade Level:
___ Adult Basic Education or ESL
0 - 8.9 grade level equivalent

___ Adult Secondary Education or HSE
9 - 12.9 grade level equivalent

The education [s/he] is currently receiving is a prerequisite to postsecondary education or employment.

Postsecondary education or employment goals: be specific such as the name/location and type of postsecondary education the student is interested in attending - must be reasonable to achieve within 2 years.

If you have any questions, please do not hesitate to contact me at [Phone].

Sincerely,

Cc: [Student's Name], Administrative File

LINE ITEM/OBJECT CODE DESCRIPTIONS

A more detailed listing of the Line Item/Object Code Descriptions can be found at: http://www.dese..mo.gov/divadm/finance/acct_manual/documents/GExpenditureObjectCodeDescriptions.pdf

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.

Attachment 3

APPLICATION FOR REIMBURSEMENT FOR CHILD CARE EXPENSE

NAME OF STUDENT/PARENT: _____

NAME OF CHILD: _____

AGE OF CHILD: _____

CHILD CARE PROVIDER: _____

ADDRESS: _____

PHONE NUMBER: _____

		CHILD'S ATTENDANCE IN DAY CARE	PARENT'S ATTENDANCE IN AEL CLASS		
date XX/XX	day of week	time in/time out *XX:XX—XX:XX*	time in/time out *XX:XX—XX:XX*	hours in attendance	travel time *(max 1 hour per day)*
	M				
	T				
	W				
	Th				
	F				
		My signature certifies that this child was under my care during the dates and times listed above for which I received the stated compensation. _____ $_____ child care provider signature compensation received	My signature certifies that this parent was in attendance during the dates and times listed above. _____ AEL teacher signature		

HOURS *(add columns above)*	+
TOTAL HOURS *(class hours + travel time)*	
CHILD CARE COST PER HOUR	
REIMBURSEMENT REQUEST *(total hours x cost per hour)*	

Director approval: _____ Date: _____

AEL TRANSPORTATION SUPPORT ASSISTANCE GUIDANCE

Transportation assistance is an allowable supportive service for AEL students (WIA, Section 231(e)(10)). The following guidelines are provided to assist in determining how best to provide this supportive service.

1. A student must have at least 12 hours of attendance before any form of transportation assistance is made available.

2. Programs must determine that a student is in need of such assistance in order to participate or continue participation in the program to be eligible to receive transportation assistance. Need is relative to the community but should be documented in the student folder.

3. Bus tokens/passes can be purchased that pay for a student to travel from a bus stop that is closest to the student's residence to the AEL class site.

4. If available, gas cards can be purchased from local gas stations and provided to eligible students. Programs could determine a gas card amount in a couple ways:

    a. A flat fee per day of attendance, e.g. if a student regularly attends 3 days a week, and the program has set $5 as a daily support payment, the student would receive a $15 card to pay for gas for the next week of attendance.

    b. Based on the distance from the student's residence to the AEL class site, the program pays so much per mile. The card amount is then determined and the card is provided to the student to pay for gas to attend the AEL class.

5. Transportation support services should be provided to students in small increments, e.g. an amount the covers a week's worth of attendance.

6. At no time should a student be given cash.

7. Any other form of transportation supportive assistance must have prior written approval from the state AEL office.

SEMI-ANNUAL CERTIFICATION

OMB Circular A-87 states "where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least semi-annually and will be signed by the employee or supervisory official having first hand knowledge of the work performed by the employee."

I, _____, certify that 100% of my time has been spent performing duties
(Name and Title)

associated with _____ for the period of _____.
(Federal Program)

Employee Signature _____

Date _____

Supervisor Signature _____

Date _____

PERSONNEL ACTIVITY REPORT (PAR)

PERSONNEL ACTIVITY REPORT (PAR)

Name **Title** **Month** **Year**

DIRECT TIME																															**TOTAL**
PROGRAM NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	**HOURS**
																																0
																																0
																																0
																																0
																																0
																																0
																																0
																																0
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																																0
																																0
SUBTOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INDIRECT TIME																																
Annual Leave																																0
Comp Time Taken																																0
Sick Leave																																0
Holiday																																0
Training																																0
Other (Describe)																																0
SUBTOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

I certify that this PAR reflects the actual and total activity worked on the programs indicated above for the period stated.

Signature

Date

POST-SECONDARY TIME AND EFFORT REPORT

INSTITUTION NAME
TIME AND EFFORT REPORT

EMPLOYEE NAME:		**FISCAL YEAR:**	
TITLE:		**REPORT PERIOD:**	

BUDGETED PAYROLL DISTRIBUTION FOR REPORT PERIOD		**ACTUAL EFFORT DISTRIBUTION FOR REPORT PERIOD**	
GRANT/FUNDING SOURCE	**PERCENTAGES**	**GRANT/FUNDING SOURCE**	**PERCENTAGES**
	100%		**100%**
TO BE COMPLETED BY EMPLOYEE, SUPERVISOR, OR RESPONSIBLE OFFICAL		**EXPLANATION AS NECESSARY**	
If the percentages of actual effort distribution for any grant or funding source differ from the budgeted payroll distribution, please make the corrections before certifying below.			
CONFIRMATION BY			
☐Employee ☐Supervisor ☐Responsible Official			
I certify that this report represents a reasonable estimate of the actual effort expended on each grant or funding source as listed above for the period covered by this report.			

Signature	Title	Date
Signature	Title	Date

PCW PRE- AND POST-WORKSHOP ACTIVITIES CHECKLIST

Teacher Name:

Educator ID Number:

Program:

Pre-Workshop	Date Completed	Approved By:
Online TABE and/or CASAS training completed		
Mentor Assigned		
Sign-In sheets and enrollment procedures explained		
Student Confidentiality and Record Process (FERPA & HIPPA) reviewed		
Teacher meets with mentor		
Certification requirements explained (PD hours, documentation, etc. See Initial Certification Checklist)		
Teacher observes an AEL class (preferably mentor's)		
Attend Pre-Certification Workshop		

Post-Workshop	Date Completed	Approved By:
Lesson taught using PCW Strategies; Observed and Evaluated by Director		
Assessment Policies (including post-testing) reviewed		
Guidance provided in locating instructional materials		
To Complete Certification – email completed checklist to MTI within 30 days of PCW mti@missouri.edu		

Attachment 9

AEL EDUCATIONAL FUNCTIONING LEVEL TABLE

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Beginning ABE Literacy *Test Benchmark:* TABE (9–10) scale scores (grade level 0–1.9): Reading: 367 and below Total Math: 313 and below Language: 389 and below	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
Beginning Basic Education *Test Benchmark:* TABE (9–10) scale scores (grade level 2–3.9): Reading: 368–460 Total Math: 314–441 Language: 390–490	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.

Note: 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.
TABE = Test of Adult Basic Education

Attachment 9

AEL Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Low Intermediate Basic Education *Test Benchmark:* TABE (9–10) scale scores (grade level 4–5.9): Reading: 461–517 Total Math: 442–505 Language: 491–523	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.
High Intermediate Basic Education *Test Benchmark:* TABE (9–10) scale scores (grade level 6–8.9): Reading: 518–566 Total Math: 506–565 Language: 524–559 WorkKeys scale scores: Reading for Information: 75–78 Writing: 75–77 Applied Mathematics: 75–77	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.

Note: 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.

TABE = Test of Adult Basic Education

Attachment 9

AEL Educational **Functioning Level Table**

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Low Adult Secondary Education *Test Benchmark:* TABE (9–10): scale scores (grade level 9–10.9): Reading: 567–595 Total Math: 566–594 Language: 560–585 WorkKeys scale scores: Reading for Information: 79–81 Writing: 78–85 Applied Mathematics: 78–81	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.	Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.
High Adult Secondary Education *Test Benchmark:* TABE (9–10): scale scores (grade level 11–12): Reading: 596 and above Total Math: 595 and above Language: 586 and above WorkKeys scale scores: Reading for Information: 82–90 Writing: 86–90 Applied Mathematics: 82–90	Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.

Note: 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.

TABE = Test of Adult Basic Education

Attachment 9

AEL Educational **Functioning Level Table**

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
Beginning ESL Literacy *Test Benchmark:* CASAS scale scores: Reading: 180 and below Listening: 180 and below	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
Low Beginning ESL *Test benchmark:* CASAS scale scores Reading: 181–190 Listening: 181–190 Writing: 136–145	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	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.

Note: 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

Attachment 9

AEL Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
High Beginning ESL *Test benchmark:* CASAS scale scores Reading: 191–200 Listening: 191–200 Writing: 146–200	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	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.
Low Intermediate ESL *Test Benchmark:* CASAS scale scores: Reading: 201–210 Listening: 201–210 Writing: 201–225	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

Note: 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

Attachment 9

AEL Educational **Functioning Level Table**

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
High Intermediate ESL *Test Benchmark:* CASAS scale scores: Reading: 211–220 Listening: 211–220 Writing: 226–242	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and 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.
Advanced ESL *Test Benchmark:* CASAS scale scores: Reading: 221–235 Listening: 221–235 Writing: 243–260	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	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.

Note: 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

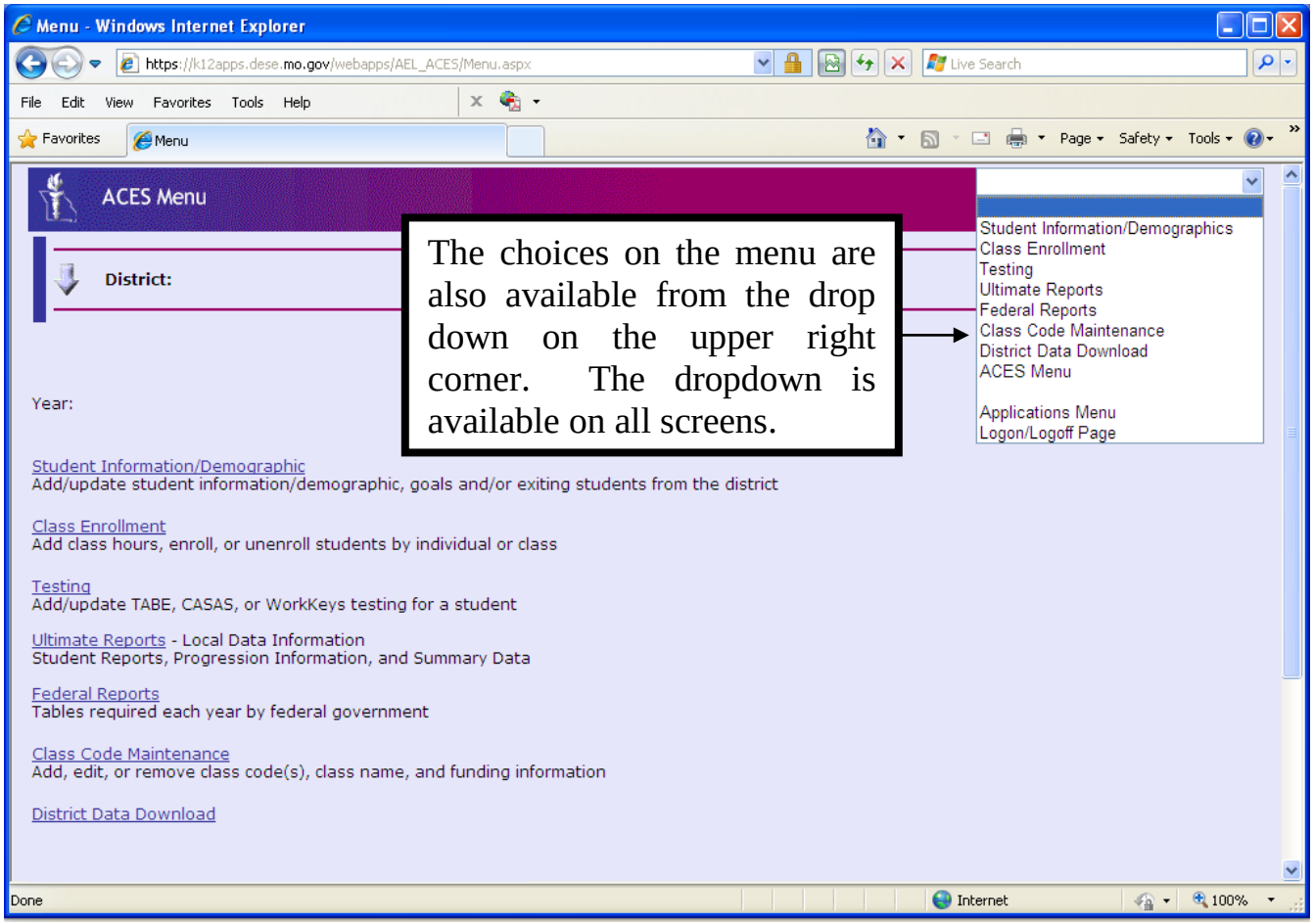
Attachment 10

ACES TRAINING MANUAL

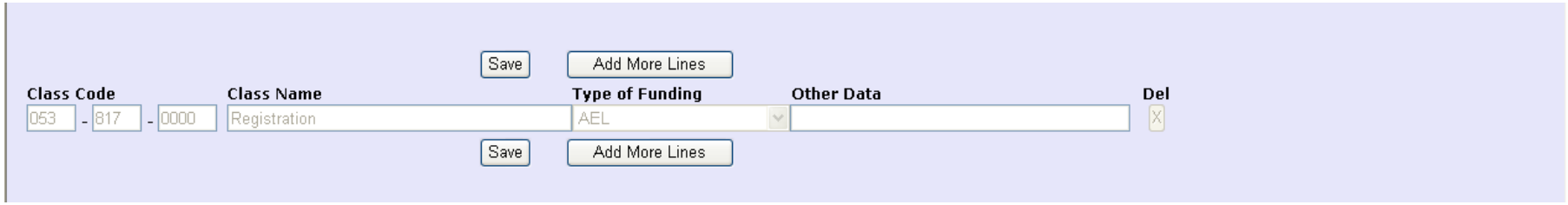
Welcome to ACES! This manual is designed to guide you through the ACES system, let you make notes, and become your reference. If you want to remember something – be sure to write it down in this book so you can find it again.

IDs that are "View Only" have been set up to review ACES data on all screens and reports except for Social Security Numbers (SSN). View Only IDs are not allowed to save any changes.

Main Menu



Class code Maintenance



Class code – **You will not be able to enter any county/district codes (the first six digits) other than your own.**

The last 4 digits can be any number you choose but you can only use each number once. Do not edit the number once you have created it – instead create a new line with a new number.

Registration - The automatic class code for every district is your county/district and 0000 for a Registration class. This class code is for entering students when you do not want to enter into another class.

Class name – Enter descriptive name of class.

Type of Funding – Choose one of the dropdown choices. If the class is not funded by one of the special grants listed, choose AEL. If a class is funded by Special Literacy or EL/Civics and is held in a combined classroom you must use multiple codes. Example: If a program has AEL and Special Literacy grants and they are used to operate the same class the students must be tracked separately and have separate codes to do so.

Other Data – Optional information. You will be notified if there is required information to be entered. If not notified you may use for teacher name, times, etc for your reference

Del – Deletes class code. The record of the class will still be attached to the student but the class will no longer be on the class list for testing and enrollment.

Add More Lines – Choose to provide more lines and add classes:

New Fiscal - **YOU MUST CREATE CLASS CODES AT THE START OF EACH FISCAL YEAR.** You can reuse the same codes from year to year.

