

Personnel Minimum Requirements and Duties

EXAMPLES OF DUTIES of Skills U Director

80% Administrative and up to 20% Instructional Costs

KYAE Skills U has consistently observed that successful local provider performance is directly correlated to Skills U Director leadership. As such, **ALL** Skills U Directors shall meet the qualifications and be able to perform duties and responsibilities listed below. Additionally, each Skills U Directors shall be evaluated by KYAE Skills U on his or her performance annually.

Characteristics of the Class

Provides program leadership and direction; plans, develops, implements, and evaluates all aspects of program and personnel. Supervises Skills U Assistant Director, career navigators, instructors, and support staff. The Skills U Director classification is limited to one staff member per funded agency (i.e., Board of Education, community college, etc.).

Other complementary responsibilities will include: administrative, accountability, and instructional leadership; human resource and fiscal management; community engagement; organizational progress; and professional development.

Administrative Leadership

- Oversees the day-to-day operation of program.
- Initiates and facilitates change for continuous program improvement.
- Understands, interprets, and assures compliance with applicable federal and state laws and regulations.
- Initiates program planning, develops goals, and plans for meeting objectives.
- Promotes a safe work environment.
- Establishes procedures for collecting, documenting, and reporting data, and ensures accountability.
- Communicates regularly with staff and involves them in planning through a variety of formal and informal means.
- Oversees recordkeeping, fiscal management, and programming.
- Uses program data in order to make data-informed decisions.
- Ensures compliance with contract and "Implementation Guidelines."
- Creates and carries out strategic plans.

Instructional Leadership

- Establishes and maintains effective teaching and learning practices program-wide.
- Ensures high-quality, evidence-based instruction by overseeing the following: design of learner-centered instruction and classroom environments; design of standards-based instructional units and lesson plans; use of instructional techniques that are effective with adult learners; design of instruction to build learners' technology and digital media literacy skills; and design of instruction to build learners' higher-order thinking, communication, and problem-solving skills ([Adult Education Teacher Competencies](#)).
- Monitors and manages student learning and performance through data. Specifically, ensures: assessment of learners' prior knowledge, learning needs, and college-and

career-readiness goals; setting of learning goals and course of study; monitoring of learning through summative and formative assessment; and adaptation of instruction based on formative and summative student assessment data ([Adult Education Teacher Competencies](#)).

- Assures effective communication intended to motivate and engage learners through conveying high expectations, motivating learners to persist in meeting their goals, and engaging students in active listening, dialogue, and questioning to facilitate and support learning ([Adult Education Teacher Competencies](#)).
- Supports curricula design and promotes effective instructional strategies using the KYAE Skills U Employability Standards to ensure instruction is contextualized for workforce preparation through standards-based lesson plans and units.
- Reinforces effective classroom management techniques.

Personnel

- Hires and validates staff that possess the qualifications outlined in the job descriptions below.
- Assures effective and efficient program staffing.
- Supervises, observes, evaluates, and coaches staff.
- Coordinates activities of instructional staff to ensure effective and efficient program operation.
- Supervises staff in developing professional development plans targeting student success and ensures staff will complete professional development requirements.
- Promotes professional development opportunities and adheres to the professional development guidelines' requirements.

Fiscal

- Manages fiscal resources and reports financial information.
- Actively seeks resources through foundations, grants, etc., to leverage additional resources for the program.
- Prepares and monitors all aspects of budget.
- Monitors contract compliance and cooperative agreements.
- Monitors and approves purchasing to meet provider needs and KYAE Skills U requirements.

Collaboration

- Advocates and promotes adult education program within service area.
- Builds partnerships to enhance the availability, quality, and delivery of services.
- Participates in local organizations and initiatives (P-20 councils, local Workforce Innovation Boards, KY Career Centers, local chambers, Work Ready Communities' teams, etc.).
- Builds and maintains collaborative relationships with workforce service providers to ensure effective service referrals and seamless service delivery system.

Organization

- Models professional behavior and requires other staff members to act in a professional manner.

- Promotes the philosophy, goals, and objectives of adult education at local, state, and national levels.
- Promotes an environment in which cultural and philosophical diversity is valued and appreciated.
- Cultivates an atmosphere of respect for all staff and students.
- Provides instructional and administrative leadership.
- Recruits and retains students to meet local and state performance goals.
- Accesses and evaluates the need/demand for services on an ongoing basis in order to determine the most effective and efficient use of resources and personnel.
- Establishes processes and procedures for using data (enrollment hours of participation, etc.) to allocate instructional resources to most in-demand areas.

