Office of Adult Education

Policy & Procedure Manual

Policy & Procedure Manual

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GO TO GLOSSARY

Georgia Office of Adult Education

Vision
Creating a Workforce for Georgia and a Future for Families

Mission
The mission of the Adult Education program is to enable every adult learner in Georgia to acquire the necessary basic skills in reading, writing, computation, speaking and listening to compete successfully in today's workplace, strengthen family foundations and exercise full citizenship.

Section A   Agency Authority and Function

Policy A.1   Adult Education Governing Authority and Funding of Local Programs

Effective Date: July 1, 2018

I   Policy:
The Georgia Office of Adult Education (GOAE), under the authority of the Technical College System of Georgia, will serve as the state's eligible agency for the administration and oversight of federal and state funding statutorily allotted by the Workforce Innovation and Opportunity Act (WIOA) of 2014 and related state allocations.

The GOAE will support local adult education programs to offer services described in the Adult Education Family Literacy Act (AEFLA)—Title II WIOA. The GOAE effectuates its mission through the use of service delivery areas (SDAs). The network of SDAs includes each of Georgia's 159 counties.

The GOAE will administer and monitor state funding to local eligible providers for a designated service delivery area (SDA). Multi-year grants will be made available through a competitive grant process. Grants will be renewed annually using performance-based principles for the duration of the grant cycle. Local services may include:

- adult education;
- literacy;
- workplace adult education and literacy activities;
- family literacy activities;
- English language acquisition activities;
- integrated English literacy and civics education;
- workforce preparation activities; or
- integrated education and training

II   Related Authority:
- P.L. 113-128 § 201, 202, 203, 225, 231, and 243
- O.C.G.A. § 20-4-11

III   Related Definitions and Key Concepts:
Integrated Education and Training

Procedure A.1   Adult Education Governing Authority and Funding of Local Programs

The GOAE is Georgia's eligible agency for the receipt of federal funding for Adult Education. In this pass-through capacity, the agency receives, administers, and monitors federal and state funding for local eligible providers. The GOAE will
execute its governing and fiduciary responsibilities through the following activities:

- Receive funds from the federal Department of Education, Office of Career Technical and Adult Education, and the state of Georgia annual budget, as approved by the Governor
- Issue funds to local eligible providers with documented demonstrated effectiveness, through a competitive Request for Applications (RFA) process
- Evaluate each local grant application objectively, in compliance with the 13 Considerations for Funding, described within the WIOA statute.
- Assess each local provider using a formal Risk-Assessment mechanism.
- Administer funding in compliance with the following rules and regulations:

    ○ WIOA Statute (P.L. 113-128)
    ○ WIOA Final Rules
    ○ EDGAR
    ○ Omni-Circular

- Implement an annual grant renewal application process, that includes an assessment of the local provider's program performance as well as its financial solvency.

All materials, conceptions and products conceived or produced by a local education provider, its employees, agents, consultants or subcontractors arising out of the contractually-funded program shall be the sole property of the GOAE. The GOAE shall have the exclusive right to copyright and patent said material(s).

Policy A.2   Adult Education Fund Disbursements

Effective Date: July 1, 2018

I   Policy:
The Technical College System of Georgia Office of Adult Education (GOAE) will disburse grant funds to local providers on a 30-day reimbursement cycle. Allocations will include funds for program operations, administrative expenses, and professional development.

II   Related Authority:
- P.L. 113-128
- 2CFR 200
- OMB Circular A-87 80.30
- EDGAR Parts 75-79, and 81-99

III Related Definitions and Key Concepts:
Fringe Benefits

Procedure A.2   Adult Education Fund Disbursements

Funding is provided on a 30-day reimbursement basis. The grantee will be reimbursed for allowable costs, as approved in the grant application/contract.

In order to ensure proper usage and documentation of grant funds, the GOAE will:

- Maintain grant records and approved contracts for each local education program.
- Receive and process funding reimbursement requests on a 30-day basis through an electronic system.
- Charge expenses to budget projects (cost objectives) as approved in the grant application/contract.
- Reimburse expenses for equipment valued at >$1000 only if the local education program has obtained written approval from GOAE.
- Disallow reimbursement for any expense not permitted under P.L. 113-128.
- Allow local education programs to charge the grant only for the proportionate share of the costs of fringe benefits for personnel whose duties are divided between this grant and other activities.
- Disallow cost of any activity that is not directly associated to the purpose of the grant.
- Disallow reimbursement for food and beverage, entertainment, and social activities.
- Maintain records in accordance with the GOAE Records Retention Schedule

Policy A.3   Adult Education Data Collection and Reporting Compliance

Effective Date: July 1, 2018

I   Policy:

The GOAE will comply with federal and state reporting requirements and will require data collection and reporting procedures within local providers.

State and local data will be maintained through the GOAE's management information system, the Georgia Adult Learner Information System (GALIS).

II   Related Authority:

- P.L. 113-128 § 221, 223
- Technical Assistance Guide for Performance Accountability Under the Workforce Innovation and Opportunity Act

III   Related Definitions and Key Concepts:

n/a

Procedure A.3   Adult Education Data Collection and Reporting Compliance

The GOAE maintains GALIS, a centralized system for the collection and management of local and state-level data. All state-level and local data will be reported in this system. The GOAE will ensure that all local education providers have local data collection procedures that include the timely collection and input of data related to student enrollment, attendance, completions, and other pertinent factors.

To ensure and assess data quality, on a monthly basis, the GOAE conducts both on-site and desktop monitoring of local program data and data collection practices. Activities include, but are not limited to:

- Reviewing GALIS reports for enrollment, MSG and other performance indicators
- Cross-checking data observed/reviewed during local program monitoring visits with data entered into GALIS

Data concerns identified by the GOAE are sent to local program administrators who are required to respond within a designated timeframe. State staff may also provide targeted technical assistance related to the data issue(s).   Data issues that are deemed substantial by the GOAE will result in the program being placed on a Corrective Action Plan (CAP).

The GOAE will report state-level data as required by the National Reporting System (NRS). Reports may include:

- Narrative Report
- Statistical Tables
- Data Quality Checklist
- Assessment Policy
- Federal Financial Reports

The GOAE will report personnel time and effort for state-level staff using the following forms:

- Semi-Annual Certification Form for Full-Time Employees Only
- Time & Effort Log
- Time & Effort Log with Start/End Times

Policy A.4   Adult Education Funding and Compliance

Effective Date: July 1, 2018

I   Policy:

The Georgia Office of Adult Education will comply with all federal and state fiscal regulations, to include oversight of fiscal compliance and reporting within local eligible providers.

II   Related Authority:

- P.L. 113-128 § 211, 225, 231, 232, 233, 241, 243
- 2CFR 200
- OMB Circular A-87 80.30
- OMB Circular A-87: Cost Principles, 42 Elements of Spending, and Changes 80.30

III   Related Definitions and Key Concepts:

n/a

Procedure A.4   Adult Education Funding and Compliance

The GOAE will maintain fiscal compliance with federal and state regulations and will ensure compliance by local education providers as well. To fully meet compliance, the GOAE will:

- Utilize appropriate procedures and documentation to ensure fiscal and statutory compliance of all grantees, including:

    - Federal Certification Regarding Lobbying
    - Federal SF LLL Disclosure of Lobbying Activities
    - Federal SF-424-B Assurances Non-Construction
    - RFA Assurances

- Verify the debarment status of each applicant/grantee
- Require signed Assurances for specific priorities
- Conduct periodic fiscal audits of local education providers, using the following formal procedures:

    - OAE Financial Audit Process

- Require compliance with the following authorities:

    - WIOA Statute (P.L. 113-128)
    - WIOA Final Rules
    - EDGAR
    - Omni-Circular

- Impose sanctions, as appropriate, on any local education provider for negligence or failure to comply with fiscal obligations. Sanctions may include, but are not limited to:

    - Termination or suspension of grant contract, in whole or in part; effective at the close of business on the day of receipt of written notice from the GOAE to local education provider.
    - Withholding of payment
    - Repayment of funds
    - Corrective Action Plan
    - Targeted Financial Monitoring

For state leadership funds, the GOAE will:

- Comply with reporting Prime Awardee Executive Compensation Data, as required under the Federal Funding Accountability and Transparency Act.
- Comply with Special Conditions for Disclosing Federal Funding in Public Announcements.

**Policy A.5   Local Education Program Monitoring, Professional Development
and Technical Assistance**

Effective Date: July 1, 2018

I   Policy:
The GOAE will ensure the quality and effectiveness of local adult education services by monitoring local programs in the areas of data management, curriculum/instruction, fiscal compliance, and program performance.

The GOAE will support local education providers by providing technical assistance to improve the efficacy of program operations. Technical assistance will be provided to programs for compliance, monitoring of performance, and professional development for ongoing program improvement.

Additionally, the GOAE will offer comprehensive professional development to better enable local education programs to increase program performance and to incorporate best practices as identified by national and regional subject matter experts. The GOAE will monitor and track local professional development for content, rigor, and appropriate usage of professional development funds.

II   Related Authority:
  ▪ P.L. 113-128 § 221, 223
  ▪ Technical Assistance Guide for Performance Accountability Under the Workforce Innovation and Opportunity Act
  ▪ Official Code of Georgia (O.C.G.A.) §50-36-1

III   Related Definitions and Key Concepts:
n/a

Procedure A.5   Local Education Program Monitoring, Professional Development and Technical Assistance

On-Site Program Review

The GOAE conducts an on-site program review for select programs on an annual basis. The on-site program review is a comprehensive and detailed review of a program's operations. The review team is comprised of an external/objective facilitator, a program administrator from another local education program, a teacher from another local education program, and staff member from GOAE. The broad foci of the on-site review are: Quality of Administration and Quality of Instruction. The review may include records review, interviews, and classroom observations. A written report of the review is prepared and provided to the program. Should the review team determine the need for corrective action or some follow-up measures, that will be communicated to the program in writing.

Financial Review

The GOAE conducts a Financial Review for select programs on an annual basis. A financial review is conducted by GOAE staff. It will involve a review of all financial records and supporting documentation associated with grant expenditures.

Technical Assistance

The GOAE provides ongoing technical assistance to local education providers. Technical assistance may be provided to a program to introduce a new or developing practice, to address a specific deficiency, or to provide an orientation to new staff members. Technical assistance may be delivered via a variety of modalities, to include face-to-face, online, and phone conferencing. Technical assistance may include practices related to fiscal management, data entry/reporting, grant compliance, etc.

Professional Development

The GOAE provides ongoing professional development for adult educators, program leaders and staff annually. . The regional and statewide offerings are listed at http://literacy.coe.uga.edu/pdtr. The focus of professional development offerings may include: federal and state specific educational initiatives, targeted core subject matter content, instructional strategies and best practices, classroom management, student recruitment/retention/ engagement, program management and instructional leadership, as well as other pertinent topics

Each fiscal year, professional development goals are derived from federal and state initiatives and an annual statewide needs assessment. The needs assessment includes quantitative and qualitative feedback from all levels of faculty and staff from local adult education programs.

Annually, the GOAE will audit the Professional Development documentation packets and will provide the local program with a report detailing any compliance irregularities. Professional development is delivered through a variety of mechanisms, including conferences, workshops, webinars, as well as electronic and printed resources.

Policy A.6   Adult Education Alignment with Core Programs

Effective Date: July 1, 2018

I   Policy:
   The GOAE will align adult education and literacy activities throughout the state with the programs and services of other core workforce system and WorkSource Georgia One-stop Center partners in support of strategies to provide access to employment opportunities and job readiness for citizens in need—with emphasis on persons with barriers to employment.

II   Related Authority:
   P.L. 113-128 § 223

III Related Definitions and Key Concepts:
   - Individual with Barriers to Employment
   - Integrated Education and Training
   - One-Stop Delivery System/Center
   - WorkSource Georgia

Procedure A.6 Adult Education Alignment with Core Programs

The GOAE is a statutory core partner of the state's workforce system. As such, the GOAE works collaboratively with other core partners (e.g. the Georgia Department of Labor) to provide comprehensive services to increase work-readiness and job availability for Georgia's citizens. A key component in the collaborative process is the creation and execution of Georgia's Unified State Plan-- a document co-produced by the GOAE and other state workforce partners.

The GOAE will carry out the responsibilities and activities described in the Unified State Plan and will require local education programs to carry out activities at the local level accordingly. Local activities may include:

- Serve on a Local Workforce Development Board
- Have a direct presence at the regional comprehensive One-Stop Center
- Have and implement a reciprocal referral system with other local workforce providers
- Identify and implement opportunities for integrated education and training with other local workforce entities (including industry providers)

Policy A.7   State Leadership Initiatives and Special Projects

Effective Date: July 1, 2018

I   Policy:
The GOAE will establish leadership initiatives and special projects to strengthen local adult education programs statewide. State leadership activities will be designed and executed in accordance with P.L. 113-128, Title II, and may be coordinated with other WIOA core partners and/or workforce service providers within the state.

The GOAE will coordinate the involvement of local education programs in special initiatives (e.g. career pathways). Accordingly, the GOAE will review and approve funding and operational guidelines for special initiatives deemed necessary by the agency.

The GOAE will implement and administer the income tax credit program, to encourage businesses to provide or sponsor basic skills education programs for their employees and/or pay the cost of the basic skills education test (GED test) for employees who are Georgia residents.

II   Related Authority:
   ▪ P.L. 113-128 § 223
   ▪ O.C.G.A. § 48-7-41

III Related Definitions and Key Concepts:
   n/a

Procedure A.7   State Leadership Initiatives and Special Projects

The GOAE will coordinate and implement special projects, programs or services to augment the state's foundational adult education/literacy services. Leadership initiatives may involve entities that are exogenous to the network of adult education providers (e.g. literacy organizations, local service providers).

Examples of the Special Initiatives:

- Exceptional Adult Georgian in Literacy Education (EAGLE). The EAGLE program recognizes outstanding students enrolled in adult literacy classes statewide. The GOAE will coordinate the EAGLE program as described within the Exceptional Adult Georgian in Literacy Education Leadership Manual, including the development of rules for participation, regional and statewide judging, and the culminating awards ceremony.
- Transition Program Specialist. The GOAE will require each local program to employ one (*or more*) Transition Specialist(s) to serve as a college and career resource for adult education students and non-English speaking students. He or she will ensure students are provided a continuum of support to span their adult education instruction; identify and offer wrap- around services; assist in the facilitation of student transition to postsecondary options and obtain possible employment opportunities based upon their career interest.
- Certified Literate Community Program (CLCP). The CLCP establishes an independent non-profit collaborative with a mission of improving the literacy levels of children, families, and workers in their community through a business-education-government partnership. The GOAE will provide a full-time Certified Literate Community Program staff person to provide coordination and leadership for CLCP programs, including professional development and technical assistance to local education programs.

The GOAE will administer the income tax credit program in accordance with the GA Tax Credit Procedures Guide.

Policy A.8   Equity and Non-Discrimination Policy for Section A

Effective Date: July 1, 2018

I   Policy:

The Technical College System of Georgia Office of Adult Education and its constituent local education providers do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all federal and state grant funded Adult Education programs, including any Workforce Innovation and Opportunity Act (WIOA) Title I financed programs, educational programs and activities. It also encompasses the recruitment and employment of personnel and contracting for goods and services.

II   Related Authority:
- Equal Pay Act (1963)
- Civil Rights Act (1964)
- Age Discrimination Act (1967)
- Educational Amendments (1972)
- Americans with Disabilities Act (1990)
- General Education Provisions Act (1994)

III Related Definitions and Key Concepts:
n/a

Procedure A.8   Equity and Non-Discrimination Policy for Section A

The Technical College System of Georgia Office of Adult Education and its constituent local education providers shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The Georgia Office of Adult Education prioritizes the need to ensure that all persons are afforded accessibility and participation in Adult Education programs and services throughout the state. GOAE will proactively identify and eliminate barriers to service and participation in Adult Education activities. Efforts include (but are not limited to) the following:

a) Grant Funding Requirement. As a condition of funding, the GOAE requires all grantees to sign and abide by Assurances to address non-discrimination and to promote inclusion. Additionally, the GOAE requires grantees to fully comply with the General Education Provisions Act (GEPA).

b) Program Monitoring. Program monitoring incorporates accessibility and inclusion compliance. Programs must make sufficient accommodations for participation and employment

c) Website and Publication Accessibility. The GOAE makes every effort to ensure that its website and published documents meet accessibility standards.

d) Professional Development Accommodations. GOAE delivers training using a variety of modalities to support the various needs of the end-users. Additionally, the GOAE   adjusts training in response to specific requests of attendees. All professional development activities are also followed by evaluations for continuous improvement.

Section B   Local Education Program Operations

Policy B.1   Local Education Program Fiscal Compliance

Effective Date: July 1, 2018

I   Policy:
Local education programs will expend grant funds for the purpose of the grant specified in the RFA and RFA Assurances, and in a manner consistent with fiscal requirements outlined in federal and state regulations.

Local education programs will use fiscal control and accounting procedures that will ensure the proper disbursement of, and accounting for, federal and state funds.

II   Related Authority
- 2CFR Part 200
- EDGAR
- Georgia State Travel Regulations
- RFA Assurances

III   Related Definitions and Key Concepts:
- Administrative Costs
- Supplanting

Procedure B.1 Local Education Program Fiscal Compliance

By receipt of federal and state Adult Education grant funds, a local education program accepts responsibility for ensuring that grant funds are managed in accordance with the AEFLA, GEPA, OMB Circulars, EDGAR, and other relevant statutes, and regulations.

Grant and Accounting Regulations, General

Local education programs must maintain compliance with the following grant-related budget and accounting regulations:

- The local education program shall request funding through a formal grant application process, using the following forms:

    - Federal Section 231 Budget Forms
    - Federal Section 225 Budget Forms
    - Federal Section 223 Budget Form
    - Federal Section 243 Budget Forms
    - State Budget Forms

- The local education program shall allocate state and federal funds appropriately. The program shall maintain budget documents and fiscal records (See Records Retention Schedule)
- Federal funds must be used to supplement state and local funding but must not be used to supplant those funds
- Administrative costs may not exceed 5% of the local award, unless approved by the GOAE.
- Approved budgets may not change for any line item purpose without the written approval from the GOAE via a Budget Amendment Request Form. A local education program must submit a Budget Amendment Form for approval to amend the following:

    - Budget line items
    - Transfer between budget cost objectives/projects
    - Personnel changes
    - Out-of-state travel of $1,000 or more
    - Professional development expenditures for $1000 or more (must include supporting documents such as an agenda and/or speaker bio)

- The local education program will be responsible for registration and travel expenses for all required meetings for staff. Additionally, the local education program will be responsible for the salary of part-time staff who attend meetings.
- The local education program will not charge tuition, fees, or other charges for services. Additionally, students will not be required to purchase books or any other materials that are needed for participation in the program per State requirements.

- The cost of the GED test or related test administration is not an allowable cost and cannot be reimbursed by the GOAE.
- Food and beverage is not an allowable expense.
- Entertainment, which includes costs for amusement, diversion, and social activities are not allowable costs.
- The Program Administrator of the local education program shall coordinate with the program's local budget office to review and adjust budgets periodically, as necessary. Documentation of monthly meetings with the budget office is required.
- The local education program shall have written policies and procedures for purchasing and expenditures to support allowable activities

In the event there is an increased local need for services, the local eligible program shall obtain prior approval from GOAE whenever a budget revision would result in the need for additional funding or re-allotment of funds (OMB Circular A-87: 80.30 Changes)

Equipment Regulations

Regarding the purchase, use, and maintenance of equipment using grant funding, the local education program will comply with the following:

- Approved equipment (via initial approved budget or a budget amendment) can be purchased by local education programs.
- The local education program will use equipment only for the purpose(s) for which it was acquired or for other allowable Adult Education use.
- The local education program must maintain a description, location, and assigned use on all equipment (with a useful life of more than one year) on all equipment purchased with grant funds.
- All equipment purchased with Adult Education funds shall remain the property of the State of Georgia and is subject to the rules and regulations of the GOAE through the life and disposition of said property.
- The local education program must submit an annual Equipment Inventory Report for equipment valued at or above $5,000.
- Inventory must be maintained, transferred, and disposed of using established TCSG State Board Policy 3.39. Any loss, damage or theft of said property shall be investigated, fully documented and reported to the GOAE.
- Upon termination of this contract, the local education program shall account for all non-expendable personal property purchased with grant funds, and the GOAE may relocate the property or direct its disposition in accordance with State regulations

Requisition of Funds

Local programs must expend funds and request reimbursement, per the following guidelines:

- Requests for reimbursements must be submitted via a Funds Requisition Form (non-TCSG entities) or a cash draw (TCSG colleges).
- The program must complete the appropriate requisition form monthly, for approval by GOAE and remittance of funds.

- All grant funds must be expended or encumbered by June 30th of each fiscal year. The request for reimbursement of any funds encumbered at June 30th must be requisitioned by September 30th.
- State grant funds will lapse if not expended or encumbered by June 30th.

<u>Travel Regulations</u>

Regarding travel, the local education program will comply the Georgia Travel Regulations (http://sao.georgia.gov); this includes mileage, lodging, meals, etc.

Policy B.2   Local Education Program Fiscal Reporting

Effective Date: July 1, 2018

I   Policy:
Local education programs must maintain fiscal control and accounting procedures sufficient to prepare reports and trace grant funds to a level of expenditure adequate to demonstrate the proper use of funding. Programs must maintain compliance with the System for Award Management (SAM).

II   Related Authority:
- P.L. 113-128
- 2CFR 200
- OMB Circular A-87 80.30
- EDGAR Parts 75-79, and 81-99

III   Related Definitions and Key Concepts:
n/a

Procedure B.2   Local Education Program Fiscal Reporting

The local education program accepts the responsibility to use fiscal control and fund accounting procedures that will ensure the proper disbursement of, and accounting for, federal and state grant funds. Specifically, the local education program will comply with the following documentation and reporting measures:

<u>Time and Effort</u>

The local education program will ensure that each staff person whose salary is paid (partially or fully) using Adult Education grant funds completes either a Semi-Annual Certification Form or a Time and Effort Form, as appropriate:

- Full time employees who work on one cost objective may complete a Semi-Annual Certification Form
- Full time employees who work on more than one cost objective must complete a monthly Time and Effort Form
- Part time employees must complete a monthly Time and Effort Form
- A local program may request permission to use a locally-customized Time and Effort Form. Upon approval, the local program may modify the form to meet the program's specific needs. However, the revised form must include basic elements (e.g. % of time worked on each cost objective) as required by federal reporting regulations.

<u>Budget and Accounting Records</u>

The local education program will maintain detailed grant accounting records by project and line item, to support all grant funds expended and reimbursed. Records will be maintained in accordance with the Records Retention Schedule.

Policy B.3   Local Education Program Staffing and Documentation

Effective Date: July 1, 2018

I   Policy:
    Local education programs must have equitable and transparent hiring and employment processes, must employ highly qualified and well-trained personnel, and must maintain related personnel documentation. Staffing must meet the program requirements as specified in the funding contract.

II   Related Authority:
    - P.L. 113-128 §231
    - CFR 200

III Related Definitions and Key Concepts
    n/a

Procedure B.3   Local Education Program Staffing and Documentation

The local education program will ensure that the program is staffed with qualified, well-trained personnel. The program will maintain personnel records and will comply with the following measures:

- Provide equitable access and non-discriminatory practices for all applicants as it relates to consideration for employment.
- Have written procedures for the hiring and maintenance of staff and the maintenance of personnel files. The files must contain:

  ○ Evidence that Adult Education instructors and the Program Administrator have a minimum of a four-year degree from an accredited college or university
  ○ Documentation (e.g. degree from an accredited institution, transcripts, licensure) that personnel meet the minimum educational requirement
  ○ Other relevant documents including the Immigration and Naturalization Service (INS) Employment Eligibility Verification Form (I-9)

- Enter all personnel working on grant activities in GALIS. This includes volunteers.
- Appoint a full time (30+ hours) Program Administrator of Adult Education services for the specified Service Delivery Area. A waiver for the requirement of a full-time Program Administrator may be applied for under conditions outlined in EDGAR Section 75.511. The decision to grant the waiver will be determined by the GOAE.
- Employ at least one Transition Specialist (full or part time). A Community Based Organization (CBO) may either employ a Transition Specialist or partner with another organization that can provide transition and support services. When choosing the option to collaborate for service delivery, evidence of the partnership will need to be provided to GOAE upon request.
- Only programs with 2,200 or more NRS students (based upon last full year of the program's data) may use state or federal adult education grant funds to employ persons in lead teacher/site manager positions (30% instructional time). Those specified programs are permitted to have one lead teacher/site manager
- position for every 50,000 contact hours generated during the last full year of performance.
- Only charge the grant for the proportionate share of the costs of fringe benefits for personnel whose duties are divided between Adult Education grant funds and other activities.
- Submit the Personnel Change Notification Form when there are changes to the Program Administrator, Organization Head, or Transition Specialist.
- Maintain Time and Effort Reports or Semi-Annual Certification Forms for all federal and state funded employees. These reports must be signed by the employee and the supervisor.

Policy B.4   Local Education Program Recruitment, Retention, Marketing and Outreach

Effective Date: July 1, 2018

I   Policy:
    Local education programs must develop and implement a Recruitment and Retention Plan, Marketing and Outreach Plan to meet the needs of the designated target population based upon census of need data. Plans must prioritize persons with barriers to employment.

II   Related Authority
     P.L. 113-128

III Related Definitions and Key Concepts:
     n/a

Procedure B.4   Local Education Program Recruitment, Retention, Marketing and Outreach

The local education program will employ strategic and effective measures to promote the program's services to target populations of students. Measures will ensure equitable access and inclusion. Specifically, the local education program will:

- Include the following components in its Recruitment and Retention Plan (R&R Plan):

    o Target Audience – Identifies who the program is targeting through the recruitment or retention activities. All populations in need of services within the service area should be included within the plan.
    o Key Action Steps/Activities – Detail the specific tasks that the program will undertake to increase enrollment and retention.
    o Person(s) Responsible – Provides the person or persons in the program that will be responsible for specific recruitment or retention activities.
    o Budget/Resources - Provides an estimation of the projected expenses for each activity. This should be updated after the activity is completed to reflect the final cost.
    o Target Completion Dates – Identify the timeframe for completion of an activity. Plans should contain activities across the full program year.
    o Predicted Outcomes – Should be a quantitative and qualitative projection of the expected outcomes. After the activities, this should be updated to reflect the actual results.

- Establish an ongoing process to fully utilize the R&R Plan, which includes updating the outcomes of the activities and adding/deleting activities as necessary to fully engage all segments of the service area.
- Maintain documented evidence of R&R activities.
- Provide updated plans as requested by the GOAE.

Policy B.5   Local Education Program Data Collection and Reporting

Effective Date: July 1, 2018

I   Policy:
Local education programs must adhere to all federal and state reporting
requirement and applicable regulations, as specified by the WIOA statute.
Local education programs will collect, and report data as specified by the
National Reporting System (NRS) for Adult Education.

II   Related Authority
- P.L. 113-128
- Technical Assistance Guide for Performance Accountability Under the Workforce Innovation and Opportunity Act
- Official Code of Georgia (O.C.G.A.) §50-36-1

III   Related Definitions and Key Concepts:
n/a

Procedure B.5   Local Education Program Data Collection and Reporting

The local education program will maintain data collection, management and reporting processes that comply with the requirements of the GOAE and federal regulations. Programs will ensure that all staff persons are properly trained for data-related tasks, as appropriate for their position. In order to meet the data collection and reporting requirements of the grant, a local education program must:

- Conduct a formal orientation with all students within the first 12 hours of student enrollment. The orientation should include:

  o Completing the Intake Assessment Form (IAF) NOTE: The IAF must be completed for each enrollment period and the information should be updated in GALIS.
  o Completing the Verification of Eligibility for Public Benefit (VOEPB) Affidavit Form for all new students that are 18 years and older as outlined in the VOEPB Directions document. Programs should submit Verification of Eligibility for Public Benefit (VOEPB) forms to OAE for students who identify that they are a qualified alien or non-immigrant.
  o Completing the Underage Youth Application Form for all students enrolling in the program that are 16 or 17. The forms should be completed in accordance with Underage Youth Application Directions document.
  o Assessing the student according to the rules and regulations as outlined in the Adult Learner Assessment Policies and Procedures Manual.
  o Reviewing program policies and rules.
  o Reviewing the organization's/program's formal Emergency Plan.
  o Sharing information about postsecondary education, training opportunities and work opportunities.

- Conduct ongoing student assessment (post-testing) as outlined in the Adult Learner Assessment Policies and Procedures Manual.
- Enter all NRS-approved assessment scores in the data information system, GALIS, within 10 business days of the assessment.
- Maintain adult learner daily attendance sign-in sheets and individual student files. Student files should include:

  ○ Intake Assessment Form, including updated IAFs for each enrollment period
  ○ All assessment results used for reporting in GALIS
  ○ VOEPB Forms (for students 18+)
  ○ Underage Youth Forms (as applicable)

- Protect confidential information in accordance with the Family Educational Rights and Privacy Act (FERPA). Students must provide
- written consent for their records and information to be disclosed. A process must also be in place for students to withdraw their consent.
- Collect and maintain adult learner daily attendance sign-in sheets that are organized and verifiable. Student Sign-in sheets must:

- Be available for each class session. Programs may use a daily or weekly sign-in sheet as long as they contain the required elements (Printed names of students (can be computer generated or written by student), signature of students, time-in and time-out for each date of attendance).
- Provide an accurate time of arrival and departure for each student. Students should sign in at the time they arrive to class and sign out upon departure. The teacher for the class is responsible for checking accuracy of sign-in sheets.
- Be calculated by individual student attendance for each day. Student time should be rounded to the nearest quarter hour.
- Reviewed and signed by the teacher before submitting to data entry personnel.

- Maintain records of proxy contact hours for both state and NRS reporting requirements. Attendance records for proxy contact hours may include:

  - Printed usage reports that show the student's name and total activity time during a specified range of dates (clock time model)
  - Printed completion reports that show the student's name, report date, assignments, and outcome by percentage (mastery model)
  - Hard copy student work that shows that the student has completed the assigned work at the required mastery level (teacher verification model)
  - Once verified, the proxy contact hours can be reported. Hours should be recorded in GALIS with the designation of "proxy contact." Distance Education Policy

- Enter individual student attendance in GALIS by actual date of the student's attendance. The attendance for a specified date must be entered within 5 business days.
- Make every effort to collect Social Security Numbers for all Adult Education participants (including English Language Learners), without coercion.
- Enter all student information in the Georgia Adult Learner Information System (GALIS). Including:

  - Intake Assessment Form data
  - All Pre- and Post-test Assessments
  - Student Goals
  - Student Daily Attendance
  - Student Conference Notes (these may be maintained in written form in the student permanent file or entered into GALIS)

- Complete the Driver's License Certificate of Attendance using the Driver's License Certificate of Attendance Directions if a student meets the requirements and needs the necessary documentation to obtain his/her driver's license.
- Upon request, provide students with verification of their enrollment via the Enrollment Verification Form.

Policy B.6   Local Education Program Curriculum and Instruction

Effective Date: July 1, 2018

I   Policy:
Local education programs will offer instruction as a part of a structured curriculum, purposed to assist adult learners achieve academically, attain a high school credential or equivalency, qualify for post-secondary education and training, and/or obtain and retain employment. Local education programs will develop and execute career pathways and workforce training opportunities to support the goals and strategies of the local workforce development system(s), industry needs, and available resources.

II   Related Authority:
P.L. 113-128

III   Related Definitions and Key Concepts:
n/a

Procedure B.6   Local Education Program Curriculum and Instruction

Adult education is a critical component of Georgia's workforce system and serves a key population in the state's emergent and existing labor force. As such, local adult education programs are to provide students support and education through a strategic curriculum, focused on preparing students to enter employment. Student goals (and subsequent curriculum) should be based on local industry hiring needs, post-secondary education opportunities or industry/career training opportunities. In order to ensure that students receive an education that prepares them for employment, post-secondary education or training opportunities, a local adult education program will institute the following:

- Use the Georgia Adult Education Curriculum Framework to plan and guide all student instruction offered which includes (reading, writing, mathematics, employability skills, and English Language Acquisition). The curriculum framework is aligned to the College and Career Readiness (CCR) and English Language Proficiency (ELP) Standards and incorporates the Employability Skills Framework. The Curriculum Framework can be found at http://literacy.coe.uga.edu/pdtr/ccrs/GAAdultEdCurrFramework.html
- Incorporate instructional practices that include the essential components of reading instruction
- Ensure instructional delivery, classroom management, learner motivation and any other topic related to adult student education is of sufficient intensity and quality and based upon the most rigorous evidence-based, research available so that participants achieve substantial learning gains.
- Schedule students to attend at least a minimum of six hours of instruction per week for instruction and for a period of duration that will allow students to achieve substantial learning gains
- Offer classes in facilities easily accessible to any adult learner wishing to enroll
- Make reasonable accommodations for individuals who self-disclose physical or mental disabilities
- Identify and collaborate with local core partners and other local service providers by establishing cooperative agreements to provide students with support services that will enable them to attend classes and progress through the adult education program.
- Comply with current, national copyright laws. Copyright Laws can be found at https://www.copyright.gov/title17
- Protect confidential information in accordance with the Family Educational Rights and Privacy Act (FERPA.) FERPA can be found at https://www2.ed.gov/policy/gen/guid/fpco/ferpa

Policy B.7   Integrated Education and Training

Effective Date: July 1, 2018

I   Policy:
Local education programs will develop and implement integrated education and training (IET) programs to support the strategies and goals of the local workforce system.

The IET is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of career advancement (WIOA Regulations § 463.35).

An IET must include the following three components:

- adult education and literacy activities,
- workforce preparation activities, and
- workforce training (WIOA Regulations §463.36).

In addition, as part of a career pathway (WIOA Regulations§463.37), the design of an IET program should support the local and state workforce development board plans as required under WIOA.

The IET must include a single set of learning objectives that identifies the following cooperative components:

- specific adult education content;
- workforce preparation content and competencies activities;
- and workforce training competencies.

II   Related Authority:
P.L. 113-128

III Related Definitions and Key Concepts:
- Integrated Education and Training
- Single Set of Learning Objectives

Procedure B.7   Integrated Education and Training

Integrated Education and Training is 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. An IET program must include the following three components: adult education and literacy activities; workforce preparation activities; and workforce training.

To meet the expectations of an IET, the local education program will comply with the following measures:

- Provide IET opportunities for students that are aligned to local industry needs.
- Ensure that the IET program is developed to support the goals and strategic industries identified in the Regional and Local Workforce Development Plans.
- Develop and execute a single set of learning objectives, to include and detail expected outcomes for adult education and literacy, workforce preparation, and workforce training.
- Develop an IET Program of Work. The Program of Work should contain details of the program, including the program structure, learning objectives, target students/participants, funding, assessments, credentials, and other relevant details.
- Collaborate with industry representatives and service providers in the local area to develop the curriculum and training components for the IET. The local program should formalize the collaboration with formal contracts and MOUs.
- Identify and secure sufficient funding for the IET. An IET program may be implemented using braided funding from a variety of sources, such as local workforce development monies, industry sponsorships, foundation grants. A program may also submit a request to OAE for approval to use AEFLA funding; the GOAE will consider each request separately, and make a determination based on the program's structure, resources, and support at the local level.
- Maintain documentation of the IET. Documentation includes a description of the program, documentation of collaboration and partnerships, participants, and outcomes.

Policy B.8   Integrated English Literacy and Civics Education

Effective Date: July 1, 2018

I   Policy:
Local education programs that receive funding for Integrated English Literacy and Civics Education (IELCE) will develop and implement a program that combines concurrent and contextualized instruction with workforce training to English language learners. IELCE provides education services to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. The funds provided under Section 243 must be used in combination with integrated education and training (IET).

The IELCE program must include the following components:

1. Instruction in literacy
2. Instruction for English language acquisition
3. Instruction on the rights and responsibilities of citizenship and civic participation
4. Integrated Education and Training, by:

   a. Co-enrolling participants in integrated education and training that is provided within the local or regional workforce development area from other providers or industry entities; or
   b. Using funds from Section 243 to support integrated education and training activities

II   Related Authority:
P.L. 113-128

III   Related Definitions and Key Concepts:
- Integrated English Literacy and Civics Education
- Single Set of Learning Objectives

Procedure B.8   Integrated English Literacy and Civics Education

Integrated English Literacy and Civics Education (IELCE) is a service approach that targets English language learners. IELCE provides adult education and literacy activities and civics education with workforce preparation and workforce training. The training is designed for a specific occupation or occupational cluster that is prioritized at the local level.

To meet the expectations of an IELCE, a local education program that receives Section 243 (IELCE) funding will comply with the following measures:

- Structure the IELCE program specifically to engage the target population for IELCE funding.

- Include the literacy instruction, citizenship instruction, workplace preparation activities, and training.

- Ensure that the IELCE program is developed to support the goals and strategic industries identified in the Local Workforce Development Plan.

- Provide all students with information regarding the IELCE program and afforded an opportunity to participate in the program.

- Develop and execute a single set of learning objectives, to include and detail expected outcomes for adult education and literacy, citizenship, workforce preparation, and workforce training.

- Develop an IELCE Program of Work. The Program of Work should contain details of the program, including the program structure, learning objectives, target student/participants, funding, assessments, credentials, and other relevant details.

- Collaborate with industry representatives and service providers in the local area to develop the curriculum and training components for the IELCE. The local program should formalize the collaboration with formal contracts and MOUs.

- Identify and secure funding for the IELCE program. Funding may be implemented using braided funding from a variety of sources, such as local workforce development monies, industry sponsorships, foundation grants. A program may request approval from the GOAE to utilize AEFLA funding for a portion of the training component; the GOAE will consider each request separately, and make a determination based on the program's structure, resources, and support at the local level.

- Maintain documentation of the IELCE. Documentation includes a description of the program, documentation of collaboration and partnerships, participants, and outcomes.

Policy B.9   Local Education Program Professional Development

Effective Date: July 1, 2018

I   Policy:
Local education programs will develop and execute an annual professional development plan, and participate in GOAE-provided professional development, to support the implementation and continuous improvement of administrative, instructional, and data processes.

II   Related Authority:
P.L. 113-128 §231, 223

III   Related Definitions and Key Concepts:
n/a

Procedure B.9   Local Education Program Professional Development

Professional Development is an integral and required component of grant-funded adult education programs. Professional development participation is key in ensuring that federal and state policies and procedures are executed, state initiatives are implemented, and instructional best practices are learned and incorporated in the classroom. Professional development opportunities are provided to faculty and staff to ensure job preparedness and to support student needs.

To meet the professional development requirements of the grant a local education program will:

- Develop an annual Professional Development Plan which identifies local/state professional development events that will support key program goals
- Provide local professional development to ALL faculty (part time and full time) and program staff (leadership, administrative, data management, transition specialist, etc.); Resources are available via the Professional Development Packet
- Participate in GOAE professional development offerings as appropriate and/or deemed mandatory by the agency. GOAE Professional Development Calendar available at http://literacy.coe.uga.edu/pdtr
- Provide professional development on the integration of standards-based education in the classroom (College- and Career-Readiness Standards and/or English Language Proficiency Standards), using the Georgia Adult Education Curriculum Framework to guide classroom instruction. The curriculum framework is accessible at http://literacy.coe.uga.edu/pdtr/ccrs/GAAdultEdCurrFramework.html
- Obtain approval using the GOAE Budget Amendment Form to participate in professional development events not initially listed as part of a program's approved RFA professional development list
- Track and document all professional development activities through the use of GOAE Professional Development Event and Documentation Forms. Tracking must be completed by any local education program that receives WIOA funding from GOAE and uses allocated professional development funds. Professional Development Documentation Forms are accessible at http://literacy.coe.uga.edu/pdtr
- File Professional Development Documentation Packets locally to document participation in any professional development offering not provided through GOAE and use GALIS to electronically record participation in such events not offered through GOAE. Professional Development Documentation Packet directions and forms available at http://literacy.coe.uga.edu/pdtr
- Send a copy of the Professional Development Documentation Packet to GOAE following directions provided on the forms
- Comply with Georgia's State Accounting Office State Travel Policy. Registration fees cover the actual costs of registration. Meals covered by registration fees cannot be claimed for reimbursement.

Policy B.10   Local Education Program Facilities, Equipment and Operations

Effective Date: July 1, 2018

I   Policy:
A local education program's facility(ies) and equipment used to provide instruction must be safe, accessible, and conducive to learning. Local education programs will purchase and use equipment as allowable under the approved grant/contract. Programs must maintain, make available, and enforce an Emergency Operations and Safety Plan for all locations where classes are held, and employees are located.

II   Related Authority:
Americans with Disabilities Act of 1990, Title II

III   Related Definitions and Key Concepts:
n/a

Procedure B.10   Local Education Program Facilities, Equipment and Operations

Facilities and equipment must directly support the operation of the Adult Education program as approved in the grant application/contract. Local education programs are responsible for maintaining appropriate records regarding facilities, equipment, and related expenditures. To meet requirements for the use of facilities and equipment, a local education program will:

● Maintain facilities and property in accordance with the tenets of the TCSG OAE Program Review Manual.
● Develop, maintain and make available to program participants and employees an Emergency Operations and Safety Plan in accordance with the Georgia Emergency Operations Plan. It must be enforced for all locations where classes are held, and employees are located. Plans should address natural disasters, hazardous materials, weapons, human threats and fire.
● Post Evacuation Plans in all classrooms and other prominent areas where classes are held.
● Provide facilities and reasonable accommodations for students and employees that are in compliance with the American Disabilities Act of 1990.
● Provide facilities that are clean, well-maintained, and have functional furnishings and equipment that are conducive to the education and instruction of adults.
● Have appropriate exterior/interior signage identifying the program.
● Offer flexible schedules to meet the needs of adult learners. This includes offering classes in the day, evening, and on weekends.
● Obtain prior approval for the purchase of any equipment valued above $1,000.
● Use equipment only for the purpose(s) for which it was approved, or for other allowable uses as specified by P.L. 113-128 Workforce Innovation and Opportunity Act
● Maintain accurate and current inventory records for all equipment
● Submit annual inventory of items valued above $1000 to OAE
● Ensure that all equipment purchased with Adult Education funds remain the property of the State of Georgia and ensure that all equipment is maintained and used in accordance with WIOA guidelines and OAE/State regulations.
● Ensure the all equipment is adequately protected from loss, damage and theft, and is maintained in quality, operable condition.
● Account for all non-expendable property purchased with grant funds, including at such time that the grant contract ends

Policy B.11   Local Advisory Committee

Effective Date: July 1, 2018

I   Policy:
Local providers will establish a Local Advisory Committee for its service delivery area(s) according to the Local Advisory Committee Tasks, Functions, General Information and Requirements

II   Related Authority:
- P.L. 113-128
- O.G.G.A. § 20-4-11-7

III   Related Definitions and Key Concepts:
- Integrated Education and Training
- Integrated English Literacy and Civics Education

Procedure B.11   Local Advisory Committee

A local education program must foster relevance, accountability and local-workforce connectivity. The local program will establish and maintain a local advisory committee and will involve the committee in planning and local evaluation of program effectiveness. To meet local advisory committee requirements, the local education program will comply with the tenets of the Local Advisory Committee Guidelines, including:

- Establishing an advisory committee for each service area or county in the program's service delivery area; also:

    - Utilizing the Local Advisory Committee Member Recommendation (LAC) Form for committee appointments and the Local Advisory Committee Change (LACC) Form to report changes to the Board's composition

- Maintaining a plan of work for the advisory committee that includes (but is not limited to) assessment of student needs, assessment of workforce needs, assessment of need for English literacy services, short-and-long-term planning
- Consulting with local WIOA core providers and support organizations in the planning process for the program's services, including Integrated Education and Training and Integrated English Literacy and Civics Education
- Ensuring that employees of the program are not voting members of the advisory committee; however, attendance at the meetings is encouraged, as appropriate.
- Maintaining meeting minutes, sign-in sheets, and agendas for advisory committee meetings and activities

Policy B.12   Local Education Program/Workforce System Collaboration

Effective Date: July 1, 2018

I   Policy:
Local education programs will deliver adult education services in accordance with the priorities and strategies of the local workforce development system(s) within the program's service delivery area—including collaboration with local/regional WIOA core partners and related service providers. Each local education program will have a direct presence (and delivery of service) in the comprehensive American Job Center(s) (Georgia WorkSource Center) for its local workforce system.

Local education programs will maintain formal Memoranda of Understanding to for participation with the comprehensive American Job Center as well as partnerships with WIOA partners and support entities.

II   Related Authority:
   ▪ P.L. 113-128
   ▪ Georgia Unified State Plan

III Related Definitions and Key Concepts:
   Georgia WorkSource Center (see One-Stop Delivery System/Center)

Procedure B.12   Local Education Program/Workforce System Collaboration

Adult Education is a required component of the local WIOA workforce system. As such, the local education program is statutorily required to participate in the strategies and activities of the local workforce system. Participation includes:

- Involvement/attendance in the Local Workforce Development Board meetings. Involvement includes communicating to the Board the needs and priorities of adult education students and programs that fall within the service delivery area of the Board;
- If adult education is represented on the Local Workforce Board by a person other than the Program Administrator, the Program Administrator is encouraged to attend/observe the meeting as a local core partner/service provider; the program Administrator should work collaboratively with the adult education representative to communicate the needs and priorities of the local adult education program and targeted student body.
- Direct presence/service at the regional/local comprehensive Local One-Stop Center
- Collaboration for referrals and wrap-around service with other local WIOA providers and support services; this includes formal Memoranda of Understanding with local service providers.
- Formal Memoranda of Understanding with the One-Stop Center, and other bodies as appropriate; Memoranda should include:

    - A description of services to be provided by the local education provider
    - Budget and/or cost of service delivery
    - Process for referrals (to and from the local education provider)
    - Signatures of authorized authorities for the respective entities

Policy B.13   Equity and Non-Discrimination Policy for Section B

Effective Date: July 1, 2018

I   Policy:

Local Adult Education providers must comply with TCSG OAE Equity and Non-Discrimination policy, including measures that stipulate compliance with the federal protective statutes for students and employees.