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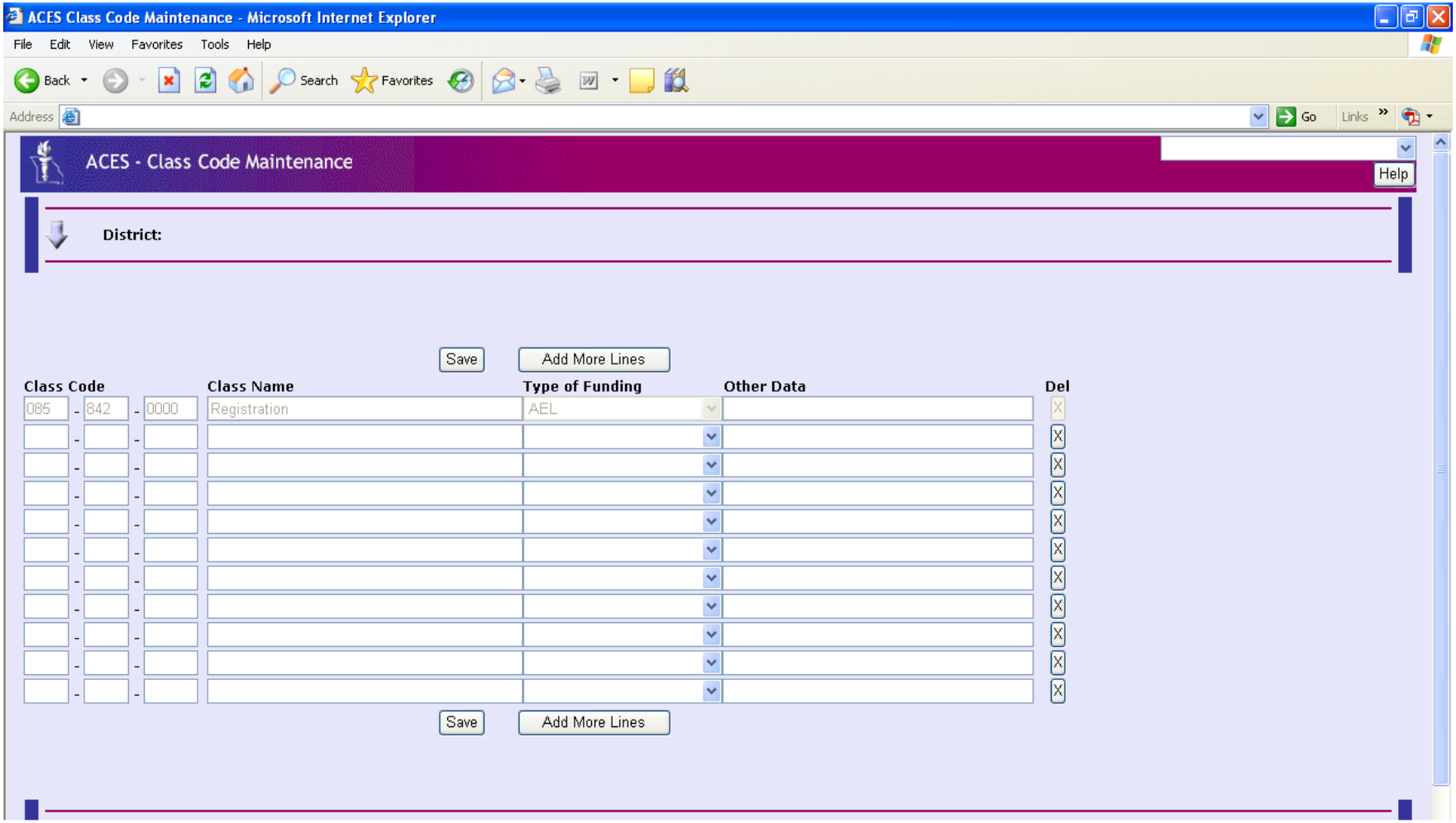
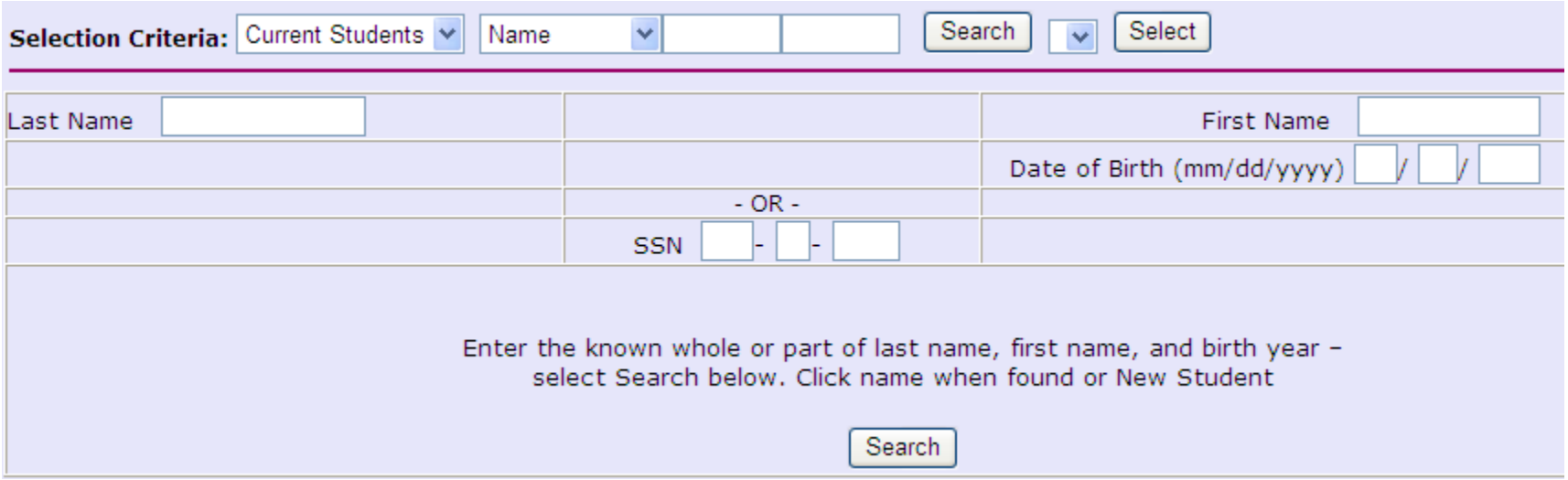


To exit – use the drop down on the upper right of your screen to navigate to another screen.

Notes:

Student Information



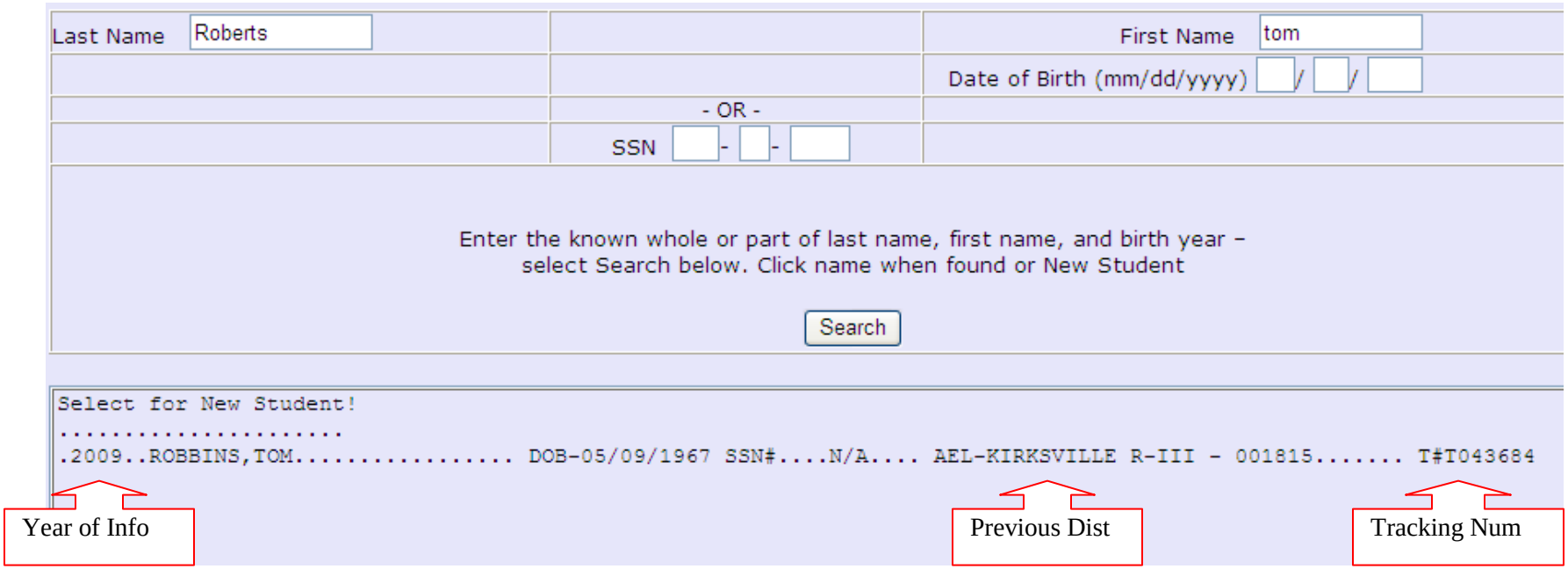
There are two (2) sections on the initial Student Information screen:

Finding a Student Already Entered:

- The **Selection Criteria** is for finding a student already in your district. You may search Current or Exited Students and by name, Social Security Number (SSN), or Tracking Number. Entering something (full or partial information) in the blank areas will allow you to narrow down what appears in the dropdown. Once found click Select.

Entering a New Student

- Below the Selection Criteria, entering all or partial Last name, First name, and Year of Birth **–OR–** entering in the Social Security Number (SSN) will search the statewide data base to see if this student had previous education records. <u>It is recommended to enter only the first three letters of the last name and the first three letters of the first name and no other fields.</u>



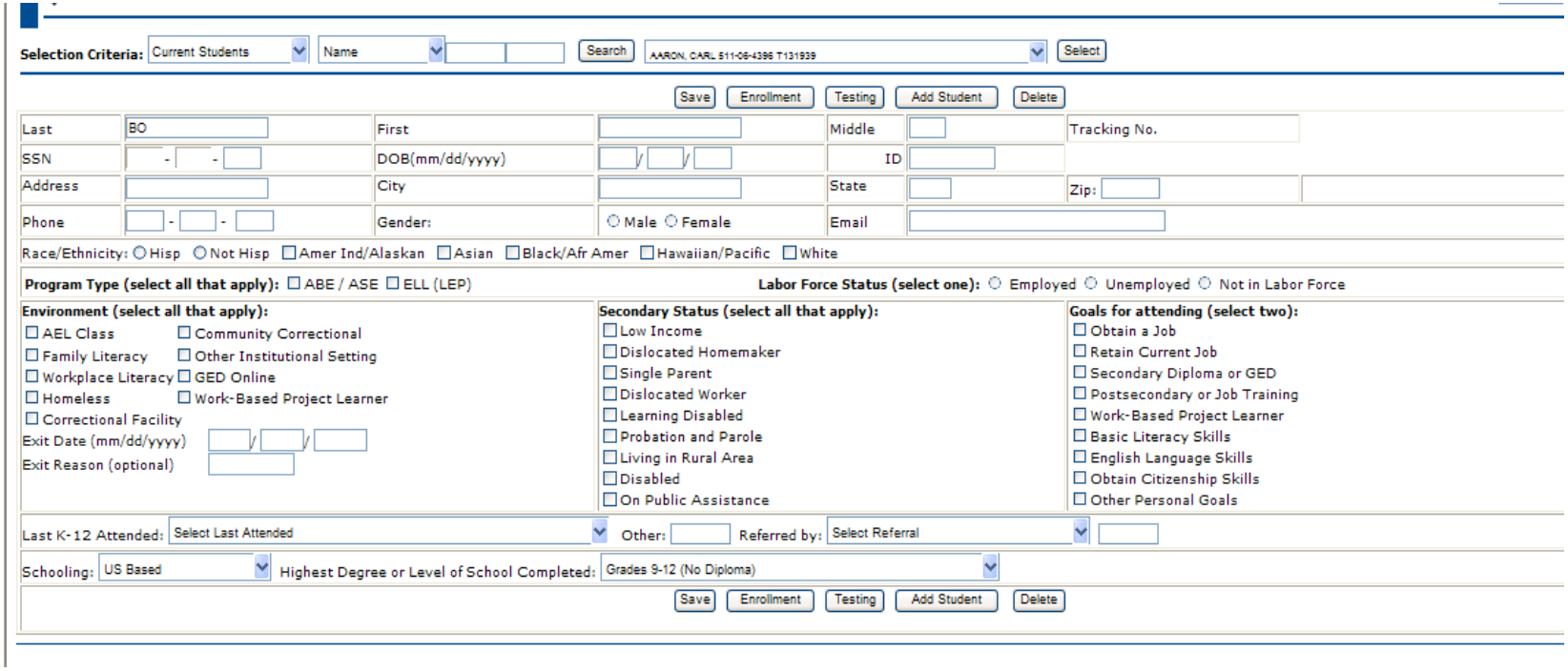
- If a student appears that matches the one you are entering, click on the name and the information already entered will open.
- An asterisk (*) next to student information indicates the student has been exited from the listed program.
- If you do not find the student you can select "Select for New Student" to get a blank Student Information screen.

Note(s): DO NOT enter both name and SSN searches as it will overly limit your search.

You may type all the SSN and DOB without hitting tab by continuing to type. The cursor won't jump over until you continue to type.

If you bring a student from another district you must hit save before that student is added to your district.

Attachment 10



Whenever a student is entered into the system, the required fields must be filled in before they can be saved. Depending on whether the student is coming from a different fiscal year, a different program in the same year or brand new different required fields will be blank.

The system will allow you to update any field. Last name, first name, middle initial, social security number, date of birth, address, city, state, zip, phone, email are not district specific. Any data that is not district specific can be changed by any district and it will be changed for all districts.

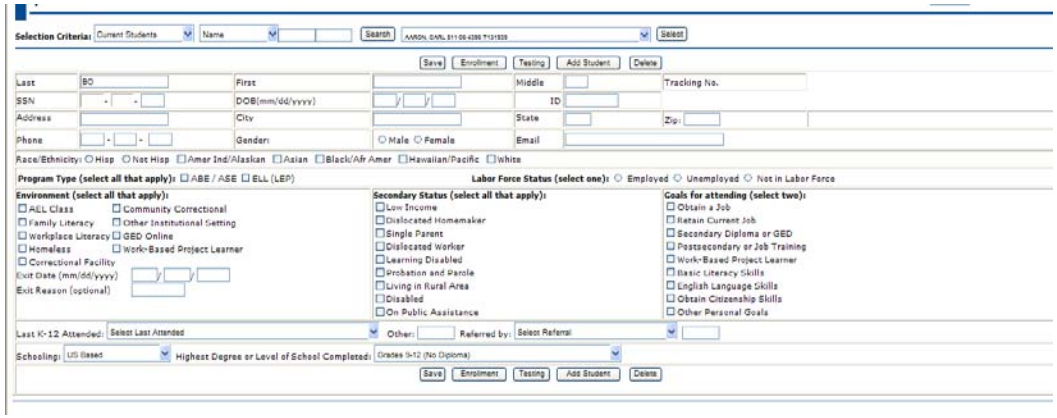
Note: If you bring a student from the "search list" you must hit save before that student is added to your district.

Exit Date and Exit Reason - If an Exit Reason is entered then an Exit Date must be entered. If an Exit Date is entered, once the Save button is clicked the student will be unenrolled in all their classes and exited from the district.

Notes on Student Information:

Required fields:
Last Name
First Name
Date of Birth
Race/Ethnicity
Gender
Program Type
Labor Force Status
Goals (2)
Environment
Schooling
Highest Degree/Level

Optional Fields:
Middle initial
SSN
ID
Address, City, State, Zip
Phone
Email
Last K-12 Attended, Other
Referred by, (other)
Secondary Status



Fields held constant by ACES for all system users across the state:

Last Name, First Name, Middle Initial, Social Security Number, Date Of Birth, Address, City, State, Zip, Phone, and Email fields are not district specific. This means that if these are changed by any district, the information will be changed for all districts that access that student information.

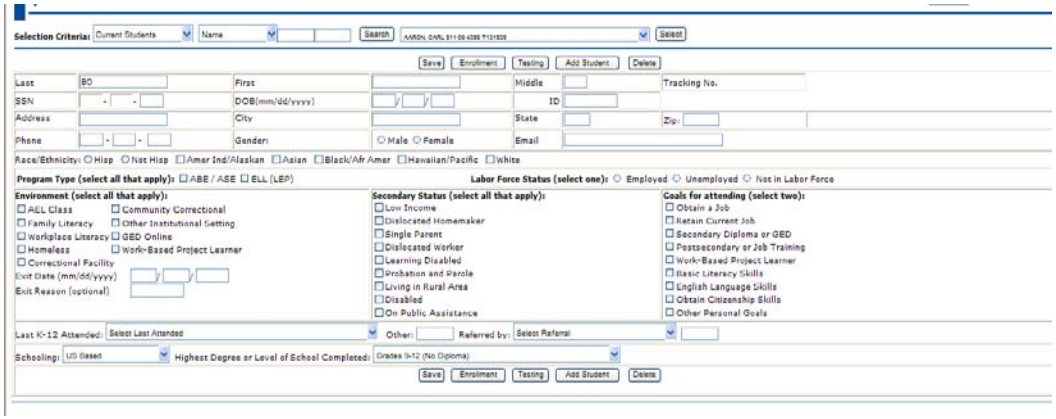
Fields that contain district-specific information:

ID, Last K-12 Attended, Other, Referred by, (referred by other), Race/Ethnicity, Gender, Exit Date, Exit Reason, Program Type, Labor Force, Secondary Status, Goals for attending, and Environment are district specific. This means that any change to these fields will only appear in the district making the edit. These are also the fields which will be blank if you pull a student from a previous fiscal year.