Professional Development

- Adheres to the expectations for Skills U Directors in professional development guidelines' requirements.
- Ensures the use of technology resources by all service area instructors to engage in ongoing professional development and lifelong learning.
- Assesses personal strengths and weaknesses of staff as a basis for developing a professional development plan.
- Pursues professionalism and continually builds knowledge and skills by: processing content area knowledge and teaching skills required for subjects and populations taught; participating in professional development networks and learning communities; refining instructional practices through reflection on experience, evidence, and data; and participating in and contributing to program improvement efforts ([Adult Education Teacher Competencies](#)).

MINIMUM REQUIREMENTS

- All program directors hired after July 1, 1998, shall possess a minimum of a bachelor's degree.
- All new program directors hired after July 1, 2004, shall possess a bachelor's degree and three years of administrative/management experience; a master's degree can substitute for two years of the administrative/management experience. A bachelor's or master's degree in administration, education, or a related field is preferred.
- All new Skills U Directors hired for 2018 program year or after July 1, 2018, shall possess a master's degree and three years of administrative/management experience; a doctorate degree, in administration, education, or a related field is preferred, and can substitute for two years of the administrative/management experience.

EXAMPLES OF DUTIES of Skills U Assistant Director

80% Administrative and up to 20% Instructional Costs

CHARACTERISTICS OF THE CLASS

Performs administrative duties as assigned by the Skills U Director. May assist the Skills U Director in providing program leadership and direction; may assist the Skills U Director in planning, developing, implementing, and/or evaluating the adult education program. May help supervise instructors, and administrative assistants.

Other complementary responsibilities will include: administrative, accountability, and instructional leadership; human resource and fiscal management; community engagement; organizational progress; and professional development.

Administrative Leadership

- Facilitates the day-to-day operation of program.
- Facilitates change for continuous program improvement.
- Understands, interprets, and assures compliance with applicable federal and state laws and regulations.
- Facilitates program planning, develops goals, and plans for meeting objectives.
- Promotes a safe work environment.
- Facilitates procedures for collecting, documenting, and reporting data, and ensures accountability.
- Communicates regularly with staff and involves them in planning through a variety of formal and informal means.
- Facilitates recordkeeping, fiscal management, and programming.
- Analyzes program data regularly in order to make data-informed decisions.

Instructional Leadership

- Maintains effective teaching and learning practices program-wide.
- Ensures high-quality, evidence-based instruction by facilitating the following: design of learner-centered instruction and classroom environments; design of standards-based instructional units and lesson plans; use of instructional techniques that are effective with adult learners; design of instruction to build learners' technology and digital media literacy skills; and design of instruction to build learners' higher-order thinking, communication, and problem-solving skills ([Adult Education Teacher Competencies](#)).
- Promotes continuous improvement of student learning through review of performance data. Specifically, ensures assessment of learners' prior knowledge, learning needs, and college-and career-readiness goals; setting of learning goals and course of study; monitoring of learning through summative and formative assessment; and adapting of instruction based on formative and summative student assessment data ([Adult Education Teacher Competencies](#)).
- Facilitates effective communication intended to motivate and engage learners through conveying high expectations, motivating learners to persist in meeting their goals, and engaging students in active listening, dialogue, and questioning to facilitate and support learning ([Adult Education Teacher Competencies](#)).

- Supports curricula design and promotes effective instructional strategies using the KYAE Skills U Employability Standards to ensure instruction is contextualized for workforce preparation through standards-based lesson plans and units.
- Supports instructors with effective classroom management techniques.
- Reinforces effective communication intended to motivate and engage learners through conveying high expectations, motivating learners to persist in meeting their goals, and engaging students in active listening, dialogue, and questioning to facilitate and support learning ([Adult Education Teacher Competencies](#)).

Personnel

- Assists in assuring effective and efficient program staffing.
- Supervises, observes, and assists in evaluating staff.
- Coordinates activities of instructional staff to ensure effective and efficient program operation.
- Assist in supervising staff in developing professional development plans targeting student success and ensures staff will complete professional development requirements.
- Promotes professional development opportunities and adheres to the professional development guidelines' requirements.

