

FY 2025

Program MANUAL

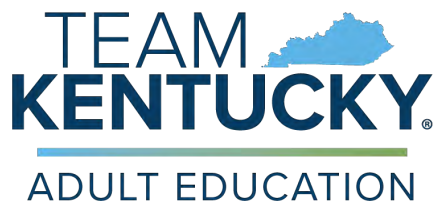
Kentucky Office of Adult Education

FY 25

KENTUCKY ADULT EDUCATION

PROGRAM MANUAL

Revised July 2024



Proponent and Exception Authority:

The proponent of this program manual is the Executive Director, Office of Adult Education, Education and Labor Cabinet. The proponent has the authority to approve exceptions and waivers to this program manual consistent with the governing federal and state laws and regulations. All exceptions and waiver requests are subject to Education and Labor Cabinet review before the final approval/denial of the requests.

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ADULT EDUCATION & ITS PURPOSE

The guidance in the *Kentucky Adult Education Program Manual* is set forth by the [Kentucky Office of Adult Education \(OAE\)](#) under the authorization of the Kentucky Education and Labor Cabinet (KELC).

Kentucky Adult Education (KYAE) is charged by the [Kentucky Adult Education Act of 2000, Senate Bill 1](#) and the [Adult Education and Family Literacy Act \(AEFLA\), Title II](#) of the [Workforce Innovation and Opportunity Act \(WIOA\)](#), to provide, voluntarily, adult education and literacy activities, to:

1. Assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.
2. Assist adults who are parents or family members in obtaining the education and skills that:
 - A. Are necessary to becoming full partners in the educational development of their children; and
 - B. Lead to sustainable improvements in the economic opportunities for their family.
3. Assist adults in attaining a secondary school diploma and in their transition to postsecondary education and training, which includes career pathways; and
4. Assist immigrants and other individuals who are English language learners in:
 - A. Improving their:
 - i. Reading, writing, speaking, and comprehension skills in English; and
 - ii. Mathematics skills; and
 - B. Acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

ADULT EDUCATION – EDUCATIONAL STRATEGY & RESPONSIBILITY

Pursuant to [KRS 151B.406](#), KYAE is created within the Department of Workforce Development in the Education and Labor Cabinet to carry out the statewide adult education mission.

The office shall implement the plan below, based upon the KYAE Strategic Plan, to reduce the number of adults at the lowest literacy levels and most in need of adult education and literacy services. The office shall be responsible for all adult education and literacy functions.

The office shall:

- a. Promote coordination of programs and responsibilities linked to the issue of adult education with other agencies and institutions.
- b. Facilitate the development of strategies to increase the knowledge and skills of adults in all counties by promoting the efficient and effective coordination of all available education and training resources.
- c. Lead a statewide public information and marketing campaign to convey the critical nature of Kentucky's adult literacy challenge and to provide adults and employers with practical information about available education and training opportunities.
- d. Establish standards for adult literacy and monitor progress in achieving the state's adult literacy goals, including existing standards that may have been developed to meet requirements of federal law in conjunction with the “Collaborative Center for Literacy Development: Early Childhood through Adulthood”; and,
- e. Administer the adult education and literacy initiative fund created pursuant to [KRS 151B.409](#).

The KYAE recognizes the significance of ensuring that the approximately 290,000 Kentuckians without a high school diploma/high school equivalency (HSE) attain a GED®, OAE is much more than a GED® program. We are committed to providing more comprehensive and aligned approaches to addressing the Commonwealth's education, training, and employment needs. The KYAE Strategic Plan is part of an effort to create a seamless system for students to move from adult education to earning their GED®/HSE diplomas and then, subsequently, transitioning to postsecondary education and training and living wage jobs, ultimately contributing to the economic vitality of the Commonwealth.

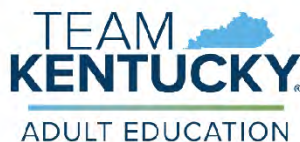
KENTUCKY ADULT EDUCATION

Mission Statement

Our mission is to work with Kentuckians to improve their quality of life through education, training, and employment so they can take care of themselves and their families and help their communities and the state's economies expand and thrive.

Vision Statement

Kentucky Adult Education is committed to providing academic and essential skills instruction through collaborative efforts to promote statewide lifelong learning and an attainable path to greater self-sufficiency.



ADULT EDUCATION ELIGIBILITY

Under Title II of the Workforce Innovation and Opportunity Act (WIOA), the [Adult Education and Family Literacy Act \(AEFLA\)](#), eligible students are those individuals who:

- A. Have attained 16 years of age.
- B. Are not enrolled or required to be enrolled in secondary school under [State law](#) (Kentucky's compulsory school attendance age is 18 years of age, per KRS 159.010) and
- C. Who:
 - a. is basic skills deficient.
 - b. do not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - c. is an English language learner.

Home-schooled and [Department of Juvenile Justice](#) (D.J.J.) students are not exempt from the compulsory age law. For Adult Education services and GED® eligibility and exceptions, review the exceptions to the compulsory age law in [13 KAR 3:050](#).

Eligible students will have reached the legal withdrawal age from their local school district. They must live, work, be incarcerated, and/or enroll in postsecondary education to receive KYAE services anywhere in the Commonwealth or be eligible via the exceptions contained in 13 KAR 3:050.

F-1 Visas (student visa) cannot be issued to persons seeking to enter the United States to attend a “publicly funded adult education program.” Individuals with an F-1 Visa can utilize KYAE services in addition to their visa-required programming. Working in an adult education program does not meet the requirements to gain [F-1 status or continue an F-1 Visa](#).

Providers are not authorized to charge students or employers for instructional or other services covered by state and federal adult education funds. Employers and other organizations (e.g., community-based organizations, etc.) may contribute financially to local Kentucky Adult Education providers in the form of non-cash contributions and/or third-party in-kind contributions (under the requirements of 2 CFR § 200.306).

FEDERAL GUIDANCE

WIOA

On July 22, 2014, [WIOA](#) was passed by a bipartisan majority in Congress and was signed into law by President Barack Obama. WIOA is the first update to the nation's core workforce training programs in the 16 years since the Workforce Investment Act (WIA) was passed. The law acknowledges the need for a new vision and reauthorizes the nation's employment, training, adult education, and vocational rehabilitation programs created under WIA. WIOA improves connections to employment and training opportunities, leading to economic prosperity for workers and their families. WIOA aims to create opportunities by coordinating a comprehensive system of education and training options for adults with barriers to employment, improve connections amongst families and workers with jobs and training opportunities, and economic success by strengthening workforce and education programs for adults and youths facing barriers.

WIOA's Federal Partners Include:

- [Office of Career, Technical, and Adult Education \(OCTAE\)](#)
- [United States Department of Labor](#)
- Department of Education's [Rehabilitation Services Administration](#)

Additional partner programs include Health and Human Services, Housing and Urban Development, and others.

State-level partners, include the Kentucky Workforce Innovation Board.

Local-level partners include Local Workforce Boards and Staff, Secondary Educators, Community and Technical Colleges, Postsecondary Institutions, and Economic Development Boards.

WIOA Considerations:

WIOA requires [13 considerations](#) for Funding AEFLA, Title II Programs. Providers should commit year-round services to the following considerations:

1. The degree to which the eligible provider would be responsive to—
 - i. Regional needs as identified in the local workforce development plan; and
 - ii. Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who:

- Have low levels of literacy skills; or
 - Are English language learners.
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.
 3. The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to the eligible agency meeting its State- adjusted levels of performance for the primary indicators of performance described in 20 CFR § 677.155.
 4. The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of WIOA, as well as the activities and services of the one-stop partners.
 5. Whether the eligible provider's program—
 - i. Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
 - ii. Uses instructional practices that include the essential components of reading instruction.
 6. Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice;
 7. Whether the eligible provider's activities effectively use technology, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning, and how such technology, services, and systems lead to improved performance;
 8. Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

9. Whether the eligible provider's activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high-quality professional development, including through electronic means;
10. Whether the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local WDBs, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways;
11. Whether the eligible provider's activities offer the flexible schedules and coordination with Federal, State, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
12. Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with 20 CFR § 666.100) and to monitor program performance; and
13. Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

AEFLA

KYAE is required to comply with WIOA and its regulations. WIOA reauthorizes Title II of the Adult Education and Family Literacy Act (AEFLA). The following AEFLA guidance is not an exhaustive list of legislation but fundamental material to aid in the success of a program.:

- Adult Education General Provisions (34 CFR part 463.1 through 463.30)
- What Are Adult Education and Literacy Activities (34 CFR part 463.30 through 463.38)
- What Are Programs for Corrections Education and the Education of Other Institutionalized Individuals (34 CFR part 463.30 through 463.63)
- What Is the Integrated English Literacy and Civics Education Program (34 CFR 463.70 through 463.75)
- Measuring Educational Gain In The National Reporting System for Adult Education (34 CFR part 462)

The United States Department of Education Office of Career and Technical Adult Education issues [program memorandums](#) to provide transparency to AEFLA requirements.

FERPA

The Family Educational Rights and Privacy Act (FERPA) ([20 USC § 1232g](#); [34 CFR Part 99](#)) requires that, with certain exceptions, education agencies obtain written consent before the disclosure of personally identifiable information from a student record. However, FERPA allows education agencies to disclose appropriately designated “directory information” without written permission unless the student has advised the agency to the contract per agency procedures.

Under FERPA, KYAE will disclose directory information for GED® graduates.

KYAE designates the following as “directory information”:

- Student name
- Address
- Telephone number
- Email address
- Degrees, honors, and awards received, specifically GED® test credential attainment.

KYAE may disclose directory information to postsecondary institutions, the [Kentucky Higher Education Assistance Authority](#) (KHEAA), employers, and employer associations with the following provisions:

- Directory information cannot be used for commercial purposes.
- Directory information cannot be sold or redistributed to other organizations.
- Organizations must state the reason for requesting directory information and indicate they will not use it for commercial purposes or sell or distribute it to another organization.

GED® graduates who do not consent to their directory information to be released must indicate in writing when providing enrollment information and answering the *location- specific questions* at [GED.com](#) when scheduling the first test. Directory information does not include requests for individual records or confirmation of individual GED® graduates. Local Providers and fiscal agents should be well-versed in and adhere to FERPA and its data-sharing policies. If Local Providers receive a request for data (in aggregate), they must adhere to fiscal agent policies and notify KYAE of the request before providing it.

General Education Provisions Act (GEPA)

KYAE requires all applications responding to the Title II Adult Education and Family Literacy Act to describe steps to meet the requirements of [WIOA Section 427 of the General Education Provisions Act \(GEPA\)](#). Examples of measures taken to meet GEPA requirements include: removing barriers to access by providing access to grants, college and career counseling, academic accommodations, instruction, and other support services in various locations in the community.

KYAE providers are committed to the employees' equal opportunity policies and affirmative action. They will actively recruit applicants from traditionally underrepresented groups, including individuals with disabilities, and seek to develop a diverse faculty and staff. Providers will disseminate anti-discrimination policies through employee and student handbooks and other official materials and provide all activities in Americans with Disabilities Act (ADA)-accessible facilities. Program fliers and information will be provided in multiple languages. Additionally, the provider will coordinate and offer program faculty and staff cultural sensitivity, ADA, and related training.

KYAE service providers must submit a GEPA plan to ensure equitable access to and participation in the WIOA Title II program.

Americans with Disabilities Act

Under the [Americans With Disabilities Act](#) (ADA), state law, and Department for Workforce Development (DWD), and KELCs equal opportunity policy, it is required that any recipient of grant funds awarded as a result of the Kentucky Adult Education RFA (and contract renewal process) must provide reasonable accommodations to all qualified individuals (both employees and students) with disabilities unless that accommodation would represent an undue burden in the exercising of the responsibilities of the grantee to deliver adult education and literacy activities.

By accepting an Adult Education and Family Literacy, Title II award (and subsequent contract renewals) from KYAE, the entity agrees to comply with the above ADA statement.

Disability Equal Opportunity Regulations

[Section 188](#) of WIOA prohibits discrimination against individuals who apply to, participate in, work for, or encounter programs and activities that receive financial assistance under Title I of WIOA. This includes programs and activities operated by one-stop partners (both required and additional partners) to the extent that these programs and activities are being conducted as part of the one-stop delivery system.

It prohibits discrimination based on race, color, religion, sex, national origin, age, disability, political affiliation, or belief and, for WIOA beneficiaries only, an individual's

citizenship status or participation in any Title I -financially assisted program or activity. Section 188 of WIOA and its implementing regulations require, among other things, that the one-stop system ensure nondiscrimination and equal opportunity and access for individuals with disabilities. The relevant WIOA regulations at [29 CFR part 38](#) include:

- 29 CFR §38.12 (discrimination against individuals with disabilities prohibited)
- 29 CFR §38.13 (recipient's responsibilities regarding physical and programmatic accessibility)
- 29 CFR §38.14 (recipient's responsibilities regarding reasonable accommodations and reasonable modifications for individuals with disabilities)
- 29 CFR §38.15 (recipient's responsibilities for communications with individuals with disabilities)
- 29 CFR §38.40 (recipient's responsibilities to conduct affirmative outreach)

In demonstrating compliance with Section 188, it is necessary for KYAE providers that received WIOA financial assistance from a State to show their adherence to policies, procedures, and systems that are designed, when successfully implemented, to provide a reasonable guarantee of compliance with the nondiscrimination and equal opportunity requirements of WIOA and its implementing regulations.

Corrections Services

KYAE provides corrections educational services to increase educational levels for inmates to successfully re-enter the community through education, training, and employment opportunities, equip them with skills that build self-sufficiency, and reduce recidivism.

Each provider must establish or operate programs that provide education services to criminal offenders in correctional institutions and individuals in other institutionalized settings. According to [Section 225](#) of WIOA, AEFLA funds shall be used for the cost of educational programs for criminal offenders in correctional institutions and other institutionalized individuals, including academic programs for:

- Adult education and literacy activities
- Special education, as determined by the eligible agency.
- Secondary school credit
- Integrated education and training
- Career pathways
- Concurrent enrollment
- Peer tutoring; and
- Transition to re-entry initiatives and other post-release services to reduce recidivism.

Corrections educational services per the [Kentucky WIOA State Plan](#) must also include:

- Adult education and literacy activities (as defined above), including preparation for earning a GED®/HSE.
- Appropriate instructional accommodations for inmates identified with learning differences/disabilities.
- Workforce preparation activities as described above; and
- Transition coaching and College and Career Ready-standards-based instruction.

Local Providers using funds furnished under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must prioritize serving individuals likely to leave the correctional institution within five years of participating in the program.

Using a two-pronged approach to corrections education, inmates are served in state adult correctional institutions and local correctional facilities (jails).

Local Jails and State Adult Institutions

In local areas where full-service jails and adult institutions exist, adult education providers are required to partner with their local jailer or adult institution's Corrections Regional Education Administrator (CREA) to offer incarcerated adults contextualized (workforce preparation skills), standards-based academic instruction. (A minimum of 10 hours of instruction per week is recommended. However, discretion is given to the adult education program director to determine if less than 10 hours of instruction per week is sufficient time to advance students). Jailers and CREA are expected to provide adequate space in a comfortable environment with student access to instructional materials, including technology, as appropriate, to encourage additional study outside the classroom setting.

Local Providers will conduct adult education services and programs for all Kentuckians, including justice-involved or correctional institution residents, per the State Plan. In addition, re-entry activities are prioritized in support of recidivism reduction efforts. The term correctional institution is defined as any:

1. Prison;
2. Jail;
3. Reformatory
4. Work Farm;
5. Detention Center; or
6. Halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

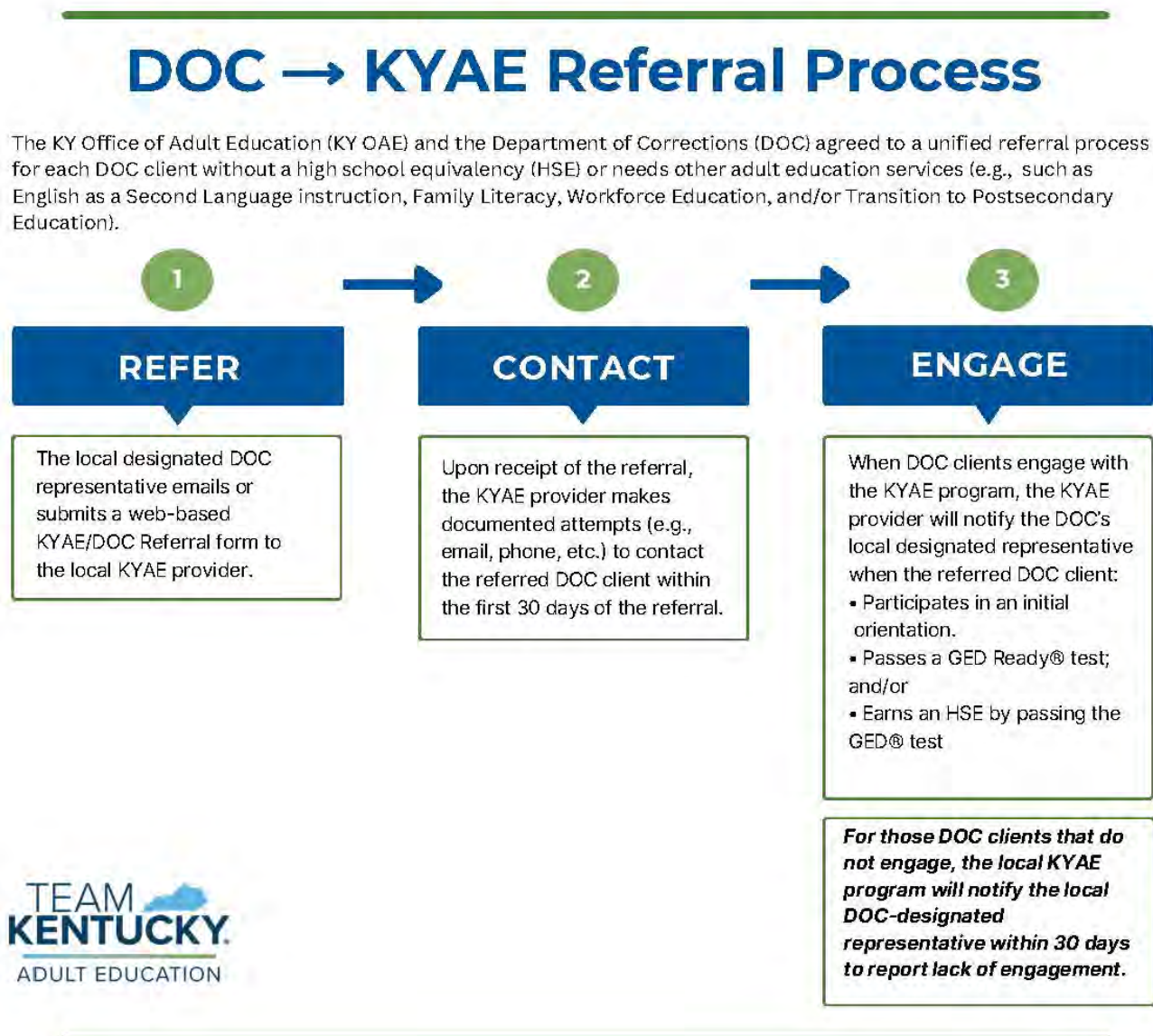
Upon coordination and approval of the jailer, adhere to the following:

1. A description of correctional educational services shall be established and confirmed with an agreement, signed by the jailer, submitted with the eligible applicant's application. If conditions, such as the closure of the facility due to the pandemic, prevent applicants from obtaining a signed agreement, a statement of intent will suffice. Submit updated Memorandum of Understanding (MOU)s to OAE for recordkeeping.
2. The Office of Kentucky Adult Education shall establish agreements with the Department of Corrections (DOC) regarding Adult Institutions on behalf of the Local Provider.
3. The provision of services at local and full-service jails that do not meet the minimum criteria (above) is made at the discretion of the local adult education provider.

Adult Education services provided in Adult Institutions shall align with DOC's Policies and Procedures found at [501 KAR 6:020](#). The Local Provider shall work alongside the institution's CREA and adhere to all DOC guidelines. Students may attend both KYAE and DOC adult education programs at the discretion and permission of the CREA. In the event a student is attending both KYAE and DOC adult education classes, the Local Provider will serve as the lead instructor and will be responsible for all data collection and reporting.

Corrections Referral Process for Probation/Parole and Re-Entry Services

KYAE and the Department of Corrections (DOC) implemented a unified referral process for each DOC client who needs adult education services (e.g., such as GED® instruction, English as a Second Language instruction, Family Literacy, Workforce Education, and/or Transition to Postsecondary Education). See Appendix A for reference.



KENTUCKY ADULT EDUCATION SERVICES

[Section 202](#) of the AEFLA and the guiding principles from the law explain the purpose of Adult Education programming to include the following:

1. Assisting adults to become literate and obtain the knowledge and skills for employment & economic sufficiency;
2. Supporting the educational and skill achievement of parents and family members to participate in the educational development of their children and improve economic opportunities for families;
3. Assisting immigrants and English learners in improving their English and math proficiency and understanding of the rights and responsibilities of citizenship; and
4. Assisting incarcerated individuals in strengthening their knowledge and skills to promote successful re-entry into society.

AEFLA also plays an integral role in the workforce development space and connecting adult learners via the One-Stop delivery systems in each state. AEFLA service providers offer support in secondary school diploma attainment and can assist in the transition to postsecondary training through use of career pathways and educational supports. All of the AEFLA programming is available in Kentucky, and they are all measured cohesively via the Measurable Skills Gains.

Measurable Skill Gains (MSG):

MSG Definition

The Office of Career, Technical, and Adult Education (OCTAE) [Program Memorandum \(PM\) 17-2](#) defines MSG as the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains—defined as documented academic, technical, occupational, or other forms of progress—toward such a credential or employment.

Measurable Skill Gains (MSG):

Depending on the type of education or training program, documented progress is defined as one of the following:

1. Documented achievement of at least one educational functioning level (EFL) of a participant receiving instruction below the postsecondary education level.

Programs may measure educational functioning level gain in one of three ways:

- a. States may compare the participant's initial educational functioning level, as measured by a pretest, with the participant's educational functioning level, as measured by a post-test.
 - b. States that offer adult high school programs that lead to a secondary school diploma, or its recognized equivalent may measure and report educational gain through the awarding of credits or Carnegie units*; or
 - c. States may report an educational functioning level gain for participants who exit a program below the postsecondary level and enroll in postsecondary education and training during the program year. A program below the postsecondary level applies to participants enrolled in a basic education program.
 - d. States may report an educational functioning level gain for participants who pass a subtest on a State-recognized high school equivalency examination.
2. Documented attainment of a secondary school diploma or its recognized equivalent.
 3. Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the state unit's academic standards.
 4. Satisfactory or better progress report toward established milestones, such as completion of on-the-job training or completion of one year of an apprenticeship program or similar milestones from an employer or training provider who is providing training; or
 5. Successfully passing an exam required for a particular occupation or progress in attaining technical or occupational skills, as evidenced by trade-related benchmarks such as knowledge-based exams.

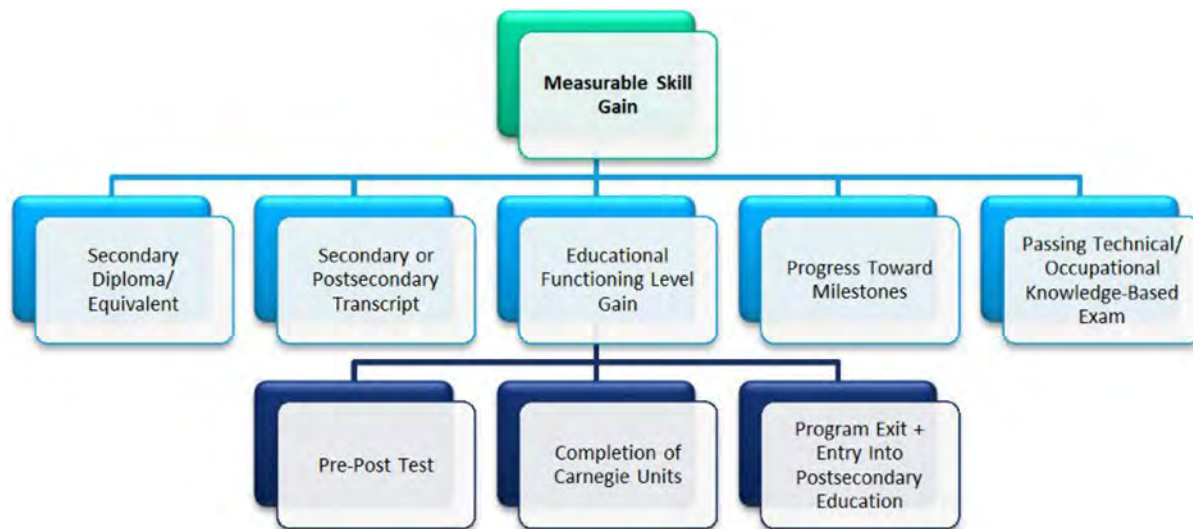
***NOTE:** Kentucky does not recognize Carnegie Units as a way of obtaining Educational Functioning Level Gain. States may report MSG types 1 and 2 for all adult education participants and any of the five MSG types for participants in workplace literacy and Integrated Education & Training (IET) programs.

Validating and Documenting MSG

States must follow the requirements for data validation described in [OCTAE PM 19-1](#) for reporting MSG. To illustrate the outcomes that may be reported under MSG types 3, 4, and 5 in the context of a workplace literacy and

IET program, the following section focuses on clarifying key terms and requirements for these types of MSG to help determine whether the specific gain meets the validation requirements for National Reporting System for Adult Education (NRS) reporting. Further explanation of the Kentucky IET/WPL Planning Tool Process can be found in the [State Guidance Section](#).

Figure 1. Five Types of Measurable Skill Gains under WIOA



AEFLA Core Services

Under AEFLA, Title II of WIOA, there are eight core services required to be offered by Adult Education grantee offices. Those services include:

- (a) Adult education,
- (b) Literacy,
- (c) Workplace adult education and literacy activities,
- (d) Family literacy activities,
- (e) English language acquisition activities,
- (f) Integrated English literacy and civics education,
- (g) Workforce preparation activities, or
- (h) Integrated education and training.

The following sections describe the services.

Adult Education and Literacy Programming

Adult Education and Literacy requirements are the foundation of KYAE services in 120 counties of the Commonwealth. This is the programming KYAE provides to support participants in pre- and post-testing gains, whether working toward a high school equivalency, or on improving an individual's overall literacy in math, reading, or writing skills.

In Kentucky, this involves support via DRC/TABE testing in the most needed subject, and supportive services for learning those subjects in the required 40 hours between testing times. This also includes high school equivalency preparation, GED® testing, and practice testing, with support services in their current subject area of testing to help prepare for the upcoming GED Ready® or GED® testing window.