The ID field is optional and can be used as a key to identify students. This field is most often used by Corrections for inmate numbers.

Last K-12 Attended will display a drop down list of all public districts. If a student did not attend a public district then data about where they did last attend can be entered into the “Other” box. Data cannot be entered into both the Last K-12 Attended and Other.

Notes on Student Information (cont.):



Race/Ethnicity: The first question you must answer is on ethnicity, if the student self-identifies as a Hispanic or Non-Hispanic. The student then may choose up to five races to belong to. Check each box the student identifies themselves as belonging to.

Referred by will display a drop down list of locations where the student was referred from. Any information about the student can be entered in the box next to Referred by.

If an Exit Date is entered, once the Save button is clicked the student will be unenrolled in all their classes and exited from the district.

You will not be able to enter testing data for a student until they are enrolled in a class.

The tracking number is automatically given by the system.

Enrolled appears on the screen and shows “Y” if this student is enrolled in a class.

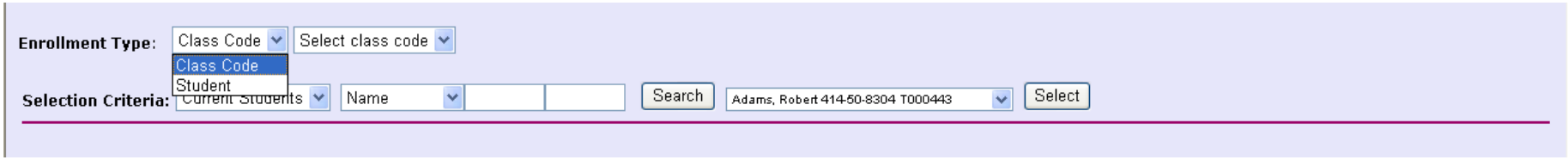
Hours appears on this screen and shows the total hours this student has in the district – totaling all classes enrolled.

When you’re finished with a student and ready to add another – choose Add Student to get back to the search area.

To exit – use the drop down on the upper right of your screen to navigate to another screen.

Enrollment

Enrollment can be arrived at by using the drop down in the upper right hand corner of the screen or by choosing Enrollment from the Student Information page. You may view enrollments in two ways: by Class code and by Student:



Definitions:

Month Hours Accrued – Enter the month the student generated the hours you are currently entering. If a student attended class in August and you are entering the data in September when choosing Month Hours Accrued – chose August because that is when the student was in class.

Current Hours in Class – How many hours totaled for this class.

Additional Hours – Hour you want to update in the class. The hours can be positive or negative.

Enrollment Date – Date student was enrolled in class. Once entered you cannot remove or edit date.

Unenrollment Date – Date student left class. This date can be changed. Remove date to re-enroll student. If unenrolling student from their last class it will put the unenroll date into the exit date on Student Information.

Add Test – Clicking on this will take you to testing and automatically choose the student and the class you are entering.

Enrolling By Class code (default)

Choose which Class code you want to work with and the students will appear below:

Enrollment Type: Class Code | 100 - 832 - 0000

Selection Criteria: Current Students | Name | Search | Adams, Robert 414-50-8304 T000443 | Select

100 - 832 - 0000
Month Hours Accrued: Select Month

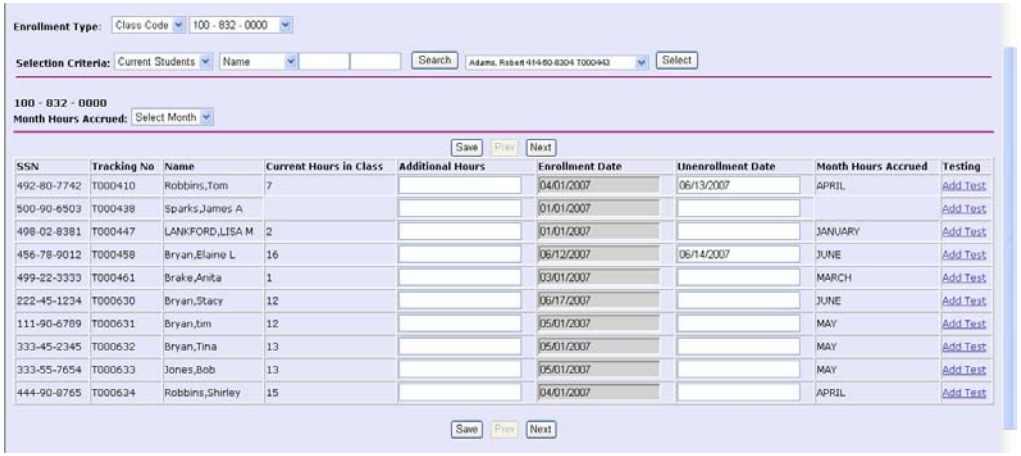
Save | Prev | Next

SSN	Tracking No	Name	Current Hours in Class	Additional Hours	Enrollment Date	Unenrollment Date	Month Hours Accrued	Testing
492-80-7742	T000410	Robbins,Tom	7		04/01/2007	06/13/2007	APRIL	Add Test
500-90-6503	T000438	Sparks,James A			01/01/2007			Add Test
498-02-8381	T000447	LANKFORD,LISA M	2		01/01/2007		JANUARY	Add Test
456-78-9012	T000458	Bryan,Elaine L	16		06/12/2007	06/14/2007	JUNE	Add Test
499-22-3333	T000461	Brake,Anita	1		03/01/2007		MARCH	Add Test
222-45-1234	T000630	Bryan,Stacy	12		06/17/2007		JUNE	Add Test
111-90-6789	T000631	Bryan,tim	12		05/01/2007		MAY	Add Test
333-45-2345	T000632	Bryan,Tina	13		05/01/2007		MAY	Add Test
333-55-7654	T000633	Jones,Bob	13		05/01/2007		MAY	Add Test
444-90-8765	T000634	Robbins,Shirley	15		04/01/2007		APRIL	Add Test

Save | Prev | Next

You may enter hours, enroll, or unenroll students from this screen.

Enrolling By Classcode - Activities



SSN	Tracking No	Name	Current Hours in Class	Additional Hours	Enrollment Date	Unenrollment Date	Month Hours Accrued	Testing
492-80-7742	T000410	Robbins,Tom	7		04/01/2007	06/13/2007	APRIL	Add Test
500-90-6503	T000438	Sparks,James A			01/01/2007			Add Test
498-02-8381	T000447	LANKFORD,LISA M	2		01/01/2007		JANUARY	Add Test
456-78-9012	T000458	Bryan,Elaine L	16		06/12/2007	06/14/2007	JUNE	Add Test
499-22-3333	T000461	Brake,Anita	1		03/01/2007		MARCH	Add Test
222-45-1234	T000630	Bryan,Stacy	12		06/17/2007		JUNE	Add Test
111-90-6789	T000631	Bryan,tim	12		05/01/2007		MAY	Add Test
333-45-2345	T000632	Bryan,Tina	13		05/01/2007		MAY	Add Test
333-55-7654	T000633	Jones,Bob	13		05/01/2007		MAY	Add Test
444-90-8765	T000634	Robbins,Shirley	15		04/01/2007		APRIL	Add Test

To add hours –

Enter month accrued then the number of hours you want to enter for this student for this class.

Searching through the list –

To find a student in the list of students use the Selection Criteria. Select the student's name off the Selection Criteria and the list of students below will start with that name.

To Enroll a Student –

Using the Selection Criteria at the top of the screen search for the student you want to add. Once selected, the student will appear by itself on the screen. Add enrollment date and save. Once saved, the list of students will appear.

To Unenroll a Student –

Find the student on the list and enter an Unenrollment date.

If you are unenrolling their last class you will see a warning that you have also exited the student from the district and the unenrollment date will be entered as an exit date.

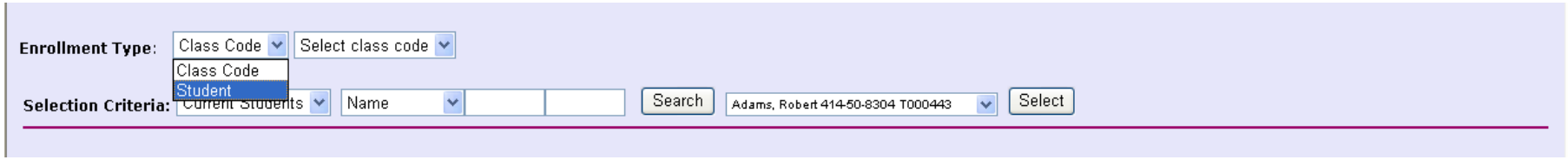
To Re-Enroll a Student –

Find the student on the list and remove the unenrollment date

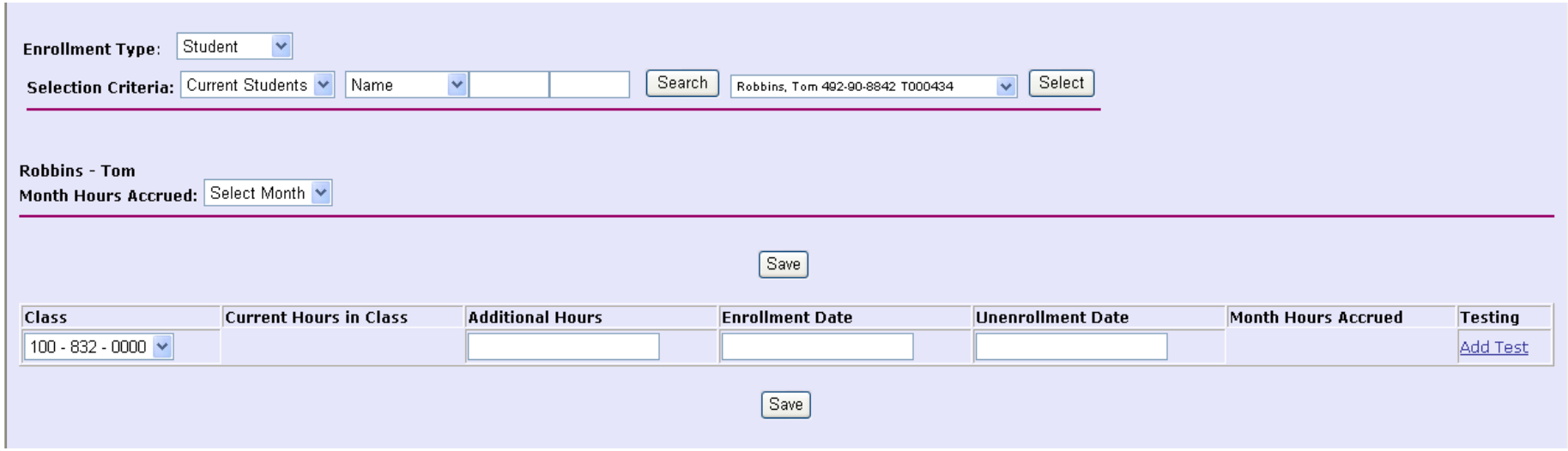
To re-enroll a student who has been exited, you must first remove the exit date from the Student Information screen before returning to Enrollment and removing the unenrollment date.

Enrolling by Student

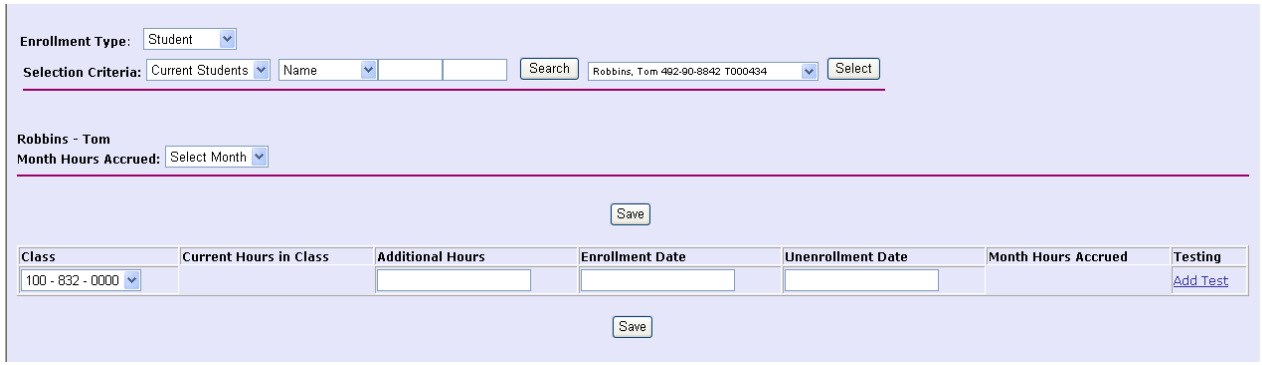
Choose Student from the first drop down.



Next choose how you want to search for the student. The Selection Criteria is for finding a student already in your district. You may search Current or Exited Students and by name, Social Security Number (SSN), or Tracking Number. Entering something (full or partial information) in the blank areas will allow you to narrow down what appears in the dropdown. Once found click Select.



Enrolling by Student (cont)



Month Hours Accrued – Enter the month the student generated the hours you are currently entering. If a student attended class in August and you are entering the data in September when choosing Month Hours Accrued – chose August because that is when the student was in class.

Class - Dropdown allowing you to select the class the student is to be enrolled.

Current Hours in Class – How many hours totaled for this class.

Additional Hours – Hour you want to update in the class. The hours can be positive or negative.

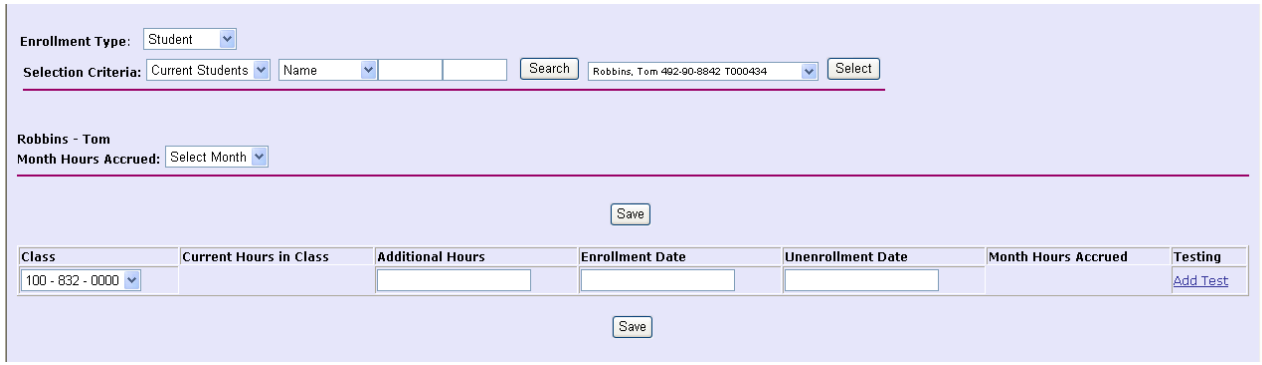
Enrollment Date – Date student was enrolled in class. Once entered you cannot remove or edit date.

Unenrollment Date – Date student left class. This date can be changed. Remove date to re-enroll student. If unenrolling student from their last class it will put the unenroll date into the exit date on Student Information. To re-enroll an exited student, you must first remove the exit date from the Student information screen and save before going to the enrollment screen and removing the unenrollment date.

Add Test – Clicking on this will take you to testing and automatically choose the student and the class you are entering.

Enrolling by Student - Activities

Note – to get a blank line to add a class for a student – click Save



To add hours –

Enter month accrued then the number of hours you want to enter for this student for this class.

To Enroll Student –

After choosing student, enter Enrollment Date for student.

To Unenroll a Student –

Find the student on the list and enter an Unenrollment date.

If this is the last class for the student you will see a warning that you have also exited the student from the district and the unenrollment date will be entered as an exit date.

To re-enroll a student simply delete the unenrollment date.

To re-enroll an exited student, you must first remove the exit date from the Student information screen and save before going to the enrollment screen and removing the unenrollment date.

To exit this screen – use the drop down on the upper right of your screen to navigate to another screen.

Secret Function: To delete a student from a classcode, first remove all the student's testing related to this classcode. Then put "del" in additional hours. When you save the student should be removed from the class.

Testing

The Selection Criteria is for finding a student already entered in your district. You may search Current or Exited Students and by name, Social Security Number (SSN), or Tracking Number. Once found click Select.

Note: To get a blank line to enter a new test click Save.

