**Kansas Adult Education**

# Proficiency Attainment Model

# PAM

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# *Proficiency Attainment Model (PAM)*

## *Kansas Adult Education*

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# PAM Components

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# Introduction Index

# INTRODUCTION

The Proficiency Attainment Model (PAM) is the fundamental framework for all adult education programs in Kansas.  PAM was originally a four-year University of Kansas project started in 1994, "The Development of a GED Proficiency Attainment Model for Students with Learning Disabilities and Severe Emotional Disabilities." The U.S. Department of Education with the Office of Special Education Programs developed PAM in conjunction with the University of Kansas Division of Adult Studies. Various professionals across the state, including adult educators, were involved throughout the project.

> **Where can I find the original PAM?**
>
> *Click here to view the original Proficiency Attainment Model document* or paste http://files.eric.ed.gov/fulltext/ED457642.pdf into your browser.

In 2015, due to the value of the document, the Kansas Adult Education Professional Development Council (KAEPDC) made revisions to the Proficiency Attainment Model document to reflect current practices.  KAEPDC focused on retaining PAM's organization and foundational components throughout the document while making it broad enough to apply to adult education programs offered by Kansas USDs, community colleges and community-based organizations.

PAM outlines a framework and highlights resources for providing effective and efficient adult education services.  All contents of this manual have been developed to meet the diverse needs of individual adult education programs and the wide array of adults they serve.

> **Where is the electronic version of the current PAM?**
>
> *To view the Proficiency Attainment Model Revised 2016 document*.
> or paste http://www.kansasregents.org/resources/PDF/KBOR-PAM.PDF  into your browser.

# THE PAM MODEL

The purpose of the Proficiency Attainment Model (PAM) is to give all Adult Education staff an understanding of the comprehensive structure for providing quality Adult Education services.

Although adult education programs differ, they share a common goal of improving learners' knowledge and skills.  PAM addresses the delivery of quality services in many of the components identified in *Figure 1: "Cycle of Adult Education Services"*.

While the order of the PAM program components is not fixed, the framework provided follows a sequence intended to facilitate the model's best use.  The components may be completed over multiple sessions of working with learners.  The length of sessions is a local program decision. Likewise, not all participants in adult education complete all of the PAM components.

Figure 1

## Cycle of Adult Education Services
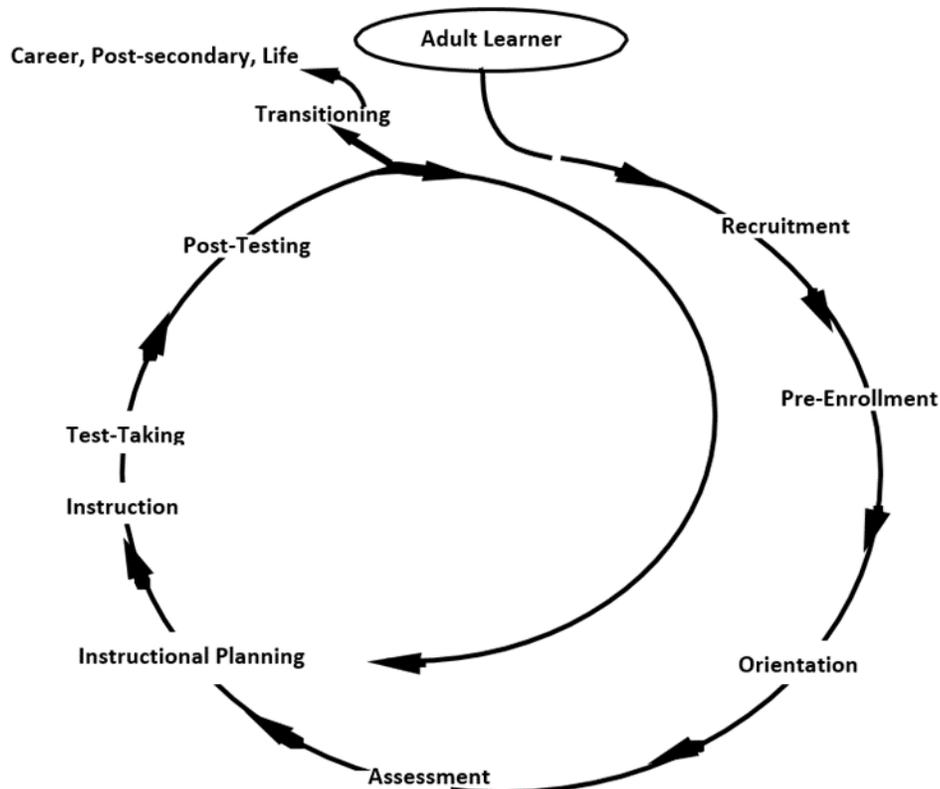
The Proficiency Attainment Model (PAM) is not a set of lockstep procedures for adult education staff to follow.  Rather, PAM components and the activities within each module compose an effective framework to serve learners in adult education programs.  PAM represents a systems approach to working with learners.

**Best Practice:**

**Effective PAM implementation** requires program staff to understand the interrelationship of the components.  Through collaboration, staff can tailor the components and activities to meet the individual needs of each program.

## Procedures for PAM Training

1. New staff attend PAM training.
2. Seasoned staff regularly familiarize themselves with the PAM model.
3. Staff of each Kansas adult education program collaboratively assess PAM implementation using the Likert Scale included with each component.

## Collaboration

Effective adult education program PAM implementation requires a collaborative approach involving the continuous involvement of all staff.  Each individual has unique and valuable experiences and expertise to offer and their perspectives are a crucial part of the implementation process.

This collaborative approach is essential within – and outside -- the local program.  With the July 22, 2014 passage of the Workforce Innovation and Opportunity Act (WIOA), additional opportunities have been created for adult educators to collaborate with community and regional organizations to benefit adult learners.

**Best Practice:  Review**

To help focus collaboration and implementation efforts, review the component items from the PAM Essential Rating Scale which you believe are most important and need the most immediate attention.

*A sample of the Collaboration Review document is located in the Example section at the end of this chapter.*

# PAM COMPONENTS

## 1. Pre-Enrollment

Pre-enrollment requires that an applicant decide which service he or she wishes to receive.  Staff members discuss goals with the applicant and determine the appropriate next step: scheduling to take the GED exam or enrolling in adult education classes.

Generally, during Pre-enrollment, the learner will:

- Acquire a general understanding of what services are available.
- Tentatively select the appropriate program option.
- Schedule an appointment for the next appropriate activity.

## 2. Orientation

At this point instructional staff formally welcome adult learners to the program.  Staff facilitate the completion of assessments and become familiar with the learners' needs and interests that foster the development of a good working relationship.

Generally, during Orientation, staff will:

- Ensure enrollment and orientation materials are completed.
- Discuss the importance of each program's follow-up procedures as it relates to either employment and/or additional education as it is a federally mandated requirement.
- Educate learners on the relevance of assessments for accurate class placement and instructional planning.
- Orientate learners on policies, procedures and facilities.
- Identify the adult learners' interests and needs.
- Acquaint learners with staff and other learners at the adult education center.
- Introduce the relationship between the adult education program's opportunities and the learner's future career and postsecondary success.

## 3. Assessment

The assessment of skills provides learners and staff with information that will accurately place learners in the correct educational level. This necessary information is gathered through assessing the learners' skills and subsequent placement occurs after the results have been discussed and interpreted with the learner.  Assessment results and recommended services are individually discussed with learners.

Generally, during Assessment, staff will:

- Facilitate assessments to determine educational level [i.e., National Reporting System (NRS) Level 1-12].

### 4. Instructional Planning

Instructional Planning is dependent upon the results of the assessment process.  Instructor and learner review the assessment results and identify an instructional plan for the learner's future.  Formulating an appropriate plan may require that additional educational or disability-related records be obtained.

Generally, during Instructional Planning, staff will:

- Review available learner records and assessment results with the learner.
- Identify instructional plan with the learners.
- Discuss timeframe for accomplishing goals including periodic progress reviews.

### 5. Instruction

The instructional process provides the learner with instruction consistent with the goals identified during instructional planning.

Generally, during Instruction, staff will:

- Provide instruction consistent with specific learning goals identified during individual adult learners' instructional planning meetings.
- Help learners accomplish specific outcomes [e.g., pass GED tests, improve literacy skills, learn English as a Second Language (ESL*)].
- Provide additional instructional options to meet goals and desired outcomes as needed.
- Continuously monitor learner progress and adjust instructional plan accordingly.
- Provide a teaching/learning environment consistent with the process of engaging adult learners and their needs and abilities.

> **\*ESL may also be referred to as English Language Learners (ELL) or English Language Acquisition (ELA).**

## 6. High School Equivalency

Instructional staff must familiarize the learner with relevant assessments or exams and discuss the best time to take the exams. Learners need to be guided through the administrative procedures for taking exams and later, to the appropriate steps after taking exams.

Generally, during the High School Equivalency Component, staff will:

- Familiarize adult learners with the high school equivalency*, diagnostic testing*, or other exams* and procedures. *(*as of 1/3/2017 GED, TABE and WorkKeys as well as other local assessments.)*
- Introduce learners to successful test taking strategies.
- Help learners determine when they are ready to attempt specifics exams.
- Assist learners with the administrative procedures for taking exams.
- Advise learners of the suggested next steps after taking exams and obtaining results.

## 7. Transition Planning

The transition planning process prepares the adult learner for life outside the program or, in some instances, continuation in the program with new goals. To formulate an action plan during the transition planning component, staff must meet with learners to review what has been accomplished, and what should be addressed next.

Generally, during the Transition Planning Component, staff will:

- Review each learner's progress toward goal attainment.
- Identify reasonable transition goals.
- Formulate an action plan to achieve the identified goals.

**Best Practice:**

**There are many job titles** used to identify staff working with adults as they progress toward goal attainment. Navigator, transition coach, or career coach are a few of the job titles used in adult education programs.

# COLLABORATION REVIEW

To help focus collaboration and implementation efforts, review the component items from the PAM Essential Rating Scale which are most important and need the most immediate attention.

A.  Identify and list below three to five items you believe are the most important and need immediate attention.

B.  Ask yourself, what needs to happen improve each indicated item.  In this process consider how you have managed to be successful in implementing the other items.

1.  **What items are most important and need immediate attention?**

   a.

   b.

   c.

   d.

2.  **Improvements**

| What needs to happen to make the improvements? | Who will assume responsibility? |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |

# COLLABORATION IN PAM IMPLEMENTATION ESSENTIAL ELEMENTS RATING SCALE

A. All instructors and staff are involved in PAM implementation.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

B. All center and satellite sites are involved in PAM implementation.

| | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

C. Issues with current policies, practices, and procedures are identified.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

D. All staff and instructors review the PAM content.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

E. All staff provide input in identifying areas of needed improvement.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

# DEVELOPMENT OF COLLABORATION ESSENTIAL ELEMENTS RATING SCALE

A.  Timelines are developed for PAM implementation.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

B.  Meetings are scheduled on implementing PAM as needed.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

C.  Agendas for meetings are developed by the staff.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

D.  Staff consider themselves to be equal partners in the collaborative process of program improvement.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

# Pre-Enrollment Index

# INTRODUCTION

Pre-Enrollment activities are excellent opportunities for recruiting learners to the program. Program staff have the opportunity to describe the available services, the hours of operation, and the calendar of activities. Services may include, but are not limited to, ABE, GED, or ESL with transition to postsecondary education or employment from the students' entry point. In the Pre-Enrollment Component, prospective students indicate their intent to enroll in services.

Pre-enrollment is any service provided prior to orientation and may include individual or small group information sharing and/or responding to information requests.

***\*\*Sensitivity and a warm welcome are important during initial contact. For many adult learners, taking the first step may be difficult.***

Indicators of Program Quality are in place to assure the delivery of quality adult education programs and services. The program director will provide a complete listing of current indicators.

1. Welcome the prospective students.
2. Inform the prospective students of services available through the adult education program and how to access those services.
3. Schedule the prospective students for selected services.

# GOALS AND INTENDED OUTCOMES

1. Provide a general understanding of what services are available.
2. Tentatively select the appropriate program option.
3. Schedule an appointment for the next appropriate activity.

---

**Statement on Managed Enrollment**

Kansas requires managed enrollment and a minimum of six hours of instruction per week for all programs.

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# PROCEDURES

## Staff Preparation

1. Develop and duplicate general Adult Education and program specific material that welcomes participants and provides contact information.
2. Have the component materials available to distribute in person, mail or email.
3. Review the procedural steps on the following pages.
4. A sample Pre-enrollment Essential Elements Rating Scale is located in the Example section.