The provision of this type of service includes other support services , depending on the needs of the student, as they work with instructors, College and Career Navigators (CCN), and local program personnel to prepare for whatever comes next in their pathway. KYAE is here to serve, and basic literacy learning is where our services are based, no matter what the student needs to accomplish.

Workplace Adult Education and Literacy Activities

Workplace adult education and literacy activities are those activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location designed to improve productivity.

In the Kentucky Future Skills Report (2021-2026) of workforce demand, the following **ten occupational groups were projected to be in high demand, offering nearly 900,000 employment opportunities:**

- Food Preparation and Serving Related
- Transportation and Material Moving
- Office and Administrative Support
- Sales and Related
- Production
- Healthcare Support
- Healthcare Practitioners and Technical
- Educational Instruction and Library
- Management
- Personal Care and Service

Source: [KYSTATS Five-Year Projection Report](#)

Family Literacy Activities

Under AEFLA, family literacy programs must provide “activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities:

1. parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency;
2. interactive literacy activities between parent and child;
3. training in parenting activities; and

4. age appropriate education to prepare children for success in school and life experiences.”

The goal of family literacy programs is to “assist adults, who are parents, to obtain the educational skills necessary to become full partners in the educational development of their children.” The family literacy program is not meant to be a stand-alone program. State statutes, [KRS 151B.406](#) and [KRS 158.360](#), require that family literacy programs “be designed to reduce duplication with other educational providers to ensure high quality and efficient services.” Adult Education providers are encouraged to collaborate with appropriate agencies including but not limited to Head Start, preschools, Family Resource and Youth Centers, libraries, businesses, and community and faith-based organizations, to provide literacy training and other educational services to families in need.

English Language Acquisition Activities

Similar to the instruction for Adult Education and Literacy Activities, supporting English Language Learners (ELLs) in gaining language skills for their contributions to their families, communities, and careers, is integral in the programs we provide across KYAE service areas. English Language Acquisition supports individuals across the Commonwealth to improve their speaking and reading in support of their work or career goals, and within their family units. The ELL programming KYAE provides supports participants in pre- and post-testing gains, whether working toward a high school equivalency in the US, or by improving their overall English literacy and speaking skills.

Participants learning English may be utilizing CASAS-Steps or CLAS-E pre- and post-testing options to show a level gain, and to work toward other outcomes, including: GED® passage, level-gains for employers or via Work Place Literacy (WPL) programs, or level-gains to show career-readiness or postsecondary preparedness. As with all our participants, English Language Acquisition and English-literacy students will likely receive instruction across subject areas and are working on career pathways established with the CCNs or other staff in their local areas. These learners’ outcomes are incredibly important to our Commonwealth, the local workforce, and their families, and KYAE provides services to support them in learning and career-readiness.

Integrated English Literacy and Civics Education (IELCE)

Integrated English Literacy and Civics Education (IELCE) program, funded through Section 243 of WIOA, provides a unique opportunity to serve a sub-population of the estimated over 43 million foreign-born people living in the U.S. as of 2016 who need linguistic, civic, and economic integration.

IELCE programs, those receiving federal Section 243 funds, support education services to eligible individuals who are adult English Language Learners (ELL), including professionals with degrees and credentials in their

native countries. These services will enable such adults to achieve competency in the English language through standards-based instruction and acquire the basic and more advanced skills needed to function effectively as parents, citizens, and workers in the United States.

According to [34 CFR § 463.70 - 75, “The local Integrated English Literacy and Civics Education \(IELCE\)”](#) program should address the following components:

1. Prepare adults who are English Language Learners (ELLs) for unsubsidized employment in in-demand occupations or career pathways, which lead to economic self-sufficiency;
2. Assist ELLs in achieving competency in English reading, writing, speaking, and comprehension;
3. Prepare ELLs on the rights and responsibilities of citizenship and civic participation;
4. Prepare ELLs without a high school diploma for its equivalent (GED®);
5. Lead to ELLs entering postsecondary education or training; and
6. Offer adult education instruction in combination with integrated education and training (IET).

IELCE Regulations for Integrated Education and Training (IETs) and Workplace Literacy (WPL)

IELCE, in Combination with IET – 34 CFR [§463.74](#), specifies that an eligible provider that receives funds through the IELCE program may meet the requirement to use funds for integrated English literacy and civics education in combination with integrated education and training activities by:

1. Co-enrolling participants in integrated education and training as described in subpart D that is provided within the local or regional workforce development area from sources other than section 243;
OR
2. Using funds provided under section 243 to support integrated education and training activities as cited in subpart D.

IELCE programs will use the generic Kentucky IELCE Co-enrollment Model to meet the spirit of part 1 above. When students co-enroll in a specific certificate program with a co-enrollment partner, the IELCE program director will submit a KYAE planning tool detailing the specifics of the co-enrollment program.

IELCE programs are strongly encouraged to provide a pathway opportunity toward career certification that starts with a workplace literacy plan. However, section 243 funds cannot support a Workplace Literacy plan in isolation; the Workplace Literacy plan must be part of a pathway leading to industry-recognized certification for Section 243 funds to finance the programming.

Workforce Preparation and Integrated Education & Training Activities

In order to meet the requirement that the adult education and literacy

activities, workforce preparation activities, and workforce training be integrated, services must be provided concurrently and contextually such that—

- a. Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:
 1. Are each of sufficient intensity and quality, and based on the most rigorous research available, particularly in relation to improving reading, writing, mathematics, and English proficiency of eligible individuals;
 2. Occur simultaneously; and
 3. Use occupationally relevant instructional materials.
- b. The integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively [34 CFR §463.37](#).

WIOA defines Integrated Education and Training (IET) as "a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for educational and career advancement." [34 CFR §463.35](#).

STATE GUIDANCE

There is no higher calling than providing Kentuckians from across the Commonwealth the opportunity for transformational change to obtain an excellent education and quality training to attain a meaningful career to enable them to support their families, break the cycle of poverty. The Kentucky Education and Labor Cabinet (KELC) mission and vision provide the opportunity for transformational change.

ELC Vision

The Education and Labor Cabinet fosters opportunities for lifelong learning, training, and career services while protecting the well-being of Kentucky's workforce.

ELC Mission

Educate – Promote early childhood through 12th grade, postsecondary education, adult education and credentialed training to provide lifelong opportunities for Kentuckians.

Encourage – Use of resources and data to improve the prosperity of Kentucky's workforce.

Employ – Actively engage employers to drive Kentucky's workforce system by creating opportunities for and removing employment barriers for Kentuckians.

Enforce – Create a culture of accountability to promote best practices, fairness, and compliance with Kentucky's wage and hour, employees' safety, health, and worker's compensation requirements.

KELC is working to create a "cradle to career" Cabinet. Focusing on the four E's of education and labor mission, KELC can ensure Kentuckians have a greater chance of success in entering the workforce in a strong position, and our industries can retain our best and brightest.

Adult Education services and programs serve as the bridge to achieving the Four E's. The following serves as measures consistent with the mission of KELC and in compliance with federal and State regulations and laws.

Kentucky State WIOA Plan

The Kentucky State Plan satisfies the submission requirements of WIOA sections 102(c)(1)(B) and 103(b)(1) and was approved on May 29, 2024. Governors of each State must submit a Unified or Combined State Plan that includes a four-year design and procedural plan for the ongoing fulfillment of the State's workforce development system, with revisions every two years. The WIOA State Plan communicates the vision for the state workforce system. To receive funding under the six core programs, Adult

Education and Family Literacy Act (AEFLA), Dislocated Worker, Adult, Youth, Vocational Rehabilitation programs, and the Wagner-Peyser programs, all states must have a federally approved plan.

The State and OCTAE mutually agree to negotiated performance levels for each program. Negotiated performance levels must be integrated into the approved Unified or Combined State Plan and the approved two-year modification of that Plan (WIOA section 116(b)(3)(A)(iv)) for each primary indicator of performance for each core program.

Kentucky Adult Education and Literacy Program Performance Indicators

Federal Performance Indicator Definitions:

Unsubsidized Employment 2nd Quarter

- The percentage of program participants in unsubsidized employment during the second quarter after exit from the program.

Unsubsidized Employment 4th Quarter

- The percentage of program participants in unsubsidized employment during the fourth quarter after exit from the program.

Median Quarterly Earnings

- The median earnings of program participants in unsubsidized employment during the second quarter after exit from the program.

Credential Attainment

- During a program year, the percentage of program participants who are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment. WIOA Section 116(b)(2)(V).

Negotiated Performance Table:

PERFORMANCE INDICATORS	FY 2025 Negotiated Level
Employment (2 nd QTR After Exit)	42.5%
Employment (4 th QTR After Exit)	46.0%
Median Earnings (2 nd QTR After Exit)	\$4,550.00
Credential Attainment Rate	39.60%
Measurable Skill Gains (MSG)	51.5%

State Performance Indicators:

FY 2025 HSE Attainment and Total Enrollment of Participants Goal

Total Enrollment of Participants Goal	18,000
HSE Attainment Goal	3,600

Kentucky's Highschool Equivalency Services – GED®

GED® Eligibility

The GED® eligibility requirements are legislated through [KRS 151B.403](#) and [administered through 13 KAR 3:050](#). Here is a summary:

- Test-takers must have a Kentucky address.
- Test-takers must be 19 to take the test without permission.
- If 18, they must be officially withdrawn from a public or private school for 90 days as certified by the local school district or meet other requirements. The local school superintendent may waive the 90-day wait period.
- No one younger than 18 may test except for “state agency children”, those who are committed to or in the custody of the Commonwealth of Kentucky and are being served in community-based and residential treatment programs funded and/or operated by the Department of Community-Based Services (DCBS), Department for Juvenile Justice (DJJ), and Behavioral Health, Developmental and Intellectual Disabilities (BHDID).
 - State agency children must remain enrolled in school, but may take the GED® test at age 17 with agreement from the local school superintendent.
 - State agency children must remain enrolled in school and, therefore, cannot receive instruction from the Kentucky Adult Education centers.
- Test-takers must take and pass the GED Ready™ practice test with the same score required to pass the GED® test.

Age Waiver

All those under the age of 19 receive an age alert when they create a MyGED® account at [GED®](#). This prevents the person from scheduling the GED® test until a waiver has been granted. To receive an age waiver, the student must submit withdrawal documentation certified by the local school district where the student lives¹². The documentation of the withdrawal form is available in the student's MyGED® account and on the Kentucky Adult Education website (<https://kyae.ky.gov/Pages/index.aspx>).

To receive an age waiver, the student must:

- Have a MyGED account at www.GED.com;
- Be at least 18 years of age (unless a state agency child); and,
- Be withdrawn from school for 90 days or have the signature of the local school superintendent to waive the waiting period. Note: The earliest a student can withdraw from/exit school, including homeschool, is the student's 18th birthday.

School withdrawal is not required if a test-taker is 18-years old and incarcerated in an adult institution. Submit documentation, such as booking information or an online listing from the jail or prison where the person is currently incarcerated.

The documentation of withdrawal, or other documentation, can be submitted in the following ways:

FAX:

502-696-5863

E-mail:

GED@KY.gov

(Obscure Social Security Number if emailing)

Mail:

Kentucky GED® Testing 500 Mero Street #5SC Frankfort, KY 40601

GED® Test Readiness

GED® test-takers must complete and pass an official readiness test before taking the GED® test, with the same passing score required to pass the GED® test. The official readiness test for the GED® test is [GED Ready® - The Official Practice Test](#). It is a computer-based test available online. An offline, computer-based version of GED Ready® is available in corrections settings that do not allow test-takers access to the Internet.

The GED Ready® test has the same four modules as the GED® test but is one-half the length of the operational GED® test. Once a test-taker passes a module of the Ready® test, the test-taker can proceed to schedule that same module of the GED® test. GED Testing Service® (GEDTS) has set the minimum passing score for a module of the GED Ready® test at 145, the same score required to pass a module of the GED® test.

The GED Ready® test may be used in an instructional setting. Remember that, for the score to be truly predictive of how a student will score on the operational GED® test, the administration conditions need to be as similar as possible to an actual testing environment.

If the GED Ready® test is to be administered in a corrections center that does not allow inmates to have Internet access, GED Ready® tests can be delivered through the same secure system used to deliver the GED® test. While instructors can be involved, the secure testing system makes it impossible for instructors to handle the actual registration, scheduling, and test delivery. Pearson VUE requirements stipulate that to access the registration, scheduling, and test delivery system, one must be a certified test center administrator. To avoid conflict of interest, instructors cannot be test administrators. There is an offline version of the GED Ready® test that adult educators can administer in institutions that do not have Internet access. You may request permission to use the offline GED Ready® test by emailing GED@KY.gov.¹³

Before attempting their first GED® test, Online Proctored (OP GED®) test-takers must have a passing GED Ready® score less than 60 days old. Retests do not require an additional GED Ready® score.

Testing Accommodations

[Testing accommodations are available for the GED® test](#) for those with documented disabilities. Individuals with documented disabilities should specify the need for accommodations under the personal information in their profile at their MyGED® account at GED.com. Test-takers should work directly with the accommodations team at GEDTS to apply for testing accommodations. With permission from the test-taker, the educator can be designated as an advocate and assist the test-taker with the accommodations request process.

The GED Ready® test is available with extended time. Any test-taker who indicates that they require a modification on the GED® test, even if it has not yet been approved, will be presented with an option to select the extended time GED® test. When students who have requested modified testing conditions login to purchase the GED Ready® Test, they will see a link asking if they need information about the GED Ready® Test with extended time accommodations. Students who click the link will be given a Customer Support phone number to call and order the appropriate test.

The use of extended testing time on the GED Ready® Test does not guarantee that this accommodation will be approved for the GED® test.

If additional accommodations are needed on the practice test for the student to access the test materials and meet Kentucky's test readiness requirement, please contact GED@ky.gov for guidance.

GED® Administration and Credentialing

The Pearson VUE test administrator/proctor at a center that offers the GED® test must not be involved in Adult Basic Education (ABE) or GED® instruction. If the test administrator works in an institution that has both a Pearson VUE testing center that offers the GED® test and an adult education center, then the Pearson VUE test administrator must not be supervised by someone in the adult education center.

[Pearson VUE testing](#) centers authorized to offer the GED® test in Kentucky must not be administered by for-profit entities.

[Online Proctored \(OP\) GED®](#) testing allows test-takers to access the GED® exam from their home or an area within a learning center or partner agency that is not used for instruction. The testing area must be a room with four walls and a door that closes. No one else may be in the room while testing is taking place. The test-taker will be required to show the OnVUE proctor pictures of the testing space.

Program funds must not be used to pay GED® test fees OR to support official GED® test administration (e.g., proctor wages, etc.).

However, Kentucky Adult Education **may occasionally offer vouchers for a limited time** to defray student costs for GED® testing.

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

Kentucky High School Equivalency Diploma:

Kentucky issues the GED® diploma and transcript from the Office of Adult Education in Frankfort. The free Diploma packets contain a diploma, transcript, and student key code to access an electronic transcript. Diploma packets are mailed to the address in the MyGED® record. Diplomas are issued at least once a week.

Additional documents can be ordered at www.GED.ky.gov. The fee for additional documents is \$10 for a transcript - the document used for employment, postsecondary, and training- and \$25 for the diploma, which is a keepsake (per [13 KAR 3:010](#)).

Verification for School or Work

If you are contacted by employers, employment agencies, or others for verification of GED® attainment, please direct those requests to www.GED.KY.gov.

GED Manager

GED Manager® is a portal for adult educators to access student scores, monitor test activity, and find students interested in studying at their learning center.

The program director requests permission for staff access. The program director sends requests to GED@KY.gov with the following information:

- Name of the staff member
- Email address of staff member
- KY Adult Education center(s) the staff member needs to access

Where to Go for Help

If you have questions about the following topics, please contact the state GED® office at GED@ky.gov:

- Student eligibility
- Age alerts
- How to gain access to GED Manager®
- What to do if students have more than one MyGED® account
- Releasing or retrieving a student's account from a correctional center
- Corrections to a student's name before passing a GED® test module
- Student's diploma packet
- Requesting a GED® transcript of verification

GED® Testing Policies

Admission

Center-Based Testing:

The test-taker must arrive at the test center 15 minutes before the scheduled appointment time. This provides adequate time to complete the necessary sign-in procedures. If the test-taker arrives more than 15 minutes late for the appointment, they will be unable to test and will not be reimbursed.

Online Proctored Testing:

The test-taker must check into the online exam before the scheduled appointment time. A system check prior to check-in is highly encouraged. This provides adequate time to complete the necessary sign-in procedures. If the test-taker arrives more than 15 minutes late for the appointment, they will be unable to test and will not be reimbursed.

ID Requirements

Center-Based Testing:

The test-taker will be required to provide one or more valid forms of identification on test day. The ID must be government-issued, non-expired, and include the following information:

- Name
 - Address
 - Date of birth
 - Signature
 - Photograph
- The name and date of birth on the ID document(s) must match the name and date of birth on the student's MyGED® record. If proper ID is not presented or the documents do not match the information in MyGED®, the student will be turned away on the day of testing and lose test payments.

Kentucky has alternative identification templates approved by Pearson VUE. If the templates are completed correctly, those in correctional centers, halfway houses, juvenile detention centers, Job Corps centers, or ChalleNGe programs can use them as official ID for the GED® test—email GED@ky.gov for the templates. Notify the testing center in advance if an alternate ID document will be used to ensure the staff is aware of the approved document.

Online Proctored Testing (OP):

The test-taker will be required to show the online proctor a government-issued, non-expired ID that includes the following information:

- Name
- Address
- Date of birth
- Signature
- Photograph

The name and date of birth on the ID document(s) must match the name and date of birth on the student's MyGED® record. If proper ID is not presented or does not match the information in MyGED®, the student will not be able to test and will lose test payments.

There are no alternative identification templates available in OP testing. All test-takers must present a government-issued ID with the required information.

Kentucky Residency

Center-Based Testing:

Those taking the GED® test in Kentucky must have a Kentucky address. The ID presented must have a Kentucky address. If the ID does not have a Kentucky address, the test-taker will be asked to provide a second form of identification, such as a lease agreement or utility bill, to show Kentucky residency.

Online Proctored Testing (OP):

For OP testing, Kentucky residency is assured through the MyGED® account.

What Not to Bring to the Test

Center-Based Testing:

No personal items may be taken into the testing room. This includes but is not limited to electronic devices, bags, notes, phones, pagers, watches, oversized jewelry and necklaces, and wallets.

Online Proctored Testing:

In addition to the Center-Based Testing requirements, OP testing does not allow cell phone calculators, physical calculators, white boards, or scratch paper. Test-takers must use the onscreen tools provided in the exam.

Language

Center-Based Testing and Online Proctored Testing:

The GED® test is available in both English and Spanish in Kentucky. The entire test must be taken and passed in a single language. English and Spanish scores cannot be combined in Kentucky.

Rescheduling

Center-Based Testing:

If the test-taker wishes to reschedule the exam, they must either reschedule online by logging into MyGED® or contacting Pearson VUE one full business day prior to the scheduled appointment at 1-877-EXAM-GED (392-6433). If the test-taker reschedules less than one full business day before the appointment, they will not be reimbursed. Pearson VUE business hours are 7:00 a.m. to 7:00 p.m., Central Time, Monday through Friday.

Online Proctored Testing:

If the test-taker wishes to reschedule the exam, they must either reschedule online by logging into MyGED® before the scheduled start time. Failure to reschedule will result in a no-show and loss of payment.

Cancellation

Center-Based Testing:

If the test-taker wishes to cancel the exam, they must either cancel online by logging into MyGED® or contacting Pearson VUE one full business day before the scheduled appointment at 1-877-EXAM-GED (392-6433). If the test-taker cancels less than one full business day before the appointment, they will not be reimbursed. Pearson VUE business hours are 7:00 a.m. to 7:00 p.m., Central Time, Monday through Friday.

Online Proctored Testing:

If the test-taker wishes to cancel the exam, they must cancel online by logging into MyGED® no less than 15 minutes before the scheduled start time. Failure to reschedule will result in a no-show and loss of payment.

Retesting

Center-Based Testing:

Test-takers may schedule each test module up to **three** times with no required wait periods between appointments. However, a 60-day wait period before a fourth or subsequent attempt is required. In pending employment or postsecondary admission deadlines, students may apply for a one-time waiver of the 60-day wait period. To apply for the waiver, test-takers must meet the following criteria:

1. This must be the final module needed to earn the GED® diploma;
2. There must be an urgent need for retest;
3. The student must have spent some additional time in instruction; and
4. If the student has not taken the GED Ready® test for this module more than three times in the last 60 days, then the Ready® test should be administered again and the student should have improved scores.

Requests for the waiver can be submitted to GED@ky.gov for submission to GEDTS by state office staff. Notification about the waiver will come from GEDTS to the email account on the student's MyGED® account.

Online Proctored Testing:

Test-takers may schedule each test module up to **two** times with no required wait period between appointments. However, a 60-day wait period before a third or

subsequent attempt is required. In pending employment or postsecondary admission deadline, students may apply for a one-time waiver of the 60-day wait period. To apply for the waiver, test-takers must meet the following criteria:

1. This must be the final module needed to earn the GED® diploma;
2. There must be an urgent need for retest;
3. The student must have spent some additional time in instruction; and
4. If the student has not taken the GED Ready® test for this module more than three times in the last 60 days, it is recommended to administer the Ready® test again, and the student should have improved scores.

Requests for the waiver can be submitted to GED@ky.gov for submission to GED® Testing Service® by state office staff. Notification about the waiver will come from GED® Testing Service® to the email account on the student's MyGED® account.

Discounted Retakes

Center-Based Testing:

GEDTS discounts cost, and terms/conditions will be per the updated GEDTS FY 24 Pricing Exhibit. The discount is automatically applied to the price of the test at checkout at www.GED.com.

Online Proctored Testing:

There are no discounted retakes for OP GED® testing.

Kentucky's WPL and IET Programming

Summary Guidance

The ability to use all types of MSG in workplace literacy (WPL) and Integrated Education & Training (IET) programs enables programs to demonstrate participant progress in additional ways. Given the variety of occupations and the structure of workplace literacy and IET programs, the validation requirements for MSG types 3, 4, and 5 offer states flexibility in establishing the most appropriate outcomes for demonstrating participant progress in these programs. When considering what may be an allowable outcome, consider the following general principles:

1. States may report MSG Types 3, 4, and 5 only for workplace literacy and IET program participants.
 - As with other types of MSG, states report only the most recent MSG outcome per period of participation.
2. Occupational exams, milestones, and courses must be directly required for a specific occupation or must be required to achieve a state-recognized credential.
3. MSG types usually apply to the type of program in which the participant is enrolled. For example, postsecondary transcripts and occupational exams are

likely most relevant for IET program participants. At the same time, progress milestones are likely most relevant for participants in workplace literacy programs.

Determining MSG Type in IET or Workplace Literacy Program Development

From <https://nrsweb.org/policy-data/Resources-for-Reporting> The Measurable Skill Gain (MSG), Selector is a decision-making tool to help adult education staff understand which type of MSG is appropriate for participants in Workplace Literacy (WPL) and Integrated Education and Training (IET) programs and which type of achievements can count for each MSG type. MSG types 3, 4, and 5 can be used only for WPL and IET program participants.

- [Measurable Skill Gain \(MSG\) Selector](#) (accessible version)
- [Measurable Skill Gain \(MSG\) Selector Tool](#) (interactive version)

FY25 Planning Tool Process

KYAE IET and Workplace Literacy Planning Tool and Supporting Documents

OAE designed the KYAE IET/WPL Planning Tool to assist the Local Provider in outlining IET or WPL programming that meets statutory requirements. Programming must be approved by OAE each year. The IET/WPL Review Team comprises members from the Program Administration, Performance, and Compliance (PAPC) Branch and the Instructor Development and Student Outcomes (IDSO) Branch, and Executive Branch.

The Local Provider must use the most up-to-date planning tool for all new submissions. The approved planning tool is good for the full life of the grant cycle. Any substantial changes to instructional time, content, or standards addressed (more than 25% of the approved program) will require a new planning tool submission.

To access the most up-to-date planning tool, find the IET and WPL Information folder in the OAE Blackboard Organization. Please find the IET and WPL Review Team schedule in the OAE Blackboard Calendar, to find out submission deadlines for each meeting session. This will assist in planning and give a better idea of when the submission will be reviewed and when to expect a response from the Review Team.

KYAE Integrated Education and Training Requirements

MSG Type 3: Post-secondary Transcript -&- MSG Type 5: Passage of an Occupational Exam

Integrated Education and Training Programming must include three components.

- Adult education and literacy activities
- Workforce Preparation activities
- Workforce Training for a specific occupation or occupational cluster ([34 CFR 463.36](#))

These three components must be:

- Of sufficient intensity and quality to improve the literacy and numeracy of eligible individuals.
- Concurrent (occur simultaneously).
- Contextualized (use occupationally relevant instructional materials).
- Evident in a single set of learning objectives that identify how each component's activities are aligned to function cooperatively ([34 CFR 463.37](#)).

The IET program must be designed for educational and career advancement by

- Aligning with the State's content standards for adult education
- Being part of a career pathway ([34 CFR 463.38](#))

Documents Required for IET Programming:

- Approved IET Planning Tool
- Syllabus

Proof of MSG 3 [OCTAE PM 19-1](#)

For participants who complete a minimum of 12 hours per semester, or for part-time students a total of at least 12 credit hours over two completed consecutive semesters during the program year, that shows a participant is meeting the State unit's academic standards, one of the following types of documentation is required to prove MSG 3:

- Transcript, or
- Report Card

Proof of MSG 5 [OCTAE PM 19-1](#)

For participants who successfully passed an exam required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams, one of the following types of documentation is acceptable for proving MSG 5:

- Results of knowledge-based exam or certification of completion.
- Documentation demonstrating progress in attaining technical or occupational skills.
- Documentation from training provider or employer.
- Copy of a credential that is required for a particular occupation and only earned after the passage of an exam.

KYAE Workplace Literacy Programming Requirements

MSG Type 4: Satisfactory or better progress toward established milestones

Workplace Literacy programming must include two components:

- Adult education and literacy activities
- Workforce Preparation activities

These components must be:

- Provided in collaboration with employer needs.
- Used in creating milestones for participants.

All Workplace Literacy Programs must have an executed written agreement, or Memorandum of Understanding (MOU), between all parties. Parties should include the Local Provider of Adult Education and the Employer Partner and may include a Training Partner.

Workplace Literacy Memorandum of Understanding must include the following:

- Description of programming & anticipated outcomes
- Milestones/success parameters determined by the employer and KYAE provider
- Period of Programming
- Termination & Modification terms
- Equal Opportunity Clause
- Signature of all parties entering the agreement

For a downloadable MOU template, [click HERE](#).