Selection Criteria: Current Students | Name | Search | Black, Beulah 333-33-8765 T000641 | Select

Adams - Robert

Practice GED Test Date: 05/01/2007

Save

TABE			Reading						Math								Language						
District/Class	Date of Test (mm/dd/yyyy)	Hours at Testing	Test Form	Test Level	Number Correct	Pre-Test	Scale Score	Ed Lvl	Test Form	Test Level	Comp	App	Number Correct	Pre-Test	Scale Score	Ed Lvl	Test Form	Test Level	Number Correct	Pre-Test	Scale Score	Ed Lvl	Del
002-806-0009	08/21/2006		9	D	23	☑	469	3						☐						☐			X
002-806-0009	06/25/2007	25				☐			9	M	25	45		☑	526	4				☐			X
100-832-0003	09/20/2006	40	9	D	23	☐	469	3						☐						☐			X
100 - 832 - 000:						☐								☐						☐			X

CASAS			Reading				Math				Listening				Writing				
District/Class	Date of Test (mm/dd/yyyy)	Hours at Testing	Test Form	Scale Score	Pre-Test	Ed Lvl	Test Form	Scale Score	Pre-Test	Ed Lvl	Test Form	Scale Score	Pre-Test	Ed Lvl	Test Form	Scale Score	Pre-Test	Ed Lvl	Del
002-806-0009	01/01/2007	7	R033	237	☑	7			☐				☐				☐		X
100-832-0003	01/01/2007		R033	237	☐	5			☐				☐				☐		X
100 - 832 - 0003					☐				☐				☐				☐		X

WorkKeys			Reading for Information			Applied Math			Locating Information			
District/Class	Date of Test (mm/dd/yyyy)	Hours at Testing	Score	Pre-Test	Ed Lvl	Score	Pre-Test	Ed Lvl	Score	Pre-Test	Ed Lvl	Del
100 - 832 - 0003				☐			☐			☐		X

Save

Testing (cont)

Definitions:

Practice GED Test Date – Enter the date a student took only a practice GED. Entering a date here will not calculate the student in pre/post percentages and will not show student on "no pre-test" reports. **With the current student entry policy, this is rarely used.**

District/Class – Use the drop down box to choose which class the student took the test. You need only enter a test once – in the appropriate class code – for the test to be used to calculate progression.

Date of Test – This is the actual date the test was given the student – NOT the date the test was entered into ACES. You must enter date of test for the test record to save.

Hours at Testing – <u>Enter the cumulative hours the student has been in the district.</u>

The "Hours at Testing" will be used to tell how many hours a student has in a program when they are post-tested and how many hours of instruction it takes for a student to make progression. The number entered in the "Hours at Testing" box should be an accurate record of the number of hours of instruction a student has received in the current fiscal year in the local AEL program. If a student is or has been enrolled in more than one class code in a program, the ACES data entry person will need to calculate the total hours of instruction from all class codes to date. The following would be the ACES data collection process:

- Teacher tracks student hours of instruction in class.
- Upon testing the student, the teacher records the current hours of instruction at time of testing.
- Answer sheet or test report, including hours of instruction in class at time of testing, is submitted to ACES data entry person.
- If the ACES entry person determines that the student has been enrolled in more than one class code in the current fiscal year, he/she calculates the total of all hours of instruction up to the day of testing to determine accurate hours at testing, and then enters that total into "Hours at Testing" box.

Testing (cont)

Definitions:

Test Form/Level – For CASAS you use the form number of the test. For TABE you use the form (9 or 10) or level (L, E, M, D, or A) of the test given. In TABE choosing the Math "L" level test will change to enter only one Number Correct rather than the usual two scores due to the test results.

Tests from Other Districts – You may choose to use a test entered from another district but you MUST re-enter that test for the student into your district before it will count for you.

CASAS Scale Score/ TABE Number Correct/Work Keys Score – For CASAS enter the scale score from the Administrator's manual. For TABE enter the number correct for Reading or Language. For Math, the "L" level has one number correct so you only use the Computational but for all other TABE Math you will use the number correct from the Applied and Computational sections. For Work Keys you will enter the score from the Work Keys test.

Pre-Test – You must choose at least one test for each test type of test (TABE, CASAS, or Work Keys) and category (Reading, Language, etc) in your district. You will receive an error if you do not choose a pre-test.

Delete – Using the [X] button will delete all the tests on that line. You will not be given a warning or be required to save the screen before delete is completed.

Testing Notes

An ELL only student (only marked as ELL) can only have CASAS tests calculated. If you enter a TABE or WorkKeys it will not calculate an education level. If another test is required the student must be marked both ABE/ASE and ELL.

Students marked ABE/ASE and ELL can have any test (CASAS, TABE, or WorkKeys) entered but the CASAS testing will use the ELL ranges to determine education level.

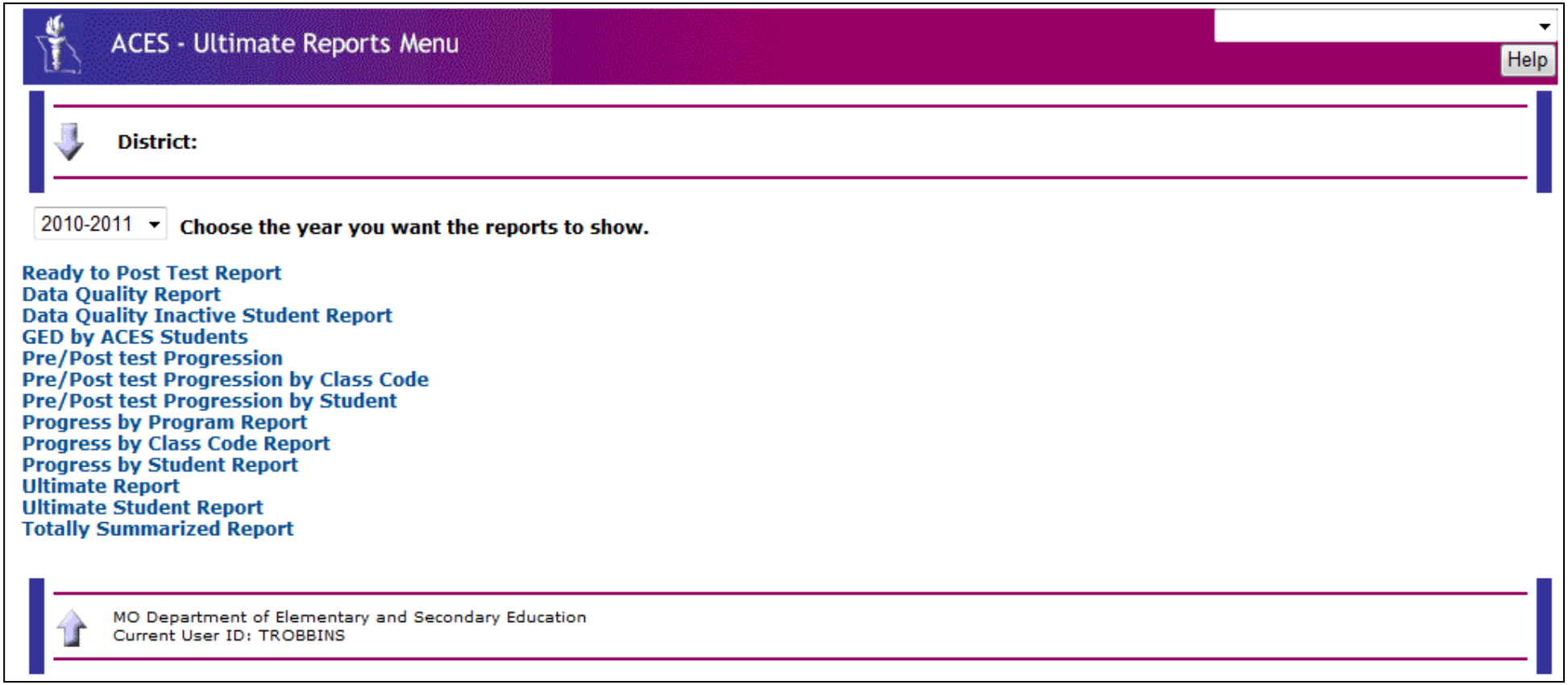
Students marked ABE/ASE only can have any test (CASAS, TABE, or WorkKeys) entered but the CASAS testing will use the ABE/ASE ranges to determine education level.

Work keys tests are only allowed to enter for ABE/ASE students in educational levels 4 through 6.

- You must enter Date of test before the test data will save.
- Normally when entering TABE Math you enter an Applied Math score and Computational Score. When choosing the Math “L” level test there is only one score so the system will change to allow you to enter only one Number Correct.
- To exit – use the drop down on the upper right of your screen to navigate to another screen.

Attachment 10

Reporting



Ultimate Reports

Ready to Post Test – Gives the list of students (by class code or all class codes) of those students who have pre-tested and have over 40 hours but have not post-tested. A post-test only counts if it is in the lowest area(s) as the pre-test. It is organized by students who are enrolled then not enrolled. Within those groups it is in most hours order.

ACES - Ready to Post Test

Missouri Department of Elementary and Secondary Education
Adult Education and Literacy
Ready to Post-Test at 40 Hours

Report Number: ACE011R
Report Generated: 7/7/2011 8:28 am
Year: 2011
District: 010-805

Class Code	Name	SSN	Tracking Number	Total Hours in CLASS	Total Hours in DISTRICT	Status
0001	LEA, JENNIFER	***-**-9534	T002100	78	78	Exited
	COLEMAN, MARCUS	***-**-8625	T171845	62	62	Exited
	LOVEALL, ARLENE	***-**-4828	T164466	50	50	Exited

ACES - Data Quality Check

Data Quality Check –When you select the Data Quality Check choices will appear at the bottom of the screen:

Data Quality Report

Sort By:

- (•) Last Name – Flagged students in Alphabetical order
- ( ) SSN – Flagged students in Soc. Sec. Num. order
- ( ) Tracking Number – Flagged students in Tracking number order
- ( ) Status – Shows flagged students organized by their status type
- ( ) Total Hours – Flagged Students by hours descending

- [x] < 4 Hour Students
- [ ] Exited
- [ ] Show #SSN
- [ ] Class Code

Run Report

Exited - Checking this box includes students with an exit date in report.

Class Code - Checking this box includes Class Code in report (duplication possible).

< 4 Hour Students - Includes students flagged for less than 4 hours in report.

You can select how you want it organized in the Sort By: section.

By leaving the "<4 Hour Students" checked you will see all students with less than 4 hours. Clicking to take off the check will eliminate them being listed.

By default only active students will appear without their SSN showing and no class code information. Checking any of them includes that information.

ACES - Data Quality Check

Status

Switched Name

Check this student name, there is another student with reversed First and Last name and same DOB

You have two students with names reversed – check which is accurate and correct then contact ACES support to delete the incorrect tracking number.

Same Name

Request Student be deleted because another student is already entered with same name and DOB

The report will list your tracking number on the left and the other student with the same info on the right column. Because your data was entered later (creating a higher tracking number) you will need to record the student's data, contact ACES support to delete your incorrect tracking number, and re-enter them using the student data from the earlier tracking number.

Not Enrolled in Class

Student is entered but not in a class; enroll student into a class or request deletion.

This student has been entered but is not been put in a class – they should be put in a class or deleted.

Less than 4 Hours Students with less than 4 hours are not required to be entered into ACES; add hours or do not enter.

No Pre-test Student is enrolled but does not have a pre-test reported; enter pre-test.

Verify Age Review DOB of student for accuracy of age.

2 / 3 Main Report 100%

Page 2 of 3

Missouri Department of Elementary and Secondary Education
Adult Education and Literacy
Data Quality Report

Report Number: ACE012R
Report Generated: 5/14/2009 11:46 am
Year: 2009
District: **Active Students**

SSN	Tracking Number	Name	Age	Total Hours	Status
xxx-xx-4553	T096022	WILKISON, JOHN R	19		Not Enrolled in class;
xxx-xx-7716	T087944	WILLIAM, TIMOTHY	27		Not Enrolled in class;
	T110180	WILLIAMS, WILEY	18		Not Enrolled in class;
xxx-xx-1132	T085095	WILLIS, CUMARA F	37		Not Enrolled in class;
xxx-xx-3793	T103457	WOODRUFF, STEVEN A	33		Not Enrolled in class;
xxx-xx-9737	T096701	WRIGHT, ANGELA	37		Not Enrolled in class;
xxx-xx-6199	T105189	UMAROVA, GYULNARA K	33		Same Name (T004336); Not Enrolled in class;
xxx-xx-1447	T100177	DOUGLASS, ANDREA R	41	52	Same Name (T006853);
xxx-xx-2818	T095687	QUINLAN, ZACHARY T	20	12	Same Name (T023703);
xxx-xx-3867	T079266	FAIR, CYNTHIA	25	3	Same Name (T041177);
xxx-xx-6018	T081107	WILLIS, TROY L	42	51	Same Name (T051481);
xxx-xx-8536	T105689	GHIMIREY, DURGA	48		Same Name (T068523); Not Enrolled in class;
	T077381	BANKS, LOUIS R	30	42	Same Name (T069019);
xxx-xx-3524	T101659	ADAM, NDIHOKUBWAYO	23		Same Name (T070736); Not Enrolled in class;
xxx-xx-7705	T105719	MERAJ, MERAJUDDIN	56		Same Name (T083661); Not Enrolled in class;

Note: if more than one problem exists the report will show the top two issues.

Close browser when finished.

1 / 21 Main Report 100%

Page 1 of 21

Missouri Department of Elementary and Secondary Education
Adult Education and Literacy
Data Quality Inactive Student Report

Report Number: ACE013R
Report Generated: 4/24/2008 1:39 pm
Year:
District:

Class Code	Status	Name	SSN	Tracking Number	Month Hrs Accrued	Total Hours
096-840-0000	Over 90 Days Inactive	Adhanu, Gebru M.		T010	JULY*	0.00
096-840-0000	Over 90 Days Inactive	Agudelo, Marleny		T012	JULY*	0.00
096-840-0000	Over 90 Days Inactive	Burdette, Larisa		T012	NOVEMBER	
096-840-0000	Over 90 Days Inactive	Fu, Tony		T032		
096-840-0000	Over 90 Days Inactive	Guo, Linli		T024		
096-840-0000	Over 90 Days Inactive	White, Alice		T025		
096-840-0000	**Over 60 Days Inactive**	Aultman, Frank		T026		
096-840-0000	**Over 60 Days Inactive**	Miller, Jasmine J.		T048	JAN	

*Used **Month Hrs Accrued** from other class(es) for this Student

Data Quality Inactive Student – Opens a new window. Within it are students who have had no activity (hours) for 60 and then 90 days.

*Used Month Hrs Accrued from other class(es) for this Student

Federal guidelines require a student to be considered "exited" if they are inactive over 90 days. Students are not exited and inactive over 90 days. Please verify these student's status and exit if necessary. Students who are over 60 days inactive are also listed for review and contact purposes.

GED by ACES Students – Provides detailed information on current students and their GED status. Includes hours in program for this fiscal year, pass status, date of testing, and scores broken down by test subject area. An asterisk next to a student's name indicates that the student's score qualifies for high school equivalency (GED) NRS reporting.

Qualifying requires:

- that a SSN was entered in the system,
- the student must have been enrolled for 12+ hours,
- the student must have been exited in the ACES program,
- all five sections of the GED test had to have been taken,
- at least one of the tests was taken in the reporting period, and
- The earliest enrollment date is prior to the latest GED testing date.

These qualifying conditions are listed at the bottom of each GED by Student report page.

GED By Student

1 of 11 Find | Next Select a format Export

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

Adult Education and Literacy
GED
by Class Code

Year: 2012
District: 048811

CLASS CODE
0002

TRACKING NUMBER	FULL NAME	EXIT DATE	CLASS HOURS	DISTRICT HOURS	P/F	TEST DATE	CERT. DATE	SCORE	WRITING	SOCIAL STUDIES	SCIENCE	READING	MATH
T059838	ABRAMS,KRYSTAL D *	04/25/2012	57	57	PASS	05/02/2012	05/02/2012	2430	550	460	500	490	430
T026436	ALEXANDER,SHARON J *	10/12/2011	32	128	PASS	05/22/2012	05/22/2012	2270	410	430	500	490	440
T118281	ARMSTRONG,ALLISON M *	12/07/2011	69	69	PASS	12/08/2011	12/19/2011	2660	530	560	530	520	520
T185106	BARBER,JOSEPH L	05/09/2012	65	65	TAKEN	09/28/2012		2240	380	480	540	490	350
T185127	JACKSON,WILLIAM R	04/18/2012	49	49	TAKEN	05/23/2012		2020	410	400	410	450	350
T177946	JACOBS,STEVEN J *	12/15/2011	46	46	PASS	12/07/2011	12/14/2011	3260	540	630	740	710	640
T187110	JOHNSON,PAMELA J *	05/17/2012	66	66	PASS	07/27/2012	07/27/2012	2450	450	450	570	560	420
T180663	JONES,JONATHAN D *	12/15/2011	66	66	PASS	12/08/2011	12/14/2011	2770	560	580	570	580	480
T020828	KEETON,PEGEEN J *	01/04/2012	97	97	PASS	01/26/2012	02/01/2012	3150	520	680	690	750	510
T163981	KING,TAYLOR D	04/30/2012	24	24	TAKEN	07/19/2012		420	0	0	0	0	420
T185141	LADUKE,KENNETH L	05/15/2012	86	86	TAKEN	07/11/2012		1330	420	0	460	0	450
T185110	LIVINGTON,AMY N	05/14/2012	55	55	TAKEN	07/27/2012		2380	510	450	490	540	390
T175111	LOREDO - COUDRIET,MARICELA	05/17/2012	177	177	TAKEN	02/18/2012		1890	470	350	360	390	320

*Qualifies for high school equivalency (GED) NRS reporting: has SSN, 12+ Hours enrolled, Exited, All 5 tests taken and at least one taken in reporting period and earliest enrollment date is prior to the latest GED testing date.