## Time Requirements

Responding to inquiries about the adult education program might take 5 to 10 minutes depending upon prospective applicants' needs. The important part of providing answers is not so much how much time is spent, but rather the welcoming and encouraging manner in which the information is provided through either direct contact, phone, email or social media.

## Initial Contact

1. *Welcome*
The initial contact with potential participants may be in person, by phone, email or social media. Our experience is that prospective students are particularly sensitive to the level of caring and interest expressed by adult education program staff. In this initial contact the goal is to welcome individual inquiries about the program.

2. *Program Options*
When responding to phone inquiries, it is important to provide the information and stress these items:

   a. Location of the program, including the address and how to find it;
   b. Hours of operation;
   c. Identification of initial goals and service options:
      1. Classes offered by the Adult Education program.
      2. ABE/ASE Adult Education classes.
      3. English as a Second Language (ESL*) or Citizenship or GED® information.
      4. Official GED® information and website.

> **\*ESL may also be referred** to as English Language Learners (ELL) or English Language Acquisition (ELA).

   d.  Note early roadblocks mentioned by the prospective student.  (Protocol to retain self-disclosed information is determined by the program.)
   e.  Ask if there are additional questions that have not been addressed.
   f.  Thank individuals for their interest.
   g.  Use the process in place to remind prospective students of upcoming orientation.

### 3.  Disability Information

Adult education programs are required to provide accommodations to individuals with disabilities. These requirements are described in the Americans with Disabilities Act (ADA) ([www.ada.gov](http://www.ada.gov)).  Staff should work with program administration for best practices on serving students with disabilities.

> *Best Practice:*
>
> **Although program staff <u>cannot</u>** legally ask directly if a student has a disability, student learners can, however, be encouraged to bring any records to support past educational history and request needed accommodations.

Explain to learners that disability information may be particularly important in planning testing and instruction and this ***documentation is required prior to providing specific requested accommodations***.  Staff members need to know how best to accommodate the learners during orientation and assessment.  As a part of planning instruction, additional information may be collected regarding the disability so that other accommodations might be made.  Students with disabilities often have determined their own personal successful methods and strategies.  Asking for effective ways to assist in their own learning can produce additional beneficial approaches in their adult education program.

### 4.  Important Information for Learners under the Age of 18

Students who have left school without graduating are covered by state regulations designed to reduce the number of dropouts.  Kansas Statute requires that prospective students who are less than 18 years of age, have not graduated, and are not enrolled in high school, provide an official attendance disclaimer and attendance exemption form(s) that <u>must</u> be signed by:

   ♦ the school district in which the student resides, and
   ♦ the student, and
   ♦ the student's parent/s or legal guardian/s.

A. 2015 Kansas Statues: *Compulsory School Attendance; Exemptions* information.

What the law says:

http://kslegislature.org/li/b2015_16/
statute/072_000_0000_chapter/072_011_0000_article/072_011_0011_section/072_011_0011_k/

Kansas State Department of Education: Required Elements of The Compulsory School Attendance Disclaimer

http://www.ksde.org/Portals/0/TLA/Graduation%20and%20School%20Choice/Graduation%20and%
20Dropout/Required%20Elements%20of%20the%20Compulsory%20School%20Attendance%
20Disclaimer%20Form.pdf

B. Sample Documents Required to Enroll 16 and 17 year olds in a Kansas Adult Education Program

- Parent Consent and Waiver (Sample 1, current section, page 18)
- Compulsory Attendance Exemption Form (Sample 2, current section, page 19)
- Compulsory Attendance School Waiver (Sample 3, current section, page 20)

*Link to Sample Forms:*
http://www.ksde.org/Portals/0/TLA/Graduation%20and%20School%20Choice/Graduation%20and%
20Dropout/Sample%20Compulsory%20School%20Attendance%20Disclaimer%20Forms.pdf

## 5. *Proof of Residency Statement*

From the FY15 Kansas Adult Education Policy Manual

**4.5      Services to Individuals with Non-Immigrant Visas**
Adults not required to show proof of residency in Kansas, nor may programs require adults to show a Social Security card, evidence of citizenship, or evidence of legal permission to reside in the U.S.  While programs are encouraged to recruit and serve qualifying adults residing and/or working within Kansas, adults from another state, particularly those residing in communities along the state border, may participate in program services.  Newcomers to Kansas from other states do not need to show identification, and programs should not ask potential participants to present Social Security cards or work permit cards.

**EXCEPTION:**  Individuals in the United States on nonimmigrant visas are **<u>not</u>** eligible for services in adult education programs in Kansas.

## 6. *Scheduling Orientation or Other Options*
If prospective students want to proceed, schedule them for orientation.

### *7. Scheduling for Services*

    A. Enrollment and Scheduling for Adult Education classes (ABE/ASE)

1. No instructional fees are required.
2. A materials fee may be collected but a process <u>must</u> be in place to waive fees if the student is unable to pay. (*Further explanation would then be provided to students as needed*.)
3. Multiple entry points are offered throughout the program year.
4. Students must attend an orientation that includes an explanation of program services, assessment of skills, and conferencing which is determined by the Adult Education program.
5. Invite students to share pertinent information that will assist staff in providing a positive learning experience.

    B. English as a Second Language (ESL)

1. Prospective students interested in ESL classes must be at least 16 years of age, not enrolled in high school, and not on a non-immigrant visa.
2. No instructional fees are required.
3. A materials fee may be collected but a process <u>must</u> be in place to waive fees if the student is unable to pay. (Further explanation would then *be provided to students as needed*.)
4. Students must attend an orientation that includes an explanation of program services, assessments, and conferencing.
5. Accommodations are available upon appropriate conferencing with program staff.
6. Programs CANNOT require social security numbers. Adults <u>must</u> not be required to show proof of residency in Kansas, nor may programs require adults to show a Social Security card, evidence of citizenship, or evidence of legal permission to reside in the U.S.

    C. Additional Classes *(subject to program participation)* could include, but are NOT Limited to:

1. Citizenship
2. Family Literacy
3. Transition to Postsecondary
4. College Skill Building
5. Workforce Preparation
6. Accelerating Opportunity-Kansas

# RESOURCES

- Kansas Department of Education (KSDE) Parent Consent and Waiver
- KSDE Compulsory Attendance Exemption Form
- KSDE Compulsory School Attendance Disclaimer
- KSDE Required Elements of the School Attendance Disclaimer Form

## Sample 1

# PARENT CONSENT AND WAIVER
### FOR CHILD AGE 16 OR 17 TO BE EXEMPT FROM COMPULSORY ATTENDANCE REQUIREMENTS

I, _____, understand that under Kansas law,
  *Name of Parent(s) or Person Acting as Parent*

_____ / _____, is required to attend school until he/she
  *Name of Student  (First, Middle, Last)*                              *Student's Date of Birth*

receives a high school diploma or general educational development (GED) credential or reaches the age of 18, whichever occurs first.

By not completing high school, _____ may have inadequate academic skills in the following areas:
                                 *Students' First Name*

| | | |
|---|---|---|
| ____ Reading | ____ Thinking Skills | ____ Self-esteem |
| ____ Speaking | ____ Problem-solving | ____ Team Skills |
| ____ Decision-making | ____ Responsibility | ____ Science |
| ____ Computer | ____ Self-management | ____ Career Technical Skills |
| ____ Sociability | ____ Leadership | ____ Other: _____ |
| ____ Diversity Skills | ____ Arithmetic/Mathematics | ____ Other: _____ |
| ____ Writing | ____ Listening | ____ Other: _____ |

Several studies indicate that over the course of his or her lifetime, a high school dropout earns, on average, about $300,000 less than a high school graduate. Pursuant to K.S.A. 72-1111, as amended, USD ___ encourages _____
                                                                                                    *Student's First Name*
to remain in school or pursue an education alternative.

This student is interested in one of the following alternative education programs:

| | |
|---|---|
| ____ Alternative High School | ____ Counseling Services |
| ____ Credit Recovery | ____ GED |
| ____ ESL Classes | ____ Other: _____ |

This student is not involved in any truancy programs or under any court orders.  Truancy officer verified:  ☐ Yes  ☐ No

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

I (we) the undersigned hereby give written consent to allow _____.
                                                            *Students' First Name*

who is ☐16 ☐17 years of age, to be exempt from the Kansas compulsory attendance requirement and state we have attended the final counseling session conducted by USD _____ in which the above information was presented to us.

_____    _____
*Signature of Student*                          *Date*

_____    _____
*Signature of Parent or Person Acting as Parent*    *Date*

_____    _____
*Signature of Parent or Person Acting as Parent*    *Date*

_____    _____
*Signature of School Official Conducting Final Counseling Session*    *Date*

_____    _____
*Signature of Administrator*                    *Date*

<span style="color:red">Sample 2</span>

# COMPULSORY ATTENDANCE EXEMPTION FORM

Pursuant to K.S.A. 72-1111, as amended, _____

Name of child

a child who is 16 or 17 years of age, is exempt from the compulsory attendance requirements of the State of Kansas for the reasons listed below (check appropriate reasons).

❑     1. The child is regularly enrolled in an alternative education program approved by the Board of Education of USD No. _____ .

❑     2. The child is exempt pursuant to a court order which is attached to this form.

❑     3. The child and _____ , the parent or person acting as a parent, have attended a final counseling session conducted by USD No. _____ and have signed a disclaimer, which is attached to this form.

Signed _____
    School Official

_____
    Typed or printed name
_____
    Title
_____
    Date

<span style="color:red">Sample 3</span>

# COMPULSORY SCHOOL ATTENDANCE DISCLAIMER

Pursuant to K.S.A. 72-1111, as amended, Unified School District No. _____ encourages
_____ to remain in school **or** pursue an
<center>Name of child</center> educational alternative.

The academic skills listed below have not been achieved by the child:

| | |
|---|---|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

The future earning power of a high school graduate is $_____ over his/her lifetime.
The future earning power of a high school dropout is $_____ over his/her lifetime. The
difference is $_____ over a lifetime.

The child, _____, is encouraged to attend one of the alternative education programs approved by the Board of Education of Unified School District
No. _____ and listed below:

1. _____

2. _____

3. _____

We, the undersigned, acknowledge that we attended the final counseling session conducted by USD
No. _____ in which the above information was presented to us.

_____     _____
Signature of child                                            Signature of parent or person acting as parent

_____     _____
Date                                                          Date

## Required Elements of the Compulsory School Attendance Disclaimer Form

K.S.A. 72-1111 requires that the compulsory school attendance disclaimer include information on:
- the academic skills that the child has not yet achieved
- the difference in future earning power between a high school graduate and a high school dropout, and
- a listing of educational alternatives that are available for the child

The following information was compiled by KSDE and may be used in the final counseling session.

### Academic skills that the child has not yet achieved

Please feel free to create your own list of academic skills the child has not yet achieved.

| | | |
|---|---|---|
| Knowing how to learn | Being a team member | Self-management |
| Writing | Self-esteem | Using computer to process information |
| Reading | Arithmetic/Mathematics | Sociability |
| Listening | Responsibility | Evaluating information |
| Thinking skills | Speaking | Problem solving |
| Interpreting information | Decision-making | Leadership |
| Being able to work with cultural diversity | | |

### Difference in future earning power between a high school graduate and a high school dropout

Please feel free to do your own research to attain lifetime earnings figures. The following analysis was based on data from the 2013 Current Population Survey, U.S. Department of Labor, U.S. Bureau of Labor Statistics. Data below are annual averages for persons 25 and over, and are for full-time wage and salary workers. http://stats.bls.gov/emp/emptab7.htm.

| Level of education completed | Median Weekly Earnings in 2013 | Unemployment Rate in 2013 (%) |
|---|---|---|
| Less than a high school diploma | $472 | 11.0 % |
| High school graduate | $651 | 7.5 % |
| Some college, no degree | $727 | 7.0 % |
| Associate degree | $777 | 5.4 % |
| Bachelor's degree | $1,108 | 4.0 % |
| Master's degree | $1,329 | 3.4 % |
| Professional degree | $1,714 | 2.3 % |
| Doctoral degree | $1,623 | 2.2 % |

## Facts about Education, Earnings and Occupations

- College graduates age 25 and over earn nearly twice as much as workers who stopped with a high school diploma.
- College graduates have experienced growth in real (inflation-adjusted) earnings since 1979. In contrast, high school dropouts have seen their real earnings decline.
- From 1979 to 2000, the earnings of college-educated women grew nearly twice as fast as the earnings of men, but these women still earn less than men.
- The unemployment rate for workers who dropped out of high school is nearly four times the rate for college graduates.