Specifically, the program will not discriminate on the basis of race, color, creed, national origin, sex, religion, disability, age, political affiliation or genetic information, disabled Veteran of the Vietnam Era, spouse of military member or citizenship status (except those special circumstances permitted or mandated by law).

Non-discrimination and equity applies to students as well as staff of the local education program.

II   Related Authority:
- Equal Pay Act (1963)
- Civil Rights Act (1964)
- Age Discrimination Act (1967)
- Educational Amendments (1972)
- Americans with Disabilities Act (1990)
- General Education Provisions Act (1994)

III Related Definitions and Key Concepts:
n/a

Procedure B.13   Local Education Program Equity and Non-Discrimination

As a contingency for receipt of grant funding, a local education program will indicate in the grant application how the organization complies with the Americans with Disabilities Act and the General Education Provisions Act. Specifically, the local education program must indicate how it will identify barriers that may prevent/limit access and/or participation for students and employees, and how those barriers will be addressed eliminated.
Additional measures for compliance include:

- Signed Assurances regarding compliance with federal and state non-discrimination laws and regulations
- Provision of accommodations for persons with disabilities or special needs
- Website accessibility and accommodation(s)
- Professional Development and training accommodation(s)

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Adult Education

POLICY & PROCEDURE

GLOSSARY

Resource Websites
Abbreviations & Acronyms
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RESOURCE WEBSITES

OAE Online Professional Learning Site	
Technical College System of Georgia	www.tcsg.edu
National Reporting System for Adult Education	www.nrsweb.org
Office of Career, Technical, and Adult Education	www.ed.gov/octae
U. S. Department of Education	www.ed.gov

ABBREVIATIONS
AND
ACRONYMS

AEFLA	Adult Education and Family Literacy Act
CBO	Community-based Organization
CCRS	Code of Federal Regulations
CLCP	Certified Literate Community Program
EAGLE	Exceptional Adult Georgian in Literacy Education
EDGAR	Education Department General Administrative Regulations
FERPA	Family Educational Rights and Privacy Act
GALIS	Georgia Adult Learners Information System
GEPA	General Education Provisions Act
GOAE	Georgia Office of Adult Education
INS	Immigration and Naturalization Service
NRS	National Reporting System for Adult Education Programs
OCGA	Official Code of Georgia Annotated
OCTAE	Office of Career, Technical, and Adult Education (formerly OVAE)
RFA	Request for Application
SAM	System for Award Management
SDA	Service Delivery Area
VOEPB	Verification of Eligibility for Public Benefit
WIOA	Workforce Innovation and Opportunity Act

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ALPHABETICAL INDEX

A

Administrative Costs - Costs incurred in connection with the following activities are administrative costs:
a) Planning;
b) Administration, including carrying out performance accountability requirements;
c) Professional development;
d) Providing adult education and literacy services in alignment with local workforce plans, including
e) promoting co-enrollment in programs and activities under title I, as appropriate; and
f) Carrying out the one-stop partner responsibilities described in §678.420, including contributing to the infrastructure costs of the one-stop delivery system.

(Authority: 29 U.S.C. 3323, 3322, 3151)

Adult Basic Education Program (ABE) - A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in the family.

Adult Education - Academic instruction and education services below the postsecondary level that increase an individual's ability to:

- read, write, and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- transition to postsecondary education and training; and obtain employment.

Adult Education and Family Literacy Act (AEFLA) - Title II within the Federal Workforce Innovation and Opportunity Act (Public Law 113-128) and became law July 2014. The Act authorizes funds to support Section 231, basic adult literacy services; Section 225, adult learners in Correctional and other Institutionalized settings; and Section 223 for leadership, professional development, and training.

(WIOA – P.L. 113-128)

Adult Learner Assessment Policies and Procedures Manual - A Georgia document that provides instructions on how to assess students for placement and educational gain in order to meet the requirements of the NRS.

Adult Secondary Education Program (ASE) - A program of instruction designed for adults who have some literacy skills and can function in everyday life, but who are not proficient or do not have a certificate of graduation or its equivalent from a secondary school.

Agency - The Technical College System of Georgia (TCSG), the funding agency for the adult education funds that are distributed in Georgia.

Applicant - The entity eligible to apply for funds offered in the application. If the application is approved, "applicant" means grantee/contractor.

Assessment - The activity performed by the teacher/diagnostician to determine the instructional level of the adult learner, identify adult learner goals and evaluate progress.

C

Concurrent Enrollment - Participation (during the same period of time) in two or more of the core programs or services that comprise the workforce system under WIOA.

Contextual Learning is learning that occurs only when adult learners process new information or knowledge in such a way that it makes sense to them in their frame of reference (their own inner world of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context – this is, in the environment where the person is located – and that it does go through searching for relationships that make sense and appear useful.

Core Indicators of Performance - Benchmarks that include:

- Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
- Placement in, retention in, or completion of postsecondary education training, unsubsidized employment or career advancement; and
- Receipt of a secondary diploma or its recognized equivalent or GED®.

Corrections Education Program - a program of ABE, ASE, or IET instruction for adult criminal offenders in correctional institutions.

Correctional Institution - The term "correctional institution" means any:

1. Prison
2. Jail
3. Reformatory
4. Work farm
5. Detention center
6. Halfway house
7. Community-based rehabilitation center
8. Other similar institution (1 through 7) designed for the confinement or rehabilitation of criminal offenders.

Corrective Action Plan (CAP) - A written plan required of local programs to address areas of non-compliance with state and/or federal policy that OAE has identified and documented through a formal monitoring and technical assistance process.

D

Digital Fluency - The ability to reliably achieve desired outcomes through use of digital technology. The capacity to navigate digital and information environments to find, evaluate, and accept or reject information.

Direct Linkage means providing direct connection at the one-stop center, within a reasonable time, by phone or through a real-time web-based communication to a program staff member who can provide program information or services to the customer (student). A "direct linkage" cannot exclusively be providing a phone number or computer Web site or providing information, pamphlets, or materials.

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Disabled Adult - a person who is sixteen years of age and older with any type of physical or mental impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working. This definition includes adults who are alcohol and drug abusers, mentally retarded, hearing-impaired, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, and orthopedically impaired, other health impairment, and adults with specific learning disabilities.

Dislocated Worker - an individual who:

1. has been terminated or laid off, or who has received a notice of termination or layoff, from employment;
2. is eligible for or has exhausted entitlement to unemployment compensation; or
3. has been employed for a duration sufficient to demonstrate, to the appropriate entity at one stop center referred to in section 134 (c), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and
4. is unlikely to return to a previous industry or occupation;
5. has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise.
6. is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or
7. for purposes of eligibility to receive services other than training services described in section 134(d)(4), intensive services described in section 134(d)3), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close;
8. was self-employed (including employment as a farmer, a rancher, or a fisherman), but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; or is a displaced homemaker.

Displaced Homemaker - an individual who has been providing unpaid services to family members in the home and who:

1. has been dependent on the income of another family member, but is no longer supported by that income; and
2. is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Distance Education Program in Georgia is designed to provide educational services to learners who have limited accessibility to adult education classes. Teachers facilitate instruction through a variety of delivery media to include: web-based programs, videotape; software, print-based materials, telephones, postal services, and email. Learners who enroll in classroom programs and distance classes will be classified as distance learners at the end of the fiscal year if 51% or more of the learner's instructional hours, are proxy contact hours (PCH).

E

Educational Functioning Level Gain is earned via completing one or more educational functioning levels in reading, writing, math, or English language acquisition, as measured by an NRS-approved assessment or through enrollment in a postsecondary educational or occupational skills program after exit and by the end of the program year. Note: The student must be exit the program by April 1 and, after the exit, enroll in postsecondary education or training by June 30.

Educational Functioning Levels for the Adult Education Program are:

Adult Basic Education (ABE) Levels
- Level 1: Adult Beginning Literacy (GE 0 -1.9)
- Level 2: Beginning Basic (GE 2.0 -3.9)
- Level 3: Low Intermediate Basic (GE 4.0 -5.9)
- Level 4: High Intermediate Basic (GE 6.0 -8.9)
- Level 5: Low Adult Secondary (GE 9.0 -10.9)
- Level 6: High Adult Secondary (GE 11.0-12.9)

English Literacy (EL) Levels

- Level 1: Beginning ESL Literacy
- Level 2: Low Beginning ESL
- Level 3: High Beginning ESL
- Level 4: Low Intermediate ESL
- Level 5: High Intermediate ESL
- Level 6: Advanced ESL

Educational Gain occurs when an adult learner completes or advances one or more educational functioning levels from starting level measured on entry into the program based upon standardized assessment.

Eligible Individual - An individual who is not enrolled or required to be enrolled in secondary school under State law (16 years of age, Georgia Code 20-2-690.1); who is basic skills deficient; does not have a secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education; or is an English language learner.

Eligible Provider - An organization that has demonstrated effectiveness in providing adult education and literacy activities that may include**:**

- a local educational agency;
- a community-based organization or faith-based organization;
- a volunteer literacy organization;
- an institution of higher education;
- a public or private nonprofit agency;
- a library;
- a public housing authority;
- a nonprofit institution not described above and has the ability to provide literacy activities to eligible providers;
- a consortium or coalition of the agencies, organizations, institutions, libraries or authorities described above;
- a partnership between an employer and an entity described above.

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NOTE: Applicants must be legally constituted and qualified to conduct business in the state of Georgia. The Office of Adult Education reserves the right to evaluate applicants through a site visit prior to issuing an award.

English Language Acquisition (ELA) Program - A program of instruction designed for eligible individuals who are English language learners, to achieve competency in reading, writing, speaking, and comprehension of the English language; and that leads to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training, or employment.

English Language Learner (ELL) - An individual 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.

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 (20 U.S.C. 6368).

Equipment is tangible, non-expendable, personal property having a useful life of more than one year.

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

F

Faith-based Organization (FBO) - a non-profit organization associated with a faith community or multiple faith ministries.

Family Literacy Activities - 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:

- Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self- sufficiency.
- Interactive literacy activities between parents or family members and their children.
- 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.
- An age-appropriate education to prepare children for success in school and life experiences.

Family Literacy Program - a program with a literacy component for parents and children or other intergenerational literacy components.

Federal Funds (for the purpose of this document) - allocated funds authorized by the Workforce Innovation and Opportunity Act of 2014, Title II. Section 231 authorizes funding for basic adult literacy services. Section 225 authorizes funding for services to adult learners in Corrections and Institutionalized settings. Section 243 authorizes funding for Integrated English Literacy and Civics Education services. Section 223 provides monies for leadership, staff development and training.

Fringe Benefits - An extra benefit supplementing an employee's salary—such as health insurance.

G

GALIS (Georgia Adult Learners Information System) - a web-enabled management information system (MIS) developed to meet the individual needs of Georgia's Adult Education Program, while meeting the guidelines of the National Reporting System.

GED® test - a battery of tests, offered by the GED Testing Service®, which when passed, certifies that the test taker has high school level academic skills.

Georgia Tax Credit for Adult Basic Skills Education - the tax credit program offered through a partnership between TCSG and the Georgia Department of Revenue to businesses/employers that sponsor adult education services for their employees. There are two tiers of tax credit available: $400 and $1,200.

Good Standing Status - An agency submits all required programmatic and fiscal reports and data in a timely manner and demonstrates compliance with federal and state statutes and requirements. The agency exhibits no outstanding programmatic or fiscal audit findings and has no unresolved monitoring findings in any prior fiscal year. If the agency has any outstanding findings, the Office of Adult Education (OAE) must determine that the agency is making adequate progress toward an established resolution in order to maintain or reclaim good standing status.

Grantee - An organization that receives federal and/or state funding to provide Adult Education services in local areas, as defined and governed by the WIOA statute.

H

Health Literacy Programs are designed to assist the individual to increase the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. (Harvard School of Public Health, Health Literacy Studies)

High Risk Grantees - A grantee may be considered high risk if the Agency determines that a grantee:

1. Has a history of unsatisfactory performance;
2. Is not financially stable;
3. Has a management system which does not meet the management standards set forth in this part;
4. Has not conformed to terms and conditions of previous awards, or
5. Is otherwise not responsible: and if the Agency determines that an award will be made, special conditions and/or restrictions shall correspond to the high risk condition and shall be included in the award.

Homeless Individual is a person that:

    (a) Lacks a fixed, regular, and adequate nighttime residence; this includes an individual who:
        (i) is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
        (ii) is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations;
        (iii) is living in an emergency or transitional shelter;
        (iv) is abandoned in a hospital; or
        (v) is awaiting foster care placement;
    (b) Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground;
    (c) Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work; or
    (d) Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth).

This definition does not include an individual imprisoned or detained under an Act of Congress or State law.

I

Individual of Limited English Proficiency is an adult or out of school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and:

    1. Whose native language is a language other than English; or
    2. Who lives in a family or community environment where a language other than English is the dominant language.

Individual with Barriers to Employment - A member of 1 or more populations defined within the WIOA statute as having factors that may prohibitively impact employability. Includes: displaced homemakers; low income individuals; Indians, Alaska Natives, and Native Hawaiians; Individuals with Disabilities; Older Individuals; Ex-offenders; Homeless Individuals; Youth who are in or have aged out of the foster care system; English language learners; Migrant and seasonal farmworkers; Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act; Single Parents; Long-term unemployed individuals; other groups as determined by the Governor.

Individuals with Disabilities - Adults with any type of physical or mental impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning and working. This definition includes adults who are alcohol, drug abusers, mentally retarded, hearing impaired, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedic ally impaired, other health impairment and adults with specific learning disabilities.

Institution of Higher Education - The term ''institution of higher education'' has the meaning given the term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001). (Full definition is found in a separate document within the Application Support Section.)

Intake Assessment Form (IAF) - the document used to collect demographics and other pertinent information from the adult learner at time of entering the program. The form must be completed for all adult learners in all programs.

Integrated Education and Training (IET) - A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

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 enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.

Intensity and Duration - an indicator of whether a program is of sufficient intensity (quality of instruction) and duration (length of class) for participants to achieve substantial learning gains. Georgia OAE requires that all classes meet a minimum of 6 hours per week. See also AEFLA: Intensity of Service.

L

Labor Force Status is whether the learner is employed; employed but has received notice of termination of employment or military separation is pending; unemployed; or not in the labor force.

Lead Teacher/Site Manager - a state qualified (holds a minimum of a Bachelor's degree) professional who has educational experience, excellent teaching and leadership skills to serve in a liaison role between teachers and administration to support: quality instruction; course planning and curriculum development; student learning outcomes; and teacher effectiveness (e.g. coaching and/or mentoring other teachers). The lead teacher's responsibilities may vary depending on the local program but should include time split between direct instruction and providing instructional support services. Instructors in this position should spend a minimum of 30% and a maximum of 75% of their time in direct instruction, depending on the needs of the program to ensure program effectiveness. The lead teacher position is generally found in programs where funds and program needs warrant it. This position is funded from Instruction.

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

Local Advisory Committee - a volunteer committee established at the county or service/program level to assist the Service Delivery Area Adult Education Program in achieving its organizational goals.

Local Educational Agency (LEA) - a public board of education or other public authority legally constituted with a state for either administrative control or direction of public elementary or secondary schools in a city, county township, school district, or other political subdivision of a state, or such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools, except that, if there is a separate board or other legally constituted local authority having administrative control and direction of adult education in public schools therein, such term means such other board or authority.

Local Workforce Development Board (LWDB) - An entity comprised of local representatives as described in the Workforce Innovation and Opportunity Act. The LWDB works to oversee the delivery of workforce services relevant to local residents and businesses. Critical to their charge is oversight of the local One-Stop Career Centers.

Local Workforce Development Plan - The industry analysis, workforce strategies and plan of work for a regional or local workforce area, written by the Local Workforce Development Board

Low Income Individual is a person who:

- (a) Receives, or in the 6 months prior to application to the program has received, or is a member of a family that is receiving or in the past 6 months prior to application to the program has received:
  - (i) Assistance through the supplemental nutrition assistance program (SNAP) under the Food and Nutrition Act of 2008 (7 USC 2011 et seq.);
  - (ii) Assistance through the temporary assistance for needy families program under part A of Title IV of the Social Security Act (42 USC 601 et seq.);
  - (iii) Assistance through the supplemental security income program under Title XVI of the Social Security Act (42 USC 1381); or
  - (iv) State or local income-based public assistance.

- (b) Is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level;

- (c) Is a youth who receives, or is eligible to receive a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 USC 1751 et seq.);

- (d) Is a foster child on behalf of whom State or local government payments are made;

- (e) Is an individual with a disability whose own income is the poverty line but who is a member of a family whose income does not meet this requirement;

- (f) Is a homeless individual or a homeless child or youth or runaway youth (see Data Element #700); or

- (g) Is a youth living in a high-poverty area.

M

Measurable Skills Gain Indicator is a new indicator under WIOA. It is used to measure a participant's interim progress through pathways that offer different services based on program purposes and participant needs. A measurable skills gain for an adult education participant is measured by achieving an educational functioning level gain or by the attainment of a secondary school diploma or its recognized equivalent.

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Memorandum of Understanding (MOU) - an agreement developed and executed between two or more partners relating to the delivery of adult literacy services. The documentation is dated, with activities and responsibilities outlined, and a signature from each partner. Also known as a Memorandum of Agreement (MOA).

Multiple Barriers - conditions or a combination of barriers experienced by the learner that require assistance. Examples include problem areas such as:

- Child care
- Disabilities
- Domestic violence
- Emergency financial needs
- Housing instability
- Lack of health insurance
- Mental health
- Substance abuse

N

National Reporting System (NRS) - the accountability system for the federally funded adult education program. The system includes a set of student measures to allow assessment of the impact of adult education instruction.

Needs Assessment - a study conducted to determine the exact nature of an organizational problem and how it can be resolved.

- Internal needs assessment helps to identify knowledge and skill gaps and provide information to address opportunities for improvements such as professional development, employee satisfaction and the like. Tools used to conduct internal needs assessment can be surveys, interviews, observations, etc.
- External needs assessments identify and service in targeted community and address any opportunities for support services and/or program improvements such as retention of students, programmatic development opportunities and the like. Tools used to conduct external needs assessment can be surveys, an environmental scan, interviews of advisory boards, students, teachers, etc.

NRS Participant - an individual who has completed a pre-test and 12 hours of educational activities such as orientation, assessment, goal setting, and study.

O

One-Stop Center Costs - infrastructure costs and other shared costs associated with the one-stop center.

Infrastructure Costs are non-personnel costs that are necessary for the general operation of the one-stop center and include:

- Rental of the facilities;
- Utilities and maintenance;
- Equipment (including assessment-related products and assistive technology for individuals with disabilities); and
- Technology to facilitate access to the one-stop center, including technology used for the center's planning and outreach activities.

One Stop Delivery System or centers typically offer workforce services and/or provide in some combination by a GDOL career center, Rehabilitation Services or other local workforce system partner at a nearby location. Typical workforce services are: education and training services, support services, personal employment assistance, local and national job listings, resource areas, Job Search and Financial Management Workshops, Self-Help Library, Labor Market Information, Assistive Technology, Veterans Services, Federal Bonding Program, Seasonal Farm Worker Services, Unemployment Insurance Benefits and Special Population Services.

Other Shared Costs are other non-infrastructure costs that are associated with the one-stop center. Please note:

- Career services are the only cost that must be included in "other shared costs."
- Federal regulations provide additional guidance on types of costs that <u>may</u> be included in "other shared costs." Shared services' costs "<u>may</u> include the costs of shared services that are authorized for and may be commonly provided through the one-stop partner programs to any individual." These services include:
    1. Initial intake;
    2. Needs assessment;
    3. Appraisal of basic skills;
    4. Identification of appropriate services to meet such needs;
    5. Referrals to other one-stop partners;
    6. Business services; and,
    7. Shared costs of the LWDB's function.

Out of School Youth - an individual who is:

1. An eligible youth who is a school dropout; or
2. An eligible youth who has received a secondary school diploma or its equivalent, but is basic skills deficient, unemployed, or underemployed.

P

Performance Improvement Plan (PIP) - an activity assigned to low performing programs that requires them to look critically at reasons for low performance and in turn develop an action plan to improve the program's results.

Postsecondary Educational Institution - (A) Institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree; (B) a tribally controlled college or university; or (C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

Program Administrator - the person that manages, directs, supervises and is ultimately held accountable for the Adult Education Program (regardless of title within local organization). This must be a full-time position that is encumbered by no other position(s) of responsibility. This position is accountable to the Assistant Commissioner of Adult Education of the Technical College System of Georgia (also known as State Director of Adult Education) for the administration of all grant funds.

Professional Development - planned, targeted instruction for adult education program administration, staff, and faculty which closes knowledge and skill gaps identified through annual, comprehensive needs assessments. Professional development efforts normally relate to some facet of instructor effectiveness, adult learning, program management, file documentation, or performance reporting.

R

Race/Ethnicity - the racial or ethnic category to which the learner self-identifies, appears to belong to, or is regarded in the community as belonging. Programs report data by counting students in only one of the following seven aggregate racial/ethnic categories:

- American Indian or Alaskan Native – A person having origins in any of the original peoples of North America and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American – A person having origins in any of the Black racial groups of Africa.
- Hispanic/Latino of any race – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic/Latino or Latino."
- Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White – A person having origins in any of the original peoples of Europe, the Middle East or North Africa.
- Two or more races – A person having origins in two or more race categories and not Hispanic/Latino

Students who identify themselves as Hispanic/Latino are reported only in that category.

Record Retention - the maintenance of RFA documents per the Record Retention Chart.

Recruitment - the act or process of promoting program services in order to convince individuals to enroll and participate.

Recruitment and Retention, Marketing and Outreach Plan - a document that local eligible program must develop and implement recruitment/ retention activities designed to increase participation and serve persons eligible for adult education services, including individuals who are low-income, individuals with disabilities, single parents, displaced homemakers, and individuals with multiple barriers to educational enhancement including those with limited English proficiency. Refer to definition of Outreach Activities.

Referral - a recommendation to consult a person or group for services necessary to the individual adult learner in the area of educational or personal needs.

Retention - a process when an adult learner (1) progresses within a level or (2) remains long enough to complete one or more levels of educational gain.

S

Single Parent is a single, separated, divorced or a widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women).

Single Set of Learning Objectives - An instrument used as a guide of knowledge and skills needed for a specific IET that combines three components to function concurrently and contextually: workforce training competencies with specific adult education content and workforce preparation activities. The combination of these is designed to fully support workforce training success.

State Workforce Development Board - an entity established by the Governor in accordance with the Workforce Innovation and Opportunity Act of 2014.

Student Files - the official records of adult students that contain the completed Intake Assessment Form, assessment instrument and results, instructional strategies and materials, attendance information and other pertinent information. Counseling notes update changes of information throughout a student's enrollment in the Adult Education Program. Files must be maintained for all adult learners included on statistical reports.

Student Intake Process - the time from the initial contact with the student, through orientation, the collection of personal information for the Intake Assessment Form and documentation purposes.

Supplanting - Replacing state, local or agency funds with federal funds.

T

TABE (The Test of Adult Basic Education) - a standardized testing instrument designed for assessment purposes and to identify educational functioning level.

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Teacher/instructor - someone who holds a minimum of a Bachelor's degree whose primary responsibilities are developing lessons, teaching, and maintaining student records. Other duties may include recruitment, formal assessment, and retention of students. This position is funded from Instruction.

Thirteen (13) Considerations - Factors specified within the Workforce Innovation and Opportunity Act of 2014 as priorities in the grant award process for Title II AEFLA funds. Sub-grantee applications will be evaluated based primarily upon these foci.

Training Services - Training services, as referenced in WIOA Section 134(c)(3), may include:

- occupational skills training, including training for nontraditional employment;
- on-the-job training;
- incumbent worker training;
- programs that combine workplace training with related instruction, which may include cooperative education programs;
- training programs operated by the private sector;
- skill upgrading and retraining;
- entrepreneurial training;
- transitional jobs;
- job readiness training provided in combination with the services above;
- adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with the services above;
- customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Transition Program Specialist - a local adult education staff person who oversees the student's career pathway process. Primary responsibilities include interviewing and advising adult basic education and English language learner students regarding information, procedures and academic requirements for admission into postsecondary education or occupational training. This position can be full or part time.   This position is funded from Instruction.

Transition Services - a coordinated set of activities for a student that:

- is designed within an outcome-oriented process that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- is based on the individual student needs, taking into account the students preferences and interests; and includes:
  - o Instruction;
  - o Related services;
  - o Community experiences;
  - o The development of employment and other post-school adult living objectives; and
  - o If appropriate, acquisition of daily living skills and functional vocational evaluation.

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U

Under-Age Youth (for the purpose of this application) - an individual who is sixteen (16) or seventeen (17) years of age who has officially withdrawn from public, private, or home school and is seeking enrollment in the adult education program.

V

Verification of Eligibility for Public Benefit - the process by which state agencies administering a public benefit require every applicant age 18 and over to provide a secure and verifiable document and execute a signed and sworn affidavit verifying his or her lawful presence in the United States before being eligible to receive the public benefit of adult education.

W

Workforce Innovation and Opportunity Act (WIOA) - legislation signed into Law in July of 2014, (WIOA--P.L.113-128) that reforms Federal employment, adult education, and vocational rehabilitation programs to create an integrated, "one-stop" system of workforce investment and education activities for adults and youth. Entities that carry out activities assisted under the Adult Education and Family Literacy Act are mandatory partners in this one-stop delivery system. Refer to Adult Education and Family Literacy Act.

Workplace Adult Education and Literacy Activities - 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.

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

WorkSource Georgia - The State of Georgia's federally-funded employment and training system; provides WIOA funding and technical assistance to 19 Workforce Development areas across the state.

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Procedure A.2 Adult Education Fund Disbursements
Records Retention Schedule

Procedure A.3 Adult Education Data Collection and Reporting Compliance
• Semi-Annual Certification Form for Full-Time Employees Only
• Time & Effort Log
• Time & Effort Log with Start/End Times

Procedure A.4 Adult Education Funding and Compliance
• Federal Certification Regarding Lobbying
• Federal SF LLL Disclosure of Lobbying Activities
• Federal SF-424-B Assurances Non-Construction
• RFA Assurances
• OAE Financial Audit Process
• Prime Awardee Executive Compensation Data
• Special Conditions for Disclosing Federal Funding in Public Announcements

Procedure A.7 State Leadership Initiatives and Special Projects
• Exceptional Adult Georgian in Literacy Education Leadership Manual
• Certified Literate Community Program
• GA Tax Credit Procedures Guide

Procedure B.1 Local Education Program Fiscal Compliance
• Records Retention Schedule
• Budget Amendment Request Form
• Equipment Inventory Report

Procedure B.2 Local Education Program Fiscal Reporting
• Semi-Annual Certification Form
• Time and Effort Form
• Records Retention Schedule

Procedure B.3 Local Education Program Staffing and Documentation
• Personnel Change Notification Form
• Time and Effort Forms
• Semi-Annual Certification Forms

Procedure B.5 Local Education Program Data Collection and Reporting
- Intake Assessment Form (IAF)
- Verification of Eligibility for Public Benefit (VOEPB) Affidavit Form
- VOEPB Directions
- Underage Youth Application Form
- Underage Youth Application Directions
- Adult Learner Assessment Policies and Procedures Manual
- Distance Education Policy
- Driver's License Certificate of Attendance
- Driver's License Certificate of Attendance Directions
- Enrollment Verification Form

Procedure B.9 Local Education Program Professional Development
- GOAE Budget Amendment Form

Procedure B.10 Local Education Program Facilities, Equipment and Operations
- TCSG OAE Program Review Manual

Procedure B.11 Local Advisory Committee
- Local Advisory Committee Guidelines
- Local Advisory Committee Member Recommendation (LAC) Form
- Local Advisory Committee Change (LACC) Form

Procedure A.2 Adult Education Fund Disbursements
Records Retention Schedule

Procedure A.3   Adult Education Data Collection and Reporting Compliance
• Semi-Annual Certification Form for Full-Time Employees Only
• Time & Effort Log
• Time & Effort Log with Start/End Times

Procedure A.4 Adult Education Funding and Compliance
• Federal Certification Regarding Lobbying
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Procedure A.7 State Leadership Initiatives and Special Projects
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• Records Retention Schedule

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RECORD RETENTION CHART

Fiscal Year 2019

Technical College System of Georgia
Office of Adult Education

RECORD RETENTION SCHEDULE
FISCAL YEAR 2019

The local eligible program shall maintain its accounts and records, including electronic records and databases, in a manner which shall assure a full accounting for all funds received and expended by the local eligible program in connection with the Request for Application (RFA) grant contract. These records and accounts shall be retained by the local eligible program and made available for audit, by TCSG and by others authorized by law or regulation to make such an audit, for a period of five and one-half (5 ½) years (refer to chart below) from the submission of the fiscal final report.

- Records and electronic records must be made available for audits
- Local eligible programs must allow access to student files for monitoring and auditing staff
- Local eligible programs shall keep records to show compliance with program requirements

Fiscal Year	Records May Be Archived	Records Must Be Destroyed
FY19 (Ending June 30, 2019)	June 30, 2022	Dec. 31, 2024
FY18 (Ending June 30, 2018)	June 30, 2021	Dec. 31, 2023
FY17 Ending June 30, 2017)	June 30, 2020	Dec. 31, 2022
FY16 (Ending June 30, 2016	June 30, 2019	Dec. 31, 2021
FY15 (Ending June 30, 2015)	June 30, 2018	Dec. 31, 2020

Sources:
a) 2CFR200 Subpart D 200.333. This applies to financial records, programmatic records, statistical records, supporting documents, and all other non-Federal entity records pertinent to a Federal award.
b) Technical College System of Georgia Office of Adult Education, Policy and Procedure Administrative Manual for Adult Education and Family Literacy Programs.

Note: In accordance with the schedule above, a program must maintain records for the award years it had the grant, even in the event that a grant is no longer awarded.

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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

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* APPLICANT'S ORGANIZATION

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE: * DATE:

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- ☐ a. contract
- ☐ b. grant
- ☐ c. cooperative agreement
- ☐ d. loan
- ☐ e. loan guarantee
- ☐ f. loan insurance

2. * Status of Federal Action:
- ☐ a. bid/offer/application
- ☐ b. initial award
- ☐ c. post-award

3. * Report Type:
- ☐ a. initial filing
- ☐ b. material change

4. Name and Address of Reporting Entity:

☐ Prime   ☐ SubAwardee

* Name

* Street 1   Street 2

* City   State   Zip

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

7. * Federal Program Name/Description:

CFDA Number, *if applicable:*

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix   * First Name   Middle Name

* Last Name   Suffix

* Street 1   Street 2

* City   State   Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix   * First Name   Middle Name

* Last Name   Suffix

* Street 1   Street 2

* City   State   Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* Signature:

*Name: Prefix   * First Name   Middle Name

        * Last Name   Suffix

Title: Telephone No.:   Date:

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation

Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

Federal Adult Education Programs
Fiscal Year 2020
Assurances

The Organization Head must initial the *new & updated assurances (numbered in red)* in the space provided to the left.
Both the Organization Head and the Program Adminitrator must sign on the last page.

_____ **1** Grantee shall not assign or subcontract any of its rights or responsibilities under this contract.

_____ **2** The Grantee agrees that funding provided by the Agency pursuant to this contract is provided on a 30-day **REIMBURSEMENT** basis via ACH (electronic funds transfer) payment only. Amounts requested for reimbursement are to be based upon the Grantee's expenses within the approved budgets.

_____ **3** The deadline to request reimbursement for a year-end encumbrance is October 31, 2020.

4 The Grantee accepts overall responsibility for ensuring that grant funds are expended in accordance with the tenets of the Workforce Innovation and Opportunity Act (WIOA)/Adult Education and Family Literacy Act (AEFLA), the General Education Provisions Act (GEPA), and other statutes apropos to the the execution of a federally-funded workforce/education program. Further, the Grantee agrees to manage funds prudently and maintain fiduciary control of federal and state monies in compliance with:
   a) Education Department General Administrative Regulations (EDGAR); and
   b) Uniform Administrative Requirements, Cost Principles, and Audit Requirements
      for Federal Awards- 2CFR 200 (Office of Management and Budget).

5 Funds received through this contract will be used to supplement programs operating with local funds and will in no case be used to supplant local and state funding.

6 The Grantee will only charge the grant for the proportionate share of the costs of fringe benefits for personnel whose duties are divided between this grant and other activities.

7 Costs associated with the GED® tests, test administration, proctoring, travel, or any other activity relating to the actual GED® test process are not allowable, and cannot be reimbursed by the federal or state grant. The only allowable costs are those associated with test preparation (e.g. instruction, materials for instruction).

8 The Grantee understands that food and beverage is not an allowable expense with Federal and State dollars.

9 The Grantee will follow the State of Georgia travel regulations.

10 The Grantee agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).

11 The applicant will have an Emergency Operations and Safety Plan for all locations where classes are held and employees are located. (This is a state requirement.)

12 Adults enrolled in adult education programs, including programs for adults with limited English proficiency, will not be charged tuition, fees, or any other charges, or be required to purchase any books or any other materials that are needed for participation in the program. (This is a state requirement.)

13 Each Grantee is to employ at least one part-time Transition Specialist. A Community Based Organization (CBO) can either employ a Transition Specialist or partner with another organization that can provide transition and support services.

14 The Grantee will appoint a full time (30+ hours) Program Administrator of adult education services for the specified Service Delivery Area. Waiver for requirement of full-time Program Administrators may be applied for under conditions outlined in EDGAR section 75.511. Decision on whether to grant the waiver will be determined by the Agency.

15 The Grantee ensures that all Adult Education instructors and the Program Administrator will have a minimum of a four-year degree from an accredited college or university. (This is a state requirement.)

16 The Grantee agrees to maintain Time and Effort Reports or Semi-Annual Certification Forms for all federal and state funded employees. These reports must be signed by the employee and the supervisor.

17 The Grantee will ensure that full time instructors teach a minimum of 70% of their weekly work schedule.

18 The Grantee acknowledges that only programs with 2,200 or more National Reporting System (NRS) students (based upon last full year of the program's data) may use state or federal adult education grant funds to employ persons in lead teacher/site manager positions (30% instructional time). Those specified programs are permitted to have one lead teacher/site manager position for every 50,000 contact hours generated during the last full year of performance.

19 Grantee agrees to adhere to the Records Retention Schedule, which stipulates that records are to be maintained for a period of five and half (5 ½) years after the final reporting period for the grant year.

20 The Grantee assures that National Reporting System (NRS) of Adult Education data quality standards will be met, including academic performance, GED® and transition goals.

21 The Grantee will provide local professional development for staff and faculty and ensure participation in state-provided professional development and meetings as appropriate and deemed mandatory by the agency.

22 The Grantee agrees to operate other programs proposed by the Agency (e.g. Career Pathways). Funding and operational guidelines for said programs will be agreed upon by Agency and Grantee apart from this contract. (This is a state requirement.)

23 The grant award is for a 3 year period (July 1, 2017 to June 30, 2020) and must be renewed through a formal application process each fiscal year the Grantee agrees to operate classes. The Grantee understands that classes may not be closed for more than two consecutive weeks without express written approval from the OAE. Request & written approval must be received at least 45 days prior to the date of closing. This includes continuation into the new fiscal year. (This is a state requirement.)

24 The Grantee will schedule all students a minimum of 6 hours of instruction per week. (This is a state requirement.)

25 Grant funds may not be utilized to teach classes in any language other than English. (This is a state requirement.)

26 The Grantee will organize a literacy advisory committee per Georgia law comprised of citizens from its defined service area with representation from each county and adhere to the guidelines as specified by the Agency. Employees of the Grantee are not eligible to be members of the committee. (This is a state requirement.)

27 The Grantee will work collaboratively with other adult education local grantees within a given Local Workforce Development Area (LWDA) to negotiate One-Stop infrastructure cost, and other shared costs. The Agency will appoint a lead organization for the negotiation process, which will be responsible for remitting the payment of said costs to the local/regional comprehensive One-Stop Center.

28 To ensure accurate and detailed reporting, as mandated by the Workforce Innovation and Opportunity Act (WIOA) of 2014 and the National Reporting System (NRS), Grantees must make every effort to collect social security numbers for all Adult Education participants (including English Language Learners), without coercion. Personal Identifiable Information must be securely maintained.

29 The Grantee agrees to have "direct linkage" to their services within the one-stop centers in their assigned areas. A "direct linkage" means providing direct connection at the one-stop center, within a reasonable time, by phone or through a real-time Web-based communication to a program staff member who can provide program information or services to the customer (student). A "direct linkage" cannot exclusively be providing a phone number or computer website or providing information, pamphlets, or materials.

30 In accordance with the General Education Provisions Act (GEPA), the Grantee will implement specific measures to removed barriers to access and participation in the program's services. Specific consideration will be given to persons who may experience a barrier based upon factors such as gender, race, national origin, color, disability, or age.

31 As described in WIOA, the Grantee will align activities to the Local Workforce Development Plan for WIOA providers, collaborate to provide supportive services, and partner to promote concurrent enrollment with Title I programs.

32 Integrated English Literacy & Civics Education (IELCE) Grantees are required to record the students' secondary goals of Achieve Citizenship Skills and/or Achieve U.S. Citizenship into GALIS and track the completion of these goals. TO BE INITIALED BY IELCE APPLICANTS ONLY.

33 The grantee will abide by the TCSG non-discrimination policy and federal statute against discrimination for the provision of services or in its hiring policies on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law).

34 If the Grantee, in Agency's sole determination, fails or refuses for any reason to perform any of its obligation under this contract or violates the grant policies, procedures or assurances (e.g. full-time teachers not teaching the hours required by the grant), Agency may impose such sanctions as it may deem appropriate. Sanctions may include, but are not limited to, placing the Grantee on a Corrective Action Plan (CAP), cancellation or termination of the contract, repayment of funds to the Agency, reduction in current year funds, reduction in future funds, withholding of payments to Grantee until Grantee complies or suspension of this contract in whole or in part, and the seeking of other remedies as may be provided by this contract law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.

I certify that I have reviewed, understand, and agree to comply with the above assurances.

Print Name of Organization Head   Signature of Organization Head

Print Name of Program Administrator   Signature of Program Administrator

Technical College System of Georgia
Office of Adult Education
Fiscal Audit Process (FY19)

Fiscal Audit Process
This 1-day process is designed to assess a grantee's fiscal accountability procedures and processes as related to the state and federal adult education grants. The Audit Team will be comprised of the TCSG Internal Auditor, OAE Fiscal Operations Manager, and the Grant Program Support Coordinator (GPSC) that is assigned to the program. The role of the Team is to collect information through interviews and a review of financial files. The specific Audit questions are outlined beginning on page 3. Please note that a number of financial records will need to be available during the Audit, including written policies and procedures related to finances. Pertinent personnel requested to participate in the interview process include the Adult Education Program Administrator, the organization's Chief Financial Officer, and other business office or program budget personnel.

After the Audit team collects the data from the financial Audit, a formal report is prepared and submitted to the OAE for review. After its review, the report will be sent to the Adult Education Program Administrator and the organization head.

In addition to the narrative report, the grantee will be assigned an overall rating score, as outlined in Table 1. The report will also outline any required actions, recommended actions, suggestions for program improvement, and commendations. A summary for each type of feedback is described in Table 2.

Follow-up by Grantee to Fiscal Audit Report
Required and recommended actions made by the Audit team must be addressed through a written response from the program administrator. The OAE staff will review these responses and request any additional information that might be necessary. If it is deemed that a site visit is necessary to verify that a required action was carried out, the GPSC assigned to the program will conduct a visit to ensure that everything is satisfactorily resolved.

Appeals
If the Grantee wishes to appeal any of the findings in the report, a written letter should be submitted to the Assistant Commissioner, within 30 days of the receipt of this report, describing the nature of the concern.

Table 1: Rating Scale for Fiscal Audit

RATING	LABEL	FEEDBACK	DESCRIPTION
4	Exemplary	Commendations	The program meets or exceeds criteria set by the Federal and State standards with outstanding activities or actions.
3	Good	Suggestions for Improvements	The program meets all Federal and State standards. Continuous improvement ideas are offered by the team and no response or action is required.
2	Acceptable	Recommended Actions	The program meets most Federal and State standards. The team believes an area requires specific attention, even though the program may technically be in compliance. A Recommendation requires the Program Administrator submit a one-time response to the Office of Adult Education.
1	Marginal / Unsatisfactory	Required Actions	The program demonstrates uneven or substandard practices and unacceptable quality. A Required Action necessitates the development of an action plan to address the problem and submission of that plan to the Office of Adult Education.

Table 2: Types of Feedback from Fiscal Audit

Commendations	This type of feedback notes outstanding activities or actions.
Suggestions for Continuous Improvement	This type of feedback consists of ideas for continuous improvement offered by team members for the Program Administrator to consider. No action or response is required.
Recommended Actions	This type of feedback indicates that the team believes an area requires specific attention by the Program Administrator, even though the Program may technically be in compliance. A recommendation requires the Program Administrator to submit a one-time response to the Office of Adult Education.
Required Actions	This type of feedback indicates a specific area of noncompliance with State or Federal regulations or a significant problem area in the Program. A required action necessitates the development of an action plan to address the problem and submission of that plan to the Office of Adult Education.

INTERVIEW QUESTIONS FOR ADULT EDUCATION PROGRAM

CHIEF FINANCIAL OFFICER AND PROGRAM ADMINISTRATOR

FISCAL MANAGEMENT

Budget Controls

1. What accounting system does the organization use to track the program's budget? Are approved Budget Summary line item budget amounts loaded into the grantee's accounting system? (Note: Looking at a budget comparison report (or comparable budget/expense report from the accounting system) by project number and comparing the budget amounts on the approved RFA to the budget amounts by project and line item on the budget comparison report should reveal any differences.) Do the reports compare expenditures with budget amounts by approved line item? If the grantee does not maintain grant budgets and expenses separately by project on the accounting system, what internal controls are in place to ensure that expenses are not duplicated or used for other grants/fund sources?

Documents Referenced:
- RFA approved budgets by line item
- Grantee's budget comparison report (or comparable budget/expense report from the accounting system) by project numbers.

Rating:

Recommendation or Requirement:

2. Are amendments to the original budget reflected in the approved original contract and in the accounting system, by approved line item?

Documents Referenced:
- RFA budget and approved amendments
- Grantee's budget comparison report by project numbers

Rating:

Recommendation or Requirement:

3. What is the process for entering the budget and budget amendments into the accounting system?

Rating:

Recommendation or Requirement:

4. What is your normal process and timeline for reconciling and ensuring that money from the grant is being <u>charged to the appropriate projects and line items</u>? How are costs allocated to the projects? Do you maintain any type of spreadsheet or other documents that assists you in tracking expenditures?

<u>Documents Referenced:</u>
- Spreadsheets
- Other budget tracking document
- Teamworks or other accounting reports

Rating:

Recommendation or Requirement:

Payroll Records

5. Do payroll accounting records reflect the names of employees and amounts charged to the project numbers listed in the original RFA and budget amendments? Do adjusting journal entry supporting documentation include this information? Have there been any changes in full-time personnel that required notification to OAE via a budget amendment? Are all grant paid employees recorded in GALIS? Have changes in full- time instructors been made in GALIS in a timely manner?

<u>Documents Referenced:</u>
- RFA budgets and amendments
- Labor distribution reports by project numbers
- Adjusting journal entries for labor allocation corrections
- GALIS staff reports

Rating:

Recommendation or Requirement:

6. Are time and effort reports kept on all adult education grant-funded employees (Federal and State)? Do timesheets and other instructional level documentation reflect time paid that is equal to effort in Adult Education by project? Are timesheets/time and effort records signed by the employee and supervisor? If the program has employees paid from multiple funding sources, are there tracking mechanisms in place to ensure proper coding to appropriate projects? Please provide a list of employees paid from multiple funding projects, if applicable.

<u>Documents Referenced:</u>
- Timesheets

- Time and Effort reports (all adult education grant-funded employees)
- Instructional level documentation for distribution of time
- Labor distribution reports and adjusting journal voucher reports by project numbers
- List of employees paid from multiple funding projects

Rating:

Recommendation or Requirement:

Fiscal Policies and Procedures

7. Are written policies and procedures available for reference and review? Has a review been completed to ensure these policies and procedures reflect federal and state guidelines per the RFA?

Documents Referenced:
- Travel policies/procedures
- Purchasing policies/procedures
- Cost Allowability (Subpart E) and allocation policies/procedures
- Cash management procedures (200.305) that minimize time elapsing between draw of funds and check clearing bank
- Grant management policies/procedures, including grant asset management and performance reporting

Rating:

Recommendation or Requirement:

8. Do travel and accounts payable records show evidence of compliance with these policies and procedures? Do expense records show evidence of proper allocation and coding to the proper project numbers? Are all expenses allowable per federal and state guidelines (e.g. no food, water or GED® testing/graduation expenses)?