Report as of: 10/19/2012
Page 1 of 11

Attachment 10

Pre/Post Test Progression Reports are used to determine effectiveness of instructions for students who have been pre and post-tested. The purpose of these reports is to provide feedback to teachers and directors about student instruction received. If a teacher determines that a student is ready for a post-test, the student should have skill improvements sufficient to improve an educational level.

Missouri Department of Elementary and Secondary Education
Adult Education and Literacy
Educational Gains and Attendance for Pre and Post Test Progression (Table 4B by District)

Page 1 of 1

Report Number: ACE041RD
Report Created:
Year: 2011
District:
Report Printed: 7/8/2011 8:04:14AM

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	43	2,481	43	17	0	0	100 %
ABE Beginning Basic Education	233	11,277	219	52	10	4	94 %
ABE Intermediate Low	318	16,974	296	64	18	4	93 %
ABE Intermediate High	337	16,818	287	82	45	5	85 %
ASE Low	86	3,310	78	54	8	0	91 %
ESL Beginning Literacy	3	177	3	1	0	0	100 %
ESL Low Beginning	5	284	5	2	0	0	100 %
ESL High Beginning	9	705	8	2	0	1	89 %
Intermediate Low	7	447	7	0	0	0	100 %
ESL Intermediate High	9	869	6	0	0	3	67 %
ESL Advanced	5	283	2	0	1	2	40 %
Total	**1,055**	**53,625**	**954**	**274**	**82**	**19**	**90 %**

Pre/Post Testing Progress by Program – all three tests are based on the same design, the federal table 4B.

- Total enrolled are those who have pre and post-tested with 12 hours
- Attendance hours reflect the hours entered for these students.
- Number Completed Level – number of students who post-tested with progress
- Advanced One or More levels – students who post-tested two levels higher (just informational, it is a subset of those who Completed Level)
- Number Separated Before Completed – Students who have been exited before making progress
- Number Remaining Within Level – No progress and not exited from the program

Pre/Post Testing Progression by Classcode – Students who have pre and post-tested with 12 hours. Columns same as by Program.

Pre/Post Testing Progress by Student – Students who have pre and post-tested with 12 hours. Report layout the same as Progress by Student.

Missouri Department of Elementary and Secondary Education
Adult Education and Literacy
Progress by Program

Page 1 of 1

Report Number: ACE015R
Report Generated: 7/7/2011 8:34 am
Year: 2011
District: 010-805

Educational Level	Total Students	Total Students 12+ Hours Enrolled	Number of Students Progressed	Percent of Students Progressed	Fed Target	Difference
NO TEST	11	1	0			
PRACTICE GED ONLY						
BEGINNING ABE LITERACY	18	18	13	72%	48%	24%
BEGINNING BASIC EDUCATION	130	117	71	61%	47%	14%
LOW INTERMEDIATE BASIC EDUCATION	207	180	120	67%	47%	20%
HIGH INTERMEDIATE BASIC EDUCATION	144	127	54	43%	41%	2%
LOW ADULT SECONDARY EDUCATION	34	31	18	58%	43%	15%
HIGH ADULT SECONDARY EDUCATION	10	9	0			
BEGINNING ESL LITERACY	47	46	26	57%	52%	5%
LOW BEGINNING ESL	37	34	23	68%	58%	10%
HIGH BEGINNING ESL	65	59	32	54%	50%	4%
LOW INTERMEDIATE ESL	69	63	38	60%	43%	17%
HIGH INTERMEDIATE ESL	80	75	33	44%	42%	2%
ADVANCED ESL	62	54	20	37%	25%	12%
ESL LEVEL 7	13	13	0			
Total	**927**	**827**	**448**			

ACES - Progress by Program

Progress by Program – Shows progression information across entire district.

ssouri Department of Elementary and Secondary Education
Adult Education and Literacy
ins and Attendance for Pre and Post Test Progression by CLASS CODE

Page 6 of 7

Report Number: ACE041RD
Report Created: 7/8/2011 11:15:27AM
Year: 2011
District:
CLASS CODE: 6000

Entering Educational Functioning Level (A)	Total Number	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy							
ABE Beginning Basic Education	1	114	1	1	0	0	100 %
ABE Intermediate Low							
ABE Intermediate High	1	133	1	1	0	0	100 %
ASE Low							
ESL Beginning Literacy	1	70	1	1	0	0	100 %
ESL Low Beginning	2	196	2	1	0	0	100 %
ESL High Beginning	3	197	3	1	0	0	100 %
Intermediate Low	7	486	6	1	1	0	86 %
ESL Intermediate High	11	1,107	9	0	1	1	82 %
ESL Advanced	13	1,043	7	0	0	6	54 %
Total	**39**	**3,346**	**30**	**6**	**2**	**7**	**77 %**

ACES - Progress by Class Code

Print Report

Class Code 0004 Probation & Parole

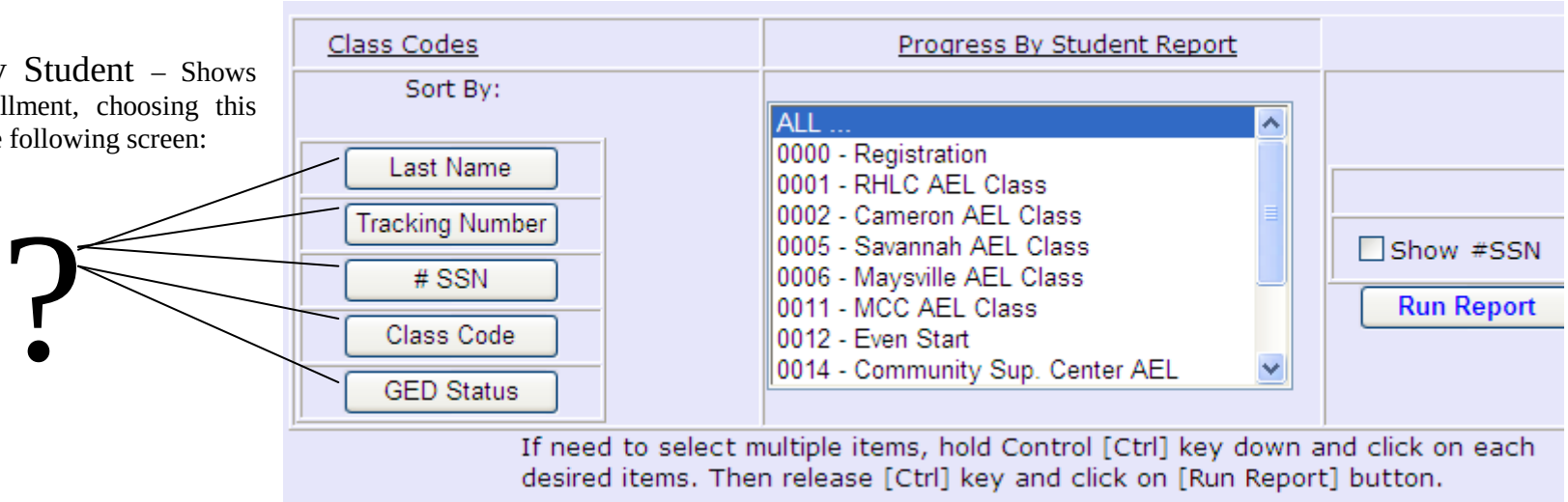
Educational Level	Total Students	Total Students 12+ Hours Enrolled	12+ Hours Percent	Number of Students Progressed	Percent of Students Progressed	Fed Target	Difference
NO TEST	28	2	7	0	0	0	0
PRACTICE GED ONLY	0	0	0	0	0	0	0
BEGINNING ABE LITERACY	3	2	67	0	0	39	-39
BEGINNING BASIC EDUCATION	10	4	40	1	25	37	-12
LOW INTERMEDIATE BASIC EDUCATION	11	7	64	1	14	38	-24
HIGH INTERMEDIATE BASIC EDUCATION	27	12	44	2	17	41	-24
LOW ADULT SECONDARY EDUCATION	8	1	13	0	0	48	-48
HIGH ADULT SECONDARY EDUCATION	2	1	50	0	0	0	0
BEGINNING ESL LITERACY	0	0	0	0	0	48	-48
LOW BEGINNING ESL	0	0	0	0	0	35	-35
HIGH BEGINNING ESL	0	0	0	0	0	36	-36
LOW INTERMEDIATE ESL	0	0	0	0	0	35	-35
HIGH INTERMEDIATE ESL	0	0	0	0	0	39	-39
ADVANCED ESL	0	0	0	0	0	20	-20
ESL LEVEL 7	0	0	0	0	0	0	0

Progress by Class Code – Shows progression information for each class code – report uses all testing in any class so it may show duplicate progressions for students enrolled in more than one class.

The Dropdown allows you to choose which class you want to see.

Attachment 10

Progress by Student – Shows detail of enrollment, choosing this option adds the following screen:



ACES - Progress by Student

Attachment 10

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

Adult Education and Literacy
Progress by Student

Year:
District:

CLASS CODE 0001
ENROLLED STUDENTS

EDUCATIONAL LEVEL	NAME	Lowest Education Level	TN	Hours	Post Test	12+ Progr.	Online Hours	GED	GED TEST DATE	GED CERT. DATE
BEGINNING BASIC EDUCATION	ABRAHA,LUWAM	TL-2	T191468	417	Y	P				
BEGINNING BASIC EDUCATION	OUCH,RORN	TL-2	T023464	414	Y	A		TAKEN	05/07/2013	
BEGINNING BASIC EDUCATION	TAYLOR LESLEY,CAROL J	TL-2	T097462	82	Y	N				
BEGINNING BASIC EDUCATION	TOTA,JIMA			582	Y	N				
HIGH INTERMEDIATE BASIC EDUCATION	PARRISH,LADE			58	Y	N				
HIGH INTERMEDIATE BASIC EDUCATION	RODRIGUEZ,R			56	Y	P	A37			
HIGH INTERMEDIATE BASIC EDUCATION	SECUNDINO,M			131	Y	P		PASS	06/26/2013	06/26/2013
LOW INTERMEDIATE BASIC EDUCATION	HURSEY,STEPHANIE	TR TM TL-3	T159042	303	Y	P				
LOW INTERMEDIATE BASIC EDUCATION	LEE,EVELYN	TL-3	T018293	285	Y	P		TAKEN	09/21/2011	
LOW INTERMEDIATE BASIC EDUCATION	THOMAS,WINTER	TM TL-3	T185339	77	Y	P				
LOW INTERMEDIATE BASIC EDUCATION	WRIGHT,PAULA	TM-3	T188584	208	Y	P		TAKEN	06/26/2013	

GED Data
Taken=Not Passed
Pass=Passed

Report as of: 07/15/2013
Page 1 of 64

The first letter is the test (T=TABE, C=CASAS, W=WorkKeys); the second letter is the educational area. The number indicates the lowest NRS level. For example: "TR TM-3"= TABE reading and math at Level 3

Post-Test shows "YES" when a post-test has been given in at least one of the student's lowest subject areas and "No" would indicate the opposite.

In the column 12+ Progr.:
N =no progression
P = progressed one level
A = progressed two or more levels
E = error (cannot progress because less than 12 hours, no pre-test, etc.)

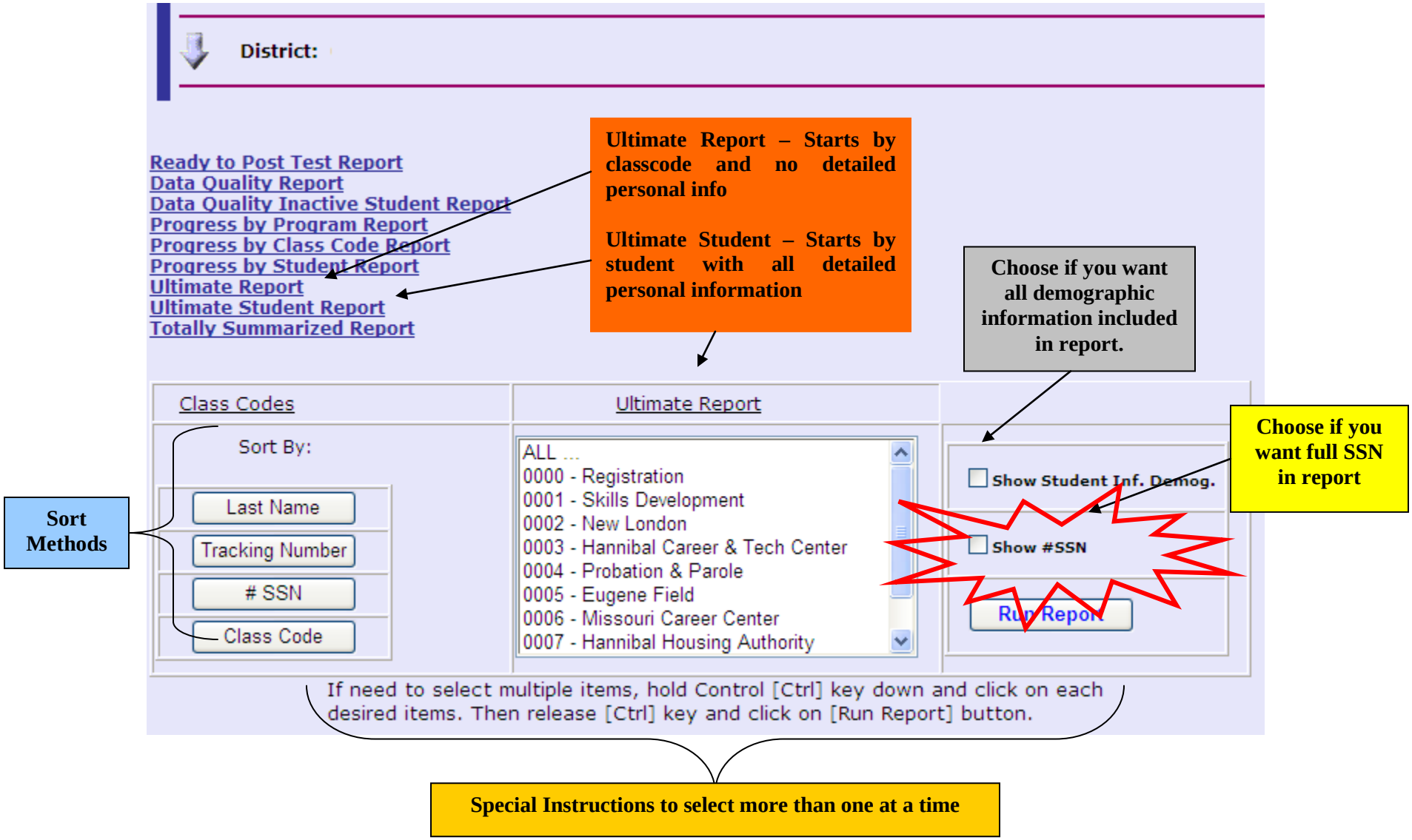
Online Hours indicates an "A" if the student is enrolled in GED online and an "E" if they are exited from GED online, followed by how many hours they have attended GED online. These hours do not impact your local program's progression information. Online hours will not be included in the hour total for your program.

GED Status shows if the student has a recorded GED test. The status will show "Pass" for a student who has received a GED in the fiscal year or a "Taken" if the student has taken the test but not passed. You will be able to organize your students by GED status within each classcode if you want to find them quickly. This column does NOT indicate whether the student has met all criteria for being counted as a GED attainment for NRS purposes. This may be determined by referring to the GED by ACES report.

GED Test Date and Cert. Date are included to show when the student took and/or when they received their GED certification.