Fiscal

- Assists in managing fiscal resources and reports financial information.
- Actively seeks resources through foundations, grants, etc., to leverage additional resources for the program.
- Assists in preparing and monitoring all aspects of budget.
- Assists in monitoring contract compliance and cooperative agreements.
- Assists in monitoring and approving purchasing to meet provider needs and KYAE Skills U requirements.

Collaboration

- Advocates and promotes adult education program within service area.
- Maintains partnerships to enhance the availability, quality, and delivery of services.
- Participates in local organizations and initiatives (P-20 councils, local Workforce Innovation Boards, KY Career Centers, local chambers, Work Ready Communities teams, etc.).
- Build and maintain collaborative relationships with workforce service providers to ensure effective service referrals and seamless service delivery system.

Organization

- Models professional behavior and requires other staff members to act in a professional manner.
- Promotes the philosophy, goals, and objectives of adult education at local, state, and national levels.
- Promotes an environment in which cultural and philosophical diversity is valued and appreciated.
- Cultivates an atmosphere of respect for all staff and students.
- Recruits and retains students to meet local and state performance goals.

- Accesses and evaluates the need/demand for services on an ongoing basis in order to determine the most effective and efficient use of resources and personnel.
- Establishes processes and procedures for using data (enrollment hours of participation, etc.) to allocate instructional resources to most in-demand areas.

Professional Development

- Participates in required professional development activities.
- Adheres to the expectations for Skills U Assistant Directors in professional development guidelines' requirements.
- Ensures the use of technology resources by instructors to engage in ongoing professional development and lifelong learning.
- Assesses personal strengths and weaknesses of staff as a basis for developing a professional development plan.
- Pursues professionalism and continually builds knowledge and skills by: processing content area knowledge and teaching skills required for subjects and populations taught; participating in professional development networks and learning communities; refining instructional practices through reflection on experience, evidence, and data; and participating in and contributing to program improvement efforts ([Adult Education Teacher Competencies](#)).

MINIMUM REQUIREMENTS

- All Skills U Assistant Directors shall possess a minimum of a bachelor's degree and three years of administrative or management experience. A degree in administration, education, or a related field is preferred.
- If the Skills U Assistant Director instructs or acts as career navigator, see also minimum requirements for Instructor or career navigator.

CHARACTERISTICS OF THE CLASS

Coordination of transition services that includes a continuum of personal and instructional strategies, collaborative support to enhance the awareness of and access to community resources that supports individual career and educational goals. Time for this position shall be fully dedicated to duties of career navigator.

Personnel

- Remains integrally involved with student intake, assessment analysis, goal setting, and introductory discussion(s) to build rapport, assist the student in understanding his/her scope of opportunity and milestones within his/her pathway.
- Regularly communicates and coordinates with instructional staff to ensure that services align with individual student goals for college and/or career training.
- Collaborates with instructional staff to monitor student attendance and behaviors in order to proactively intervene to support success. Leverages collaborative support from all program staff.
- Uses formal and informal assessment data to establish, monitor, and document student progress toward goals.
- Presents information to program staff as requested on topics that supplement and support student transition success.

Collaboration

- Advocates and promotes adult education program within service area.
- Maintains partnerships with postsecondary institutions and WIOA partners to enhance the availability, quality, and delivery of services.
- Connects students to college/training processes.
- Maintains resources aligned to current high growth sectors relative to student interest and regional need. Is prepared for each student's needs by accessing resources (e.g., online, etc.) to help inform educational and career advancement; e.g., KCEWS, KHEAA, Focus Career, LMI, etc.

Organization

- Develops positive and trusting relationships with students.
- Applies principles of adult learning to all interactions, activities, and planned outcomes for students.
- Assists students in developing skills for goal setting and upgrading academic and occupational skills for further education and employment.
- Improves student awareness of and access to community resources that support individual career and educational goals. Helps students build support networks and peer communities.
- Addresses student barriers to improve student persistence and success. Empowers students by buttressing resilience through identifying strengths and successes.
- Provides counseling on career entry and career training. Regularly meets with students to review and modify goals; celebrates achievements, and regroups and resets for temporary setbacks.

- Develops a written transitions plan and checklist based on student's preferred career pathway that also addresses potential barriers to success and multiple solutions.
- Develops and implements strategies to reengage students who have stopped out.
- Discusses transferability of skills and training among and between various occupations and industries.