Documents Referenced:
- Travel records (expense reimbursement forms)
- Purchasing records (approved purchase orders, packing receipts, invoices, payment records)

Rating:

Recommendation or Requirement:
Local Accounting Processes

9. How often does the Program Administrator meet with accounting personnel to review posting of expense items charged to adult education project numbers? What processes are in place to correct errors (monthly or quarterly at minimum)? Describe the internal monitoring process to assure compliance with applicable federal and state requirements/assurances and to assure that performance expectations are achieved.

Documents Referenced:
- Grantee's budget comparison reports by project numbers
- Travel and purchasing records
- Spreadsheets and other budget tracking documents
- PeopleSoft or other accounting reports
- Emails, appointments or other communication records

Rating:

Recommendation or Requirement:

10. What is the evidence of monthly funds requisition? Who prepares the requisition? Who reviews and approves the requisition? Who signs/certifies the requisition? What is the procedure and timeline for comparing grantee expenses with revenue requested and TCSG expenses with grantee revenue?

Documents Referenced:
- Monthly funds requisition and supporting documentation
- Documentation indicating who is authorized to legally bind the entity

Rating:

Recommendation or Requirement:

Suggestions for Continuous Program Improvement:

Commendations for this grantee:

Reporting Subaward Data and Executive Compensation Data for Subrecipients

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that subaward data be reported for all new Federal grants funded at $25,000 or more with an award date on or after October 1, 2010. As such, grants awarded by the U.S. Department of Education are required to report subaward data as addressed in this grant award term:

   a. **Reporting of first-tier subawards:**

1. *Applicability.* Unless you are exempt as provided in paragraph c. of this award term, you must report each action that obligates $25,000 or more in Federal funds that does not include Recovery funds (as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5) for a subaward to an entity (see definitions in paragraph e. of this award term).

2. *Where to report.*

You must report each obligating action described in paragraph a.1. of this award term to http:.!/\\ ww.fsrs.gov.

3. *What to report.* You must report the information about each obligating action that the submission instructions posted at http://www.fsrs.gov specify.

   b. **Reporting of Total Compensation of Subrecipient Executives:**

1. *Applicability and what to report.* Unless you are exempt as provided in paragraph c of this award term, for each first-tier subrecipient under this award, you shall report the names and total compensation of each of the subrecipient's five most highly compensated executives for the subrecipient's preceding completed fiscal year, if–

i. in the subrecipient's preceding fiscal year, the subrecipient received--
        (A) 80 percent or more of its annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and

(B) $25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts), and Federal financial assistance subject to the Transparency Act (and subawards); and

ii. The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at http://www.sec.gov/answers/execomp.htm.)

2. *When to report.* You must report subrecipient executive total compensation described in paragraph b.1., by the end of the month following the month during which you make the subaward. For example, if you obligate a subaward on any date during the month of October of a given year (i.e., between October 1 and 31), you must report any required compensation information of the subrecipient by November 30 of that year.

3. *Conditions imposed on recipients of subawards.* You must include a condition that requires the subgrantee to timely report to you the information required under paragraph b.1. of this condition in every subaward that meets the standards for subaward reporting under paragraph b.1.i. and ii. of this condition.

c. **Exemptions:**

If, in the previous tax year, you had gross income, from all sources, under $300,000, you are exempt from the requirements to report:

i. Subawards. and

ii. The total compensation of the five most highly compensated executives of any subrecipient.

d. **Definitions. For purposes of this award term:**

1. *Entity* means all of the following, as defined in 2 CFR part 25:

i. A Governmental organization, which is a State, local government, or Indian tribe;

ii. A foreign public entity;

iii. A domestic or foreign nonprofit organization;

iv. A domestic or foreign for-profit organization;

v. A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.

2. *Executive* means officers, managing partners, or any other employees in management positions.

3. *Subaward:*

i. This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.

ii. The term does not include your procurement of property and services needed to carry out the project or program (for further explanation, see Sec. ---- .210 of the attachment to OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations").

iii. A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract.

4. *Subrecipient* means an entity that:

i. Receives a subaward from you (the recipient) under this award; and

ii. Is accountable to you for the use of the Federal funds provided by the subaward.

5. *Total compensation* means the cash and noncash dollar value earned by the executive during the recipient's or subrecipient's preceding fiscal year and includes the following (for more information see 17 CFR 229.402(c)(2)):

i. Salary and bonus.

ii. Awards of stock, stock options, and stock appreciation rights. Use the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards No. 123 (Revised 2004) (FAS 123R), Shared Based Payments.

iii. Earnings for services under non-equity incentive plans. This does not include group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of executives, and are available generally to all salaried employees.

iv. Change in pension value. This is the change in present value of defined benefit and actuarial pension plans.

v. Above-market earnings on deferred compensation which is not tax-qualified.

vi. Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the executive exceeds $10,000.

SPECIAL CONDITIONS FOR DISCLOSING
FEDERAL FUNDING IN PUBLIC
ANNOUNCEMENTS

When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds included in this Act, including but not limited to State and local governments and recipients of Federal research grants, shall clearly state —

1) the percentage of the total costs of the program or project which will be financed with Federal money;

2) the dollar amount of Federal funds for the project or program; and

3) percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

Recipients must comply with these conditions under Public Law 112-74, "Consolidated Appropriations Act, 2012", Division F—DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES, EDUCATION, AND RELATED AGENCIES APPROPRIATIONS ACT, 2012, Title V—General
Provisions, Sec. 505, December 23, 2011.

THE TECHNICAL COLLEGE SYSTEM OF GEORGIA
OFFICE OF ADULT EDUCATION

Exceptional Adult Georgian in Literacy Education
"EAGLE"

Leadership Institute Manual
Fiscal Year 2019
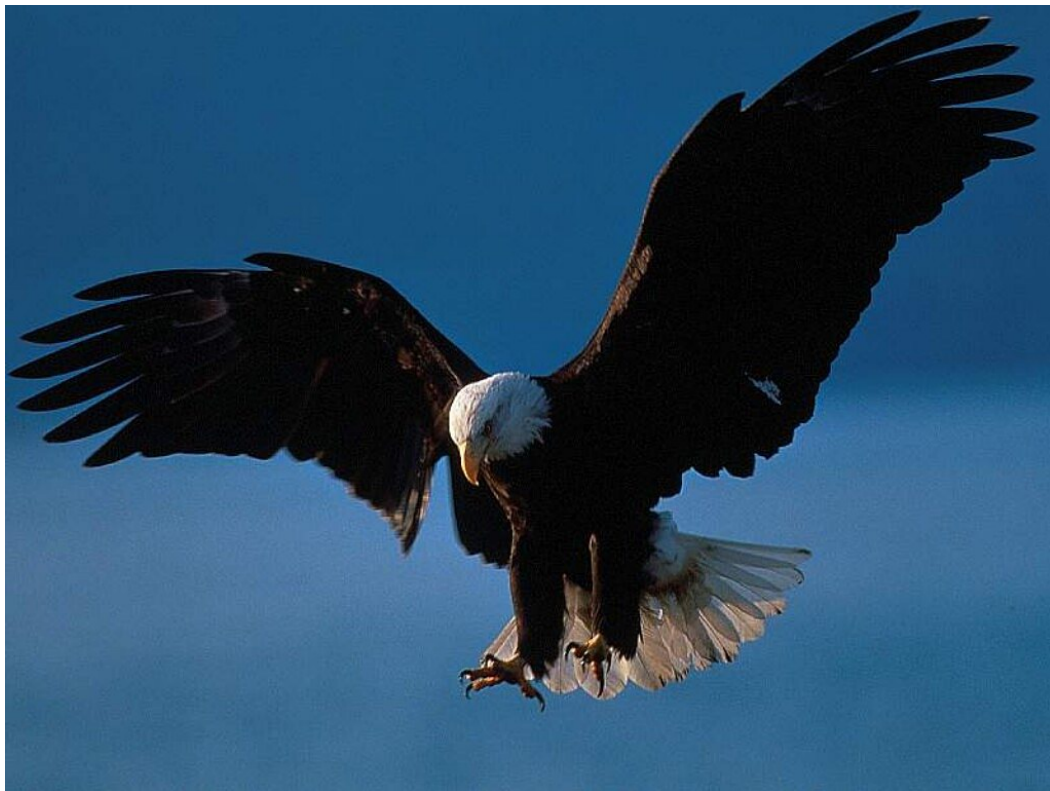
EAGLE LEADERSHIP INSTITUTE

March 11-13, 2019

Atlanta Waverly Hotel

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INTRODUCTION

The Technical College System of Georgia (TCSG) through its Office of Adult Education (OAE) sponsors the annual Exceptional Adult Georgian in Literacy Education (EAGLE) Leadership Institute. This student recognition program is designed to create greater awareness of educational opportunities that are available in local communities across the state and to foster greater involvement in lifelong learning pursuits. The Leadership Institute recognizes and honors those students who have demonstrated superior achievement in adult education classes and programs.

Each Grantee will conduct a selection process resulting in one delegate to attend the state EAGLE Leadership Institute. Selection criteria will be consistent throughout the Grantee organizations. The Grantee delegate will be either a current student or a GED graduate. The current student may be enrolled in the Adult Basic Education (ABE) program, the Adult Secondary Education (ASE) program, the English as a Second Language (ESL) program, or enrolled in an English Literacy/Civics program. Since the objective is to select the best spokespersons for the adult education program, the selection process at the local Grantee program levels will be based primarily on the participant's ability to (a) develop a written essay on a specified topic, (b) present a positive upbeat (3-5) minute speech about the benefits of adult education and (c) answer predetermined questions asked by a panel of judges.

The Grantee delegates will participate in the regional EAGLE competition and those selected from the regional competition will compete at the state EAGLE Leadership Institute.

VISION

The Office of Adult Education's vision is "Creating a Workforce for Georgia and a Future for Families."

MISSION

The Office of Adult Education's mission is to enable every adult learner in Georgia to acquire the necessary basic skills – reading, writing, computation, speaking, and listening – to transition into postsecondary education and compete successfully in today's workplace, strengthen family foundations, and exercise full citizenship.

ROLES AND RESPONSIBILITIES

Many decisions pertaining to the EAGLE program are made by an appointed State Planning Committee comprised of adult education grantees faculty/staff and an ex-officio member. The Professional Development and Transition Resources (PDTR) team serves as the oversight committee for the EAGLE program. The following section details the roles and responsibilities for the TCSG staff, the Grantee program and the local EAGLE coordinator.

TCSG RESPONSIBILITIES

- Names a state director to serve as Chair for the EAGLE program
- Names and provides support to the regional chairperson for each region
- Establishes program logistics, plans the state competition, judging and awards activities
- Promotes the program among the educational sector
- Develops and distributes marketing materials
- Establishes schedule for EAGLE activities and deadlines (college, the region and state-levels)
- Informs adult education grantees of the EAGLE program and related activities
- Develops and disseminates EAGLE program guidelines and official forms
- Receives nomination packets from each adult education program grantee, reviews nominations to ensure compliance with established criteria, and forwards appropriate material from the packets to judges during the state competition
- Provides liaison between the adult education grantee EAGLE coordinators and TCSG
- Plans and coordinates regional judging process.
- Arranges for the selection of and securing the grand prize and state awards
- Plans the state EAGLE judging and awards activities

ADULT EDUCATION GRANTEE RESPONSIBILITIES

- Grantee program administrators appoint the EAGLE coordinator/chairperson annually
- Grantee program administrator appoints an EAGLE committee in conjunction with the chairperson and president of the technical college or the designated executive
- Promotes EAGLE program among its students and instructors
- Informs instructors of the program deadlines and guidelines to include EAGLE application and judging
- Publicizes and promotes the EAGLE program at the grantee level
- Names a Screening Committee which will review the status of nominees, conduct individual interviews, and select the four finalists from which the grantee EAGLE winner will be selected by a Selection Committee
- Arranges an appropriate recognition event for the grantee's EAGLE program, nominees, and winner

- Transmits required materials to TCSG office
- Makes preparations for attending the state judging competition

EAGLE COORDINATOR'S RESPONSIBILITIES

The key to the success of the EAGLE program is the grantee's EAGLE coordinator. The coordinator will support and advise the student applicant throughout the selection process by a) assisting and coaching the student in the preparation of his or her application and b) accompanying the student to all designated events. The coordinator plans and organizes all local activities, works with the local sponsor(s) and prepares the grantee's EAGLE winner for the regional/state judging and awards activities. Primary responsibilities include:

- Learns EAGLE program structure, guidelines, procedures and participates on conference calls with State Chair
- Develops a plan of action to include a timeline and informs instructors of the program deadlines and guidelines
- Encourages participation of all adult education faculty/staff
- Organizes the internal adult education screening committee and facilitate meetings and activities with regard to the selection of the grantee's overall winner.
- Arranges a public recognition event for the EAGLE nominees and winners
- Assists with adult education grantee recognition event(s), obtains local grantee level awards/prizes and gifts for winners and sponsors
- Emails potential judge's contact information to Carla DeBose at cdebose@tcsg.edu
- Maintains liaison with sponsor(s)
- Receives and screens EAGLE nominations
- Transmits EAGLE winner's materials to the TCSG office
- Grooms and prepares local grantee winner for the state judging and awards activities
- Attends local grantee and state activities with the local grantee winner
- Conducts follow-up activities

PLANNING AND ORGANIZING THE SELECTION PROCESS

The Office of Adult Education (OAE) statewide annual calendar will announce the dates when the selection process will officially begin. Grantee Program Administrators shall name the EAGLE coordinator who will assume the duties and responsibilities to coordinate the selection process at the local level. Once these assignments are complete, the designated EAGLE coordinator will carry out related tasks dictated within the EAGLE Institute Manual.

EAGLE records will be kept on file as a part of the grantee's records for a minimum of two (2) years. The Office of Adult Education will be responsible for organizing and maintaining state records for a minimum of two (2) years. These folders will include the operational aspects of the program.

STATE STEERING COMMITTEE AND STANDING COMMITTEES

The OAE will name the statewide EAGLE steering committee and the standing committees. The information below details the responsibilities of each committee.

STATE STEERING COMMITTEE

The steering committee is comprised of the co-chairs of each standing committee and is responsible for organizing and collecting documentation relevant to their committee's activities for the fiscal year in which they serve. The co-chairs will provide this documentation, in turn, to the subsequent fiscal year's co-chairs.

PROGRAM ORGANIZATION and LOGISTICS COMMITTEE

This committee is comprised of the selected EAGLE chair, Steering Committee, the Director of Professional Development and Transition Resources and the Director of Internal Affairs at the OAE. Members are responsible for planning, and organizing the state EAGLE program agendas, sessions, and coordinating program activities in cooperation with EAGLE committees. Plans and conducts student orientation and guides the students through the Leadership Institute in addition to coordinating hotel arrangements and logistics.

RECOGNITION COMMITTEE

This committee assists with the selection, distribution, and presentation of all state awards and gifts including gift bags, I-Pads and Eagle statues. This committee will also be responsible for selecting a thank you gift for the State competition judges and the professional development speakers. Duties also include follow-up and thank you notes to guests.

PROFESSIONAL DEVELOPMENT COMMITTEE

This committee assists the OAE staff with selection of professional development speakers and activities for the students and the attending AO Coordinators during the Leadership Institute. This committee will serve as the facilitators during the professional development sessions whose duties include introducing facilitators, and handling evaluations at the end of the sessions.

STUDENT ACTIVITIES COMMITTEE

Plans and organizes student and instructor social activities that encourage interaction among participants which includes the opening orientation, the Sprit Award, and any social activities that take place during the event. This committee is responsible for coordinating student logistics during events, e.g. loading buses, moving students to and from various locations, etc. This committee also coordinates the student photography session.

Public relations will be handled at the local level by the SDA/Grantee Program Administrator. The statewide public relations will be handled by staff at TCSG.

EAGLE APPLICANT SELECTION CRITERIA

To ensure that each EAGLE delegate has an equal opportunity in the selection process, it is essential that the selection criteria be consistent throughout the Grantee's organization (Appendices C and D).

ELIGIBILITY and NOMINATION PROCEDURES

1. Delegate applicants will be residents of the state of Georgia **and no less than eighteen (18) years of age by the date of the Statewide EAGLE Competition.** The process is open to

   A. *ABE, ASE, ESL, and/or EL/Civics students* who have been enrolled in the Grantee organization program for a minimum of forty (40) hours during the twelve (12) months preceding the local nomination deadline, and who are currently enrolled as of the date of the nomination and have obtained a minimum of one (1) educational functioning level or

   B. GED graduates who have attended a Grantee adult education program for a minimum of forty (40) hours during the 2018 fiscal year (July 1, 2017 – June 30, 2018) and have earned a GED diploma with an issue date during the twelve (12) months prior to the deadline for nominations. This graduate should be gainfully employed or enrolled in postsecondary, certificate, or college classes.

2. A nominating instructor is defined as a paid professional or an official volunteer who assists in the completion of the application packet. There will be one (1) nominating instructor for the student applicant. Only an instructor who has taught the student may nominate him or her. In the event that said instructor is no longer employed by the program, the succeeding instructor or Grantee Program Administrator or designee may serve as an alternate instructor and fulfill these roles. Instructors will carefully consider a student's ability to represent adult education in Georgia before nominating that student applicant.

3. The nominating instructor will organize an application packet for each student he or she nominates. Application must be completed on the official *EAGLE Application Form* included with this manual (see Appendix C). No extraneous materials or documents will be included in the application packet; the inclusion of such materials in the packet will result in the applicant being disqualified.

4. A page outlining the definitions of student evaluation criteria, essay requirements, along with video recording and photography tips has been included in Appendix C to provide guidance.

5. On the *EAGLE Instructor Evaluation Form (Appendix C)*, the nominating instructor will evaluate the student applicant's personal traits and competencies on a rating scale of 1 to 5 with a maximum total score of 50. Personal traits for evaluation include: character, attitude, attendance, leadership, personal appearance, and community activities. In the form's section titled "Other Qualifications," the instructor may list additional reasons for supporting the student applicant.

LOCAL SELECTION PROCESS

The OAE current fiscal year calendar will establish the approximate dates for the selection process, which will be held at the grantee levels.

1. Grantee Program Selection

Each Grantee program may have a local competition in which instructors are eligible to nominate one student representative that is a current student or GED graduate to participate in the EAGLE Awards Program selection process. The Grantee program administrator or designee (EAGLE Coordinator) is responsible for organizing this level in the selection process (see Appendix "A" for Grantee Program Administrator checklist.)

REGIONAL AND STATE SELECTION PROCESS

The regional EAGLE selection process will be held at the Technical College System of Georgia for all participating Grantees. The selection process will consist of a review of the local winner's application packet, the applicant's essay and the recorded (3-5) minute speech. Two (2) delegates will be selected to represent each region as a result of this process.

One (1) delegate from each Grantee will attend the state Leadership Institute. During the annual EAGLE Leadership Institute, the EAGLE winners selected from the regional selection process will compete at the State level for the EAGLE Delegate of the Year title.

JUDGING MODELS

Grantees may elect to choose delegates via through one of two judging models in the selection process. Those models are either internal or external. However, the selection process must be consistent throughout the Grantee organization.

INTERNAL SELECTION MODEL

STAFF and STAFF CRITERIA

1. The local organizer identified as the EAGLE Coordinator will select staff members who meet the following criteria.

   Staff should be:

   ✓ Knowledgeable about the adult education program in general. They should have knowledge about components of the adult education program, practices, mission of adult education, and of the impact of low literacy on society.

   ✓ Representative of the geographic and demographic communities of the service delivery area.

   ✓ Active participants in civic, social, educational, and/or political affairs of the service delivery area.

STAFF PROCEDURES

1. It is the responsibility of the EAGLE Coordinator to brief staff on their responsibilities within the Grantee program. The same criteria will be used to select winners at each level of the selection process.

2. After reviewing the official *EAGLE Application* form (see Appendix C) for each student, staff will evaluate each student. Each student will be evaluated according to the same set of criteria.

3. The EAGLE Coordinator will provide each staff member with a copy of the applicant's essay for review and evaluation prior to the face to face judging. The essay, a five (5) paragraph, two (2) page maximum double spaced typed document, will demonstrate the student's ability to write a persuasive argument that will reflect the student's knowledge of adult education and the impact of this program in his or her life. The title for the essay is *"How has Adult Education prepared you to be ready for college and the workforce?"*

4. The applicants will give a (3-5) minute speech. If the speech continues after 5 minutes, the coordinator will stop the speech. The speech will specifically address the question: *"Why are the Technical College System of Georgia (TCSG) and the Adult Education program important in the State of Georgia?"*

5. In case of a tie at the local Grantee levels of selection, staff may vote to choose the winner. Staff at the local Grantee levels will select the winner, thereafter known as the "delegate," who will compete at the Regional EAGLE competition level.

EXTERNAL SELECTION MODEL

JUDGES and JUDGES' CRITERIA

1. The local organizer will select judges who meet the following criteria. Judges should be:

- ✓ Knowledgeable about the adult education program in general. They should have some knowledge about components of adult education programs, practices, mission of adult education, and of the impact of low literacy on society.
- ✓ Representative of the geographic and demographic communities for that level of the selection process.
- ✓ Active participants in civic, social, educational, and/or political affairs at that level of the selection process.

JUDGES' PROCEDURES

1. It is the responsibility of the EAGLE Coordinator to brief the judges on their responsibilities. The organizer will assign a number to each judge to be used on the Judge's Evaluation form. (Refer to Appendix B for the desired image of an EAGLE winner.)

2. The same criteria will be used to select winners at the regional level of the selection process.

3. At the Grantee level, the EAGLE Coordinator will provide each judge with a copy of the applicant's essay for review and evaluation prior to the face to face judging. The essay will demonstrate the student's ability to write a persuasive argument that will reflect the student's knowledge of adult education and the impact of this program in his or her life. The title for the essay is *"How has Adult Education prepared you to be ready for college and the workforce?"*   At the judging, the coordinator will introduce the applicant and remain in the room during the speech and interview. After the introduction, the applicant will give a (3-5) minute speech. If the speech continues after 5 minutes, the coordinator will stop the speech. The speech will specifically address the question: *"Why are the Technical College System of Georgia (TCSG) and the Adult Education program important in the State of Georgia?"*

Once the speech has been given, the student will be seated. The judges will ask between three (3) and five (5) questions from a prepared list; judges will select one question from five topic areas (Appendix D).

4. The judges will evaluate how articulate and communicative the student applicant is through the interview and speech process. They will assess such attributes as poise, appearance, and eloquence. The judges want to know about the EAGLE student applicant as a person; they want to know something about his or her personal and professional goals. They need to know if the applicant has the support of family, employers, and others, if selected to attend the EAGLE Leadership Institute. The winners must be persons who can speak convincingly about the benefits of adult education.

5. Judging will usually last up to 15 minutes per student. After each interview, the judges will evaluate the student. Using a predetermined scoring system, the judges will award points in each criterion (Appendix D). Each student will be evaluated according to the same set of criteria, and the scores will determine the winner. In case of a tie at the Grantee levels of judging, judges may vote to choose the winner. Judges at the regional levels will select the winner, thereafter known as the "delegate." Both the local Grantee's winner and the Regional winner will attend the state EAGLE Leadership Institute. However, only the Regional winner will compete at the State level.

REGIONAL AND STATE JUDGING

GRANTEE LEVEL

A new phase of activities begins once the local Grantee EAGLE winner is selected. Plans must be made for the regional judging, papers must be filled out, and the student must be specially recognized and groomed for the regional and state judging and awards activities.

Application Packets
- ✓ Local Grantee retains the original application packet.
- ✓ Local Grantee submits a completed applicant packet to the Office of Adult Education (see Appendix C, EAGLE Applicant checklist).
- ✓ Grantee adheres to OAE Fiscal Year EAGLE Calendar Dates.

Arrange for Grantee recognition using any or all of the following means
- ✓ Special individual recognition is appropriate only at the county and Grantee levels (**NOT** at the state Leadership Institute *in the form of mementos, baskets, gift certificates, etc.)*
- ✓ Press release(s) (See Appendix A.)
- ✓ Recognition by the Certified Literate Community Program (CLCP), advisory committees, civic clubs, etc.
- ✓ Luncheon in EAGLE winner's honor
- ✓ Bulletin boards, marquees, cable TV, etc.

Prepare for the EAGLE Regional Competition
- ✓ When the Grantee Program Administrator obtains a copy of the state schedule of activities, this information should be disseminated to the local winner and the nominating instructor so they know what to expect.
- ✓ The Grantee Program Administrator will advise the Grantee level delegate that meals and functions at the regional level (if provided) are open ONLY to delegates and instructors. Family members

and friends will not accompany the delegate to Atlanta because there will be no functions or activities for them to attend.

✓ Appropriate attire for EAGLE delegates includes

  *business attire, attire for a recognition dinner

  *casual business attire

  *conservative colors, hair styles, jewelry, and accessories

  *jeans **are not** appropriate dress for any of the program organized activities

✓ The nominating instructors and winners should coordinate travel plans.

✓ Note special needs, accommodations, and dietary needs on the registration form. Remind winners and instructors about meal etiquette, e.g. buffets are <u>not</u> "all you can eat."

STAGING A SPECIAL RECOGNITION EVENT

Recognition of the EAGLE winner is one of the first steps toward preparing the student for the regional and state competition. A special recognition event underscores the fact that the student is already a winner at the adult education grantee level regardless of what happens at the regional and state level.

Because most of the Grantees prefer to keep the suspense element in the local program recognition event until the last moment, the EAGLE coordinator should have obtained the needed nominating instructor evaluation, the nominee's bio <u>before</u> the winner is named along with a photograph and video. That way, the necessary publicity materials are available without revealing the winner. And, by including your Public Relations' contact into your confidence, the information for publicity is ready to be released following the announcement of the EAGLE winner.

The EAGLE coordinator should take the initiative in planning the adult education grantee recognition event. If possible, the event should be a special one, held specifically for the EAGLE program and the EAGLE winner. Announcement of the EAGLE winner should not be simply an introduction at a meeting held for some other purpose. If a civic club meeting is used to announce the EAGLE winner, the meeting should have no other purpose except for recognition of the grantee's EAGLE winner. The most important consideration for the grantee recognition event is that it be used exclusively for spotlighting the grantee's EAGLE winner and program.

TRANSMITTING THE PROPER DOCUMENTS *(See Attachment A, FY19 EAGLE Checklist)*

The EAGLE coordinator is responsible for sending the local grantee EAGLE winners information packet prior to Friday, December 14, 2018. THE ADULT EDUCATION GRANTEE WINNER'S NOMINATION PACKET MUST BE RECEIVED AT THE STATE OFFICE BY DECEMBER 14, 2018.   NO EXCEPTIONS WILL BE MADE. A checklist of what must be included in this nomination is available in Appendix C. All forms submitted as part of this formal nomination packet must be typed.

BUILDING CONFIDENCE

The EAGLE winner's level of confidence is in direct relationship to how much he or she knows about what is going to happen at the regional and state competition. Support to winners may take place in the form of mock interviews and logistical practices. Interview questions may range from personal tastes in music (or other ice breaker questions) to stances on current issues. Mock interviews may help to perfect the winner's speech as they progress to the next level of the competition. The student's (3-5) minute speech should focus on the topic *"Why are the Technical College System of Georgia (TCSG) and the Adult Education program important in the State of Georgia?"*

The EAGLE coordinator should obtain a copy of the schedule of activities for the regional and state EAGLE judging and awards program and become thoroughly familiar with the schedule, locations, and proper attire. This information should be disseminated to the grantee's EAGLE winner and the nominating instructor for planning purposes. The TCSG office will supply a draft schedule of events for EAGLE week and the dress code one month prior to the event, and a final schedule of events no later than one week before the event.

GROOMING A REGIONAL AND STATE WINNER

Most participants appreciate suggestions on appropriate behavior during their interview sessions with the state judges. Advise the students to be the BEST of who they are during the event. While we encourage each of the ambassadors to have fun, we want to make sure that behavior is professional and polished.

Remember that the judges are looking for the best possible representative of the Technical College System of Georgia, the Office of Adult Education and the State and the student's image plays an important part. In making their choice, the judges consider the image the student conveys as a future ambassador of adult education. The EAGLE coordinator should discuss with the participant what the judges are looking for as they make their evaluations. In addition to appearance, the judges consider a student's ability to communicate. They are impressed by enthusiasm. The judges will want to know the student's goals – life as well as career. It is important that the student knows the future direction he or she wants to take and the steps needed to get there. These are some of the criteria that rate high on the judge's list of consideration.

SETTING THE RIGHT ATTITUDE

Every adult education grantee's EAGLE winner represents his or her program at the regional and state EAGLE competition; yet, only one of the program winners returns as the state EAGLE winner. The EAGLE coordinator must strike a careful balance in preparing the participant's mental attitude toward the competition. The local grantee winner should not come to the regional and state competition overly confident, rather with a healthy confidence. The coordinator should encourage an *"I can win"* spirit while preparing for a *"someone else might win"* attitude. In setting a proper attitude, the coordinator can rely on the philosophy of *"do your best and be proud because we're proud of you."*

As the prestige of the state EAGLE title grows, so does the competition among the adult education program grantees. Every representative wants to win! Local grantee EAGLE winners should not be made to feel that if they don't win the state competition that they have disappointed their adult education program. EAGLE coordinators can ensure against such pressure by reminding their students that they are

winners and will still be winners after the state judging is over. The local grantee EAGLE winner should be assured that the program is just as proud of him/her with or without the state title.

MAKING TRAVEL ARRANGEMENTS

The EAGLE coordinator should meet with the adult education program administrator (or designee) to discuss the hotel requirements for those who will attend the state EAGLE program's activities and to ensure that adequate hotel rooms are reserved. When reserving a block of rooms at the hotel, the EAGLE coordinator should specify that the reservations are for the EAGLE Leadership Institute program.

OTHER DETAILS

Prior to the state EAGLE activities (judging), the EAGLE coordinator needs to pay special attention to the following details:

Make sure the local grantee EAGLE winner dresses appropriately. The EAGLE coordinator should advise the student concerning the kind of clothes that are appropriate for the state activities. The travel wardrobe should include casual clothes, as well as professional business attire**.** Dress should be conservative in nature with the understanding that jeans are not appropriate at any event.   For males, a coat and tie or suit is advised and for females, a dress, skirt and blouse, or suit is advised.

- Guidance from the state office will be provided so that proper planning may take place.

ATTENDING TO THE EAGLE PARTICIPANT

The EAGLE coordinator is the one who must provide advice and moral support to the student and his/her nominating instructor. It is especially important that the coordinator accompany the EAGLE student during critical moments. The EAGLE coordinator should be with the student when the finalists are named, to provide reassurance and encouragement whether or not the student is included or omitted from the list of the eight (8) finalists.

If the local grantee EAGLE winner is one of the eight finalists, the EAGLE coordinator will provide advice and moral support to the student and will accompany the delegate during the state level activities in Atlanta. The nominating instructor **will not** accompany the student during the state level activities.

The grantee EAGLE winner should be encouraged to do his or her best, but also to relax as much as possible. The EAGLE coordinator, nominating instructor, and other college representatives should show pride in the student's accomplishments, regardless of the outcome.

PREPARING FOR THE PUBLICITY

Prior to regional and state judging, the student may be interviewed. Details, including the interview questions, are provided well in advance of the interview to ensure the desired results. Local grantee EAGLE winners and instructors may anticipate typical questions about adult education, the respective adult education program, the instructional program, their outlook for their future, to include postsecondary education and career plans.

Prior to the regional and state judging, the EAGLE coordinator, nominating instructor and grantee EAGLE winner should discuss possible questions and possible answers. This will further instill confidence in the student and ensure a successful outcome.

PHOTOGRAPHS

Grantee EAGLE winners should be made aware that photographers will be on duty throughout the state EAGLE Leadership Institute activities. Candid shots may be made and perhaps interviews will be requested. Photographs and excerpts from the interviews may be used in a media presentation.

JUDGING GUIDELINES (STATE LEVEL)

The basic objectives of the state judging activities are to identify, through a specified process, the best ambassador to represent adult education to the following groups:

- Business and industry,
- The general public, including government representatives, and
- Prospective adult education students and their parents.

Keep in mind that the EAGLE delegate that becomes the state winner will make many public appearances on behalf of adult education. As the state EAGLE Delegate, s/he may appear on television programs, make speeches and should be relatively free to travel.

In addition to the evaluation forms, judges use the following criteria in making their selection:

- The state EAGLE Delegate conveys a positive attitude and confident manner that will inspire optimism and enhance confidence in Georgia's adult education programs.
- The state EAGLE Delegate has an appeal reaching beyond his or her own race, gender, home community, region, or background and is capable of inspiring all Georgians.
- The state EAGLE Delegate is a person whose example will encourage persons from differing backgrounds to value adult education and to consider it as an option to enhance basic skills needed to enter postsecondary education and the workforce.
- The state EAGLE Delegate, through manner and appearance as well as speech, challenges the outmoded misconceptions and stereotypes that may exist about adult education programs and learners.
- The state EAGLE Delegate winner is a symbol of the future for other adult learners in Georgia.

KNOWING WHAT TO EXPECT (STATE LEVEL)

The Rating

At the state competition, finalists from the regional EAGLE competition will be judged on the following criteria:

- The essay
- Their speech
- An interview.

- Judges receive a copy of the essay and a scoring rubric PRIOR to meeting the EAGLE delegates at the competition. On the day of the state competition each delegate will be interviewed by the panel of judges and they will deliver their (3-5) minute speech. Each interaction with the state judges will last approximately 15 minutes. After each interaction, the judges will evaluate each finalist. Using a predetermined scoring system; the judges will award points to each criterion listed above. Each student is evaluated according to the same set of criteria, and the scoring alone determines the winner.

Judging Experience

The judges select one member to serve as the "doorkeeper." This person greets and introduces the EAGLE delegate to the other judges. Everyone is always ready to shake hands, so the EAGLE coordinator should prepare the students by explaining the etiquette of handshaking.

After introductions are finished, the doorkeeper asks the student to give their speech. The speech should be reflective of their knowledge of adult education in Georgia, and the impact of adult education in Georgia and in their lives. The student will have a podium available for their use during the speech. Once the speech has been given, the student should be seated and prepared for the interview. Every attempt is made to make the participant comfortable. The judges want the student to feel comfortable and at ease.

The purpose of the interview session is to select the best spokesperson for adult education in Georgia and judges will evaluate how articulate and communicative the student is. The state EAGLE Delegate winner will be traveling and constantly meeting new people; therefore, the first attribute that the judges look for is poise. Another attribute the judges look for is appearance. The EAGLE interviewee who walks into the interview session and copes well with the introductions to the judges is off to a good start.

The Speech

Delegate applicants will stand for the speech and be seated for the questions. The monitor who escorts the applicant to the interview room and remains during the speech and interview will stop the applicant if she or he goes beyond the five-minute limit. The competition organizer will provide a podium for applicants who wish to use it. It is permissible for applicants to use a 4" x 6" note card with an outline of major points and notes for the speech. The speech opening should convey the following information:

- **Name of Delegate**
- **Name of Adult Education Program being represented and answer the question**

The topic of the speech is: "*Why are the Technical College System of Georgia (TCSG) and the Adult Education program important in the State of Georgia?*"

EAGLE LEADERSHIP INSTITUTE DOS AND DON'TS

Program Administrators and Coordinators:

Please discuss the points listed below with your EAGLE delegate. Make sure you also review the daily schedule with them so that they will know what's expected.

- The two-night stay and parking fee at the hotel is paid for as are official meals. Official meals obtained during official travel time to and from the EAGLE program will also be an allowable expense. Attendees must not incur extra hotel charges such as phone calls, room bar, room service, hotel restaurant or bar, or movie rental. These <u>will not</u> be reimbursed.

- Delegates and coordinators **are not** encouraged to bring additional guests that will stay throughout the entire Leadership Institute. If they wish to invite a guest to the recognition luncheon event, they will be responsible for purchasing a ticket for that guest. The ticket must be purchased prior to the Leadership Institute. Specific information will be forwarded to SDA/Grantee Program Administrator as it is available. Guests will not be included in any of the other meal functions or activities**.**

- **Be on time or early at every event**. This includes planned activities and all meal events.

- Let your coordinator know where you are and what you're doing.

- Be sociable. Meet other EAGLE Delegates. You are a member of an elite group.

- EAGLE delegates will have official photographs taken at a specified time during the event. Delegates and coordinators must arrive at the photo gallery, together, at the assigned time.

- Be sure to sign-in at all leadership activities.

- One or more meals may be buffet style which means you will select your food preferences from a table. Please move promptly through the line and take only <u>one</u> portion of the items you want. Second portions are usually available after everyone has been served.

- All delegates and coordinators *MUST* attend the orientation session. This will be your guide for the Leadership Institute events.

Delegates:

Please remember that this is a professional development and leadership event. Events and activities have been planned for your professional enrichment. Enjoy yourself, but keep in mind that you are representing not only yourself, but your instructor, your college or organization, and the Adult Education Programs of Georgia.

Program Administrators and Instructors:

Your cooperation and assistance is essential during the entire EAGLE Leadership Institute. Your efforts to help activities run smoothly will add much to the overall success of this effort.

APPENDIX A

GRANTEE

PROGRAM ADMINISTRATOR FORMS

THE TECHNICAL COLLEGE SYSTEM OF GEORGIA

OFFICE OF ADULT EDUCATION

2019 EAGLE AWARDS PROGRAM, PROFESSIONAL DEVELOPMENT and COMMITTEE ASSIGNMENTS

EAGLE AWARDS STEERING COMMITTEE

Stephanie Benson, Athens Technical College

Linda Coston, Albany, Technical College

Dawn Schmeelk	TCSG, Honorary

STANDING COMMITTEES

LOGISTICS

Carla DeBose	TCSG Office of Adult Education
Dr. Albenny Price	Atlanta Public Schools
Brad Sims	TCSG

RECOGNITION

April Hopson, Columbus Technical College

April McDuffie	Wiregrass Technical College
Christine Hord	Chattahoochee Technical College

PROFESSIONAL DEVELOPMENT COMMITTEE

Stephanie Rooks, Gwinnett Technical College, Chair

Melissa Burtle	Southern Regional Technical College
Lillie Ann Winn	South Georgia Technical College

STUDENT ACTIVITIES COMMITTEE

Karen Kirchler, West Georgia Technical College, Chair

Kelly Peacock	Coastal Pines Technical College
Murray Williams	Southern Crescent Technical College

PUBLIC RELATIONS COMMITTEE

The public relations function will be handled at the local level by the Grantee Program Administrator. The statewide public relations function will be handled by staff at TCSG.

Grantee Program Administrator's
FY19 EAGLE Timeline

Item #	Activity to be completed.	Deadline	✓
1	Conduct EAGLE Program training and staff development with EAGLE Coordinator. **Statewide Conference Call**	**November 5, 2018**	
3	Implementation of the local grantee selection process.	**November – December 2018**	
4	Submit complete EAGLE Delegate packet to the Office of Adult Education.	**December 14. 2018**	
5	Submit EAGLE registration form to the Office of Adult Education. Note special needs, accommodations, and dietary needs. Make hotel room reservations for nominating instructor, Grantee program administrator, and EAGLE Delegate from the local grantee organization.	**February 15, 2019**	
6	EAGLE Leadership Institute and State Competition	**March 11-13, 2019**	
7	Conduct local awards and recognition programs. Special individual recognition for the delegate is appropriate only at the local level. NOT at the State Leadership Institute.	**Ongoing**	
8	Determine local activities for inclusion of EAGLE delegate, (i.e. advisory committee, awards program, graduation speakers, etc.)	**Throughout Fiscal Year**	
9	Distribute news releases to media in local program areas.	**Ongoing**	

Sample News Release

(Name of Student) to attend EAGLE Leadership Institute

Submitted by: Name of Contact

(Date Submitted/Released)

(Name of Student) has been chosen to represent (Name of Grantee) at the EAGLE Leadership Institute March 11-13, 2019. The Leadership Institute recognizes and honors those students who have demonstrated superior achievement in adult education classes and programs.

 EAGLE is the first statewide program in the nation that recognizes and rewards excellence among students enrolled in adult education programs. This student recognition program is designed to create greater awareness of educational opportunities that are available in local communities across the state and to foster greater involvement in lifelong learning pursuits.

The Technical College System of Georgia (TCSG) through its Office of Adult Education (OAE) sponsors the annual Exceptional Adult Georgian in Literacy Education (EAGLE) Leadership Institute.

Sample PROCLAMATION

(For use by the Mayor, Chief Executive Officer, or City Manager)

EAGLE WEEK

WHEREAS: The Exceptional Adult Georgian in Literacy Education (EAGLE) program, sponsored by The Technical College System of Georgia Office of Adult Education strives to give proper emphasis to the dignity and importance of adult education; and

WHEREAS: The EAGLE program seeks to recognize and reward excellence among adults studying at (name of Grantee); and

WHEREAS: Many representatives of and sponsors from business and industry in our city and throughout our state have been generous in donating their time to this program; and

WHEREAS: The EAGLE program spotlights the importance of adult education for our modern economy by generating greater public awareness and appreciation for the contributions of working men and women in Georgia; now

THEREFORE: I, (name), (Mayor, Chief Executive Officer, or City Manager) of the (city/county) of (city/county), do hereby proclaim the week of (dates), as "EAGLE WEEK" in (city/county), and urge our citizens to join in recognizing this most worthwhile program.

_____   _____
Signature   Date

APPENDIX B
GUIDELINES for APPLICANT'S
SPEECH, VIDEO AND INTERVIEW

GUIDELINES FOR SPEECH, VIDEO AND INTERVIEW

Desired Image of an EAGLE Delegate

It is important to remember that each EAGLE Delegate will represent: 1) his or her adult education program grantee and community, and 2) The Technical College System of Georgia and the Office of Adult Education. Consider that you may be called upon to speak to college presidents, city and state officials, even the legislature of the State of Georgia. As a representative of adult education programs, it is important that a delegate project a positive image of a successful adult learner.

As you work with the delegates to prepare their speeches, you may be tempted to dwell upon the various trials and tribulations of their life, the many problems that they encountered, and even family and personal issues. It is admirable and a great testament to their abilities that they have overcome these obstacles, but that is NOT the main focus of the interview. The interview should focus more on the positive than the negative. The judges want to hear what has been accomplished as a result of the adult education program. It is all about student success. Have they enrolled in college, secured employment, or received a promotion? Have they upgraded their goals to an even higher objective?

Consider that they might be standing before the legislature of the state of Georgia. Money is tight and the legislature is looking for ways to cut the budget and is considering the elimination of Adult Education programs. The student is a living example of the benefits that can be gained by attending an Adult Education program in the State of Georgia. They need to be able to articulate the importance of these programs and the financial impact that they have on the state. The testimony will not focus on the problems that they have encountered along the way. It is about the successes they have had as a result of Adult Education Programs and how their life has changed for the better. How have these programs made t a better citizen of the State of Georgia and the United States of America?

The EAGLE delegate applicant's appearance before the judges' panel will consist of two parts:

- a (3-5) minute speech (to be recorded as a video on disc for regional judging), and

- an interview which includes four to five questions answered verbally by the applicant. Suggested topics can be found in Appendix "D" Judges Forms. One question will be selected from each of the five topic areas listed. **Please DO NOT HAVE delegates MEMORIZE the questions.**

SPEECH CONTENT

In planning the speech, the delegate applicant (referred to as "you") must include content that addresses the judges' evaluation criteria. Suggestions for each criterion are listed below.

1. **Goals (Personal and Professional)**

    a.   Talk about what you want to do with your life. You could mention your education objectives, career aspirations, and goals for your family.

2. **Commitment to and knowledge about Adult Education**

    a.   Talk about what the adult education program has done for you. How has it changed your life?

    b.   Tell why you enrolled in adult education classes.

    c.   Talk about the skills or qualities you have that would make you a good spokesperson for adult education in Georgia.

3. **Ability to Communicate** (See "Helpful Hints for Making your Speech" shown below).

4. **Enthusiasm**

    a.   The judges will evaluate how you respond to the questions in the interview.

    b.   The judges will look for the "spirit" behind your responses, your body language, and how you come across.

    c.   Think about how you can show enthusiasm or excitement in your communication with the judges.

5. **Leadership Qualities**

    a.   You may choose to talk about how you have led, initiated, or created something that required leadership skills. You may have been assigned or you may have voluntarily taken charge of a situation.

    b.   Talk about any of your leadership or supervisory roles in school, work, or in the community.

6. **Self-Confidence or Presence**

    a.   How you feel about yourself shows in the interview. Be positive, upbeat, sincere, and confident.

b.   Think about how you can project the image or feeling that you want the judges to have about you when you leave the interview.

HELPFUL HINTS FOR MAKING YOUR SPEECH

1.   Body language

    a. Posture while you are standing during the speech

        i.   Stand erect, do not slouch or slump.

        ii.   Do not shift from side to side or rock back and forth on your heels.

        iii.   Stand in one place; do not pace back and forth.

        iv.   If you use a note card, do not play with it while you are speaking.

        v.   A man should not jingle pocket change or play with his tie.

        vi.   A woman should not play with her hair or pull on her clothing.

    b.   Posture while you are seated during the interview.

        i.   Sit in a natural comfortable position, paying attention to good posture. It is okay to cross your ankles, but do not cross your legs at the knee. If you slump or lean back in the chair it projects a lazy image.

        ii.   When you make an important point, lead forward and make good eye contact with the judges to emphasize your answer.

        iii.   Do not wring your hands or form hard gestures like fists while speaking. If you are nervous, it is good to fold your hands together in front of you on the table or in your lap.

        iv.   Do not play with your jewelry or twist the rings on your fingers.

        v.   Do not take your glasses on and off or play with or adjust your hair.

        vi.   Avoid closed gestures like crossing/folding your arms because this projects a defensive, negative image.