Ultimate Report &Ultimate Student –

These reports give detailed information on the students, their specific testing, and the classes they attend.



Attachment 10

Ultimate results (Ultimate Report, no detailed info):

Missouri Department of Elementary and Secondary Education
Adult Education and Literacy

Page 1 of 5

Report Number: ACE017R
District Code:

Ultimate Report

Report Generated: 04/25/2008
Year: 2007-2008

0001 - SORT BY CLASS CODE - ENROLLED

ANDERSON, CLETUS - T004524 - SSN # ***-**-2514 EXIT DATE - ... EXIT REASON: ...

TABE			Reading					Math							Language							
District/Class	Test Date	Hours	Test Form	Tst Lvl	Num Corr.	Ed Lvl	PT	Test Form	Tst Lvl	App	Comp	Num Corr.	Ed Level	PT	Test Form	Tst Lvl	Num Corr	Ed Lvl	PT	Enroll Date	UnEnroll Date	Month Accrued
064-808-0001	07/02/07		9	L	18	1	Y	9	L			8	1	Y						07/02/07		MARCH

BELL, EUGENE R - T004690 - SSN # ***-**-8125 EXIT DATE - ... EXIT REASON: ...

TABE			Reading					Math							Language							
District/Class	Test Date	Hours	Test Form	Tst Lvl	Num Corr.	Ed Lvl	PT	Test Form	Tst Lvl	App	Comp	Num Corr.	Ed Level	PT	Test Form	Tst Lvl	Num Corr	Ed Lvl	PT	Enroll Date	UnEnroll Date	Month Accrued
064-808-0001	07/02/07		9	L	18	1	Y	9	L			8	1	Y						07/02/07		MARCH

BOWLEY, GLENN E - T004695 - SSN # ***-**-2294 EXIT DATE - ... EXIT REASON: ...

TABE			Reading					Math							Language							
District/Class	Test Date	Hours	Test Form	Tst Lvl	Num Corr.	Ed Lvl	PT	Test Form	Tst Lvl	App	Comp	Num Corr.	Ed Level	PT	Test Form	Tst Lvl	Num Corr	Ed Lvl	PT	Enroll Date	UnEnroll Date	Month Accrued
064-808-0001	07/02/07		9	L	18	1	Y	9	L			8	1	Y						07/02/07		MARCH

CALLAHAN, DARRELL R - T004696 - SSN # ***-**-8292 EXIT DATE - ... EXIT REASON: ...

TABE			Reading					Math							Language							
District/Class	Test Date	Hours	Test Form	Tst Lvl	Num Corr.	Ed Lvl	PT	Test Form	Tst Lvl	App	Comp	Num Corr.	Ed Level	PT	Test Form	Tst Lvl	Num Corr	Ed Lvl	PT	Enroll Date	UnEnroll Date	Month Accrued
064-808-0001	07/02/07		9	L	18	1	Y	9	L			8	1	Y						07/02/07		MARCH

Totally Summarized -Summarizes testing, demographic, and enrollment information for entire district.

All information is based on students who stay 4+ hours – except for the "Total Student Entered" and "Total Students Entered in Class" which list all students.

Testing Section
This section contains important information on how the program is doing by state standards. Of particular importance is the "Percent 12+ Students Progr" which should be compared to the "Percent Average of Target". If the percent is higher than the target your program has reached the academic performance target.

Enrollment

925	Total Students Entered
907	Total Students Entered in Class
866	Total Enrolled Students (4+Hours)
273	Total Current Students
652	Total Exited Students
237	Students with no SSN

Program Type

499	ABE/ASE
379	ELL (LEP)

Labor Force

239	Employed
321	Unemployed
306	Not in Labor Force

Age

31	16 - 18
224	19 - 24
438	25 - 44
152	45 - 59
21	60 - Older

Gender

402	Male
464	Female

Environment

807	AEL Class
0	Family Literacy
0	Workplace Literacy
0	Homeless
0	Correctional Facility
0	Community Correctional Program
0	Other Institutional Setting

Testing

866	Total Enrolled Students (4+ Hours)
862	Enrolled with a Pre-Test
100%	Percent Enrolled with Pre-Test
810	Total 12+ Students
806	Students Served (12+ Hours and Pretested)
93%	Persistence Rate (Students Served/Enrolled)
522	Post-Tested (Student Served with Post-Test)
65%	Percent Post-Tested (Post-Tested/Served Students)
348	12+ Students Progressed
45%	Percent 12+ Students Progr.(12+ Progressed/Pre-Tested 12+)
60%	Percent Average of Target

Goals for Attending

331	Obtain a Job
202	Retain Current Job
231	Earn Secondary School Diploma or Achieve GED Certificate
9	Enter Post Secondary Education or Job Training
267	Improve Basic Literacy Skills
371	Improve English Language Skills
0	Obtain Citizenship Skills
0	Achieve Work-Based Project Learner Goals
321	Other Personal Goals

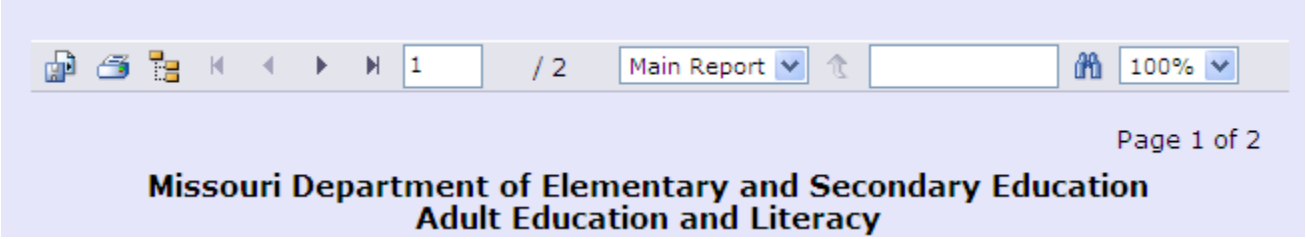
Race

4	Native American or Alaskan
176	Asian
280	Black or African American
80	Hispanic/Any Race
2	Native Hawaiian or Pacific Islander
295	White
30	Two or More Races

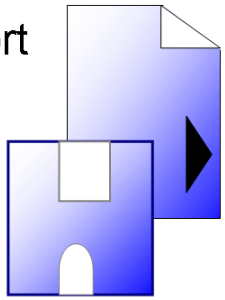
Secondary Status

240	Low Income
1	Dislocated Homemaker

Advanced Reporting



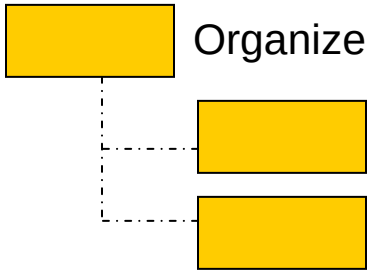
Export



Export allows you to send the report to Excel. The two choices are XLS or XLS (Data Only). We suggest using the Data Only option because it saves it in a simple format.

The XLS includes all the complex formatting and is difficult to manipulate.

Organize



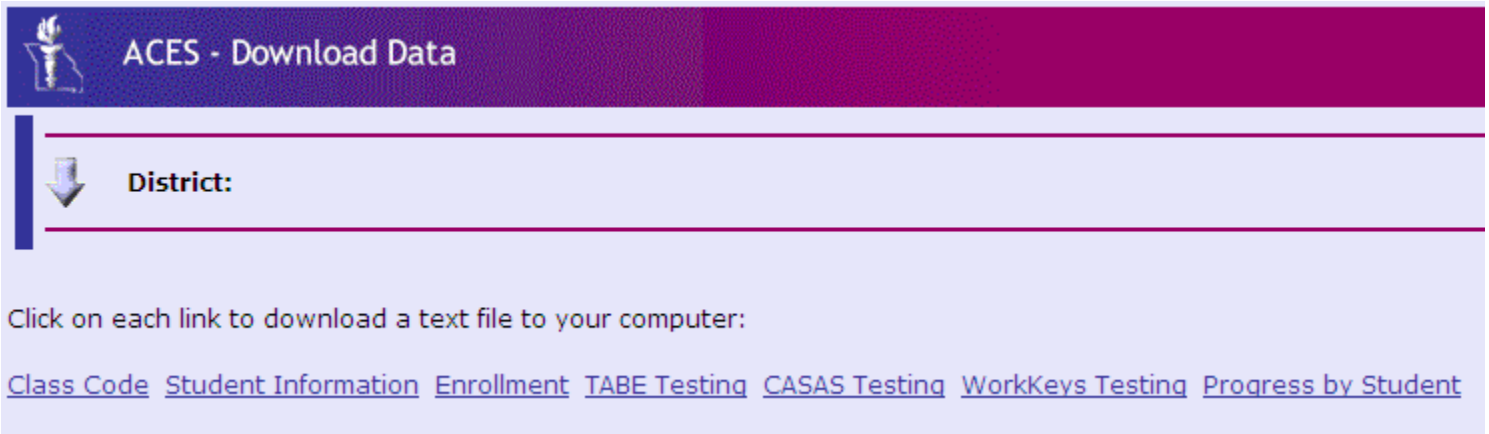
Organize allows you to see additional options for viewing the report. Depending on the design this option will list sorted options – clicking them will take you immediately to that choice.

Search

Search gives you the option of finding a specific bit of information (tracking number, SSN, etc) on the report quickly.

It will look for an exact match and highlight it when found.

District Download



ACES Download Data Screen

The ACES Download Data web screen allows the individual districts to download data related to their district. It includes data from the Student Information/Demographics, Enrollment, Testing, Class Code Maintenance, and Progress by Student web screens. The data will be created as a series of text files on the users' computer. An Access file created by AEL is available to assist in making sense of the data coming from these files. Without using the specifications for the breakdown of the tables they will be very difficult to read. ***The files will include the Access database for your district and seven blank documents. These documents will serve as placeholders for the files that you will download.***

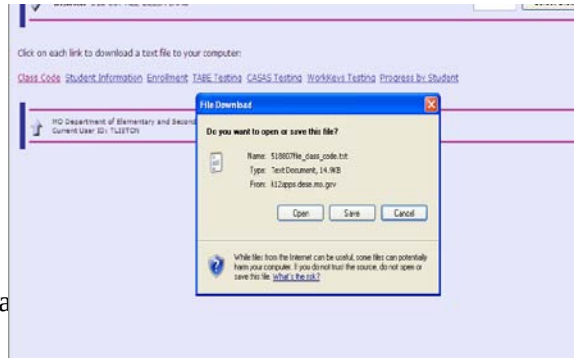
The user will logon to the DESE Web Application Login web page. The DESE **Web Applications** Menu web page will appear. Click the ACES system a hyperlink under Adult Education and Literacy to be redirected to the **ACES** Menu screen to **select your district**. From the next menu, the user will click on a link to the **District Download Data** web screen.

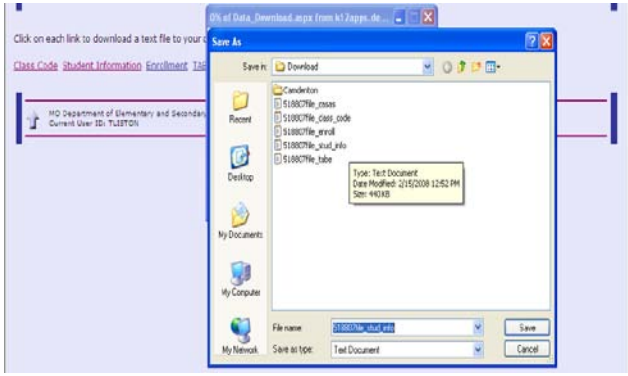
From there you would click on each link (Class Code, Student Information, Enrollment, TABE Testing, CASAS Testing, WorkKeys Testing, Progress by Student) to download the text file to your computer:

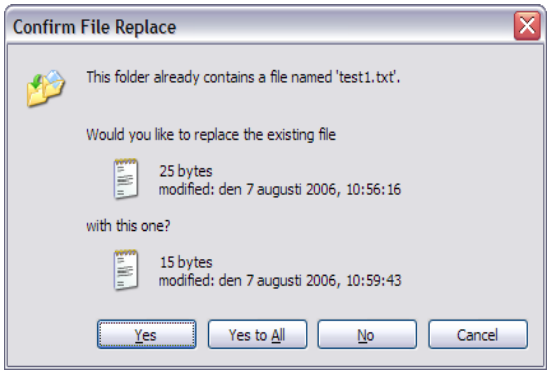
Downloading the Files:

Click on the download link for the file you want to download. A dialogue box will ask if you want to *open* or *save* the file. Choose **Save**. Using the "Save As" dialog box select the C drive/Download folder and hit **Save**. You will get a message to confirm that you want to replace an existing file. Click **Yes**. The download will now begin and the dialogue box will usually close when it is complete. *Repeat steps for each report*. Note: Work Keys and/or CASAS files may not exist; if so you would skip that download (Macro will use the placeholder file).

Ava







Class Code: Data associated with the Class Code Maintenance screen directly from the ACES data warehouse to the user's computer.

Student Information: Data associated with the Student Information screen directly from the ACES data warehouse to the user's computer.

Enrollment: Data associated with the Enrollment screen directly from the ACES data warehouse to the user's computer.

TABE Testing: Data associated with the Testing screen (related to TABE only) directly from the ACES data warehouse to the user's computer.

CASAS Testing: Data associated with the Testing screen (related to CASAS only) directly from the ACES data warehouse to the user's computer.

WorkKeys Testing: Data associated with the Testing screen (related to WorkKeys only) directly from the ACES data warehouse to the user's computer.

Attachment 10

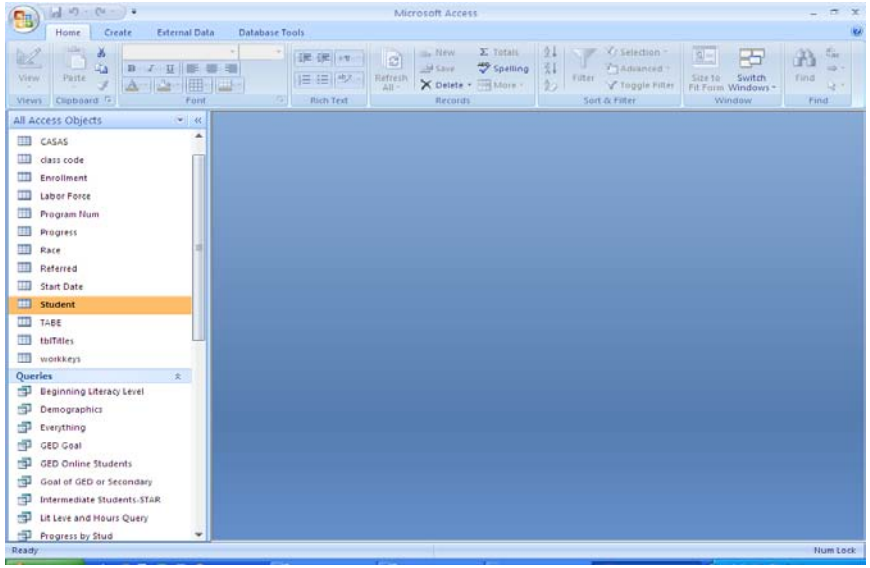
Progress by Student: Data associated with the Progress by Student Report directly from the ACES data warehouse to the user's computer.

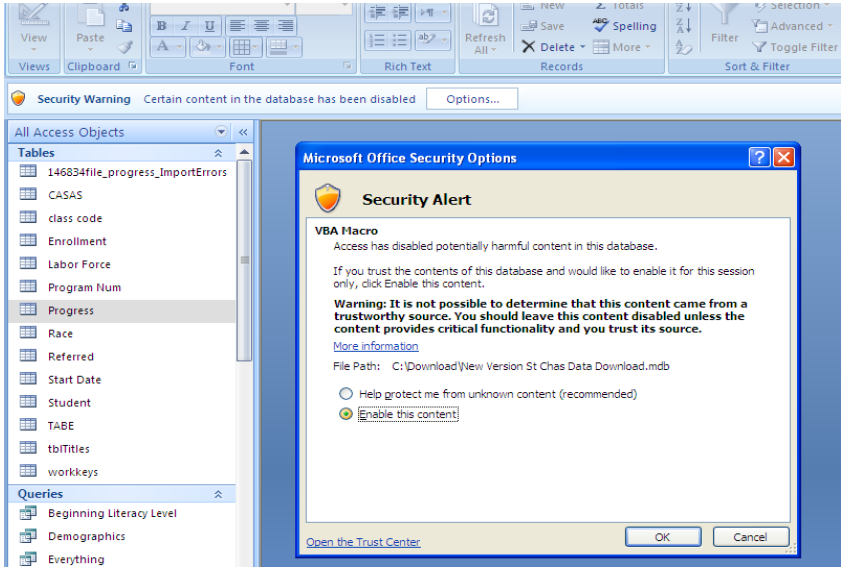
ACES Download Data – Instructions

ACCESS Database File

DESE will create for each program a customized Access database file. The file needs to be saved to the C: drive of your computer, in the Download folder. **If the** Download **folder does not exist, create it in the C drive (File, New, Folder; name it Download, save).** The files will include the Access database for your district and seven blank documents. These documents will serve as placeholders for the files that you will download.