## A list of educational alternatives

Kansas DropINs, a dropout prevention initiative within KSDE, maintains a list of alternative education opportunities available in Kansas on their website: http://community.ksde.org/Default.aspx?tabid=4326

Additional educational alternatives may be available at the local level.

# EXAMPLES

## PROGRAM SUBMISSIONS

- Johnson County Community College Adult Education

  ° Customer Care Phone Script

  ° ESL Brochures
    * English Version
    * Spanish Version

- Neosho County Community College

  ° Consent to Release or Obtain Records

# Johnson County Adult Education Phone Script

Johnson County Adult Education. How may I help you?

### *Who are we?*

Adult Basic Education is sponsored by Johnson County Community College (JCCC) and the Johnson County Library.

### *What do we offer?*

- Free instruction: small fee for materials ($50.00 for GED/ABE $110.00 for ESL)
- Basic skills instruction in
    - Reading, writing, math, science and social studies
    - Opportunities to improve computer skills
    - Job readiness skills
    - General Education Development (GED) test preparation
    - A study plan made to meet your individual learning needs
    - Self-paced, one-on-one instruction
    - GED graduation ceremony upon successful completion of the GED test. **Please call us to register you for the annual GED graduation ceremony.
- ESL classes – focus on life skills and job readiness. We offer level 0 to level 3 and an English Connection class for someone looking to enter the GED prep class after completing the ESL classes. You will attend registration, then testing to determine the class level you are in. Classes begin in August or January and end in May. There is a books and materials fee of $110.00 that is due the first day of testing, all instruction is free.
- Outreach classes located in community centers close to where you live
- Small classes with friendly people who are also seeking basic skills to improve their lives
- A Transition Coach to assist you with future goals and plans
- Volunteer tutors in the GED classroom provide one-on-one attention. Volunteers in the ESL classes help with individual and group work within the classes.

***Who can attend?***

ABE/GED: The program is designed for adults 16 and older who are no longer in school. Classes are small and you will receive individualized attention. Learn at your own pace- you will not be measured against others.

ESL: Students 18 and older are assigned to classes with others who speak English at about the same level. Four levels of classes are offered. Placement in a class is determined by test scores.

***Why take the GED test?***

Passing the GED test and earning a Kansas state high school diploma opens doors. You will have opportunities available to you like entering directly into the workforce to more responsible, better-paying jobs; or you may choose to continue your education and enroll in college classes.

***Where?***

GED Classes are offered at four locations. ESL classes are offered at two locations. What area do you live in? That will help me determine which location would work best for you.

***When?***

GED classes - We hold classes Monday-Thursday between the hours of 9 a.m.-1 p.m. and 5 p.m.- 9 p.m. You will choose which days of the week and hours that you wish to attend. Plan to attend at least eight hours per week, but you are welcome to attend as many hours as you would like. We are here to help you with whatever you need to complete the GED/ABE program successfully.

ESL classes – We hold classes Monday through Thursday from 9 am to 12 noon or 12:30 pm to 2:30 pm and from 6 pm to 9 pm on Monday and Wednesday or Tuesday and Thursday. We also offer computer labs before or after each afternoon and evening class session.

***How?***

GED - To get started you will need to attend one of our orientations (look at the schedule). Attendance is required for both days, three hours each day. To sign up you will need to come to one of our locations. There is a $50.00 materials fee for ABE/GED classes, which is non- refundable, due at the time of registration. We accept money orders and checks payable to JCCC. We DO NOT accept cash for security reasons. If you would like to pay with a credit card, you may do so at the location.

ESL – Registration is held over 4 days from 9:30 to 12:30, and 5:30 to 7:30. We only ask for a name and phone number. You must come in person to register; no phone registrations are taken. You can bring someone with you to translate.

When you register we will give you a card that shows two days of testing that you must attend. If you do not register on the days provided, you cannot test or attend classes. You test scores determine your level placement.

ESL – you must be 18 to attend.

GED - Are you 18?

- If yes, then please bring a valid government issued id with you (driver's license, state ID card, Passport).
- If no, then you will need a high school attendance disclaimer form from the public high school in the school district where you currently live.  In addition, I will need to see a valid government issued ID.

### *GED - Orientation*

At the orientation you can expect to learn about our program and take assessment tests. The assessment tests are used as a guide for creating your individual learning plan. The instructor will discuss this with you at your individual one-on-one meeting. During this time you will also discuss your schedule for class.

### *ESL – Orientation and Testing*

Orientation and testing will be held over two days. At orientation you will receive a student handbook with all information about the student attendance policy and answers to many questions about the program. The $110 books and materials fee will be due at this time and must be paid with a check or money order. We do not take credit or debit cards. We DO NOT accept cash for security reasons.
Do you have any questions? Do you want me to repeat anything? Would you like a brochure?
Thanks for calling and feel free to call back with any additional questions.

# Johnson County Community College Adult Education ESL Brochure– *English*

**These are basic classes.**
**Advanced ESL classes are available at Johnson County Community College.**

**For more information, call 913-469-8500, ext. 4386.**

## Citizenship

One of the requirements to become a citizen of the United States is the ability to read, write, understand and speak English. Enrollment in Johnson County Adult Education English as a Second Language classes is often the first step on the path of becoming a U.S. citizen.

Individuals with an advanced ability to read, write, understand and speak English can refer to the United States Citizenship and Immigration Services website, www.uscis.gov, for information about the U.S. naturalization process, requirements and procedures.

Separate citizenship classes are not offered with this program at this time.

## Class Locations and Times

### West Park and Center of Grace

**Monday, Tuesday, Wednesday and Thursday**
Time: 9:00 a.m.-12:00 p.m.
Classes start:     Monday, January 23
Classes end:       Thursday, May 4

**Monday and Wednesday**
Time: 6:00 p.m.-9:00 p.m.

Classes start:  Monday, January 23
Classes end:     Wednesday, May 3

**Tuesday and Thursday**
Time: 6:00 p.m.-9:00 p.m.
Classes start:  Tuesday, January 24
Classes end:     Thursday, May 4

### West Park

**Monday, Tuesday, Wednesday and Thursday**
Time: 12:30 p.m.-2:30 p.m.
Classes start:     Monday, January 23
Classes end:       Thursday, May 4

**JOHNSON COUNTY**
**COMMUNITY COLLEGE**
12345 College Blvd.
Overland Park, KS 66210-1299

913-469-7621
www.jccc.edu/adulteducation

# Johnson County Adult Education ESL

## English as a Second Language Classes

Sponsored by Johnson County Community College
Johnson County Library

**Spring 2017**

## Johnson County Community College Adult Education ESL Brochure– *English*

### ESL Classes

Whether you speak little or no English, JCCC offers free English as a Second Language classes at your level. There is a material fee. Classes fill quickly. No student is guaranteed a place in class.

**ESL classes are available for:**

- Permanent Kansas residents.
- Adults 18 years or older.
- Adults with student or tourist visas are **not** eligible.

**Expectations:**

- Students must **register** for an orientation session.
- Students must attend a two-day, three hours each day, **orientation and testing session**.
- Good attendance is required.
- Students must be able to attend classes consistently until May 4.
  - If students stop attending classes before May 4, they may not be readmitted for the next session in August.
- Students must be able to be in class on time.
- Students need to attend classes at the same location where they had orientation and completed the tests.
- **ALL STUDENTS** must pay a book and material fee on the second day of orientation to reserve a place in class. Material fees are **not** refundable.
- Students must be in class on the first day of class.

### Registration

- Sign up for an orientation session at the location you want to attend classes.
  - There are two locations for classes:
    - West Park in Overland Park
    - Center of Grace in Olathe

**(You can not attend classes at both locations.)**

- You must sign up in person and can not sign up friends or relatives.
- You can not sign up by telephone.
- You will be given an appointment card listing the days and times of your orientation and testing.
- You must come to both days of orientation and testing.
- Bring your appointment card with you.
- Arrive on time.
- If you come late, you will be rescheduled for the next available orientation and testing only if space is available.

**Registration Dates for West Park and Center of Grace**

| January 4 | Wednesday | 9:30 a.m.-12:30 p.m. 5:30 p.m.-7:30 p.m. |
|---|---|---|
| January 5 | Thursday | 9:30 a.m.-12:30 p.m. 5:30 p.m.-7:30 p.m. |
| January 9 | Monday | 9:30 a.m.-12:30 p.m. 5:30 p.m.-7:30 p.m. |
| January 10 | Tuesday | 9:30 a.m.-12:30 p.m. 5:30 p.m.-7:30 p.m. |

### Orientation and Testing Schedule

Reminder: You must make an appointment to attend Orientation and Testing. Bring your appointment card with you.

**You must attend both days.**

#### Center of Grace
520 South Harrison
Olathe, Kansas
913-469-3200

**Wednesday and Thursday**
January 11 and 12     9:00 a.m.-12:00 p.m.
    5:30 p.m.-9:00 p.m.

**Tuesday and Wednesday**
January 17 and 18     9:00 a.m.-12:00 p.m.
    5:30 p.m.-9:00 p.m.

#### West Park Adult Education Center
9780 West 87th Street
Overland Park, Kansas
913-469-7687

**Wednesday and Thursday**
January 11 and 12     9:00 a.m.-12:00 p.m.
    5:30 p.m.-9:00 p.m.

**Tuesday and Wednesday**
January 17 and 18     9:00 a.m.-12:00 p.m.
    5:30 p.m.-9:00 p.m.

# Johnson County Community College Adult Education ESL Brochure– *Spanish*

Estas clases son básicas. Clases de inglés avanzado disponibles en JCCC. Para mayor información llamar al 913-469-8500, ext. 4386.

## Ciudadanía

Uno de los requisitos para obtener la ciudadanía de los Estados Unidos es la habilidad de leer, escribir, entender y hablar inglés. En muchas ocasiones, el primer paso para obtener su ciudadanía es registrarse en clases de inglés como segundo idioma en el programa de Johnson County Adult Education. Actualmente no ofrecemos clases de ciudadanía con nuestro programa.

Los individuos con un nivel avanzado en lectura, escritura, entendimiento y habla del idioma inglés, pueden referirse al sitio web de United States Citizenship and Immigration Services (USCIS), www.uscis.gov para información sobre el proceso de naturalización, requisitos, y procedimientos. Para más información llamar al 913-469-7621.

## Lugar y Horario de Clases

### West Park y Center of Grace

**Lunes, Martes, Miércoles y Jueves**
Hora: 9:00 a.m.-12:00 p.m.
Inicio de clases: Lunes 23 de Enero
Fin de clases: Jueves 4 de Mayo

**Lunes y Miércoles**
Hora: 6:00 p.m.-9:00 p.m.
Inicio de clases: Lunes 23 de Enero
Fin de clases: Miércoles 3 de Mayo

**Martes y Jueves**
Hora: 6:00 p.m.-9:00 p.m.
Inicio de clases: Martes 24 de Enero
Fin de clases: Jueves 4 de Mayo

### West Park

**Lunes, Martes, Miércoles y Jueves**
Hora: 12:30 p.m. -2:30 p.m.
Inicio de clases: Lunes 23 de Enero
Fin de clases: Jueves 4 de Mayo

## Johnson County Adult Education ESL

### Clases de Inglés como segundo idioma

Patrocinado por Johnson County Community College
Johnson County Library

**Primavera 2017**

**JOHNSON COUNTY COMMUNITY COLLEGE**

12345 College Blvd.
Overland Park, KS 66210-1299

**913-469-7621**
**www.jccc.edu/adulteducation**

## Johnson County Community College Adult Education ESL Brochure– *Spanish*

### Clases de Inglés ESL

Ya sea que usted hable poco o nada de inglés, JCCC le ofrece clases de inglés gratuitas a su nivel. Solamente deberá pagar por el material para su clase. Los cupos se agotan rápidamente. Ningún estudiante tiene cupo garantizado en la clase.

### Clases de inglés disponibles para:

- Residentes permanentes de Kansas (adultos con visa de turista o de estudiante no son elegibles)
- Adultos – mayores de 18 años

### Requisitos

- Registrarse para una sesión de orientación
- Asistir a dos días de orientación y exámenes, 3 horas cada día
- Asistencia regular es requerida
- Asistir regularmente a clases hasta el 4 de Mayo inclusive
  - Si deja de asistir a clases antes del 4 de Mayo, podría no ser admitido para la sesión de Otoño en el mes de Agosto
- Llegar a tiempo a clase
- Asistir a clase en el centro donde se presente a tomar su orientación y exámenes
- TODOS LOS ESTUDIANTES deben pagar por sus libros y materiales para la clase el segundo día de orientación, lo cual reservará su cupo en el programa. El monto por libros y materiales no es reembolsable.
- Debe presentarse el primer día de clase.