Professional Development

- Participates in required professional development activities as program responsibilities warrant.
- Assesses personal strengths and opportunities for growth as a basis for developing a professional development plan.
- Pursues professionalism and continually builds knowledge and skills by: participating in professional networks and learning communities; refining practices through reflection on experience, evidence, and student outcome data; and participating in and contributing to program improvement efforts.
- Solicits student feedback to inform decisions regarding process improvement.

MINIMUM REQUIREMENTS

- All career navigators shall possess a minimum of a bachelor's degree in human resources or related field. One to three years of experience in collaborating with community partners preferred. Ability to speak clearly and concisely in written and oral communication with diverse audiences. Organizational skills a must. Ability to efficiently use computer and applicable software.

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.

Other complementary responsibilities will include: assessing and monitoring learning; classroom management; community engagement; and professional development.

- 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, and workplace education, and Kentucky Career Readiness and Essential Skills certificates' preparation.
- Applies research-based instructional practices that incorporate the use of computers and other technologies.
- Is knowledgeable of reading, writing, and/or math instructional strategies.
- Uses instructional strategies, learning practices, and tools appropriate to the needs of the adult student.
- Uses lesson plans integrating instruction across content areas and KYAE Skills U Employability Standards.
- Provides continuous feedback and adjusts instruction to maximize student learning.
- Collaborates with colleagues to develop and evaluate curriculum and materials.
- Integrates work-, family-, and community-related activities into instruction.
- Administers and interpret 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 students' career goals.
- Customizes, develops, and delivers workforce-focused education curriculum and lesson plans that facilitate transference from the classroom to the workplace through the integration of the KYAE Skills U Employability Standards (essential skills).
- At a minimum, dedicates 75% of time in scheduled instruction in managed classrooms or facilitated labs.

Assessing and Monitoring Learning

- Uses formal and informal assessment data to monitor and document student progress.
- Participates in strategies for student retention and attempts to maintain communication with students.
- Interacts and communicates with Career Navigator.

Classroom Management

- Maintains knowledge of program guidelines, regulations, policies, and procedures.
- Maintains student records.

Collaboration

- Advocates 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.
- Recruits students.

Professional Development

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

MINIMUM REQUIREMENTS (reflects changes)

- As of July 1, 1998, all new instructors shall possess a minimum of a bachelor's degree. A degree in education or a content-related field is preferred.
- All instructors hired after January 3, 2011, shall possess a minimum of a bachelor's degree in education or a content-related field and have earned a 12.9 score on the TABE.
- All instructors employed to instruct in the program beginning July 1, 2018 shall earn at least a 750 raw score on the 11/12 TABE A.
 - Math instructors shall take and pass (≥ 750) Mathematics and Reading;
 - Reading instructors shall take and pass (≥ 750) Reading; and
 - If an instructor teaches in more than one area, s/he shall score at least a 750 raw score in each content area s/he teaches.
 - Depending on instructional duties, taking and passing Language may be an option and left to the discretion of the Skills U Director.
- Instructors must pass (≥ 750) the aforementioned test(s) within three months of hire.

EXAMPLES OF DUTIES of Data and Assessment Specialist

100% Instructional Costs

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. On a day-to-day basis, this individual will administer assessments, enter and review data, ensure program compliance, answer data-related questions for staff, and run and analyze reports to improve program effectiveness and efficiency.

Administrative Leadership

- Implements and ensures proper data collection policies and procedures.
- Adheres to data quality standards and ensures compliance.
- Educates staff and partners on the importance of data collection processes and tools.
- Understands and applies privacy law 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.
- Keeps up to date on technology and guidelines related to KYAE Skills U-approved assessments.
- Enters procedure-related data into One-Stop Delivery System-related data systems (e.g., Focus Explorer, KEE Suite, etc.) for Skills U purposes.
- Works with staff and partners to provide technical assistance and KYAE Skills U-approved assessments.
- Administers assessments as requested by employers as needed within the scope of the One-Stop Delivery System.

Instructional Leadership

- Enters data into Kentucky Adult Education Reporting System (KAERS).
- Analyzes data to improve program effectiveness and efficiency.

Professional Development

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

MINIMUM REQUIREMENTS (reflects changes)

Bachelor's degree in related field. Four years of directly related job experience may be substituted for education.

CHARACTERISTICS OF THE CLASS

Must work onsite under the direct, daily supervision of the Skills U Director, Skills U 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

- Effective January 1, 2016, all newly hired Skills U Assistants must have a minimum of a high school diploma or its equivalent.