2. **Voice and Tone**

    a.   Speak clearly and pronounce each word by emphasizing vowel sounds.

       i.   Use a warm medium tone (not a high pitched screeching tone or a low mumbling tone) to project a positive picture. The tone should be easy to listen to and project calmness and sincerity.

      ii.   Change the intonation pattern in your voice to rise in the middle of the sentence and drop to a lower level at the end of the sentence. Avoid speaking in a monotone.

    iii.   Take your time to speak clearly and distinctly. It is important not to appear rushed. If you become nervous, it helps to take a deep breath.

    iv.   An occasional silence is okay before you respond to judges' questions. Silence is preferred to any filler expressions. Avoid using expressions such as *ah, like, you know, well,* and *uh.*

3. **Facial Expressions**

    a.   Maintain eye contact; *look* at the judges' eyes (or their foreheads). They will be looking at your eyes.

    b.   Your facial expression should be warm, friendly, and smiling.

    c.   Remain relaxed and poised.

4. **Practice**

    a.   Practice, practice, practice your speech in front of your family, friends, and nominating teacher. Ask your nominating teacher to practice all of the sample interview questions with you. The judges will select and ask you 3 or 4 of the questions.

    b.   Record your speech on a tape recorder and take notes as to how to improve. Listen for tone, pronunciation, and intonation (rise and fall).

APPENDIX C

APPLICATION REQUIREMENTS

AND

ELIGIBILITY FORMS

EAGLE DELEGATE APPLICATION PACKET

ELIGIBILITY REQUIREMENTS

Student recognizes the importance of education and is willing to promote adult education in Georgia.

Delegate applicants will be residents of the state of Georgia **and no less than eighteen (18) years of age by the date of the Statewide EAGLE Competition.** The process is open to

A. *ABE, ASE, ESL, and/or EL/Civics students* who have been enrolled in the Grantee organization program for a minimum of forty (40) hours during the twelve (12) months preceding the local nomination deadline, and who are currently enrolled as of the date of the nomination and have obtained a minimum of one (1) educational functioning level or

B. *GED graduates* who have attended a Grantee adult education program for a minimum of forty (40) hours during the 2018 fiscal year (July 1, 2017 – June 30, 2018) and have earned a GED diploma with an issue date during the twelve (12) months prior to the deadline for nominations. This graduate should be gainfully employed or enrolled in postsecondary, certificate, or college classes.

If applicable, the GED graduate should be gainfully employed or currently enrolled in postsecondary, certificate or college classes.

EAGLE DELEGATE APPLICATION REQUIREMENTS

Each EAGLE Delegate should have the following submitted on their behalf:

- A complete application
- A complete bio
- An essay
- A marketing release form
- Delegate affidavit
- Delegate code of conduct
- EAGLE Coordinator affidavit
- A high resolution/jpeg photo
- A three to five-minute videotaped speech

(The videotaped speech will be submitted for regional judging. If the Delegate is selected as a regional contestant, they will be required to deliver the SAME speech live at the state level competition).

ESSAY REQUIREMENTS FOR THE EAGLE DELEGATES

The essay introduction should convey the following information:

- Name of Delegate
- Adult Education Grantee program being represented

Each candidate should prepare a five (5) paragraph, two (2) page maximum double spaced typed essay addressing "*"How has Adult Education prepared you to be ready for college and the workforce?"*

SPEECH REQUIREMENTS FOR THE EAGLE DELEGATES

The speech introduction should convey the following information:

- Name of Delegate
- Adult Education Grantee program being represented

Speech topic: *"Why are the Technical College System of Georgia (TCSG) and the Adult Education program important in the State of Georgia?"*

The speech length should be a minimum of 3 minutes and a maximum of 5 minutes

For the Regional competition ensure that videos are clear and well edited. Make sure that the delegate is dressed in the video as they would be if delivering the speech in person.

PHOTO AND VIDEO REQUIREMENTS FOR THE EAGLE DELEGATES

- Delegates should be groomed in the photos as if they are attending the event in person. Please make sure that attire and grooming reflect the occasion.
- Photograph and video the delegate in front of a plain, light-color background with good lighting.
- The link for uploading EAGLE photo ONLY: **DROP BOX WILL BE ESTABLISHED AND DISTRIBUTED**
- Photos must be the original file, **high resolution/jpeg format**
- Videos must be saved on disc and mailed to the Office of Adult Education and to the attention of Carla DeBose at 1800 Century Place, Suite 300, Atlanta, GA 30345
- Use a head and shoulders "portrait" type of position for the photo.
- Ensure the video recorder is placed on a tripod for steadiness of recording.
- Both the video and photograph must include the Grantee's name and the EAGLE delegate's name.

EAGLE APPLICATION PACKET CHECKLIST

✓	Items to be sent to the Office of Adult Education to the attention of Carla DeBose 1800 Century Place, Suite 300 Atlanta, Georgia 30345 cdebose@tcsg.edu
	Nominating Instructor Evaluation Form
	Delegate Application Form
	Delegate Profile Information
	Student Affidavit
	Coordinator Affidavit
	Delegate Code of Conduct
	Delegate Marketing Release Form
	One (1) Electronic Photograph (See Photography Requirements)
	EAGLE Delegate Video Recorded Speech (See Speech Requirements)
	EAGLE Delegate Essay (See Essay Requirements)

NOMINATING INSTRUCTOR EVALUATION FORM

(Type the requested information.)

I nominate _____ to represent

<div align="center">(Name of Student)</div>

_____, at the EAGLE State Leadership Institute.

<div align="center">(Grantee name)</div>

S(he) is enrolled at _____.

<div align="center">(Class Location)</div>

Enclosed are:

✓	Items
	EAGLE Delegate Application
	EAGLE Delegate Profile
	EAGLE Delegate Essay
	EAGLE Delegate Marketing Release Form
	EAGLE Delegate Affidavit
	EAGLE Delegate Code of Conduct
	EAGLE Coordinator Affidavit
	One (1)**electronically submitted** photograph of the nominee
	EAGLE Delegate Video Recording

ELIGIBILITY		
		Resident of Georgia and no less than (18) years of age by the date of the Statewide EAGLE competition.
		Student recognizes the importance of education and is willing to promote adult education in Georgia.
		Student is in good standing as determined by the local Grantee Program Administrator or designee.
		Student has completed at least 40 hours of instruction in the Grantee's adult education program during the twelve (12) months preceding the local nomination deadline, student has obtained a minimum of one (1) education level increase
		Or student has earned a GED credential in the Grantee's adult education program during the twelve (12) months preceding the nomination deadline.
		If applicable, the GED graduate is gainfully employed or currently enrolled in postsecondary, certificate or college classes.
		Student enrollment date in adult education program from: _____ to _____. (month/day/year) (month/day/year)

Instructor's Rating of Delegate's Personal Traits:	Low		High

	1	2	3	4	5	
Character						
Attitude						
Attendance						
Leadership						
Personal Appearance						**TOTAL**
Community Activities						**SCORE:**
Goals						
Knowledge of Adult Education						_____
Communication						
Enthusiasm						
TOTALS						

Other Qualifications

Instructor's assessment of the student's other qualifications and reasons s/he should be selected as the EAGLE delegate.

_____

_____

_____

INSTRUCTOR & GRANTEE PROGRAM ADMINISTRATOR VERIFICATION
I hereby submit the above-named student as a candidate to be a delegate to the EAGLE Leadership Institute.
Nominating Instructor_____

Nominating Instructor's Signature _____

Date: _____

Contact Information for Nominating Instructor

Telephone # _____ Fax # _____ E-Mail _____

Grantee Certification (Completed by the Grantee Program Administrator)

I certify that the above-named student is in good standing with this Local Adult Education Program and meets all eligibility requirements of the EAGLE program.

Name _____ Date Received_____

EAGLE DELEGATE APPLICANT FORM

(Type, use space provided, and complete each section. If not applicable, put N/A.)

Name _____

Address _____

City, State, Zip Code _____

Nominating Instructor _____

Grantee Program Name _____

Program Administrator _____

Class Location _____

Date of Birth _____ Place of Birth _____ Ethnicity _____

GOALS

What are your education goals? _____

What are your career goals? _____

What are your personal goals? _____

EAGLE DELEGATE

Why do you want to be an EAGLE delegate? _____

What have you accomplished that makes you a good EAGLE delegate candidate? _____

If you were to win the state competition, what are three things that you would want to accomplish as an EAGLE delegate? _____

Student's Signature _____

Instructor's Signature _____

Grantee Program Administrator's Signature _____

EAGLE DELEGATE PROFILE INFORMATION

Please work with EAGLE Delegate to create a profile. Use the questions below as a guide to development.

(Each profile included in the program will be edited to a maximum of 150 words).

Delegate name   _____

College name _____

Nominating Instructor_____

Why did you select a Technical College to assist in furthering your education?

What is your reason for choosing to pursue a GED?

How is your adult education program preparing you for college and/or career?

Explain the difference a GED will make or is making in your life?

What are your education and/or career goals and what steps you are taking to attain them?

Where were you born?

Where do you reside now?

Names of spouse and/or children:

Person who inspires you the most and why:

Testimonial statement from nominating instructor: Please write a statement as to why you are nominating this student as an EAGLE delegate. Include the traits, accomplishments and rational for your nomination.

STUDENT AFFIDAVIT

As a delegate applicant for the Exceptional Adult Georgian in Literacy Education (EAGLE) Leadership Institute, and as a resident of the state of Georgia, I certify that I am or will be (18) years of age or older on or before the Statewide EAGLE competition and if selected, I will comply with the following responsibilities to the best of my ability:

I will attend public ceremonies and make public appearances arranged by The Technical College System of Georgia Office of Adult Education (TCSG/OAE), my local program Grantee, and other civic and community organizations within the limits imposed upon me by my job and family obligations. I understand that my expenses (travel, lodging, and food) will be reimbursed per state guidelines.

I agree to allow my biography, in whole or in part, and photos to be published and used by TCSG/OAE to promote or advertise adult education and the EAGLE Leadership Institute. I understand that TCSG/OAE owns all rights to any publication, and that I will receive no compensation or royalties from any publication of promotional materials. I agree to the release of my academic records as needed by this process.

I will accept responsibility for representing Georgia's Adult Education Program in everything I do. I promise to try to demonstrate the best qualities of Georgia's adult education students in all my public appearances and to consider myself an ambassador of good will.

Signed   _____

Date   _____

Witness   _____

Please check one of the following:

_____   **Yes,** I would like to serve as a spokesperson or EAGLE representative and be
            considered for future public appearances and speaking opportunities.

_____   **No,** I appreciate the opportunity, but I prefer not to serve as a speaker for
            future public appearances, except for those at the local level.

GRANTEE EAGLE COORDINATOR AFFIDAVIT

I agree to allow information about myself and photos to be published and used by TCSG/OAE to promote or advertise Adult Education and the EAGLE Leadership Institute. I understand that TCSG/OAE owns all rights to any publication, and that I will receive no compensation or royalties from any publication of promotional materials.

I will accept responsibility for representing Georgia's Adult Education Program in everything I do. I promise to try to demonstrate the best qualities of Georgia's adult education instructors in all my public appearances and to consider myself an ambassador of good will.

Signed   _____

Date   _____

Witness   _____

EAGLE DELEGATE'S
CODE OF CONDUCT FORM

As an EAGLE participant I will:

- Adhere to my adult education programs *Code of Conduct*;
- Participate in the week's scheduled activities;
- Behave honestly and with integrity;
- Act with care and diligence;
- Treat everyone with respect and courtesy, and without harassment;
- Be responsible;
- Follow the directions of my grantees EAGLE coordinator, staff and others in positions of authority;
- Respect all public and private property, including the hotel in which I am housed;
- Adhere to the standards of dress;
- Refrain from using illegal drugs and abusing alcohol; and
- Not leave the hotel without the knowledge and permission of my EAGLE coordinator.

Participant Code of Conduct Statement

As a representative of the EAGLE program, my adult education program and the Technical College System of Georgia, I have read and agree to abide by the EAGLE Code of Conduct.   I,

_____, will conduct myself in a manner which reflects a positive image on myself, the EAGLE program, my adult education program, and the Technical College System of Georgia.

Furthermore, I understand that if I do not conduct myself in a positive manner, I may be disqualified from further participation in the program and may be asked to return to my local adult education program at my own expense.

_____

Adult Education Grantee Name

_____   _____

Grantee's EAGLE Winner's Name   EAGLE Coordinator's Name

_____   _____

Grantee's EAGLE Winner's Signature   EAGLE Coordinator's Signature

_____

Date

EAGLE DELEGATE'S
MARKETING RELEASE FORM

I hereby give permission to the Technical College System of Georgia and all assignees to use my name, quotes and photographic likeness in all forms and media for advertising, trade and any other lawful purposes.

Name (please print) _____

Adult Education Grantee: _____

Address: _____

City:_____ State: _____Zip Code: _____

Phone: (_____)_____Date: _____

Signature: _____

Print Name: _____

Signature: _____ Date: _____

TCSG use only:

Project:

_____

_____

_____

DEFINITIONS OF CRITERIA USED IN EAGLE APPLICATION FORM

Attitude

This refers to a positive viewpoint of the adult education program, other students, instructional staff, administration, career, and work. There must be sincerity of purpose and respect for the adult education program and staff.

Attendance

This requires excellent attendance on the student's part. It is an indication of his or her commitment.

Character

This refers to such time-honored values as honesty, morality, trustworthiness, and dependability.

Commitment to/Knowledge of Adult Education

The student understands organization's mission: "Creating a Workforce for Georgia and a Future for Families"

Communication

The student displays appropriate verbal and non-verbal skills.

Community Activities

The student's involvement in activities and community projects is important to a well-balanced life.

Enthusiasm

The student is willing, passionate, and wholehearted about promoting adult education in Georgia as the best option for basic skills education.

Goals

The student has established college/career goals and can articulate those goals.

Leadership

The student must show initiative and be held in high regard by other students and staff and be a good influence on fellow classmates.

Personal Appearance

This requires the student nominee to be well groomed.

Presence

The student displays charisma, charm, personality, and magnetism that would appeal to a wide variety of audiences.

APPENDIX D
JUDGE'S FORMS

EAGLE JUDGE'S EVALUATION FORM 1 - ESSAY

Applicant's Name: _____

Applicant's Essay Evaluation

Rate the candidate's essay on a scale of 0-5 (with 5 being the highest)

5-Far Exceeded   4-Exceeded   3-Met   2-Somewhat Met   0-Did Not Meet

Evaluation Criteria	5	4	3	2	0
Did the applicant submit a 5 paragraph, two page - double spaced typed essay?					
Did the applicant's essay follow a coherent introduction, body and conclusion?					
Did the applicant's writing style express clear thoughts while addressing the subject matter?					
Was the applicant's essay persuasive?					
Did the applicant's essay show mastery in writing skills (to include grammar and word usage)?					
Did the applicant's essay address the topic?					
Did the applicant's essay give effective examples of adult education benefits?					
Did the applicant provide accurate content about adult education?					
Did the applicant's essay sustain the interest of the judges?					
Overall, did the applicant's essay reflect a positive image for the Adult Education Program in Georgia?					
TOTAL					

Judge's Total Essay Score _____   (50 points maximum)

(Record score on this page and also on page 3 for total tally.)

Judge's Assigned Number _____   Date _____

EAGLE JUDGE'S EVALUATION FORM 2 - SPEECH

Applicant's Name: _____

Applicant's Speech Evaluation
Rate the candidate's speech on a scale of 0-5 (with 5 being the highest)

5-Far Exceeded   4-Exceeded   3-Met   2-Somewhat Met   0-Did Not Meet

Evaluation Criteria	5	4	3	2	0
Did the applicant's speech address personal and professional goals?					
Did the applicant's speech demonstrate commitment to and knowledge of the adult education program?					
Did the applicant's speech address how participation in the adult education program positively affected his/her life?					
Did the applicant's speech demonstrate ability to speak convincingly about the benefits of education?					
Did the applicant communicate effectively (eye contact, voice quality, correct grammar, use of gestures)?					
Did the applicant give effective examples of leadership abilities?					
Did the applicant appear self-confident and composed?					
Was the applicant's attire appropriate?					
Did the applicant's speech sustain the interest of the judges?					
Overall, did the applicant's speech present a positive image for the Adult Education Program in Georgia?					
TOTAL					

Judge's Total Speech Score _____   (50 points maximum)

(Record score on this page and also on page 3 for total tally.)

Judge's Assigned Number _____   Date _____

EAGLE JUDGE'S EVALUATION FORM 3 - INTERVIEW

Applicant's Name: _____

Applicant's Interview Evaluation

Rate the candidate's interview on a scale of 0-5 (with 5 being the highest)

5-Far Exceeded   **4-Exceeded**   **3-Met**   **2-Somewhat Met**   **0-Did Not Meet**

Evaluation Criteria	5	4	3	2	0
Used correct grammar and complete sentences					
Answered questions with detail and relevancy					
Responded thoughtfully and presented logically					
Conveyed enthusiasm, self-confidence and poise					
Displayed attentive posture, good eye contact; spoke with clear voice and appropriate tempo					
Identified clear personal and career goals					
Exhibited understanding of community needs and commitment to community service					
Expressed the value of adult education					
Concentrated on the positive rather than the negative					
Conveyed positive image of adult education students and programs					
TOTAL					

SUMMARY

(Record scores from evaluation forms 1 and 2 for tally.)

Judge's Total Essay Score   _____   (50 points maximum)

Judge's Total Speech Score   _____   (50 points maximum)

Judge's Total Interview Score   _____   (50 points maximum)

TOTAL POINTS   _____   **(150 points maximum)**
(Total Essay, Interview and Speech)

Judge's Assigned Number _____   Date _____

EAGLE JUDGES' SCORING SUMMARY FORM

Maximum Score for Each Applicant per Judge - 150 points

	Applicant's Name	J1	J2	J3	Alt J		Applicant's Total Score
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Official Scorer's Number _____   Date _____

CATEGORIES AND QUESTIONS TO BE USED BY JUDGES

Judges will ask the applicant one question from each of the following five categories. It is suggested that a nominee be asked different questions than the previous nominee. Judges will evaluate responses to questions on the Judge's Evaluation Form.

VALUE OF ADULT EDUCATION IN LIFE
- What do you perceive as the value of having an Adult Education program in your community?
- What would you say to encourage other adults to return to school?
- Can you give at least two examples of experiences in the adult education program that you felt were satisfying?

PERSONAL AND CAREER GOALS
- What are your educational goals?
- What are your career goals?
- How has the Adult Education program helped you with your goals?

INVOLVEMENT IN COMMUNITY
- How are you involved in your community?
- How can communities play a role in supporting adult education?
- What can you do to make a difference in your community?
- How do you keep up with what's going on in your community?

FOCUS ON THE POSITIVE
- What gives you the greatest satisfaction in life?
- How would you describe yourself?
- What specifically do you do to set an example for family, friends, co-workers, or the community?

IMAGE OF EXCEPTIONAL ADULT GEORGIAN IN LITERACY EDUCATION
- Why did you decide you wanted to be an EAGLE delegate?
- How has the adult education program influenced your life?
- Tell us three things that you would do to recruit others to the adult education program.

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Certified Literate Community Program - Directory
Address and Phone List

County	CLCP Name	Contact	Mailing Address	Location Address	Phone Number	Cell Number	Fax Number	Email	Website	Approved as a Participant by SBTCSG	Approved as a CLC by SBTCSG	Status	Community or Participant
Baldwin County	Baldwin County CLCP	Ms. Sandy Baxter	P.O. Box 783 Milledgeville, GA 31061		478-452-3408			sbaxter@cismilledgeville.org	www.milledgeville.communitiesinschools.org	10/6/2011		Active	Participant
Barrow County	Adult Literacy Barrow	Ms. Sally Brown	163 Martin Luther King Jr. Drive Winder, GA 30680		770-531-3361		678-989-3165	sbrown@laniertech.edu	www.adultliteracybarrow.org	8/5/1993	7/10/2003	Active	Community
Bibb County	D.R.E.A.M. Team (Dedicated to Reading and Educational Advancement in Macon)	Dr. Wanda West	1290 College Street Macon, GA 31201		478-757-2624			dreamteam@bibbfamilyconnection.org	wwest@centralgatech.edu	12/2/1993	8/2/2012	Active	Community
Carroll County	Literacy Is For Today and Tomorrow (LIFT), Inc.		200 Northside Drive Carrollton, GA 30117					liftcarroll@gmail.com	www.liftcarroll.wix.com/geds	1/5/1995	4/5/2012	Inactive	Community
Catoosa County	Catoosa Citizens for Literacy Catoosa County Learning Center	Ms. Shirley Smith	36 Muscogee Trail Ringgold, GA 30736		706-965-8275		706-965-7818	sasmith@catt.com	www.catoosacitizensforliteracy.org	6/3/1993		Active	Participant
Chattooga County	Chattooga County Literacy Council	Ms. Rose Kohler	P.O. Box 224 Summerville, GA 30747	152 Senior Dr. Summerville, GA 30747	678-640-2050		866-838-3756	rosared@charter.net		8/3/2006		Active	Participant
Cherokee County	Cherokee Education Enhancement Foundation Chattahoochee Technical College North Metro Campus		5198 Ross Road Acworth, GA 30102		770-975-4275					12/1/1994	6/1/2006	Inactive	Community
Clarke County	Athens-Clarke Literacy Council	Mr. Rick Tatum	P.O. Box 561 Athens, GA 30603		706-254-2555			info@athensliteracy.org	www.athensliteracy.org	12/2/1993	9/4/2008	Active	Community
Clinch County	Clinch County CLCP Clinch County Family Connection	Tina Smith	478 West Dame Avenue Homerville, GA 37364		912-483-0475			tsmith@okrls.org		8/7/2014		Active	Participant
Coastal Georgia (Camden, Glynn, McIntosh Counties)	Coastal Georgia CLCP Communities of Coastal GA Foundation		1626 Frederica Rd., Suite 201 St. Simons Island, GA 31522		912-268-4442					8/6/2009		Inactive	Participant
Cobb County	Cobb Literacy Council CobbWorks, Inc.	Ms. Donna Frankovsky	463 Commerce Park Dr., Suite 100 Marietta, GA 30060		770-528-8094		770-528-8078	dfrankovsky@cobbworks.org	www.worksourcecobb.org	7/12/2001	10/2/2008	Active	Community
Coweta County	Certified Literate is Coweta's Key (CLICK)	Ms. Dianne McConnell	160 Martin Luther King, Jr. Drive Newnan, GA 30263		678-423-2000 Ext. 339	770-755-7855	678-423-2008	dianne.mcconnell@cowetaschools.net	www.clickcoweta.org	7/9/1998	8/4/2011	Active	Community
Crisp County	Crisp County CLCP Cordele Housing Authority	Ms. Faith Collins	401 South 10th Street Cordele, GA 31015		229-273-1565			faith@cordelehousing.com		9/5/1996	9/4/2008	Inactive	Community
Dawson County	Reading Education Association of Dawson County, Inc. (READ)	Ms. Christine Becnel	388 Highway 9 North Dawsonville, GA 30534		706-579-1771	770-883-0118	404-704-0701	readdawson@yahoo.com	www.readdawson.com	12/4/2008	8/3/2017	Active	Community
Decatur County	Decatur County CLCP	Ms. Debbie McIntyre	170 Gandy Hill Road Bainbridge, GA 39819		229-220-4129			debbiemcintyre170@gmail.com		8/5/1999	9/3/2009	Active	Community
Dekalb County	DeKalb Council on Literacy	Ms. Stacy Woods	1085 Montreal Road Clarkston, GA 30021		404-297-9522 Ext. 2508	678-687-2507		stacywoods67@gmail.com		5/4/2006		Active	Participant
Dodge County	Dodge County CLCP Dodge Connection-CIS of Dodge County, Inc.	Ms. Debbie Connell	P.O. Box 462 Eastman, GA 31023	141 11th Avenue Eastman, GA 31023	478-374-1997	478-231-8787	478-374-8787	dconnell@cisga.org		6/1/1995		Active	Participant
Dooly County	Dooly County CLCP	Ms. Brenetta Childs	402 Hawkinsville Rd. Vienna, GA 31092		229-268-9023			brenchaney@gmail.com		9/5/1996	9/4/2008	Active	Community
Dougherty County	Albany-Dougherty CLCP Albany Area Chamber of Commerce		225 West Broad Avenue Albany, GA 31701		229-434-8700		229-434-8716			10/2/1997		Inactive	Participant
Douglas County	Learning for Every Adult in Douglas (LEAD) – Douglas Chamber of Commerce		6658 Church Street Douglasville, GA 30134		770-942-5022 EXT. 12		770-942-5876			5/7/1998		Inactive	Participant
Early County	Early County Literacy Task Force Family Connection FACES	Ms. Gwen Houston	P.O. Box 613 Blakely, GA 39823	252 North Main Street Blakely, GA 39823	229-723-5122		229-723-2481	info@earlychoices.org		1/9/2003		Active	Participant
Elbert County	Community Partnership of Elbert County		P.O. Box 6399 Elberton, GA 30635		706-283-8838		706-283-8069			1/10/1991	10/4/2001	Inactive	Community
Fannin County	Fannin Literacy Action Group (FLAG)	Ms. Teresa Ross	71 Overview Drive Blue Ridge, GA 30513		706-946-3524		706-946-3546	fanninliteracyactiongroup@gmail.com		3/5/1992	7/8/2004	Active	Community
Floyd County	Rome/Floyd Alliance for a Literate Workforce		One Maurice Culberson Drive Rome, GA 30161							1/7/1993		Inactive	Participant
Forsyth County	Literacy Forsyth	Ms. Pamela Burlingame	P.O. Box 3389 Cumming, GA 30028	5140 Chattahoochee Industrial Park Cumming, GA 30041	770-876-2011			literacyforsyth@gmail.com	www.literacyforsyth.org	7/14/2005	10/7/2010	Active	Community
Gilmer County	Gilmer Learning Center	Mr. Jim Paukert	30 Southside Church St. Ellijay, GA 30540		706-276-1110	706-669-6611		gilmerlearningcenter@ellijay.com		11/4/1993	8/3/2006	Active	Community
Gordon County	Calhoun-Gordon Council for a Literate Community	Ms. Joni Thomas Harbin	P.O. Box 424 Calhoun, GA 30703		706-602-1370			joniharbin.calhoungordonlit@gmail.com	www.calhoungordonliteracy.org	9/3/1992	11/1/2001	Active	Community
Habersham County	Volunteers for Literacy of Habersham County	Ms. Phylecia Wilson	P.O. Box 351 Cornelia, GA 30531		706-949-3157	404-401-7969		literacy1@windstream.net	www.vflhabersham.com	3/2/1995	3/3/2005	Active	Community
Hall County	Gainesville/Hall County Alliance for Literacy	Ms. Dorothy Shinafelt	719 Woodsmill Road Gainesville, GA 30501		770-531-3358		770-531-3398	all4lit@bellsouth.net	www.allianceforliteracy.org	12/1/1994	12/4/2003	Active	Community
Haralson County	Learning Always Means Progress (LAMP), Inc.	Mr. Walter Hatchett	176 Murphy Campus Blvd. Waco, GA 30182		770-537-6059			whatch47@aol.com		8/3/2000	10/2/2008	Active	Community
Hart County	Nancy Hart Literacy Council Hart County Learning Center	Ms. Betty Hulsey	110 Benson Street Hartwell, GA 30643		706-376-5534		706-856-2655	betty@hartliteracy.com		8/3/1995	10/6/2005	Active	Community
Houston County	Houston County Joint Certified Literate Community Program	Dr. Wanda West	80 Cohen Walker Drive Warner Robins, GA 31088		478-218-3288	478-757-2624		wwest@centralgatech.edu		9/3/1998	4/7/2005	Active	Community

County	CLCP Name	Contact	Mailing Address	Location Address	Phone Number	Cell Number	Fax Number	Email	Website	Approved as a Participant by SBTCSG	Approved as a CLC by SBTCSG	Status	Community or Participant
Jackson County	Jackson County CLCP		1482 Galilee Church Road Jefferson, GA 30549		O: 707-535-6277, H: 706-367-8574	706-983-0315		sefite@yahoo.com	www.jacksoncountyclcp.org	12/7/1995		Active	Participant
Keysville	Visions of Literacy City of Keysville		P.O. Box 159 Keysville, GA 30816							1/9/1992	9/5/2002	Inactive	Community
Laurens County	Laurens County CLCP	Ms. Jackie Pittman Curtis	P.O. Box 4897 Dublin, GA 31021	1405 W. Moore Street Dublin, GA 31021	478-353-8360	478-277-4527		jcurtis@cisga.org	www.cislc.org/site	11/4/1993		Active	Participant
Lawrenceville	Lawrenceville Certified Literate Community Coalition		P.O. Box 1505 Lawrenceville, GA 30246							3/4/1993		Inactive	Participant
Lowndes County	Valdosta/Lowndes CLCP	Ms. Karil Brockington	416 North Ashley Street Valdosta, GA 31601		229-247-8100		229-245-0071	kbrockington@valdostachamber.com		6/1/1995	10/14/2004	Active	Community
Lumpkin County	Lumpkin County Literacy Coalition	Mr. Geoffrey Kridel	150B Johnson Street Dahlonega, GA 30533			404-353-3035		gkridel@gmail.com, lumpkinliteracy@gmail.com	www.lumpkinliteracy.com	1/11/2006	2/2/2017	Active	Community
Macon County	Literacy Council of Macon County	Ms. Spring Rosati	P.O. Box 63 Oglethorpe, GA 31068	736 GA Highway 26 West Oglethorpe, GA 31068	478-472-2777	478-636-4225	478-472-2777	literacymc@windstream.net	www.literacycouncilofmaconcounty.weebly.com	1/5/1994	3/1/2007	Active	Community
Mcduffie County	McDuffie County Partners for Success	Ms. Miriam Smith	P.O. Box 68 Thomson, GA 30824		706-595-3112		706-595-3113	smith.miriam@comcast.net		7/11/02		Inactive as of 2018	Participant
Monroe County	Monroe County Adult and Community Education (ACE)	Ms. Lisa Lee	P.O. Box 712 Forsyth, GA 31029	433 Hwy. 41 South Forsyth, GA 31029	478-992-2717	478-954-0714		thelisalee@gmail.com		11/2/2000	3/4/2010	Active	Community
Muscogee County	Literacy Alliance Director for CLCP, Columbus Technical College	Ms. Barbara Moushon	P.O. Box 2123 Columbus, GA 31902-2123		706-748-2610	C1: 706-587-2131 C2: 762-822-3297		bmoushon@columbustech.edu	www.theliteracyalliance.org	8/1/1991	4/6/2000	Active	Community
Newton County	Newton County Community Partnership	Ms. Laura Bertram	P.O. Box 445 Covington, GA 30015	8134 Geiger St. NE Covington, GA 30014	770-786-0807			nccp@bellsouth.net	www.newtonpartnership.org	7/12/2001	12/4/2008	Active	Community
Peach County	Literacy Education for Adults in Peach (LEAP), Inc.	Mr. LeMario Brown	P.O. Box 2261 Fort Valley, GA 31030		478-258-9604			lebrown@centralgatech.edu		9/3/1998	3/5/2009	Active	Community
Pickens County	Pickens County CLCP	Ms. Amy Denney	100 Campus Drive Jasper, GA 30143		678-314-4077			pickensclcp@gmail.com		4/3/1997	10/2/2003	Active	Community
Pierce County	Pierce County CLCP Pierce County Family Connection	Ms. Stephanie Bell	707 Hendry Street Blackshear, GA 31516		912-230-7835			piercefc@gmail.com		5/2/2013		Active	Participant
Pulaski County	HELPNetwork, Inc.	Ms. Carolyn Porter	386 Royal Rd. Unadilla, GA 31091		770-634-9516			carolynjelksporter@hotmail.com		8/6/1998	2/5/2009	Active	Community
Randolph County	Randolph READS CLCP c/o Randolph County Family Connection, Inc.	Dr. Kuanita Murphy	119 East Lawrence Street Cuthbert, GA 39840-6207		229-732-3796		229-732-3860	rcfcinc.org@gmail.com		8/7/2003		Active	Participant
Schley County	Schley County CLCP	Ms. Linda Adams	P.O. Box 606 Ellaville, GA 31806		229-937-5708			scuffy552000@yahoo.com		4/1/1999	12/1/2011	Active	Community
Southeastern CLCP (Montgomery, Tattnall, Toombs)	Southeastern CLCP Southeastern Tech Adult Learning Center		100-A Brinson Road Vidalia, GA 30474							7/12/2001	4/7/2011	Inactive	Community
Southwest Regional		Ms. Jessica Jennings	P.O. Box 693 Camilla, GA 31730		229-330-0512		229-330-0514	mccyfc@camillaga.net		8/12/2004		Active	Participant
Spalding County	Griffin/Spalding Certified Literate Community Commission	Ms. Cindy Jones (Board Secretary)	P.O. Box 2301 Griffin, GA 30224					cjones@cityofgriffin.com		10/4/1990		Active	Participant
Stephens County	Stephens Education Literacy Foundation (SELF)		P.O. Box 1497 Toccoa, GA 30577							6/1/1995	6/6/2013	Inactive	Community
Sumter County	Learning for Everyone, Inc.				229-924-9443		229-931-5711		www.learningforeveryone.org	12/3/1992	5/1/2003	Inactive as of 2018	Community
Taylor County	Taylor County Striving to Teach Adults to Reach for Success (STARS)	Mr. Alton Ford	P.O. Box 308 Reynolds, GA 31076		478-847-5168 EXT. 5168		478-847-5181	aford@flintemc.com		3/5/1992	11/1/2012	Active	Community
Terrell County	Reading Here Is Number One (RHINO) CLCP	Ms. Tonia Jacobs	P.O. Box 714 Dawson, GA 39842		229-669-1465	229-995-2011		tcfc@windstream.net		2/3/2000		Active	Participant
Tift County	Literacy Volunteers of Tifton-Tift County Southern Regional Technical College, Tifton Campus	Ms. Bonnie Sayles	52 Tech Drive Tifton, GA 31794		229-391-2527			tiftlv@gmail.com		2/4/1999	4/1/2010	Active	Community
Towns/ Union Counties	Towns Union Literacy Instills Pride (TULIP)		P.O. Box 485 Blairsville, GA 30514		706-781-3944					10/1/1998		Inactive	Participant
Troup County	Troup County CLCP	Ms. Debbie Burdette	1 College Circle LaGrange, GA 30240		706-756-4645		706-756-4635	debbie.burdette@westgatech.edu	www.troupclcp.org	4/4/2002		Active	Participant
Turner County	Turner County CLCP	Ms. Cherysh Green-Caldwell	330 Gilmore Street Ashburn, GA 31714		229-567-3413		229-567-2537	cgreen@turner.k12.ga.us		4/5/2012		Active	Participant
Upson County	Upson Renewed Education and Adult Development (READ)	Mr. David Koplan	1533 Highway 19 South Thomaston, GA 30286		706-601-5551			dkoplan@gmail.com		12/2/1993		Active	Participant
Walker County	Walker County Alliance for Literacy		925 Osborn Road Chickamauga, GA 30707							6/6/2002		Inactive	Participant
Washington County	Washington County Alliance for Literacy Washington County Regional Medical Center		P.O. Box 636 Sandersville, GA 31082		478-240-2092					10/1/1992	6/7/2001	Inactive	Community
Wayne County	Wayne Literacy Alliance Altamaha Technical College		1777 West Cherry Street Jesup, GA 31545							8/1/1991		Inactive	Participant
Whitefield County	Education Is Essential Foundation		524 Holiday Avenue Dalton, GA 30720-3719		706-278-7373		706-226-8739			12/3/1992		Inactive	Participant

County	CLCP Name	Contact	Mailing Address	Location Address	Phone Number	Cell Number	Fax Number	Email	Website	Approved as a Participant by SBTCSG	Approved as a CLC by SBTCSG	Status	Community or Participant
Wiregrass North Regional	Wiregrass North CLCP Wiregrass Georgia Technical College Ben Hill Campus-Charles Harris Learning Center		667 Perry House Road, Room 218 Fitzgerald, GA 31750		229-468-2278		229-468-2110			10/2/2008		Active	Participant
Wiregrass South Regional	Wiregrass South CLCP Wiregrass Georgia Technical College		706 West Baker Highway Douglas, GA 31533		229-468-2207					6/7/2012		Active	Participant

Adult Basic Skills Education Program Tax Credit Procedures Guide

O.C.G.A. § 48-7-41

Technical College System of Georgia
Office of Adult Education

Georgia Department of Revenue
Income Tax Division

Effective date of O.C.G.A. § 48-7-41 – July 1, 2015
Applicable to taxable years beginning on or after January 1, 2016 (2016 – 2019)

TABLE OF CONTENTS

Procedures Guide Effective Date – January 1, 2016

INTRODUCTION

The Adult Basic Skills Education Program Tax Credit Procedures Guide is a resource for employers that are interested in earning tax credits for providing or sponsoring an adult basic skills education program for their employees who are residents of the State of Georgia. This guide includes the procedures and forms that employers will need to implement a program.

Authority for Procedures: House Bill 63 signed into law May 1, 2015; O.C.G.A. § 48-7-41.

Administrative Agencies: The Technical College System of Georgia (TCSG) is authorized and directed to adopt rules, regulations, and forms necessary to implement and administer this income tax credit program. The Georgia Department of Revenue (GDOR) is authorized and directed to work with the Technical College System of Georgia to ensure the proper granting of income tax credits pursuant to O.C.G.A. § 48-7-41. The contact information for both agencies is listed below.

Technical College System of Georgia
Office of Adult Education
1800 Century Place NE, Suite 300
Atlanta, GA 30345-4304
(404) 679-1635

Georgia Department of Revenue
Income Tax Division
1800 Century Boulevard NE, 8th floor
Atlanta, GA 30345-3205
(877) 423-6711, option 1

Program Purpose: The Adult Basic Skills Education Program Tax Credit is designed to encourage businesses to provide or sponsor basic skills education programs for their employees and/or pay the cost of the basic skills education test (GED® Test) for employees who are Georgia residents.

Program Description: The Basic Skills Education Tax Credit Program provides a tax credit under O.C.G.A. § 48-7-41. There are two different employer tax credits described in this section, $400 and $1,200. Employers may benefit by providing or sponsoring classes for their employees' basic skills education that enhances reading, writing, and mathematical skills up to and including the 12th grade level, by compensating employees at their normal rate of pay while attending classes, and/or by paying the cost of the GED® Test for employees.

DEFINITIONS

Adult Basic Skills Education means training that enhances reading, writing, or mathematical skills of adult employees.

Approved Adult Basic Skills Education Program means an employer provided or employer sponsored adult basic skills education program:
- That has agreed to operate under the standards for the delivery of adult education services as designated by the Technical College System of Georgia, Office of Adult Education; and

- For which the employer does not require the employee to make any payment either directly or indirectly, through forfeiture of leave time, vacation time, or other compensable time.

Basic Skills Education Test means the test required to receive a GED® diploma.

Employee means any employee resident in this state who is employed for at least 24 hours per week and has been continuously employed by the employer for at least 16 consecutive weeks and who is eligible to take the GED® test.

Employer means any employer upon whom an income tax is imposed by chapter 7 of Title 48 of the Official Code of Georgia Annotated.

Employer provided refers to approved basic skills education offered on the premises of the employer or on premises approved by the Technical College System of Georgia by instructors hired by or employed by an employer.

Employer sponsored refers to a contractual arrangement with a school, university, college, or other instructional facility which offers approved basic skills education that is paid for by the employer.

PROGRAM OVERVIEW

O.C.G.A. § 48-7-41 states that a tax credit shall be granted to an employer who provides or sponsors an approved adult basic skills education program. The amount of tax credit shall be:
1. Four hundred dollars ($400) for each employee who passes the GED® Test that was paid for by the employer in a taxable year; or
2. Twelve hundred dollars ($1,200) for each employee who successfully completes an approved adult basic skills education program consisting of at least 40 hours of training while the employee is being compensated at his or her normal rate of pay, and passes the GED® Test that was paid for by the employer in a taxable year.

Note: An employee can only be included in either category 1 or 2. The same employee cannot be counted in both categories.

No employer shall receive a credit if the employer requires that the employee reimburse or pay the employer for the cost of attending the adult basic skills education program or taking the GED® test. This includes requiring the employee to make any payment, either directly or indirectly, through forfeiture of leave time, vacation time, or other compensable time.

In no event shall the aggregate amount of the income tax credits preapproved under O.C.G.A. § 48-7-41 exceed $1 million per calendar year. No single employer shall receive income tax

credits pursuant to Code Section 48-7-41 in excess of $100,000.00 per calendar year. The income tax credit granted to any employer pursuant to this Code section shall not exceed the amount of the employer's income tax liability for the taxable year as computed without regard to O.C.G.A. § 48-7-41.

GETTING STARTED

Employers should consider the type of program that is the best fit for the individual workplace.
- $400 tax credit program
- $1,200 tax credit program
- A combination of both tax credit programs

Note: An employee can only be included in either tax credit program. The same employee cannot be counted in both.

A key component of earning the tax credit is that the employer must request a preapproval from the Georgia Department of Revenue detailing the type of tax credit being requested and the estimated total amount that will be claimed. Below are further details about each of the two categories of tax credit and the steps that must be followed for each.

$400 Tax Credit

An employer is eligible to receive a $400 tax credit for each employee that passes the GED® Test that was paid for by the employer in a taxable year. The current cost of the GED® Test is $40 for each subject test and $160 for all four subjects. The four subjects are: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies.

Before deciding to start this type of program, employers may want to consider:
- What would be the allocated budget for this project?
- What are the administrative costs and processes?
- How many employees are likely to participate and be successful?

If an employer is unsure how to estimate the number of employees in the organization who are likely to pass the GED® Test, they can contact TCSG for assistance at (404) 679-1635. Below are the steps that must be completed to receive the tax credit.

Step 1 – Seek Tax Credit Preapproval from the Georgia Department of Revenue

After the employer has determined the amount of tax credit that will be requested, a preapproval for that amount must be requested by electronically submitting Form IT-BE-AP through the Georgia Department of Revenue (GDOR) Georgia Tax Center: https://gtc.dor.ga.gov. Within 45 days of receipt of a properly completed Form IT-BE-AP, the GDOR commissioner shall issue an approved Form IT-BE-AP if a sufficient amount of available tax credits remains. The

commissioner shall provide notice of the preapproval or denial to the employer and the Technical College System of Georgia/Office of Adult Education (TCSG/OAE). The commissioner shall preapprove the tax credits based on the order in which properly completed applications were submitted. In the event that two or more applications were submitted on the same day and the amount of funds available will not be sufficient to fund the tax credits requested in full, the commissioner shall prorate the available funds between or among the applicants. Please see DOR regulation 560-78-.55 for more information: https://dor.georgia.gov/documents/rule-560-7-8-55-basic-skills-education-tax-credit.

Step 2 – Pay GED® Testing fees for Employees

Once the GDOR has preapproved the tax credit(s), the next step is to pay for the cost of GED® testing for selected employee(s). In order to qualify for the tax credit, GED® Testing Fees must be paid by the employer at the time of test registration. Employers can purchase testing vouchers from the GED Testing Service®/Pearson VUE at (http://pearsonvue.com/vouchers/pricelist/ged.asp). They accept VISA, MasterCard, American Express, checks, and money transfers. If paying by check or bank transfer, the employer will receive an invoice confirming the order along with detailed information about how to make the payment. Employers should maintain documentation of payment along with the name, date of birth, phone number, and email address of the test-taker(s). The employer must submit this documentation to TCSG/OAE in order to satisfy the requirements for final certification and qualify for the tax credit.

Step 3 – Submit Evidence of Outcomes to TCSG/OAE

After all of the activities under the program are complete for the calendar year, the employer must submit an *Application for Final Certification of Outcomes* (page 11) and other requested documentation. TCSG/OAE staff will review the form and contact the employer if there are any questions. TCSG/OAE shall issue a final certification to the employer via email to the designated contact person within 14 days, if all certification requirements are satisfied.

Step 4 – File a Georgia Tax Return

An employer claiming the tax credits under this program must attach an approved Form IT-BE-AP, Form IT-BE, and final certification from TCSG/OAE to its Georgia income tax return for each year in which the credit is claimed. In the event the employer files an electronic return and such information is not attached because the Internal Revenue Service does not, at the time of such electronic filing, allow electronic attachments to the Georgia return, such information should be maintained by the employer and made available upon request by the Commissioner of Revenue. In the event that the employer has not met all of the requirements of O.C.G.A. § 48-7-41 and all regulations, then the amount of credits will not be approved or the approved credits shall be retroactively denied.