### Inscripción

- Inscríbase para una sesión de orientación en el centro de su preferencia (no puede asistir clases en ambos centros al mismo tiempo)
  - Hay dos centros para clases:
    - West Park-Overland Park
    - Center of Grace – Olathe
- Debe presentarse personalmente para la inscripción, no puede inscribir a familiares o amigos.
- No se reciben inscripciones por teléfono.
- Se le entregará una tarjeta donde se especificará los días y horas de su cita para la orientación y exámenes. Debe traer esta tarjeta el día de su cita.
- Debe presentarse los dos días de orientación y exámenes.
- Debe presentarse a tiempo. Si llega tarde, se le dará una cita nueva pero solamente si hay espacio disponible en las siguientes sesiones de orientación.

### Fechas de Inscripción

| Enero 4 | Miércoles | 9:30 a.m. to 12:30 p.m. 5:30 p.m. to 7:30 p.m. |
|---|---|---|
| Enero 5 | Jueves | 9:30 a.m. to 12:30 p.m. 5:30 to 7:30 p.m. |
| Enero 9 | Lunes | 9:30 a.m. to 12:30 p.m. 5:30 p.m. to 7:30 p.m. |
| Enero 10 | Martes | 9:30 a.m. to 12:30 p.m. 5:30 to 7:30 p.m. |

### Calendario de exámenes y orientación

Recordatorio: Debe registrarse para orientación y tomar sus exámenes.

**Debe asistir ambos días, debe traer su tarjeta de cita**

**Center of Grace**
**520 South Harrison**
**Olathe, KS  66061**
**913-469-3200**

| Miércoles y Jueves Enero 11 y 12 | 9:00 a.m.-12:00 p.m. 5:30 p.m.-9:00 p.m. |
|---|---|
| Martes y Miércoles Enero 17 y 18 | 9:00 a.m.-12:00 p.m. 5:30 p.m.-9:00 p.m. |

**West Park Adult Education Center**
**9780 West 87th Street**
**Overland Park, KS  66212**
**913-469-7687**

| Miércoles y Jueves Enero 11 y 12 | 9:00 a.m.-12:00 p.m. 5:30 p.m.-9:00 p.m. |
|---|---|
| Martes y Miércoles Enero 17 y 18 | 9:00 a.m.-12:00 p.m. 5:30 p.m.-9:00 p.m. |

## NEOSHO COUNTY COMMUNITY COLLEGE – CONSENT TO RELEASE OF OBTAIN RECORDS

### Adult Education

**Consent to Release or Obtain Records**

_____  _____  _____
Name                                                    Date of Birth                         Social Security Number

I hereby give my permission for the Adult Education Center to release or obtain information or records that pertain to my course of study and/or to accommodations or equipment that may be useful for me.

I understand that the records to be disclosed include my social security number and other personally identifiable information from my education records and educational information relating to my studies, including, but not limited to attendance and progress.

Please initial beside the following agencies or persons you want information released to or obtained from:

| **Permission to release information to:** | **Permission to obtain information from:** |
|---|---|
| _____ Parents, List name(s): _____ | _____ Parents, List name(s): _____ |
| _____ Spouse, List name: _____ | _____ Spouse, List name: _____ |
| _____ Employer, List employers name: _____ | _____ Employer, List employers name: _____ |
| _____ DCF, List caseworkers name: _____ | _____ DCF, List caseworkers name: _____ |
| _____ Probation/Parole officer, List officers name: _____ | _____ Probation/Parole officer, List officers name: _____ |
| _____ Educational Institutions (Colleges) | _____ Educational Institutions (Colleges) |
| _____ Other, Kansas Adult Education Center | _____ Other, Kansas Adult Education Center |
| _____ Other, please specify names _____ | _____ Other, please specify names _____ |

This information may not be redisclosed to others. I understand that I may discontinue this agreement at any time by simply informing Eastern Kansas Adult Education, in writing, that they no longer have my permission to disclose or obtain information about me. This permission expires one year from date of signature, unless otherwise noted. Expiration date (specify if desired) _____

_____                    _____
Student Signature                                                        Date

_____                    _____
Parent Signature (If student is 16 or 17)                 Date

# FAQs

## Compulsory Attendance

**Question 1: Why are there multiple forms?**
Only the "Compulsory Attendance Disclaimer" is required by law. However, it applies only when a parent agrees to allow the student to quit school. The "Compulsory Attendance Exemption Form" provides a record for recording any one of the three statutory basis for exemption from school attendance.

**Question 2: Do the 16 and 17 year olds who now have a permit for GED testing, have to get a disclaimer/court order?**
Questions concerning GED® testing and 16 and 17 year olds should be directed to the Kansas Board of Regents High School Equivalency State Administrator at TWood@ksbor.org, or 785-368-8333.

**Question 3: What about home schooled adolescents? Do they need a disclaimer?** YES, but here is where it gets a little confusing. If they continue in home schooling, they don't need a disclaimer, but aren't eligible for adult education or GED testing. If they have graduated from their home school, they are eligible for adult education or GED testing and still don't need a disclaimer. A graduation certificate from their home school is acceptable if it is signed by their parent as principal. However, if they are not currently being home schooled and have not graduated from their home school, the parent signs the disclaimer as both parent and principal.

**Question 4: What about a youth who moves in from another school district or state? Do they need a disclaimer?**
YES. The school district they have moved into does the "final counseling session," and then the school official, the parent and youth sign the disclaimer.

**Question 5: What if they are living with a friend and aren't in touch with their parents?**
The adult they are living with should be the "person acting as parent." It is up to the school to determine if the adult can give permission.

**Question 6: Does the testing center take the youth's disclaimer?**
NO. The youth should be required to give the testing center or adult education center a photocopy of it, and it should be placed in the youth's file. The youth may need to obtain a copy of the disclaimer from his or her school district.

**Question 7: Does an emancipated youth need a disclaimer form?**
NO. According to Mr. Rod Bieker, an attorney in the Kansas State Department of Education, when a child is emancipated, he is made an adult in the eyes of the law. It is as if they turned 18 the moment the judge signs the emancipation document. The emancipated youth must provide "legal proof of emancipation" as stated in statute.

**Question 8:  Does a married minor automatically become emancipated sufficient to allow them to avoid the requirement that they obtain parental consent in order to avoid compulsory attendance laws by signing the required consent forms for themselves (instead of their parents)?**

SHORT ANSWER:  It does not appear that a married minor has the authority to provide such consent unless they have also been legally emancipated or some specific law provides for such a consent. While K.S.A. 38-101 and 38-108 recognize that a married minor of 16 or older may legally sign and be bound to certain contracts, marriage by a minor pursuant to K.S.A. 23-2505 does not automatically make them "adults" or emancipated for all purposes.  If the minor wants to legally be considered an adult for all purposes, the minor needs to seek full emancipation through K.S.A. 38-108 and 38-109, which requires filing a petition with a court.

NOTE:  This is KBOR attorney's interpretation of statute and should not be considered legal advice.

**Question 9:  Does the disclaimer for the school district have to look exactly like the one that was sent us?**
NO. They can put it on their own stationary and leave it unchanged. However, there is nothing to say that they can't completely design their own disclaimer as long as it covers the necessary points as outlined in the law and shown on the form.

**IF YOU HAVE SPECIFIC SITUATIONS FOR WHICH YOU NEED LEGAL ADVICE, YOU SHOULD CONTACT THE ATTORNEY REPRESENTING YOUR INSTITUTION.**

# PRE-ENROLLMENT ESSENTIAL ELEMENTS RATING SCALE

A. Learner inquiries are handled with warmth and professionalism.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

B. Talking points for inquiries are used. (Specifics are located in the Initial Contact Section).

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

C. Program options are explained and questions are answered.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

D. Information or descriptive materials are handed out, mailed or emailed.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

E. Orientation and referrals to other supporting agencies may be scheduled as needed.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

# Orientation Index

# INTRODUCTION

Orientation provides students a formal welcome and introduction to the adult education program. Persons attend orientation as an entry to adult basic education (ABE), adult secondary education (ASE), or English as a Second Language (ESL*) classes. For most adult learners, completing the Orientation Component is their first class with the program.

> **\*ESL may also be referred** to as English Language Learners (ELL) or English Language Acquisition (ELA).

# GOALS AND INTENDED OUTCOMES

## Program staff will:

1. Ensure the enrollment and orientation materials are completed.
2. Educate learners on the relevance of assessment for accurate class placement and planning.
3. Orient learners on policies, procedures and facilities.
4. Identify the adult learners' interests, needs, and expectations.
5. Acquaint learners with staff and other learners at the adult education center.
6. Introduce the relationship between the adult education program's services and the learners' future career and postsecondary success.

# PROCEDURES

## Staff Preparation

1. Review the roster of expected learners, if utilized.
2. Ensure that meeting space is available and technology is functional (i.e., document projector or white board).
3. Plan an agenda of orientation objectives to handout to learners.
4. Check handout materials for accuracy and a sufficient number of copies.
5. Create learner files.
6. The Orientation Essential Elements Rating Scale is located in the Example section.

## Time Requirements

Kansas Adult Education programs determine their own orientation agendas and schedule orientation sessions to accommodate both the program and student needs. Times vary by program but range from 6 to 15 hours.

## Sequence *(Will vary by program)*

**IMPORTANT:** Prior to the Orientation session, confirm that all 16 and 17 year olds seeking Adult Education services have the exemption and disclaimer documents required within the state of Kansas allowing them to proceed with enrollment in an Adult Education program.

1. Welcome the adult learners and provide an agenda, as determined by program.

2. Assist learners to ensure accurate completion of the enrollment and orientation materials.

3. Double check learner documents for accuracy and signatures. (NOTE: Always maintain confidentiality and security.)

4. When a release is requested, students must not be required to sign a release in order to attend the program.

5. Explain the program specific policies and procedures, including but not limited to attendance, assessments, codes of conduct, and student and staff expectations. A facility tour could be provided.

6. Engage students in an icebreaker activity if appropriate.

7. Provide big picture description of Adult Education including such topics as:

   - Reasons for attending classes
   - How adult education services differ from postsecondary and high school
   - Description of instruction
   - Learning styles
   - Information on learner and program expectations
   - Kansas High School Equivalent credential issued by Kansas Board of Regents
   - Personal accountability
   - Transition planning options
   - Community involvement

8. Identify potential roadblocks and strategize ways to overcome them.

9. Administer assessments (See Assessment Section).

10. Introduce goal setting and its relevance to learner achievement and career and postsecondary success.

11. Individually discuss assessment results and set goals during the educational planning meeting*. ***Goals should be reviewed with all students on a regular basis.***

12. Program administration will identify and share with staff best practices on serving students with disabilities. Learners may not be aware that Adult Education programs are required to provide accommodations to individuals with disabilities. These requirements are described in the Americans with Disabilities Act (ADA) ([www.ada.gov](www.ada.gov)).

## *Educational Planning Meeting (EPM)*

It is essential that programs regularly discuss instructional progress and program goals. This should be done at a minimum each session.  Goals to be discussed include GED, postsecondary, employment, citizenship, etc.  EPM are also known in different programs as conferences, consultations, etc. EPMs allow staff to emphasize the importance of attendance and communication as well as other programmatic policies.  Learners also have an opportunity to share concerns, anxieties, or ask questions in a confidential setting.  *It is the responsibility of adult educators to provide learners with honest feedback regarding their assessment results and goal progress.*

## Persons with Disabilities Resources

Kansas Adult Education is committed to meeting the requirements of the Americans with Disabilities Act and Section 504 of the 1973 Rehabilitation Act, which applies to students with disabilities enrolled through any entity receiving federal funds.

Prospective students must be informed that the Adult Education program is required to provide an otherwise qualified individual with a documented disability "reasonable" accommodations when requested.

This information should be included in written materials, as well as during verbal communication with prospective students.  At no time should staff single out an individual within a group to ask about disability status.  Staff should, however, make a general announcement that, with documentation of a disability, "reasonable" accommodations will be made upon request.

Programs may make accommodations for instruction at the local level.  GED testing and other assessments require extensive documentation through an external entity.

## Student Responsibilities:

- Communicate with your teacher if:
  - You took special education classes in school.
  - You had an IEP in school.
  - You know what has helped you learn best in the past.

**Reference Sheet:**

## Americans with Disabilities Act and Section 504:
### *Implications for Individuals with Disabilities in Adult Education*

The ADA applies to all individuals in the U.S. who have a disability. The ADA and section 504 make it against the law to stop a qualified person with a disability from getting a job, participating in educational activities or accessing settings.