Using the Database: ***From the C: Drive/ Download folder, double-click to open the Access Database. From the Objects menu choose Macros. Double click to run the Get Data macro. The macros will update the tables with the most recent data available using the downloaded text files. Note: You may need to enable Macros.*** The database can be used to view **Tables**, create **Queries**, and run **Reports**.





HOURS AT TESTING DOCUMENTATION FORM – INITIAL POST-TEST

Student name: _____

Class code: _____

Date of enrollment: _____

Test date: _____

Hours of classroom instruction in local program/current fiscal year: _____

Additional hours: *(if applicable, indicate number of hours)*

_____ HSE online class

_____ Previous fiscal year

"Hours at testing" in ACES is less than minimum hours of instruction because: *(check all that apply)*

☐ a. Student is exiting the program and therefore is post-testing before minimum hours of instruction

☐ b. Student demonstrates mastery of appropriate objectives prior to minimum hours of instruction

☐ c. Student has online class hours plus classroom hours meeting or exceeding the minimum required hours

☐ d. Student has carry-over hours from previous fiscal year; carry-over plus hours combined with hours from current fiscal year meets or exceeds minimum required hours

Authorized signature: _____

Form F051301

Attachment 12

TIERED MONITORING COHORT LIST

Cohort #1	Cohort #2	Cohort #3
Department Of Corrections	Kirksville R-III	Blue Springs R-IV
Poplar Bluff R-I	Van-Far R-I	Waynesville R-VI
North Kansas City	Columbia 93	Parkway C-2
Jefferson City	St. Joseph	Ritenour
Independence	Camdenton R-III	St. Louis Community College at Meramec
Independence at Don Bosco	Cape Girardeau 63	East Central College, Union
Kansas City	Carthage R-IX	St. Charles Community College
Joplin Schools	Macon Co. R-I	Della Lamb
Lebanon R-III	Maryville R-II	Jefferson College
State Fair Community College	North St. Francois Co. R-I	MSU-West Plains
Moberly Area Community College	Rockwood R-VI	
	University City	
	Sikeston R-6	
	Houston R-I	
	Nevada R-V	
	St. Louis City	
	Ozark Technical College	
	Crowder College	

DESE Tiered Monitoring Schedule

Task	2012-13	2013-14	2014-15	2015-16
Desk Review	Cohorts 1, 2, 3	Cohorts 1, 2, 3	Cohorts 1, 2, 3	Cohorts 1, 2, 3
Self-Assessment	Cohort 2	Cohort 3	Cohort 1	Cohort 2
Onsite Review	Cohort 1	Cohort 2	Cohort 3	Cohort 1

ATTACHMENT 13 - ON-SITE REVIEW: FISCAL YEAR 2014

Program: _____ Review Dates: _____

	Requirement Met? Yes/No/NA
1. GENERAL REQUIREMENTS	
1. The program is providing service in the categories stated in the grant/bid application.	
2. Only eligible students are being served.	
3. The requirements of the Americans with Disabilities Act of 1990 as Amended are being met.	
2. FISCAL MANAGEMENT REQUIREMENTS	
1. The program's accounting system tracks year-to-date (YTD) expenses by line item, and the line item YTD expenses reported to DESE math the YTD expenses of the host agency's accounting system.	
2. Using the most recent expenditure report submitted to state AEL office, the monthly, quarterly, and year-to-date (YTD) expenses can be tied directly back to the program's accounting system.	
3. The program has documentation that supports all expenses reported to the state AEL office, e.g. payroll, travel, supplies, etc.	
4. All the expenses reported are allowable and are directly attributable to the AEL program, and are reported in the correct category.	
5. The host agency financial staff are familiar with applicable OMB Circulars and EDGAAR.	
6. The program is in compliance with the state requirement that no funds be used for rent or lease payments.	
7. For "salaried" staff that are paid partially or in full with AEL funds, the program keeps semi-annual certifications for those staff members who spend one-hundred percent (100%) of their time on the AEL program.	
8. For "salaried" staff that are paid partially or in full with AEL funds, the program keeps time sheets for those staff who work on more than one program or cost objective (e.g. instruction vs. administration).	
9. For "hourly paid" staff, the program keeps documentation to support the number of hours an employee is paid in a pay period.	
10. If any stipends or extra-duty payments have been made, a written agreement between the employee and the AEL program's host organization has been signed that indicates the extra work to be performed, the date(s) of performance, and the amount to be paid to the employee. The employee prepares time and effort documentation to show the extra time worked.	
11. If AEL teachers receive extra pay for planning, attendance at professional development activities, etc., the program has a written policy that describes how these funds will be distributed and what documentation will be required to support the extra time. The documentation must show actual hours worked.	
12. An equipment inventory is maintained and up-to-date for equipment costing more than $1,000 and purchased with AEL funds.	
13. The program tracks the expenditure and receipts of funds separately within its organization from other funding sources received.	
14. Administrative expenditures (Category II) are no more than twenty-one percent (21%) as compared to total expenditures.	
15. The program follows record retention guidelines.	
16. All subcontracts have received prior approval.	

Attachment 13

ON-SITE REVIEW: FISCAL YEAR 2014

Program: _____ Review Dates: _____

	Requirement Met? Yes/No/NA
3. CERTIFICATION AND PROFESSIONAL DEVELOPMENT REQUIREMENTS	
1. All program personnel that work directly with students have passed the Missouri Automated Criminal History Site (MACHS) fingerprint background check.	
2. All teachers have a Missouri AEL Certificate of License to Teach. New hires have four months from hire date to obtain certification.	
3. The program director has a Missouri AEL Certificate of License to Teach. Certification must be obtained with twelve months of being hired as director.	
4. The program has a process for mentoring teachers during Initial Certification.	
5. The program can show evidence of annual performance-based teacher evaluations.	
6. Teachers with Initial Certification attended the Beginning Teacher Assistance Program (BTAP) within twelve months of hire date.	
7. All teachers must accumulate a minimum of one hundred (100) instructional hours per year.	
8. All teaching staff are meeting the professional development requirements to maintain their certification status.	
9. The program has a system of tracking and recording certification and professional development requirements of all teaching staff.	

ON-SITE REVIEW: FISCAL YEAR 2014

Program: _____ Review Dates: _____

4. PROGRAM PERFORMANCE REQUIREMENTS: STUDENT OUTCOMES

Federal Core Outcome Measures:
EDUCATIONAL GAIN (PROGRESSION)
Adult Basic Education/Adult Secondary Education

EDUCATIONAL FUNCTIONING LEVELS		YEAR	FEDERAL TARGET	OUTCOME	
				% ACHIEVED	MET TARGET? (Y/N)
Level 1	ABE Beginning Literacy	FY '11	48%		
		FY '12	59%		
		FY '13	68%		
		FY '14	71%		
Level 2	ABE Beginning	FY '11	47%		
		FY '12	56%		
		FY '13	61%		
		FY '14	61%		
Level 3	ABE Low Intermediate	FY '11	47%		
		FY '12	56%		
		FY '13	61%		
		FY '14	63%		
Level 4	ABE High Intermediate	FY '11	41%		
		FY '12	50%		
		FY '13	54%		
		FY '14	58%		
Level 5	ASE Low	FY '11	43%		
		FY '12	50%		
		FY '13	55%		
		FY '14	60%		

State Outcome Measure:
EDUCATIONAL GAIN (PROGRESSION)
Program Average

	YEAR	AVERAGE OF FEDERAL TARGETS	OUTCOME	
			% ACHIEVED	MET TARGET? (Y/N)
All Levels ABE/ASE/ESL	FY '11	45%		
	FY '12	50%		
	FY '13	60%		
	FY '14	63%		

Program: _____ Review Dates: _____

4. PROGRAM PERFORMANCE REQUIREMENTS: STUDENT OUTCOMES (continued)

Federal Core Outcome Measures:
EDUCATIONAL GAIN (PROGRESSION)
English as a Second Language

EDUCATIONAL FUNCTIONING LEVELS		YEAR	FEDERAL TARGET	OUTCOME	
				% ACHIEVED	MET TARGET? (Y/N)
Level 1	Beginning Literacy	FY '11	52%		
		FY '12	55%		
		FY '13	69%		
		FY '14	65%		
Level 2	Low Beginning	FY '11	58%		
		FY '12	56%		
		FY '13	71%		
		FY '14	77%		
Level 3	High Beginning	FY '11	50%		
		FY '12	52%		
		FY '13	70%		
		FY '14	69%		
Level 4	Low Intermediate	FY '11	43%		
		FY '12	44%		
		FY '13	58%		
		FY '14	62%		
Level 5	High Intermediate	FY '11	42%		
		FY '12	41%		
		FY '13	55%		
		FY '14	61%		
Level 6	ESL Advanced	FY '11	25%		
		FY '12	27%		
		FY '13	39%		
		FY '14	43%		

ON-SITE REVIEW: FISCAL YEAR 2014

Program: _____ Review Dates: _____

4. PROGRAM PERFORMANCE REQUIREMENTS: STUDENT OUTCOMES (continued)

Federal Core Outcome Measures:
FOLLOW-UP MEASURES

	YEAR	FEDERAL TARGET	OUTCOME	
			% ACHIEVED	MET TARGET? (Y/N)
Entered Employment	FY '11	55%		
	FY '12	55%		
	FY '13	45%		
Retained Employment	FY '11	65%		
	FY '12	64%		
	FY '13	56%		
Receipt of High School Equivalency	FY '11	49%		
	FY '12	66%		
	FY '13	75%		
Placement in Post-Secondary Education or Training	FY '11	40%		
	FY '12	47%		
	FY '13	15%		

State Outcome Measure:
PRE-TEST RATE

	YEAR	TARGET	OUTCOME	
			% ACHIEVED	Requirement Met? (Y/N)
Pre-Test Rate	FY '11	90%		
	FY '12	90%		
	FY '13	90%		
	FY '14	100%		

ON-SITE REVIEW: FISCAL YEAR 2014

Program: _____ Review Dates: _____

4. PROGRAM PERFORMANCE REQUIREMENTS: STUDENT OUTCOMES (continued)

	Requirement Met? Yes/No/NA	
Data Entry and Management: Adult Computer Enrollment System (ACES)		
1. All required data is being collected.		
2. Security measures are in place to protect personal information of students.		
3. A system is in place for effective data collection from classroom to data entry person.		
4. All data is entered at least monthly.		
5. A process is in place for tracking and counting student attendance hours.		
6. Check of student records shows that data is being tracked and entered accurately.		
a. enrollment and demographics		
b. attendance		
c. assessment		
d. exit date		
7. Students that have been inactive for ninety (90) days have been exited.		
Assessment: Pre-Test Administration and ACES		
1. 100% of the students entered into ACES must have received a pre-test.		

ON-SITE REVIEW: FISCAL YEAR 2014

Program: _____ Review Dates: _____

4. PROGRAM PERFORMANCE REQUIREMENTS: STUDENT OUTCOMES (continued)

	Requirement Met? Yes/No/NA	
Assessment Procedures		
1. The program uses TABE to assess ABE/ASE students and CASAS to assess ESL students.		
2. All assessments are administered by an individual that has completed the state mandated training on the proper administration of the assessment instruments.		
3. Sufficient assessment materials are provided to meet the needs of the students and teachers in the instructional program.		
4. Assessments are administered in compliance with instructions published by test developers.		
a. Instructions are read prior to each test.		
b. Tests are timed.		
c. Testing materials are secured.		
d. Teacher/proctor is present during administration of test.		
e. Teacher/proctor does not answer questions or discuss test before, during, and/or after testing.		
5. Proper pre-testing procedures are followed.		
a. Initial pre-test administration begins with the locator for TABE and appraisal for CASAS.		
b. In TABE, all three subject areas tests (Reading, Math, and Language) are administered. (Exception: student attending for a specific stated purpose)		
c. For TABE Math, both Mathematic Computation and Applied Mathematics are administered.		
6. Time frames for administering assessments in the program are in compliance with state policy.		
a. The pre-test battery must be given as part of the intake process; the intake process must be finished before starting class.		
b. Students have participated in a portion of orientation prior to pre-testing.		
c. At least one pre-test has been administered prior to twelve hours.		
d. Program has a sufficient method for determining “Hours at Testing.”		
e. The rate of early post- testing does not exceed twenty-five percent (25%) of all post-tests administered.		
f. Incidents of “early post-tests” and “hours at testing anomalies” are documented.		
7. Classes have a sufficient method of determining test results in a timely manner.		
8. Assessment results are explained to the student.		
9. Only certified teachers interpret results of the assessments and counsel students regarding their educational plan.		

Attachment 13

ON-SITE REVIEW: FISCAL YEAR 2014

Program: _____ Review Dates: _____

5. PROGRAM OPERATION REQUIREMENTS: STUDENT SERVICES

	Requirement Met? Yes/No/NA
Intake/Orientation	
1. All required enrollment and demographic information is collected.	
2. Intake includes orientation information.	
3. The pre-test battery is administered as part of the Intake Process.	
4. The Intake Process is completed for each student prior to the student starting an instructional class.	
Instruction	
1. Instructional activities:	
a. Are built on a strong foundation of research and effective educational practice.	
b. Are of sufficient intensity and duration for participants to achieve substantial learning gains.	
c. Provide learning in real life contexts.	
d. Incorporate instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension.	
e. Effectively employ advances in technology.	
2. The Learner's Educational Guide is designed and used in such a way that	
a. Assessment results are used to guide instruction.	
b. Student progress is frequently monitored.	
3. The program can provide evidence that the plans submitted in the grant/bid application to meet the Core Indicators are being implemented:	
a. Core Indicator 1: Literacy Skills	
b. Core Indicator 2: Placement in, retention in, or completion of post-secondary training, unsubsidized employment, or career advancement	
c. Receipt of High School Equivalency Certificate	

Attachment 13

ON-SITE REVIEW: FISCAL YEAR 2014

Program: _____ Review Dates: _____

Technical Assistance Worksheet: Data Guidance

DATA INDICATOR		FORMULA	YEAR	STATE GUIDANCE	OUTCOME	
					% ACHIEVED	ACHIEVED? Y/N
PERSISTENCE	12+ pre-tested students that have attended thirty or more hours	Attended 30+ hours / students served[1]				
			FY '14	75%		
PRE-TEST[3]	Students in ACES that have been pre-tested	pre-tested / enrolled[2]	FY '11	90%		
			FY '12	90%		
			FY '13	90%		
			FY '14	100%[3]		
POST-TEST	12+ pre-tested students that have been post-tested	post-tested / students served[1]	FY '11	60%		
			FY '12	60%		
			FY '13	60%		
			FY '14	71%		
PROGRESSION[4]	12+ pre-tested students that have advanced at least one educational level	progressed / students served	FY '11	45%		
			FY '12	50%		
			FY '13	60%		
			FY '14	63%		
PROGRESSED OF THOSE POST-TESTED[5]	Post-tested students that have advanced at least one educational level	progressed / post-tested				
			FY '14	90%		

Prior to FY '14, Persistence, Pre-Test, Post-Test, and Progression rates were stated as program requirements. Starting in FY '14, Progression and Pre-Test rates are state requirements, and Persistence, Post-Test, and Progressed of Those Post-Tested are state guidance.

1. "Students served" is defined as a pre-tested student with 12 or more hours of attendance.
2. "Enrolled" is defined as a student that has been entered into ACES.
3. Starting in 2014, 100% pre-test rate is a program performance requirement.
4. Progression rate is a program performance requirement and has been in the past. The state requirement for progression rate is the average of the state's federal targets for all educational functioning level.
5. Subset of progression: Students that have progressed out of only those post-tested

Attachment 13

ON-SITE REVIEW: FISCAL YEAR 2014

Program: _____ Review Dates: _____

Worksheet: Numbers and Dollars

NUMBER OF STUDENTS SERVED AND FISCAL MANAGEMENT MEASURES

COST PER STUDENT: LOCAL PROGRAM Actual number of students served compared to projected number of students served						**AVERAGE PROGRAM COST PER STUDENT:** total of all average "cost per student" divided by the number of programs in the state	
Dollars Spent		Students Served		**Cost Per Student**			**Average of Program Averages**
	÷		=				$580.00

Comments:

STUDENTS SERVED: Actual number of students served compared to projected number of students served						**DOLLARS SPENT:** Actual dollars spent compared to projected dollars needed						
Students Served: Actual		Students Served: Projected		**% Students Served**		Dollars Spent: Actual		Dollars needed: Projected		**% Dollars Spent**		
	÷		=				÷		=			
				↓						↓		
% Students Served					÷	**% Dollars Spent**					=	

Comments:

Program: _____ Review Dates: _____

Supplemental Worksheet 3: Class Site Summary

Class Site Summary								
location	class code	hours per week	number of teachers	teacher hours	cost per student	cost per progression		

Attachment 13

ON-SITE REVIEW: FISCAL YEAR 2014

Program: _____ Review Dates: _____

Classroom Review

Program:

Class Sites:

Teachers:

Reviewer:

Date:

DIRECTIONS: Review each item and check the box to the right if the requirement is met.