Documents Required for WPL Programming

- Approved WPL Planning Tool
- Syllabus
- Milestone Tracking Form
- Signed MOU or Service Agreement

Proof of MSG 4: Workplace Literacy [OCTAE PM 19-1](#)

For participants with a satisfactory or better progress report towards established milestones from an employer/training provider (e.g., completion of on-the-job training (OJT), completion of one year of a registered apprenticeship program, etc.), the following types of documentation are acceptable for proving MSG 4:

- On the Job Training or Registered Apprenticeship
- Contract or evaluation from employer or training provider
- Completed Milestone Tracker in conjunction with employer feedback



Return on Investment

OAE expects the Local Provider to evaluate every IET or Workplace Literacy program serving Kentuckians yearly. Once programming concludes for the final cohort of the fiscal year, the program director should complete the ROI form for ANY IET or WPL that had participation in the fiscal year.

OAE recommends that the Local Provider returns the ROI within thirty days of the conclusion of programming; however, all ROI forms for IET or WPL programs serving Kentucky individuals are due by July 15 of the following Fiscal Year to kyaepanningtool@ky.gov. All ROI forms for IET or WPL programs serving individuals in FY25 are due by July 15, 2025.

Targeted Assistance for the Professional Learning Communities

To support continuous programmatic improvement, OAE will offer targeted assistance for coordinated, collaborative curriculum design for professional learning credit in FY25. Professional Learning Communities (PLCs) will be offered in the fall term for applications frequently submitted in FY24 to improve the development of Single Sets of Learning Objectives (SSLOs), syllabi, and lesson development.

OAE offers a bank of resources, including downloadable templates and approved plans for reference during program design. Providers may use approved plans for duplication; however, the provider must adapt any duplicated strategy to the needs of their service area and on the most current version of the planning tool. PLCs created rigorous IET and WPL Statewide Templates include:

- Ready to Work WPL
- Paraeducator WPL or IET
- ESL in Manufacturing WPL
- ServSafe IET
- Peer Support IET
- CNA/SRNA IET

All providers must offer an IET per U.S. Department of Education and OCTAE requirements and provide education and training services as identified by the local workforce area.

Contract Renewal Process

Adult Basic Education (ABE) grants will be awarded to ensure all counties in each Local Workforce Development Area (LWDA) receive adult education services. Grants are formula-based, with allocations based on each county's population of individuals between ages 18-64 without HSE, per page 7 of the Request for Applications (RFA) 2022-2025 Guidelines.

All awards are subject to the availability of funds from the federal and state government. A delay in the receipt of federal and/or state allocations may delay the issuance of contracts. A grantee may not begin to obligate expected grant funds until authorized by the OAE per page 47 of the RFA 2022-2025 Guidelines.

Contract Renewal will be based on a continuous improvement model consisting of but not limited to a review of Local Provider performance and compliance with the RFA 2022-2025 Guidelines and Contract requirements. Adherence to the [KYAE Continuous Improvement Process](#) per applicable statutory and regulatory requirements and satisfaction of the below performance thresholds will be a component of the Contract Renewal Review Process:

- The end of the 1st Quarter (QTR) Performance Progress Rate will be a minimum of the State Measurable Skills Gain (MSG) Rate average.
- The end of the 2nd QTR/Mid-Year Performance Progress Rate will meet or exceed the U.S. Department of Education (U.S. DOE), Office of Career, Technical, and Adult Education (OCTAE) FY 25 (Performance Year-PY 24) Negotiated MSG Rate.
- Local Providers below the 2nd QTR/Mid-Year Progress Rate minimum requirement will be reported to the Cabinet Deputy Secretary and Commissioner for failure to meet contract requirements.
- The geographical service area (county/counties) served by Local Providers

who fail to demonstrate progress (minimum standard of 2nd QTR/Mid-year Progress Standard/Threshold) by 1 March of the FY and/or were reported for failure to meet contract requirements may be included in a Request for Applications (RFA) for Adult Education services for FY 26/PY 25 (Example: If Local Provider X serves counties A, B, and C. Counties A, B, and C may be available for current Local Providers and or new applicants to compete to provide adult education services in those counties for the upcoming FY/PY).

OAE will consider the above monitoring and compliance requirements and performance thresholds among other Cabinet and State priorities which include but are not limited to (1) Grant Requirements for Funding, AEFLA, Title II Programs in Kentucky per page 16 of the RFA 2022-2025 Guidelines; (2) State-Specific Requirements per pages 16-17 of the RFA 2022-2025 Guidelines or modified requirements per the KYAE Program Manual; and (3) Year-Round Services Commitment per page 38 of the RFA 2022-2025 Guidelines as it relates to the delivery of adult education services across the 120 counties and the needs of specific service areas during the contract renewal process. This will continue to be the way contracts are reviewed and renewed, both inside the current grant cycle, and following the competition and Request for Application period moving into FY26 for RFA 2026-2029.

Local Provider Performance Success and Failures

[Section 116\(b\)\(3\)\(A\)\(iv\) of WIOA](#) requires the state to negotiate performance targets for each WIOA metric at the local level. States may levy sanctions on local grant recipients for performance failure or failure to report ([Section 116\(f\) of WIOA](#)).

Local Providers are expected to work closely with the Office of Adult Education to meet and exceed federal, state, and local performance measures to provide high-quality services and outcomes to our program participants.

The Office of Adult Education must establish the threshold for failure to meet performance levels for each Local Provider. Further, KYAE must provide technical assistance if a Local Provider fails to meet the levels of performance agreed to for the primary performance indicators in WIOA Title II in any program year.

Technical assistance may include:

- assistance in the development of a performance improvement plan;
- the development of a technical assistance plan; or
- other actions designed to assist the Local Provider in improving performance.

If a Local Provider fails to meet the levels of performance agreed to for the same primary indicators of performance for the same core program authorized under WIOA Title II for a third consecutive program year, the Education and Labor Cabinet, Office of Adult Education must take corrective actions ([Program Memorandum OCTAE 20-2](#)).

Specific Conditions and Conditions Removal Process

Per [Title 2 CFR Section 200.208](#), Local Providers are notified of Specific Conditions based on the identification of potential concerns regarding the history of compliance with the conditions of a Federal award and/or the ability to meet expected performance goals will be governed by the following minimum quarterly performance guidelines:

- (a) Achieve the U.S. Department of Education (U.S. ED), Office of Career, Technical and Adult Education (OCTAE) Negotiated MSG Rate/Federal Goal by the End of the 2nd QTR per State Rankings released no later than 15 January.
- (b) Achieve or exceed the OCTAE Negotiated MSG Rate no later than the End of the 3rd QTR and comply with all KYAE Continuous Improvement requirements.

Local Providers below the 2nd QTR State MSG Rate average may be placed on a Performance Improvement Plan (PIP). Programs on a current TAP, from the final numbers in FY24, and have reached the State MSG rate will be released.

Local Providers who satisfy (Meet or Exceed) the U.S. ED, OCTAE Negotiated MSG Rate by the End of the 2nd QTR as determined by the 2nd QTR Performance Data will have Specific Conditions removed for the remainder of the FY dependent upon verification from the data and the current improvement plan outcomes.

KYAE will assess performance and progress toward achieving targets, including State-Specific Requirements for all Local Providers per the Contract Renewal process during the 3rd and 4th QTRs each FY.

A list of Local Providers below the OCTAE Negotiated MSG Rate by the End of the 2nd QTR will be submitted to the Education and Labor Cabinet senior leadership for failure to meet contract requirements.

The geographical service area (county/counties) served by Local Providers who fail to demonstrate progress (minimum standard of continuous improvement towards achieving or exceeding the OCTAE Negotiated MSG Rate) by 1 May of the FY and who were reported for failure to meet contract requirements, may be included in a Request for Applications (RFA) for Adult Education services for FY 26/PY 25 (Example: If Local Provider X serves counties A, B, and C, Counties A, B, and C may be available for current Local Providers and or new applicants to compete to provide adult education services in those counties for the upcoming FY/PY).

Conducting an RFA process for specific service areas is not the intent of the Office of Adult Education; however, meeting the adult education needs of Kentuckians and addressing gaps in service delivery efforts will impact the recommendation to the Education and Labor Cabinet.

One-Stop Delivery System Requirements

Title II of WIOA assigns responsibilities at the local, State, and Federal levels to ensure the creation and maintenance of a One-Stop Delivery System that enhances the range and quality of education and workforce development services that employers and individual customers can access. At the state level, the Kentucky Office of Adult Education has established **KYAE Guidance Policy 23-001**, which outlines the requirements for each Local Provider to work collaboratively with the Local Workforce Development Boards (LWDBs) to establish and maintain the Kentucky Career Centers' one-stop delivery system.

One-Stop Partners are the entities that carry out the program locally.

As identified in [34 CFR §463.300](#), the One-Stop Delivery System must include comprehensive One-Stop Centers. It may consist of affiliate One-Stop Centers (e.g., Connection Points) or specialized One-Stop Centers.

Types of One-Stop Centers

This section defines the level of services the One-Stop Partner must provide based on the type of One-Stop Center.

- A Comprehensive One-Stop Center is a physical location where job seeker and employer customers can access the programs, services, and activities of all required One-Stop Partners [\(34 CFR 463.305\(a\)\)](#).
- An affiliate site, Affiliate One-Stop Center, or Connection Point makes available to job seeker and employer customers one or more of the One-Stop Partners' programs, services, and activities. An affiliated site does not need to provide access to every required One-Stop Partner program. The frequency of program staff's physical presence in the affiliated site will be determined at the local level. Affiliated sites are access points in addition to the Comprehensive One-Stop Centers in each local area. If used by local areas as a part of the service delivery strategy, affiliate sites must be implemented in a manner that supplements and enhances customer access to services [\(34 CFR 463.310\(a\)\)](#).
- A co-located One-Stop Center is a shared physical location between two or more One-Stop Partners where job seeker and employer customers can access one or more of the One-Stop Partners' programs, services, and activities.

Roles and Responsibilities

The LWDBs are responsible for monitoring local area fiscal operations and ensuring the conditions of the MOU and Infrastructure Funding Agreement (IFA) are implemented according to these requirements.

According to [34 CFR 463.420](#), each required partner should provide, at all times, optimal services to customers and partners. This includes, but is not necessarily limited to:

- (a) Provide access to its programs or activities through the one-stop delivery system, in addition to any other appropriate locations;
- (b) Use a portion of funds made available to the partner's program, to the extent consistent with the Federal law authorizing the partner's program and with Federal cost principles in [2 CFR parts 200](#) and [3474](#) (requiring, among other things, that costs are allowable, reasonable, necessary, and allocable), to:

- (1) Provide applicable career services; and

- (2) Work collaboratively with the State and Local WDBs to establish and maintain the one-stop delivery system. This includes jointly funding the one-stop infrastructure through partner contributions that are based upon:

- (i) A reasonable cost allocation methodology by which infrastructure costs are charged to each partner based on proportionate use and relative benefit received;

- (ii) Federal cost principles; and

- (iii) Any local administrative cost requirements in the Federal law authorizing the partner's program. (This is further described in [34 CFR § 463.700](#).)

- (c) Enter into an MOU with the Local WDB relating to the operation of the one-stop delivery system that meets the requirements of [34CFR § 463.500\(b\)](#);

- (d) Participate in the operation of the one-stop delivery system consistent with the terms of the MOU, requirements of authorizing laws, the Federal cost principles, and all other applicable legal requirements; and

- (e) Provide representation on the State and Local WDBs as required and participate in Board committees as needed.

Every partner within the center must support a shared vision and a process designed to serve clients.

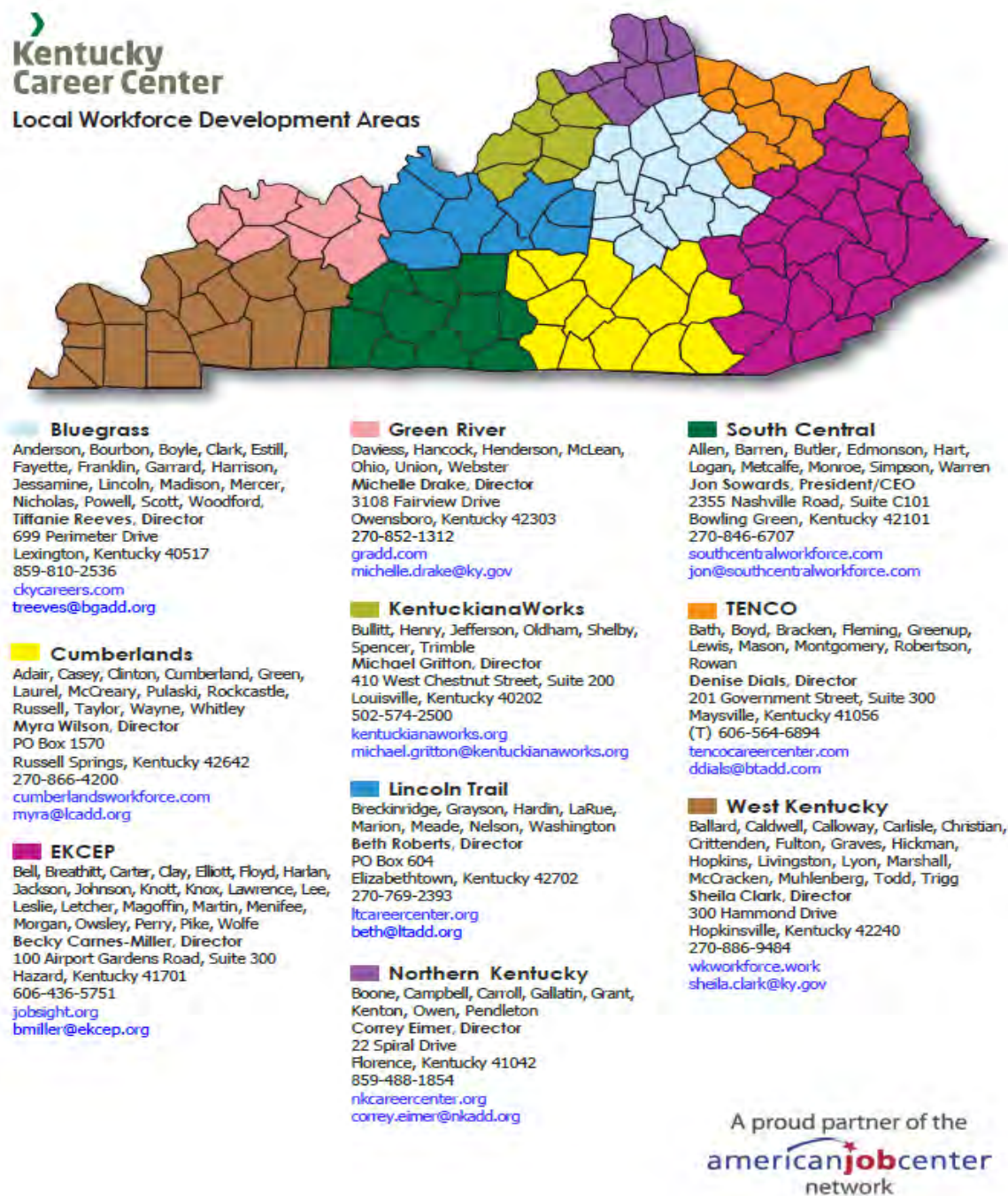
Local and Regional Plans

The Kentucky Workforce Innovation Board (KWIB) is an advisory board to the Governor on workforce training and development issues. The KWIB is charged with creating a statewide vision for workforce development and adopting a plan to move Kentucky forward through workforce training and development. The roles and responsibilities of the KWIB and LWDBs are outlined in the [KWIB Executive Order](#).

According to [WIOA Section 108](#), each LWDB must, in partnership with its Chief

Elected Officials (CLEOs), develop and submit a comprehensive 4-year Local and Regional Plan to the Governor or his designee. Plans must identify and describe the policies, procedures, and local and regional activities carried out, consistent with the State Plan. All LWDB plans can be viewed on the Local Boards – [Kentucky Workforce Development Board](#) website.

The [LWDAs](#) and designated regions across the Commonwealth of Kentucky are depicted in the map below:



Source: [Local Boards - Kentucky Workforce Development Board](#)

Local Policy

WIOA mandates Local Workforce Development Boards (LWDBS), in consultation with the One-Stop Partners and other community service providers, to develop a policy to support the priority of services and supportive services to ensure resource and service coordination in the local area.

The policies should outline the provision of accurate information about the availability of supportive services in the local area and referral to such activities.

Priority of Services

All One-Stop Partners must certify that they will adhere to all statutes, regulations, policies, guidance, and plans regarding priority of service, including, but not limited to, priority of service for veterans and their eligible spouses ([section 134\(c\)\(3\)\(E\) of WIOA](#)).

Priority of service means that individuals in the targeted groups (public assistance recipients, low-income individuals, individuals with disabilities, English language learners, and individuals who are basic skills deficient) are given priority over other individuals for receipt of individualized career services and training services funded by WIOA. Veterans within these groups receive priority over non-veterans.

All partners will target recruitment of special populations that receive a focus for services under WIOA.

Supportive Services

Supportive services include transportation, child-care, dependent care, housing, and needs-related payments necessary to enable individuals to participate in activities authorized under WIOA.

Supportive services include but are not limited to:

- Linkages to community services;
 - free legal aid to help with the expungement of criminal records;
 - securing government identification; and
 - linkages to organizations that provide youth the opportunity to develop their leadership skills through service to their respective communities.
- Assistance with educational testing;
- Reasonable accommodations for youth with disabilities;
- Referrals to medical services; and
- Assistance with uniforms, other appropriate work attire, and work-related tools, including eyeglasses and protective eye gear.

Career Services

KYAE is guided by WIOA Title II and the strategic agenda of the KELC. The use of any funds or the provision of services is subject to those entities and supporting laws and regulations. Primarily, WIOA Title II, Section 203, outlines services provided by KYAE. Services and duties not explicitly identified in this, and other governing documents are not allowable expenses for KYAE and should be under 2 CFR part 200 and based on the benefit received.

According to WIOA Section 121(b)(1)(A), each Local Provider is required to enter into a MOU to include a Partner Service Commitment (PSC) with their designated LWDB. To the extent allowable, the PSC outlines each Local Providers agreement to provide:

- Career and/or training services to include outreach, intake, and orientation provided by College and Career Navigators;
- Standard customer satisfaction data collection and analysis through shared data systems (KAERS and KYSTATS);
- Cross-agency education;
- Customer referral system and policies to address procedures for referral to such supportive services, including how such services will be funded when they are not otherwise available from other sources; and,
- Federally approved assessments support workforce development activities to include: workforce skills standards, curriculum design, training, and certification of job seekers.

Each local adult education provider has been encouraged to work with their Kentucky LWDBs and proceed following policies and procedures to be considered for a board-appointed position. The local adult education provider must report to the Outreach and Strategic Partnerships Branch Director regarding their plan to serve on a LWDB. The OAE Executive Director will submit the names of the KYAE representatives to Cabinet Leadership and the Kentucky Workforce Innovation Boards (KWIBs) Executive Director. All Local Providers must have at least one eligible provider to administer adult education and literacy activities across their designated LWDA.

Types And Sources Funding for Infrastructure Costs and Additional Costs

This section outlines the source of funds that may be used to pay for infrastructure costs. The Infrastructure Funding Agreement (IFA) establishes the infrastructure budget and partner contributions. Partner contributions must be allowable, reasonable, necessary, and allocable to the partner program, consistent with Federal cost principles outlined in the Uniform Guidance ([2 CFR 200.306](#)).

Partners' Share of Costs

The requirements that govern infrastructure costs apply to each One-Stop Center in the local delivery system, whether the center is a comprehensive, affiliate, or

specialized center. Required partners must provide access to their services through at least one comprehensive One-Stop Center in each local area, make each partner program's applicable career services available and contribute to the comprehensive center's infrastructure costs. The Cabinet provides fiscal support for ten comprehensive centers across the Commonwealth of Kentucky. OAE is not responsible for funding affiliate sub-centers, or specialized centers, across our Local Provider Network (LPN). The partners' share of costs is determined through the State Funding Mechanism, in which the [Governor](#) determines [One-Stop Partner](#) contributions after [consultation](#) with the chief elected officials, LWDBs, and the [KWIB](#).

Jointly funded infrastructure and additional costs are foundational for a One-Stop service delivery system.

Staffing and Resource Allocations

Required One-Stop Partner programs have specific governance, operations, and service delivery roles, which are outlined in [WIOA section 121\(b\)\(1\)\(A\)](#) and [34 CFR 463.420](#).

Each LWDA must work with each WIOA partner to obtain staff Full-Time Equivalents (FTE(s)), direct and common space square footage, infrastructure/delivery system, and shared cost information for comprehensive and affiliate career centers included in the IFA.

The MOU and accompanying IFA may be updated in response to program, funding, staffing changes, and adjustments to the customer's (job seeker/employer) needs.

All WIOA core partner programs at the centers must provide the necessary cost-sharing information and contributions to staff for the IFA.

WIOA Shared Monitoring Requirements

To ensure compliance with [WIOA section 108\(b\)\(1\) – \(22\)](#) and [WIOA section 106\(c\)\(2\)](#), each of the LWDBs must make publicly available the following:

- A. State Board Membership List (preferably with affiliation)
- B. Designation of Local Provider as One-Stop Partner
- C. Master List of Local Areas and MOU/IFA with Executed Dates
- D. MOUs/IFAs
- E. Governor's/State Board Guidance on IFAs
- F. KWIB Executive Order

Reporting Requirements

Local Programs must provide a quarterly update to the Director of the Outreach and Strategic Partnerships Branch no later than thirty (30) days after the end of each quarter. This information will be collected through the "KYAE Kentucky Career Center

On-site Services Google Form” and will include:

1. Updated staffing allocations (per the 1st day of the 1st month of each quarter);
2. Updated space usage in the KCC (if applicable); and
3. Actual customer participation numbers (per the last day of the last month of each quarter) at the KCC.

The One-Stop Operator of the LWIB may contact the Local Provider to request customer participation numbers every month. The One-Stop Operator will provide the required forms. Local Providers will be responsible for reporting the number of people you talk with on the phone, meet with in person and email, or text, as well as meet with virtually. This information is due on the first day of each month.

Co-Enrollment

The [stated purpose of WIOA](#) is “to strengthen the United States workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs in the United States, and to promote individual and national economic growth”.

The U.S. Department of Education and the U.S. Department of Labor provide a clear purpose of co-enrollment to understand better which programs are necessary for participant success and advancement toward their career and educational goals.

A co-enrolled individual’s performance gains are reported in ALL systems in which that individual is enrolled, not divided based on funds spent or services provided, for co-enrollment to increase program and participant success.

Co-enrollment refers to simultaneous enrollment in more than one of the WIOA four core programs to provide braided resources and realignment across program service delivery models to redefine participant flow and facilitate access to comprehensive services.

WIOA does not define co-enrollment but does require state reporting of participants who received services under more than one core WIOA program to maximize resources, enable greater efficiencies in service delivery, and align services with regional sector pathways.

Kentucky Adult Education Laws

This section provides information and full citation to the adult education laws and regulations in the Commonwealth of Kentucky applicable to providers:

Definitions

- Legislative findings relating to the need for high school equivalency diplomas – Incentives – Administrative regulations – Learning contracts – Tuition discounts – Tax credit for employers

Equivalents to standard high school diploma -- Diploma through examination-- External diploma program

Kentucky Adult Education Program -- Educational strategy and responsibilities -- Organization -- Sole agency for developing and approving state plans

Foundation for Adult Education

- Adult education learning system -- Services -- Duties and responsibilities of the Kentucky Adult Education Program

Adult education and literacy initiative fund

- The Kentucky Adult Education Program: Administrative Regulations to Include Criteria for Approval of Eligible Companies

The Kentucky Adult Education Program: Nonrenewal of Limited Contracts

- Collaborative Center for Literacy Development: Early Childhood through Adulthood -- Duties -- Report

Needs Assessment for adult education and workforce development

- The Kentucky Adult Education Program: Strategic Investment and Incentive Funding Program -Trust Funds -Interest -Appropriations
- Provision of instruction for individuals sentenced by a court to participate in educational programs

GED Testing Program

Qualifications for progressing satisfactorily through a G.E.D. program

GED Incentives Program

GED Eligibility Requirements

KYAE Service Commitments

Year-Round

KYAE providers will commit to providing adult education services year-round per [KRS 18A.190](#). An operational school calendar should be provided to the Kentucky Office of Adult Education no later than July 31.

High-Need County Services Commitment

More than 50% of Kentucky's population without a high school diploma resides in 21 counties. Regular and routine services for providers in these counties shall be delivered on Monday through Friday for no fewer than 37.5 hours per week and at other times based on student demand.

HIGH NEED COUNTIES

Barren	Daviess	Jefferson	Pike
Bullitt	Fayette	Kenton	Pulaski
Boone	Floyd	Knox	Shelby
Christian	Hardin	Laurel	Warren
Clay	Harlan	Madison	Whitley

Providers shall have one publicly accessible primary location in each service area county to deliver services. At a minimum, services will be responsive to the county area needs identified in the local workforce development plan to enable students to attend and complete programs.

All locations and site hours of operation shall be based on student demand and posted on the provider's website. Services may be delivered any day of the week and during the morning, afternoon, and evening hours. This commitment includes ensuring existing and potential students can access information that informs them of opening and closure periods and that students will be provided with appropriate referrals to staff who may assist them in the interim. When updating program location, schedule, or hours of service, contact the Directors of both the Instructional Development and Student Outcomes (IDSO) and Outreach and Strategic Partnership (OSP) branches for all OAE resources to be updated accordingly.

Location/Site-Specific Services Commitment

Approved applicants shall deliver services at local facilities (e.g., county jails, detention centers, etc.) in partnership with the local jailer and the campus of a postsecondary institution that is responsible for providing services in that county; if the facility meets the minimum expectations listed below:

- Accessible to adult education services based on student demand as determined by the provider and OAE monitoring and assessments.
- Adequate instructional and assessment space that is conducive to learning. The space should have a low noise level, adequate lighting, a comfortable temperature, and appropriate furnishings.
- At no cost.

To maximize the funding amount available for direct instructional services, OAE encourages Local Providers to establish partnerships that result in no cost for space.

However, the needs and demands of students and the intensity, frequency, and quality of adult education services take precedence over seeking space at no cost. Based on the availability of funds, OAE will coordinate with providers to secure funds for rent and associated costs per KELC.

OAE has established partnerships statewide that may provide free or low-cost, age-appropriate venues/spaces for adult education instruction. These include, but are not limited to, libraries and local government, and Department for Community-Based Services offices. Other local partners may include area technology centers during the day or evening hours, community action agencies, faith-based organizations, etc.

Each year contracts are awarded to fiscal agents to serve an Area of Responsibility. Some recruiting efforts may have reached far beyond the Local Provider Network's area of responsibility due to the nature of the advertisement (Regional newspaper, radio advertising, etc.). Students can choose where they would like to attend due to work, family, or any other circumstances; however, the Local Provider must inform students of options that best suit their needs, not the program.

The Local Provider may only offer direct contact hours with students within the footprint of the area of responsibility awarded in the contract. Notwithstanding the students' choice, providers are advised not to intentionally recruit students outside their designated service area per the 2022-2025 Grant award process.