$1,200 Tax Credit

Step 1 – Determine the Instructional Program Type

An employer is eligible to receive a $1,200 tax credit for each employee who successfully completes an approved adult basic skills education program consisting of at least 40 hours of training while the employee is being compensated at his or her normal rate of pay, and passes the GED® Test that was paid for by the employer in a taxable year. The current cost of the GED® Test is $40 for each subject test and $160 for all four subjects. The four subjects are: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. There are three ways that employees can receive adult basic skills training:

1. Employer Provided
An employer provided class is administered by the employer and is held on the work site or other approved premises for a minimum of 40 hours. The employer hires and supervises an instructor and is responsible for the day-to-day oversight of the class. Employer provided classes must operate under the standards for the delivery of adult education services as designated by TCSG/OAE. Please contact TCSG/OAE for more information. Other expenses that may be incurred include instructional supplies, materials, and technology.
- **Advantages:** The class is for employees only, not the general public; class days and times are set by the employer; employer has oversight of instruction.
- **Disadvantages:** Employer must hire the instructor and cover all program expenses.

2. Employer Sponsored
An employer sponsored class is administered by an approved basic skills provider and is paid for by the employer via contract. The designated class is held on the work site or other approved premises for a minimum of 40 hours. The classes can be administered by a school, university, college or other education provider, as long as it has been approved by TCSG/OAE. A list of current TCSG/OAE adult education grantees can be viewed by clicking this link: https://tcsg.edu/all_documents/current_ae_program_directory.pdf Contact the listed program administrator directly for more information and the total cost to the employer. If the desired provider is not listed, please contact TCSG/OAE for additional information.
- **Advantages:** The class is for employees only, not the general public; class days and times are set by the employer; employer pays only for the hours contracted.
- **Disadvantages:** Employer pays the cost of the class.

3. Local Adult Education Program Provided
Finally, employees can attend the current federal and state-funded adult education program in their area, but unlike the employer provided or employer sponsored, the employer has no control over the days or times that the classes or held, the location of classes, or the content being taught. The employee or employer can contact the local provider(s) in their area for more information about the program, class sites, and registration information. A list of current TCSG/OAE adult education grantees can be viewed by clicking this link: https://tcsg.edu/all_documents/current_ae_program_directory.pdf

- **Advantages:** No cost to the employer for class instruction (employer must still pay employee's normal rate of pay during class time and the cost of the GED® Test)
- **Disadvantages:** Classes are open to the public, not just your employees; classes are not located on the work site; class days and times are set by the program, which may or may not meet employee/employer needs.

Before deciding which program to start, employers may want to consider:
- What is the allocated budget for this project? How many employees are likely to participate? What are the administrative costs?
- What are the considerations to offer a basic skills class on site? Which days and times would be the least disruptive to the employees and the workplace? Does the employer want to manage the class or contract with a provider?
- Do local adult education programs in this area have classes that can accommodate the needs of the employees: distance to class, appropriate class level, days/times, etc.?

If an employer is unsure how to estimate the number of employees in the organization who are likely to complete classes and pass the GED® Test, please contact TCSG/OAE at (404) 679-1635 for assistance. Below are the steps that must be completed to receive the tax credit.

Step 2 – Submit a Pre-certification Request to TCSG/OAE

All basic skills education classes should be pre-certified by the TCSG/OAE before instruction begins. Use the form on page 10 to submit a pre-certification request. If the employer is contracting with a local adult education provider, the provider should be able to assist with the proper completion of the request form. TCSG/OAE staff will review the form and contact the employer if there are any questions. An official response from TCSG/OAE will be sent to the designated contact person within 14 days of receipt.

Step 3 – Seek Tax Credit Preapproval from the Georgia Department of Revenue

After the program has been pre-certified, and the employer has determined the amount of tax credit that will be requested, a preapproval for that amount must be requested by electronically submitting Form IT-BE-AP through the Georgia Department of Revenue (GDOR) Georgia Tax Center: https://gtc.dor.ga.gov. Within 45 days of receipt of a properly completed Form IT-BE-AP, the GDOR commissioner shall issue an approved Form IT-BE-AP if a sufficient amount of available tax credits remains. The commissioner shall provide notice of the preapproval or denial to the employer and TCSG/OAE. The commissioner shall preapprove the tax credits based on the order in which properly completed applications were submitted. In the event that two or more applications were submitted on the same day and the amount of funds available will not be sufficient to fund the tax credits requested in full, the commissioner shall prorate the available funds between or among the applicants. Please see DOR regulation 560-

78-.55 for more information: https://dor.georgia.gov/documents/rule-560-7-8-55-basic-skills-education-tax-credit.

Step 4 – Conduct the Pre-certified Activities; Pay Wages and GED® Testing Fees for Employees

Once the GDOR has preapproved the tax credit(s), the next step is to conduct the educational skills training program that was pre-certified and pay GED® Testing fees. In order to qualify for the tax credit, GED® Testing Fees must be paid by the employer at the time of test registration. Employers can purchase testing vouchers from the GED Testing Service®/Pearson VUE at (http://pearsonvue.com/vouchers/pricelist/ged.asp). They accept VISA, MasterCard, American Express, checks, and money transfers. If paying by check or bank transfer, the employer will receive an invoice confirming the order along with detailed information about how to make the payment. The employer must also compensate employees while they are attending basic skills classes at their normal rate of pay for a minimum of 40 hours. Payment of these wages must be made in accordance with normal compensation schedules. Employees may attend additional hours of class, but employers are not required to compensate an employee beyond 40 hours.

Compensation documentation, Receipts for GED® Testing Fees, along with participant information such as name, date of birth, phone number, and email address, must be collected in order to satisfy the requirements for final certification. Please review the complete list of requested documentation on the *Application for Final Certification of Outcomes* on page 11 to ensure that the proper records are maintained for submission to TCSG/OAE.

Step 5 – Submit Evidence of Outcomes to TCSG/OAE

After all of the activities under the program are complete for the calendar year, the employer must submit an *Application for Final Certification of Outcomes* (page 11) and other requested documentation. TCSG/OAE staff will review the form and contact the employer if there are any questions. TCSG/OAE shall issue a final certification to the employer via email to the designated contact person within 14 days, if all certification requirements are satisfied.

Step 6 – File a Georgia Tax Return

An employer claiming tax credits under this program must attach an approved Form IT-BE-AP, Form IT-BE, and the final certification from TCSG/OAE to its Georgia income tax return for each year in which the credit is claimed. In the event the employer files an electronic return and such information is not attached because the Internal Revenue Service does not, at the time of such electronic filing, allow electronic attachments to the Georgia return, such information should be maintained by the employer and made available upon request by the Commissioner of Revenue. In the event that the employer has not met all of the requirements of O.C.G.A. § 48-7-41 and all regulations, then the amount of credits will not be approved or the approved credits shall be retroactively denied.

Technical College System of Georgia
Office of Adult Education

Adult Basic Skills Education Program
Pre-certification Request ($1,200 Tax Credit only)

Complete this request form and submit it to Bobby Creech (bcreech@tcsg.edu). Please allow up to 14 days for a response. Employers will be notified of the status via email to the designated contact person.

Employer Information	
Employer Name:	Federal ID Number:
Address:	City and Zip:
Contact Person:	Title:
Phone:	Email:

Program Type		
☐ Employer provided class	☐ Employer sponsored class	☐ Local adult education program provided

Program Description

(Please provide as much information as possible.)

Estimate the amount of tax credit(s):	Number of Employees	Total amount of tax credit
$1,200 Tax Credit		

Program Assurances (initial each)

_____ Employees will be compensated at their normal rate of pay for a minimum of 40 hours while attending adult education class, in accordance with normal compensation schedules.

_____ GED® Testing Fees must be paid by the employer at the time of test registration.

_____ The employer will provide a summary sheet of participant information and outcomes, and submit it to OAE after the class has ended in order to receive final certification. (See Final Certification form on page 11 for more information.)

_____ The employer acknowledges that without final certification from OAE, the employer is not eligible for the tax credit.

_____	_____
Signature of Contact Person	Date

Technical College System of Georgia
Office of Adult Education
Adult Basic Skills Education Program
Application for Final Certification of Outcomes ($400 and $1,200 Tax Credits)

Complete this application and submit it, along with all requested documentation, to Bobby Creech (bcreech@tcsg.edu). Please allow up to 14 days for final certification approvals. Employers will be notified of certification status via an email to the designated contact person.

Employer Information	
Employer Name:	Federal ID Number:
Address:	City and Zip:
Contact Person:	Title:
Phone:	Email:

Program Type (select all that apply):	Summary of Program Outcomes	
☐ **Payment of GED Testing fees** – Attach documentation of payment of GED® Testing fees and participant information - name, DOB, email address, phone number, and the date and amount of GED fees paid.	# of participants: Amount of tax credit:	Comments:
☐ **Employer provided class** – Attach evidence of at least 40 hours of instruction, such as a class outline and copies of participant sign-in sheets. Also attach participant information - name, DOB, email address, phone number, the date and amount of GED Testing fees paid, and proof of 40 hours of compensation paid while attending class.	# of participants: Amount of tax credit:	Comments:
☐ **Employer sponsored class** –TCSG/OAE provider: submit the Course Reference Number. Another provider: attach evidence of at least 40 hours of instruction, such as a class outline and copies of participant sign-in sheets. All employers must attach participant information - name, DOB, email address, phone number, the date and amount of GED fees paid, and proof of 40 hours of compensation paid while attending class.	# of participants: Amount of tax credit:	Comments:
☐ **Local adult education program provided** – Attach documentation that includes the name of the adult education program and submit a summary spreadsheet that includes participant information - name, DOB, email address and phone number.	# of participants: Amount of tax credit:	Comments:
_____ Signature of Contact Person	_____ Date	

For OAE Use Only:

Certification Date:	Number of Certified Employees	Total Amount of Tax Credit Certified
$400 Tax Credit		
$1,200 Tax Credit		

Effective Date: This regulation shall be applicable to taxable years beginning on or after January 1, 2016

Sunset Date: O.C.G.A. § 48-7-41, the basic skills education tax credit, shall be repealed on January 1, 2020.

Authority and Resources:

Official Code of Georgia Annotated § 48-7-41 and § 48-2-12
https://www.lexisnexis.com/hottopics/gacode

Georgia Department of Revenue: http://dor.georgia.gov/

Georgia DOR Tax Center: https://gtc.dor.ga.gov.

Rules of Department of Revenue Income Tax Division, Chapter 560-7-8, Returns and Collections, 560-7-8-.55 Basic Skills Education Tax Credit: https://dor.georgia.gov/documents/rule-560-7-8-55-basic-skills-education-tax-credit

Technical College System of Georgia: www.tcsg.edu

TCSG Adult Education Programs:
https://tcsg.edu/all_documents/current_ae_program_directory.pdf

The GED Testing Service®: https://ged.com/

GED Testing Service®/Pearson VUE testing vouchers:
http://pearsonvue.com/vouchers/pricelist/ged.asp

TCSG | Adult Education
Technical College System of Georgia

FY 2019
Budget Amendment Request Form

Dr. Cayanna Good
Assistant Commissioner, TCSG
Office Of Adult Education

Organization Name: SDA #:

Budget Section: Amendment #:

Instructions:

1. Complete each part of the request form, collect the required signatures, and save it, attach it to an email and send it to OAEamend@tcsg.edu. Incomplete forms will be returned to the program for reworking. Upon submission, the program will receive a response via email within ten (10) business days. This document and a full set of instructions is available at http://literacy.coe.uga.edu/budget/index.html.

Line Item	Project	Current Budget Amount	New Budget Amount	Amount of Increase	Amount of Decrease
Total Change*					

*This should balance, unless moving between Sections.

Describe the specific reason(s) the amendment is needed:
(5,000 character limit. Approximately 700 word maximum.)

AE Program Administrator signature   VPA, Business Office Director or Designee Signature

Adult Education Budget Amendment Request Form
Instructions for PDF Form, Updated July 30, 2018

1. Complete each part of the form, starting with the organization name, the SDA #, the Budget Section, and the amendment number. Keep up with the numbers that you assign amendments, as there can only be one #1, one #2, etc. Select the appropriate Budget Section from the drop-down menu.

2. Select the desired Line Item from the drop-down menu. **If you need to remove a selection, return the cell to the "Select" setting.** The list of Line Items on the Budget Amendment Request Form refers back to the Line Items in RFA Budget Form #1. Please note that Section 223, Professional Development, has only one Line Item - Operating.

3. Select the desired Project from the drop-down menu. **If you need to remove a selection, return the cell to the "Select" setting.** The list of Projects on the Budget Amendment Request Form refers back to the Projects in RFA Budget Form #1. Please note that for Section 223, Professional Development, you do not need to select a Project.

4. Fill in the current budget amount, what the new budget amount will be, and **the document will automatically calculate the amount of increase or decrease.** Amounts can be in dollars or dollars and cents.

5. Part of completing the form is to "describe the specific reasons the amendment is needed." Be sure to give specific reasons to justify the decrease or increase. Remember to use language that indicates this is a request. Use the future tense to explain what the program will do with the money, if approved. Including more details will help amendment reviewers have a better understanding of the request. Always include the amount of money to be amended in the description as a check/balance. The document can be saved as you complete the information.

6. Before submitting a request, it must be signed by the Program Administrator and the Vice President of Administration, the Business Office Director, or other designated budget authority. **Click on the signature box to sign the form electronically. If you have never set up a digital ID with Adobe, you will be directed to do so. Start by clicking on the appropriate signature box, which will direct to** https://helpx.adobe.com/acrobat/using/digital-ids.html. **Follow the instructions provided by Adobe. The main information that you will need is your name and an email address. Every person who will sign the form, must create a digital ID.**

7. Once the form is completed and signed, attach it to an email and send it to OAEamend@tcsg.edu. Please note: This is a change from prior years. This is the only email address you need to use to submit budget amendment requests. Amendments submitted other ways will be returned to the program. You may submit several requests in one email, but please make sure that each is a separate document and that the document names are unique. For example: Peach Technical College 225 Amendment #1, Peach Technical College 231 Amendment #2. We need each request as a separate document, so that they can be routed through the approval process in an efficient manner. Some requests may be approved quickly, while others could take longer.

8. OAE personnel will review each request and provide a response, via email, within ten business days. If a request is denied, a reason will be provided. The program may be asked to rework the request and resubmit it.

9. Once approval is received, update all budget pages for the Budget Sections being amended and submit copies of those to your organization's accounting office and to LaShelle White, OAE's Fiscal Operations Manager, at LWhite@tcsg.edu.

Technical College System of Georgia
OFFICE OF ADULT EDUCATION

INVENTORY
End of the Year Report – National Reporting System

FY2016
July 1, 2015- June 30, 2016

DUE – AUGUST 31, 2016 for FY 2016

1. **List all items valued at $1,000 or more – whether purchased this year or in the past with federal dollars.**
2. **Complete inventory form – one for each organization listing equipment by county.**
3. **If the organization has no federal equipment valued over $1,000 – then check N/A at the top of the page.**

TECHNICAL COLLEGE SYSTEM OF GEORGIA
OFFICE OF ADULT EDUCATION
INVENTORY
FY2016 – July 1, 2015 to June 30, 2016
Due August 31, 2016 for FY 2016

LIST ALL ITEMS OVER $1,000

SDA# _____   Check here N/A_____ if no items over $1,000 to report for all counties in the SDA.

LOCATION Building Name, Street Address, City, County	ITEM-DESCRIPTION Maker, Model Number, Serial Number	Decal Number	DATE PURCHASED	COST	CONDITION E-Excellent G- Good F-Fair P-Poor

O-Shared-NRS2002

STATE & FEDERAL FUNDS
Fiscal Year 2019

CHANGE NOTIFICATION FOR ADULT EDUCATION DIRECTORY

Date Submitted to Office of Adult Education (OAE):

Adult Education Program Name:

Reason for Notification:

New Personnel   Title Change for Existing Personnel

Updated Contact Information   Updated Employment Status
(Select multiple by ctrl+left click)
Select all that apply:

Effective Date of Change:

Title or Updated Title:

Name of Person:

Former Name (if name change):

Name of Person Replaced:

Organization Name:

Site or Mailing Address:

City: State: Georgia   Zip Code:

County:

Phone Number: Fax:

Email Address:

Personnel Change Notification Forms are to be sent to the Office of Adult Education (OAE) immediately for Fiscal Organization Head, SDA Program Administrator, and/or Transition Coordinator. Form may be emailed to Rachelle Taylor at *rtaylor@tcsg.edu* or faxed to (404) 679-1630. ***All program staff should be entered into GALIS by the 10th of the following month.***

Adult Education Program
FY2019 Intake Assessment Form
Completion of this form is required for all adult learners in all programs. Required data is in bold with an asterisk (*).
Please print legibly. All signatures should be in ink.

*Entry Educational Functioning Level:	***Pre-test date, form/level, score:**
Site/Class:	
Other Information:	
	Hard copies of all assessment records must be maintained in the student permanent record.

STUDENT CONTACT INFORMATION

Today's Date: _____   **Orientation Date:** _____

Social Security Number: _____ - _____ - _____ ***Date of Birth:** _____/_____/_____ **Age:** _____

Month / Day / Year

*Name: _____

_____Last_____First_____Middle/Former Name_____Suffix

Address: _____

_____Street Address/ Apartment Number / PO Box_____***City***_____***State***_____***Zip***

*County of residence: _____ Email Address: _____

Phone 1: (_____) _____ Phone 2: (_____) _____ Phone 3: (_____) _____

EMERGENCY CONTACT INFORMATION

Name: _____

_____Last_____First_____Middle/Former Name

Phone 1: (_____) _____ Phone 2: (_____) _____ Relationship: _____

STUDENT DATA

***Hispanic/
Latino:**
☐ **No**, not Hispanic/Latino
☐ **Yes**, Hispanic/Latino

*Gender:
☐ Male
☐ Female

*Race:
(Select one or more)
☐ American Indian or Alaska Native
☐ Asian
☐ Black or African-American
☐ Native Hawaiian or Other Pacific Islander
☐ White

FOR PROGRAM USE ONLY:
Institution 1: _____
Institution 2: _____

*Highest School Grade Completed: (select one)

☐ No School Grade Completed
☐ 1st grade   ☐ 4th grade   ☐ 7th grade   ☐ 10th grade
☐ 2nd grade   ☐ 5th grade   ☐ 8th grade   ☐ 11th grade
☐ 3rd grade   ☐ 6th grade   ☐ 9th grade   ☐ 12th grade

*Highest Educational Certificate/Diploma/Degree Completed: (select one)

☐ None
☐ Certificate of Attendance/Completion
☐ One or more years of Postsecondary Education
☐ Postsecondary Technical or Vocational Certificate
☐ Associate's degree
☐ High School Diploma
☐ High School Equivalency (GED)
☐ Bachelor's degree
☐ Master's degree
☐ Specialist's degree
☐ Doctorate or Professional degree

*Where was your highest level of education completed? ☐ U.S.-Based Schooling ☐ Non-U.S.-Based Schooling

How did you hear about the program? ☐ Print Media ☐ Friend ☐ TV ☐ Radio ☐ Referral ☐ Internet ☐ Family
☐ Previous Enrollment ☐ Previous Enrollment in another program: If so, which one? _____

*Name: _____
| Last | First | Middle/Former Name | Suffix |

If you were referred, select the referring agency:
- ☐ Georgia Department of Corrections
- ☐ Georgia Department of Labor
- ☐ Georgia Department of Transportation
- ☐ Division of Family and Children's Services/TANF/SNAP
- ☐ Georgia Vocational Rehabilitation Agency
- ☐ Local Workforce Development Board/Area
- ☐ Other _____

*Correctional/Institutionalized Programs (if applicable)
- ☐ Currently Incarcerated in a Correctional Institution
- ☐ Currently Participating in Community Corrections
- ☐ Currently on Probation Supervision
- ☐ Currently on Parole Supervision
- ☐ Currently attending a recovery/rehabilitation program

STUDENT STATUS and SPECIAL POPULATIONS

*Labor Force Status: *(select one)*
- ☐ **Employed**
- ☐ **Employed**, but I have received a notice of termination, facility closure, or I am a transitioning service member.
- ☐ **Unemployed and looking for work**
  - **If unemployed, have you been unemployed for 27 weeks or longer?** ☐ Yes ☐ No
- ☐ **Not working and not looking for work** (e.g. homemaker, retired, incarcerated, etc.)

*Do you receive TANF? ☐ Yes ☐ No
If yes, are you within 2 years of exhausting lifetime eligibility? ☐ Yes ☐ No
*Do you or someone in your household receive SNAP benefits (Food Stamps)? ☐ Yes ☐ No

*Special Status Populations:

☐ Yes ☐ No	Low Income	Do you receive SNAP, TANF, SSI, or local public assistance? Are you a foster child or homeless?
☐ Yes ☐ No	Displaced Homemaker	Did you provide unpaid services in the home and were dependent on the income of another, but you are no longer supported by that income, and are you experiencing difficulty in obtaining or upgrading employment?
☐ Yes ☐ No	Single Parent (or single pregnant woman)	Are you a single, separated, divorced or a widowed individual who has primary responsibility for one or more dependent children under the age of 18? Are you a single, pregnant woman?
☐ Yes ☐ No	Dislocated Worker	Have you been terminated or laid off, or received a notice of termination or layoff, or been notified of a permanent closure of a plant, facility or enterprise where you are employed?
☐ Yes ☐ No	Homeless or Runaway Youth	Do you lack a fixed, regular, and adequate nighttime residence? Have you moved in the last 36 months due to a parent's employment in seasonal farm work? Are you under 18 and leave home without parent permission?
☐ Yes ☐ No	Ex-Offender	Have you been subject to any stage of the criminal justice process for committing an offense or delinquent act? Do you require assistance in overcoming barriers to employment resulting from an arrest or conviction? *(Do not select this category if you are currently incarcerated.)*
☐ Yes ☐ No	Foster Care	Are you currently in the foster care system or have you aged out of the foster care system?
☐ Yes ☐ No	Farmworker (If yes, select a subcategory)	☐ Seasonal Farmworker (Were you employed for the last 12 months in agricultural or fish farming labor?) ☐ Migrant and Seasonal Farmworker (Are you a seasonal farmworker without a permanent residence?) ☐ Dependent (Are you a dependent of a seasonal or migrant/seasonal farmworker?)

Language spoken at home: _____ **Country of Birth:** _____

Individual with a Disability Notice (Optional disclosure)
In the Americans with Disabilities Act of 1990, a disability is defined as a physical or mental impairment that substantially limits one or more of a person's major life activities.***Are you an Individual with a Disability?:** ☐ Yes ☐ No ☐ Do not wish to disclose

Special Accommodations Notice (Optional disclosure)
If you have a disability and/or a condition and desire any special accommodation for instruction or testing, it is your responsibility to notify the program administrative office and provide professional documentation of your disability.
Do you wish to request any special accommodation(s)? ☐ Yes ☐ No

Confidentiality Notice
This adult education program may release your student information for only specific reasons allowed under the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99), such as program evaluation purposes. If you do not wish this information to be disclosed, please check this box: ☐

*Student's Signature: _____ ***Date:** _____
Sign in ink

*Name: _____
<div align="center">

Last   *First*   *Middle/Former Name*   *Suffix*

</div>

STUDENT GOALS

*What do you want to achieve by attending the adult education program? (Completed prior to assessment)

Skills Improvement	**Education Goals**	**Career Goals**	**English Skills**
☐ Reading	☐ Earn a GED diploma	☐ Find a job	☐ Speaking
☐ Math	☐ Enroll in a technical college	☐ Keep my job	☐ Listening
☐ Writing	☐ Enroll in a training program	☐ Find a better job	☐ Reading
☐ Science	☐ Enroll in a 4-year college	☐ Complete a career assessment	☐ Writing
☐ Social Studies		☐ Pursue an apprenticeship	

*Secondary Goals (see note at right)

☐ Leave public assistance

☐ Achieve U.S. citizenship (Georgia goal)

☐ Achieve citizenship skills

☐ Increase involvement in community activities

☐ Vote or register to vote

☐ Increase involvement in children's education

    ☐ help more frequently with school ☐ increase contact with children's teachers ☐ be more involved in children's school activities

☐ Increase involvement in children's literacy activities

    ☐ reading to children ☐ visiting a library ☐ purchasing books or magazines

> *Participants enrolled in Integrated English Literacy and Civics Education (IELCE) must select at least one of the following goals:*
> - *Achieve citizenship skills*
> - *Vote or register to vote*
> - *Increase involvement in community activities*
>
> *Participants enrolled in a Family Literacy program must select at least one of the sub-goals for:*
> - *Increase involvement in children's education* <u>or</u>
> - *Increase involvement in children's literacy activities*

FOR PROGRAM USE ONLY: The <u>interviewer</u> should complete this section during an initial conference with the student after his/her pre-assessment.

*1. What is the student's primary reason for enrolling?	
*2. What services will the program provide the student (including IET)?	
*3. What are the student's postsecondary education or work-related goals?	
*4. Did the student share any personal barriers that could affect program participation? If yes, please explain.	

Additional Notes:

*Student's Signature: Sign in ink	***Date:**
*Interviewer's Signature: Sign in ink	***Date:**

Please note: Teachers should conference with the student at least once per quarter. Conference notes must be maintained either in hard copy format in the student permanent record or in GALIS. More information is available in the *Intake Assessment Form Directions and Definitions* document.

Verification of Eligibility for Public Benefit Affidavit
Technical College System of Georgia
Office of Adult Education
Last updated July 1, 2018 – Complete the form in ink

Last Name: _____ First Name: _____ Age: _____

By executing this affidavit under oath, as an applicant for adult education, as referenced in O.C.G.A. § 50-36-1, from the Technical College System of Georgia Adult Education Program, the undersigned applicant verifies one of the following with respect to my application for a public benefit:

1) _____   I am a United States citizen.

2) _____   I am a legal permanent resident of the United States.

3) _____   I am a qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

My Alien Registration Number (A-number), I-94 (Arrival-Departure Record) number, or other immigration number issued by the U.S. Department of Homeland Security or other federal immigration agency is: _____. (For verification through the SAVE program, a front and back copy of the secure and verifiable document and the supporting documentation must be attached.)

The undersigned applicant also hereby verifies that he or she is 18 years of age or older and has provided at least one secure and verifiable document*, as required by O.C.G.A. § 50-36-1(e)(1), with this affidavit.

The secure and verifiable document provided with this affidavit can best be classified as:
_____.

In making the above representation under oath, I understand that any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in an affidavit shall be guilty of a violation of O.C.G.A. § 16-10-20, and face criminal penalties as allowed by such criminal statute.

Executed in _____ (city), Georgia.

_____
Signature of Applicant (in ink)

_____
Printed Name of Applicant

*The "List of Secure and Verifiable Documents" can be found at http://law.ga.gov/immigration-reports.

*Complete if seal/stamp does not have this info	SUBSCRIBED AND SWORN BEFORE ME ON THIS THE	Notary Seal or Stamp:
*PRINTED NAME OF NOTARY PUBLIC: _____ *My Commission Expires: _____	_____ DAY OF _____, 20____ SIGNATURE OF NOTARY PUBLIC (in ink): _____	

Local Program POC initials:	OAE Reviewer:		Date:		SAVE Date:
	☐ Complete and SAVE Ready	☐ Incomplete	☐ Restricted Visa		Results:
Date:	SV _____	☐ SV Doc	_____		☐ Verified
	SD _____	☐ Supporting Doc			☐ Unverified

Secure and Verifiable Documents under O.C.G.A. § 50-36-2
Issued February 20, 2018 by the Office of the Attorney General, Georgia

"Secure and verifiable document" means a document issued by a state or federal jurisdiction or recognized by the United States government and that is verifiable by federal or state law enforcement, intelligence, or homeland security agencies. **The term "secure and verifiable document" SHALL NOT INCLUDE:**

- **any foreign passport (unless the passport is submitted with a valid United States Homeland Security Form I-94, I-94A, or I-94W, or other federal document specifying an alien's lawful immigration status, or other proof of lawful presence in the United States under federal immigration law);**
- **a Matricula Consular de Alta Seguridad, matricula consular card, consular matriculation card, consular identification card, or similar identification card issued by a foreign government regardless of the holder's immigration status**.

Only those documents approved and posted by the Georgia Attorney General pursuant to subsection (g) of the Code section shall be considered secure and verifiable documents. [O.C.G.A. § 50-36-2 (b)(3)]

The following list of secure and verifiable documents, published under the authority of O.C.G.A. § 50-36-2, contains documents that are verifiable for identification purposes, and documents on this list may not necessarily be indicative of residency or immigration status.

- **An unexpired United States passport or passport card**

- **An unexpired United States military identification card**

- **An unexpired driver's license or identification card** issued by one of the United States, the District of Columbia, the Commonwealth of Puerto Rico, Guam, the Commonwealth of the Northern Marianas Islands, the United States Virgin Island, American Samoa, or the Swain Islands, provided that it contains a photograph of the bearer or lists sufficient identifying information regarding the bearer, such as name, date of birth, gender, height, eye color, and address to enable the identification of the bearer

- **An unexpired tribal identification card** of a federally recognized Native American tribe, provided that it contains a photograph of the bearer or lists sufficient identifying information regarding the bearer, such as name, date of birth, gender, height, eye color, and address to enable the identification of the bearer.

- **An unexpired United States Permanent Resident Card or Alien Registration Receipt Card**

- **An unexpired Employment Authorization Document** that contains a photograph of the bearer

- **An unexpired passport issued by a foreign government,** provided that such passport is accompanied by a **US Department of Homeland Security Form I-94, I-94A, or I-94W, or other federal form** specifying an individual's lawful immigration status or other proof of lawful presence under federal immigration law

- **An unexpired Merchant Mariner Document or Merchant Mariner Credential** issued by the US Coast Guard

- **An unexpired FAST card**, **NEXUS card**, or **SENTRI card**

- **An unexpired driver's license issued by a Canadian government authority**

- A **Certificate of Citizenship** (Form N-560 or Form N-561) or a **Certificate of Naturalization** (Form N-550 or Form N-570) issued by the United States Department of Citizenship and Immigration Services (USCIS)

- **Certification of Report of Birth** (Form DS-1350), a **Certification of Birth Abroad** (Form FS-545), or a **Consular Report of Birth Abroad** (Form FS-240) issued by the United States Department of State

- **An original or certified copy of a birth certificate** issued by a State, county, municipal authority, or territory of the United States bearing an official seal

For a more detailed listing of these secure and verifiable documents, including citations, refer to the "List of Secure and Verifiable Documents" posted on the Attorney General of Georgia website at http://law.ga.gov/immigration-reports.

Technical College System of Georgia
Office of Adult Education

Verification of Eligibility for Public Benefit Affidavit
Directions
Last updated July 1, 2018 Changes in Red

In accordance with Georgia law (O.C.G.A. § 50-36-1), Office of Adult Education grantees who receive state funds must require every applicant (ages 18 and over) to provide a secure and verifiable document and execute a signed and sworn affidavit verifying his or her lawful presence in the United States in order to be eligible to receive the public benefit of adult education. Applicants who identify themselves as Qualified Aliens/Non-immigrants on the affidavit must be verified through the federal Systematic Alien Verification for Entitlements program (SAVE). Applicants, local programs and the Office of Adult Education each have responsibilities in this process, which are detailed below.

To enroll in a state-funded adult education program, the applicant must:
- Provide at least one secure and verifiable document
- Complete the VOEPB affidavit and select one of three categories:
  1. United States citizen
  2. Legal permanent resident of the United States
  3. Qualified Alien or Non-immigrant under the Federal immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency
- Provide supporting documentation if presenting a foreign passport or if selecting Qualified Alien/Non-immigrant
- Have the affidavit notarized

Secure and Verifiable Documents
A secure and verifiable document is an approved form of identification that is current and valid. Only certain types of identifying documents are approved by the state of Georgia. The list of secure and verifiable documents from the Georgia Attorney General's office is provided as page two of the affidavit. For a more detailed list, including citations, refer to the "List of Secure and Verifiable Documents" posted at http://law.ga.gov/immigration-reports. Some examples of secure and verifiable documents include, but are not limited to:

1. Driver's license or ID issue by a state or territory
2. U.S Permanent Resident card
3. U.S. Passport
4. U.S. Military ID
5. Employment Authorization Card (I-766)
6. Foreign passport with I-94, I-94A or I-94W
7. Foreign passport with U.S. Visa

Supporting Documentation
Supporting documentation can be any passport, card, or document that is issued by the **United States Department of Homeland Security, Department of State or other federal institution** that provides information to support the category of qualified alien or non-immigrant. Some examples of supporting documentation include, but are not limited to:

1. Foreign passport with I-94, I-94A, or I-94W (Retrieval website: https://i94.cbp.dhs.gov/)
2. Foreign passport with U.S. Visa
3. Employment Authorization Card (I-766)
4. J-1 visa form (DS-2019)

The local adult education program must:

- Print the Verification of Eligibility for Public Benefit Affidavit and have the list of secure and verifiable documents available for review. If a student is leaving the site, ensure he/she has a copy of the affidavit and a copy of the list of secure and verifiable documents.
- Distribute the affidavit to all applicants ages 18 and over at the time of intake or within 30 days after his/her 18th birthday
- Provide a notary public or notaries public, if able
- Collect a copy of the secure and verifiable document from ALL applicants
- Collect a copy of the supporting documentation from all applicants who select the status of Qualified Alien/Non-immigrant
- Run GALIS report AL290 every 30 days to find students who have turned 18
- Review affidavits and submit all Qualified Alien/Non-immigrant affidavits with copies of the secure and verifiable document and the supporting documentation to OAE within 20 days of receipt
- Enter information from ALL affidavits into GALIS under current data deadlines
- Retain the original affidavit and copies of documents in the student permanent record

Applicants will complete the affidavit only once, during his or her initial registration into the program or upon turning 18 years old. For enrollment in subsequent fiscal years, the affidavit should be pulled forward with the student permanent record. Current adult education students who turn 18 during the fiscal year must complete the affidavit within 30 days after their 18th birthday. If the student was previously under the oversight of the Office of Refugee Resettlement as a MINOR, programs should give the student 90 days to acquire adult USCIS documentation. In compliance with record retention rules, affidavits, photocopies of the secure and verifiable document, and other supporting documentation must be maintained securely in the students' permanent records.

According to state law, as long as the applicant has completed the affidavit, supplied a secure and verifiable document and supporting documentation, the affidavit may be presumed to be proof of lawful presence until eligibility verification is made by OAE and the local program is told to withhold the public benefit. In other words, the student is eligible to enroll and attend class.

Submission Guidelines for Qualified Alien/Non-Immigrant Affidavits

1. A copy of the affidavit, secure and verifiable document, and the supporting documentation must be submitted by the local program to OAE within 20 business days of receipt.
2. Affidavits are accepted in hard copy format in person and via the U.S. Mail at:
   > TCSG Office of Adult Education
   > Attn: Instructional Services
   > 1800 Century Place, Suite 300
   > Atlanta, GA 30345-4304
3. Emergency electronic submissions can be made to 404-679-1630 (fax).

Appeals Process for Applicants

1. If the applicant cannot be verified, the local program will be notified and the student is given the opportunity to submit additional documentation for submission. If they student does not submit any new documentation, the program must reject services.
2. Any applicant disputing the denial of the public benefit may appeal in writing to the Office of Adult Education within 10 business days of notification and provide additional supporting documentation or explanation.

The Office of Adult Education must:

- Review all affidavits and copies that are submitted to OAE
- Notify local programs if there are errors that need to be corrected
- Enter required information from Qualified Alien/Non-immigrant affidavits into the Systematic Alien Verification for Entitlements program (SAVE)
- Notify local programs of verification status
- Provide training and technical assistance

2010-2011 Verification of Eligibility Affidavits

Local programs have the option to use the VOE affidavits that were completed by students in 2010 and 2011 to satisfy the requirements of the statute for those particular students, if they are still enrolled. The affidavits and supporting documents should be pulled forward into the current fiscal year student record and maintained there.

Prior Year VOEPB Affidavits

Affidavits completed in prior years may be pulled forward into the current student permanent record. They do not have to be resubmitted to OAE.

Special Populations
Secure and Verifiable Document Extension for Refugees

Applicants who can provide satisfactory documentary evidence from the U.S. Department of Homeland Security that designates that they are refugees who have been in the United States for less than 90 days may be given by the local program a Reasonable Opportunity Period (ROP) to acquire a secure and verifiable document to satisfy the requirement of O.C.G.A. § 50-36-1. The ROP begins on the first day of arrival into the United States and ends after 90 calendar days. Applicants must complete all other requirements of the Verification process. If a student does not provide a secure and verifiable document within the ROP, the student must be dismissed from the program until he/she can provide it.

Secure and Verifiable Document Extension for ORR Minors

If a current student, who turns 18 years old while enrolled in the program, can provide satisfactory documentary evidence that he/she was under the supervision of the Office of Refugee Resettlement as a MINOR, the student should be given a Reasonable Opportunity Period (ROP) of 90 days from his/her birthday to acquire adult USCIS documentation. If a student does not provide a secure and verifiable document within the ROP, the student must be dismissed from the program until he/she can provide it.

Secure and Verifiable Documents for Correctional or Institutional Applicants

Applicants in some correctional programs may not have access to typical identification documents. The first step for the adult education program, to ensure all applicants are lawfully present, is to have an agreement with the institution that only inmates who are lawfully present will be referred to the adult education program. Next, the institution must provide the adult education program with evidence of the person's identity that satisfies the criteria for a secure and verifiable document. In some cases, that may be a copy of a state or county-issued prison ID card or a correctional wrist ID. It may also be a print out from their official database with a photograph and other identifying information about the applicant. If you have questions about implementing VOEPB in correctional or institutional settings, please contact OAE.

Underage Youth Application for Program Enrollment and Permission to Take the GED® Test

(*Mandatory for all 16 and 17-year-olds*)

Enrollment Application
State-approved Adult Education Programs

APPLICANT NAME (Last, First, Middle/Former): *PLEASE PRINT*		

DATE OF BIRTH:	AGE:	SOCIAL SECURITY or ID Number:

MAILING ADDRESS:	

PHONE # (include area code):	GENDER: ☐MALE ☐FEMALE

ADMISSION CATEGORY (please check one): ☐Parent/Guardian Permission ☐Marriage ☐Legal Emancipation ☐Court Order/Adjudication ☐Special Program

NAME & LOCATION OF LAST SCHOOL ATTENDED:	DATE LAST ATTENDED:

Describe reason for requesting admission to a state-approved adult education program and/or permission to take the GED® Test (attach additional sheet(s), if necessary):

APPLICANT'S SIGNATURE:	DATE:

Parent/Guardian Permission to Enroll/Take the GED® Test
(Applicable to Admission Category of Parent/Guardian Permission Only)
Signature of parent/guardian must be completed in the presence of a witness.

I certify that I am the parent/legal guardian of the applicant above and I give him/her permission to enroll in a state-approved adult education program and take the GED® Test.

PARENT/GUARDIAN NAME: *PLEASE PRINT*	SIGNATURE OF PARENT/GUARDIAN:	DATE:

I, the witness, affirm that the signature of the parent/guardian has been written in my presence. I agree that the Technical College System of Georgia may contact me in reference to the validity of the parent/guardian signature.

WITNESS NAME: *PLEASE PRINT*	SIGNATURE OF WITNESS:	DATE:

ADDRESS OF WITNESS:	

TITLE/POSITION OF WITNESS:	PHONE #:

Applicant Name – Last, First (PLEASE PRINT):	Date:

Adult Education Program Enrollment Approval

I certify that this applicant is **NOW ENROLLED** in a state-approved adult education program. I certify that I have required proof of identity from the applicant and appropriate documents are attached. I have reviewed the application and find it accurate to the best of my knowledge.

PROGRAM ADMINISTRATOR/DESIGNEE NAME: *PLEASE PRINT*	
TITLE:	ADULT EDUCATION PROGRAM/SITE:
ADDRESS:	PHONE #:
PROGRAM ADMINISTRATOR/DESIGNEE SIGNATURE:	DATE:

Recommendation to Take the GED® Test

16 and 17 year olds can receive a recommendation to take the *GED® Test*, in two ways:

1. Score at least a **6.0 GE** on TABE 11&12 Reading (536+) and Math (537+) **and** 2. Score at least **150** on two GED Ready™ Tests **or** 60% on **two** of Aztec's GED Practice Tests. 3. Agree to maintain enrollment in the adult education program through the successful completion of GED® Testing.	1. Complete TABE 11&12 Reading and Math pre-tests **and** 2. Score at least **150** on **all four** GED Ready™ Tests **or** 60% on **all four** of Aztec's GED Practice Tests. 3. Agree to maintain enrollment in the adult education program through the successful completion of GED® Testing.

I certify that the applicant listed on page one has met the above requirements.

TEACHER NAME: *PLEASE PRINT*	ADULT EDUCATION PROGRAM/SITE:
☐ **6.0 on Reading and Math** ☐ **150 on two GED Ready™ Tests or 60% on two of Aztec's GED Practice Tests**	☐ **Completed Reading and Math pre-tests** ☐ **150 on all four GED Ready™ Tests or 60% on all four of Aztec's GED Practice Tests**
TEACHER SIGNATURE:	DATE:

Approval to Take the GED® Test

I have reviewed the application and find it accurate, to the best of my knowledge. I certify that the applicant has met Georgia GED® Testing eligibility requirements for 16 and 17 year olds in a state-approved adult education program based on the information provided by the applicant and the teacher listed above. The program will complete a *Request for GED Testing Approval* form and submit it, along with a summary report of Aztec GED® Practice Test scores (if applicable), to the Georgia GED® Testing Program (GaGTP) for final approval.

PROGRAM ADMINISTRATOR/DESIGNEE NAME: *PLEASE PRINT*	
PROGRAM ADMINISTRATOR/DESIGNEE SIGNATURE:	DATE:

In order for Underage Youth (16 and 17-year-olds) to take the GED® Test in Georgia prior to their 18th birthday, they must enroll in an approved Adult Education program and complete requirements necessary to be granted approval to take the GED® Test early.

Adult Education Program Enrollment Steps

1. **Fill out the application form provided by the local adult education program.** Select the appropriate admission category and provide documentation, as needed.
   a. **Parent/Guardian Permission** – parent/guardian must sign the application in front of a witness
   b. **Marriage** – attach a copy of your marriage certificate
   c. **Legal Emancipation** – attach a copy of your emancipation document
   d. **Court Order/Adjudication** – attach documentation from Juvenile Justice, correctional facility, etc.
   e. **Special Program** – attach official enrollment forms from an approved organization, e.g. Job Corps, Youth Challenge

2. **Validate that you have withdrawn from K-12 education by attaching ONE of these documents. Court Order/Adjudication and Special Program students are exempt from this requirement.**
   Public and Private School Applicants
   a. An official withdrawal document from the last school attended by the applicant.
   b. A letter from the superintendent or designee indicating that you are not currently enrolled or were never enrolled in the local school system.

   Home School Applicants
   a. An Underage Enrollment Affidavit for Home School Students (available from the adult education program)

3. **Provide legal identification with proof of age with your submitted application and supporting documentation.** The program will admit you only if you have submitted all required documents.

GED® Testing Approval Steps
There are two ways to receive a recommendation to take the GED® Test.
1. Take a TABE 11&12 test in Reading and Math.
   - If you score at least a 6.0 grade equivalent on TABE 11&12 Reading (536+) and Math (537+), you must also score at least **150** on **two** GED Ready™ Tests **or** 60% on **two** of Aztec's GED Practice Tests.
   - If you score less than a 6.0 grade equivalent on TABE 11&12 Reading (536) and Math (537), you must score at least **150** on **all four** GED Ready™ Tests **or** 60% on **all four** of Aztec's GED Practice Tests.
2. **Schedule a time with your teacher to take a GED Ready™ or Aztec GED® practice tests.**
   - **GED Ready™ -** With your teacher, create a profile on the *MyGED™* portal at www.ged.com. Then, take the *GED Ready™* practice test. The practice test must be administered in the adult education program. *GED Ready™* scores earned outside of the program will not be considered for testing approval.
   - **Aztec's GED® Practice Test (if available) –** With your teacher, create a login/password. Then, take a GED® Practice Test. A score of 60% on each subtest demonstrates your ability to pass the GED® Test. The practice test must be administered in the adult education program. *Aztec GED® Practice Test* scores earned outside of the program will not be considered for testing approval.
3. **Agree to maintain enrollment in the adult education program** until you have successfully completed your GED® Testing, as outlined by the adult education program you attend.

After successful completion of these requirements, the program will complete a *Request for GED Testing Approval* form and submit it to the Georgia GED® Testing Program (GaGTP) for final approval. You will receive an email from the GED Testing Service® with scheduling instructions, if approved.

Enrollment Procedures for Local Adult Education Programs

<u>**Definition**</u>

For the purpose of these procedures, an *Underage Youth* is an individual who is sixteen (16) or seventeen (17) years of age who has officially withdrawn from public, private, or home school. In the event that the individual's class has graduated, the individual will be exempt from any additional enrollment procedures if an official letter from the last school attended (printed on the institution's letterhead and signed by the superintendent or designee) is submitted as verification.

<u>**Eligibility for Program Enrollment**</u>

Underage Youth are eligible for enrollment into a state approved adult education program provided they do the following:

1. Complete the first page of the *Underage Youth Application for Program Enrollment and Permission to Take the GED® Test* application and submit it with one of the following documents.

    A. Public School and Private School applicants:
        a. An official withdrawal document from the last school attended by the applicant.
        b. A letter from the superintendent or designee indicating that the applicant is not currently enrolled or was never enrolled in the local school system.