A person is considered disabled if that person (a) has a physical or mental impairment that substantially limits one or more of the major life activities of the individual; (b) has a record of such impairment; or (c) is regarded as having such an impairment. (Section 3 (2))

Impairment is "any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities." (See 29 CFR 1630.2h)

Major life activities include walking, seeing, breathing, working, and learning. Examples of disabilities include orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, emotional illness, specific learning disabilities, and HIV disease.

Programs must address access and accommodations for individuals with disabilities on an individual basis.

Accommodations means "to adapt or adjust." Job or educational accommodations include changes in the way you complete tasks or work. The changes may be in the time allowed when a task is completed, and how the task is completed (e.g., use a tape recorder to record your answers rather than write them). Educators and employers are required to provide accommodations.
Programmatic access means programs must provide alternative methods of accessibility if the environment limits access.

The requirements of ADA are similar to those outlined in Section 504. ADA is more comprehensive and applies to both public and private institutions and businesses. Section 504 applies to institutions receiving federal funds.

Qualified person means that the person has the skills to do the work (as on a job) or to learn the material (as in a school).

Americans with Disabilities Act of 1990. 42 USC 1201 (1990).

Section 504. Rehabilitation Act of 1973. 29 USC 794 as amended (1973).

# RESOURCES

- Welcome to Getting Results. How can you be as effective as possible?
    - \* Module overview
      http://special.league.org/gettingresults/web/module0/overview/index.html

    - \* Creating a Community of Learners
      http://special.league.org/gettingresults/web/module1/introduction/index.html

- National Center for the Study of Adult Learning and Literacy:
  ***The research dissemination efforts of the National Center for the Study of Adult Learning and Literacy (NCSALL) ended on March 31, 2007, with the end of the federal funding.*** *The research publications, Focus on Basics, training and teaching resources, and other materials continue to be available for download from this Web site. These materials are no longer available in print.*

    - \* Subject Index:
      www.ncsall.net/index.php@id=38.html

# EXAMPLES

- Lifelong Learning
- Education and Employment Punctuality Pointers
- Relationship Map
- Roadblocks to Success

# PROGRAM SUBMISSIONS

- Johnson County Community College
    * English Class Handbook

- Neosho County Community College
    * Student Contract
    * Counseling Documentation Form
    * Progress Contract

# Lifelong Learning



**LIFELONG LEARNING MODEL FOR ADULTS**

**Adult Education Center Opportunities**

Orientation

Assessment

Basic Skills

High School Equivalency

Skills for Work

English as a Second Language

**Post Secondary Education and Training Options**

Area Technical College

Community College

College

University

**Life Options**

Job

Career

Community
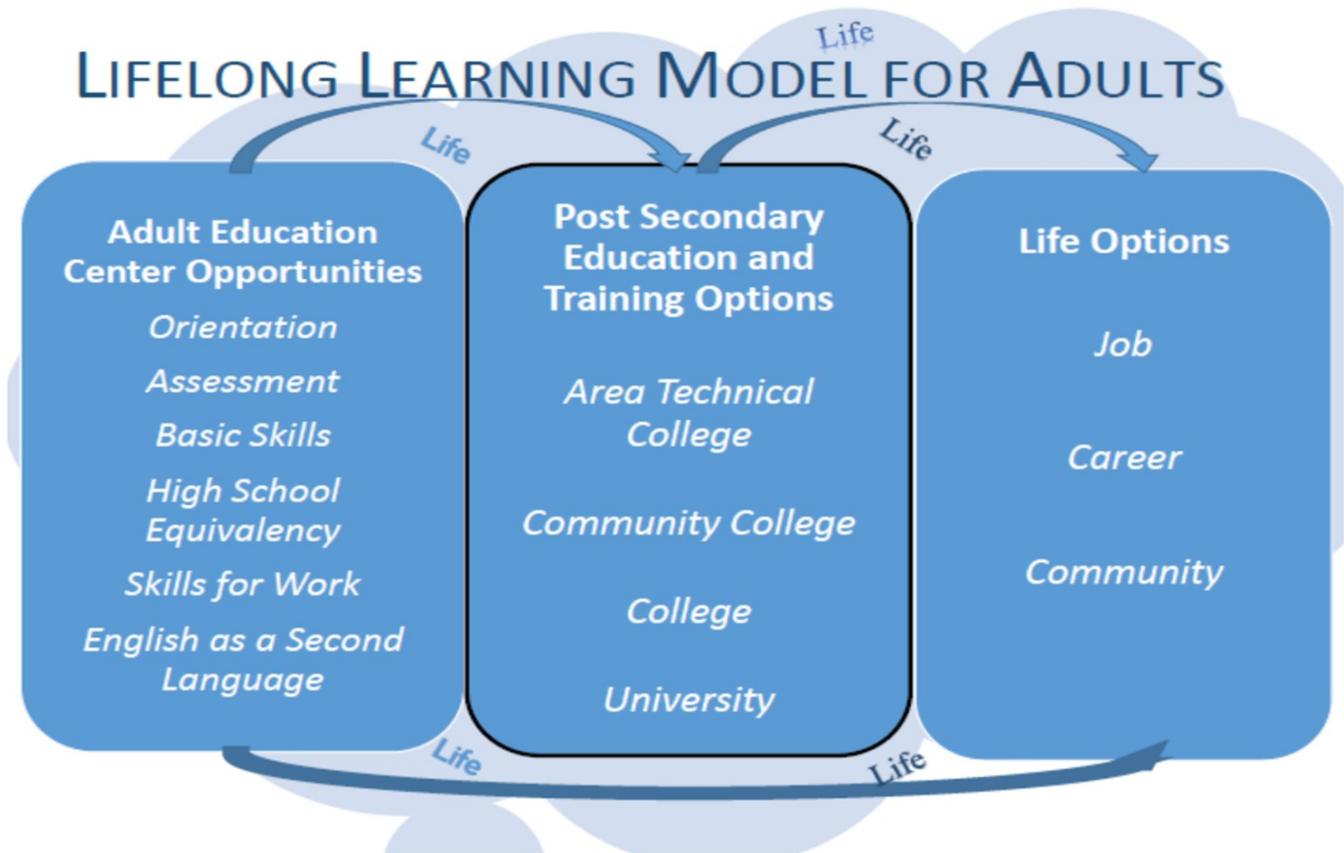
# Education and Employment Punctuality Pointers

It is true that, as the anonymous author stated, *"There are not two worlds, education and work. There is ONE world: LIFE!"* An important element of demonstrating your motivation is to maintain regular attendance and punctual arrival whether in the classroom or on the job. This is easily accomplished at the beginning of the session or when newly hired, but sometimes becomes more difficult to maintain the motivation on being on time. Incorporating the following tips could help get you to class or the job on time:

**Arrive at class or work five to ten minutes early**
Getting to work 10 minutes early shows your teacher or your supervisor that you have a positive attitude. When arriving late, it looks like you don't care or that you can't manage your time. To figure out how much time you need to prepare to arrive early, make a test run before your first day. Do everything you need to do in advance so you can start your day prepared.

**Miss class or work only when sick or in an emergency**
You shouldn't miss class or work just because you don't feel like going, something exciting comes up or you are just having a bad day. If you do have to miss work, inform your teacher or your supervisor and follow the classroom or employer attendance policies.

**Arrive to class or work ready to begin**
Be ready to learn and work when begin your class or job. Your time is valuable and you cannot get the time back that is lost. Begin at the scheduled time. You are in class to learn, your employer is paying you for your work, not to hang out and visit with classmates or co-workers.

**Inform your instructor or ask permission when it is necessary to leave early**
The more time you provide your teacher or supervisor for requested time away from class or the job, the better. If your request is denied, don't call in sick or not show up. Your teacher or supervisor will know why you skipped and it could affect your grade and your continued employment.

# Relationship Map

Put your name in the center.  Put those people who are closest to you in the next circle.  These are people with whom you spend the most time.  Include family members, teacher, friends, neighbors, service provider, etc.  In the next circle, put people who spend some time with you, but not as much as those in the first circle.  In the last circle, put people you spend even less time with than those in the second circle.

**Your Name**
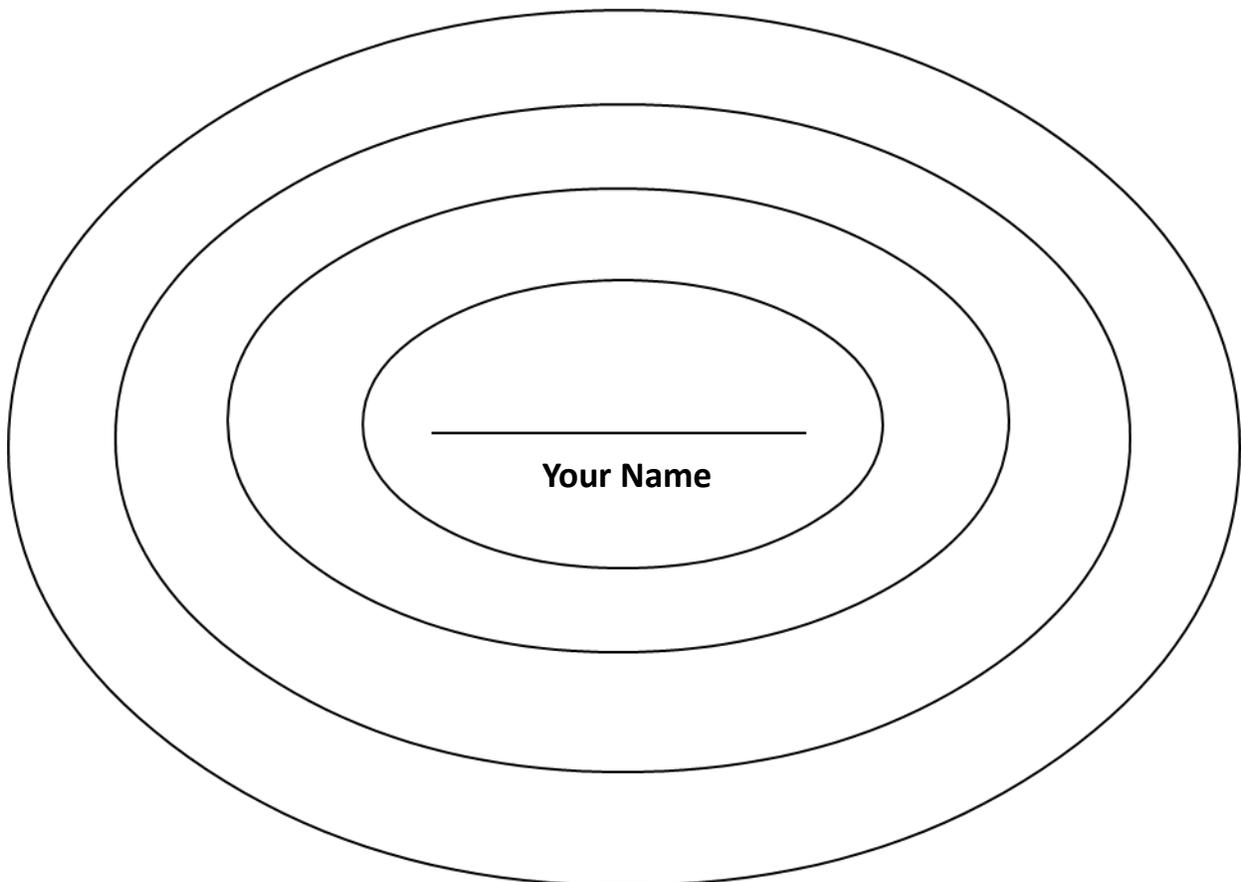
* Who spends the most time with you?  Family? Friends? Professionals?

* Do you want to change this?

# Frequent Roadblocks to YOUR Success

| | |
|---|---|
| I don't know anyone in the class. | I have too many family problems. |
| I'm going to have a baby. | I don't like the other students who go here. |
| It will take too long to finish. | I can't learn unless someone helps me. |
| None of my friends are going to school. | My spouse / boyfriend / girlfriend / parent / or guardian won't like it. |
| I won't have any time for myself. | I don't have transportation. |
| I need to get a job. | I found a job. |
| I can't pay for child care. | My car broke down. |
| I don't have time. | I don't need to learn this stuff. |
| I am not smart enough. | I don't like school. |
| I am too embarrassed. | I have health problems. |
| I am too old to learn. | My kids are sick. |

# Johnson County Community College Adult Education
# English Class Handbook



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### Orientation & Testing
**(2 days, 6 hours)**

Helps us decide which class is best for you.