Connection Points

In collaboration with local partners, local Program Directors must periodically assess and determine the need for instructional services in each county of the total service area based on student demand/attendance. If it is determined locally that there is insufficient demand for face-to-face instructional services, a KYAE Connection Point is required to be established for the county as a minimum expectation. Connection Points should provide students with access to information about local KYAE services (that are available at the Connection Point or other locations), including:

- Location (must adhere to Location/Site-Specific minimum requirements)
- Hours of operation
- Available services:

- o Intake;
- o Assessment;
- o Orientation;
- o College and Career Navigation services that involve career pathway planning and other supports;
- o Integrated Education and Training and Workplace Literacy Programming; and,
- o Technology-based services that can be accessed at the Connection Point and/or at a distance as outlined in the ***KYAE Blended & Distance Learning Policy***.

Adult education services available at Connection Points should be agreed upon in collaboration with local partners, which may include but are not limited to:

- Other local Program Directors;
- Local cooperative extension offices;
- Public libraries;
- Community-based organizations,
- Other WIOA partners;
- Kentucky Career Centers (KCCs); and,
- Other appropriate Federal, State, or local programs, including, but not limited to, employment, education, or training programs such as those operated by libraries or in the private sector ([Section 121\(b\)\(2\) of WIOA](#)).

Such programs may also include programs providing transportation assistance and services for those with substance abuse or mental health issues ([34 CFR 463.310\(a\)](#)).

Depending on the Connection Point's location, services (e.g., access to GEdReady®, www.GED.com, Learning Express, WIN, etc.) may be scheduled and/or available impromptu in response to student demand.

Local Program Directors will determine the allocation of instructional budget dollars for Connection Points and established KYAE centers (for the counties in their service area) based on student demand and efficient use of resources.

Connection Points can also be included as separate sites within high-demand counties.

Contingency Plans

All providers must have a policy and contingency plan on file enabling regular operations and services to continue when attending the physical learning space is not permissible (due to inclement weather, unforeseen student absence, or catastrophic events). Services include, but are not limited to, student intake and orientation, instruction, support, assessment, and data reporting. Contingency plans must be provided on the Contingency Plans form (Appendix B). Plans must also include the following information:

Academic Progress:

Providers may address the separation of students who are not making progress.

Class Attendance:

Providers may enact a course completion policy. For example, students must attend 75% of the time. Students can be removed from the course if there is no class contact time.

Minimum Class Attendance:

Providers may establish a maximum number of class absences. For example, students may only miss three classes but still complete the course.

Maximum Class and Lab Size:

Class enrollments should be limited so that instructional resources meet student needs regarding the student-to-teacher ratio.

Student Conduct:

Providers should set clear expectations about how students should conduct themselves while receiving services from KYAE.

Make-up Work in the Event of Student Absence:

Students should be able to make up classwork in an absence. Instructors should have a plan if a student has an unforeseen circumstance. However, the program should consider that excessive absences may mean a student repeating the course.

Provision for Instruction in the Event of Inclement Weather:

Inclement weather may mean that the KYAE centers close for a time. In that event, the instructor should ensure students can continue their classwork remotely. Local Providers must have a contingency plan on file that enables students to continue uninterrupted instruction.

Provision for Instruction in the Event of Catastrophic Events:

In the event of a national or State emergency declaration, distance learning services are expected to continue according to guidance from KYAE and federal sources. Student services include the same services scheduled during times of standard operations, such as but not limited to intake and orientation, student enrollment, instruction, support, assessment, and data reporting.

Enrollment Elements

Per the NRS Technical Assistance (TA) Guide, Local Providers must be able to look at outcomes and demographics for individual students according to variables such as the number of instructional hours received, length of enrollment, the teachers and classes enrolled, and the student's EFL. The NRS assesses two participation measures—contact hours and program enrollment type. These measures record the instruction participants receive and the number of participants attending family literacy, IET, and IELCE programs.

For participants who receive both distance education and traditional classroom instruction during a program year (such as through a blended distance-classroom approach or concurrent enrollment in both types of teaching), the State must have a policy, consistent with the NRS definition, that defines how local programs are to classify the participant. For NRS reporting, States can count a participant only once, as a distance education participant or a traditional classroom participant. Distance education participants must have at least 12 hours of contact with the program before they can be counted for Federal reporting purposes.

Online Enrollment

Online Enrollment Process:

1. All providers **MUST** provide an online enrollment option.
2. All providers **MUST** adhere to fiscal agent FERPA guidelines when utilizing an online program/platform to collect data on page 1 of the KYAE Enrollment Form.
3. All providers **MUST** collect information from page 2 of the KYAE Enrollment Form and other data from page 1 (not collected online) in the presence of KYAE staff.
4. Providers must collect all information before students reach participant status (12 hours or greater).

Ways to complete initial enrollment with students:

- Enrollment may begin by utilizing the online process outlined above.
- Enrollment may start in the center by collecting information on the computer.
- Enrollment may begin in the center by collecting information on a printed enrollment form.

At a minimum, all information located on the KYAE Enrollment form must be collected.

Orientation & Intake

Orientation and Intake refers to collecting necessary personal information data to provide effective services and for federal performance reporting purposes. Intake may occur at any time during the year. Attendance for intake, orientation, and assessment must not exceed six hours. This should be sufficient time to provide students with a supportive orientation experience and an opportunity to realize instruction before becoming an invested participant at 12 hours.

The Intake and Enrollment form (Appendix C) captures all required personal information data and corresponds with the order data elements are entered into KAERS. It is ***strongly recommended*** that providers use the Intake and Enrollment form. However, if all data elements from the Intake and Enrollment form are included in a provider-customized intake and enrollment form, the Program Director may authorize its use during intake and enrollment.

Recruitment and retention best practices suggest that providers create a robust orientation experience for students. The following link demonstrates an example of good orientation practice (e.g., building relationships, communicating purpose, goals, and philosophy of program services, etc.): [Intake and Orientation Resources](#).

Recruitment & Retention

If students are exited for absenteeism and subsequently return for services, KYAE directors may use their professional judgement to determine if orientation is necessary. A student entering a second Period of Participation (PoP) must complete a new enrollment form with updated barriers, no matter the orientation need. New enrollment forms are required at the start of each new fiscal year, as well.

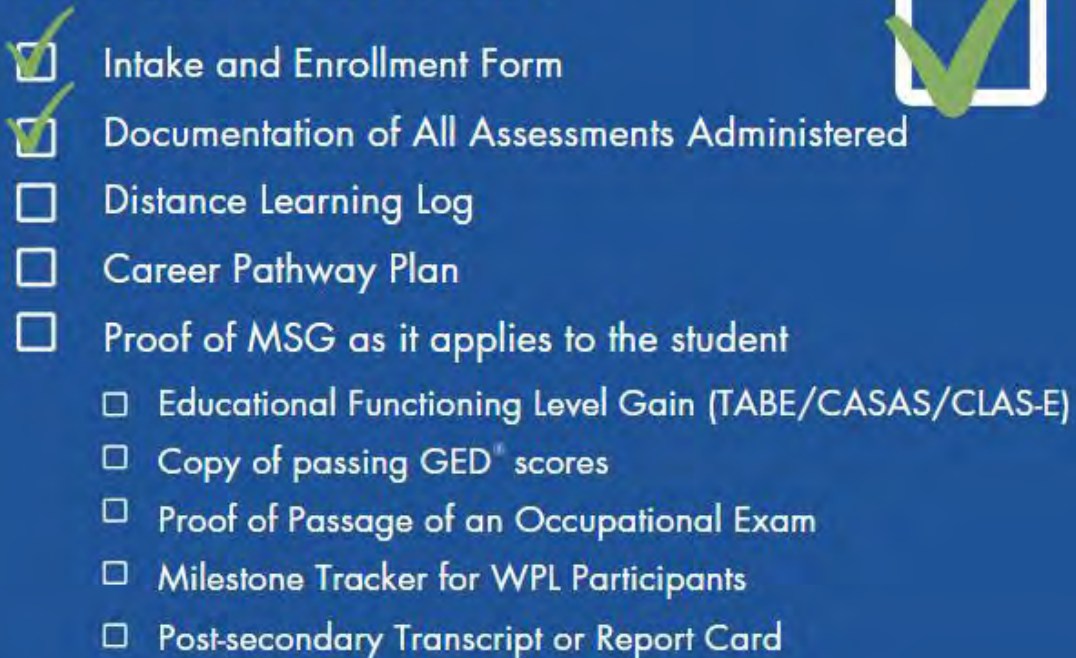
Student Files

A student folder should be created and maintained for any student who plans to utilize Kentucky Adult Education services. The folder should contain:

KYAE STUDENT

FY2025

FOLDER CHECKLIST

- 
- ☒ Intake and Enrollment Form
 - ☒ Documentation of All Assessments Administered
 - ☐ Distance Learning Log
 - ☐ Career Pathway Plan
 - ☐ Proof of MSG as it applies to the student
 - ☐ Educational Functioning Level Gain (TABE/CASAS/CLAS-E)
 - ☐ Copy of passing GED® scores
 - ☐ Proof of Passage of an Occupational Exam
 - ☐ Milestone Tracker for WPL Participants
 - ☐ Post-secondary Transcript or Report Card

Programs must retain all student sign-in sheets securely for three years. It is **strongly recommended** that providers use the KYAE Sign-In sheet (Appendix D). However, if all data elements from the KYAE Sign-In sheet are included in a provider-customized sign-in sheet, the Program Director may authorize its use.

KYAE ASSESSMENT POLICY

Assessment Policy Introduction & Context

The Kentucky Adult Education (KYAE) assessment policy provides guidelines pertaining to standardized assessment practices for all KYAE-funded providers and outlines the guidance from the U.S. Department of Education (USED), Office of Career, Technical, and Adult Education (OCTAE) to describe approved assessments, initial and post-testing requirements, accommodations, and training requirements. KYAE providers must use KYAE's assessment policy with test publishers' official examiner's manuals and training workshops to determine local assessment procedures. Providers must follow all guidelines in the examiner's manuals and maintain the most current version of the manual for each test used by the program. Providers are responsible for any liability for failing to follow those guidelines and any applicable test material security requirements.

Need for Assessment Policy

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

Matching Instrument Content to NRS Educational Functioning Level Descriptors

Validity is concerned with measurement accuracy: The extent to which the instrument measures what it is intended to measure. *Content validity* of an assessment is the extent to which the items/tasks of the instrument cover the domain of interest. *Reliability* refers to the degree of consistency in performance on an assessment; that is, the extent to which an examinee would be expected to perform similarly across multiple administrations of the instrument or under different conditions. The greater the similarity in performance across forms, the greater the alternate forms' reliability and the stronger the inference that improvements in performance between pre- and post-testing are attributable to something other than measurement error associated with differences across forms. More information about validity and reliability can be found in the [NRS Technical Assistance Guide](#).

Funding, in part, is based on student achievement in the National Reporting System (NRS) functioning levels. Uniform implementation of KYAE's assessment policy ensures that high-quality, accurate data is collected statewide and reported to OCTAE so providers can be compared across the Commonwealth of Kentucky and nationally.

Such comparability is especially needed due to funding tied to NRS and other outcomes.

Applicants are awarded grants associated with the counties served with the ability to earn performance-based funds based on overall performance across fiscal year quarters 1-4. Performance funds are based on enrollment, measurable skill gains (MSG), and other state-specific requirements.

Local KYAE providers must measure the educational gain of all students who receive 12 hours or more of instruction in the State's adult education program with a test that the Secretary has determined is suitable for use in the NRS.

Purposes and Uses of Assessment

At the student level, an individual assessment provides valid, reliable information about the student's academic status and progress and allows the student to make informed decisions about goal setting. KYAE requires providers to evaluate students with an approved standardized assessment upon enrollment to determine the appropriate education plan necessary to achieve their goals.

Before the instructor determines the most appropriate assessment, students should participate in an intake and orientation process to discuss academic and career pathway goals and identify the skills needed to help achieve them. This orientation session, accompanied by the adult educator's professional judgment and other criteria, such as the TABE Locator, should determine which approved assessments and curricula will best meet the student's needs.

At the program level, accurate assessment data are critical for decision-making in planning, instruction, professional learning, and program improvement. Student assessments help instructors pinpoint student needs and choose appropriate curricula. Aggregate student data can assist program directors in identifying needed improvements and guiding learning for staff professional development.

Summary and Overview

The following OCTAE- and/or KYAE-approved assessments may be used in Kentucky to measure educational gains of Adult Basic Education (ABE), English Language Acquisition (ELA), and Adult Secondary Education (ASE):

Table 1-NRS/KYAE Approved Assessments

Assessment	Approved Forms	Educational/NRS Level	Pre- and Post-Test Times
TABE 11/12 (Reading, Math, and Language)	Paper Form: Forms 11/12 and levels L, E, M, D, and A Computer-Based (no Literacy)	Literacy, ABE, ASE NRS 1-6	Recommended: 50-60 hours Required: 40 hours for NRS 1-4, 30 hours for NRS 5-6
CASAS STEPS (Reading and Listening)	Paper Form: 621/622, 623/624, 625/626, 627/628, 629/630 Computer Based	ESL NRS 1-6	Recommended: 70-100 hours Required: 40 hours
CLAS-E A/B	Paper Form: Forms A/B and levels 1-4 Computer-Based	ESL NRS 1-6	Recommended: 50-60 hours Required: 40 hours

Reference: [Tests Determined to Be Suitable for Use in The National Reporting System for Adult Education](#)

Resources for Information and Assistance

For additional questions/clarifications, please get in touch with the Director of Program Administration, Performance, and Compliance.

General Assessment Guidelines

Students to be Assessed

All students in the KYAE program must be assessed with NRS and KYAE-approved assessments. All students that will be included in Kentucky's NRS data submission must be tested. Exceptions may be made for students who cannot understand or respond to the test due to low literacy, English proficiency, or disability (see [Accommodations](#)).

Permitted Assessments

Assessments should match the appropriate skill areas that are the student's instruction focus. The following assessments are allowed for NRS reporting and meet NRS Requirements:

TABE 11/12

- TABE 11/12 is recommended for literacy, ABE, and ASE testing in the adult student population, including inmates, parents, and employees to measure reading, math, and/or language skills.
- Students must score below NRS Level 6 to be eligible for a Measurable Skill Gain (MSG) through post-testing. A student with a valid NRS Level 6 can achieve an MSG through entering post-secondary, post-secondary transcript, progress towards milestones, or passage of an occupational exam.
- In compliance with recommendations as provided by OCTAE, [TABE post-testing must occur as follows](#):
 - For students testing into NRS Levels 1-4 (ABE): DRC recommends alternate form testing (e.g., TABE 11 Level M to TABE 12 Level M) after 50 to 60 hours of instruction with a minimum of 40 hours.
 - For students testing into NRS Levels 5 (ASE Low): DRC recommends alternate form testing after 30-59 hours of instruction.
 - For same form testing (e.g., TABE 11 Level M to TABE 11 Level M), 60-80 hours of instruction is recommended.
 - If a student's pre-test score is at the highest NRS level for that ABE level, programs may also test the next level higher (e.g., TABE 11 Level M to TABE 11 Level D) while following the same recommended hours for alternate form testing.

CASAS STEPS

- CASAS [Reading](#) and [Listening](#) STEPS series is recommended for adult English language learner (ELL) students.
- A student must score below the exit criteria (i.e., *Reading: 239 or Listening: 232*) to be eligible for ESL/ELA services. Students are still eligible for ABE/ASE services.
- In compliance with recommendations as provided by OCTAE, CASAS post-testing shall occur as follows:
 - For students testing at any level, 70-100 hours of instruction is recommended with 40 hours minimum.

CLAS-E A/B

- CLAS-E is recommended for adult English language learner (ELL) students
 - DRC recommends 50-60 hours of instruction for alternate form testing, with minimum of 40 hours.
- A student must score below the exit criteria (i.e., *Reading: 588, Listening: 607, Writing: 612, Speaking: 594, Total Listening and Speaking: 600*) to be eligible for ESL/ELA services. Students are still eligible for ABE/ASE services.

All publishers discourage random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain.

All publishers discourage random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain.

Established Posttest Rate

All programs are required to implement, execute, and achieve a posttest rate percentage equal to or greater than the national average. The national average FY 2021 was 44.88%.

Training for Administering Assessments

All staff administering and proctoring exams must enroll in the Blackboard course for proctoring. See the [KYAE Professional Learning Handbook](#) for registration procedures.

All staff must be Data Recognition Corporation (DRC) TABE-certified before administering the TABE 11/12 or CLAS-E test. Click [here](#) for TABE 11 & 12 Certification Training through Brainshark.

All ELA instructors new to adult education are required to take CASAS Instructional Implementation & Resources. Instructors or staff who coordinate CASAS, are designated CASAS Data Managers, or proctor CASAS eTests or paper tests must complete recommended CASAS training modules pertaining to the relevant tests and roles. See the KYAE Professional Learning Handbook for registration procedures. All training can be conducted via the [online CASAS training site](#) or coordinated with one of the Kentucky Certified CASAS trainers.

All remote proctors must complete the KYAE Remote Proctoring Checklist (Appendix E).

Fiscal agents must retain documentation of the completion of training in personnel files in alignment with the [record retention schedule](#). Completion of training should also be indicated in Kentucky's Management Information System (MIS) as all data should be entered in Kentucky's MIS as soon as possible, but no later than 7 days from activity.

Assessments Accommodations

Reasonable accommodations for assessment must be provided to students when:

- A. The student has disclosed the presence of a disability and has provided documentation ([ex. IEP, 504 Plan, Statements, Records, or Letters](#)) by a qualified professional of which due consideration should be given to the options [requested by the student](#) or
- B. KYAE Local Provider staff has administered an informal assessment/pre-screening instrument and determined that accommodations are warranted [e.g., TABE's Word List and/or TABE L (pictures)].
 - i. Accommodated assessments must comply with accommodated testing guidelines, policies, and procedures established by the program's fiscal agent.
 - ii. Accommodated assessments must comply with test publisher guidelines: [DRC](#) and [CASAS](#).
 - iii. Typical assessment accommodations for students with a documented disability include large print, extended time, audio cassette, calculator for math, private room, and break time.
 - iv. The accommodation must be specific to the disability and address only the documented functional limitations.

If an adult student has a documented disability and these additional instruments still cannot accurately measure the student's ability, documentation showing an attempt was made to assess the learner and the result of this attempt must be kept in the learner's record. If the Local Provider determines additional accommodations and support are necessary, programs should refer the adult student to the local [Office of Vocational Rehabilitation](#) for further assessment.

Guidelines for Each Assessment

All students should be tested and placed in an Educational Functioning Level (EFL). If the student has no adult education record, local programs should administer the locator or appraisal first and the results of the placement should be used to inform the initial test.

Use of Different Assessment Forms

Assessments designed for multiple administrations with the same student, such as for initial testing and post-testing, have different but equivalent versions or forms. In addition, TABE, TABE CLAS-E, and CASAS have various forms for student proficiency levels. When using such a test, providers must follow the test publisher's guidelines in selecting the correct test form for each student.

Placement and Initial Assessments

The initial assessment is the basis for placing students in an initial EFL, according to the NRS. It is the baseline on which providers measure student level gains. Providers should administer a locator or appraisal test for guidance on the appropriate initial test.

1. KYAE providers may accept any initial TABE, TABE CLAS-E, or CASAS test administered by a certified administrator within the One Stop Delivery System or a Kentucky Community and Technical College System (KCTCS) Testing Center for initial placement.
2. If Local Providers use a KYAE-approved assessment administered by an external source, proper test documentation must be acquired (through DRC or the prior testing agency) and stored in the Student Folder to validate the accuracy of the score. If a student has not accrued contact hours for more than 12 months, upon entering adult education, the student must complete a new initial assessment to ensure reliable level placement and appropriate instruction.
3. If the test is administered remotely, the Student Folder must include:
 - a. the TABE/CASAS/CLAS-E Remote Test Validity Checklist (Appendix F); and
 - b. a printed online test diagnostic.
4. While the Locator/Appraisal is an important tool, information from a Locator/Appraisal should be viewed as a formative assessment of the student's functioning level, not as a summative or predictive assessment.
5. When possible (i.e., internet access is available), TABE/CASAS/CLAS-E testing must be administered online.
 - a. Paper TABE/CLAS-E must be scanned into the DRC database.
 - b. CASAS tests may be entered into TOPS Pro Enterprise.

6. Using the initial assessment results, providers must place students at the appropriate NRS EFL. Find NRS EFL tables [here](#). If multiple skill areas are assessed and:
 - a. the student has differing abilities, NRS guidelines require that the provider place the student according to the lowest skill area for reporting purposes. Additionally, students can make a level gain on any initial assessment.
 - b. the student has equivalent NRS levels, the provider may place the student in the subject most relevant to the student's needs and to the programs' curriculum.

TABE Locator

High school equivalency diploma-seekers who:

- *have no* previous academic record and *have not* passed the Mathematics GED Ready® Tests shall be administered the TABE Locator mathematics (minimum).
- *have no* previous academic record and *have not* passed the RLA GED Ready® Tests shall be administered the TABE Locator reading (minimum).

If the student *passes* the GED Ready® Test, schedule their corresponding GED test when testing is available. If the student *does not* pass the GED Ready® Test, TABE test the student in the corresponding subject.

Non-high school equivalency diploma-seekers may be tested in one or more subjects based on student and program needs.

Table 2-Recommended TABE Locator Cut-Scores

TABE Level	Mathematics	Reading	Language
E	0 – 5*	0 – 5*	0 – 5*
M	6 – 9	6 – 11	6 – 10
D	10 – 12	12 – 15	11 – 13
A	13 +	16+	14+

KYAE recommends assessing all English Language Learners using the KYAE-developed oral screening guide to determine appropriate initial assessment.

It is recommended all English Language learners complete the [KYAE Intake and Oral Screening](#) to guide the first steps in their language learning journey. If a student scores less than 8 on the Oral Screener, students should enroll in beginning ESL class and test after 12 hours of instruction.

CLAS-E Locator

If the student presents great difficulty with the oral screening, bypass the Locator and administer Test Level 1. The CLAS-E Locator shall be administered to place English Language Learners in appropriate Test Level- 1 to 4.

CASAS Appraisal/CASAS eTests Locator

For the paper CASAS Appraisal (619), follow the suggested next test. The CASAS eTests Locator (620) automatically places students on the next assigned test (NAT).

Out-of-Range Scores

Use the following tables to determine whether the student's TABE score is within the acceptable range of scores on that test and level. The test can be considered valid if the score is within the acceptable range. If the score is outside of the acceptable range, the test administrator must retest with a more- or less-advanced test.

Table 3a-TABE 11/12 Acceptable Score Ranges

TABE TEST LEVEL	Math	Reading	Language
Limited Literacy	300 – 495	300 – 500	300 – 510
Easy	310 – 536	310 – 535	310 – 546
Medium	449 – 595	442 – 575	458 – 583
Difficult	496 – 656	501 – 616	511 – 630
Advanced	537 – 800	536 – 800	547 – 800

Use the following table to determine whether the student's CLAS-E score is within the acceptable range of scores on that test and level. The test can be considered valid if the score is within the acceptable range. On a pre-test a student *must* score below the exit criteria (i.e., *Reading: 588, Listening: 607, Writing: 612, Speaking: 594, Total Listening and Speaking: 600*) to be eligible for ESL/ELA services.

Table 3b-CLAS E A/B Acceptable Score Ranges

CLAS-E TEST LEVEL	Reading	Listening	Writing	Speaking
1	250 – 460	230 – 459	200 – 487	230 – 501
2	300 – 497	290 – 505	220 – 520	230 – 536
3	340 – 547	320 – 541	402 – 555	426 – 568
4	360 – 680	350 – 710	493 – 730	502 – 678
Exit Criteria	588	607	612	594

Use the following table to determine whether the student's CASAS score is within the accurate range on a pretest. If a student scores below the accurate range on a pre-test or post-test, retest the student with a test from the next-lower level for accurate placement. CASAS eTest will present the NAT automatically. Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some

programs may wish to retest students at the next test level to see if they might score higher. A student must score below the exit criteria (i.e., *Reading: 239 or Listening: 232*) to be eligible for ESL/ELA services.

Table 3b-CASAS Acceptable Score Ranges

CASAS TEST LEVEL	Reading	Listening
A	160 – 196	158 – 191
B	184 – 206	182 – 201
C	197 – 216	192 – 211
D	207 – 227	202 – 221
E	217 – 251	212 – 235
Exit Criteria	239	232

Provisional Placement Policy with No Initial Assessment

In the event in-person learning and testing center services are suspended, programs must follow the test publisher’s Remote Proctoring Guidance of the test publisher to proctor an initial assessment for any student capable remotely.

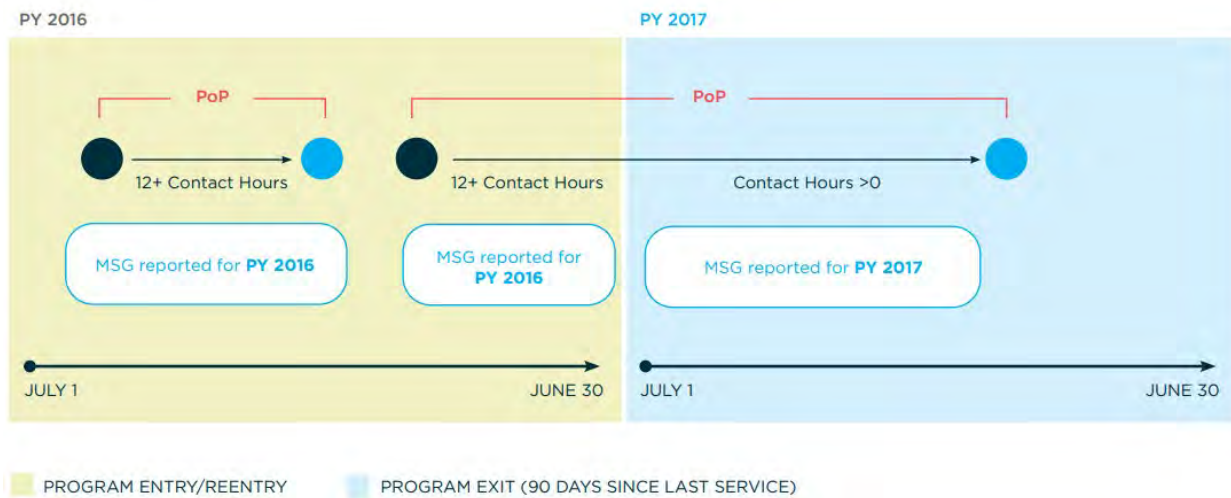
However, if students are unable to take an initial assessment before 12 hours of services, programs may enroll students and place them in a provisional EFL until a valid initial assessment is administered following guidance from [Program Memorandum OCTAE 20-5](#). Students cannot attain a measurable skills gain using the provisional NRS level. Students enrolled under this program type can *only* earn an MSG upon passage of the GED or transition to postsecondary education and/or employment after exit.