    B. Home School applicants:
        a. The Underage Enrollment Affidavit for Home School Students

The following documents will be accepted in lieu of an official school withdrawal form or letter.
    - Court Order/Adjudication (e.g. documentation of an assignment from Juvenile Justice)
    - Approved Special Program (e.g. enrollment documentation from Job Corps, Youth Challenge)

2. Provide a completed **Parent/Guardian Permission to Enroll/Take the GED® Test** section. The following are exemptions to the parental signature requirement:

    A. The applicant is married (documentation required);
    B. The applicant is emancipated (documentation required);
    C. The applicant is court ordered/adjudicated (documentation required); or
    D. The applicant is enrolled in a special program for at-risk students, e.g., State and Federal Social Service Agencies, Youth Challenge and private providers (documentation required).

3. Provide legal identification with <u>*proof of age*</u>. Identity and age must be verified using photographic identification. The acceptable forms of identification are driver's licenses, passports, identification cards (military, school and government issued) including forms of identification provided by the Department of Driver Services to non-drivers which shows name, address, date of birth, signature and a photograph.

Exceptions to the requirement for a photograph may be made on religious grounds when sufficient documentation for such an exemption is provided to the Program Administrator or Designee. Other exceptions must be approved by the Program Administrator.

Approval for Program Enrollment

Upon receiving the completed paperwork (page 1) and the appropriate supporting documentation, the program administrator or designee should complete the **Adult Education Program Enrollment Approval** section to enroll the student.

NOTE: Applicants need to complete the *Underage Youth Application for Program Enrollment and Permission to Take the GED® Test* form and provide the supporting documentation only once. **Originals of these documents should remain in the student permanent record at the adult education program.**

Recommendation and Approval for GED® Testing

16 and 17 year olds can receive a recommendation to take the *GED® Test* in two ways:

1. Score at least a **6.0 GE** on TABE 11&12 Reading (536+) and Math (537+) **and**
2. Score at least **150** on two GED Ready™ Tests **or** 60% on **two** of Aztec's GED Practice Tests.
3. Agree to maintain enrollment in the adult education program through the successful completion of GED® Testing.

1. Complete TABE 11&12 Reading and Math pre-tests **and**
2. Score at least **150** on **all four** GED Ready™ Tests **or** 60% on **all four** of Aztec's GED Practice Tests.
3. Agree to maintain enrollment in the adult education program through the successful completion of GED® Testing.

Upon successful completion of the requirements for consideration for GED® testing, the TCSG/OAE adult education program* should:

1. Complete the **Recommendation to Take the GED® Test** and **Approval to Take the GED® Test** sections;

2. Print a report of **Aztec GED® Practice Test scores** for applicable students and submit them with the Request form. GED Ready™ scores do not require submission since they are accessible to the Georgia GED® testing staff for verification.

3. Complete the *Request for GED Testing Approval* form and fax it to the Georgia GED Testing Program (GaGTP) at 404-679-4911 for final approval. Allow 2 business days for processing.

   A. The student will receive an email from the GED Testing Service® with scheduling instructions when he/she is approved.
   B. The Georgia GED® Testing Office will fax the *Request for GED Testing Approval* form back to the program indicating approval status. Be sure to include a fax number, contact person and phone number on the form.

Technical College System of Georgia
Office of Adult Education

Adult Learner Assessment Policies and Procedures Manual (Changes in Red)
FY 2019
Effective Date: July 1, 2018

Revision Date: December 12, 2017; May 14, 2018

Table of Contents

I. Introduction

This manual outlines the Technical College System of Georgia (TCSG), Office of Adult Education (OAE), assessment policies and guidelines which have been designed to comply with local, state, and federal accountability and reporting requirements. All local adult education programs funded by OAE with federal and/or state dollars are required to adhere to these policies and guidelines to guarantee accurate and uniform assessment information. The assessment information provided in this manual will be invaluable when setting student goals, evaluating learner progress, providing instruction, appraising program performance, and informing public policy. The policies noted are taken from the comprehensive Office of Adult Education's Policy and Procedure Administrative Manual (http://literacy.coe.uga.edu/).

Adult learners should be assessed at specific times during the educational process to:

- Help learners understand their basic skill functioning levels and to explore the available educational options;
- Determine the appropriate program and instructional level for placement;
- Identify learners' strengths and gaps to guide instruction;
- Monitor student learning in class and target instruction based on learners' needs;
- Assess and monitor learners' educational gains after a period of instruction;
- Examine classroom performance for planning and quality improvement purposes;
- Evaluate program performance; and
- Acquire data that meets local, state, and federal accountability and reporting requirements.

To achieve these aims, the OAE mandates that all programs use the following approved standardized assessments to determine learner outcomes for the National Reporting System (NRS): *BEST Literacy, BEST Plus Version 2.0, TABE 9&10, TABE 11&12,* and *TABE CLAS-E.*

Please Note: *BEST Plus* (2003) is no longer available for use for NRS reporting purposes as of June 30, 2016. All BEST Plus test administrations conducted prior to that date are not permitted for use on or after July 1, 2016. All references to "*BEST Plus*" in this assessment policy manual refer to *BEST Plus Version 2.0* only.

Please Note: By April 1, 2019, all local programs using TABE 9&10 will transition to TABE 11&12. More information and specific procedures will be provided at Program Administrator meetings.

The TCSG administers the Georgia Adult Learners Information System (GALIS), which is a web-based management information system that meets the reporting needs of Georgia's adult education programs while meeting the needs of the NRS. All data related to the NRS are captured in GALIS.

A. *Need for Assessment Policy*

Adult Education programs are required by law, the Workforce Innovation and Opportunity Act (WIOA), and by regulation [U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE)] to make sure that the initial and ongoing assessment of adult learners is valid, reliable, and comparable on national and state levels. More specifically the assessments must:

- Meet the standards of **validity** (the ability of a test to measure what it claims to measure, and appropriateness of the conclusions made based on the scores), **reliability** (the degree to which test scores are consistent) and **comparability** (providing scores from all programs that describe the same levels of performance and educational gain),
- Be aligned with Georgia Adult Education Curriculum Framework **standards**, and
- Provide useful program information to instructors and adult learners.

OAE administers the programs for Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL), and Integrated English Literacy and Civics Education (IELCE) via successful grantees identified through a Request for Application (RFA) process. Grantees must adhere to policies and procedures identified in the RFA. One such requirement is that local programs assess and advance adult learners according to national and state policies and procedures.

It is critical that all programs adhere to the policies and procedures outlined in this manual to ensure uniform implementation and comparability across programs. Therefore, the OAE will provide targeted technical assistance and training activities to promote compliance with applicable testing policies and procedures, as well as federal and state accountability reporting.

B. *Purposes and Uses of Assessment*

OAE approved assessments provide local program staff a structure for:

- developing rapport with adult learners;
- placing learners accurately into appropriate program and instructional levels;
- analyzing diagnostic information to identify and implement appropriate instructional strategies for the individual;
- establishing realistic goals and monitoring tests to gauge progress toward goals;
- creating and implementing a student learning plan; and
- certifying level and program completions.

Informal and Supplemental Assessment

In addition to standardized assessments, programs are encouraged to use a variety of informal assessments to guide instruction. The use of teacher-made tests, unit tests, portfolios, applied performance assessments, and learner observations can be used to monitor learning and guide instruction. However, programs may only use approved assessments to report learner gains for the NRS.

C. Summary and Overview

All (100%) adult learners enrolled in an OAE funded program must be assessed using one of the state approved assessment instruments:

- *BEST Literacy*
- *BEST Plus Version 2.0*
- *TABE 9&10*
- *TABE 11&12*
- *TABE CLAS-E*

These assessments are to be administered within the first 12 hours of instruction to determine the educational functioning level of students. Scale score ranges for approved assessment instruments are correlated with each educational functioning level in basic *reading and writing*; *numeracy skills*; and *functional and workplace skills* (refer to the Educational Functioning Levels in the NRS Technical Assistance Guide).

Accommodations may be made for students who are unable to understand or respond to the assessment due to low literacy, lack of English proficiency and/or a disability. Information related to students with low literacy or a lack of English proficiency is located in section II A. For more information, related to accommodations for students with a disability, please refer to section II D, Accommodations for Assessment, and to the information about accommodations provided for each approved assessment in Section III.

Please note…

All students who are eligible to be post-tested, according to the post-testing guidelines for each approved assessment, must be post-tested.

The purposes of reassessment of adult learners are to measure performance and to ascertain completion of an educational functioning level. All students (100%) who are eligible to be post-tested, according to the post-testing guidelines for each approved assessment, must be post-tested. For exceptions, please see Section II B, Post-testing Guidelines. GALIS provides pre and post-testing reports to help local programs verify their assessment data, look for problem areas, and confirm that assessments are being administered in alignment with the assessment policy.

D. Resources for Information and Assistance

For clarification on Georgia's assessment policies or for other questions regarding the appropriate assessment of adult learners, please contact the Office of Adult Education, Director of Instructional Services, or the designated Grant Program Support Coordinator, as appropriate.

II. General Assessment Requirements

A. *Students to be Assessed*

All (100%) adult learners, including distance education students, enrolled in an OAE funded adult education program must be assessed through face-to-face interaction with a trained test administrator using a state approved assessment instrument. Students in distance education programs must be pre- and post-tested in the same manner and at the same frequency of traditional adult education students.

Hard copies of all assessment records must be maintained in the student permanent record and be made available for review, when requested. Assessment records include the following:

- *BEST Literacy* test book and scoring sheet
- *BEST Plus* score report
- *TABE (print-based):* locator answer sheet, test answer sheet, and score report
- *TABE (computer-based): score report*
- *TABE CLAS-E:* locator answer sheet, answer book, writing folio and score report

Please note…

All students must have hard copies of assessment results in their student permanent records that are available for review, when requested.

Accommodations may be made for students who are unable to understand or respond to the assessment due to low literacy, lack of English proficiency and/or a disability. For more information related to accommodations for students with a disability, please refer to section II D, Accommodations for Assessment.

For adult students who have low literacy skills or a lack of English proficiency and are unable to be assessed using an approved assessment to measure their abilities, documentation must be kept showing an attempt was made to assess the student. A record of this attempt must be kept in the student permanent record for audit purposes.

For GALIS purposes, document the attempt in writing and use the following base scores:

- *BEST Literacy*: enter the form attempted and the scale score of zero (0)
- *BEST Plus*: enter the form attempted and the scale score of 88
- *TABE 9&10 or 11&12*, level L, Reading: enter the form attempted and the scale score of 300
- *TABE 9&10 or 11&12*, level L, Math: enter the form attempted and the scale score of 300
- *TABE CLAS-E,* level 1, Listening/Speaking: enter the form attempted and the scale score of 230
- *TABE CLAS-E,* level 1, Reading/Writing: enter the form attempted and the scale score of 225

B. *Assessments Permitted*

From the NRS list of approved assessments, OAE has adopted the following. Only scores from these tests will be accepted for GALIS data entry and NRS reporting.

Assessment Instruments	Adult Education Program Areas	
BEST Literacy, BEST Plus, TABE CLAS-E	• English as a Second Language (ESL)	• Integrated English Literacy and Civics Education (IELCE)
TABE 9&10, TABE 11&12	• Adult Basic Education (ABE)	• Adult Secondary Education (ASE)

Pre-testing Guidelines

OAE requires that students must be assessed within the first 12 hours of instruction. If an assessment has a Locator, it must be given prior to the administration of any other part of the assessment. The results of the Locator must be implemented by individual subject area. The averaging of Locator results in order to use a single test form is not permitted.

Tests administered in subtest areas (*TABE 9&10 or TABE 11&12*) must be compared and used to determine the placement of the student. The lowest test level achieved by the student determines the student's entry Educational Functioning Level (EFL) and placement in GALIS. A returning student's most recent test from the prior fiscal year may be brought forward into the new fiscal year or into a new Period of Participation and considered the pre-test for that time period, as long as the rollover date is within 270 calendar days of the test administration date. The process of bringing forward assessments is detailed in the GALIS User Manual: (https://galis.tcsg.edu/OAL_PORTAL/Docs/GALISUserManualVersion5.0%208-31-2012%20Revised.docx).

Please Note: By April 1, 2019, all local programs using TABE 9&10 will transition to TABE 11&12. More information and specific procedures will be provided at Program Administrator meetings.

> **Please note…**
> *All assessment data must be entered into GALIS. This applies to **all** assessment results, whether scores go up, down, or remain the same.*

Pre-test scores from students who stop-out from the program are valid within the 270 calendar day period. **For Periods of Participation:** If the student has exited the program for at least 90 days and then begins a new Period of Participation (PoP), his/her test scores are valid for calculating EFL gain as long as the scores have not exceeded the 270 calendar day validity period. If the scores fall outside of this range, a new assessment must be administered. When test results are available for rollover, they should be accepted by the local program in order to preserve the student's assessment history and to ensure that each PoP has a valid pre-test.

When selecting an assessment for a student, keep in mind the student's purpose for enrolling in the adult education program. For example, the typical practice for assessing a student with the goal of obtaining a GED credential is to assess him/her in all subject areas in order to develop a solid diagnostic of the student's skills that are needed for the GED Test. For *TABE*, this means administering Reading, Math, and Language. Giving all three subtests is the expected norm for most students with the goal of taking the GED Test. If a student has a goal to improve in one academic area only, an individual subject area test may be given.

All assessment data must be entered into GALIS within 10 business days of the test administration date. Keep in mind that all assessment data must always be entered into GALIS. This applies to **all** assessment results, whether scores go up, down, or remain the same. GALIS should be an electronic duplication of a student's complete assessment record. In the rare case that a program needs an exception to this standard practice, the program administrator or designee must contact the assigned Grant Program Support Coordinator for approval.

If OAE determines that a program has administered assessments outside of the standards of the OAE Assessment Policies and Procedures Manual and/or the Test Publishers' guidelines or the mismanaged student assessment records, the program will be sanctioned by OAE.

Post-testing Guidelines

After a minimum number of instructional hours have been completed by a student, he/she must be post-tested to determine educational gain and academic progress. **Students must not be post-tested prior to the allotted minimum hours per assessment and Educational Functioning Level.**

Assessment	Minimum Hours before Post-testing
BEST Literacy	60 hours of instruction
BEST Plus Version 2.0	60 hours of instruction
TABE 9&10, 11&12 for ABE students	40 hours of instruction
TABE 9&10, 11&12 for ASE students	30 hours of instruction
TABE CLAS-E	60 hours of instruction

All students (100%) who meet the minimum post-testing guidelines for each assessment should be post-tested within 20 hours after reaching the minimum hours required for their pre-assessment as shown in the chart above. Additional post-tests must also follow the same established post-testing guidelines and times.

Assessments have an effective date of 270 calendar days (defined as weekdays, weekends, and holidays) from the test administration date.

Programs are encouraged to utilize informal assessments, e.g. teacher-made tests, unit tests, portfolios, applied performance assessments, and learner observations, which can be used to monitor learning and guide instruction. Programs may only use approved assessments to report learner gains for the NRS.

All assessment data must be entered into GALIS within 10 business days of the test administration date. Keep in mind that all assessment data must always be entered into GALIS. This applies to **all** assessment results, whether scores go up, down, or remain the same. GALIS should be an electronic duplication of a student's complete assessment record. Assessments cannot be entered into GALIS if it has been 30 days or more from the administration date.

If OAE determines that a program has administered assessments outside of the standards of the OAE Assessment Policies and Procedures Manual and/or the Test Publishers' guidelines or the mismanaged student assessment records, the program will be sanctioned by OAE.

C. Training for Administering Assessments

OAE provides professional development and training on NRS and accountability policies as well as on certain approved assessment instruments. During the fiscal year, local programs funded by OAE must designate personnel to participate in staff development related to NRS and accountability policies, administration of assessments, scoring, interpretation of the results, and placement of adult learners. All professional development sessions are recorded in GALIS. The training opportunities are designed to address the following:

> **Please note…**
> *OAE offers BEST Plus and BEST Literacy trainings throughout the fiscal year. Refer to the Professional Development Calendar for specific dates.*

- Developing rapport with learners to minimize test anxiety and develop test-taking skills.
- Administering and interpreting the assessment instrument.
- Understanding cultural diversity and the implications for successful student performance.
- Providing accommodations for students with documented disabilities.
- Identifying the appropriate level for placement and completion.
- Selecting instructional strategies based on assessment results.
- Understanding NRS policy and implementing accountability procedures.

Training of personnel administering assessment instruments is required to ensure test security and appropriate testing procedures, including accommodations for students with disabilities. Adult educators and administrators designated to administer the state-approved assessments are required to abide by the assessment standards of the test publishers, the American Psychological Association, and OAE established testing policies and guidelines.

New Personnel

The Adult Learner Assessment Policies and Procedures Manual should be included in the orientation and training of new personnel by local providers. OAE offers annual training on the assessment policies and the relationship between assessment, goal setting, and student placement. Specific training guidelines for individual assessments are shown below.

Assessment	Initial Training Guidelines
BEST Literacy	CAL recommends studying the test administration manual and 3-4 practice administrations
BEST Plus	CAL requires a one-day training with a certified trainer and 20 practice administrations
TABE and TABE CLAS-E	DRC recommends that test administrators be trained before administering the tests

All personnel responsible for the administration of specific assessments must receive training on the administration of that instrument. It is the responsibility of the local program to ensure that the training and/or certification have been completed successfully and to maintain a record of the training in local records and GALIS.

Experienced Personnel

Personnel that have experience in the administration of the approved assessments are required to participate in professional development annually to review the history, test materials, proper administration, scoring, and interpretation of test results.

Local programs are required to keep a record of all persons trained to administer assessments and the type of training they have received.

D. *Accommodating for Students with Disabilities or Other Special Needs*

Students with documented disabilities who require accommodations are responsible for requesting assessment instruments in alternative formats and alterations in test administration procedures. *Documented disabilities* means that the individual can present a formal document provided by a qualified professional (physician, educational counselor, psychologist, special education teacher, or a rehabilitation counselor) such as a doctor's report, a diagnostic assessment, an Individual Education Plan (IEP) or other formal record of disability that includes:

- A diagnosis of the disability, whether it be a medical, psychological, learning, developmental, and /or attention deficit disorder.
- An evaluation of the educational implications of the diagnosis and the impact of the disability on areas of functioning.
- Recommendations for the specific strategies and accommodations in education required by the disability, which are reasonable and necessary as provided by ADA/Section 504.

The accommodations provided in the assessment should be the same accommodations used during instruction.

Students with intellectual and/or developmental disabilities, served by local programs, are subject to the standardized testing requirements as referenced in the state assessment policy.

A testing accommodation is a change made to the test administration procedure to provide equal access for students with disabilities to demonstrate their knowledge and skills. If an accommodation is employed, it is important that the selected accommodation minimize any advantage or disadvantage of completing the test. In particular, if the accommodation under consideration is not used in instruction, then it should not be used in the testing situation. Testing accommodations may include, but are not limited to:

- **Flexible scheduling:** Several brief testing sessions during a day, frequent rest breaks, testing at a different time of day, additional time.
- **Flexible setting:** Individually or in small groups with proctor, study carrel or separate room, special lighting, equipment, acoustics.

- **Flexible responding:** Oral response, signed response, response on word processor, or Braille response.

- **Flexible presentation:** Mechanical aids, revised formats such as Braille, large print, or signed or oral presentations for directions and items other than reading items.

- **Assistive devices:** Assistive devices typically used in classroom instruction such as visual magnification or auditory amplification devices, calculators (if authorized in test administration manual).

The accommodations must not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability and validity. These testing accommodations must be provided to ensure equal access to programs and activities and in compliance with provisions in Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR, part 104, as applicable for adults.

For specific information about accommodations related to an individual assessment, refer to the individual assessment pages within this document.

III. Guidelines for Each Assessment

OAE has established the state assessment policy to assist local programs with all state-approved assessment instruments. As outlined in Section II, General Assessment Requirements, the information provides detailed information relating to the target audience, administration procedures, training, pre- and post-testing, and accommodations for students with special needs. This section will address additional implementation guidelines not detailed in Section II.

A. BEST Literacy

Description and Eligibility

OAE has approved *BEST Literacy* for use by local programs to meet the requirements of the NRS. This assessment is administered for placement of ESL and IELCE students who are enrolling or continuing in an adult education program. *BEST Literacy* measures reading and writing skills. It may be administered individually or in a group and there are three print-based forms (B, C, and D) available for use.

Pre-testing Guidelines

OAE requires that students must be assessed within the first 12 hours of instruction. The lowest test level achieved by the student determines the student's entry Educational Functioning Level (EFL) and placement in GALIS. Pre-test scores from students who stop-out from the program are valid within the 270 calendar day period. **For Periods of Participation:** If the student has exited the program for at least 90 days and then begins a new Period of Participation (PoP), his/her test scores are valid for calculating EFL gain as long as the scores have not exceeded the 270 calendar day validity period. If the scores fall outside of this range, a new assessment must be administered.

For adult students who have a lack of English proficiency and are unable to be assessed using an approved assessment to measure their abilities, documentation must be kept showing an attempt was made to assess the student. The result of this attempt must be kept in the student's record for audit purposes. For GALIS, enter the form and the scale score of zero (0).

Students who test into the NRS Educational Functioning Level of ESL 6, scores of 76 – 78, must be given another pre-test, as there are no exit criteria established by NRS for *BEST Literacy*. If this occurs, do the following:

Administrative Action	Pre-test Option #1	Pre-test Option #2
1. Do not enter into GALIS. 2. Record pre-test attempt in student permanent record.	1. Use an oral screening tool to determine if student has low oral skills. 2. If so, administer *BEST Plus* or *TABE CLAS-E Listening/Speaking*.	Administer *TABE 9&10 or 11&12* Reading **and/or** Language. *TABE Math is not required unless student has a math improvement goal.*

GALIS will not accept a *BEST Literacy* pre-test score that results in an Entry EFL of ESL 6. If the score is entered, GALIS will display an error message: *GALIS ERROR – ESL 6 pre-test using BEST Literacy is not collected; there is no method for testing out of this level.*

Post-testing Guidelines

A student must have a minimum of **60** hours of instruction prior to post-testing with *BEST Literacy*. All students (100%) eligible for post-testing should be post-tested within 20 hours after reaching the minimum hours required. Additional post-tests must also follow the same established post-testing guidelines and times. Students who were pre-tested with BEST Literacy must be post-tested with BEST Literacy; however, a different form must be used. When administering BEST Literacy, there are two levels, (1) test administrator and (2) scorer. The primary classroom teacher is an appropriate test administrator, but for the scoring of the assessment, OAE strongly recommends that, when possible, the scorer be another trained staff member. This helps to ensure the objectivity and neutrality of the scoring process.

Post-testing provides the opportunity to meet with the student about his/her progress and goals. This conversation should be documented in the student's conference notes and/or GALIS. In addition, the student's learning plan should be reviewed and updated, as needed.

Transitioning from BEST Literacy to TABE 9&10 or 11&12

When a student completes Advanced ESL (ESL 6), administer the TABE. Keep in mind that a student's educational functioning level (EFL) is determined by his/her pre-test. EFL gains are measured from the student's entry EFL. ESL students who have completed BEST Literacy can transition to TABE within the same fiscal year. Additional Measurable Skill Gains made through TABE pre- and post-testing can be reported under the student's entry EFL. Programs may also wait to administer TABE until after the start of a new fiscal year.

Use of Scale Scores for NRS Reporting

Local programs will record and track scale scores in student records and GALIS. The scale score is the primary score for *BEST Literacy*. GALIS translates the scale scores into NRS levels. Programs may generate reports that show student educational functioning levels and gains using GALIS. Refer to the *GALIS Test Score, Goal and EFL Matrix* posted on the GALIS Help page.

Accommodations for BEST Literacy

The Americans with Disabilities Act of 1990 and other related federal, state, and local laws were enacted to guarantee equal opportunity for individuals with disabilities, including those in educational programs. Programs administering *BEST Literacy* are responsible for providing accessible services and for making sure that requests for accommodation are considered and handled in a manner consistent with applicable laws and regulations.

Test administrators may provide or allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided that the accommodation does not compromise the purpose of the test as a measure of reading and writing in English. Permissible accommodations related to test administration procedures include the use of eyeglasses or magnifying glasses, earplugs, color overlays, or rulers. Testing environment accommodations might include, but are not limited to, frequent breaks or individual administration.

It is not an appropriate accommodation for someone to read the test questions to an examinee with sight impairment, as *BEST Literacy* is a test of reading (*BEST Literacy Test Manual* 2008 pgs. 9-10). For more information about accommodations, see section II D.

BEST Literacy Frequently Asked Questions

BEST Literacy FAQs are available at http://www.cal.org/aea/pdfs/Frequently-Asked-Questions-CAL-Adult-ESL-Assessments.pdf. Some of the most pertinent questions are included below.

What is *BEST Literacy* used to measure?
BEST Literacy tests reading and writing skills in authentic situations specifically geared for adult English language learners in the United States.

What types of questions are on *BEST Literacy*?
Test items include reading dates on a calendar, addressing an envelope, writing a check, reading a schedule, writing personal information, reading articles and other documents, and writing a short personal note.

Is training required to administer *BEST Literacy*?
CAL does not require *BEST Literacy* training however *BEST Literacy* test administrators and scorers must read and review the *BEST Literacy Test Manual* before and after administering the test. In addition, individual states and programs may have their own training requirements in order to administer *BEST Literacy*. (OAE provides training for test administrators or scorers. Contact your Grant Program Support Coordinator for more information.)

How do I get started using *BEST Literacy*?
To get started using *BEST Literacy*, you will need to know how many students you will be pre-and post-testing to determine the number of test packets to order. Test booklets and corresponding scoring sheets are sold in packets of 20 per form (B, C, and D). You will also need to order enough copies of the *Test Manual* for your test administrators and scorers to read and review before and after testing.

If you would like sample copies of *BEST Literacy* to review before deciding to use it as your assessment tool, please send CAL an email at aea@cal.org.

Do the students write in the *BEST Literacy* test booklets?
Yes. The students will write their answers in the test booklets. Test booklets are consumable and cannot be photocopied or reused.

Where do I find the *BEST Literacy* score sheets?
A total of 20 corresponding score sheets are included with each packet of 20 test booklets.

What are appropriate accommodations for students with disabilities?
Programs administering BEST Literacy are responsible for providing accessible services and for ensuring that requests for accommodations are considered and handled in a manner consistent with applicable laws and regulations. Program and test administrators may provide and allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided that the accommodations do not compromise the purpose or results of the test.
Permissible accommodations related to test administration procedures for BEST Literacy include the use of eyeglasses or magnifying glasses, earplugs, color overlays, or rulers. Testing environment accommodations might include frequent breaks or individual administrations. It is not an appropriate accommodation for someone to read the test questions to an examinee with sight impairment, as BEST Literacy is a test of reading, not listening.

For more information regarding test accommodations for students with disabilities, please see the BEST Literacy Test Manual (June 2008).

B. BEST Plus Version 2.0

Description and Eligibility
OAE has approved *BEST Plus* Version 2.0 for use by local programs to meet the requirements of the NRS. This assessment is administered for placement of ESL and IELCE students who are enrolling or continuing in an adult education program. *BEST Plus* tests communication, fluency, pronunciation, and listening comprehension skills. It is administered individually and comes in two versions, computer-adaptive and print-based (forms D, E, and F).

Pre-testing Guidelines
OAE requires that students must be assessed within the first 12 hours of instruction. The lowest test level achieved by the student determines the student's entry Educational Functioning Level (EFL) and placement in GALIS. Pre-test scores from students who stop-out from the program are valid within the 270 calendar day period. **For Periods of Participation:** If the student has exited the program for at least 90 days and then begins a new Period of Participation (PoP), his/her test scores are valid for calculating EFL gain as long as the scores have not exceeded the 270 calendar day validity period. If the scores fall outside of this range, a new assessment must be administered. When test results are available for rollover, they should be accepted by the local program in order to preserve the student's assessment history and to ensure that each PoP has a valid pre-test.

For adult students who have a lack of English proficiency and are unable to be assessed using an approved assessment to measure their abilities, documentation must be kept showing an attempt was made to assess the student. The results of this attempt must be kept in the student's record for audit purposes. For GALIS data entry purposes, enter the form attempted and the scale score of 88.

Students who pre- test into *BEST Plus* exit criteria (ESL X), (scores of 565-999), must be given another pre-test as ESL X is not an NRS Educational Functioning Level. If this occurs, do the following:

Administrative Action	Pre-test Option #1	Pre-test Option #2
1. Do not enter into GALIS. 2. Record pre-test attempt in student permanent record.	1. Use a literacy screening tool to determine if student has low literacy skills. 2. If so, administer *BEST Literacy* or *TABE CLAS-E Reading/Writing.*	Administer *TABE 9&10 or 11&12* Reading **and/or** Language. *TABE Math is not required unless student has a math improvement goal.*

GALIS will not accept a *BEST Plus* pre-test score that results in an entry EFL of ESL X. If the score is entered, GALIS will display an error message: *GALIS ERROR – Score is not valid as pre-test. TABE should be given.*

Post-testing Guidelines
A student must have a minimum of **60** hours of instruction prior to post-testing with *BEST Plus*. All students (100%) eligible for post-testing should be post-tested within 20 hours after reaching the minimum hours required. Additional post-tests must also follow the same established post-

testing guidelines and times. Students who were pre-tested with *BEST Plus* must be post-tested with *BEST Plus*. When post-testing with the *BEST Plus* print-based, a different form must be used. BEST Plus computer-based is designed to automatically administer multiple forms. Due to the nature of BEST Plus, OAE strongly recommends that, when possible, post-testing should be administered by a test administrator that is not the primary classroom instructor. This reduces the chance that the test administrator would "fill in" the student's responses.

Post-testing provides the opportunity to meet with the student about his/her progress and goals. This conversation should be documented in the student's conference notes. The student's learning plan should be reviewed and updated, as needed.

Transitioning from BEST Plus to TABE 9&10 or TABE 11&12
When a student completes Advanced ESL (ESL 6), administer the TABE. Keep in mind that a student's educational functioning level (EFL) is determined by his/her pre-test. EFL gains are measured from the student's entry EFL. ESL students who have completed BEST Literacy can transition to TABE within the same fiscal year. Additional Measurable Skill Gains made through TABE pre- and post-testing can be reported under the student's entry EFL. Programs may also wait to administer TABE until after the start of a new fiscal year.

Use of Scale Scores for NRS Reporting
Local programs will record and track scale scores in student records and GALIS. The scale score is the primary score for *BEST Plus*. GALIS translates the scale scores into NRS levels. Programs may generate reports that show student educational functioning levels and gains using GALIS. Refer to the *GALIS Test Score, Goal and EFL Matrix* posted on the GALIS Help page.

Accommodations for BEST Plus
Accommodations in test administration procedures for *BEST Plus* include using hearing aids, but do not include allowing students to read prompts from the computer screen. As *BEST Plus* is not a timed test, no accommodation for testing time is needed. Furthermore, as an oral proficiency interview, students need to hear test prompts and respond orally as well as look at picture cue prompts; therefore, no accommodation can be made for students who cannot hear, speak or see (CAL 2008). For more information about accommodations, see section II D.

BEST Plus Frequently Asked Questions

BEST Plus FAQs are available at http://www.cal.org/aea/pdfs/Frequently-Asked-Questions-CAL-Adult-ESL-Assessments.pdf. Some of the most pertinent questions are included below.

What is *BEST Plus* used to measure?
BEST Plus is an individually administered, face-to-face oral interview designed to assess the English language proficiency of adult English Language Learners in the U.S. An adult is anyone 16 years or older who is not in secondary school.

What types of questions are on *BEST Plus*?
BEST Plus measures the examinee's ability to communicate in English through questions tied to authentic situations that arise in daily life in the United States such as going to the doctor, getting a job, housing, and community services. The question types range from simple picture description questions to questions that require elaborate and organized discourse.

How is *BEST Plus* administered?
BEST Plus is administered individually by a trained *BEST Plus* test administrator.

Is training required to administer *BEST Plus*?
Yes. All test administrators must complete the six contact hour test administrator training workshop and be approved by a certified *BEST Plus* trainer prior to administering *BEST Plus*.

How do I become trained on *BEST Plus*?
BEST Plus begins with training to ensure the accurate use and scoring of the test. The goals of the *BEST Plus* Training Workshops are to prepare participants to administer *BEST Plus* via both the computer-adaptive and print-based versions, instruct participants in using the *BEST Plus* Scoring Rubric, and provide participants the opportunity to practice administering and scoring *BEST Plus*.

During the training, the trainer provides the workshop participants with an overview of the development and the purposes of *BEST Plus*. Participants are guided through scoring benchmarks and practice administering the test and scoring responses in a group environment.

The recommended characteristics of potential test administrators include:
- Native or native-like oral English (the test administrator needs to conduct the interview in English with clarity and confidence).
- Some familiarity interacting with adult non-native speakers of English.
- Interest in standardized assessment and an understanding of how the role of a test administrator differs from that of an instructor.

All requests for training should be sent to your assigned Grant Program Support Coordinator, and must originate with the local program administrator or designee. Local programs are responsible for providing a new Test Administrator Guide for each training participant. OAE does not provide these materials.

How can I get started using *BEST Plus*?
The first step is to attend a *BEST Plus* test administrator training workshop through your state. Once you have been trained, CAL can help you order the materials you'll need to get started.

C. The Test of Adult Basic Education (TABE): 9&10

Description and Eligibility
OAE has approved *TABE 9&10* for use by local programs to meet the requirements of the NRS. This assessment is administered for placement of adult basic education students that are enrolling or continuing in an adult education program. The Test of Adult Basic Education (*TABE*) is a standardized test of silent reading comprehension, math computation, applied math, and language. *TABE* can be administered either individually or in a group setting in accordance with approved testing guidelines. *TABE* has two forms (9, 10) and five levels (L, E, M, D, A).

Please Note: By April 1, 2019, all local programs using TABE 9&10 will transition to TABE 11&12. More information and specific procedures will be provided at Program Administrator meetings.

Pre-testing Guidelines
OAE requires that students must be assessed within the first 12 hours of instruction. When administering the *TABE*, either *TABE* Complete Battery or Survey may be used. The TABE Locator must be given prior to the administration of any other part of the assessment. The results of the Locator must be implemented by individual subject area. The averaging of Locator results in order to use a single test form is not permitted. The lowest test level achieved by the student determines the Educational Functioning Level (EFL) and placement in GALIS. Tests administered in subtest areas are compared and used to determine the placement of the student.

Pre-test scores from students who stop-out from the program are valid within the 270 calendar day period. **For Periods of Participation:** If the student has exited the program for at least 90 days and then begins a new Period of Participation (PoP), his/her test scores are valid for calculating EFL gain as long as the scores have not exceeded the 270 calendar day validity period. If the scores fall outside of this range, a new assessment must be administered.

For adult students who have low literacy skills and are unable to be assessed using an approved assessment to measure their abilities, documentation must be kept showing an attempt was made to assess the student. The results of this attempt must be kept in the student's record for audit purposes. For GALIS data entry purposes enter the form attempted and the scale score of 160 for TABE 9&10, level L, Reading. For TABE 9&10, level L, Math, enter the form attempted and the scale score of 180.

> Please note…
> *The TABE Locator must be given when pre-testing students and used to determine which test levels to administer by subject.*

When selecting an assessment for a student, keep in mind the student's purpose for enrolling in the adult education program. For example, the typical practice for assessing a student with the goal of obtaining a GED credential is to assess him/her in all subject areas in order to develop a solid diagnostic of the student's skills that are needed for the GED Test. For *TABE*, this means administering Reading, Math, and Language. Giving all three subtests is the expected norm for most students with the goal of taking the GED Test. If a student has a goal to improve in one academic area only, an individual subject area test may be given.

Post-testing Guidelines

An Adult Basic Education (ABE) student must have a minimum of **40** hours of instruction prior to post-testing with *TABE*. An Adult Secondary Education (ASE) student must have a minimum of **30** hours of instruction prior to post-testing with *TABE*. The classification of ABE or ASE is determined by the student's current EFL. All students (100%) eligible for post-testing should be post-tested within 20 hours after reaching the minimum hours required. Additional post-tests must also follow the same established post-testing guidelines and times. TABE Complete Battery or Survey may be used when post-testing.

Students who were pre-tested with *TABE* must be post-tested with *TABE*. Post-testing necessitates that either a different form (9&10) or level (L, E, M, D, A) be used.

- When administering the **same level (L, E, M, D, A)**, use of the alternate form is required. For example, if a student pre-tested using 9E, then the post-test must be 10E.

- When administering the **same form (9&10)** a higher level must be used. For example, if a student pre-tested using 9M, then the post-test must be 9D or 9A. 9E, which is lower, cannot be used.

A program staff member should meet with the student to determine if one, two, or three subject tests should be administered during initial post-testing or in subsequent post-tests. Keep in mind that an EFL gain can only be achieved when a student makes educational gain in his/her lowest area(s).

Post-testing provides the opportunity to meet with the student about his/her progress and goals. This conversation should be documented in the student's conference notes. The student's learning plan should be reviewed and updated, as needed.

TABE testing guidelines state that random and frequent testing is discouraged, 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. If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur.

Use of Scale Scores for NRS Reporting

Local programs will record and track scale scores in student records and GALIS. The scale score is the basic or primary score for TABE, and is used to compute and derive all other scores. GALIS translates the scale scores into NRS levels stipulated by OCTAE. Programs may generate reports that show student NRS functioning levels and gains using GALIS. Refer to the *GALIS Test Score, Goal and EFL Matrix* posted on the GALIS Help page.

Accommodations for TABE

Testing accommodations specific to TABE are included in the TABE Frequently Asked Questions in this policy document. In addition, Data Recognition Corporation - CTB has developed a Test Administrator Manual that addresses general testing accommodations for standardized assessments.

TABE Frequently Asked Questions

Frequently Asked Questions about TABE 9&10 is published by Data Recognition Corporation - CTB to address some common questions related to TABE. Some of the most pertinent questions are listed below. Further information about TABE 9&10 is available at: http://tabetest.com/resources-2/testing-information/faqs/

What is *TABE*?
The Tests of Adult Basic Education (*TABE*) is an assessment product designed to measure basic skills commonly found in adult basic education curricula and instructional programs. *TABE* is most commonly used to assess adults for placement in education, training or employment programs as well as determining readiness for the GED exam.

What content types are assessed with *TABE*?
TABE assesses skills in the following content areas: Reading, Math Computation, Applied Math, Language, Language Mechanics, Vocabulary, and Spelling. Additional information can be obtained from the *TABE* user guide.

When administering *TABE*, can we offer accommodations for students with special needs?
A testing accommodation is a change made to the test administration procedure to provide equal access for students with disabilities to demonstrate their knowledge and skills. If an accommodation is employed, it is important that the selected accommodation minimize any advantage or disadvantage of completing the test. In particular, if the accommodation under consideration is not used in instruction, then it should not be used in the testing situation.

TABE-PC or *TABE Online* is appropriate for some students who have difficulty taking paper-and-pencil tests. Some *TABE* administrators have made other accommodations such as allowing extra time to complete the test or letting students mark answers in test booklets rather than on separate answer sheets. Additional accommodation suggestions are available in DRC – CTB's Assessment Accommodations Checklist (#53682); order online or call Customer Care at 800.538.9547.

Who is eligible to administer *TABE*?
Adult educators who have a general knowledge of measurement principles and are willing to abide by the assessment standards of the American Psychological Association may administer *TABE*. These professional standards require *TABE* administrators to follow specific guidelines, such as keeping tests in a secure place and administering them only as directed. For additional information, see the Purchaser's Qualification Statement in the back of the DRC - CTB Assessment Products and Services Catalog.

How long does it take to administer *TABE*?
It depends on which version of *TABE* you choose. The *TABE 9&10* Survey takes about 2 hours, and the Complete Battery takes about 3.5 hours. Times for other *TABE* versions vary, so it is best to talk with your DRC - CTB Evaluation Consultant to discuss your specific testing needs.

How will I know which level of *TABE* to administer?
For adult basic education or other programs that include students at various levels of ability, administer the *TABE* Locator Test first. The results will indicate which level of *TABE* to use by content area.

D. The Test of Adult Basic Education (TABE): 11&12

Description and Eligibility

OAE has approved *TABE 11&12* for use by local programs to meet the requirements of the NRS. This assessment is administered for placement of adult basic education students that are enrolling or continuing in an adult education program. The Test of Adult Basic Education (*TABE*) is a standardized test of reading, math, and language. *TABE* can be administered either individually or in a group setting in accordance with approved testing guidelines. *TABE* has two forms (11, 12) and five levels (L, E, M, D, A).

Please Note: By April 1, 2019, all local programs using TABE 9&10 will transition to TABE 11&12. More information and specific procedures will be provided at Program Administrator meetings.

Pre-testing Guidelines

OAE requires that students must be assessed within the first 12 hours of instruction. When administering the *TABE*, either *TABE* Complete Battery or Survey may be used. The TABE Locator must be given prior to the administration of any other part of the assessment. Due to the length of the 11&12 Locator, programs may choose to administer one subject area at a time. Once the Locator for that subject area is administered, the pre-test for that subject area can be given and so forth. (Example: Reading Locator, Reading Pre-test, Math Locator, Math Pre-test, Language Locator, Language Pre-test). The results of the Locator (L, E, M, D, or A level) must be implemented by individual subject area. The averaging of Locator results in order to use a single test form is not permitted.

The lowest test level achieved by the student determines the Educational Functioning Level (EFL) and placement in GALIS. Tests administered in subtest areas are compared and used to determine the placement of the student.

Pre-test scores from students who stop-out from the program are valid within the 270 calendar day period. **For Periods of Participation:** If the student has exited the program for at least 90 days and then begins a new Period of Participation (PoP), his/her test scores are valid for calculating EFL gain as long as the scores have not exceeded the 270 calendar day validity period. If the scores fall outside of this range, a new assessment must be administered. When test results are available for rollover, they should be accepted by the local program in order to preserve the student's assessment history and to ensure that each PoP has a valid pre-test.

For adult students who have low literacy skills and are unable to be assessed using an approved assessment to measure their abilities, documentation must be kept showing an attempt was made to assess the student. The results of this attempt must be kept in the student's record for audit purposes. For GALIS data entry purposes enter the form attempted and the scale score of 300 for TABE 11&12, level L, Reading or TABE 11&12, level L, Math.

> Please note…
>
> *The TABE Locator must be given when pre-testing students and used to determine which test levels to administer by subject.*

When selecting an assessment for a student, keep in mind the student's purpose for enrolling in the adult education program. For example, the typical practice for assessing a student with the goal of obtaining a GED credential is to assess him/her in all subject areas in order to develop a solid diagnostic of the student's skills that are needed for the GED Test. For *TABE*, this means administering Reading, Math, and Language.

Giving all three subtests is the expected norm for most students with the goal of taking the GED Test. If a student has a goal to improve in one academic area only, an individual subject area test may be given. Keeping in mind (as stated above) that due to the length of the 11&12 Locator, programs may choose to administer one subject area at a time. Once the Locator for that subject area is administered, the pre-test for that subject area can be given and so forth. (Example: Reading Locator, Reading Pre-test, Math Locator, Math Pre-test, Language Locator, Language Pre-test).

Post-testing Guidelines

An Adult Basic Education (ABE) student must have a minimum of **40** hours of instruction prior to post-testing with *TABE*. An Adult Secondary Education (ASE) student must have a minimum of **30** hours of instruction prior to post-testing with *TABE*. The classification of ABE or ASE is determined by the student's lowest subject area EFL at the time of entry. All students (100%) eligible for post-testing should be post-tested within 20 hours after reaching the minimum hours required. Additional post-tests must also follow the same established post-testing guidelines and times. TABE Complete Battery or Survey may be used when post-testing.

Students who were pre-tested with *TABE* must be post-tested with *TABE*. Post-testing necessitates that either a different form (11&12) or level (L, E, M, D, A) be used.

- When administering the **same level (L, E, M, D, A)**, use of the alternate form is required. For example, if a student pre-tested using 9E, then the post-test must be 10E.

- When administering the **same form (11&12)** a higher level must be used. For example, if a student pre-tested using 9M, then the post-test must be 9D or 9A. 9E, which is lower, cannot be used.

A program staff member should meet with the student to determine if one, two, or three subject tests should be administered during initial post-testing or in subsequent post-tests. Measurable Skill Gain achievement can be reported from in any subject area, not just the lowest.

Post-testing provides the opportunity to meet with the student about his/her progress and goals. This conversation should be documented in the student's conference notes. The student's learning plan should be reviewed and updated, as needed.

TABE testing guidelines state that random and frequent testing is discouraged, 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. If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur.

Use of Scale Scores for NRS Reporting

Local programs will record and track scale scores in student records and GALIS. The scale score is the basic or primary score for TABE, and is used to compute and derive all other scores. GALIS translates the scale scores into NRS levels stipulated by OCTAE. Programs may generate reports that show student NRS functioning levels and gains using GALIS. Refer to the *GALIS Test Score, Goal and EFL Matrix* posted on the GALIS Help page.

Accommodations for TABE

Testing accommodations specific to TABE are included in the TABE Frequently Asked Questions in this policy document. In addition, Data Recognition Corporation has developed a Test Administrator Manual that addresses general testing accommodations for standardized assessments.