☐ Class 0
☐ Class 1
☐ Class 2
☐ Class 3

**Day 1**
✓ Student Information
✓ Class Information
✓ Program Information
✓ Testing

**Day 2**
✓ Testing
✓ Class Placement
✓ Purchase Books

---

### How long are the classes?

Fall/Autumn
1st Semester

Start/Begin

September 2016

---

### How long are the classes?

Winter
1st Semester

End/Finish

December 2016

**Can I change classes?**

**Yes, if there is space.**

- Ask your teacher.

_____
_____
_____
_____
_____
_____
_____

**BOOKS**

- Must buy
- Must buy from us
- Must buy before classes start

◇ Cost of books includes a material fee

_____
_____
_____
_____
_____
_____
_____

**How can I pay for the books and materials fee?**

YES

NO

Check or Money Order

Cash, Debit or Credit Card

_____
_____
_____
_____
_____
_____
_____

**You need to practice...**

Listening        Speaking

Radio, T.V., Movies, Web Sites      Friends, Family, Co-workers

_____

_____

_____

_____

_____

_____

_____

**You need to practice...**

Reading        Writing

Newspapers, magazines, books, Internet articles    E-mail, applications, explanations, stories

_____

_____

_____

_____

_____

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_____

**Do your homework.**

_____

_____

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_____

_____

# Neosho County Community College Adult Education

**Student Contract**

*Attendance Policy*
The Adult Education Center class attendance is based on a "3 strikes and you're out" policy. Classes operate on an 8-week schedule. <u>Students may incur three unexcused absences.</u> Upon a fourth unexcused absence, the student may, at the discretion of the instructor, be dismissed from the current 8-week class session and required to begin the next available class session. If a student is late to class (more than 15 minutes, unless previously arranged) an absence may be counted against them. **If you are not in class, you are missing the material that is being taught, which will cause you to take more time to reach your goals.**

*Benefits of attending class:*
- If I attend regularly and have a good attitude, my chances of reaching my immediate, long-term and career goals will increase.
- I will meet different people and learn from their experiences as well as my own.
- Reaching my educational goals will help me feel better about myself and give me confidence to set even higher goals.
- Proper use of learning strategies allows me to learn more here, on the job, and in educational settings.
- Attaining my goals allows me to gain further training and/or education. I will be better prepared to find a job or improve in the job I have.
- My active participation at the Adult Education Center will improve my quality of life.

*Commitments:*
- I realize that reaching my learning goals will take time and I may need to attend more than one 8 week session.
- I plan to attend every scheduled session.
- If I must be absent or late, I will call the Adult Education Center.
- I will talk to the staff about problems I have completing my learning plan and we will work together to find a solution.

*Adult Education classes are in session Monday through Thursday, 9am to 12pm, 1pm to 4pm, and 4pm to 7pm.*


_____     _____
Date                               Student's Signature


_____     _____
Date                               Parent or Guardian Signature


_____     _____
Date                               Instructor Signature

# Neosho County Community College Adult Education
# Counseling Documentation

Student Name _____          FY_____

***Orientation Counseling***-*completed during orientation or 1ˢᵗ class week after TABE testing.*

| Date | Counselors' Initials | |
|------|------------------------|---|
| | | **Discussed TABE pre-test scores.** |
| | | **Immediate Goals:** |
| | | |
| | | |
| | | |
| | | |

***End of Session Goal Counseling***-Completed at the end of the session after TABE testing.

| Date | Counselors' Initials | |
|------|------------------------|---|
| | | **Discussed TABE progress-test scores.** |
| | | **Any new goals?** |
| | | |
| | | |
| | | |
| | | |

Exit Counseling-Completed upon exit from the program.

| Date | Counselors' Initials | |
|------|------------------------|---|
| | | **Discussed TABE post-test scores.** |
| | | **Next Steps?** |
| | | |
| | | |
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| | | |

# Neosho County Community College Adult Education

Other Counseling Notes

| Date | Counselors' Initials | |
|---|---|---|
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# Neosho County Community College Adult Education

**Progress Contract**

The following requirements must be met to remain enrolled in Eastern Kansas Adult Education program:

- Obtain an educational gain in Math or Reading, within six months from enrollment date
- Show continuous educational progress by increasing Math or Reading scores every 8 weeks
- Show respect to all adult education instructors, staff, and students
- Retain a positive attitude while enrolled in the adult education program
    - <u>What is a positive attitude</u>? On the surface, attitude is the way you communicate your mood to others. When you are optimistic and anticipate successful encounters, you transmit a positive attitude and people usually respond favorably. When you are pessimistic and you expect the worst, your attitude is negative and people tend to avoid you. Inside your head, where it all starts, attitude is mind-set. It is the way <u>you</u> look at things.
    - Complaining, whining, and negativity **will not** be tolerated.
- Adhere to the student contract and attendance policy.
- Students who are repeatedly dismissed from the program may be permanently dismissed.

I understand the above stipulations and understand I can be dismissed from the program at any time.


_____          _____

Student Signature                                                                    Date

# FAQs

**Question 1.  Where can I locate additional ADA information concerning testing accommodations?**

The Department of Justice (Department) published revised final regulation implementing the ADA for title II (State and local government services) and title III (public accommodations and commercial facilities) on September 15, 2010.  These rules clarify and refine issues that have arisen over the past 20+ years and contain new an updated requirements.
www.ada.gov/regs2014/testing_accommodations.html

# ORIENTATION ESSENTIAL ELEMENTS RATING SCALE

A. Orientation scheduled regularly.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

B. Enrollment materials are completed prior to orientation.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

C. Release of information forms are completed for relevant educational records.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

D. Learners identify goals for participation.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

E. Instructional options are described (if applicable).

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

F. Learners problem solve options to address roadblocks that might arise (e.g. childcare, transportation, illness, and weather).

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

G. The learners leave with a clear understanding of program services available.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

*This page is intentionally blank.*

# Assessment Index

# INTRODUCTION

Assessment provides the learners and instructors with much of the information for efficiently and accurately matching learners' knowledge, skills and abilities to appropriate curriculum and instructional services.  All state policies and procedures regarding assessment are included in Section 11/Assessment Policy located in the Kansas Adult Education Policy Manual.  Assessment training is provided through a combination of local and state staff.

# GOALS AND INTENDED OUTCOMES

Each Kansas adult education program's goal is to determine the curriculum, instruction, and services appropriate for each learner.  Assessments are positive opportunities that contribute to the learner's success. Adult learners typically report some nervousness, apprehension or anger about testing and may have experienced outcomes in the past that were interpreted as successes or failures.  Instructors need to emphasize that the assessment is a tool to identify the learner's individual needs.  Additionally, assessment can assist learners and instructors in documenting progress in their learning through post testing.  Learners are encouraged to give their best effort while testing to accurately identify their individual needs.

**NOTE:**  If a learner has disclosed any type of disability and provided documentation, staff must ensure that any reasonable accommodation requested is provided and documented.  A sample form is located in the Resources section of this chapter.

# PROCEDURES

1.  Introduce the assessment process.
2.  Describe the assessment.
3.  Consult the assessment manual for necessary testing supplies.
4.  Administer assessment in order to determine educational functioning levels and identify appropriate services and curriculum following policy manual guidelines.
5.  Use current assessment benchmarks.
6.  Score and record assessment results and identify appropriate services and curriculum.
7.  Inform learners that assessment results will be discussed at the end of orientation and again following post testing and as needed.  (See Orientation Component, Sequence Section.)
8.  The Assessment Essential Elements Rating Scale is located in the Examples section.

# RESOURCES

*No resources submitted at time of publication.*

# EXAMPLES

SAMPLE Documentation of Disability
SAMPLE Accommodations Follow-up Documentation Form

# SAMPLE Documentation of Disability

*(Best Practice: Completed for every learner presenting disability documentation or as determined by sponsoring institution guidelines.)*

**Student Name**: _____  **DOB**: _____

**Documented Disability/s**: _____

_____

**Documentation**:

_____ IEP or psychological evaluation.

_____ Letter from medical professional licensed to diagnose the disability.

_____ Other *(explain)* _____

_____

**Referrals:**

_____ Self-report.

_____ Teacher observation.

_____ Other *(explain)*: _____

**Name and Address** of school district, psychologist/psychiatrist, physician or other diagnostic professional licensed to diagnose the disability. _____

_____

| Accommodations | Date Initiated or Changed | Adult Education Teacher Initials |
|---|---|---|
|  |  |  |
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**Completed By:** _____  **Date Form Completed:** _____

**Learner's Signature:** _____

**NOTE:**  *To evaluate the effectiveness of and appropriateness of the accommodations, **follow-up should be completed** and documented on a **regular basis and/or more often as needed.**  This information is **<u>confidential</u>** and is to be shared with all involved instructors.  However, this form is <u>not</u> to be copied or released to others except by authorized personnel and with written approval of the learner.*

# SAMPLE Accommodations Follow-up Documentation Form

**NOTE***: To evaluate the effectiveness of and appropriateness of the accommodations, **follow-up should be completed** and documented on this form on a **regular basis and/or more often as needed**.  This information is <u>*confidential*</u> and is to be shared with all involved instructors.  However, this form is not to be copied or released to others except by authorized personnel and with written approval of the learner.*

| DATE | NOTES | STAFF INITIALS |
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# FAQs

*No FAQs submitted at time of publication.*

# ASSESSMENT ESSENTIAL ELEMENTS RATING SCALE

A. The assessment protocol is described.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

B. Accommodations are identified and provided if they have been self-disclosed by learner.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

C. Testing environment and practices are standardized so that the tests are appropriately administered.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

D. Learner completes appropriate assessment.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

E. Assessment results are explained individually in a confidential setting.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

F. A copy of assessment results is given to the learner.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

G. The learners leave with a clear understanding of program services available.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

# Instructional Planning Index

# INTRODUCTION

The Instructional Planning Component includes reviewing goals and assessment data, developing standards-based instructional plan, and determining programming.

# GOALS AND INTENDED OUTCOMES

Prior to instruction, the instructor and the learner confidentially discuss the information that has been collected during enrollment and assessment. Together, the instructor and learner develop a *targeted* plan of action for accomplishing realistic goals. Instructional Planning goals include:

1. Reviewing available learner records and assessment results with the learner.
2. Developing a *targeted* instructional plan with the learner.
3. Discussing a timeframe for accomplishing goals including regular progress reviews.

Instructional options may include individualized and self-directed activities, distance learning, learning strategies, and small and large group classes. Instructional considerations may include:

1. Learner goals (short- and/or long-term)
2. Preferences for learning (learning styles)
3. Skill levels
4. Amount of time student is able to commit to learning
5. Roadblocks to learning

# PROCEDURES

1. Review skill levels
2. Review learning preferences
3. Consider identified disabilities
4. Problem solve roadblocks to participation
5. Introduce and develop the core Adult Learning Plan which includes:
   a. Learner Agreement
   b. Attendance policy
   c. Dress code
   d. Code of Conduct
   e. Pre- and post-testing policy
   f. Specific program requirements
   g. Adult Education Progress Map
   h. Review and confirm understanding of targeted goals
      ◊ *Allow learner to verbalize their perception of the developed goals*
6. The Instructional Planning Essential Elements Rating Scale is located in the Examples section.