Period of Participation (PoP)

A PoP begins each time a participant ([an individual with at least 12 contact hours](#)) enrolls in adult education and then exits the program—even when multiple enrollments occur during the same program year. Subsequent enrollments and exits during a program year result in a new period of participation. Therefore, a participant may have more than one period of participation in a program year. If the participant does not exit, the PoP remains active.

The MSG indicator is not exit-based, so each participant’s program entry, or the start of a new program year (assuming the participant has contact hours greater than zero to show they attended in the new program year), initiates a new reporting period for MSG. The reporting periods for MSG end with either a program exit or the end of a program year.

Exhibit 1-Periods of Participation (POPS): MSG Indicator



All participants have at least one period of participation, starting with their first enrollment in the program year and ending with their program exit. Subsequent periods are counted by reentry and exit. The exit date is the last day of service for participants, but this date cannot be determined until 90 days have elapsed since the person last received services and no future services are planned. However, if there is no exit across a program year, the PoP continues into the next program year and MSG is reported for the new program year.

At entry into each PoP, a participant must be placed in an NRS EFL based on an assessment approved for use in the NRS. Policy and procedures for assessing participants should not change because of PoPs. Proper assessment practices should always be followed.

After a participant is placed in an EFL in the new PoP, either by a new assessment or carryover from a prior assessment, a new post-test must be given in order to achieve an EFL gain (by pre-/post testing) in the new PoP.

If a student's period of participation (PoP) ends, the provider has the following choices:

If the participant **had** enough hours to post-test and already qualified for the post-test, the test given upon reentry may be used as the pretest for PoP2 and the post-test for PoP1. EFL gain may be counted for PoP1 if a gain is achieved.

If the participant did not have enough hours to post-test in PoP1 but receives enough instructional hours for post testing in PoP2 by combining testing hours from PoP1 and PoP2. In that case, the next test is considered an initial assessment for PoP2 *and* as the post-test for PoP1.

If the participant **did** post-test in PoP1, the test *must* be carried forward to the new PoP as an initial assessment of that subject. The provider *may* administer initial assessments in other subjects following test publisher guidelines.

After students are assessed on TABE/CLAS-E/CASAS, this initial score is to be used to measure level gains. However, if a student has not accrued contact hours for more than 12 months, upon returning to adult education, the student must complete a new initial assessment to ensure reliable level placement and appropriate instruction. Also, Local Providers may exercise professional judgment and administer a new initial assessment in fewer than 12 months.

Post-test Assessment and Hours

Providers must use the same or a different form of the same test for the follow-up assessment. For example, a TABE initial assessment should be followed by a TABE post-test. The form of the test must be determined by test publisher guidelines based on testing hours.

If initial assessments are given in more than one subject area, the corresponding subject area progress assessment determines EFL completion or advancement. For example, if initial assessments are TABE Math and Reading, then the EFL post-tests on which a level gain is credited must be in the corresponding math or reading assessment.

A level gain is recorded if a post-test score corresponds to a higher NRS level than initially assessed.

Once a post-test is administered, the student must accrue the minimum number of hours set forth by the test publisher ([Table 1](#)).

A post-test may be administered before the post-test publisher's guidelines only for students in the low-duration course¹ and must:

1. Have documented approval from the program director to document why an early post-test was warranted and kept in the student's file.
2. Have documented evidence of standards/benchmarks level completion through informal assessment.
3. Not do so more than 50 percent of the recommended time.
4. If a participant does not make an NRS level gain after being tested according to the test publisher's guidelines, then the student must wait the minimum hours before the next post-test as outlined in the pre-and post-test guidelines.

In-Person Contact Hours

KYAE Learning Center attendance hours must be collected and reported.

If the internet is not available, student sign-in/out forms must be completed by students with the following:

¹ Low-duration courses have too few contact hours of instruction for students to attain the test publisher's guidelines minimum hours for post testing during a specified block of instructional time (e.g., maximum 16 weeks, with stated exceptions). Even in low-duration courses, learning intensity must remain high. Learning intensity is the amount of instruction and learning taking place within a class. Even in low duration courses, consistent attendance is expected. Student absenteeism is not cause for post testing before publisher's guidelines. Courses in local correctional facilities may often meet the definition of low duration courses. Operationally, low-duration courses meet no more than 40 hours within 10 consecutive weeks. (KYAE Definition).

- date of attendance
- legible student signature; and
- time in and time out of the learning center.

If the internet is available, students must use the KAERS/MIS sign-in portal. Local providers are not required to use paper sign-in/out when utilizing Kentucky's MIS sign-in/out feature.

If a student leaves without signing out, a staff member must document on the paper sign-in/out form with the following:

- date of attendance;
- legible staff signature;
- time in and time out of the learning center; and
- reason why the student did not complete sign-in/out process. (Ex. Internet/technology outage, emergency, student forgot, etc.)

Proxy Contact Hours through Distance Learning

Distance education is a formal learning method of delivery where students and instructors are separated by geography, time, or both for most of the instructional period. Distance learning materials are delivered through various media, including audio recording, video, broadcasts, computer software, web-based programs, other online technologies, and/or print, when online access is a barrier. Proxy Contact Hours are collected and reported under [KYAE's Blended & Distance Learning Policy](#).

Assessing Distance Learners

Distance learners must be assessed under the same guidelines as all adult students in Kentucky using approved standardized assessment tools. The same assessment policies, procedures, and post-testing timeframes also apply to distance learners. All standardized assessments must occur in a proctored environment where the student's identity is verifiable.

All KYAE providers offering distance education must offer remotely proctored options for standardized assessments and adhere to publisher guidelines and instructions.

Testing Hours

Testing hours are determined by the test publisher. Testing hours are used to determine post-testing eligibility. Testing hours are student-specific and expire after 12 months or a post-test, whichever comes first. Therefore, testing hours, unlike attendance hours, accumulate across fiscal years.

Time spent on assessment can be counted toward testing hours only if the assessment is formative, not summative (i.e., designed to inform placement decisions, assess progress, or inform instruction.) For example, the time used to take the GED® test cannot count as instructional activity or testing hours.

Quality Control Procedures

Assessment instruments must be administered in a proctored environment and per the test publisher and KYAE assessment guidelines.

The assessment instruments must be kept in a secure environment according to vendor requirements.

Establishing a scheduled time each week for assessment, especially in small programs with “one-room” centers, is critical to student success. For assessments to be valid and provide accurate information on a student’s career pathway plan, they must be proctored in a quiet, calm environment when a student is prepared to take the assessment. In addition, a scheduled assessment process will increase efficiency and ensure appropriate administration and protocols of required assessments.

Enter all data in Kentucky’s MIS as soon as possible but no later than seven days from activity.

KYAE purchases Online TABE, CLAS-E, and CASAS eTests for distribution to Local Providers through DRC and TOPS. Please find the [order form for paper test of TABE Scannable Answer Sheets here](#).

Scan all paper answer sheets into the DRC portal.

For paper tests of CASAS, please find the [order form here](#).

Data Collection and Training

KYAE negotiates performance measures with OCTAE and holds local KYAE providers accountable for meeting these measures through [NRS](#). Local KYAE providers must also use KYAE’s assessment policy with the test publishers’ official examiner’s manuals and training workshops to determine local assessment procedures. They must follow all guidelines in the examiner’s manuals and maintain the most current version of the manual for each test used by the program.

Professional Learning and Kentucky’s MIS orientations are conducted each year regionally for local staff and instructors who: (1) have not yet been trained; or (2) wish to refresh their knowledge. Orientation topics include gathering, analyzing, collecting, and reporting data for Kentucky’s MIS (and ultimately NRS). Local staff and instructors will be trained on NRS data quality standards, NRS and state assessment and accountability policies, and federal and state measures. All data for reportable individuals and participants must be reported through Kentucky’s MIS-KYAE’s web-based data tracking system, including, but not limited to, intake information, barriers to employment, assessments, attendance hours, etc. All staff are recommended to complete [Measuring Performance Under WIOA](#).

KYAE routinely checks Kentucky’s MIS for data quality and consistency through monitoring statewide weekly enrollment, MSG, and GED attainment; monthly checks of students without initial assessments; and quarterly desk audits. Fiscal Agent

Performance Data is published monthly for program verification on the Kentucky Center for Statistics ([KYStats](#)) website. At the end of the fiscal year, each local KYAE provider signs Kentucky's MIS Data Quality form, ensuring that data input into Kentucky's MIS is "accurate, complete, and true." Enter all data in Kentucky's MIS as soon as possible but no later than seven days from activity.

NRS Levels

The following describes the NRS educational functioning levels and standardized assessment scores associated with each level and content area for initial testing and post-testing.

Table 6a: Adult Basic Education/Adult Secondary Education

Educational Function Level	TABE 11/12 Scale Score
NRS Level 1	Reading: 300 – 441 Math: 300 – 448 Language: 300 – 457
NRS Level 2	Reading: 442 – 500 Math: 449 – 495 Language: 458 – 510
NRS Level 3	Reading: 501 – 535 Math: 496 – 536 Language: 511 – 546
NRS Level 4	Reading: 536 – 575 Math: 537 – 595 Language: 547 – 583
NRS Level 5	Reading: 576 – 616 Math: 596 – 656 Language: 584 – 630
NRS Level 6	Reading: 617 – 800 Math: 657 – 800 Language: 631 – 800

Table 6b: English as a Second Language/CASAS

Educational Function Level	CASAS Scale Score
NRS Level 1	Reading: 183 and below Listening: 181 and below
NRS Level 2	Reading: 184 – 196 Listening: 182 – 191
NRS Level 3	Reading: 197– 206 Listening: 192 – 201
NRS Level 4	Reading: 207 – 216 Listening: 202 – 211
NRS Level 5	Reading: 217 – 227 Listening: 212 – 221
NRS Level 6	Reading: 228 – 238 Listening: 222 – 231
Exit Advanced ESL	Reading: 239 and above Listening: 232 and above

Table 6d: English as a Second Language/CLAS-E

Educational Function Level	CLAS-E Scale Score
NRS Level 1	Reading: 250 – 392 Writing: 200 – 395 Listening: 230 – 389 Speaking: 231 – 425
NRS Level 2	Reading: 393 – 436 Writing: 397 – 445 Listening: 390 – 437 Speaking: 426 – 460
NRS Level 3	Reading: 437 – 476 Writing: 446 – 488 Listening: 438 – 468 Speaking: 461 – 501
NRS Level 4	Reading: 477 – 508 Writing: 489 – 520 Listening: 469 – 514 Speaking: 502 – 536
NRS Level 5	Reading: 509 – 557 Writing: 521 – 555 Listening: 515 – 549 Speaking: 537 – 567
NRS Level 6	Reading: 558 and above Writing: 556 and above Listening: 550 and above Speaking: 568 and above

Other State Assessments

The student's course of study is determined by a student's National Reporting System (NRS) functional level (i.e., ABE 1-5/ESL 1-6) at entry. The following assessments cannot be used to determine educational functioning level but may be administered to students to demonstrate career readiness or other skills.

Worldwide Interactive Network (WIN)

WIN Learning provides online career and college readiness instruction, resources, and assessments, including academic and essential soft skills. KYAE, in partnership with the Kentucky Department of Workforce Investment, is contracted to provide the WIN courseware and assessments through 2025 at no charge to individuals eligible for services through their local KYAE center. Those not eligible for KYAE services may access the WIN courseware and assessments through Kentucky Career Centers. KYAE staff and students have access to WIN through www.wincrsystem.com. Instructors will enroll students directly into the WIN Career Readiness System.

Kentucky Essential Skills Certificate (KESC)

A KESC is earned by the successful completion of all four Worldwide Interactive Network (WIN) soft skills modules (Conveying Professionalism; Communicating Effectively; Promoting Teamwork and Collaboration; and Thinking Critically and Solving Problems) and bypassing the research-based, proctored summative assessment. These modules are not designed to stand alone, and all instruction must be integrated into a blended learning experience that reinforces academic instruction contextualized with workforce preparation skills ([KYAE Employability Standards](#)).

Other KYAE-Approved Informal Instructional Assessments

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

- Computerized assessments
- End-of-unit tests from textbooks
- Individual accomplishment checklist
- Individual projects or products
- Small group projects

****Kentucky Adult Education's Assessment Policy was created in accordance with [34 CFR 462.40](#).**

Distance Learning and Digital Literacy

KYAE providers should utilize technology tools to offer flexible service delivery options for adult learners in the learning center and via distance education. The Kentucky Office of Adult Education (OAE) is committed to developing and supporting high-quality blended and distance learning opportunities for adults while also preparing them for the growing number of jobs requiring digital knowledge and skills. The *KYAE Blended & Distance Learning Policy* defines terms and outlines procedures for implementing distance education in Kentucky Adult Education programs. Find the full KYAE Blended and Distance Learning Policy under Organizations in Blackboard.

This policy also establishes expectations for KYAE providers to support digital equity efforts in the Commonwealth, including fostering digital access to devices and internet and offering digital literacy skill development for all participants. These expectations align with the greater initiative of the Education and Labor Cabinet and the Kentucky Office of Broadband Development to impact digital equity in the Kentucky as outlined in the Digital Equity Act of 2021.

Definitions

Digital Equity – Digital Equity is a condition in which all individuals and communities have the information technology capacity needed for full participation in our society, democracy, and economy. ([H.R. 3684](#))

Digital Literacy – Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. ([American Library Association](#))

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 by mail, telephone, e-mail, or online technologies and software. ([NRS Technical Assistance Guide for Performance Accountability](#), p. 48)

Distance Learner – Distance learners are defined as students receiving more of their instruction from a distance than in the local adult education center. At separation or at the end of the fiscal year, the student's status as an adult education center student or distance learner will be determined. Student hours, from both distance learning and in the adult education center, will be reported. However, the student will only be counted once, as a distance education participant or a learning center participant.

Distance Learning Lead – Distance Learning Leads (DLLs) are instructional team members who directly support program planning and implementation of technology-enhanced learning options for adult students. Technology-enhanced learning options include: technology integration in the classroom, flexible delivery of

instructional services (blended, distance, HyFlex), and digital literacy development with the goal of supporting student engagement, MSG performance, and comprehensive student success in adult education and beyond. DLLs' time is split between direct student contact and instructional support to meet programmatic needs. Each service area must designate a Distance Learning Lead.

Modes of Technology-Enabled Instruction for Distance Learning ([IDEAL Distance Education and Blended Learning Handbook](#))

Blended Learning – Learners participate in a mix of online and classroom instruction characterized by a tight integration of the instruction delivered online and that which happens in a class. This integration happens to the degree that both modes are considered as one collective whole.

Hybrid Learning – Learners participate in a mix of both an online curriculum product and in-class teaching, but unlike Blended Learning, the assigned work that students complete online may not be directly aligned with what happens in the classroom.

HyFlex – Learners participate through an instructional model that gives them the opportunity to choose between three modes: in-person synchronous, online synchronous class, and asynchronous online learning activities.

Proxy Contact Hours – Proxy contact hours are reported for activities where students and instructors are separated by geography, time, or both for the majority of the instructional period. Proxy contact hours are distance learning contact hours.

Reporting Distance Learning Contact Hours

Providers must report distance learning contact hours (also known as “proxy contact hours”) for time students spend on distance learning activities. Providers offering distance education must develop a distance education policy that describes:

- The curricula that local providers utilize for distance education, and
- The model(s) used to assign distance learning hours for each type of curriculum.

Models for Assigning Distance Learning (“Proxy”) Contact Hours

Providers must use one of the following models for assigning distance learning contact hours:

Clock Time Model – This model assigns contact hours based on the elapsed time that learner is connected to, or engaged in, an online or stand-alone software program that tracks time.

Learner Mastery Model – This model assigns a fixed number of hours of credit based on the participant passing a test on the content of each lesson. Participants work with the curriculum and materials and, when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%–80%) earns

the credit hours attached to the material.

Teacher Verification Model – This assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a learner engaged in, or completed, the assignment.

Providers must have accessible documentation explaining the formula for how assigned credit-hours were determined. Ex) 15 min/page; 30 min/section; 1.5 hours/module; etc.

A sample of the print curricula distributed to learners should be kept on file, and the distance learning time allotted to the packet should be easily identifiable on the curricula. Distance learning time entered in the state data management system should match the time as identified on the print curricula.

Providers must use the distance learning contact hour model most appropriate for the distance education curricula. For example, providers should use the clock time model with curricula that track the time a student spends interacting with instructional material and disconnects after a preset period of inactivity. See Appendix G for a list of curricula with the recommended model and examples of documentation.

For auditing purposes, documentation should be available for all distance learning contact hours entered into the state data management system. This may be maintained through digital or hard-copy documentation.

Distance Learning Log

Each student accruing distance learning hours that are not recorded through the product should have a Distance Learning Log maintained in their student folder. The Distance Learning Log serves as verification of any distance learning attendance data that is entered into KAERS and reported to the NRS. As such, the Distance Learning Log must include the following components:

- Student Name and KAERS ID;
- Description of each distance learning curriculum completed;
- Date completed; and
- Number of proxy hours earned by completing the curricula.

See the Distance Learning Log (Appendix H) for a template.

Distance Learning Curricula

OAE has purchased field-tested digital curricula for the Local Provider Network. The list below, while not exclusive, represents the standards-aligned, vendor-based curricula purchased by OAE.

- Burlington English
- EdReady
- IXL

- KET Fast Forward
- KET Workplace Essential Skills
- Newsela
- Northstar Digital Literacy
- WIN

We recognize that provider needs, and instructional contexts vary and that favorable results may be obtained with other vendor-based resources. Find the point person and related resources for OAE-purchased digital curricula in the Resource Hub under Organizations in Blackboard.

All KYAE providers are encouraged to utilize a Learning Management System (LMS) for distance education offerings and have access to the OAE LMS, Blackboard, for this purpose. Please contact Senior Coordinator of Educational Technology and LMS to set this up for your program.

Supporting Digital Equity, Digital Literacy, And Access To Blended And Distance Learning

KYAE providers serve all covered populations under the Digital Equity Act of 2021. Adult educators play a key role in providing necessary digital access and upskilling which will serve to remove barriers and create opportunities for adults and families in the Commonwealth. In support of this initiative, the KYAE Instructor Position Description was revised to include the following minimum requirement (March 2023):

- Instructors must be digitally literate and proficient in using digital tools for communication, professional learning, and instruction. Digital literacy includes “the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information; and developing digital citizenship and the responsible use of technology” (Museum and Library Services Act of 2010, Pub. L. 111-340, 22 Dec. 2010). Refer to the [Northstar Digital Literacy Standards](#) for specific digital literacy skills.

*(See [Digital Equity Act: State Capacity Grant Program, Planning Grants, and Competitive Grant FAQs](#) p. 7 for a list of covered populations.)

Providers should plan for the following to support digital equity and students’ access to blended and distance learning opportunities:

1. At orientation, ask about each student’s access to devices and reliable internet. (These are included fields on the KYAE Intake Form and the Career Pathway Plan.)
2. Provide students with information on free or low-cost options for devices and internet, if needed. Find digital equity resources in the Resource Hub under Organizations in Blackboard.
3. Assist students with creating an email account, if needed.
4. Assess distance education students’ readiness for online distance learning (For an example, see Appendix I: Student Survey to Assess Readiness For Online Distance Learning.)

5. Provide ongoing instructional and technical support with blended and distance learning.
6. Offer ongoing options for digital skill development, including:
 - Basic Digital Literacy
 - Provide students access to Northstar Online Learning with scaffolded support until they can work independently on the self-directed modules. (If a student rates their digital skills as “none” or “poor” at intake, this should be offered.)
 - Offer periodic digital skills training aligned with students’ needs and goals, including scaffolded support for all digital learning platforms.
 - Provided digital navigator support, as needed, for accessing community resources and transitioning to post-secondary and/or employment.
 - Digital Upskilling
 - Integrate digital skills relevant to students’ lives and goals in day-to-day instruction. (Refer to [Seattle Digital Equity Initiative Skills Framework](#) or the [Northstar Digital Literacy Standards](#) for specific digital literacy skills.)
 - Include digital upskilling as a component of all IET and Workplace Literacy programs.

Please contact Senior Coordinator of Educational Technology and LMS with questions regarding the *KYAE Blended and Distance Learning Policy* and for staff training or resource support related to educational technology, digital equity, digital literacy, and the OAE Learning Management System, Blackboard.

KYAE BRANCH-SPECIFIC POLICIES AND RESOURCES

The Kentucky Office of Adult Education (OAE) has five branches that serve and support the 26 Local Providers to deliver adult education services across the 120 counties.

FISCAL MANAGEMENT AND CONTRACTS BRANCH

Purpose

The Fiscal Management and Contracts Branch (FMC) provides support and guidance to local adult education programs serving students looking to improve their education or workplace situation. They answer questions and offer support with budgets, contracts, and reimbursements. The FMC branch makes every effort to ensure that students and outcomes are the primary focus, and that budgets, contracts, and policies all support that goal.

Fiscal Management

OAE state grant funds are provided per the Adult Education and Family Literacy Act of 2000 ([SB1](#)), and related statutes and federal funds must be used under Uniform Guidance [2 CFR 200](#).

Providers must be reimbursed for [reasonable](#), [allowable](#), and actual costs incurred if costs are specified in the contract and approved budget. Providers must invoice monthly. **Invoices are due on the 10th of each month.** Local Providers should provide services and expend funds only in the service area for which they have been contracted.

For full and final reimbursement for each fiscal year, final invoices are due to OAE by close of business on the date specified in the contract unless notified otherwise in writing by OAE. Failure to comply with these deadlines may result in delayed or withheld payment.

Funds received under this grant will be used to supplement and not supplant funds ([WIOA, AEFLA, Section 241 \(a\)](#)) already available to the applicant from other sources for purposes authorized by the Adult Education and Family Literacy grant program per [34 CFR Part 463.1](#).

OAE funds shall not be expended for purposes other than the direct provision of adult education services that are outlined in [34 CFR Part 463.30](#).

Budget Definitions

Please visit Blackboard to retrieve a copy of the budget definitions. This will provide specific guidance on what can be charged to the grant.

- **Budget Execution** - Budget execution is imperative to operate programs

that align with the goals and purpose of adult education. Examples of this could include but are not limited to providing academic skills instruction, GED® preparation and reading instruction for eligible adults, assisting adults in improving educational attainment levels, and successfully entering employment and continuing education. The instruction may include life skills, employability skills, and digital literacy.

A program's ability to execute its budget may be a determining factor in the next RFA.

- **Performance Evaluation** - Federal Uniform Guidance [\[2 CFR 200.329\]](#) mandates that KYAE conduct a program evaluation of grantees. Monitoring ensures that grantees use federal funding for authorized purposes in compliance with the law and grant agreement terms. Local programs are expected to respond to KYAE's technical assistance efforts, including local and regional meetings, workshops, and training.
- **Annual Audits** - Annual on-site audits are conducted by the Auditor of Public Accounts (APA). The APA office audits approximately one-fourth of all counties in Kentucky each year. To begin the evaluation process, all Local Providers may request technical assistance from OAE to become fully compliant.
- **Supplemental Funding**— This funding source is not promised every year. This is based on the availability of funds. It is to be used to improve KYAE's needs to find new and innovative ways to recruit, retain, and inspire results in these individuals.

Providers should analyze their local performance data to discover opportunities for innovation and potential for different student instruction modalities, such as distance learning.

Performance Funding Model

OAE will distribute a percentage of the performance funding to all programs that exceed the MSG Rate at the end of the 3rd QTR of the prior year, or otherwise specified in writing, to be allocated in their Core Services contract.

Budgeting

A maximum of 30% (5% federal, 25% state) of the core services grant funding may be used for administrative and operational purposes. Operational funds may not exceed 5% of the 30%. If the federal 5% limit in administration is too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible provider may negotiate with OAE to determine an adequate amount of funds for administrative purposes.

The maximum administrative expense allowed for any federally funded budget

line item without prior approval is 5%. IELCE grants do not have a 5% administrative cap.

Fiscal agents serving multiple counties should be aware of the following:

- Instructional funds may not be used to cover administrative costs.
- Funds in this fiscal year must be for actual/current budgetary year expenses and not prepaid purchases for the next fiscal year without prior written approval.

Helpful Things to Remember for Budgeting

- Local provider budgets allow for up to 0.5% (one-half) percent of the core services grant for GED® ceremonies and refreshments for student activities. These funds can be reflected in the budget as GED/Refreshments.
- Fiscal Agents are responsible for any benefits (e.g., retirement, etc.) accrued before the current grant year and according to 42 U.S. Code Sec. 418 and all social security contributions.
- Corrections expenditures must be reported as a Corrections line item on invoices to OAE and included in the core services line-item total for payment.
- All Career Service expenses, including CCN personnel and CCN travel, must be budgeted and invoiced under Career Services.
- The Finance Module budget should align with the program goals.

Failure to adhere to these fiscal requirements may lead to delayed or withheld payment.

Working Capital Advance

Under the federal [*Cash Management Improvement Act*](#) eligible providers that lack sufficient working capital may submit a written request for a working capital advance. The advance cannot exceed one-quarter of the approved Core Services budget. Upon approval, the recipient must submit monthly invoices for cost reimbursement.

The provider must reimburse the Commonwealth of Kentucky for the unused portion of the total disbursement amount that exceeds the actual costs incurred.

Expenditure Reports and Timesheets

Providers must use the Online Finance Module to report program expenses. A separate expenditure report form must be completed for each program (e.g., core services, Integrated English Literacy and Civics Education (IELCE), etc.). Incomplete or incorrect reports will be returned to the provider and may result in delayed or withheld payment.

All programs must utilize the note section when submitting their expenditure reports to provide the Office of Adult Education with a summary of expenditures and/or credits. A best practice is to provide specific information when describing the line item

in their submission of expenditures. For example, using "other" or "equipment" is unacceptable. The description should identify what kind of equipment. Be specific and make any supporting notes that would help document the expense.

Acceptable expenditures ([2 CFR 200- Subpart E](#)) may include but are not limited to, OAE-approved or sponsored training, instructional materials and equipment, advertising, or facility improvements that do not include structural changes as defined in [2 CFR 200.452](#).

Note: Additional compensation above an employee's regular wages or a bonus for employees is not an allowable expense.

It is essential to safeguard OAE's funds; therefore, programs must report expenditures in accurate detail and only use the funds for items/services that are reasonable, allowable and allocable.

Any obligated and unexpended funds are not eligible for reimbursement unless the goods/services have been received by the close of business on June 30th, 2025.

Budget Amendment Request Form

Provider expenditures must not exceed the line-item allocations or budget total specified in the Finance Module. Providers must submit an online Budget Amendment Request through the Finance Module to request changes to the approved budget. Budget amendments must be initiated by March 31.

Supplemental Funding and Exception to Policy (ETP) Requests

Requests for Supplemental Funding may be requested if a program needs extra funds to aid in student outcomes. The request for supplemental funding or ETP must be in writing on your fiscal agent's letterhead. It should also include:

- Addressing requests to the OAE Executive Director.
- What do you need an exception to?
- How much funding (if any) do you need?
- Justification- The "Why" and the "How to mitigate risks to the exception" (if any).