	Y/N/NA
Intake/Orientation	
1. All students participated in orientation prior to attending class.	
2. All students completed the pre-test battery. (Exception: Student attending to study one subject area.)	
Data Management	
1. Students currently in attendance have signed in at the time of arrival.	
2. Students currently in attendance have not signed out prior to leaving class.	
3. All student records with confidential information are stored in a secure place.	
4. If multiple grant services are being provided within the class, separate sign in sheets are used for each grant.	
5. The class site is in compliance with an effective data collection process from classroom to data entry person.	
Learner's Educational Guide	
1. The Learner's Educational Guide is used in such a way that assessment results are used to guide instruction.	
2. The Learner's Educational Guide shows evidence that student progress is frequently monitored.	
Instructional Activities	
1. Instructional activities are built on a strong foundation of research and effective educational practice.	
2. Instructional activities are of sufficient intensity and duration for participants to achieve substantial learning gains.	
3. Instructional activities provide learning in real life contexts.	
4. Instructional activities incorporate instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension.	
5. Instructional activities effectively employ advances in technology.	
6. The program can provide evidence that the plans submitted in the grant/bid application to meet the Core Indicators are being implemented:	
a. Core Indicator 1: Literacy Skills	
b. Core Indicator 2: Placement in, retention in, or completion of post-secondary training, unsubsidized employment, or career advancement	
c. Core Indicator 3: Receipt of High School Equivalency Certificate	

Attachment 13

ON-SITE REVIEW: FISCAL YEAR 2014

Program: _____ Review Dates: _____

Assessment Procedures	
1. Class has an adequate supply of assessment materials to meet the needs of the students.	
2. Teacher or test proctor indicate knowledge and practice of publishers' instructions for administering TABE and/or CASAS assessments.	
a. Instructions are read prior to each test.	
b. Tests are timed.	
c. Teacher/proctor is present during administration of test.	
d. Teacher/proctor does not answer questions or discuss the test before, during, and/or after testing.	
3. Procedures are in place to track and document the hours of instruction a student has had at the time of post-testing.	
4. Teacher indicates knowledge and practice of compliance with state policy for post-testing.	
a. Teacher has a sufficient method of determining "Hours at Testing."	
b. The rate of early post-testing does not exceed twenty-five % (25%) of all post-test administered.	
c. Incidents of "early post-tests" and "hours at testing anomalies" are documented.	
5. Class has a sufficient method of determining test results in a timely manner.	
6. Teacher explains the assessment results to the student.	
7. Assessments are stored in a secure place.	

NOTES:

Student Interview

Program:

Class Site:

Teacher:

Student:

Reviewer:

Date:

DIRECTIONS: Interview student and record responses.

1. How did you learn about this class?
2. Please describe what you remember about orientation.
3. What goals have you set?

ON-SITE REVIEW: FISCAL YEAR 2014

Program: _____ Review Dates: _____

4. Do you know what area you tested lowest in? Are you getting specific instruction in that area?
5. What is the attendance policy for this class?
6. Do you have any suggestions for ways to improve your experience?

ON-SITE REVIEW: FISCAL YEAR 2014

Program: _____ Review Dates: _____

Director's Time Line

This outline is provided to assist the AEL Local Program Director in preparing for the On-Site Review of the AEL program. Any questions about this time line or any activities of the review process can be directed to the DESE AEL review team leader.

ONGOING ACTIVITIES IN PREPARATION FOR THE ON-SITE REVIEW

Review DESE's grant or Invitation for Bid document and your organization's most recent application for an AEL grant or contract.

Complete the On-Site Review Form: Fiscal Year 2014 as if you were a reviewer of your program. The following ongoing activities are suggested to prepare for the On-Site Review:

- For Program Performance Requirements, use DESE provided annual data reports and the Adult Computer Enrollment System (ACES) to complete the local program's performance data. Mark "Yes" or "No" to indicate your program's performance in relation to the state target.
- For all other requirements, mark "Yes" if you determine that your program meets the minimum requirements as detailed in the most recent AEL grant or contract document. If your program does not meet the minimum requirement, mark "No."
- For requirements not met, take actions to correct the situation.
- Continually operate and improve your local program with the intention of meeting and exceeding the program performance and operation requirements.
- Conduct site visits of all classrooms and/or direct teachers to self-assess using the Classroom Review Form.
- Compile and organize documentation to verify the achievement of requirements.
- Meet with your host agency fiscal officer to share requirements from Fiscal Management section and prepare for the visit.
- Based on your review of the compiled documentation, highlight the areas that you believe are special strengths of your program.
- Meet with your host agency supervisor and inform him or her of the results of your informal review.
- Familiarize teachers, students, and administrative staff to their part in the review process, referring specifically to review documents.

Attachment 13

ON-SITE REVIEW: FISCAL YEAR 2014

Program: _____ Review Dates: _____

FIRST QUARTER OF FISCAL YEAR THAT PROGRAM IS SCHEDULED FOR AN ON-SITE REVIEW:

Coordinate with DESE AEL staff to establish the dates that the team will visit your program.

SIX WEEKS BEFORE ON-SITE REVIEW: RECEIVE ON-SITE ANNOUNCEMENT

Approximately six weeks before the team's visit you will receive an on-site review announcement letter and the on-site review packet. This will be the official notification of the dates that your program has been scheduled for an on-site review, and will serve as an indication that the preparation activities should be underway.

At this time, if you have not already done so, conduct and complete all activities from the ongoing activities list on page one of this document.

During the time leading up to the review, refer to the review packet documents as a scaffold for preparing for the review. The review team will be completing these forms during the course of the on-site visit.

ON-SITE REVIEW PACKET	
DOCUMENT	NOTES
Director's Time Line	Details activities director should conduct to prepare for the on-site review.
On-Site Review Form	The review team will complete this form as they conduct the on-site review.
Worksheets	These forms are used to gather information to use in the analysis and discussion of the program's performance.
Classroom Review Form	The review team will complete this form for each classroom they visit during the on-site review.
Student Interview	Members of the review team will interview randomly selected students using selected questions from this form.

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ON-SITE REVIEW: FISCAL YEAR 2014

Program: _____ Review Dates: _____

FOUR WEEKS BEFORE ON-SITE REVIEW: SCHEDULE PROGRAM REVIEW ACTIVITIES

Approximately one month before the scheduled visit, you will be contacted by phone by the DESE on-site review team leader to coordinate a detailed schedule for the on-site visit. The purpose of this pre-review phone call is to discuss logistical details of the review.

The following activities will be scheduled to occur when the review team visits your site:

ON-SITE REVIEW ACTIVITIES		
ACTIVITY	GUIDING DOCUMENTS	LOCAL PARTICIPANTS
Entrance Conference	On-Site Review Schedule	Program Director
Administrative Interview	On-Site Review Form: • General Requirements • Certification and Professional Development Requirements • Program Performance Requirements • Program Operation Requirements Technical Assistance Worksheet will be completed as needed.	Program Director
ACES Review	On-Site Review Form: • Data Entry and Management	Program Director ACES Data Entry Personnel
Fiscal Review	On-Site Review Form • Fiscal Management • Numbers and Dollars Worksheet	Program Director Host Agency Fiscal Officer
Class Site Visits Teacher Interviews Student Interviews	On-Site Review Form: • Program Operation Requirements: Student Services • Program Performance Requirements: Assessment Procedures Classroom Review Form	Teachers
Student Interviews	Student Interview Form	Students
Team Meeting	On-Site Review Form all sections	
Exit Conference, Part 1	On-Site Review Form all sections	Program Director
Exit Conference, Part 2	On-Site Review Form all sections	Program Director Host Agency Administrative Supervisor

ON-SITE REVIEW: FISCAL YEAR 2014

Program: _____ Review Dates: _____

At this time the local director will be asked to:

- Submit the current schedule of classes including the physical address of the class site. This will enable the DESE team leader to arrange as many class visits during the review as possible.

- Coordinate with the host agency's fiscal officer to schedule the fiscal review.

- Coordinate with the host agency's AEL supervisor to arrange a time for the exit conference.

- Submit a roster of AEL teachers with Social Security numbers to the DESE AEL office to verify certification requirements.

- Submit a roster with Social Security numbers that lists any additional program personnel that have direct contact with students.

- Submit the location of the review conference meetings, including physical address of the AEL office and other host agency offices that will be visited during the review.

After the requested information is submitted, the DESE team leader will propose a tentative schedule to the program director and other members of the review team. In the days leading up to the review, the DESE team leader and the program director will work together until a schedule is finalized with all review activities planned.

ONE WEEK BEFORE: CONFIRM VISIT DETAILS

In the week before your on-site review, the DESE team leader will be in contact with you to verify and confirm all details of the visit.

At this time and throughout the process, do not hesitate to contact the DESE AEL team leader if you have questions.

DEFINITIONS

NRS Demographic and Status Measure Definitions

Race/Ethnicity - Racial or ethnic category to which the learner self-identifies, appears to belong to, or is regarded in the community as belonging.

American Indian or Alaska Native—A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

Asian—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American—A person having origins in any of the Black racial groups of Africa.

Hispanic/Latino of any race—A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to ``Hispanic/Latino or Latino."

Native Hawaiian or Other Pacific Islander—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Two or more races—A person having origins in two or more race categories and not Hispanic/Latino.

Gender **-** Whether the learner is male or female**.**

Age **-** Years since learner’s date of birth.

Labor Force Status **-** Whether the learner is employed, not employed, or not in the labor force at time of entry into the adult education program, according to the following criteria:

- Employed—Learners who work as paid employees, work at their own business or farm, or who work 15 hours or more per week as unpaid workers at a farm or business operated by a member of their family. Also included are learners who are not currently working but who have jobs or businesses from which they are temporarily absent.
- Unemployed—Learners who are not employed but are seeking employment, make specific efforts to find a job, and are available for work.
- Not in the Labor Force—Learners who are not employed and are not seeking employment.

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

Disability Status **-** Learner has a record of, or is regarded as having any type of physical or mental impairment, including a learning disability that substantially limits or restricts one or more major life activities (e.g., walking, seeing, hearing, speaking, learning, and working).

Rural Residency Status **-** Learner resides in a rural area; that is, a place with a population of less than 2,500 that is not near any metropolitan area with a population greater than 50,000, or in a city with adjacent areas of high density.

Highest Degree or Level of School Completed **-** The highest number of years of formal schooling the learner has completed or the highest credential or degree the learner has achieved. Schooling in the U.S. or abroad is included.

NRS Student Participation Measure Definitions

Contact Hours **-** Hours of instruction or instructional activity the learner receives from the program. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, such as classroom instruction, assessment, tutoring, or participation in a learning lab.

Program Enrollment Type **-** Learner is enrolled in the following programs or institutions:

- Adult Basic Education Program—A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in the family.
- Adult Secondary Education Program—A program of instruction designed for adults who have some literacy skills and can function in everyday life but who are not proficient or do not have a certificate of graduation or its equivalent from a secondary school.
- EL Program—A program of instruction designed to help adults with limited English proficiency achieve competence in the English language.
- Correctional Education Program—A program of ABE, ASE, or EL instruction for adult criminal offenders in correctional institutions.
- Family Literacy Program—A program with a literacy component for parents and children or other intergenerational literacy components.
- Workplace Literacy Program**—**A program designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by:
    - Providing adult literacy and other basic skill services and activities, including basic computer literacy skills.
    - Providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent.
    - Meeting the literacy needs of adults with limited English proficiency.

- Program for the Homeless—A program designed for homeless adults. Homeless adults lack a fixed, regular, nighttime residence or have 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 provides 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. The term *homeless adult* does not apply to any individual imprisoned or otherwise detained pursuant to an act of the Congress or a State law.
- Correctional Facilities—Any prison, jail reformatory, work farm, detention center, or any other Federal, State, or local institution designed for the confinement or rehabilitation of criminal offenders.
- Community Corrections Programs—A community-based rehabilitation facility or halfway house.
- Other Institutional Programs—Any other medical or special institution.
- Distance Education—Formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

NRS Optional Student Status Measures Definitions

Low-Income Status **-** The learner receives or is a member of a family who receives a total family income in the 6 months prior to enrollment of 70 percent of the income level standard for a family of that size, or the learner is receiving or is a member of a family who is receiving cash assistance payments from Federal or State agencies or food stamps, or the learner can be designated as homeless under the McKinney Act.
Displaced Homemaker **-** Learner has been providing unpaid services to family members in the home, has been dependent on the income of another family member but is no longer supported by that income, and is unemployed or underemployed and experiencing difficulty obtaining or upgrading employment.

Single Parent Status **-** Learner has sole custodial support of one or more dependent children.

Dislocated Worker **-** An individual who receives an individual notice of pending or actual layoff from a job, or an individual who receives a publicly announced notice of pending or actual layoff.

Learning-Disabled Adult **-** Learner with an IQ in the low-average and above level (70+ to any level) who has deficits (related to neurological impairments) in capacity in defined limited learning areas; this can include dyslexia (reading disability), dysgraphia (writing disability), and dyscalculia (math disability). The learner also has a history of previous educational efforts**.**

Learner Goals for Attending **-** Learner's reasons for attending the class or program, as defined in the following categories**:**

- Obtain a Job—Obtain full- or part-time paid employment.
- Retain Current Job—Upgrade skills to enable retention of current job.
- Earn a Secondary School Diploma or Achieve a HSE Certificate—Achieve sufficient skills and credit hours to earn a State-accredited secondary diploma or pass HSE tests.
- Enter Postsecondary Education or Job Training—Achieve skills to enable enrollment in a postsecondary education program or job training program.
- Improve Basic Literacy Skills—Improve overall basic literacy skills.
- Improve English Language Skills—Improve overall skills in the English language (e.g., speaking, reading, and writing).
- Obtain Citizenship Skills—Obtain skills to pass the U.S. citizenship test.
- Achieve Work-Based Project Learner Goals—Obtain the skills needed to complete a project learner activity (i.e., a course of 12–30 hours duration designed to teach specific workplace skills).
- Other Personal Goals—Any other goal related to instruction with a clearly definable outcome, such as passing a driver's test or improving reading ability.

Secondary Outcome Measures Definitions

Reduction in Receipt of Public Assistance **-** Learner's Temporary Assistance for Needy Families (TANF) Grant or equivalent public assistance is reduced or eliminated due to employment or increased income**.**

Achieved Citizenship Skills - Learner attains the skills needed to pass the U.S. citizenship exam.

Voting Behavior - Learner registers to vote or votes for the first time anytime during the program year**.**

General Involvement in Community Activities - Learner increases involvement in the following community activities:

- Attending or organizing meetings of neighborhood, community, or political organizations.
- Volunteering to work for such organizations.
- Contributing to the support of such organizations.
- Volunteering to work on community improvement activities.

Involvement in Children's Education - Learner increases involvement in the education of dependent children under his or her care, including**:**

- Helping children more frequently with their school work.
- Increasing contact with children's teachers to discuss children's education.
- Having more involvement in children's school, such as attending school activities and parent meetings and volunteering to work on school projects.

Involvement in Children's Literacy-Related Activities **-** Learner increases involvement in the literacy-related activities of dependent children under his or her care, including:

- Reading to children.

- Visiting a library.
- Purchasing books or magazines for children.

Completed Work-Based Project Learner Activity **-** Learner acquires the skills taught in a short-term learning course designed to teach specific work-based skills. A short-term course is an instructional program of at least 12 hours but no more than 30 hours duration.

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 for 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 ACES 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.

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). NRS Implementation Guidelines include tables that link Educational Functioning Levels to CASAS assessment scores and TABE Grade Equivalents

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 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 and their last attendance date added.

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

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

ADULT EDUCATION RESOURCES

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
- Literacy Information and Communication System, LINCS www.lincs.ed.gov
- 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

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.

CONTACT INFORMATION

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