# RESOURCES

*No resources submitted at time of publication.*

# EXAMPLES

- Adult Education Progress Map

# PROGRAM SUBMISSIONS

- Neosho County Community College
    * Sample Instructor Schedule

# ADULT EDUCATION PROGRESS MAP

Name: _____

## ENTRY

**Complete Enrollment Forms**

DATE: _____

## Planning Meeting

Review test results

DATE: _____

Set program goals

DATE: _____

Identify areas of study

DATE: _____

Set daily schedule

DATE: _____

## Skills Check-Up

Take locator test

DATE: _____

Take diagnostic pre-test(s)

DATE: _____

Take diagnostic post-test

DATE: _____

## Instruction & Review

Review progress

DATE: _____

Discuss successful strategies

DATE: _____

Review progress

DATE: _____

Commit to next steps*

DATE: _____

\* Postsecondary Enrollment, Financial Aid, WorkReady Exam

## Take GED® Test

Review progress

DATE: _____

Create MyGED®Account

DATE: _____

Take GED Ready™

DATE: _____

Schedule GED® exam & make payment

DATE: _____

Take GED® exam

MODULE: _____
DATE: _____

Take GED® exam

MODULE: _____
DATE: _____

Take GED® exam

MODULE: _____
DATE: _____

Take GED® exam

MODULE: _____
DATE: _____

## TRANSITION

Congratulations! Next steps:
1) _____
2) _____
3) _____

# NEOSHO COUNTY COMMUNITY COLLEGE ADULT EDUCATION
Sample Teacher Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 8:00-8:30 | | | | Office | Office |
| 8:30-9:00 | | | | | Tutoring or Office |
| 9:00-9:30 | Math Class | | | Math Class | |
| 9:30-10:00 | | Office | Office | | |
| 10:00-10:30 | | | | Typing | |
| 10:30-11:00 | | | | | |
| 11:00-11:30 | | Math Class | Math Class | Office | |
| 11:30-12:00 | Office | | | | |
| 12:00-12:30 | Lunch | Lunch | Lunch | Lunch | |
| 12:30-1:00 | | | | | |
| 1:00-1:30 | Math Class | Office | Office | Math Class | |
| 1:30-2:00 | | | | | |
| 2:00-2:30 | | | | Typing | |
| 2:30-3:00 | | | | | |
| 3:00-3:30 | A - OK | Math Class | Math Class | Office | |
| 3:30-4:00 | | | | | |
| 4:00-4:30 | Math Class | Office | Office | Math Class | |
| 4:30-5:00 | | | | | |
| 5:00-5:30 | | | | Typing | |
| 5:30-6:00 | | Math Class | Math Class | | |
| 6:00-6:30 | | | | | |
| 6:30-7:00 | | | | | |

# FAQs

*No FAQs submitted at time of publication.*

# INSTRUCTIONAL PLANNING ESSENTIAL ELEMENTS RATING SCALE

A. Instructional Planning is developed collaboratively between learner and instructor in a confidential setting.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

B. Learning abilities and interests are identified.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

C. Learners and staff address any disability affecting participation if it has been self-disclosed by the learner.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

D. Staff consider themselves to be equal partners in the collaborative process of program improvement.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

E. Instructional options are described and selected if applicable.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

F. Participation schedule is developed with the learner.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

G. Curricular materials are specified.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

H. Assessment results are incorporated into decision about curricular goals.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

# INSTRUCTIONAL PLANNING ESSENTIAL ELEMENTS, CONTINUED

I.   Assessment results are linked to instructional materials.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

J.   Steps are initiated to identify and select appropriate access and instructional accommodations.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

K.   Progress reviews are scheduled and conducted on a regular basis.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

L.   Class schedules are identified with the learner.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

M.   The learner understands and values all goals which she/he has helped to set.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

*This page is intentionally blank.*

# Instruction Index

# INTRODUCTION

Prior to instruction, adult learners meet individually with program staff to develop a learning plan that specifies which instructional option(s) is/are appropriate for them.  During instruction, options are routinely reviewed and revised based on learners' assessment data and identified goals.

Instruction adheres to the principles of andragogy (the science of adult learning needs) and is tailored to be consistent with each student's motivation to learn and unique needs.

Indicators of Program Quality are developed to improve services for adult learners.  A complete listing of the Quality Indicators is located at:  http://www.kansasregents.org/resources/PDF/2016_Policy_Manual_11_10_15.pdf

# GOALS AND INTENDED OUTCOMES

Adult Education programs deliver services that:

1. Provide instructional options to meet the adult learner's short and/or long range goals and desired outcomes consistent with specific learning goals identified during the learner's individual planning meeting.
2. Continuously monitor learner progress and assessment data and adjust instructional plan accordingly.
3. Provide an environment conducive for meeting varying needs and abilities of adult learners.
4. Help learners accomplish specific outcomes (e.g., pass GED tests, improve literacy skills, learn English as a Second Language (ESL*), or transition to postsecondary or employment).

> **\*ESL may also be referred** to as English Language Learners (ELL) or English Language Acquisition (ELA).

Adult learners will:

1. Actively participate in instructional activities.
2. Accomplish specific learning and outcome goals.
3. Become self-advocates in communicating their individual learning needs to achieve their goals.

# PROCEDURES

Specific teaching techniques consistent with context as well as learning are implemented.

Periodic progress reviews are important as a means to monitor learners' goals, possible roadblocks, and direction of the instruction and curriculum.  Based on these reviews, modifications in curriculum, scheduling, grouping, and instructional methods may be implemented in current or upcoming sessions.

## Resources (*used in all instructional formats*)

- Organizational systems may vary by program but must include a permanent file for each student that contains materials (which MUST match PABLO) from orientation, assessment, adult learning plan meetings and local program documentation as identified by the program or sponsoring institution.

- As a best practice, a student instructional folder may be developed to hold student materials, current classroom work or consumables.

- Course syllabi and class profiles are useful for planning instruction.

- Kansas Adult Education adopted the national College and Career Readiness (CCR) Standards for Adult Education in April of 2013. The CCR Standards can be found at: https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

- Support for using the CCR Standards is available at Kansas Mission Possible Blog Spot at: http://kansasmissionpossible.blogspot.com/

- Resources should be selected from a variety of instructional formats to support adult learning styles.

- Online resources are included in the Resource section as submitted by Kansas Adult Education programs.

## Preparation

1. Determine the instructional scope and sequence.
2. Plan lessons consistent with the scope and sequence of instruction to support student goals.
3. Review the Instruction Essential Elements Rating Scale located in the Examples section.

## Expectations

The amount of time students spend in instruction depends on several factors:

- Instructional strategies and formats,
- Attendance, and
- Rate at which learners progress toward their goals.

# Standards

**College and Career Readiness Standards**

The U.S. Department of Education, Office of Career, Technical and Adult Education unveiled the College and Career Readiness Standards (CCRS) in April, 2013. Kansas Adult Education adopted the CCRS standards in July, 2013. The CCRS includes:

1. Standards for Mathematical Practice
   The Standards for Mathematical Practice describes the types of practices, or behaviors, that are essential to the mastery of mathematical content. These standards form the basis of the GED® mathematical practice standards, which assess important mathematical proficiencies, including modeling, constructing and critiquing, reasoning, and procedural fluency, and

2. Standards for English Language Arts and Literacy (ELA/L)
   The Standards for English Language Arts and Literacy (ELA/L) demand robust analytic and reasoning skills and strong oral and written communication skills. The CCSS define requirements not only for ELA but also for literacy in history/social studies, science, and technical subjects.

*The integration of the College and Career Readiness Standards into adult education programs is intended to provide all adult students with the opportunity to be prepared for postsecondary training without needing remediation. To that end, the CCSS selected for inclusion … identify beginning levels of study, reaching students at their instructional levels upon program entry and positioning them for successful progress toward college and career readiness.*

U.S. Department of Education, Office of Career, Technical and Adult Education, *College and Career Readiness Standards for Adult Education. Washington, D.C., 2013*

# Instructional Format Options

1. **Delivery Methods**

   A variety of instructional methods may be incorporated as determined by program funding, size, and staffing.  Host institutions' policies may also affect instructional delivery methods for adult education programs.

   a.  Tutoring/One-on-One
   b.  Small Group/Large Group
   c.  Computer-Aided Study
   d.  Self-Directed with Facilitation*
       *When utilizing the Self-Directed with Facilitation method, a carefully-designed independent study plan can impact a student's progress and retention.*
   e.  Distance Learning
       *Refer to current Kansas Distance Education Learning Policy.*

2. **Content & Skill Classes**

   Content and skill classes may be offered in the areas of

   - Reading
   - Writing
   - Math
   - Social Studies
   - Science
   - Speaking
   - Listening
   - Citizenship
   - Employability and Career
   - Digital Literacy
   - College and Career
   - Integrated Education and Training (IET)

   Classes may be offered at the basic, intermediate, and advanced levels.  Each time a class is offered, specific content is taught to the learners.  In these classes participants learn skills and concepts related to the specific content area.  For example, in a math content class, students interested in construction or welding would learn how fractions are used on the job.  In a reading content class, the focus may be on answering questions related to nonfiction documents such as instructions, memos, ads, websites, and technical texts.  In a writing class, the focus may be on sentence structure, grammar, and mechanics or to utilize organization of sentences in an extended response essay.

   The need for topics such as learning strategies or test anxiety reduction techniques may arise and could be embedded into content and skills classes.

3. **Informal Assessment**

Informal assessment is a procedure for obtaining information that can be used to make judgements about learning behavior and characteristics using means other than standardized tests.  Some examples of informal assessments are observations, checklists or textbook exams*.
*http://www.education.com/reference/article/informal-methods-assessment/

Informal assessments allow teachers to track the progress of their students regularly and often. These assessments are designed to determine whether students are learning what is being taught, for the purpose of adjusting instruction.  By using informal assessments, teachers can target students' specific problem areas, adapt instruction, and intervene earlier rather than later**.
**http://wvde.state.wv.us/schoolimprovement/documents/Informal_Assessment_Strategies.pdf

# Progress Reviews

At predetermined intervals, one or more staff members meet individually with learners to review goals and the progress made at achieving those goals.  Decisions regarding continuation or alternative learning strategies are then determined.  Participants who appear to be struggling to meet attendance policy requirements should be counseled as soon as possible to reexamine possible roadblocks to attendance.  One-on-one counseling sessions/progress reviews are very effective learner persistence tools, especially when the instructor links what is being taught to learners' goals.  Centers determine how to locally document learners' progress.

# Points to Ponder

Learners may prematurely leave the program in the instructional phase by dropping out. Whenever such a change in status is anticipated by staff or actually occurs, learners should be encouraged to participate in a transition meeting before moving on (see Transition Planning Component). If staff become aware of a student's plan to exit, staff should attempt to administer any required post-testing as well as conduct an exit interview.  Student feedback is valuable in program evaluation and improvement.

# RESOURCES

- The Adult Learning Theory – Malcolm Knowles
- Knowles' 5 Assumptions of Adult Learners
- Knowles' 5 Principles of Andragogy
- What is Andragogy?
- Websites

**Malcolm Shepherd Knowles** *(1913 – 1997)*

Was an American educator well known for the use of the term **Andragogy** as synonymous to the **adult education**.

According to Malcolm Knowles, **andragogy** is the art and science of adult learning, thus **andragogy** refers to any form of **adult learning.** *(Kearsley, 2010).*

## ANDRAGOGY
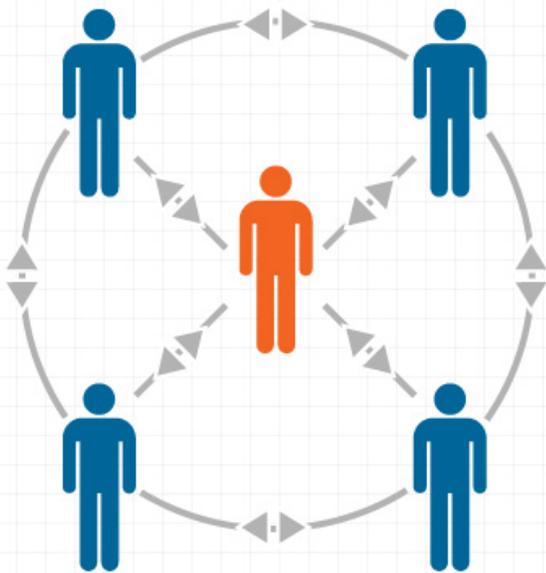
The term **andragogy** can be supposedly equivalent to the term pedagogy. **Andragogy** in Greek means man-leading in comparison to pedagogy, which in Greek means child-leading. However, it should be noticed that the term pedagogy is used since the Ancient Greek times while Alexander Kapp, a German educator, originally used the term **andragogy** in **1833**.

The graphics above came from:

http://elearninginfographics.com/adult-learning-theory-andragogy-infographic/

# KNOWLES'
# 5 ASSUMPTIONS OF ADULT LEARNERS

In 1980, **Knowles** made 4 **assumptions** about the **characteristics of adult learners (andragogy)** that are different from the assumptions about the characteristics of child learners (pedagogy). In 1984, **Knowles** added the 5th assumption.

**CHARACTERISTICS OF ADULT LEARNERS (ANDRAGOGY)**

**1**

**SELF-CONCEPT**

As a person matures his/her self concept moves from one of being a dependent personality toward one of being a self-directed human being

**5**

**MOTIVATION TO LEARN**

As a person matures the motivation to learn is internal (**Knowles** 1984:12).

**2**

**ADULT LEARNER EXPERIENCE**

As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.

**3**

**READINESS TO LEARN**

As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.

**4**

**ORIENTATION TO LEARNING**

As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject- centeredness to one of problem centeredness.

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As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject- centeredness to one of problem centeredness.

## KNOWLES'
# 4 PRINCIPLES OF ANDRAGOGY

**INVOLVED ADULT LEARNERS**

1

Adults need to be involved in the planning and evaluation of their instruction.

**ADULT LEARNERS' EXPERIENCE**

2

Experience (including mistakes) provides the basis for the learning activities.