*You may email the requests to OAEinvoices@ky.gov

NOTE: No supplemental request may be made before the start of the grant year and after March 31, 2025.

Inventory Reporting

Providers must submit a comprehensive Inventory Report in the Finance Module by August 31 following the completion of the contract year, listing all non-consumable items with a useful life greater than one year and purchased with OAE funds. Any non-consumable items purchased with OAE funds will revert to OAE at the project's or program closure's end.

Inventory reports from previous fiscal years **cannot** be modified once the fiscal year has ended.

Note: Federal regulations restrict the purchase of any item valued at \$5,000 or greater without prior written approval. Please refer to [2 CFR 200.439](#) for more information.

Financial Records

Providers must retain all records of financial transactions and accounts relating to this grant for three years after the completion of the grant, and the final invoice is paid.

Second Party fiscal agents agree to maintain all records of this agreement for not less than three years after submission of the final expenditure report and that all matters about this contract (i.e., audit, settlement of audit exceptions, and disputes) are resolved following applicable federal and/or state laws, regulations, and policies (except as may otherwise be specified in this contract). This includes all personnel files, financial records, statistics, property, participants, and supporting documentation or other written materials related to service delivery ([2 CFR § 200.334](#)).

Documentation of hours worked for all KYAE-funded personnel must be maintained at the fiscal agency. All hours should be reported accurately in the finance module when invoicing.

Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years from the date of submission of the final expenditure report except where federal regulations require a more extended retention period prescribed by [2 CFR 200.334](#). Fiscal agents/Providers should “whenever practicable, collect, transmit, and store Federal award-related information in open and machine-readable formats rather than in closed formats or on paper per applicable legislative requirements.” [2 CFR 200.336](#).

Facilities

Fiscal agents are encouraged to seek donated or in-kind space to avail the maximum level of resources for student instruction; however, student needs, synchronization with WIOA partners, and other stakeholders take priority over donated or in-kind space. Exceptions will receive favorable consideration if based on the

priorities mentioned earlier.

Fiscal agents must ensure that:

- KYAE is responsible for negotiating and signing all MOUs and Infrastructure Funding Agreements (IFAs)/Resource Sharing agreements with the state and local workforce innovation boards. MOUs include the co-location of space along with services provided to the system. Fiscal Agents should discuss and negotiate co-location with KYAE staff. All instructional facilities and services comply with the [Americans with Disabilities Act of 1990](#)¹¹⁷ as amended.
- Facilities have appropriate exterior and interior signage identifying the KYAE providers as an Adult Education center and “A Proud Partner of the American Job Center Network” in unity with WIOA partners.
- The learning environment is in good condition and properly maintained with adequate space and equipment.
- There is a separate room available for student assessment and counseling purposes.
- The building and surroundings are safe and sanitary.
- The location is easily accessible with adequate parking.
- The facility has an environment conducive to student engagement and participation.
- Adult education centers are in age-appropriate settings conducive to adult learning and adhere to local policies and procedures regarding adults on local school campuses.

Postsecondary education institutions receiving grants must exhaust available spaces on their postsecondary campus for the primary site for delivering adult education services before seeking off-campus space.

The intent is for MOUs/IFAs with state and local workforce innovation boards to cover all pertinent needs associated with delivering adult education services. However, any charges for co-location within the Kentucky Career Center locations in support of student needs, WIOA partnership coordination, referrals, and state priorities will receive favorable consideration for supplemental funding. Any additional funding approval and disbursement will be based on the availability of funds. As amended, fiscal agents will ensure that all instructional facilities and services comply with the [Americans with Disabilities Act of 1990](#).

OAE reserves the right to review and limit operational charges to KYAE grants. All operations budgets are subject to OAE approval. OAE will critically examine any budgeted operations charges for necessity, reasonableness, and whether they are allocable to the grant. If it is determined that the facility does not meet all requirements, the grantee may be asked to relocate the center to a more appropriate location or correct deficiencies.

Cost for Facilities

State and federal funds are to be used for program services. If lease expenditures

are necessary, they must meet the definition of "reasonable" as defined in [2 CFR § 200.404](#).

Costs for Career Services

[OCTAE Memorandum 17-2](#) - WIOA requires that the costs for career and training services be determined separately. Since WIOA defines "administrative costs" separately from career services and training services, the Departments clarified in the WIOA Performance Information Collection Request (ICR) that States must not include administrative costs when reporting career services and expenses for training services.

“Career and training costs include any career service or training service provided by a core program, regardless of whether the service occurred 'at' a one-stop center. Each of the data elements required by [section 116\(d\)\(2\)](#) is presented in the context of activities performed and services provided by the core programs, with no specificity that the activities or services be provided in a one-stop center.

Additionally, [section 121\(b\) \(1\) \(A\) \(i\) of WIOA](#) states that one-stop partners must 'provide access through the one- stop delivery system to such program or activities carried out by the entity, including making the career services described in [section 134\(c\)\(2\)](#) that apply to the program or activities available at the one-stop centers (in addition to any other appropriate locations).’

Career and Training Services for WIOA Title II AEFLA Program [\(34 CFR § 463.430\)](#)

Career and Training Services Applicable to AEFLA	Category of Service
Outreach, intake, and orientation information.	Career Service
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive service needs.	
Referrals to and coordination of activities with other programs and services.	
Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.	
Provision of information on the availability of supportive services or assistance and appropriate referrals (including childcare; child support, medical or child health assistance available through the State's Medicaid program and Kentucky Children's Health Insurance Program (KCHIP); Supplemental Nutrition Assistance Program (SNAP) benefits; EITC (Earned Income Tax Credit); help under Temporary Assistance for Needy Families (TANF) and other supportive services and transportation).	
Integrated Education and Training (I.E.T.) programs.	Training Service

Fiscal Deadlines for FY25*

- A copy of the financial audit report or written notification that an audit report is not required will need to be submitted no later than **March 31, 2025.**
- Supplemental request must be requested no later than **March 31, 2025**
- Any amendments must be initiated by **March 31, 2025.**
- **Invoices are due on the 10th of each month.**
- **Final invoices for FY25 are due by July 22, 2025, for local services.**
- Providers must submit a **comprehensive Inventory Report by August 31, 2025**, following the completion of the contract year. Please note that non-consumable items with a useful life greater than **one year** and purchased with OAE funds will revert to OAE at the project's or program closure's end..

*This information can also be found on Blackboard.

INSTRUCTOR DEVELOPMENT AND STUDENT OUTCOMES

Purpose

Local Providers are encouraged to use technologies, services, and instructional delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and lead to improved student outcomes. This is accomplished through facilitating ongoing, job-embedded professional learning; providing technical assistance; curating primary instructional resources via the KYAE Instructional Framework Series, the KYAE Digital Lesson Bank, and the KYAE Professional Learning Website; and coordinating supplemental, vendor-based digital instructional resources.

Courses and Instruction

Courses

All providers are strongly encouraged to establish scheduled courses in KAERS as cohorts for students consistently learning in the same content area at the same time and place (e.g., 9:00-11:00am on Monday, Tuesday, Wednesday, and Thursday mornings), with the ultimate goal being moving students through a program of study to achieve measurable skills gains. Student demand, determined through methods such as analyzing student attendance patterns, maybe one resource that informs setting effective course schedules.

Student performance on initial assessments should be used to inform course schedules, class offerings, and Individual Learning Plans (ILPs). Educational functioning levels can be used to create a tiered course structure, provide targeted class instruction, schedule effective lab sessions, or establish cohorts of students to increase retention and overall performance.

Traditional Course and Cohort characteristics include:

- A defined beginning and ending date.
- ABE courses are a maximum of 16 weeks in duration.
- ELA courses no longer than 16 weeks in duration.
- An appropriate RLA, mathematics, science, and social studies syllabus supporting high school equivalency diploma attainment.
- Differentiated instruction when necessary to meet the needs of students at various academic levels in multi-level classes.
- Led by instructor prepare to directly instruct in the same content areas (e.g., language, reading, math, etc.)
- Of sufficient duration and flexibility, based on intended student learning outcomes, student profile reports/assessments, and provider needs.
- Blended (combining face-to-face, virtual, or live teaching and online instruction to overcome student barriers, improve student digital

literacy, and meet local partner needs.

Labs

All providers are strongly encouraged to establish scheduled labs. Student demand, determined through methods such as analyzing student attendance patterns, may be one resource that informs setting effective lab schedules. Structured lab options may include but are not limited to facilitated labs and open labs.

Facilitated labs:

- Led by an instructor prepared to directly instruct in two or more content areas (e.g., language, reading, math, etc.).
- Of sufficient duration and flexibility, based on intended student learning outcomes and provider needs.
 - Instruction before the start of a new course;
 - Instruction before they are academically prepared to join a course; or
 - Additional instruction while enrolled in a course.

NOTE: If facilitated labs have multiple students consistently learning in the same content area at the same time and place (e.g., 9:00 to 11:00 on Monday, Tuesday, Wednesday, and Thursday mornings), providers may strongly consider creating a class for these students.

Open labs:

- Provide an opportunity for students to independently study and/or,
- Complete academic work while at the center (versus at a distance); significant for students who do not have a home environment conducive to learning.

NOTE: Computer labs for independent study may be open and available to students at any time.

Instruction

All providers must offer instruction grounded in research-based best practices. All instruction must be of sufficient intensity and quality so that participants achieve substantial learning gains. Such practices should include:

- Instructional technology in the learning environment that, per the 13 Required Considerations for funding AEFLA, Title II programs, are “technologies, services, and delivery systems, including distance education, [offered] in a manner sufficient to increase the amount and quality of learning...and lead to improved performance” (2014).

Instructional technology will include: utilizing digital content for instruction (e.g., Burlington English, GEdReady®, IXL, KET's Fast Forward, KET's Workplace Essential Skills, Northstar or Essential Ed Digital Literacy curriculum, Newsela, EnGen), designating a distance learning lead, using blended learning with all students, using a learning management system (LMS), using a videoconferencing platform, and providing remote proctoring.

- Various instructional styles, strategies, adaptations, and resources to meet the needs of all students, including those with learning differences and/or challenges.
- Instruction by a qualified (see minimum requirements for instructors) instructor who uses syllabi, lesson plans, individual learning plans, and standards-based curricula.
 - The primary focus is on one content area (e.g., language, reading, math, etc.).
- Full implementation of standards-based instruction using College and Career Readiness Standards (CCRS) for Reasoning through Language Arts (RLA), Mathematics, Common Core Standards for other content areas, and English Language Proficiency Standards for English Language Learners.
- Contextualized academic instruction using Kentucky Employability Standards to provide WIOA, Title II-required workforce preparation, and integrating digital literacy skills (when technology allows).

Professional Learning

Pursuant to [WIOA sections 223 \(B\) and 231 \(e\)\(9\)](#), and regulated in [34 CFR §463.20 \(d\)\(9\)](#), OAE will provide a high-quality professional learning model rooted in continuous improvement, through job-embedded communities of inquiry interested in providing creative and innovative solutions to essential questions of interest and student performance. This model is supported by the Office of Career, Technical, and Adult Education's (OCTAE) definition of professional learning outlined in *Adult Education Teacher Competencies* ([Competency 4.2](#)) and aligned to the Kentucky Department of Education's (KDE) definition of professional learning found in [\(KAR\) 704 3:035](#).

In 2024 – 2025, a variety of opportunities will address increasing teachers' content knowledge and provide data-driven Professional Learning Communities (PLCs) centered around instructional content and statewide trends.

FY 2025 KYAE Professional Learning Plans

Professional Learning Plans by Role will be determined by the yearly number of employed hours in a staff member's position. This plan is found in the FY25 Professional Learning Handbook, covering the period from July 1, 2024, through June 30, 2025. During that period, adult educators will complete all required professional learning assigned to all roles identified in the plan.

- All staff who deliver adult education services, even those not paid with KYAE funding, must be subject to KYAE professional learning

requirements.

- All directors and assistant directors, regardless of total hours worked per year, are also subject to KYAE professional learning requirements for these roles.
- Newly hired instructors employed for 200 or more hours per year are required to take courses outlined in the FY25 PL Handbook within 120 days of hire or as soon as those courses are offered.
- Staff who fall under a PIP or TAP may be required to participate in professional learning that exceeds the requirements lined out in the Professional Learning Plan by Role.

FY 2025 KYAE Professional Learning Compliance

Pursuant to the Local Providers contract with KYAE to provide adult education services, the Local Provider must operate a program in compliance with KYAE Professional Learning Requirements for all provider roles. Should the provider fail to meet this requirement, a Notice of Noncompliance will be placed in the program file and will be considered in any evaluation of the program's performance.

KYAE will continue tracking PL compliance via Blackboard in FY 2025 and will provide directors with an informal mid-year compliance report generated from Blackboard as a courtesy. Formal notifications of non-compliance will be sent out to the program director and fiscal agent after June 30, 2025.

Role of Program Director in Ensuring Professional Learning Compliance

As the instructional leader of the program, KYAE Program Directors are responsible for ensuring all identified roles complete the annual professional learning requirements specified in the FY 2025 KYAE Professional Learning Plan. This responsibility includes:

- Ensuring all staff have "active" status in KAERS;
- Ensuring all staff understand their FY 2025 PL requirements;
- Directing staff to the KYAE Professional Learning Handbook;
- Assisting staff with PL registration by
 - Acquiring Blackboard logins/passwords for new staff and ensuring new staff create Blackboard accounts that accurately reflect current work email addresses, locations, and job titles;
 - Ensuring returning staff have retained Blackboard logins/passwords and Blackboard accounts that accurately reflect current work email addresses, locations, and job titles;
- Updating the KAERS Finance Module to reflect staff changes throughout the fiscal year.
- Notifying KYAE staff of any changes to a staff member's status in a timely manner.
- Monitoring staff compliance via the mid-year PL compliance report from Blackboard. Directors may request more frequent Blackboard reports to ensure staff compliance.

OAE may use KAERS Finance Module data to verify that all instructors are correctly enrolled in Blackboard and professional learning.

LIFELONG LEARNING BRANCH

Purpose

The working-age population without a High School Diploma/HSE represents a valuable component of the current and potential workforce pool across the Commonwealth of Kentucky. This population can contribute to resolving the workforce participation challenge in Kentucky as well as establish a foundation for building the workforce of the future in the Commonwealth. A subpopulation of the working-age population is the underrepresented/marginalized population that includes but is not limited to service members, veterans, and their families; homeless/unhoused persons; and individuals aging out of foster care. These underrepresented/marginalized groups are vital to creating an educated, trained, and adaptable workforce to meet the emerging needs of the state's economic ecosystem. The Lifelong Learning Branch seeks to foster collaborative efforts that lead to career enhancement by providing access to education, training, and employment services and activities for adult learners with a focus on underrepresented/marginalized populations to inspire lifelong learning and positive education and employment outcomes.

Background

The Kentucky Education and Labor Cabinet (KELC) recognizes the importance of secondary diploma completion for working-age Kentuckians. There are approximately 298,000 working-age Kentuckians without a secondary diploma in Kentucky. The intent is to continuously reduce this number to create a better educated and trained workforce in the Commonwealth. The education process under the lifelong learning umbrella is a continuum that may start with secondary diploma completion for those who need a high school diploma, or its recognized equivalent and extends beyond GED/HSE attainment to the transition to postsecondary education and training to include Integrated Education and Training (IET) and Workplace Literacy (WPL) programs. The lifelong learning model is focused on the individualized education and training needs and plans of working-age Kentuckians seeking a GED/HSE and or workplace preparation or training activities and services to gain employment, advance in their current occupational sector, or change career fields by gaining new skills and abilities. These efforts are rooted within the overarching GED/HSE and beyond concept.

Operations

The Lifelong Learning Branch operates within the Kentucky Office of Adult Education, the Department of Workforce Development, and the Kentucky Education and Labor Cabinet. The Lifelong Learning Branch leverages the joint efforts of the Office of Adult Education and the Local Provider Network to create education and training pathways that meet the education needs of current and potential adult learners to include underrepresented or "hidden" populations across the 120 counties in Kentucky. The Lifelong Learning Branch recognizes that GED/HSE attainment begins

the formal lifelong learning process and seeks to inspire entry into postsecondary education and training programs. The branch also serves as one of the connection points between the formal education component of the lifelong learning process and the employment/career services process. These efforts are implemented by maximizing the opportunities to collaborate with public, private, and nonprofit organizations to achieve the following:

Reduce the percentage of working-age Kentuckians without a high school diploma/HSE

10.9% of working-age Kentuckians do not possess an HS Diploma/HSE and the goal is to reduce this percentage by executing the below:

a. Develop and implement a GED Passer Strategy in collaboration with OAE Branch partners by leveraging the 3 of 4 GED component passer population with a focus on testers with a last test date since 2023.

b. Develop a comprehensive education plan for GED/HSE completion and transition to postsecondary education/training and or employment.

Increase GED testing capacity

The Commonwealth of Kentucky currently has 141 GED testing sites which include fixed and mobile testing centers and sites. The testing capacity enhancement will be achieved by executing the following:

a. Coordinate with GEDTS and Pearson Vue to develop a process that outlines requirements to include eligibility requirements for GED Testing Centers.

b. Coordinate with the Outreach and Strategic Partnerships and Instructor Development and Student Outcomes branches to leverage existing and emerging partnerships and student testing needs to address priorities in the 21 high-need counties.

Develop a process to transition from awareness to services provided to underrepresented/marginalized populations across the adult education community

Awareness and recognition of organizations that provide services to and support the needs of underrepresented populations has been established and will continue, however, facilitation of services is required to reach the Kentuckians represented by these organizations. This will be accomplished by executing the following:

a. Serve as the connector/bridge between the organizations (Cabinet for Health and Family Services, Foster Care, Unhoused Populations, Vocational Rehabilitation, Immigrant and Refugee Councils, etc.) and the Local Provider Network to provide adult education services to individuals served by said organizations.

OUTREACH AND STRATEGIC PARTNERSHIPS BRANCH

Purpose

The Outreach and Strategic Partnerships Branch aims to increase enrollment throughout the Local Provider Network by bringing brand awareness and presence to the Office of Adult Education's target population through event sponsorships, Strategic Partnership Coordinator and social media presence, and event attendance. The OSP Branch will measure return on investment by monitoring enrollment numbers weekly and adjusting accordingly. OSP will also track traffic throughout social media and web platforms and partner engagement through the Kentucky Integrated Business Engagement System (KIBES).

Branding and Communications

Provider Level Communications

Media Contact Inquires

All providers should follow the written policies, guidelines, and protocols for handling media contacts/inquiries by the provider's fiscal agent. Local Providers without written guidance for media contacts/questions should contact the KYAE Outreach and Recruitment Senior Coordinator for further guidance.

Provider Email and Voicemail

Each KYAE provider employee must use the Local Providers email address for work-related correspondence with students, KYAE staff, website, and partners. Adult education providers must also use a fiscal agent-provided work phone number for all public contact information. Fiscal agency-provided work phones should have voicemail that:

- 1) the local program, consistent with KYAE Branding;
- 2) hours of operation and;
- 3) if the program is closed beyond regular hours of operation (e.g., holidays), the next day and time, the center will be open.

Branding

WIOA sec. 121(e)(4) requires each one-stop delivery system to include in identifying products, programs, activities, services, facilities, and related property and materials, a common one-stop delivery system identifier using any State- or locally-developed identifier.

The WIOA Final Rule at 20 CFR § 678.900 (81 Fed. Reg. 55791 (Aug. 19, 2016))

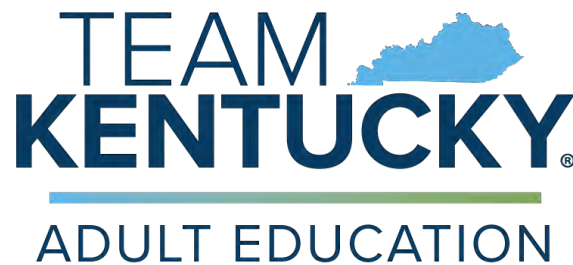
provides more specific requirements of the common identifier, which was developed by the Secretary of Labor in consultation with other entities, as required by WIOA sec. 121(e)(4). Specifically, the common identifier that the one-stop delivery system must use is the “American Job Center.” The one-stop delivery system must use that common identifier or the tagline phrase “A Proud Partner of the American Job Center Network” below the logo on materials created for external use. Click [here](#) to download. Either the plain text or one of the logos may be used. If a logo is used, it must be used per the guidelines in the Graphics Style Guide for Partners and with the terms of use for the logos.

A proud partner of the  network

Use of the Team Kentucky/Adult Education Logo

Local providers and adult education partners may request logo images at will. It is understood that the images will follow the Education and Labor Cabinet guidance in the Logo Standards.

Below is an example of the Team Kentucky/Adult Education logo. Find other examples in the Team Kentucky/Adult Education Logo Standards.



State-Level Communication

Statewide outreach is coordinated and approved by the Education and Labor Cabinet's Communications Office.

The **stand-alone** ELC logo should only be used for communications from the Education and Labor Cabinet at the state level. Therefore, local programs should refrain from using the **stand-alone** Cabinet's logo in local communications (e.g., outreach, marketing, email signature, etc.).

Purchasing Outreach and Promotional Items

When purchasing outreach and promotional items, each fiscal agent should follow the guidance provided in [eCFR: 2 CFR 200.421 -- Advertising and public relations](#). For example:

Administrative Funds

(CORE SERVICE- 30% (MINUS OPERATIONAL COSTS) AND FEDERAL SUPPLEMENT- UP TO 5%)

- Banners
- Tablecloths
- Interior and Exterior Signage
- Step and Repeat walls or replacement covers
- Flyers
- Custom Social Media Art
- Advertising

Performance Funds

- Any of the items above, in addition to
 - Promotional items/giveaways
 - Pens
 - Notepads
 - Keyrings
 - Coasters
 - ETC.

College and Career Navigator (CCN)

KYAE College and Career Navigators (CCNs) focus on retaining and referring adult students to improve Measurable Skill Gain (MSG) performance to support comprehensive student success. CCNs provide guidance and assistance to adult students toward a preferred postsecondary or career pathway by developing strategies to help students overcome their unique barriers. Without a designated Outreach Specialist, the CCN will assist in recruiting potential students.

CCNs are involved in student intake and goal setting; building rapport with students, helping students understand the scope of opportunity and milestones within their pathway; and collaborating with instructional staff to monitor student attendance, behaviors, and barriers to allow for proactive intervention to support success.

Navigators provide coaching on persistence to GED® credential attainment, workplace literacy programs, Integrated Education and Training pathways, college and career entry, and skills advancement aligned to current high-growth sectors relative to student interest and regional need.

Navigators provide realistic, region-specific counseling about career opportunities, guiding adult students along a GED® credential attainment/career pathway plan resulting in employment that provides a sustainable living wage for themselves and their families.

As student need dictates, CCNs assist with assessment analyses and supplement the work of the KYAE Outreach Specialist, assisting in marketing and recruitment activities, particularly when program enrollment numbers are below their goal.

Staffing

To ensure optimal college and career navigation services are provided within each fiscal agent service area, each authorizing/fiscal agent must provide a minimum of one full-time (37.5 hours per week), 100% dedicated CCN.

As the full-time CCN's roles and responsibilities expand with increases in enrollment, the provider is expected to use their best professional judgment to add college and career navigator services appropriately.

Any additional staff serving as a CCN, if acting in dual roles:

- Must be qualified according to both job descriptions; and,
- Must provide college and career navigation services no less than 50% of their full-time (37.5 hours) status.

A part-time (at least 18.75 hours per week), qualified individual may also be hired to serve solely in the CCN role.

Any in-kind CCN (one whose services are paid for or provided by a partner agency and not the fiscal agent) must meet job description qualifications and commit to full-time activities or supplement one full-time CCN as required for the service area.

Anyone designated as a CCN, whether full-time, part-time, in-kind, or serving in a dual role, must meet the minimum KYAE professional learning criteria for Navigators as determined by the Instructor Development and Student Outcomes Branch.

In addition, all CCNs new to the role at any time during the program year must enroll in the CCN Onboarding and Orientation digital course and complete all modules as instructed by the CCN Coordinator.

Additional participation in training online modules, workshops, webinars, or other sessions, separate from professional learning requirements, may be required as deemed necessary by KYAE for the successful execution of CCN job duties.

Exceptions To CCN Responsibilities

The KYAE Outreach and Strategic Partnerships Branch Director must approve any exceptions to CCN responsibilities and/or activity requirements. Requests should be

submitted in writing with an explanation and justification of allowance for not fulfilling required job tasks or minimum time requirements.

Failure to meet CCN staffing requirements may delay the release of budgeted funds to programs.

Minimum Monthly Contact and Expectations

All students must meet one-on-one in meetings with their Navigator at or within one week of orientation. Ideally, the initial meeting with the student should be face-to-face to establish a personal relationship between the CCN and the student.

Other acceptable options to connect with students are via telephone calls, texting, video- conferencing, or other digital options. The method of contact should be documented in the CCN Activity Log. The following actions should take place during the initial meeting between the student and the CCN:

- Discussion of community supports (e.g., barriers to education/employment and reviewing the “How Can We Help You?” section of the Career Pathway Plan).
- Identification of learning differences for referral purposes (e.g., appropriate assessment accommodations) and/or informing instructional strategies (e.g., differentiated instruction).
- Referral(s) to partners and resources to assist student in removing barriers to educational and employment pursuits.

A Career Pathway Plan must be completed for each student. CCNs are to use their best professional judgment to determine what engagement is pertinent an ESL for a student’s progression toward postsecondary education or transition to the workforce.

A simplified Career Pathway Plan, found in Appendix J, is available for incarcerated students or in a residential rehabilitation program with restricted or limited career or Labor Market Information (LMI) exploration resources.

The “How May We Help You” section of the Career Pathway Plan (Appendix J) is designed to alert provider staff to students’ non-academic barriers that may inhibit program engagement. This section of the form may be completed by any program staff at intake and will be particularly useful for Navigators during initial sessions with students.

The Career Pathway Plan is not designed to be completed in a single meeting. The plan guides conversations and action steps between the CCN and the student. The time it takes to complete each section of the plan will vary by individual student, according to where the student is in their educational journey and their career aspirations. Full completion of the plan is expected and CCNs shall retain a copy in the student’s paper or electronic file. CCNs should document any reasons for non-completion in the Career Pathway Plan Notes section and retain them in the student’s file.

Navigators using a digital case management system (CMS) – including, but not

limited to, Capsule, One-Flow, or Starfish – may substitute system documentation in place of the Career Pathway Plan, provided that such documentation directly aligns with the information collected on the Career Pathway Plan, found in Appendix J. If CCNs have questions about whether or not their system records meet KYAE requirements, they should contact the College and Career Navigator Senior Coordinator.

At a minimum, Navigators are to meet with students at least once per month to monitor students' progress along the Career Pathway Plan. Increased frequency and intensity of access should be based on need, risk, and intent. Realizing that student engagement within the first 12 hours is critical to a student's success, Navigators are encouraged to meet with these students at least twice monthly. In-person, face-to-face meetings between students and CCNs are strongly encouraged. Other acceptable options to connect with students are via telephone calls, texting, video-conferencing, or other digital technology. The method of contact should be documented in the CCN Activity Log.