TABE Frequently Asked Questions

Frequently Asked Questions about TABE 11&12 is published by Data Recognition Corporation to address some common questions related to TABE. Some of the most pertinent questions are listed below. Further information about *TABE 11&12* is available at: http://tabetest.com/resources-2/testing-information/faqs/

What is *TABE*?
The Tests of Adult Basic Education (*TABE*) is an assessment product designed to measure basic skills commonly found in adult basic education curricula and instructional programs. *TABE* is most commonly used to assess adults for placement in education, training or employment programs as well as determining readiness for the GED exam.

What content types are assessed with *TABE*?
TABE assesses skills in the following content areas: Reading, Math, and Language. Additional information can be obtained from the *TABE* Test Administration Manual.

When administering *TABE*, can we offer accommodations for students with special needs?
A testing accommodation is a change made to the test administration procedure to provide equal access for students with disabilities to demonstrate their knowledge and skills. If an accommodation is employed, it is important that the selected accommodation minimize any advantage or disadvantage of completing the test. In particular, if the accommodation under consideration is not used in instruction, then it should not be used in the testing situation.
TABE Online is appropriate for some students who have difficulty taking paper-and-pencil tests. Some *TABE* administrators have made other accommodations such as allowing extra time to complete the test or letting students mark answers in test booklets rather than on separate answer sheets. Additional accommodation suggestions are available in DRC's Assessment Accommodations Checklist (#53682); order online or call Customer Care at 800.538.9547.

Who is eligible to administer *TABE*?
Adult educators who have a general knowledge of measurement principles and are willing to abide by the assessment standards of the American Psychological Association may administer *TABE*. These professional standards require *TABE* administrators to follow specific guidelines, such as keeping tests in a secure place and administering them only as directed. For additional information, see the Purchaser's Qualification Statement in the back of the DRC Assessment Products and Services Catalog.

How long does it take to administer *TABE*?
Testing times vary by content area and level. For example, a Reading test for Level E is 130 minutes while Level E Math is 75 minutes. Exact times are listed in the TABE Test Administration Manual on pages 38-39.

How will I know which level of *TABE* to administer?
For adult basic education or other programs that include students at various levels of ability, administer all or part of the *TABE* Locator Test first. The results will indicate which level of *TABE* to use by content area.

E. TABE Complete Language Assessment System – English (TABE CLAS-E)

Description and Eligibility
TABE Complete Language Assessment System – English measures the language proficiency of adult English language learners in the areas of reading, listening, writing, and speaking. The items are aligned with the NRS English-as-a-Second Language (ESL) Educational Functioning Levels. The system consists of a locator test for initial placement, test books, writing folios, answer booklets, and score reports. It is delivered face-to-face in a paper/pencil format. It can be hand scored or scanned. The test has two forms (A & B) and four levels (1, 2, 3, and 4).

Pre-testing Guidelines
OAE requires that students must be assessed within the first 12 hours of instruction. The lowest test level achieved by the student determines the student's entry Educational Functioning Level (EFL) and placement in GALIS. The TABE CLAS-E Locator must be given prior to the administration of any other part of the assessment.

Pre-test scores from students who stop-out from the program are valid within the 270 calendar day period. **For Periods of Participation:** If the student has exited the program for at least 90 days and then begins a new Period of Participation (PoP), his/her test scores are valid for calculating EFL gain as long as the scores have not exceeded the 270 calendar day validity period. If the scores fall outside of this range, a new assessment must be administered. When test results are available for rollover, they should be accepted by the local program in order to preserve the student's assessment history and to ensure that each PoP has a valid pre-test.

For adult students who have low literacy skills or a lack of English proficiency and are unable to be assessed using an approved assessment to measure their abilities, documentation must be kept showing an attempt was made to assess the student. The results of this attempt must be kept in the student's record for audit purposes. For GALIS data entry purposes enter the form, level, the skill area attempted and the minimum scale score shown below.
- Listening/Speaking – level 1, scale score of 230
- Reading/Writing – level 1, scale score of 225

When administering *TABE CLAS-E*, a minimum of two skill area tests must be given in a particular combination, either Listening/Speaking or Reading/Writing. The locator test must be administered first and is used to determine the appropriate difficulty level of the pre-test(s). All four skill areas may be given, but only the lowest composite score set is used to place the student into an educational functioning level.

For pre-tests (and post-tests) using *CLAS-E*, one "out of range" score on a skills test is allowed per composite pair. If both skills tests are out of range, do not enter the composite score into GALIS and retest the student with a higher level. "Out of range" scores are indicated on the scoring table with a "+" sign by the NRS functioning level placement.

Post-testing Guidelines
An English as a second language student must have a minimum of **60** hours of instruction prior to post-testing with *TABE CLAS-E. All subsequent TABE CLAS–E* post-tests may be administered when a student has reached the minimum number of hours of instruction from the time of the previous assessment. All students (100%) eligible for post-testing should be post-tested within

20 hours after reaching the minimum hours required. Additional post-tests must also follow the same established post-testing guidelines and times.

Students who were pre-tested with *TABE CLAS-E* must be post-tested with *TABE CLAS-E*. Post-testing necessitates that either a different form (A or B) or level (1, 2, 3, or 4) be used.

- When administering the **same level (1, 2, 3, 4)**, use of the alternate form is required. For example, if a student pre-tested using A1, then the post-test must be B1.

- When administering the **same form (A or B)** a higher level must be used. For example, if a student pre-tested using A2, then the post-test must be A3 or A4. A1, which is lower, cannot be used.

For post-tests (and pre-tests) using *CLAS-E*, one "out of range" score on a skills test is allowed per composite pair. If both skills tests are out of range, do not enter the composite score into GALIS and retest the student with a higher level. "Out of range" scores are indicated on the scoring table with a "+" sign by the NRS functioning level placement.

Due to the nature of the *TABE CLAS-E subtests,* OAE strongly recommends that, when possible, the scorer be a trained staff member that is not the primary classroom teacher. This helps to ensure the objectivity and neutrality of the scoring process.

Post-testing provides the opportunity to meet with the student about his/her progress and goals. This conversation should be documented in the student's conference notes. The student's learning plan should be reviewed and updated, as needed.

TABE CLAS-E testing guidelines state that random and frequent testing is discouraged, 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. If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur.

Use of Scale Scores for NRS Reporting
Local programs will record and track scale scores in student records and GALIS. The scale score is the basic or primary score for *TABE CLAS-E*, and is used to compute and derive all other scores. GALIS translates the scale scores into NRS levels stipulated by OCTAE. Programs may generate reports that show student NRS functioning levels and gains using GALIS. Refer to the *GALIS Test Score, Goal and EFL Matrix* posted on the GALIS Help page.

Accommodations for TABE CLAS-E
Testing accommodations specific to *TABE CLAS-E* are included in the Frequently Asked Questions in this policy document. In addition, Data Recognition Corporation has developed a test administration manual that addresses general testing accommodations for standardized assessments.

Please note that these components of the *TABE Complete Language System – English* are available: Large Print Edition Locator Test and Large Print Edition Language Proficiency Tests, Forms A and B.

TABE CLAS-E Frequently Asked Questions

More information about TABE CLAS-E is posted to the Data Recognition Corporation website located at http://tabetest.com/students-2/tabe-class-e/.

Can *TABE CLAS-E* be used by any student whose first language is not English?
Yes. English language learners may speak a variety of languages at home and come from a diverse range of cultures. In developing the test, items were tried out by students who speak a variety of languages.

Can the Locator Test be used to determine a student's level?
No. The Locator Test is not designed to determine NRS Level. Its only function is to point to the most appropriate TABE CLAS–E testing level, and it should not be used for any other purpose.

How will I know which of the four test levels of *TABE CLAS-E* to administer?
For English language learners at various levels of ability, administer the TABE CLAS–E Locator Test first. The results will indicate by skill area which level of TABE CLAS–E to use.

How long does it take to administer *TABE CLAS-E*?
Estimated times for each section are as follows: Reading — 25 minutes per group; Listening — 20 minutes per group; Writing — 47 minutes per group; Speaking — 15 minutes per student.

What types of items are included in *TABE CLAS-E*?
The test formats include multiple-choice and constructed-response items that address a wide range of language skills. Test items include realistic illustrations, contextualized reading passages, and contexts encountered at home, in the community, and in the workplace.

Who is eligible to administer *TABE CLAS-E*?
Educators who have a general knowledge of measurement principles and who comply with the assessment standards of the American Psychological Association may administer TABE CLAS–E. These professional standards require TABE administrators to follow specific guidelines, such as keeping tests in a secure place and administering them only as directed.

What types of materials are available for *TABE CLAS-E*?
TABE CLAS–E is a complete language proficiency system for assessing adult English language learners. It addresses the full continuum of measurement—from placement, to planning, to progress. A Locator Test determines the appropriate test level for each student. The Locator Test includes an oral interview and additional multiple-choice items representative of the skill areas assessed in the four test levels. Pre- and post-tests are available at four different proficiency levels, ensuring that students are testing within the appropriate skill range. Local scoring is available with TestMate® TABE software. Tests can also be scored manually by using scoring stencils, the Scoring Tables book, and the Individual Diagnostic Profile. The two-volume Teacher's Resource Guide helps connect test results to instruction by offering lesson plans that teachers can use to deliver instruction or provide extra practice for students. Staff Development materials are also available for individual or group training sessions.

F. Quality Control Procedures

The Georgia Adult Learners Information System (GALIS) was created to provide a secure, uniform, statewide adult education database. GALIS is a web-based Management Information System that is operated and maintained by the Technical College System of Georgia. Local program personnel are granted access to the system in order to enter data, verify its accuracy, and use the data for program management. GALIS is aligned with OAE policies and is designed with a series of edit checks to ensure data quality.

GALIS Training and Technical Assistance

OAE supports data quality by providing annual GALIS Data Manager training. In addition, the Grant Program Support Coordinators and local program personnel offer additional training as needed. Local programs should have regular training to give staff members the opportunity to discuss issues related to data or the database.

Technical Assistance is provided through a helpdesk that is staffed during regular business hours by the TCSG Data Center. Grant Program Support Coordinators are also tasked with providing technical assistance related to the assessment policies, individual assessments, and GALIS.

Data Entry Deadlines

All assessment data must be entered into GALIS within 10 business days of the test administration date. Keep in mind that all assessment data must always be entered into GALIS. This applies to **all** assessment results, whether scores go up, down, or remain the same. GALIS should be an electronic duplication of a student's complete assessment record. All programs are required to have a system for the timely entry of student data. Timely data entry will allow staff to analyze data on a regular basis and use it for program planning and continuous program improvement. Part of local data entry procedures should also include a prompt, organized way to identify and resolve errors. Assessments cannot be entered into GALIS if it has been 30 days or more from the administration date.

GALIS Reports

GALIS provides a robust reporting module. Local program and OAE staff members are able to run management reports for the local program as well as statewide. The reports are real-time and provide an invaluable tool for program administrators to manage their program and to provide off-site monitoring by the Grant Program Support Coordinator and other system office staff. The module also contains the reports required by OCTAE for the National Reporting System (NRS).

Specific reports have been created to address assessments. These reports are used to edit check assessment data, verify level completions, and determine the appropriate time for post-testing.

Data Quality Reviews

Local program administrative and instructional staff members are provided different levels of access to data. Local programs should specify at least one person who is responsible for entering

information into GALIS. Programs must have procedures for checking data for completeness and accuracy at several times during the data entry process. One or more staff members should be assigned to perform these data checking functions. He or she should have the authority to request clarification and resolve errors.

It is the responsibility of local programs to review data on a continuous basis. Programs can use data reviews as an opportunity to examine issues. This process will improve data quality, and help staff to see the importance of data collection and analysis for continuous program improvement.

Hard copies of all assessment records must be maintained in the student permanent record and be made available for review, when requested. Assessment records include the following:
- *BEST Literacy* test book and scoring sheet
- *BEST Plus* score report
- *TABE (print-based):* locator answer sheet, test answer sheet, and score report
- *TABE (computer-based): score report*
- *TABE CLAS-E:* locator answer book, answer book, writing folio and score report

G. Contact and Purchasing Information

BEST Literacy and BEST Plus
For more information on ordering, please refer to your test manual, call (202) 362-0700, or log on to http://www.cal.org/aea/.

TABE and TABE CLAS-E
For more information on ordering, please refer to your test manual, call 1-800-538-9547, email TABEHelpdesk@datarecognitioncorp.com or visit www.tabetest.com.

H. Test Security

The implementation of uniform policies is essential to standardize test security for all programs funded by OAE. Therefore, all grantees must adhere to the test security policies in this manual as well as any test security policies stated by the test publishers. In addition, school district programs must comply to the Georgia Board of Education (SBE) Rule 160-3-1.07 Testing Programs—Student Assessment, as appropriate to the delivery of adult education services.

Testing Materials

Tests or individual test questions must not be revealed, copied, or otherwise reproduced. Test materials (current or previous), such as test booklets, answer keys, and answer sheets shall not be used as an instructional tool or for test preparation. Test materials, such as test booklets, answer keys, and answer sheets, must be inventoried and accounted for in accordance with program inventory procedures. These records should be available for review by authorized personnel.

Test materials must be kept in secure, locked storage prior to and after administration of any test. In the event that test materials are determined to be missing, the program administrator or other designated personnel must be notified. The program administrator or other designated personnel will determine the appropriate action as needed.

In cases where testing materials need to be destroyed (due to deterioration or damage), the program administrator or designated personnel will completely destroy the test (i.e. shredding) and update the inventory. Unopened testing materials may be processed as defined by the test publisher's return policy and within established timelines.

Test Examinees

Examinees must not be assisted in answering test questions by any means. Examinees' answers to questions shall not be interfered with in any way. Examinees should not be allowed to leave the test site with answer sheets or test books.

Test Administrators

Test administrators and instructors must not participate in, direct, assist in, or encourage any activity that could result in the inaccurate measurement or reporting of the examinees' scores.

Each person who has access to tests must be informed of the specifications for maintaining test security. Training for administering assessments is coordinated through the Instructional Services Division of OAE and the local program. Refer to section II C of this document for more information.

Testing Violations

In situations where a person is suspected of a test violation or observed committing a test violation, the program administrator or other designated staff must be notified in order to determine the appropriate action as needed.

Technical College System of Georgia
Office of Adult Education

FY2019 Distance Education and
Proxy Contact Hours Policy

Updated December 31, 2018

A. Definition: Distance Education

Distance education is formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance education materials can be delivered through a variety of media including, but not limited to, print, audio recordings, video recordings, broadcasts, computer software, internet-based programs, mobile applications, and other online technology. Teachers support distance learners through communication via mail, email, text messages, telephone calls or conferencing, video calls or conferencing, and other online technologies and software.

Note: While some students can be successful in a DE program that is fully at-a-distance, most students have better outcomes via a hybrid DE model, which combines face-to-face interaction (usually one 2-3 hour session per week) with 8-10 hours at-a-distance (usually via an online educational program).

B. Definition: Distance Learners

Distance learners are students who receive distance education services. For learners 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 instruction), classification as a distance learner will occur if the majority of contact hours earned in a program year are derived from time spent on distance education activities. Time spent on distance education activities are designated as proxy contact hours. Contact hours and proxy contact hours are recorded in the Georgia Adult Learners Information System (GALIS). The student's status as a classroom or distance learner is determined at the end of a Period of Participation and is based upon where 51% or more of the student's hours were earned.

C. Measuring and Reporting Contact Hours for Learners in Distance Education

Contact hours for distance learners can be a combination of in-person contact and contact at-a-distance where student and program staff can interact and through which learner identity is verifiable, such as telephone calls or video calls.

The following are considered typical activities for distance education programs:
- face-to-face sessions for intake, assessment, orientation, and help sessions;
- telephone calls for technical assistance and guidance;
- completion of a self-assessment of distance education readiness;
- technology training on the use of the chosen distance education curriculum; and
- study skills and time management skills training.

The *Clock Time Model, Learner Mastery Model,* and the *Teacher Verification Model* are used to determine proxy contact hours in Georgia.

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

The *Learner Mastery Model* assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials and when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%-80%) earn the credit hours attached to the assignment.

The *Teacher Verification Model* 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.

Teachers will maintain records of proxy contact hours for both state and NRS reporting requirements. Proxy contact hours must be collected weekly at a minimum, and recorded in GALIS within five (5) business days. Proxy hours must be designated as "online hours" in GALIS. Contact hours generated from face-to-face contact must be collected daily at a minimum, and recorded in GALIS within five (5) business days. Face-to-face contact hours must be designated as "classroom hours" in GALIS. The GALIS User Manual provides detailed information about entering contact hours. The OAE Grant Program Support Coordinators are also available to provide technical assistance.

D. Assessment of Learners in Distance Education

Distance learners must be assessed under the same guidelines as all adult learners in the state. For pre-testing, this includes being assessed within the first 12 hours of instruction. For post-testing, this includes following the specific post-testing timeframes for each individual assessment. All formal assessments must occur in secure, proctored settings, but it is permissible to arrange for remote testing locations that are more convenient for distance learners as long as all state requirements concerning assessment are met.

E. Curriculum

Georgia's distance education program is designed to reach and better serve learners who have limited accessibility to traditional adult education classes. Learners are supported by teachers who facilitate instruction through a variety of curricula to include: online educational programs, websites, audio and video recordings, computer-based software, and printed materials.

Programs that offer distance learning as an instructional option and wish to enter student proxy contact hours in GALIS as attendance hours must use only the approved DE curricula which are listed in the chart on the next page.

Approval requests for additional curricula can be submitted to the Director of Instructional Services, Bobby Creech, bcreech@tcsg.edu, using the *Distance Education Curriculum Request Form* that is posted with this policy document.

Distance Education Curricula	Model type	Criteria For Proxy Contact Hours	Proxy Contact Hours	Validation Source
ALEKS, Aztec, Common Core Basics, Common Core Achieve, CSM Learn, KET Fast Forward, GED Academy, ITTS, KeyTrain, PLATO, Study Island, TABE 11/12 Academy, WIN, Workforce Connects	Clock Time	System tracks time and logs out students after a preset period of inactivity	Time recorded by system ("Time on Task" reports are preferred, if available)	Software developer
Khan Academy	Clock Time	Classes must be set up to indicate time spent outside of normal class hours	Time recorded by system; ("Time on Task" reports are preferred, if available)	Khan Academy
Burlington English, DynEd English Language Learning Program, Rosetta Stone Online, Ventures Online Workbooks	Clock Time	System must track time and log out students after preset period of inactivity	Time recorded by system; ("Time on Task" reports are preferred, if available)	Software developer
Crossroads Café	Mastery	Passed unit test @ 70%	10 hours per unit; (Total 260)	North Carolina
English for All	Mastery	Passed unit test @ 70%	6 hours per unit; (Total 120)	NC, research done in CA
U.S.A. Learns (Class-based)	Teacher Ver.	Passed all unit activities @70% on the class-based website: **www.usalearns.org/class/**	**First English Course:** 20 units; 3 hrs per unit; (Total 60) **Second English Course:** 20 units; 3 hrs per unit (Total 60) **Practice English & Reading:** 42 stories; 1 hr/story (Total 42)	Sacramento County Office of Education

Technical College System of Georgia
Office of Adult Education

Distance Education Curriculum - Request for Approval
to award Proxy Contact Hours

Local programs seeking to use instructional materials for Distance Education hours must first verify that the selected materials have been approved for such use. In order to add new curricula to the list, the local program must complete the following application and receive OAE approval.

Please complete the following questions about the curriculum and submit it to the OAE Instructional Services Director, Bobby Creech, at bcreech@tcsg.edu. Please limit your request to two total pages. OAE personnel will review the information and make a determination for its use for proxy contact hours.

1. Organization making the request:
2. Name of program/product:
3. Publisher and contact information:
4. Sales Representative, if applicable, and contact information:
5. What are the content areas of the product?
6. Which groups of students will utilize it? Ex. ABE, ESL, etc.
7. Describe the product. Was it designed for adults?
8. If software or online, does the product log the student off after a period of inactivity? If so, what is the amount of time?
9. Are usage reports with the number of hours by individual student and by date range available to the local program?
10. What is the approximate cost of this product?
11. What kind of staff development will be implemented to ensure successful integration and use of the curriculum?

Technical College System of Georgia
Office of Adult Education

CERTIFICATE OF ADULT EDUCATION ATTENDANCE
Implementation Date: July 1, 2008

Use this form as a certificate of attendance when making an initial application for a driver's license **OR** as proof of enrollment when seeking reinstatement of a license. Submit this original form to a Department of Driver Services (DDS) customer service center within thirty (30) days.

Student's Full Legal Name:

_____
(Last)   (First)   (Middle)

Gender: _____   Date of Birth: _____

Student's Address: _____

_____

Adult Education Program: _____

Address: _____

_____

Contact Phone: _____

Submitted by (Adult Education Staff only):

Name: _____

Title: _____

Signature: _____   Date: _____

This record is to certify that the above named student is enrolled in an adult education program and has met the attendance and the enrollment requirements of this organization. Only an Adult Education Director (or his/her equivalent) may certify this form.

Certifying Official (print name): _____

Official's Title: _____

Official's Email Address: _____

Signature: _____   Date: _____

TECHNICAL COLLEGE SYSTEM OF GEORGIA

Sonny Perdue, Governor

Ronald W. Jackson
Interim Commissioner

Dr. Josephine-Reed-Taylor
Assistant Commissioner
Office of Adult Education

April 30, 2007; **Updated July 1, 2008**

TO: SDA Directors

FR: Dr. Josephine Reed-Taylor

RE: Driver's License Certificate of Adult Literacy Attendance Form **(Renamed: Certificate of Adult Education Attendance)**

Thank you for your review and comments on the proposed revision of the Driver's License Certificate of Adult Literacy Attendance Form discussed at our annual retreat. We have incorporated the input we received from you. Attached is the final document. A few reminders regarding the use of this form:

☐ Effective date for implementation is May 1, 2007; **Updated form, effective July 1, 2008**

☐ Form can be used for an initial application or as proof of enrollment for license reinstatement

☐ Must be used within 30 days of certification date

☐ Does not have to be notarized

☐ Does not need to be combined with the hardship application for reinstatement

☐ Students who have earned a GED do not need this form. Those students should present their

transcript to DDS

☐ Students must have a minimum of 12 hours of instruction

Please remember that adult literacy program participants do not need to complete the hardship form to

apply for a driver's license.

Office of Adult Education – Enrollment Verification Form
Updated July 1, 2015 for FY16

Student Name: _____ Date: _____

Completion of this letter certifies that the above named student is enrolled at one of the following federally-funded Georgia Adult Education sub-recipient grantees.

- ☐ Albany Technical College
- ☐ Asian American Resource Center
- ☐ Athens Technical College
- ☐ Atlanta Public Schools
- ☐ Atlanta Technical College
- ☐ Augusta Technical College
- ☐ Bainbridge State College
- ☐ Catholic Charities of the Archdiocese-ATL
- ☐ Center for Pan Asian Community Services
- ☐ Central Georgia Technical College
- ☐ Chattahoochee Technical College
- ☐ Clayton County Public Schools
- ☐ Coastal Pines Technical College
- ☐ Cobb County School District
- ☐ Columbus Technical College
- ☐ Georgia Northwestern Technical College

- ☐ Georgia Piedmont Technical College
- ☐ Gwinnett Technical College
- ☐ International Rescue Committee
- ☐ Lanier Technical College
- ☐ Literacy Action, Inc.
- ☐ North Georgia Technical College
- ☐ Oconee Fall Line Technical College
- ☐ Ogeechee Technical College
- ☐ Savannah Technical College
- ☐ South Georgia Technical College
- ☐ Southeastern Technical College
- ☐ Southern Crescent Technical College
- ☐ Southern Regional Technical College
- ☐ West Georgia Technical College
- ☐ Wiregrass Georgia Technical College

He/she is enrolled in the following program:
- ☐ Adult Education/GED® Preparation program
- ☐ English-as-a-Second Language program
- ☐ English Literacy/Civics

Enrollment date: _____ Projected Completion Date: _____

Educational Functioning Level:
- ☐ ABE Beginning Literacy
- ☐ ABE Beginning Basic Education
- ☐ ABE Intermediate Low
- ☐ ABE Intermediate High
- ☐ ASE Low
- ☐ ASE High

- ☐ ESL Beginning Literacy
- ☐ ESL Low Beginning
- ☐ ESL High Beginning
- ☐ ESL Intermediate Low
- ☐ ESL Intermediate High
- ☐ ESL Advanced

I hereby certify that the student named above has attended the adult education program a minimum of 40 hours and is currently enrolled in classes at the program indicated above.

OAE Local Staff Name (printed):	Signature:
Title:	Date:
Contact Email Address:	Contact Phone Number:

Technical College System of Georgia
Office of Adult Education

On-Site Program Review

Manual

November 2018

Melissa Freeman & Kathleen deMarrais

Table of Contents

Appendices

<p style="text-align:center">Chapter 1</p>

Overview of the On-Site Program Review Process

I.   Purpose

The On-Site Program Review process is designed to assess critically important aspects of the educational process that are not available through statistical reports and self-assessments. The review focuses on the dimensions of **Program administration** and **instruction** that are best assessed by deploying a Program Review Team to meet with the individuals involved in the Program, reviewing records maintained by the Program, and observing the ways in which the Program implements procedures and provides instruction.

II.   Conceptual Model of Program Quality

A conceptual model was developed to guide the design of the review process. Using input from the field and the results from three years of operation, the model in Figure 1 represents the primary Program-level categories that have been determined essential in assessing Program quality. This figure indicates that Program Administration and Program Instruction are the two primary factors that contribute to educational outcomes.

While it is difficult for a single measure to provide a complete assessment of a Program's operation, the On-Site Program Review incorporates multiple components and draws from a variety of data sources to provide information about the quality of the administrative and educational procedures and practices of adult education programs.

Figure 1. Conceptual Model of the On-Site Program Review

Quality of Program Administration
- Leadership
- Program records
- Staff development
- Collaboration

Quality of Instruction
- Facilities, equipment, and technology
- Classroom instruction
- Curriculum

Educational Outcomes
- Level completions
- GED completions
- Student data matching
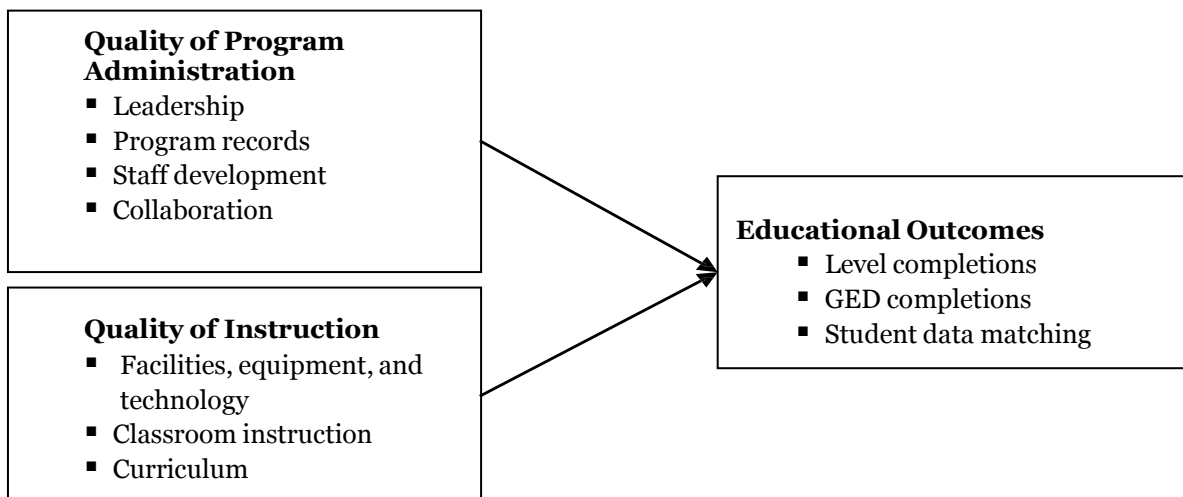
III.   Scope

During the on-site visit, the Program Review Team spends four days gathering information to assess two primary dimensions: The *Quality of Administration* and the *Quality of Instruction*. Twelve distinct categories provide focus for the examination of these dimensions (see Table 1). The on-site review asks for information related to each category from the past two calendar years.

Table 1. Dimensions and Categories for On-Site Program Reviews	
Dimension I. The Quality of Administration	
Category 1	Program Leadership
Category 2	Management of Program Records
Category 3	Staff Development
Category 4	Collaboration
Category 5	Service Coverage
Dimension II. The Quality of Instruction	
Category 6	Instructional Facilities, Equipment and Technology
Category 7	Instruction for Adult Basic Education Students
Category 8	Curriculum for Adult Basic Education Instruction
Category 9	Instruction for ESL Students
Category 10	Curriculum for ESL Instruction
Category 11	Instruction for IELCE Students
Category 12	Curriculum for IELCE Instruction

IV.   Findings and Reporting

After the Review Team collects data on the Program, a formal report is prepared and submitted to the Office of Adult Education (OAE). After its review, OAE staff members forward the report to the Program Administrator and the organization head of the Adult Education Program under review. The report is designed to assist Program Administrators in improving Program quality. Findings from the reviews are communicated in two forms:

a. Specific ratings used for assessing each of the twelve categories; the meaning of those ratings are listed in Table 2.

b. Specific feedback in the form of *required actions*, *recommended actions*, *suggestions for continuous improvement, and commendations* (See Table 3 for a description of these types of feedback).

Table 2. Rating Scale for Program Review		
Rating	**Label**	**Meaning**
4	Good	The Program meets all federal and state standards with no required action.
3	Acceptable	The Program meets most federal and state standards with minimal areas of deficiency.
2	Marginal	The Program demonstrates uneven performance or substandard practices were noted.
1	Unsatisfactory	The Program is characterized by unacceptable quality.

Table 3. Types of Feedback from Program Reviews	
Required Actions	This type of feedback indicates a specific area of non-compliance with state or federal regulations or a significant problem area in the Program. A required action necessitates the development of an action plan to address the problem and submission of that plan to the Office of Adult Education.
Recommended Actions	This type of feedback indicates that the Review Team believes an area requires specific attention by the Program Administrator, even though the Program may technically be in compliance. A recommendation requires the Program Administrator to submit a one-time response to the Office of Adult Education.
Suggestions for Continuous Improvement	This type of feedback consists of ideas for continuous improvement offered by the Review Team for the Program Administrator to consider. No action or response is required.
Commendations	This type of feedback indicates that the Review Team identified a practice or procedure related to one or more categories that went above and beyond the expected performance for that category.

V.   Preparation and Distribution of Report

Once the on-site review process has been completed, a UGA Facilitator will prepare a draft of the report and share it first with the Grant Program Support Coordinator (GPSC) on the review team to check the accuracy of the narrative and action items. Then the report is submitted to the UGA co-director for program evaluation for an initial review. The co-director for program evaluation will work closely with the facilitator in the finalization of this first draft. The report is then submitted to the Director for Instructional Services for review and feedback. A revised

version of the report is then sent out to all the team members for further input and possible corrections. Once the team input has been received, the report will be revised as necessary, and then re-submitted to the Director for Instructional Services for review. If further revisions are necessary, the UGA team makes these changes. The review is then sent to the Assistant Commissioner of Adult Education. Once the Assistant Commissioner approves the report it is distributed to the Program Administrator and the organization head of the Adult Education Program under review. **Please see Figure 2 in Chapter 3 for a complete description of the review process for the final report.**

Please note: All information collected and discussed during the On-Site Program Review is confidential. Review team members are not to discuss, or communicate in any manner, knowledge of any aspects of the On-Site Program Review.

VI.   Follow-Up Visits to Program Sites

Required Actions and *Recommended Actions* made by the review teams are to be addressed in writing by the Program Administrator of the Adult Education Program under review. The OAE Staff will review these responses and request any additional information that might be necessary. If it is deemed that a site visit is necessary to verify that the required action was carried out, the GPSC of the respective Adult Education Program under review will conduct a site visit to ensure that everything is satisfactorily resolved.

Suggested Actions will be compiled in Appendix K and distributed to the Director of Instructional Services (DIS) under separate cover. The DIS will then communicate the suggested actions to the Program Administrator under review.

VII.   Appeals

If the Program Administrator wishes to appeal any of the findings in the report, she or he must write to the Assistant Commissioner **within 30 days** describing the nature of the concern. The Assistant Commissioner will then decide whether the appeal can best be handled by a simple review of the transcripts from the review or whether an additional site visit is necessary. In the case of a site visit, two members of the state staff will visit the site to investigate the issue.

Chapter 2

Procedures for On-Site Program Reviews

I.   Pre-Planning

A. Selection and Notification of Programs to Be Reviewed
The Office of Adult Education (OAE) selects the Programs to be reviewed and works with the University of Georgia (UGA) team to create the review schedule. The Program Administrator of a selected Program is notified by OAE at least four weeks prior to the visit. The UGA team then works with the Program Administrator to plan the on-site review. At that time, the Program Administrator is sent a written request for information to use in preparing for the review. This information includes a current list of facilities, schedules of classes offered, course enrollments, and instructors. The Program Administrator under review is responsible for keeping UGA informed of any changes to the schedule or the instructional team that may impact the review.

B. Construction of the Review Team
The Program Review Team consists of five members:

1. An experienced Program Administrator from an Adult Education Program
2. An experienced ABE teacher
3. An experienced ESL teacher
4. A Grant Program Support Coordinator (GPSC) or other OAE staff member, and
5. A representative appointed by the UGA project team to serve as Facilitator.

The Assistant Commissioner and the Director of Instruction select experienced Program Administrators to serve on review teams. Program Administrators in the state are asked to nominate ABE and ESL teachers to serve on review teams, and those names are submitted directly to OAE. Once the OAE staff has assigned a Program Administrator, ABE teacher, ESL teacher, and GPSC to a review team, that list is forwarded to UGA. The UGA staff adds the Facilitators and prepares a roster of the teams. Under special circumstances (e.g., large, dispersed Programs) the composition of the review team may be augmented or otherwise altered.

The criteria for selecting individuals to be potential members of the review team are relevant administrative or instructional experience, knowledge of the type of Program being reviewed (size, location, and focus), and the absence of any apparent conflict of interest with the Program being reviewed. Program Administrators and teachers are not expected to serve on a review team more than once a year and Program Administrators whose programs are under review will not be assigned to a review team during the same calendar year.

The Program Administrator brings to the team knowledge of the overall administration of an Adult Education Program. The Program Administrator works with the Facilitator to collect information that reflects the quality of the administrative aspects of the Adult Education Program. The Program Administrator assists in conducting interviews, in identifying and interpreting OAE policy on administration for the Facilitator, and in advising the Facilitator about administrative aspects that might otherwise have been overlooked. The Program

Administrator takes notes from the interviews and observations for discussion by the entire team at the report-writing meeting. The Program Administrator also works with the ABE Teacher and the ESL/IELCE Teacher and Grant Program Support Coordinator to visit sites and collect information that documents the quality of the instructional program within the Adult Education Program under review. The Program Administrator assists with the review of the administrative files and participates in the interview with the Program Administrator under review.

The ESL Teacher brings to the team knowledge in ESL curriculum and instruction and IELCE curriculum and instruction within an Adult Education Program. The ESL Teacher participates in interviews with teachers and students, examines student folders, and observes classroom activities and the use of facilities and equipment. The ESL Teacher takes notes from the interviews and observations for discussion by the entire team at the report-writing meeting.

The ABE Teacher brings to the team knowledge in ABE curriculum and instruction within an Adult Education Program. The ABE Teacher participates in interviews with teachers and students, examines student folders, and observes classroom activities and the use of facilities and equipment. The ABE Teacher takes notes from the interviews and observations for discussion by the entire team at the report-writing meeting.

The Grant Program Support Coordinator brings knowledge of the most recent Office of Adult Education (OAE) policy. The Grant Program Support Coordinator works with the ABE and ESL team members to collect information that reflects the quality of the instructional Program within the Adult Education Program under review. Specifically, the Grant Program Support Coordinator serves as a consultant to the instructional team members by providing information about OAE policy on instructional practice by ensuring that all aspects of the instructional program are examined, and by helping the instructional team members identify areas within the Adult Education Program under review that might need improvement. The Grant Program Support Coordinator works with the Facilitator in reviewing the appropriate administrative files. The Grant Program Support Coordinator takes notes from the interviews and observations for discussion by the entire team at the report-writing meeting. The Grant Program Support Coordinator also provides transportation to and from the Program Review sites for the team members.

The Facilitator brings to the committee expertise in chairing committees and writing reports from information collected by committee members. The Facilitator chairs the meetings and coordinates the activities of the On-Site Program Review team. The Facilitator ensures that the appropriate information for the Program Review is collected and discussed in a professional manner. The Facilitator also participates in interviews and observations of administrative and instructional stakeholders, and makes notes from those activities for discussion by the entire team at the report-writing meeting. The Facilitator leads team members in the discussion of the contents of the final report and is responsible for writing the final report. The Facilitator has the final word on decisions made during the On-Site Program Review process. The Facilitator provides transportation to and from the Program Review site for the team members.

D. Scheduling the Review
The UGA team works with OAE staff to identify dates for the Program Reviews.

E. Scheduling Selected Activities in Advance

The review team has considerable latitude in how they use their time on site, and the Program Administrator under review is expected to assist them in obtaining access to the personnel, files, classrooms, and buildings they deem necessary. However, in order to ensure that the team is able to rate all twelve categories in the allotted time, the UGA staff works with the Program Administrator under review to schedule certain data collection events in anticipation of the visit. The events that are pre-scheduled are:

1. An initial scheduling conversation, a formal interview, and an exit meeting with the Program Administrator of the Adult Education Program under review
2. An interview with the College President or School Superintendent (or other high ranking official in the host institution)
3. One or more group interviews[1] with teachers, students, and representatives from collaborating community organizations.
4. Interviews with administrative staff

In addition, the UGA staff asks the Program Administrator of the Adult Education Program under review to select one classroom of each type (i.e. ABE & ESL) that he/she deems most outstanding to be visited by the review team. The decision and selection to visit other classrooms or review other files will be made by the review team when they arrive on site. There is one important exception: If the review team plans to visit sites that have restricted access (e.g., a correctional facility), the UGA team will notify the Program Administrator under review in advance.

F. Advance Program Information for the Review Team

UGA staff collects and provides review team members information prior to the visit so they may familiarize themselves with the Program and the review procedures. This information is drawn from the Program's most recent National Reporting System (NRS) reports, and additional information supplied by the Program at the request of OAE. Before meeting at the site, the Program Review Team has an opportunity to review the materials, make initial plans for the visit, and exchange contact information during the annual training workshop conducted by UGA in collaboration with OAE. OAE provides information on the quality of the hotels submitted by the Program Administrator before reservations are made.

G. Payment for Costs of the Review

With respect to financing the On-Site Program Review, the Office of Adult Education (OAE) pays for the expenses of each Grant Program Support Coordinator (GPSC). UGA Facilitator expenses are paid by The Adult Education Research and Development Unit at UGA. Program Administrators' expenses are covered by their Program budgets. Teacher expenses are paid by the professional development budget of the Adult Education Program that employs them.

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[1] Group interviews should be limited to 8-10 individuals. Depending on the size of the Program additional group interviews may be necessary.

II.   On-Site Activities

A. Initial Planning
Immediately upon arriving on site, the team holds an opening meeting to: (a) discuss the review process and ensure that all team members are comfortable with their roles, (b) plan the four-day schedule, including unannounced classroom visitation and file review, and (c) meet with the Program Administrator. An example of a complete schedule appears below.

B. Schedule for the On-Site Program Review – A Typical Example
The on-site review is typically scheduled for four days beginning on a Monday afternoon. The Facilitator works with the team to adjust the schedule as necessary and plan meals and breaks.

All members of the review team are expected to be on site for the entire time, regardless of how near they live to the review site. A typical schedule is as follows:

Monday, Day 1

1:00pm	Team members arrive in the afternoon for initial team meeting and the development of the schedule for the week
2:00pm	All team members meet with the Program Administrator at the main site for brief history of the site, tour of program facilities, and any changes to the Program the team needs to know about
3:00pm	Review of administrative files
3:00pm	Visit afternoon and evening classes as needed

Tuesday, Day 2

9:00am	Facilitator and Grant Program Support Coordinator review administrative files Program Administrator and Teachers visit classrooms at main site
11:00am	Facilitator and Program Administrator interview Administrative Staff
12 noon	Lunch
1:00pm	All team members visit classrooms
3:00pm	Facilitator and Program Administrator interview Collaborating Partners Grant Program Support Coordinators and Teachers interview students and visit other classrooms
5:00pm	Dinner
6:00pm	Visit evening classrooms
7:00pm	Facilitator and GPSC collect completed observation forms

Wednesday, Day 3

8:30am	Facilitator and Program Administrator interview President or Superintendent Grant Program Support Coordinators and Teachers visit classrooms
9:00am	Facilitator and Program Administrator interview Teachers Grant Program Support Coordinators and Teachers visit classrooms
10:00am	Facilitator and Program Administrator interview Administrative Staff Grant Program Support Coordinator and Teachers visit classrooms
12 noon	Lunch
1:00pm	Facilitator, Program Administrator, and GPSC interview Program

	Administrator under review (other team members visit classes)
3:30pm	All team members visit classrooms for the remainder of the afternoon
5:30pm	Dinner
6:30pm	Visit evening classrooms and/or have a team meeting
7:00pm	Facilitator and GPSC collect completed observation forms. Team members write up summary notes (what classes observed, when and where, overall program achievements and areas needing improvement) in preparation for Thursday's team meeting

Thursday, Day 4

8:30-3:00pm	Initial Report Development including review of everyone's summary notes (what questions are still not answered, what gaps exist in the evidence needed for assessing each category, what information is still needed for the report?), recording of narrative outline and completion of evidence documentation for supporting action items
	Facilitator makes sure all observation forms have been completely filled out and collects these along with summary notes
3:00-4:00pm	Exit meeting with Program Administrator

This schedule is adapted based on the number of locations in which instruction is offered.

Chapter 3

Data Collection and Report Preparation

I.   <u>Data Collection - Introduction</u>

The role of the Review Team is to collect information that will lead to conclusions about the Quality of Administration and Instruction within the Adult Education Program under review.

The data collection activities related to the **Quality of Program Administration** are conducted by the Facilitator, the Grant Program Support Coordinator, and the Program Administrator only. Key activities include:

1. Conducting an interview with the Program Administrator for the Adult Education Program under review,
2. Conducting the interview with the College President or School Superintendent,
3. Conducting group or individual interviews with representatives from collaborating community organizations,
4. Conducting a group interview with teachers,
5. Conducting interviews with administrative staff,
6. Reviewing Program files, and
7. Collecting other information deemed necessary to rate the Quality of Program Administration.

Team members assessing **Quality of Instruction** are led by the Grant Program Support Coordinator (GPSC) and include the ESL/IELCE and the ABE Teachers. The review team Program Administrator and/or Facilitator joins this group during periods of time when there are no activities for reviewing the quality of administration scheduled. Key activities include:

1. Visiting classrooms that serve a variety of learners (i.e., ABE, ESL, IELCE),
2. Examining student files,
3. Observing classroom facilities,
4. Examining instructional materials and technology (present and in-use),
5. Interviewing students,
6. Interviewing teachers, and
7. Collecting other information deemed necessary to rate the Quality of Instruction.

II. **Data Collection - Administrative Activities**

A. Review of Program Records

A number of Program records are reviewed during an On-Site Program Review, including written policies and procedures, and student permanent records and work folders. The primary purpose for examining these records is to determine *how well* the records are maintained and *how well* the records meet both federal and state guidelines. A complete listing of the documentation necessary for the review is included at the end of Appendix A.

The team may review some documents in advance, while others are made available during the on-site visit. The review of these records may raise additional questions and suggestions for other follow-up activities during the visit. While the review of the Program records is an essential component of the On-Site Program Review, the information found in them constitutes only one source of data for rating Program categories. **Please note: The team should review the Program's administrative files and relevant documents prior to the interview with the Program Administrator.**

B. Interviews

A key element in data collection is the interview. Individuals responsible for both the Administrative Activities and the Instructional Activities conduct interviews. Below are the interviews to be conducted as part of the **Administrative Activities.**

a. **Interview with Program Administrator:** The purpose of this interview is to acquire information related to areas such as the Program's operations, including policies, procedures, staff development, and emergency procedures. **All Program documents must be available to the review team during the interview. Program Administrators under review may choose to prepare written answers for Appendix A prior to the interview as long as this action does not replace the interview. The written answers can be referenced in order to provide more clarification.** *Please see* **Appendix A** *for the list of suggested questions to ask during the interview with the Program Administrator under review and what supporting documents and files should be reviewed by the review team.*

b. **Interview with President or Superintendent:** The purpose of this interview is to determine how well the institution is integrated with the Program and the extent to which the Adult Education Program is supported by the larger institution (e.g., financially, technologically, and with resources). *Please see* **Appendix B** *for a list of suggested questions to ask during the interview with the President/School Superintendent.*

c. **Interview with Administrative Staff:** The purpose of this interview is to acquire information related to the functioning and efficiency of a Program from the perspective of the support staff. *Please see* **Appendix C** *for a list of suggested questions to ask during the group or individual interview with Administrative Staff.*

d. **Group Interview with Teachers:** The purpose of this interview is to acquire information related to topics such as leadership, curriculum and instruction, classroom operations,

student files, and professional development. *Please see **Appendix E** for a list of suggested questions to ask during the group interview with Teachers.*

 e. **Interview with Collaborative Partners:** This interview will enable the review team to gain insight into the Program's support from the community and any collaborative efforts that take place. *Please see **Appendix D** for a list of suggested questions to ask during the interview with Collaborative Partners.*

III. Data Collection - Instructional Activities

A. Guide for Observations of Facilities and Individual Classrooms
The review team should observe the overall condition of facilities, equipment, and technology in which classrooms reside. Additionally, classroom observations should take note of the classroom layout, the materials used, and the resources available for students and teachers. *Please see **Appendix G** for a list of what to look for while observing facilities and individual classrooms.*

B. Observing Instruction
The review team should observe several classes to assess the kind of instruction that is taking place across different types and levels of classes and different facilities. Additionally, instructional observations should take note of the types of instructional activities taking place, how technology, whiteboards, textbooks, handouts or other materials are being used for teaching, and the kinds of interactions occurring between students and the teacher. *Please see **Appendix H** for a list of what to look for while observing instruction.*

C. Interviews
 a. **Interview with Students:** In this interview, students are asked questions related to areas such as their satisfaction with instruction, the curriculum, knowledge of emergency procedures, and use of technology. *Please see **Appendix F** for a list of suggested questions to ask during the group interview with the students.*

 b. **Interviews with Teachers:** During the Program Review, the team will have an opportunity to interact with a group of teachers and engage in discussions about the Program administration and instruction. These are informal, yet structured occasions to gain more insight. For comparative purposes, please ask the **same** interview questions at each site. *Please see **Appendix E** for a list of questions to ask.*

D. Review of Student Files
Student Files are reviewed to determine how well information is maintained and updated; i.e. Student Learning Plans. *Please see **Appendix I** for a checklist of things to look for when reviewing student files.*

Note: Multiple copies of Appendices G, H, & I are provided so the review team can collect data and record information for each site by name.

Report Preparation

After all data is collected, the members of the team work together to (a) assign ratings to the twelve categories; (b) decide on specific feedback (e.g., action items, including evidence to support required and recommended action items); and c) jointly develop the narrative to support those decisions. Rating assignments, action items, and information to support ratings and action items are prepared following these general guidelines:

a. Using the notes taken during the data collection activities, the team discusses its findings for each of the Program Review categories relevant to the Program. Using this information and their own knowledge of the field, the members reach a consensus rating for each category. Taking all components included in each category into consideration, the team is expected to assign the score that most accurately represents the team findings.

b. The team works together to craft the description of the findings in each category and to determine the type of feedback to be offered, i.e. Required, Recommended, Suggested Actions and/or Commendations.

Category narratives and action items should include the names of sites in order for the Program Administrator under review to know where the improvement is needed. Neither teachers nor students will be named in an action item or in the overall report.

IV. Report Preparation - Documents

There are two sets of documents that are used during the on-site report preparation stage:

A. Individual Team Member's Notes
Individual team members are responsible for the accuracy of the notes taken during interviews and observations and for handing these over to the facilitator for the authoring session and report preparation.

B. On-Site Program Review Template for Determining Scores
Once the review team members have completed their discussions about the individual categories, the team arrives at a consensus on the 12 scores. The facilitator compiles everyone's notes in a template in preparation for the discussing about ratings and action items. The Facilitator's version of the template will serve as the official version and will be used to develop the draft report. Suggested actions are to be included in *Appendix K, Suggested Actions Worksheet*, and will be forwarded to the Director of Instructional Services separate from the final report.

V. Report Preparation – Instructions for Facilitators

A. Discussion and Audio-taping
Efficient, targeted audiotaping will make report preparation easier for all involved. Since the last day of each site visit is devoted to collaborative report preparation, it is suggested that the morning be used to conduct a structured discussion in which the review team evaluates each of the 12 categories appearing in the *Action Item Worksheet in Appendix K* of the Program review.

This discussion is **not** audio taped. During this discussion, the review team should:

a. Evaluate the data pertaining to each category,
b. Reach a consensus "score" for each category (see p. 6, Table 2),
c. Decide what evidence to cite in order to support the scores. **This is especially important with respect to scores of 1 and 2,** and
d. Develop narratives that adequately describe the category and rationale for the score.

After a decision has been reached on all categories, the review team should hold an audio-taped "authoring session" in which they specify exactly what will be in the report. Please run two digital recorders to ensure that there is at least one intact copy. In order to facilitate transcription, the team should record the information for each category in the following manner:

a. Explicitly state the category you are addressing; i.e., "We are now addressing category…"
b. Clearly state the rating your group has decided; i.e., "The rating for this category is…"
c. Supply the "text" that provides the evidence for the rating and the action items.

Be sure to label each file with the **name** of the Adult Education Program under review and if you have to use more than one file, please add a notation such as "audio file 1_date of review and audio file 2_date of review."

B. Transcription
The two recordings from the Program Review are to be delivered to the UGA project team no later than the Monday following the on-site review. UGA staff members will transcribe the recordings and will send a Word document to the UGA Facilitator. That transcript will serve as the shell for the report.

C. Draft Report Writing
Once the Facilitator receives the report template from the UGA project staff, it is the Facilitator's responsibility to write a polished, first draft of the report. One key element of the Program Review Report is the **Executive Summary,** which in essence, is a quick reference for the reader who would like to know the contents and findings of the overall report. It is a *summary* of the *document*, not a section in which to make new observations. This is critically important with respect to the listing of *Required Actions* and *Recommended Actions*; every bulleted item listed in these sections in the executive summary must appear **verbatim** in the appropriate category in the main report and, conversely, every bulleted item in a main report category must also appear in the executive summary. The exception to that policy is the placement of the *Suggested Actions* which will be forwarded separately to the Director of Instructional Services for distribution to the Program Administrator. In addition, in no case should a category rating appear without accompanying text (evidence) containing an adequate explanation to support the rating.

VI. <u>Report Preparation - Collection and Storage of Materials</u>

After completion of the final report, the Facilitator should submit all notebooks collected from the review team and return them to UGA. Team members should be advised that the notebooks

and the tapes will be kept on file for possible review by funders, auditors, or anyone who applies under the Freedom of Information Act.

VII.   <u>Completing the Final Report</u>

The flow of the draft report for review and revision is illustrated in Figure 2. Once the Facilitator completes the draft report, the document is shared with the Grant Program Support Coordinator (GPSC) on the review team to check the accuracy of the narrative and action items. Then the report is submitted to the UGA co-director for program evaluation for an initial review. The co-director for program evaluation will work closely with the facilitator in the finalization of this first draft. The report is then submitted to the Director for Instructional Services for review and feedback. A revised version of the report is then sent out to all the team members for further input and possible corrections. Once the team input has been received, the report will be revised as necessary, and then re-submitted to the Director for Instructional Services for review. If further revisions are necessary, the UGA team makes these changes. The review is then sent to the Assistant Commissioner of Adult Education. Once the Assistant Commissioner approves the report it is distributed to the Program Administrator and the organization head of the Adult Education Program under review. (**NOTE**: **Under no circumstances is a draft report of a review to be shared with any persons who did not participate in the review.)**

Team members must return their reviews within 10 work days to allow UGA staff to compile the recommended revisions. If suggested edits warrant further discussion, or for example, there are discrepancies among team members regarding the score or the evidence provided, a teleconference will be scheduled as soon as possible. A member of the UGA staff will chair the teleconference. The discussion will be audio-recorded. After any necessary revisions are made, the final draft will be sent to the OAE's Director of Instructional Services for review and the process as described earlier and as laid out in Figure 2 is followed.

Figure 2. **Flow Chart for Completing Reports**

- Facilitator prepares initial draft of the report

- Facilitator shares initial report draft with GPSC

- Facilitator sends report draft to UGA co-director for program evaluation for initial review

- UGA co-director for program evaluation and Facilitator finalize draft

- UGA staff submits draft to the Director for Instructional Services for review

- UGA staff sends revised version of the report to Program Review team members

- Program Review team members submit input to UGA staff

- UGA staff revises report as necessary

- UGA staff resubmits report draft to the Director for Instructional Services for review

- UGA staff completes any additional revisions

- UGA staff sends final draft of report to the Assistant Commissioner of Adult Education

- Report receives approval and the Assistant Commissioner of Adult Education sends the report to the Program Administrator under review

INTERVIEW QUESTIONS FOR PROGRAM ADMINISTRATOR

Program Relation to Host Institution

1. Tell me about your history with the Program (how long in position, previous position, especially if in Program)?

2. How does the host institution support your Program (funding, facilities, equipment, technology)?

3. In what ways are you, your faculty/staff, or students involved with the host institution?

Program Leadership

4. Tell me about your comprehensive Program planning practices, including the implementation of Integrated Education and Training (IET) and College and Career Readiness Standards (CCRS).

5. What information do you collect for Program planning (e.g. internal and external needs assessments, Program evaluation data, reports of Program improvements, strategic plans)?

    Documents Referenced
    - Needs assessments (internal, external) documents
    - Program evaluation data
    - Reports of Program improvements, strategic plan, and updates

6. In what ways do you use this information for continuous improvement purposes?

7. To what extent do all stakeholders, view, collect, and use data for strategic planning (including Program personnel)?

8. As the Program Administrator, how do you support and monitor the implementation of the CCRS?

9. What is the Program doing to implement IET and what strategies, activities, etc., are being used in IET?

Documents Referenced
- Records of staff meetings
- Training records
- Methods for input and feedback from all stakeholders
- Organization surveys
- Student surveys
- Strategic and action plans

Management of Program Records

10. Who is responsible for establishing, updating and (when necessary) implementing the emergency operation and evacuation plan for each site, including special protocols for students with disabilities?

Documents Referenced
- Emergency plan
- Training plans for staff and students
- Evidence of Availability of plan to staff and students

11. What are the Program's policies and practices for GALIS and NRS initial data entry and updates?

Documents Referenced
- Job descriptions
- Training records
- Local policies and procedures

12. How does the Program ensure accurate and error free GALIS and NRS data?

Documents Referenced
- Job descriptions
- Training records
- GALIS edit-check reports
- Emails and other communication records

13. How are you (Program Administrator) involved in this process?

14. How are teachers and support staff involved in this process?

15. How are teachers and support staff trained to use GALIS?

16. How are teachers and support staff trained to use NRS?

Documents Referenced
- Records of local and state staff development and training
- Job descriptions
- Training plans
- Workshop evaluations

17. Is more training needed in either of these areas?

18. In which sites are student records secured and made readily accessible for auditing by authorized persons?

19. What is the procedure throughout the SDA for securing student permanent records and making them readily accessible for audit purposes?

20. Who is/are the designated authorized personnel who monitor both paper and electronic student records to ensure they are timely and accurately completed?

21. What systems are in place to ensure these are completed in a timely and accurate manner?

22. What procedural practices are in place to protect and keep student records confidential?

23. Describe the protocols that are in place to identify and report any compromising of data integrity-related issues.

24. What training is conducted (and documented in GALIS) to help inform and familiarize all staff about the importance of data privacy and data security?

Documents Referenced
- Written policies and procedures for managing student records
- Random selection of student records (intake assessment forms including level completions and goal selection, conference notes, other required Program forms, etc.
- Verification of Eligibility for Public Benefit form (if applicable)
- Underage Youth Application for Program Enrollment (if applicable)
- Documentation of diagnosed learning disability and/or special accommodations (if applicable)
- Student individualized learning plans
- Attendance records (i.e., student sign-in sheets)
- GALIS Reports – Professional Development Report by Staff (AL271) and Professional Development Report by Opportunity (AL270)

Student Intake and Progress

25. What are your procedures for student intake and orientation?

Documents Referenced
- Written intake policies and procedures
- Orientation plan/materials
- Randomly selected intake assessment forms
- Training activities

26. What are Program procedures for assessing student progress?

27. How is the Program ensuring that the standards are being implemented in the classroom?

       Documents Referenced
- Use of OAE approved assessments
- Implementation of OAE assessment procedures according to *Adult Learner Assessment Policies and Procedures Manual*
- Records of appropriate post-testing procedures and forms
- Student records for current assessment information
- Training records

28. What methods and techniques does the Program employ for student recognition?

       Documents Referenced
- Sample certificates
- Retention plan
- Articles, newsletters
- Displays
- National Adult Education Honor Society documentation

29. In what way is the Program meeting the educational needs of all the adults in the counties that your adult education Program covers?

30. Are the Program's facilities properly equipped to serve students with disabilities?

       Documents Referenced
- Site maps
- Facility maps
- Accessibility plans

31. What documentation can you provide that demonstrates your efforts to serve all segments of the community?

32. Do you think there are people within your Program area who are not receiving the services offered by your Program? Why do you think that is?

Staff and Staff Development

33. To what extent do faculty/staff stay in their positions?

> <u>Documents Referenced</u>
> - Written policies and other relevant documents
> - Organizational Chart

34. Explain how you verify teacher qualifications.

35. Describe how personnel records are maintained.

> <u>Documents Referenced</u>
> - Location of personnel files
> - Procedures for maintenance of personnel files
> - Certification that all teachers meet minimum educational requirements
> - Time-sheets
> - Time/effort reports
> - Contracts
> - Evaluations
> - Personnel change forms

36. Who has been trained on the College and Career Readiness Standards?

37. What kind of training has occurred on the College and Career Readiness Standards?

38. To what extent have staff/teachers participated in any of these development activities in the past two years? Fill table below: Staff Development Activity

Staff Development Activity						
Activity	**Number of Participants**					
	Full-time teachers	Part-time teachers	Admin-istration	Volunteers	Support Staff	Other
Annual Fall Conference						
Teacher Institutes						
CCRS Training						
IET Training						
IELCE Training						
ESL Summit						
Data Manager Training						
NRS/Assessment Policy Training						
GALIS Training						
Local Staff Development						

39. Based on the table, how systematically is staff development implemented for the staff listed?

Documents Referenced
- Registration for teachers to attend state or regional staff development training
- Documentation of local staff development training for all administrative and classroom personnel (sign-in sheets, agendas, handouts evaluations, etc.)
- Local training records
- Staff Development reports from GALIS
- UGA on-line courses

40. How do you evaluate staff development?

41. How is evaluation data used to plan future staff development activities?

> Documents Referenced
> - Agendas
> - Memos
> - Reports

42. What more do you think is needed in the area of staff development?

> Documents Referenced
> - Written policies and other relevant documents

Collaboration and Service Coverage

43. How are the recruitment and retention plans implemented?

44. Do they meet the needs of the population within the Program area, including low-income, individuals with disabilities, single parents, displaced homemakers, and individuals who are limited English proficient?

> Documents Referenced
> - Recruitment and Retention plans (with updates)
> - Needs assessments
> - Brochures, announcements, and advertisements
> - Student records
> - Census of need for each site (provided by OAE)

45. What other community agencies does your Program collaborate with? (Local Workforce Development Board, One Stop, etc.?) How often do you meet formally with any of them?

46. What direct interaction or connection do you have with the other WIOA Core Partners to help serve students with disabilities? (i.e., Vocational Rehabilitation, Department of Labor, etc.)

47. Do you serve as a member of the Local Workforce Development Board (LWDB)? If yes, describe your involvement. If you do not serve on the LWDB, what activities have you undertaken to engage with the board?

    Documents Referenced
    - Local Workforce Development Board plans
    - Meeting notes
    - Intra-agency agreements
    - Reports
    - Financial records
    - Memoranda of understanding
    - Brochures
    - Other promotional information

48. What types of agreements, such as memoranda of understanding, do you have with collaborators?

49. To what extent does your Program work with counties you do not serve to develop and implement long-term plans regarding adult education services?

50. How does the Program work with advisory committees to develop and implement long-term plans regarding adult education services?

Documents Referenced
- Advisory committee member list with contact information
- Community plan
- Schedules and minutes of meetings

51. Is there anything more you would like to say about Program planning, managing records, staff development, collaboration, or service coverage?

WIOA Implementation

Integrated Education and Training (IET)

52. How many students are involved in IET?

53. Who is responsible for the implementation of IET?

54. How are you tracking the students' progress in IET?

IELCE (if applicable)
- How is the citizenship component implemented in the classes?

- How is IET being implemented in the IELCE classes?

- How many IELCE students are involved in IET?

- Who is responsible for IET in IELCE?

- How are you tracking the progress of students in IET in IELCE?

IET Partnerships
- With whom are you partnering to provide IET?

- What is involved in the partnership(s)?

- How is the partnership(s) formalized?

Local Workforce Development Board and One-Stop Participation

- How does the One-Stop Center provide information to potential Adult Education students?

- What kind of information does the One-Stop Center provide to you after they have contact with a potential Adult Education student?

- How does the Program follow-up with those referrals?

- What kinds of activities, strategies, agreements, etc., does the Program have with the One-Stop Center?

Documents Referenced in Appendix A

Program Leadership
- Needs assessments (internal, external) documents
- Program evaluation data
- Reports of Program improvements, strategic plan, and updates
- Records of staff meetings

- Training records
- Stakeholder Surveys
- Organization surveys
- Student surveys
- Strategic and action plans

Management of Program Records
Personnel/Institution
- Emergency Plan - written policies, procedures, and other relevant documents
- Emergency training plans for staff and students
- Faculty and staff job descriptions
- Local policies and procedures for data entry and record keeping
- GALIS edit-check reports
- Emails and other communication records related to data issues and accountability
- Organizational Chart
- Location of personnel files
- Procedures for maintenance of personnel files
- Certification that all teachers meet minimum education requirements
- Time/effort reports
- Employee Contract (example)
- Personnel Evaluations (example)
- Personnel change forms
- Registration for teachers to attend state or regional staff development training
- Documentation of local staff development training for all administrative and instructional personnel (sign-in sheets, agendas, handout evaluations, etc.)
- Staff development reports from GALIS
- UGA online courses
- Records for local and state staff development training
- Training plans
- Program evaluation data
- Reports of Program improvements, strategic plan, and updates

Students
- Sample certificates
- Retention plan
- Articles, newsletters, pictures
- Displays
- National Adult Education Honor Society documentation
- Written intake policies and procedures
- Orientation plan/materials
- Training activities
- Written policies and procedures for managing student records

- Random selection of student records (intake assessment forms including level completions and goal selection, conference notes, other required Program forms, etc.)
- Verification of Eligibility for Public Benefit form (if applicable)
- Underage Youth Application for Program Enrollment (if applicable)
- Documentation of diagnosed learning disability and/or special accommodations (if applicable)
- Student individualized learning plans
- Attendance records (i.e., student sign-in sheets)
- Use of OAE approved assessments
- Implementation of OAE assessment procedures according to Adult Learner Assessment Policies and Procedures Manual
- Records of appropriate post-testing procedures and forms
- Student records for current assessment information

Staff Development
- Records for local and state staff development training
- Job descriptions
- Training plans
- Workshop evaluations
- Registration for teachers to attend state or regional staff development training
- Documentation of local staff development training for all administrative and classroom personnel (sign-in sheets, agendas, handouts, evaluations, etc.)
- Local training records
- Staff development reports from GALIS
- UGA on-line courses

Collaboration and Service Coverage
- Recruitment and Retention plans (with updates)
- Needs assessments
- Brochures, announcements, and advertisements
- Census of need for each site (provided by OAE)
- Site maps
- Local Workforce Development Board plans
- Collaborative meeting notes
- Intra-agency agreements
- Memoranda of understanding
- Brochures
- Other promotional information
- Advisory Committee member list with contact information
- Community Plan
- Schedules and minutes of meetings related to long-term plans for adult education services

Appendix B (pp. 34-35)

INTERVIEW QUESTIONS FOR PRESIDENT OR SCHOOL SUPERINTENDENT

1. Tell me about the organization's Adult Education Program and your role in it?

2. How does the Program align with the mission of the overall organization?

3. In what ways does your institution support the Program (financial, materials, technology, etc.)?

4. How are resources allocated to the Program?

5. In what ways do you find the Program under review successful?

6. How do you think the Program could be improved?

7. What support is provided to assist students' transition from the Adult Education Program into postsecondary educational opportunities?

8. How does the Program and One-Stop Center work together to support Adult Education?

9. What else would you like to tell us about the Program?

WIOA Implementation

- In what ways is the organization supporting the Program with the development of Integrated Education and Training (IET) opportunities for the adult education students?

- How is adult education represented on the Local Workforce Development Board (LWDB)?

- If adult education does not have a designee on the LWDB, what process(es) are in place to ensure coordination within the organization is effective to meet the established federal and state accountability requirements impacting workforce development initiatives and equitable access to adult students to workforce development training and core partner services?

INTERVIEW QUESTIONS FOR ADMINISTRATIVE STAFF

Program Leadership
1. What are your job responsibilities?

2. How long have you been working in this Program?

3. How are you involved in Program planning and improvement efforts (needs assessments and implementation of changes)?

4. What methods are in place for collecting and using information and suggestions for continuous feedback?

5. What are your responsibilities in the event of an emergency and how are you trained?

6. How are students made aware of and trained in emergency procedures?

Management of Program Records
7. What is your role in collecting and reporting student data? How are you trained to do this?

8. Explain the process that the Program has to collect data related to student progress?

9. How do you make sure that student data are entered accurately into GALIS and that data entry deadlines are met?

10. Do you have a role in the student intake process? If yes, what is your role and how were you trained?

11. Do you have a role in the student assessment process? If yes, what is your role and how were you trained?

12. How are student records secured and maintained?

Staff Development
13. What types of staff development do you have the opportunity to take part in?

14. Is staff development usually available in the areas that you need?

15. What recent topics have been useful to you?

16. What topics would be useful?

17. What kind of training have you received related to the National Reporting System for Adult Education?

Quality of Administration
18. Overall, what administrative processes have worked well (what shouldn't be changed) and why?

19. What changes would you suggest in the Program administrative processes and why?

Appendix D (pp. 38-39)

INTERVIEW QUESTIONS FOR COLLABORATIVE PARTNERS

1. In what ways do you and the Program collaborate?

2. What types of agreements (written or otherwise) do you have with the Program?

3. How often do you meet formally (meetings, webinars) or informally (emails, phone calls)?

4. Are there any issues with the Program's service coverage or with duplication of the Program's key services with other agencies?

5. How are joint or cooperative services publicized to the community?

6. How do you jointly try to address the needs of all segments of the community population (including low-income, individuals with disabilities, single parents and displaced homemakers, limited English proficient)?

7. Do you know if support services are provided to students, and if so, which ones?

8. Is there anything else you would like to add, or do you have any questions for us?

*For members of local Advisory Committees who may be part of this focus group

9. Which county or area do you represent on the Advisory Committee? (if relevant)

10. How long have you been a member of the Advisory Committee?

11. What are the major activities undertaken by your Advisory Committee?

12. What role does the Advisory Committee have in developing a long-term plan for the Program?

13. How does the Advisory Committee communicate with the Program Administrator or other Program personnel?

14. Do you have suggestions for improving the work of the Advisory Committee?

15. Is there anything else you'd like to add, or do you have any questions for us?

*For core WIOA partners who may be part of the focus group

16. How does the Adult Education Program coordinate with your organization and other community partners to provide Integrated Education and Training opportunities for adults residing in your local communities?

17. Please describe any services or events that resulted from these, and other, partnerships that provide workforce preparation training for adults in the service delivery area?

Appendix E (pp. 40-46)

INTERVIEW QUESTIONS FOR TEACHERS (group and/or individual)
(and Transition Coordinator/Specialist)

Quality of Administration

Program Leadership
1. What classes do you teach?

2. How long have you been teaching in this Program?

3. How are you involved in Program planning and improvement efforts?

4. What suggestions would you make to improve the Program and why?

5. What methods are in place for collecting and using information and suggestions for continuous feedback, such as GALIS, CCRS, Career Pathways, etc.?

6. What are some professional development sessions led by the program administrator to keep staff informed, eg. curriculum changes and implementation preparations?

7. What are your responsibilities in the event of an emergency and how are you trained?

8. How are students made aware of and trained in emergency procedures?

Management of Program Records
9. What is your role in collecting and reporting student data , ie. GALIS, and how are you trained?

10. How do you make sure that student data are entered accurately into GALIS and that data entry deadlines are met?

11. What staff position is responsible for data verification?

12. What is your role in the student intake process and how are you trained?

13. What is your role in the student assessment process and how are you trained?

14. How do you use assessment data for teacher/learning plan development?

15. How are student records secured and maintained?

Service Coverage

16. How does the Program serve the people in the community that need access to adult education classes (including low-income, individuals with disabilities, single parents and displaced homemakers, limited English proficient)?

Staff Development

17. What types of staff development do you have the opportunity to take part in?

18. What recent staff development topics have been useful to you?

19. What staff development topics would be useful?

20. How is transfer of learning demonstrated ie, classroom, local staff, meeting, etc.?

21. How have you been trained in the requirements for the National Reporting System?

22. Overall, what administrative processes have worked well, and why?

23. What changes would you suggest in the Program administrative processes, and why?

Facilities and Operations
24. How do the classrooms and other teaching facilities affect your teaching decisions and the strategies you use?

25. Are the facilities properly equipped to serve students with disabilities? Provide an example.

26. What would improve the facilities, such as lighting, security, signage, etc.?

Use of Technology
27. What technologies are available for you to use in your classroom? Do you use them? Why or why not?

28. What technology is in place to accommodate students with disabilities?

29. How well are the equipment and technology maintained?

30. What do you use in your classroom to help your students become more digitally literate, e.g. NorthStar Digital Literacy?

Recruitment & Retention
31. What strategies do you use to recruit students?

32. What strategies do you use to improve retention in your classes?

33. What GALIS report(s) and monitoring tools, such as Measurable Skills Gains Calculation Tool do you use in student recruitment and retention efforts in your classroom?

Instruction

34. How do you decide which instructional strategies to use with your students?

35. How do you develop an individualized learning plan for each student? How do you use these learning plans to guide instruction?

36. What differences in strategies based on the type of student or the type of class you are teaching do you use for Adult Basic Education Students, including GED preparation? English Learners? IELCE students?

37. What is the process for students to request accommodations?

Curriculum

38. How do you decide on which curricular materials to use with your Adult Basic Education students, including GED preparation? English Learners? IELCE students?

39. Which curricular materials do you use? Which have been most useful?

40. What software are you using? In what classes?

41. What online educational resources (OER) are you using? In what classes?

42. Do you have a sufficient quantity of instructional materials (probe for books, software, technological materials, etc.) for students on the various levels you teach? What more do you need?

43. Do you have adequate access to technology and web-based resources? What more do you need?

44. Overall, what suggestions would you make to improve the curriculum and

instruction in the Program, and why?

Classroom/Instructional Support

45. Describe any instructional support or volunteers you have in your classroom.

46. What role do they play? What training do they receive?

Student Feedback and Recognition

47. Describe the methods, such as face to face, use of technology, etc. you use to communicate with students?

48. How do you give them feedback on testing and other instructional progress especially student learning outcomes?

49. How do you recognize your students' achievements?

WIOA Implementation

College and Career Readiness Standards (CCRS)

50. What type of training have you received on the College and Career Readiness Standards (CCRS)?

51. How are the College and Career Readiness Standards used to guide your instruction?

52. How are the College and Career Readiness Standards used in the process of identifying and selecting appropriate curriculum for each group?

Integrated Education and Training (IET)

53. What training have you received regarding Integrated Education and Training (IET)?

54. What role do you play in the delivery of IET?

55. Which Career Pathways does your program offer?

56. How do you contextualize instruction to those pathways?

57. What type of training have you received on how to implement contextualized curriculum and instruction?

58. Was the training adequate in terms of being able to effectively use the standards within your classroom?

59. What type of soft skills curriculum do you use for your students? Did you receive adequate training on how to implement the curriculum?

60. What is the process for connecting with other agencies to provide "wrap-around" services for your students?

Integrated English Literacy and Civics Education (IELCE)
61. What training have you received to explain the requirements of IELCE?

62. If your program was previously funded for EL/Civics, what changes have been made with instruction?

Transition
63. What is your role with the One-Stop? Have you conducted any trainings with clients of the One-Stop?

Transition to College and Career (for Teachers)
64. How do you work with the Transition Coordinator/Specialist?

65. How do you incorporate transition to college and the workforce into your instruction?
66. How do you incorporate soft skills into your instruction?

Transition to College and Career (for Transition Coordinator/Specialist)

67. How do you support both students and teachers?

68. Describe the methods through which students receive soft skills training? Does the program have a specific soft skills curriculum?

69. How do you evaluate the effectiveness of your program's transition efforts?

70. Describe how the program is working to improve transition efforts on an ongoing basis.

71. Is there anything else you would like to add or ask us?

Appendix F (pp. 47-49)

INTERVIEW QUESTIONS FOR STUDENTS

(Questions about Administration)

1. How did you learn about this Program?

2. How long have you been enrolled in this Program?

3. Tell us about what you had to do to enroll in the Program?

4. What changes would you suggest making in the enrollment or registration process?

5. What do you think about your classroom? Is it comfortable? Are there distractions that keep you from learning?

6. How do you know what to do in case of an emergency in the classroom?

7. Have you been informed of any opportunities to receive workforce training while in the Program? If yes, can you provide an example?

8. What is your goal when you complete this Program?

9. How well is the Program helping you to meet your goal(s)? Provide an example.

10. What suggestions would you make to improve the Program, and why?

Instruction and Curriculum

11. What is your typical day in school like? How many hours are you in class each week?

12. Tell us a little about your class(es). What does the teacher usually do? What do you usually do?

13. How satisfied are you with the instruction you are receiving in this Program? Provide an example.

14. What suggestions would you make to improve the instruction or your learning experience?

15. Do you have the books and other materials you need for your classes? Does your class have enough materials for each student to use during class?

16. How are the books and other materials used for your classes?

17. Do the books and materials fully meet your learning needs? How could these be improved?

18. What type of equipment or computers do you have in your class and how are they used?

19. Who decides how and when computers are used?

20. [If there is a technology lab] How many hours do you use the lab each week and for what purposes?

21. What do you think about the software Programs that are on the computers you use?

22. How does using the computer help you with your work?

23. How do you find out how you are doing with your schoolwork?

24. How are the things you accomplish in school recognized?

25. Anything else you'd like to add? Or ask us?

Appendix G
FY 2019 Facilities and Classrooms Observation Guide

County:		Classroom #:	
Site:		Nbr of Classrooms:	
Date: Click here to enter a date.		Observer:	
Seating Capacity:	Standard Seats: Choose an item.	Computer Desks: Choose an item.	

Y=Yes   S=Somewhat   N=No   N/O=Not Observed

Describe the overall appearance and condition of the building or classroom(s):_____
_____
_____

Physical Plant		Notes:	Mark all observed:
P1. Clean and free of environmental hazards (mold, mildew, water damage, etc.)	☐Y ☐S ☐N ☐N/O	P1:	☐ Audio Player
P2. Appropriate lighting and ventilation	☐Y ☐S ☐N ☐N/O	P2	☐ Computers
P3. Well maintained	☐Y ☐S ☐N ☐N/O	P3:	☐ Copier
P4. Appropriate furnishings	☐Y ☐S ☐N ☐N/O	P4:	☐ Document Camera
P5. Free from safety hazards (inside and/or outside of building)	☐Y ☐S ☐N ☐N/O	P5:	☐ Fax
P6. Adequate signage (interior/exterior)	☐Y ☐S ☐N ☐N/O		☐ Internet (wired) ☐ Internet (wireless)
P7. Adequate and clean restroom facilities	☐Y ☐S ☐N ☐N/O	P6:	☐ Interactive board
Safety and Accessibility		Notes:	☐ LCD projector
SA1. Emergency Map posted	☐Y ☐S ☐N ☐N/O	SA1:	☐ Portable devices
SA2. Emergency Plan posted	☐Y ☐S ☐N ☐N/O	SA2:	☐ Software
SA3. Handicap Accessible	☐Y ☐S ☐N ☐N/O	SA3:	☐ Telephone
SA4. Adequate outdoor lighting	☐Y ☐S ☐N ☐N/O	SA4:	☐ Computer Lab
SA5. Adequate Security	☐Y ☐S ☐N ☐N/O	SA5:	☐ TV/DVD/VCR
SA6. Comfortable & Non-threatening	☐Y ☐S ☐N ☐N/O	SA6:	☐ Other:
Classroom		Notes:	
C1. Storage area is uncluttered & orderly	☐Y ☐S ☐N ☐N/O	C1:	
C2. Curriculum materials	☐Y ☐S ☐N ☐N/O	C2:	
C3. Contextual learning materials	☐Y ☐S ☐N ☐N/O	C3:	
C4. Technology is current	☐Y ☐S ☐N ☐N/O	C4:	
C5. Technology is functional	☐Y ☐S ☐N ☐N/O	C5:	
C6. Student Recognition	☐Y ☐S ☐N ☐N/O	C6:	
C7. Sign-In Sheet in compliance	☐Y ☐S ☐N ☐N/O	C7:	

Describe the technology available in the classroom(s).

Notes/Concerns:

Appendix H
FY 2019 Instructional Observation Guide

County:	Teacher:	
Site:	Observer:	
Class Type: Choose an item.	Co-Observer:	
Date: Click here to enter a date.	Time in:	Time out:
Number of Students: Choose an item.	Subject: Choose an item.	Other:

Directions: Complete the following based on a 30-minute classroom observation. Use the lists for each section to indicate what instruction, materials, or interactions are observed.

1. Describe what the teacher is doing.	☐ Differential Instruction
	☐ Standards-based Instruction evident
	☐ Instructor-led
	☐ Demonstration
	☐ Activity/game
	☐ Internet/Website
2. What is the teacher teaching?	☐ Discussion
	☐ Group/pair
	☐ Lecture
	☐ Peer review
	☐ Q & A
	☐ Role Play
3. Is curriculum and instruction contextualized to a pathway identified by the program? ☐ Yes ☐ No	☐ Problem-based
	☐ Project-based
• **What is the Pathway?**	☐ Application
	☐ Transference
• **What instructional methods are being used to teach to the pathway?**	
4. Is the teacher incorporated soft skills? If so, how?	☐ Communication skills
	☐ Decision-making skills
	☐ Leadership skills
	☐ Teamwork
	☐ Problem-solving
	☐ Employability skills
	☐ Other

5. Describe the materials being used and how are they being used.	☐ Audio/visual Instructional media ☐ Books (hard copy/electronic) ☐ Guided Instruction ☐ Learning Centers ☐ Directions ☐ Oral or ☐ Written ☐ Posters / ☐ Visual displays ☐ Projections ☐ Quiz/test ☐ Software ☐ Stimulated Learning activity(s) ☐ Visuals ☐ Websites ☐ Citizenship ☐ Other
6. How is the teacher addressing learning differences?	☐ Assistive Technology ☐ Cooperative learning ☐ Auditory ☐ Visual ☐ Kinesthetic ☐ Peer tutoring
7. Describe teacher/student interactions.	**Teacher** ☐ Checks understanding ☐ Guided Observation ☐ Instructor-led ☐ Learner-centered ☐ Computer-assisted /☐ Self-directed ☐ Group Activity / ☐ Peer Discussions ☐ Practice and feedback ☐ Q & A Period(s) ☐ Role Playing / ☐ Stimulated Activity **Student** ☐ Active ☐ Passive ☐ Engaged ☐ Disengaged ☐ Inquiring ☐ Ignoring
8. Describe how the technology is being used for instruction. (☐ Not in use during time of observation.) *If not readily ascertained, inquire about students' regular access to a computer lab.	**Available Instructional Technology** ☐ Instructional Environment ☐ Facility / Access available ☐ Interactive board ☐ Internet Resources/☐ Digital Literacy ☐ LCD Projector ☐ Portable devices ☐ Software Applications ☐ Computer Lab / Stations ☐ Other ☐ Distance Education

Individual Student Learning Plan Review

Primary Student Guiding Tool: ☐ Student Learning Plan   ☐Lesson Plan   ☐Syllabus

Student Name	Guiding Tool Present?		In Use?		Outcomes Present?	
1.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
2.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
3.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
4.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
5.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
6.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
7.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
8.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
9.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
10.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
11.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
12.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
13.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
14.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
15.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
16.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
17.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
18.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
19.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No
20.	☐Yes	☐No	☐Yes	☐No	☐Yes	☐No

Continuous Program Improvement Considerations

Positive Observations:
Necessary Actions and/or Follow-up Monitoring:

For On-Site Program Review Team	
Signature – Review Team Member	**Signature – State Staff Member**
Date of Review	**Date of Review**

Appendix I
FY 2019 Student Files Checklist
(The Verification of Eligibility Affidavit should be pulled forward in the Student Permanent Folder for students who are enrolled for multiple fiscal years.)

County:	Contact Person:
Site:	Nbr of Files Reviewed:
Date: Click here to enter a date.	Reviewer:

Selected Student Records (name, EFL, etc.)								
1.	Select an EFL	2.		Select an EFL	3.		Select an EFL	
4.	Select an EFL	5.		Select an EFL	6.		Select an EFL	
7.	Select an EFL	8.		Select an EFL	9.		Select an EFL	

Checklist Criteria	R1	R2	R3	R4	R5	R6	R7	R8	R9
Intake Assessment Form									
• Student data complete w/ signature	☐	☐	☐	☐	☐	☐	☐	☐	☐
• Student goals complete w/ signatures	☐	☐	☐	☐	☐	☐	☐	☐	☐
• Test data	☐	☐	☐	☐	☐	☐	☐	☐	☐
• Initial Conference Notes	☐	☐	☐	☐	☐	☐	☐	☐	☐
• Quarterly Conference Notes: **Written** ☐ **GALIS** ☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Verification of Eligibility Affidavit (18+)									
• Completed w/signatures & notarization	☐	☐	☐	☐	☐	☐	☐	☐	☐
• Not Applicable	☐	☐	☐	☐	☐	☐	☐	☐	☐
Assessment and Attendance Documentation									
• Maintained per requirements	☐	☐	☐	☐	☐	☐	☐	☐	☐
• BEST Literacy	☐	☐	☐	☐	☐	☐	☐	☐	☐
• BEST Plus 2.0	☐	☐	☐	☐	☐	☐	☐	☐	☐
• TABE Online (Student Profile)	☐	☐	☐	☐	☐	☐	☐	☐	☐
• TABE (Paper-based)	☐	☐	☐	☐	☐	☐	☐	☐	☐
• TABE (Braille)	☐	☐	☐	☐	☐	☐	☐	☐	☐
• TABE CLAS-E	☐	☐	☐	☐	☐	☐	☐	☐	☐
• Correlates to the IAF	☐	☐	☐	☐	☐	☐	☐	☐	☐
Underage Youth Application (if applicable)									
• Complete w/ signatures	☐	☐	☐	☐	☐	☐	☐	☐	☐
• Not Applicable	☐	☐	☐	☐	☐	☐	☐	☐	☐

Record 1:	SS#	
	Yes ☐ No ☐	
Record 2:	SS#	
	Yes ☐ No ☐	
Record 3:	SS#	
	Yes ☐ No ☐	
Record 4:	SS#	
	Yes ☐ No ☐	
Record 5:	SS#	
	Yes ☐ No ☐	
Record 6:	SS#	
	Yes ☐ No ☐	
Record 7:	SS#	
	Yes ☐ No ☐	
Record 8:	SS#	
	Yes ☐ No ☐	
Record 9:	SS#	
	Yes ☐ No ☐	

Notes:

Appendix J

**ON-SITE PROGRAM REVIEW WORKSHEET
FOR DETERMINING SCORES**

Assessment Area	Category	Score	Comments & Notes
Quality of Administration	1. Program Leadership		
	2. Management of Program Records		
	3. Staff Development		
	4. Collaboration		
	5. Service Coverage		
Quality of Instruction	6. Instructional Facilities Equipment, and Technology		
	7. Instruction for Adult Basic Education Students		
	8. Curriculum for Adult Basic Education Instruction		
	9. Instruction for ESL Students		
	10. Curriculum for ESL Instruction		
	11. Instruction for IELCE Students		
	12. Curriculum for IELCE Instruction		

Appendix K

SUGGESTED ACTION(S) WORKSHEET

Program: [enter Program name here], (enter review dates here)

Category (Name and #)	Suggested Action(s)

Technical College System of Georgia
Office of Adult Education
Fiscal Year 2010

LOCAL
Advisory Committee
Tasks and Functions

General Information Requirements

LAC-1 and LAC-2 Forms

Reviewed and Updated February 3, 2009: July 1, 2012

Technical College System of Georgia
OFFICE OF ADULT EDUCATION
ADULT EDUCATION LOCAL ADVISORY COMMITTEE
TASKS AND FUNCTIONS

General Information

The State of Georgia regulations require the State Board of Technical College System of Georgia to establish service delivery areas to carry out the mission of delivering, supervising, funding, administering, coordinating, and monitoring adult education programs and to establish a local adult education advisory committee for each service delivery area.

The responsibility for the implementation of county advisory committees rests with the grantee organization administering the adult literacy program in the service delivery area. There may be one advisory committee for the SDA or there may be an advisory committee for each county that the SDA serves.

Tasks and Functions

Regulations require that the local advisory committee is actively involved in the ongoing operation of the adult education program. The major tasks and functions are:

1. The identification and recommendation of goals, objectives, target groups, programs, curricula, and delivery methods for adult education programs.

2. The development and recommendation of associated short and long-range plans.

3. The performance of other activities as may be directed by the State Board to provide the most effective delivery of adult education programs.

Ongoing Activities

The ongoing activities of the local education committee include, but are not limited to, the following:

❑ *review and approve local adult education plan to implement the grant (RFA), adhering to federal and state regulations, policies, budgets, and guidelines*

❑ *assist in development of organization's strategic plan, to include adult education program goals and objectives*

❑ *approve written emergency plans for all adult education facilities in each respective county*

❑ *review annually adult education needs and plans-- programs, personnel, student orientation and services, retention plans, all sites and facilities*

❑ *assure community commitment in hiring instructional personnel in the county, providing facilities, utilities, and security for teachers and classes*

❑ *approve written recruitment plans to attract and serve uneducated and undereducated adult populations in need of literacy services*

❑ *assure interagency collaboration, cooperation, and partnership required to provide resources necessary to support the program*

❑ *participate in annual program self-assessment by county to assure compliance with OAE program review measures and requirements*

Requirements

❑ **Membership**

- Submit Local Advisory Committee forms (LAC-1 and LAC-2) to the Office of Adult Education/Technical College System of Georgia for approval as members of local advisory committees. If the local program desires, they may obtain their local legislative signature before submission to TCSG.

- Advisory committee forms should be submitted to OAE/TCSG when a committee member is appointed, reappointed, or removed from the local advisory committee.

- Provide for a diverse membership in accordance with TCSG policies.

- Provide for an uneven number of persons on each advisory committee (minimum of 5 members).

- Provide for a student or former student as a member of each county advisory committee.

- Designate non-voting, ex-officio status for all organization personnel that attend advisory committee meetings.

- Select members who are Georgia residents living in the geographic area represented.

- Representation is limited to one member of a family on any county advisory committee.

Requirements

- Provide for a member from the health community on the advisory committee.
- **Employees of the Grantee are not eligible to be members of the committee. Designate non-voting, ex-officio status for all organization personnel that attend advisory committee meetings.**

❑ **Terms**

- Terms of advisory committee members are not to exceed 3 years.

- Terms for appointment and reappointment may be for 1,2, or 3 years; and new appointment may be 1 year.

❑ **Meetings, Minutes, Records**

- Each county advisory committee should meet at least quarterly.

- Each committee should record and maintain minutes of all meetings, provide agendas, and record meeting attendance through sign-in sheets.

Technical College System of Georgia
OFFICE OF ADULT EDUCATION
LOCAL ADVISORY COMMITTEE MEMBER RECOMMENDATION

I recommend the following individual as a member of the Local Advisory Committee.

ORGANIZATION _____ **SDA #** _____

NAME _____

HOME ADDRESS _____

COUNTY _____ **PHONE (H)** _____

BUSINESS ADDRESS _____

EMPLOYER _____

POSITION _____ **PHONE (B)** _____

REPRESENTATIVE CATEGORIES
(Include all applicable)

_____   _____   _____   _____

_____   _____   _____   _____

A. Public Education
B. Private Education
C. Private Sector Employment
D. Public Sector Employment
E. Community or Faith-based Organization

F. Library
G. Economic Development Agency
H. Student or Former Student
I. Health Organization

J. Other _____

ADDITIONAL INFORMATION _____

_____

VERIFICATION CHECK (optional)

State Legislative Member ( )

_____
Signature

NEW APPOINTMENT   REAPPOINTMENT
YES_____   REPLACES_____   TERM____   ____   ____
(One Year Term)   **(Name of Member Replaced)**   **1 Year   2 Year   3 Year**

_____   _____
   Signature (Head of Organization)   DATE

_____   _____
   Approval (Assistant Commissioner)   DATE   **OAL/DTAE FORM LAC-1**
                                                                        (Revised April 03 July 1,

Technical College System of Georgia
OFFICE OF ADULT EDUCATION
LOCAL (COUNTY) ADVISORY COMMITTEE
REQUESTED CHANGES

| **Organization** | | **County** | | | **SDA #** | **Date Submitted to OAE** | |

Name of Member Business Address* (If N/A, Home Address) Business Name	Home Phone # Business Phone #	Representative Categories	Race	Gender	A-Appointment R-Reappointment D-Delete	Length of Term	Term Expires

Date Received by Office of Adult Education: _____

Date Approved by Office of Adult Education: _____

OAL/DTAE FORM LAC-2 (Revised April 03) July 1, 2008

Representative Categories:
A. Public Education
B. Private Education
C. Private Sector Employment
D. Public Sector Employment
E. Community- or Faith-based Organization

F. Library
G. Economic Development Agency
H. Student or Former Student
I. Health Organization Employment

J. Other: _____