CCNs are expected to communicate regularly with KY Adult Education program instructors, postsecondary school contacts, and/or community partners to ensure seamless service provision, proactive intervention, and student transition assistance.

Navigators should forge partnerships with local [Kentucky Office of Vocational Rehabilitation](#) (OVR) agencies to facilitate referrals and documentation of disabilities and/or learning differences, along with guidance on providing instructional and assessment accommodations. Only students intending to seek employment can be referred to OVR for intake questions to facilitate vocational rehabilitation referrals.

Reporting

Completion of a Career Pathway Plan and reporting via the CCN Activity Log are required as doing so:

- 1) Meets requirements for the U.S. Department of Education's Consolidated Annual Report (CAR). Under the Perkins legislation and applicable Department regulations, eligible agencies are required to submit the following reports each year –
 - a. Narrative performance report according to [2 CFR 200.329](#) and [34 CFR 76.720](#);
 - b. Financial reports under [2 CFR 200.328](#) and [34 CFR 76.720](#); and
 - c. Performance data reports according to [section 113\(b\)\(3\)\(C\) of Perkins V](#).
- 2) Supports the purpose of the Adult Education and Family Literacy Act (AEFLA) which is to – in part – assist adults in attaining a secondary school diploma or its recognized equivalent and in the transition to postsecondary education and training through career pathways.
- 3) Satisfies one of the "Thirteen Considerations" found in [34 CFR 463.20\(d\)\(10\)](#):

Whether the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong

links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local WDBs, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways;

4) Aligns with the vision of the Kentucky Education and Labor Cabinet:

Educate – *Promote early childhood through 12th grade, postsecondary education, adult education, and credentialed training to provide lifelong opportunities for Kentuckians.*

Encourage – *Use of resources and data to improve the prosperity of Kentucky's workforce.*

Employ – *Actively engage employers to drive Kentucky's workforce system by creating opportunities for and removing employment barriers for Kentuckians.*

Enforce – *Create a culture of accountability to promote best practices, fairness, and compliance with Kentucky's wage and hour, employees' safety, health, and worker's compensation requirements.*

5) Supports the mission of the Kentucky Office of Adult Education (KYAE):

The mission of KYAE is to work with Kentuckians to improve their quality of life through education, training, and employment so they can care for themselves and their families and help their communities and the state's economies expand and thrive.

Transitioning Students

As part of each student's Career Pathway Plan, students set goals beyond services and activities related to adult education (e.g., gain employment, transition to postsecondary education or training, etc.).

Before passing their final GED® exam and exiting the adult education program, students should meet with their assigned CCN to discuss the "next steps." This transition meeting aims to ensure students successfully transition to the next phase of their career pathway – enrollment in a postsecondary education program and/or entrance into the workforce.

For example, if a student intends to transition to postsecondary education or training, then before or at this meeting, essential transition elements are covered, including introduction and effective referral to a Kentucky Community and Technical College (KCTCS) representative or the equivalent at a public or private postsecondary institution. If the student intends to enter the workforce immediately, documenting the employer and its contact information for the student's file confirms the next steps.

Outreach Specialist

Outreach Specialists are responsible for making **personal and community-based outreach contacts** in their service area to increase awareness about adult education programs and resources, including GED® attainment, workplace literacy skills, and Integrated Education and Training. Specialists focus on attracting new and former students to their adult education center, increasing enrollment numbers and Measurable Skills Gains (MSGs).

KY Adult Education Outreach Specialists, serve as the primary liaison between their adult education program and the Kentucky Adult Education's (KYAE) Recruitment and Outreach Senior Coordinator, helping promote KYAE marketing campaigns, distributing informational materials and promotional items, and educating their center on new initiatives and program details.

Outreach Specialists represent their adult education program at various community events – career fairs, back-to-school events, professional organization meetings, community partner gatherings, secondary and postsecondary events, and other initiatives where adult students or potential service providers/partners are likely to participate.

Outreach Specialists collaborate with KYAE College and Career Navigators (CCNs) and Strategic Partnership Coordinators (SPCs) to ensure cohesive, unduplicated service provision.

Staffing

To ensure optimal community outreach services are provided within each fiscal agent service area, each designated fiscal agent **must give a minimum of one full-time (37.5 hours per week), 100% dedicated Outreach Specialist.**

As the Outreach Specialist's roles and responsibilities expand with increases in enrollment, the provider is expected to use their best professional judgment to add outreach services appropriately.

Any additional staff serving as an Outreach Specialist, if acting in dual roles:

- Must be qualified according to both job descriptions and;
- Must provide outreach services no less than 50% of their full-time (37.5 hours) status.

A part-time (at least 18.75 hours per week), qualified individual may also be hired to serve solely in the Outreach Specialist role.

Any in-kind Outreach Specialist (one whose services are paid for or provided by a partner agency and not the fiscal agent) must meet job description qualifications and commit to full-time activities or supplement one full-time Outreach Specialist as

required for the service area.

Anyone designated as an Outreach Specialist, whether full-time, part-time, in-kind, or serving in a dual role, is strongly encouraged to participate in KYAE Outreach & Strategic Partnership Branch training.

Exceptions to Outreach Specialist's Responsibilities

The KYAE Outreach and Strategic Partnerships Branch Director must approve any exceptions to Outreach Specialist responsibilities and/or activity requirements. Submit requests in writing with an explanation and justification of allowance for not fulfilling required job tasks or minimum time requirements.

Reporting

Outreach Specialists will regularly update the Kentucky Integrated Business Engagement Systems (KIBES) with community contact information, tasks, activities, and programs for their assigned service area.

Reports for the previous month's activities will be due on the second day of the month.

Strategic Partnership Coordinators (SPC) make employer and workforce outreach contacts in their service area to increase awareness about adult education programs, resources, and workforce preparation upskilling. SPCs will focus on creating, developing, and maintaining employer and workforce partner relationships, increasing enrollment numbers and other Measurable Skills Gains.

PROGRAM ADMINISTRATION, PERFORMANCE, AND COMPLIANCE BRANCH

Purpose

Federal Uniform Guidance [\[2 CFR 200.331\]](#) mandates that KYAE conduct program evaluation of grantees. The purpose of monitoring is to ensure that grantees use federal funding for authorized purposes in compliance with the grant agreement's law, regulations, and terms. Local programs are expected to be responsive to KYAE's technical assistance efforts, including local and regional meetings, workshops, and training. Based on state rankings, there are special conditions.

The Program Administration, Performance, and Compliance (PAPC) Branch is committed to providing oversight and evaluation to funded eligible providers to ensure the quality of service. In addition, the branch develops mitigation strategies to set the conditions for continuous improvement of adult education services to support policy compliance and performance measures in each of Kentucky's 26 Local Providers who serve across the 120 counties in the Commonwealth.

Compliance and Monitoring

Under the federal and state statute and regulations, [KRS 164.003 \(2\)\(f\)](#), each state is responsible for a comprehensive compliance review and on-site monitoring system that monitors the implementation of adult education programs and compliance with the law. The system should be accountable for enforcing the requirements and ensuring continuous improvement in adult education programs.

To fulfill these obligations, the Kentucky Office of Adult Education (OAE) will:

- Maintain contact with adult education providers throughout the year regarding program activities, providing guidance or technical assistance (as needed).
- Monitor and review data submitted through KAERS and analyze the data concerning approved program activities and core performance indicators.
- Review final reports, budgets, and expenditures to compare the program activities and outcomes.
- Conduct scheduled site visits to review financial and programmatic records and observe program operations.
- Provide incentives to providers that meet and/or exceed the state-identified performance measures (as resources permit).
- Provide on-site and virtual technical assistance to providers that fail to meet the state-identified performance measures.
- Establish a cyclical monitoring and compliance process that ensures that providers participate in on-site monitoring at least once every RFA cycle (as resources and circumstances permit).

Data Collection

All provider, student (e.g., demographic, academic, etc.), programmatic, and other data elements collected in KAERS must be reported within **7 calendar days** of the activity. Final program year data must be entered into KAERS by the close of business on **July 10**. All data for reportable individuals and participants must be entered into KAERS, including, but not limited to, intake information, barriers to employment, assessments, attendance hours, etc. ***Failure to comply with these deadlines will require the program to follow a Technical Assistance Plan.***

Each KYAE provider employee must create a unique KAERS profile and use it for all data input.

Along with complete and timely data, KYAE expects accurate data. KYAE will routinely check KAERS for data quality and consistency. Any conflicting or inaccurate data entries will be reported to the Local Provider with the expectation that the inconsistency will be resolved within **7 calendar days**.

Local providers must have a Data and Assessment Specialist to oversee data quality and consistency. At the end of the fiscal year, the program director will sign the KAERS Data Quality form (Appendix K), ensuring that data that has been input into KAERS is true and correct and accurately reflects the State's data collection policies and procedures for collecting and reporting data for the U.S. Department of Education's National Reporting System for adult education (NRS Technical Assistance Guide).

Federal Reporting

NRS is the accountability system for the federally funded adult education program mandated by the Workforce Innovation and Opportunity Act (WIOA). The accountability requirements are established in [Sections 116 and 212 of WIOA](#) Primary Indicators of Performance.

The primary indicators of performance within the NRS are required by [WIOA Section 116\(b\)\(2\)\(A\)](#). States must report performance for the necessary indicators and measures on all participants, defined as individuals who receive 12 hours or more of service.

The PAPC team reports the following indicators to the reporting system:

- Measurable Skill Gains
- Credential Attainment
- Unsubsidized Employment 2nd Quarter
- Unsubsidized Employment 4th Quarter
- Median Quarterly Earnings
- Effectiveness in Service Employers

The U.S. Department of Education (ED) will use the WIOA indicators to evaluate State performance and negotiate expected performance levels.

State Reporting

State Goals:

Enrollment Goal of 18,000

MSG Rate of 51.5%

GED Goal of 3600

State Monthly Reports

To assist Local Providers in determining progress towards goals, performance data will be monitored and shared monthly indicating current totals and progress towards enrollment, MSG, and GED goals. The monthly report should be used to identify areas to focus on for following performance reports. Local Providers should reach out to the PAPC team if they have concerns or need assistance.

These monthly reports will be distributed just as all monthly local provider contacts have been in the past, via Blackboard Organization and Announcement postings. The reports will be kept showing comparison over time, and as always, if there are further data requests from the PAPC team following these reports, those requests can be addressed and responded to individually. Keep in mind, these monthly reports will be monitored, just as they have been used in the past, to determine technical assistance or continuous improvement process needs across the state.

Desktop Auditing

Quarterly desktop audits will take place for all local providers, each year. The goal of PAPC and OAE staff is to audit $\frac{1}{4}$ of the total providers each quarter. These audits are carried-out by a member of the PAPC team and are simply to provide feedback on best practices in record keeping, and data-matching. The audits are performed on approximately 6 files, either requested by PAPC or pulled randomly by the local staff. They may be performed via MoveIt, if virtual, or in-person with immediate or follow-up feedback conversations, if required.

The desktop audits follow what is required for data-keeping according to the APA audit agreed upon procedures and follow the Desktop Audit form (Appendix L). This should provide guidance to the local staff to ensure the files and attendance data are available when an audit is performed. Again, these are to support the local staff, and provide feedback on best practices, there is not punitive action associated with the auditing by PAPC staff. If questions arise, the staff who audited will be sure to follow-up, and documentation will be kept via the form for local and OAE future reference.

Continuous Improvement Process

Program Improvement Plan (PIP)

Providers with performance less than the Q3 negotiated MSG rate will be required to complete a Performance Improvement Plan (PIP). Any fiscal agent whose performance is below the state average or the 46.2% MSG rate benchmark (whichever is lower) at mid-year will be placed on a PIP, and dependent upon satisfying PIP requirements, the Technical Assistance Plan Process (Appendix M) will be initiated. The PIP addresses programming issues and perceived barriers to implementation and identifies a plan of action to improve procedures, tasks, and accountability measures.

The PIP contains three sections for the program to report upon and a narrative explanation of their internal performance plan. The program will utilize the PIP form (Appendix N) to outline strategies and action items to increase MSG rate, GED attainment, and Enrollment numbers. The program must submit this form, explaining their improvement plan, by the end of October or April each year (dependent upon the PIP following Q1 or Q3 performance data). PIPs may lead to a Technical Assistance Plan (TAP) and Technical Assistance Visit from the OAE Mobile Response Team to help address and assist needs at the program level.

Technical Assistance Plan (TAP)

The purpose of the Technical Assistance Plan (TAP) is for the program and OAE together to identify the challenges programs are facing in achieving their performance metrics and identify proposed strategies to overcome these challenges. Utilizing the PIP, OAE will develop a TAP and notify the program via an emailed letter to their fiscal agent and director (Appendix O).

On the TAP form (Appendix M), similar to the PIP, Kentucky Adult Education Directors will be required to assess their program's data sourced from KAERS and KYStats to identify areas of need for the following:

- Areas of Concern - the challenges your program faces in reaching its goals;
- Plan of Improvement - a narrative that allows you the opportunity to discuss current efforts and how your program plans to improve these numbers; and
- Strategies - specific action items you would like to implement in each performance area to improve program performance.

The TAP, utilized by the programs and OAE's staff during the TAP visit, is segmented into four sections to provide essential information to assist in identifying areas of need for the following:

1. Data – Kentucky Adult Education Directors will provide enrollment goals and quarterly data for their service area. The data component must be updated every quarter and will be used to guide evaluation criteria.
2. Areas of Concern – Kentucky Adult Education Directors will explain the challenges to reaching enrollment goals and performance measures.

3. Plan of Improvement – Kentucky Adult Education Directors will provide a detailed explanation for reaching and improving enrollment goals for each quarter.
4. Feedback to Provider – Kentucky Adult Education staff will review the TAP document with each Kentucky Adult Education Director and provide input to assist with addressing deficiencies and barriers related to enrollment goals, performance measures, and GED attainment.

Programs that do not meet or exceed an MSG rate of 46.2% at the end of each fiscal year may be selected for targeted technical assistance in the subsequent fiscal year. The program's failure to meet performance goals, following the PIP and TAP processes, or for three consecutive quarters during the FY22-25 RFA cycle will result in the program being placed on a Corrective Action Plan (CAP). The details of that process are outlined in the next section.

Technical Assistance Visit

Local programs are expected to be responsive to OAE's technical assistance efforts, including local and regional meetings, workshops, and training. OAE Branch Directors, the Program Administration, Performance, and Compliance (PAPC) Branch, or the OAE Mobile Response Team will meet with appropriate local adult education provider staff to discuss the program's performance and any technical assistance needs.

These visits/meetings will occur in person, if possible. Still, they will always be supportive of helping the LPN establish a plan and promote continuous improvement based, in part, on their performance. PIPs will begin the process, and then an initial TAP meeting will follow to help analyze the PIP (Appendix N) submitted by the program, the current data from the TAP (Appendix M) and create a plan for success. Follow-up TAP meetings will occur as necessary.

Release from Technical Assistance Plan

If/when the program meets the performance goals set on the TAP or exceeds the state-negotiated MSG rate, they will receive a notice (Appendix P) that the program has either exceeded the goals or received assistance and reached the plan objectives in the date range required by the TAP. The notice will inform the fiscal agent and the program director that the program has been removed from the TAP.

Corrective Action Plan (CAP)

The Corrective Action Plan (Appendix Q) is necessary for programs that are out of compliance with any federal and/or state policies within one year of implementation.


OAE staff will provide technical assistance throughout the corrective process, and by the end of a designated timeframe, local programs should be able to correct the identified issues and end their respective CAP. The release process will look similar to the notification for the Release from Technical Assistance Plan (referenced above).

These programs must create a new PIP, update their current TAP, and write the required explanation and planning document for the CAP to be held accountable by the OAE staff. This will likely require more than one visit/meeting to plan and execute, which will look similar to TAP meetings, likely with the OAE Mobile Response Team in attendance to provide wrap-around services and supports in assisting with the program's needs to meet their objectives outlined in the CAP.

Program's failure to meet performance goals for three consecutive quarters during the FY 22-25 RFA cycle will result in the program being placed on an **OAE Corrective Action Plan (CAP)**. A list of Local Providers below the OCTAE Negotiated MSG Rate by the End of the 3rd QTR will be submitted to the Education and Labor Cabinet senior leadership for failure to meet contract requirements.

Technical Assistance Structure

Local programs will receive technical assistance support (TA) from the Program Administration, Performance, and Compliance Branch as indicated in the technical assistance structure model below:

<div>  <h2>FY 25 KYAE Contract and Continuous Improvement Process</h2> </div>		
Q3 FY2024	≥ 46.2% MSG Rate by 03/31/2024	Programs below a 46.2% MSG rate will have Specific Conditions language included on the upcoming contract.
Q4 FY2024	≥ 46.2% MSG Rate by 06/30/2024	Programs below the 46.2% MSG rate will be placed on/continue on a PIP to begin FY2025.
Q1 FY2025	≥ State Average or 51.5% MSG Rate by 09/31/2024	Programs below the State Average or 51.5% MSG Rate may be required to meet with PAPC. Specific Conditions programs on a PIP below the State MSG Rate will be placed on a TAP .
Q2 FY2025	≥ 51.5% MSG Rate by 12/31/2024	Programs below 51.5% MSG Rate may be placed on a PIP . Specific Conditions Programs on a TAP will have a quarterly review. Programs on a current TAP who have reached the MSG rate will be released.
Q3 FY2025	≥ 51.5% MSG Rate by 03/31/2025	Programs will be released from PIP or TAP for reaching Q3 goal OR may be placed on a CAP for FY2025. Programs below 51.5% MSG rate and not on a CAP will be placed on a PIP for the remainder of the FY.
Q4 FY2025	≥ 51.5% MSG Rate by 06/30/2025	Programs below 51.5% MSG rate may be placed on a PIP to begin FY2026.
PIP: Performance Improvement Plan TAP: Technical Assistance Plan CAP: Corrective Action Plan		

Mobile Response Team

The Mobile Response Team (MRT) was developed as a way to do more technical assistance, general supportive touchpoints, and observational visits to the local provider areas. This team consists of someone from each branch of OAE, and they visit or meet as necessary for continuous improvement, or when requested by the local area staff. The team can visit for observations, meetings, trainings, or general local event participation. Dependent upon the needs in the area, the MRT can serve the local staff in many ways and was created as a way to mobilize several OAE teams at once, to make all our resources available to the local providers when we meet.

The purposes the MRT may serve are for the LPN and the OAE to either: review the administrative and regulatory requirements of AEFLA and implementation in the local area, to check-in with and update local staff on any necessary topics, and/or to conduct an in-person observational walk-through visit. The local provider will have in-person or virtual access to a representative from each branch of OAE during any MRT visit or meeting. During the observational visits, staff can provide additional support and specific regional issues with the local provider in need. MRT visits can occur in three ways: a request by a PAPC team, a Local Provider, or a part of the continuous improvement process required via a PIP, TAP, or CAP. Regardless of the reason or request for MRT visit or meeting, a recap will be put together by all those in attendance from OAE, and that MRT Recap (Appendix R) will be shared with the local program director to share as necessary. The form simply follows along with whatever took place during the visit or meeting, and allows for any branch to do follow-up meetings, or touchpoints, and keep documented track of those in relation to the visit.

REENTRY AND EMPLOYMENT SERVICES BRANCH

Purpose

The justice-involved (Second/Fair Chance) population represents a valuable component of the working-age population across the Commonwealth of Kentucky. They serve as a workforce multiplier by mitigating the workforce participation challenges. The increased focus on providing services and activities across the justice-involved community has led to increased engagements with currently incarcerated and transitioning Kentuckians in addition to public, private, and nonprofit organizations serving this population. The goal is to leverage and maximize the momentum of conditions for scalability across Kentucky through enhanced collaboration and alignment of resources, personnel, and efforts to increase workforce participation. The Reentry and Employment Services Branch seeks to align reentry and justice involved serving efforts across the Commonwealth to create a wholistic, effective, efficient focus.

Background

The Kentucky Education and Labor Cabinet (KELC) recognizes the need for intentional focus, aligning state, regional, and local efforts to serve justice-involved populations. KELC adopted the Putting Kentuckians First (PKF) model and various efforts in May 2023 based on constructive results from a pilot project funded by the Governors Statewide Reserve at the Cumberlands and South-Central Workforce Development Areas. The model is focused locally, intending to move across the state utilizing a county-by-county ascendable strategy based on need, personnel, and existing resources. Endeavors included are Putting Kentuckians First Core Program, pre-release classes in local detention centers, credential training programs for incarcerated individuals, The Behavioral Health Conditional Dismissal Program (SB 90) and other justice-involved efforts.

Guidance

The Reentry and Employment Services Branch operates within the Kentucky Office of Adult Education, the Department of Workforce Development, and the Kentucky Education and Labor Cabinet. We utilize mutually reinforcing ventures to create a collective impact approach to serve the judicially involved/at-risk population. Intertwining the Kentucky Office of Adult Education and local provider network, the Kentucky Career Development Office, the Office of Vocational Rehabilitation, and other regional and local partners, a team-based case management unit which assesses and assists in barrier reduction efforts to navigate individuals to self-sufficiency. These efforts are implemented by the following:

Putting Kentuckians First

Putting Kentuckians First – a County-based case referral mechanism activated by a partnership with local judicial entities including but not limited to: County

Attorney, Commonwealth Attorney, Jailers, Specialty Courts (drug court, veterans court, mental health court), Local Department of Corrections Staff (probation and parole, reentry coordinators, reentry employment specialists). These partnerships operate as a referral and accountability and connect individuals involved in justice to the workforce system. Reentry and Employment Services Branch Personnel provide a needs assessment and navigation in co-enrollment and barrier reduction efforts to address individual training, education, and workforce needs.

a. Referral and progress information are tracked on a shared database and evaluated in weekly/biweekly meetings with the local PKF team/partners.

b. Information is shared with the referring judicial agency, fostering mutual accountability and support.

c. Targeted Orientation Classes - These classes are open to the public to attend and targeted for individuals referred to the program by judicial entities that allow Education and Labor Cabinet (ELC) partners to inform individuals of services offered. Individuals set follow up appointments and begin to build relationships with various organizations. These classes allow for education and the development of a progression plan for individuals. Their attendance is documented by an appointment card and tracked in a spreadsheet that can be given to the referring agency as proof of attendance if court ordered, and in most cases those under supervision are given credit for one of their required weekly meetings. This attendance card also contains the next steps and upcoming appointments and contact information for the point of contact.

Pre-Release Classes in Local Detention Centers

The Reentry and Employment Services Branch supports and expands Pre-Release Classes in Local Detention Centers. These classes act as educational classroom-style presentations where service-aligned partners and organizations can present relevant, targeted information to individuals 30, 60, or 90 days before release. Partners included are Kentucky Adult Education Local Providers, the Kentucky Career Development Office, the Office of Vocational Rehabilitation, KYNECT, Recovery Resources, and additional local resource providers.

a. This level of presentation ensures that individuals nearing release from incarceration are aware of supportive services to assist with their transition to society.

b. Pre-release classes also support connectivity and education among partners and service organizations to foster a collaborative approach to serving individuals.

Credential Training in Local Detention Centers

Through further partnership with local detention centers, the Reentry and Employment Services Branch expands credential training for incarcerated individuals. These trainings support individuals nearing release who are eligible to receive upskilling while incarcerated and assist in their marketability upon release.

a. Credential Training Classes are based on the jail's ability/willingness to

support efforts and industry needs.

The Conditional Dismissal Behavioral Health Program (SB 90)

The Reentry and Employment Services Branch in collaboration with the Administrative Office of the Courts, the Cabinet for Health and Family Services/ Department for Behavioral Health, Developmental and Intellectual Disabilities and Recovery/Behavioral Health Service Providers administer the following:

a. [KRS 533.270 through KRS 533.290](#) requires and provides regulation regarding a behavioral health conditional dismissal program to provide eligible individuals an alternative to receive treatment for a behavioral health disorder instead of incarceration, resulting in dismissal of the criminal charges upon completing the program.

The program currently pilots in eleven (11) counties, determined by the state Supreme Court Chief Justice, that would require a mental health and substance use disorder assessment for low-level offenders. If an offender qualifies for the Behavioral Health Conditional Dismissal Program under [Senate Bill 90](#), the prosecution and the defense attorney must agree for the offender to participate.

In addition to treatment, the program will provide educational, vocational, and recovery housing support to active/eligible participants.

The Reentry and Employment Services Branch Staff (KYAE) facilitates the connectivity, and warm handoffs from the Judicial System to the Adult Education Local Provider Network, assists with the management/stewardship of the SB 90 Trust Funds for educational/training barrier removal and support, and fosters the alignment of the behavioral health/recovery components and the Adult Education Mission.

b. Upon admission into the Conditional Dismissal Behavioral Health Program individuals are provided a vocational assessment facilitated by the Adult Education Local Provider Network.

c. Within ten (10) days of completion of the vocational assessment, the Office of Adult Education, in consultation with the behavioral health conditional dismissal program provider, shall establish an individualized plan designed to attain a specific employment outcome.

d. The Department of Workforce Development (KYAE), in consultation with the Kentucky Higher Education Assistance Authority, shall assist the participant in securing all scholarships, grants, or other available financial assistance including the use of the Behavioral Health Conditional Dismissal Trust to ensure access to the educational or training requirements needed to achieve the specific employment outcome.

Other Activities

The Reentry and Employment Services Branch also supports reentry efforts and programming operated by other State, Regional and Local organizations such as the

Fair Chance Academy and Regional PLAN events hosted by the Kentucky Chamber of Commerce, Goodwill Industries of Kentucky Partnership days and Expungement Fairs, Local Workforce Board hiring and resource events and more.

PERSONNEL AND PROFESSIONAL REQUIREMENTS

KYAE is committed to creating a vigorous level of expertise for its adult educators to serve the Kentucky adult learner population. The following minimum qualifications for KYAE staff will elevate adult learners' progress. Changes in personnel involving the Fiscal Agent Representative or the KYAE Program Director should be reported to the KY OAE Executive Director by email within seven business days of the action.

KYAE DIRECTOR

80% ADMINISTRATIVE AND UP TO 20% INSTRUCTIONAL COSTS

CHARACTERISTICS OF THE CLASS

Provides program leadership and direction; plans, develops, implement, and evaluates all aspects of program and personnel. Oversees the administrative, human resource, personnel, fiscal management, and instructor and staff development across the service area.

ADMINISTRATIVE & OPERATIONAL LEADERSHIP

- Oversees the day-to-day operation of program.
- Ensures program meet all RFA and contract service and performance requirements.
- Ensures compliance with all applicable federal and state laws, the State Plan, the Program Manual (PM) and other KYAE policies and guidance in support of adult learner success.
- Manage fiscal resources in accordance with OAE and Cabinet budget guidelines and reports all required financial information.
- Monitors contract compliance and cooperative agreements.
- Plans, programs, budgets, and executes all allocated funds each Fiscal Year.

INSTRUCTIONAL LEADERSHIP

- Ensures high-quality, evidence-based instruction across the service area in accordance with the PM, the Professional Learning Communities (PLC) Handbook, and Cabinet priorities. Specifically, ensures assessment of learners' prior knowledge and learning needs.
- Develops curricula in accordance with current pedagogical and andragogical best practices and ensures is contextualized for workforce preparation through standards-based lesson plans in support of Integrated Education and Training (IET) and Measurable Skill Gains (MSG).

MINIMUM REQUIREMENTS

All Directors must possess a master's degree and have three years of administrative/management experience. A doctorate degree can substitute for two

years of the administrative/Managerial experience.

- The above education requirements are applicable to all Directors hired after July 1, 2018.
- Current Directors hired prior to July 1, 2018, may continue to serve in the position at the approval of the fiscal agent during FY 25.
- Directors hired before July 1, 2018, who do not meet the current education requirements for the position are encouraged to take steps to meet the education requirements.

KYAE ASSISTANT DIRECTOR

80% ADMINISTRATIVE AND UP TO 20% INSTRUCTIONAL COSTS

CHARACTERISTICS OF THE CLASS

Assists with the implementation and evaluation of all aspects of program and personnel. Assists the Director with the administration, fiscal management, as well as instructor and staff development across the program service area.

ADMINISTRATIVE & OPERATIONAL LEADERSHIP

- Supports the Director to ensure the program meets all RFA and contract service and performance requirements.
- Ensures compliance with all applicable federal and state laws, the State Plan, the Program Manual (PM) and other KYAE policies and guidance in support of adult learner success.
- Assists the Director with monitoring contract compliance and cooperative agreements.

INSTRUCTIONAL LEADERSHIP

- Ensures high-quality, evidence-based instruction across the service area in accordance with the PM, the Professional Learning Communities (PLC) Handbook, and Cabinet priorities.
- Assists with the development of curricula in accordance with current pedagogical and andragogical best practices and ensures is contextualized for workforce preparation through standards-based lesson plans in support of Integrated Education and Training (IET) and Measurable Skill Gains (MSG).

MINIMUM REQUIREMENTS

- All Directors must possess a bachelor's degree and have two years of administrative/management experience. A Master's can substitute for two years of the administrative/Managerial experience.

DATA AND ASSESSMENT SPECIALIST

100% INSTRUCTIONAL

CHARACTERISTICS OF THE CLASS

Must have a strong understanding and experience with the data collection process, report designs and analyses, Microsoft Office Suite, assessment practices, and presenting information to others. The Data and Assessment Specialist will administer assessments, enter, and review data, ensure program compliance, provide technical assistance to data-related questions, and analyze reports to improve program effectiveness and efficiency.

ADMINISTRATIVE LEADERSHIP

- Adheres to data collection policies and procedures.
- Monitors data quality standards.
- Comply with privacy laws and standards.
- Prepares ad hoc, monthly, quarterly, and annual data reports.
- Troubleshoots data submission errors and data error issues.

ASSESSMENT AND MONITORING

- Administers student assessments according to test publisher and vendor guidelines.
- Implements Kentucky Adult Education assessment policies and procedures.
- Analyzes, collects, and interprets data to enter in the One-Stop Delivery System-related data systems (e.g., Focus Explorer, KEE Suite, etc.) for Kentucky Adult Education purposes.
- Coordinates with staff and partners to provide technical assistance.
- Administers assessments as requested by employers as needed within the scope of the One-Stop Delivery System.
- Proctors the National Career Readiness Certificate and the Kentucky Essential Skills Certification exams.

INSTRUCTIONAL LEADERSHIP

- Enters data into Kentucky Adult Education Reporting System (KAERS).
- Analyzes data to improve program effectiveness and efficiency.
- Coordinates educational learning activities for staff and partners on the importance of data collection processes and tools.

PROFESSIONAL DEVELOPMENT

- Attends and participates in data-related and data and assessment specialist meetings around the state (e.g., KAERS, TABE, CASAS, KESC, etc.).

MINIMUM REQUIREMENTS

A High School Diploma/HSE is required. A Bachelor's degree is preferred in a related field. Two years of directly related job experience may be substituted for education.

KYAE ASSISTANT

100% ADMINISTRATIVE

CHARACTERISTICS OF THE CLASS

Must work onsite under the direct, daily supervision of the KYAE Director, KYAE Assistant Director, or instructor. Assists in the overall functioning of the program by performing administrative and other duties as required.

- Works as an effective member of the team to ensure the success of all students.
- Collates files and/or prepares documents and reports.
- Collects and enters data for various reports.
- Maintains documents and reports.
- Audits reports for accuracy.
- Performs receptionist duties.
- Operates office machines such as copier, calculator, computer, or audio- visual equipment.
- Opens, sorts, prepares, sends, and distributes mail.
- Assists in the security and maintenance of test materials.
- Performs basic bookkeeping duties such as counting receipts, bank deposits, and payment vouchers.
- Follows established methods and procedures.
- Assists in preparing student folders and maintaining records of student progress.

MINIMUM REQUIREMENTS

KYAE Assistants must have a minimum of a high school diploma or its equivalent.

INSTRUCTOR

100% INSTRUCTIONAL

CHARACTERISTICS OF THE CLASS

Provides contextualized, academic instruction to adult education students. Plans, implements, documents, and evaluates instructional practices, procedures, and materials. This position performs duties paid through instructional funds.

All instruction must be aligned to the College and Career Readiness Standards, the English Language Proficiency Standards (ELPS), and to KYAE performance metrics.

Other complementary responsibilities will include assessing and monitoring learning; using effective adult classroom management techniques; engaging students in a classroom and larger community; and embracing professional learning with a growth mindset.

- Provides instruction in literacy, adult basic education, GED® test preparation, English language acquisition, family literacy, Integrated English Literacy and Civics Education (IELCE), workforce preparation, integrated education and training, including career pathways, workplace education, and digital literacy.
- Applies research-based instructional practices that incorporate the regular use of computers and other educational and emerging technologies.
- Is knowledgeable of reading, writing, and/or math instructional strategies.
- Uses instructional strategies, research-based instructional best practices, and edtech tools appropriate to the needs of the adult student.
- Uses a liquid syllabus for every class.
- Uses KYAE Lesson Plans, KYAE HyperDoc Lesson Plans, and other standards-aligned lesson plans addressing diagnostic tests.
- Provides continuous, data-driven feedback to students and adjusts instruction to optimize student learning outcomes.
- Collaborates with colleagues to develop and evaluate curriculum and other instructional materials.
- Integrates work-, family-, and community-related activities into instruction.
- Administers and interprets appropriate placement and diagnostic tests when necessary.
- Applies adult education principles and methods in the classroom.
- Facilitates the transfer of learned skills from the classroom to the job.
- Plans learning experiences that are interactive and relevant to the specific workforce environment stated within the students' career pathway plan.
- Customizes, develops, and delivers workforce-focused standards-based curricula and lesson plans.
- At a minimum, dedicates 75% of time in scheduled instruction in classrooms or facilitated labs.

ASSESSING AND MONITORING LEARNING

- Uses formal and informal assessment data to monitor and document student progress.
- Develops and participates in strategies for student retention and attempts to sustain communication with students.
- Interacts and communicates regularly with College and Career Navigator.

CLASSROOM MANAGEMENT

- Maintains knowledge of program guidelines, regulations, policies, and procedures.
- Maintains accurate, up-to-date student records.

COLLABORATION

- Advocates for adult education at the local and state level.
- Assesses adult education needs.
- Promotes use of community resources and participates in activities of other community agencies.
- Partners with community employers to meet employer needs for upskilling of existing and potential employees through adult education.
- Recruits students.

PROFESSIONAL LEARNING

- Actively participates in required professional learning with a growth mindset.
- Actively participates in additional professional growth opportunities to support improved student outcomes.
- Uses technology to actively engage in ongoing professional learning.
- Assesses professional strengths and weaknesses as a basis for development, in concert with Program Director or Assistant Program Director, to develop a professional learning plan.

MINIMUM REQUIREMENTS

As of August 10, 2023, all new instructors must possess a minimum of a bachelor's degree. A degree in education or a content-related field is preferred.

All instructors employed to instruct the program beginning July 1, 2018, must score within NRS Level 6 on the TABE 11/12 (A) within three months of hire.

- Math Instructors must take and score within NRS Level 6 in Mathematics and Reading.
- Reading Instructors must take and score within NRS Level 6 in Reading.
- If an instructor teaches in more than one area, they must score within NRS Level 6 in each content area they teach.

- Depending on instructional duties, taking and passing Language may be an option and left to the discretion of the KYAE Director.

Instructors must be digitally literate and proficient in using digital tools for communication, professional learning, and instruction. Digital literacy includes “the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information; and developing digital citizenship and the responsible use of technology” (Museum and Library Services Act of 2010, Pub. L. 111-340, 22 Dec. 2010). Refer to the Northstar Digital Literacy Standards for specific digital literacy skills.

NEW INSTRUCTOR TRAINING/ORIENTATION REQUIREMENTS

Please refer to the KYAE New Instructor Checklist (Appendix S) for details on who supports each area of access or training that new instructors require. This list will help create necessary accounts, connect to resources and required readings, guide certification requirements, and gain insight to KYAE policies on the whole via manuals and previous trainings. Everything from access to Blackboard, Professional Learning materials, and instructional accounts is included with the current OAE staff and supports necessary to set up a new instructor for their roles and responsibilities.

COLLEGE AND CAREER NAVIGATOR (CCN)

100% CAREER SERVICES

CHARACTERISTICS OF THE CLASS

College and Career Navigators will focus on the retention and referral of adult students to improve MSG performance in support of comprehensive student success. CCNs will provide guidance and assistance to adult students towards a preferred postsecondary or career pathway by developing strategies to help students overcome barriers. Majority of time to be spent in direct student contact.

RETENTION

- Identifies academic and non-academic barriers and develops mitigation strategies to improve student persistence and success.
- Connects students to wrap-around services for basic needs.
- Develops a written plan and checklist based on student's preferred career pathway.
- Meets with current students at least once a month. Follows up with absent students.
- Models for, and coaches students towards digital literacy proficiency through a variety of tools.
- Coordinates with instructional staff to monitor student progress and prepare interventions.
- Helps students build community support networks for support and accountability.
- Collaborates with WIOA and other partners on referrals based on student need and pathway.
- Facilitates employer and post-secondary engagement through opportunities based on student preferred pathway.
- Assists with student intake and orientation, assessment analysis, and goal setting.
- Collaborates with KYAE Outreach Specialists and Strategic Partnership Coordinators to ensure cohesive and unduplicated service provision.
- Performs other duties as assigned.

REFERRAL

- Shares emerging technology and resources aligned to current high growth sectors relative to student interest, regional need, and up-to-date labor market information.
- Assists the student in understanding career interests/aptitudes and the scope of opportunity within his/her career pathway. Discusses transferability of skills.
- Assists students with college admissions process, FAFSA submission,

- and success strategies.
- Helps students with applications, résumé creation, interviewing, and essential employability skills, incorporating targeted digital literacy and other skills required by employers.

RECRUITMENT

- As demand dictates, supplements KYAE Outreach Specialist, assisting in marketing and recruitment activities, particularly when program enrollment numbers are below their goal.

REPORTING AND PROFESSIONAL DEVELOPMENT

- Completes a monthly CCN Activity Log. Completes a Pathway Plan for each student.
- Completes required professional development activities.
- Understands performance data, goals, and challenges. Identifies at-risk students.
- Solicits and documents student feedback to inform student success strategies.

MINIMUM REQUIREMENTS

Bachelor's degree in student counseling, career counseling or related field. Possess excellent oral and written communication skills. Ability to work independently and demonstrate a high level of initiative. Excellent interpersonal and time management/scheduling skills required. Proficient in computer and digital literacy skills. Experience with underrepresented and marginalized populations is preferred. Two years of experience in providing student services preferred.

COLLEGE AND CAREER NAVIGATOR RESPONSIBILITIES

All CCNs must complete the CCN Activity Log, due by the seventh day of the month for the previous month's activities.

All Navigators are expected to actively engage and interact in the CCN digital classroom, where announcements, training details, updates, and an array of resources are posted.

All CCNs must meet the KYAE professional learning requirements for the program year, as directed by the Instructor Development and Student Outcomes Branch.

Any in-kind CCN must also complete KYAE professional learning, meet the minimum criteria, and be able to do all the required job tasks outlined in the job description.

In addition, all CCNs new to the role at any time during the program year must enroll in the CCN Onboarding and Orientation digital classroom and must complete all classroom course modules as instructed by the CCN Coordinator.

OUTREACH SPECIALIST

100% Administrative

CHARACTERISTICS OF THE CLASS

Outreach Specialists are responsible for making personal and community-based outreach contacts in their service area to increase awareness about adult education programs, resources, and workforce preparation upskilling. Specialists are responsible for attracting new and former students to their adult education center, thereby increasing enrollment numbers and Measurable Skills Gains (MSG). The major focus is to increase enrollment through developing community partnerships.

RECRUITMENT

- Serves as the primary liaison between their adult education program and the Kentucky Adult Education's (OAE) Recruitment and Outreach Senior Coordinator, helping promote KYAE marketing campaigns, distributing informational materials and promotional items, and educating their center staff on new initiatives and program details.
- Represents the Local Provider's adult education program at a variety of community events – career fairs, back-to-school events, professional organization meetings, community partner gatherings, secondary and postsecondary events and other initiatives in which adult students or potential service providers/partners are likely to participate.
- Facilitates positive relationships with community contacts and potential partners.
- Responsible for creation, development, and maintenance of their program's social media platforms, to include, but not limited to, Facebook, Twitter, Instagram, etc.
- Responsible for customization of KYAE-provided marketing templates to meet their program's specific needs.
- Ensures that WIOA and other community partners have an ample supply of up to date KYAE marketing materials and current information to share with potential students.
- Maintains current knowledge of adult education, marketing, and recruitment best practices.
- Evaluates outreach services provided to potential students and partners and advises management of need to reevaluate policies and procedures. Assists in the development/modification of new or existing activities.
- Collaborates with KYAE College and Career Navigators and Strategic Partnership Coordinators to ensure cohesive and unduplicated service provision.
- Performs other duties as assigned.

LOCAL EXPECTATION

It is expected that the outreach specialist will be in the field an average of four days each week.

REPORTING AND PROFESSIONAL DEVELOPMENT

Regularly updates the Kentucky Integrated Business Engagement Systems (KIBES) with community contact information, tasks, activities, and programs for their assigned service area by the second day of the month for the previous month's activities.

- Completes required professional development activities.
- Understands performance data, goals, and challenges. Identifies at-risk students.
- Solicits and documents employer feedback to inform student success strategies.

MINIMUM REQUIREMENTS

Bachelor's degree in marketing, advertising, student counseling, or related field. Possess excellent oral and written communication skills. Ability to work independently and demonstrate a high level of initiative. Proficient in computer and digital literacy skills. Excellent public speaking, diplomacy, interpersonal skills, and time management/scheduling skills required. Experience in client relations is preferred. Two years of experience in collaborating with community partners preferred. Ability and willingness to travel frequently within service area.

GLOSSARY

Adult Basic Education: Instruction is designed for adults who lack competence in reading, writing, speaking, problem-solving, or computation at a level necessary to function in society, in the workplace, or in the family.

Adult Education Services: Academic instruction and education services below the postsecondary level that increase an individual's ability to: (A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; (B) transition to postsecondary education and training; and (C) obtain employment.

Adult Education and Literacy Activities: Programs, activities, and services that include adult literacy and education, English language acquisition, family literacy, English literacy, and civics education, workforce preparation, integrated education and training, and workplace education. (Workforce preparation and integrated education, including career pathways, are a requirement of WIOA implementation).

Adult Literacy: A program of instruction designed for adults who have minimal or no skills in reading, writing, speaking, problem-solving, or computation.

Americans with Disabilities Act (ADA): The Americans with Disabilities Act (ADA) prohibits discrimination on the basis of disability. Employers with 15 or more employees and state and local government are subject to ADA requirements. In addition, the ADA prohibits discrimination on the basis of disability in privately operated public accommodation facilities, including all hotels, restaurants, retail stores, places of recreation, and in transportation services. State and local governments also are prohibited from discriminating against individuals with disabilities when providing programs, activities, or services.

Apprenticeship Training: Apprenticeship is a combination of on-the-job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs are sponsored by individual employers, employer associations, and joint labor and management partnerships.

Basic Skills Deficient: Concerning an individual who is a youth or adult that is unable to compute or solve problems or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.

Career pathways and other bridge programs: Programs that align adult education, job training, higher education, and basic support systems to create pathways to postsecondary educational credentials and employment. Should include best practices achieved through working with local partners to:

- Identify viable labor force occupational demands for family-sustaining wage jobs;
- Provide a seamless transition between adult education and career exploration and training, and/or postsecondary education;
- Contextualize standards-based academic instruction;

- Issue stackable credentials; e.g., earning an KESC, GED® credential, and technical certificate;
- Avail students to intensive, wraparound support services, e.g., acquaint students with postsecondary education success coaches and/or navigators,
- Refer students to sources of financial aid for low-income adults, e.g., scholarships, foundations, etc.; and
- Refer students to the Office of Vocational Rehabilitation if applicable.

Class: A period in which students study the same subject.

Contact Hours and Program Enrollment Type: The amount of instruction participants receive and the number of participants attending in areas such as family literacy, IET, and IELCE programs. For NRS reporting, States can count a participant only once, as a distance education participant or a traditional classroom participant.

Distance education participants must have at least 12 hours of contact with the program before being counted for Federal reporting purposes.

Co-enrollment: Enrolling a participant in more than one grant program, contract, or cooperative agreement. This includes state-funded, institution- funded, or private- funded programs, as well as those endowed with federally appropriated funds, including those programs authorized under the Workforce Innovation and Opportunity Act.

Concurrent Enrollment: Enrollment in multiple activities or programs that take place synchronously to increase the achievement of educational, training, and employment outcomes.

Correctional Institution: Prison, jail, reformatory, work farm, detention center, halfway house/community-based rehabilitative center, or other similar institution for the confinement or rehabilitation of criminal offenders.

Course: A series of classes dealing with a single subject like math or reading.

Criminal offender: Individuals charged with or convicted of any criminal offense.

Digital Literacy Skills: The skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

Eligible Agency: The sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy activities in the State.

Eligible Individual: (WIOA DEFINITION) An individual

- (A) who has attained 16 years of age;
- (B) who is not enrolled or required to be enrolled in secondary school under State law; and,
- (C) who is (i) basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education; or (iii) is an English language learner. (In Kentucky, individuals must have attained 18 years of age).

Eligible Provider: An organization that has demonstrated effectiveness in providing adult education and literacy activities that may include a Public or private nonprofit agency; Library; Local educational agency, including educational co-ops; Community-based organization, including faith-based; Public housing authority; Voluntary literacy organization; Nonprofit institution, not described above and can provide adult education and literacy activities; Consortium or coalition of agencies described above; or Partnership between an entity described above and an employer(s).

English Language Acquisition: Program of instruction (A) designed to help eligible students who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to the attainment of a high school diploma or its equivalent, transition to postsecondary education, or employment.

English Language Learner: An eligible student who has limited ability in reading, writing, speaking, or comprehending the English language and whose native language is a language other than English or who lives in a family or community environment where a language other than English is the dominant language.

Enrollment: A student assessed and enrolled 12 hours or more in adult literacy, adult basic education, adult secondary education, or English language acquisition.

Entered Postsecondary or Training: Learner enrolling after exiting a postsecondary educational institution or occupational skills training program, building on prior services or training.

Essential Components of Reading Instruction: explicit and systematic instruction in:

- (A) Phonemic awareness;
- (B) Phonics;
- (C) Vocabulary development;
- (D) Reading fluency, including oral reading skills; and
- (E) Reading comprehension strategies.

Pub. L. 113-128, July 2014, Title II, Sec. 203(8).

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

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

life experiences.

Special Rule for Family Literacy -- Adult education will not use any funds made available under this title for adult education and literacy activities to support or provide programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that the agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, adult education will attempt to coordinate with programs and services not assisted before using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

Fast Forward: KET's FastForward is an online study platform that helps adult learners prepare for the GED®. FastForward can be used in the classroom and for independent study, allowing instructors to assign work and track progress.

General Education Development Certificate (GED): The General Education Development (GED) is a certificate earned by an individual who has passed an examination, which indicates that the individual has the basic skills equivalent to those of a high school graduate.

Home Schools: Nothing in Title II of the WIOA, AEFLA, must be construed to affect home schools, whether a home school is treated as a home school or a private school under state law, or to compel a parent or family member engaged in home schooling to participate in adult education and literacy activities.

Institution of Higher Education: Section 101 of the Higher Education Act of 1965 (20 U.S.C.1001). [20 USC 1001: General definition of institution of higher education \(house.gov\)](#)

Integrated Education and Training (IET): A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation (see Workforce Preparation below) and workforce training for a specific occupation or occupational cluster for educational and career advancement. IET must include three components:

1. Adult education and literacy activities;
2. Workforce preparation activities; and
3. Workforce training for a specific occupation or occupational cluster.

Integrated English Literacy and Civics Education (IELCE): Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable them to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the U.S. Such services must include instruction in literacy and English language acquisition and the rights and responsibilities of citizenship and civic participation and may include workforce training.

Job Corps: The Job Corps is the nation's largest and most comprehensive residential education and job training program for at-risk youth, ages 16 through 24.

Since 1964, the program has provided more than 1.7 million disadvantaged young people with the integrated academic, vocational, and social skills training they need to gain independence and get good quality, long-term jobs, or further their education.
<http://www.jobcorps.org/>

Kentucky Transitional Assistance Program (K-TAP): The Kentucky Transitional Assistance Program (K-TAP) is the monetary assistance program Kentucky established from the federally funded Temporary Assistance for Needy Families (TANF) block grant. K-TAP is provided to families with dependent children who meet technical and financial criteria.

Kentucky Works Program (KWP): The Kentucky Works Program (KWP) assists recipients of K-TAP obtain gainful employment leading to self-support.

Labor Market Information (LMI): Labor Market Information provides statistics on occupational trends, unemployment rates, and other economic statistics.
<https://kystats.ky.gov/>

Literacy: A student's ability to read, write, and speak in English, compute, and solve problems at proficiency levels necessary to function on the job, in a family, and in society.

Obtained High School Equivalency or Secondary School Diploma: Learner who obtained a secondary school diploma or the recognized high school equivalent after exit.

Office of Career, Technical, and Adult Education Performance Targets: Kentucky Adult Education negotiates these targets and holds Local Providers accountable for meeting these goals reported through the National Reporting System (NRS).

One-Stop Career Center: A one-stop career center provides employers and individuals with access and resources to obtain employment and training services at a single neighborhood location. <http://www.dol.gov/dol/topic/training/onestop.htm>

Participant: An individual participating in a Kentucky Adult Education program who has received 12 or more hours of services after program entry, reported on NRS and Statewide Performance Report tables, and is counted toward performance measures.

Passing Technical/Occupational Skills Exam: Participants who successfully passed an exam required for a particular occupation or attained progress in technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

Postsecondary Educational Institution: An institution of higher education that provides not less than a two-year program of instruction acceptable for credit toward a bachelor's degree, a tribally controlled college or university, or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary education level.

Progress Toward Milestones: Participants who demonstrated satisfactory or better progress reports towards established milestones, such as completion of on-the-job training (OJT) or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider providing training.

Reportable Individual: (20 CFR 677.150): is an individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including:

- (1) Individuals who provide identifying information;
- (2) Individuals who only use the self-service system; or
- (3) Individuals who only receive information-only services or activities.

Secondary or Postsecondary Transcript: Participant who demonstrates progress through a secondary or postsecondary transcript or report card for a sufficient number of credit hours.

Temporary Assistance for Needy Families (TANF): TANF was established by the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996. TANF replaced the federal entitlement program of Aid to Families with Dependent Children (AFDC). TANF provides a block grant to each state to develop its own assistance plan.

Transitional Job: (20 CFR 680.190): is a time-limited work experience that is wage- paid and subsidized and is in the public, private, or non-profit sectors for those individuals with barriers to employment who are chronically unemployed or have an inconsistent work history, as determined by the Local Workforce Innovation Board.

These jobs are designed to enable an individual to establish a work history, demonstrate work success in an employee-employer relationship, and develop the skills that lead to unsubsidized employment.

Unemployment Insurance (UI)(also known as Unemployment Compensation): Unemployment Insurance is a federal-state program that pays benefits to eligible workers who are unemployed and who meet other state requirements.

<http://www.oet.ky.gov>

Veteran: Veterans, individuals who have served in the U.S. armed forces, have solid training through their military experience. Veterans are often directed to transition services that enhance the skills they acquired in the military.

<http://www.dol.gov/vets/>

Workforce Preparation Activities: Activities, programs, or services designed to help an individual acquire a combination of academic, critical thinking, digital literacy, and self-management skills, including competencies in utilizing resources and information, working with others, understanding systems, and obtaining skills necessary for a successful transition into (and completion of) postsecondary education and training, or employment.

Workplace Education: Adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a

workplace or an off-site location that is designed to improve the productivity of the workforce.

Workplace Literacy: Satisfactory or better progress report, towards established milestones, such as completion of on-the-job training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider providing training.

Workforce Innovation Board (WIB): In partnership with state and local elected officials, WIBs plan and oversee the state and local workforce investment system. At least 50 percent of the members on each board must be representatives of private industry and business.

Workforce Innovation Opportunity Act (WIOA): In July 2014, the Workforce Innovation and Opportunity Act (WIOA) passed by an overwhelming bipartisan majority in Congress- was signed into law by President Barack Obama. WIOA is the first update to the nation's core workforce training programs in the 16 years since the Workforce Investment Act (WIA) passage. The new law recognizes the need for a new playbook and reauthorizes the nation's employment, training, adult education, and vocational rehabilitation programs created under WIA. WIOA improves connections to employment and training opportunities, leading to economic prosperity for workers and their families.

APPENDICES

AVAILABLE AS INDIVIDUAL DOWNLOADS ON KYAE BLACKBOARD

- Appendix A Corrections Referral Form
- Appendix B Contingency Plans Form
- Appendix C Intake and Enrollment Form
- Appendix D Sign-In Sheet
- Appendix E Remote Testing Checklist-Staff
- Appendix F Remote Testing Checklist-Student
- Appendix G Distance Learning Contact Hour Models by Curriculum
- Appendix H Distance Learning Log
- Appendix I 2022-2025 KYAE Professional Learning Plan
- Appendix J Career Pathway Plan
- Appendix K KAERS Data Quality Form
- Appendix L Desktop Audit Form
- Appendix M Technical Assistance Plan
- Appendix N PIP Form
- Appendix O TAP Notification Letter
- Appendix P TAP Removal Letter
- Appendix Q CAP Form
- Appendix R MRT Visit Recap
- Appendix S FY 25 New Instructor Checklist
- Appendix T Kentucky Adult Education Program Manual Review Confirmation FY 25