In 1984, **Knowles** suggested **4 principles** that are applied to **adult learning:**

**PROBLEM-CENTERED**

4

Adult learning is problem-centered rather than content-oriented. (Kearsley, 2010)

**RELEVANCE & IMPACT TO LEARNERS' LIVES**

3

Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.

References:

Knowles, M. S. (1950) Informal Adult Education, New York: Association Press. Guide for educators based on the writer's experience as a programme organizer in the YMCA.

Knowles, M. S. (1962) A History of the Adult Education Movement in the USA, New York: Krieger. A revised edition was published in 1977.

Knowles, M. (1975). Self-Directed Learning. Chicago: Follet.

Knowles, M. (1984). The Adult Learner: A Neglected Species (3rd Ed.). Houston, TX: Gulf Publishing.

Knowles, M. (1984). Andragogy in Action. San Francisco: Jossey-Bass.

Kearsley, G. (2010). Andragogy (M.Knowles). The theory Into practice database. Retrieved from http://tip.psychology.org

http://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles

# What Is Andragogy?

## "Treat adults like adults"

*In attempting to document differences between the ways adults and children learn, Malcolm Knowles (1980) popularized the concept of **andragogy** ("the art and science of helping adults learn"), contrasting it with **pedagogy** ("the art and science of teaching children").*

Knowles posited a set of assumptions about adult learners—namely, that the adult learner:

1. Moves from dependency to increasing self-directedness as he/ she matures and can direct his/her own learning;
2. Draws on his/her accumulated reservoir of life experiences to aid learning;
3. Is ready to learn when he/she assumes new social or life roles;
4. Is problem-centered and wants to apply new learning immediately; and
5. Is motivated to learn by internal, rather than external, factors.

https://teal.ed.gov/sites/default/files/Fact-Sheets/11_%
20TEAL_Adult_Learning_Theory.pdf

# Websites

http://theelearningcoach.com/elearning_design/isd/30-ways-to-motivate-adult-learners/

http://theelearningcoach.com/learning/characteristics-of-adult-learners/

http://elearningindustry.com/8-important-characteristics-of-adult-learners

http://elearningindustry.com/17-tips-to-motivate-adult-learners

**Catchy Graphics and pertinent information:**

http://info.shiftelearning.com/blog/what-motivates-adult-learners

http://www.scholastic.com/teachers/article/formal-vs-informal-assessments

**KET  (Kentucky Educational Television)**

http://ket.pbslearningmedia.org/collection/ketpd_adulted/?topic_id=1111

# EXAMPLES

# PROGRAM SUBMISSIONS

- Johnson County Community College
  - \* ESL — My Personal Word Dictionary

**Johnson County Adult Education**
English as a Second Language

**Center of Grace**
520 S. Harrison
Olathe, Kansas 66061
913-764-1353, ext. 305

**West Park**
9780 W. 87th Street
Overland Park, Kansas 66212
913-469-7687

Regular attendance for English classes is required.
If you cannot come to class, please call your center
to let them know you will be absent.

Say: "This is (your name)."
"My teacher is (teacher's name.)"
"I cannot come to class because (reason)."

**Johnson County Adult Education**
**Class Information**
**913-469-7605**

In case of bad weather or for other class
information, please call to make sure
Johnson County Adult Education is open.
You will get a recording.

*My Personal Word Dictionary*

Name: _____

| WORDS | A | MEANING | | WORDS | Z | MEANING |
|-------|---|---------|---|-------|---|---------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

| WORDS | Y | MEANING | | WORDS | A | MEANING |
|-------|---|---------|---|-------|---|---------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

# FAQs

*No FAQs submitted at time of publication.*

# Instruction Essential Elements Rating Scale

A. Alternative instructional options may be offered

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

B. Learners participate in a combination of individual, small, or large group instruction, as appropriate.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

C. Independent work (e.g. worksheets, computer drills, workbooks) is used as a supplement or skill reinforcement.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

D. Routine progress testing is conducted at fixed intervals.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

E. Routines for reviewing the learner's learning plans are established.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

F. Class schedules are posted.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

G. Learning strategies are taught.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

# High School Equivalency* Index

*KBOR issues the Kansas State High School Diploma through the successful completion of the GED ®2014*

# INTRODUCTION

The Kansas Board of Regents (KBOR) issues the Kansas State High School Diploma through the successful completion of the GED® 2014 (GED).

The GED® exam is a four-subject high school equivalency test that measures skills required by high schools and requested by colleges and employers.

An electronic diploma and GED® Smart transcript are issued by the State of Kansas, via a third-party vendor, after a student passes all four subjects of the exam:  Science, Social Studies, Mathematical Reasoning, and Reasoning Through Language Arts which can then be used to apply to college, start a training program, or get a better job.

# GOALS AND INTENDED OUTCOMES

Adult Education programs deliver services that:

1. Familiarize adult learners with the GED® 2014 (GED) or other exams and procedures.
2. Advise learners of their options after taking the GED exams.
3. Introduce learners to successful test taking strategies.
4. Help GED candidates determine when they are ready to attempt the GED exams through the use of the GED Ready (which is not required).
5. Assist potential exam takers with the administrative procedures for taking the GED exams (www.MyGED.com).

Adult learners will:

1. Become familiar with the exam content and what is required for success prior to taking the exam.
2. Gain confidence in test taking strategies.
3. Accurately complete all administrative tasks necessary to take the exams including editing student account to identify ABE program to allow Adult Education staff to receive scores.
4. Transition to their next goal following test completion and results.

# PROCEDURES

## Staff Preparation

In order to gain greater understanding of the GED exams and insight into a test taker's experience with GED tests instructors should access the following resources:

1. www.ged.com/gedmanagerLogin

   - GED Prep Connect
   - See student scores on GED Ready and GED tests
   - View enhanced score report

2. www.gedtestingservice.com/educators/2014training:

   - MYGED™ How-to-Guide,
   - Frequently Asked Questions,
   - Demonstration Videos, and
   - Additional informational resources to discuss them with potential test takers

3. www.MyGED.com

4. www.gedtestingservice.com/educators/freepracticetest .
   - Access information and a free practice test at the portal (study tab).

5. www.gedtestingservice.com/testers/rlalink,

6. www.gedtestingservice.com/testers/mathlink,

7. www.gedtestingservice.com/testers/sciencelink,

8. www.gedtestingservice.com/testers/socialstudieslink
   - Become familiar with the nature of the GED® or other exam subtests and exam regulations and scoring.

9. www.gedtestingservice.com/educators/exploring-the-2014-ged-test-webinar-archive
   - For the Educators: A wide range of archived webinars for instructors with resources on GED testing knowledge and skills.

## Student Preparation*

> *NOTE:  A benefit of being a Kansas Adult Education learner is having ongoing support provided by Adult Education staff as the learner navigates through the MyGED.com portal **prior to test taking**.

Prior to testing, students are informed and encouraged to seek services and instruction to support successful outcomes.

Throughout the instructional period, program staff inform prospective test takers of the registration process timeline and testing strategies specific to GED testing and their own personal needs. Potential test takers are encouraged to participate in their program's transition planning services as they prepare to take the GED® exam. Those who successfully complete the GED are encouraged to continue college readiness instruction including the possibility of retaking GED test modules in order to achieve higher scores for College Ready or College Ready + Credit opportunities.

Test takers who pass the GED are urged to attend GED graduation.

A candidate enrolled in www.MyGED.com will have access to the following tabs on the "dashboard" of the site:
- About the Test
- Study (access to GED Ready and other links)
- Test Tips
- Find a Center
- Schedule Test
- My Scores
- College & Careers

## Requesting Accommodations

To be most successful with GED testing, a student may require accommodations. Information regarding the process is located at the end of this module.

## Exam Results

Test-takers will obtain their scores by logging into their MyGED portal account on www.MyGED.com.

Test-takers who are age 18 and older have the option to share their GED test results with an adult education center, and should be encouraged to do so. The selected center will receive GED scores through GED Manager.

As with most controlled tests, the individual test items or content cannot be discussed. Revealing the answers or further discussion of individual items would violate the Non-Disclosure Agreement.

Those exam takers who decide to leave the center after taking their exam should be encouraged to participate in an exit interview and continue the transition process.

Procedures and regulations for administering and taking the GED® Tests are available from the Kansas Board of Regents. *The Kansas High School Equivalency (HSE) Testing Procedures Manual – 2014 presents information regarding HSE testing in Kansas.* **The 2014 Series GED® test is the accepted HSE test to receive the Kansas State High School Diploma issued by the Kansas Board of Regents.** *The GED® test is offered only at authorized Pearson VUE testing centers, approved by the Kansas Board of Regents, and is not available online.*

## Eligibility to Take the GED® Tests

Persons are eligible to take the GED Tests if they are:

- Adults 18 years of age or older not enrolled in an accredited high school, or have not already graduated from an accredited high school nor received a GED® high school equivalency diploma.
- Students who are 16 or 17 years of age with a completed Compulsory Attendance Exemption form from their high school of residence.

## Special Conditions for 16 or 17 Year Olds

Kansas law states persons between the ages of 16 and 17 may take the GED® Tests if they:

A.  Present a completed Compulsory School Attendance Disclaimer and/or a completed Compulsory Attendance Exemption form from the school district in which they currently reside, with a parent or guardian's signature.

   **OR**

B.  Are Emancipated Minors:

   Must present a completed Compulsory School Attendance Disclaimer and/or a completed Compulsory Attendance Exemption form from the school district in which the candidate currently resides, AND documentation regarding one of the following:
   - Court order
   - Legal documentation of emancipation
   - Adjudication and still under court authority

   **OR**

C.  Are Home Schooled:

   1. Present a graduation certificate or a letter of disenrollment from the home school, signed by the parent or person in charge of the home school.

   2. In order to take the GED® exam, 16 and 17 year-old candidates must be able to satisfy one of the special conditions (above). The test taker will create a MyGED™ portal account at www.MyGED.com. Appropriate document(s) must then be **faxed** to the High School Equivalency State Administrator to **888.975.8313**. Once received and accepted, the hold on the account will be removed and a confirmation will be sent to the email address associated with the student's MyGED.com account.  Test-takers can then schedule their tests by logging back into their MyGED™ portal account at www.MyGED.com.

*Kansas High School Equivalency (HSE) – August, 2014*

Each additional paper and/or electronic copy of the Diploma and Transcript are $20 and are available through the www.MyGED.com website or by following the links at www.kansasGED.org.

# Credentialing (Diplomas and Transcripts)

Test-takers who have tested and passed all four content areas of the GED® test in Kansas earn the *Kansas State High School Diploma* and will automatically receive a free electronic secure Diploma and Smart Transcript, delivered to their email address. Test-takers may request a free, professionally printed copy of their Diploma from GED Credentialing. This is available through the www.kansasGED.org website.

Each additional paper and/or electronic copy of the Diploma and Transcript are $20 and are available through the www.MyGED.com website or by following the links at www.kansasGED.org.

# Accommodations for Test-takers with Disabilities

The 2014 GED® *Policy Manual* states:

***The following guidance will always be superseded by the guidelines described in the materials posted on the GED Testing Service's website at*** *www.gedtestingservice.com/accommodations****; the website always includes the most up-to-date information and guidelines.***

*Reasonable accommodations are provided for Test-takers who have documented disabilities that prevent them from accessing the GED® test.*

*Accommodations are made for Test-takers who have physical, mental, sensory, or cognitive disabilities and who provide appropriate documentation from a qualified professional of their impairment and its effect on their ability to take the GED® test under standard conditions.*

*POLICY: Official GED® testing centers will provide appropriate accommodations for Test-takers with documented disabilities in accordance with the applicable law including, but not limited to the American with Disabilities Act as Amended (ADAAA) and the Canadian Charter on Rights and Freedoms.*

*[State] GED Administrators™ may not approve accommodations for Test-takers who request accommo-dations for the computer-based GED® test. GED Testing Service will review and decide-upon all such requests.*

## Requests for Accommodations

*Test-takers may request accommodations at any time. However, it is strongly recommended that they do so **at least 60 days** in advance of their desired test date to allow sufficient time to review all documentation that has been submitted and for arrangements to be made for the accommoda-tion(s). In addition, because many accommodations requests that are received are incomplete, this leaves sufficient time for the Test-taker to gather additional supporting documentation prior to their desired test date.*

*The documentation justifying the accommodation should be generated by a professional qualified to diagnose and assess the disability affecting the Test-taker and how it impacts the Test-taker's ability to take the GED® test. The documentation must confirm that the Test-taker has a disability that substantially limits a major life activity, such as seeing, hearing, learning (in general), or physical movement, and must demonstrate how the disability affects the Test-taker's ability to take the GED® test under standard conditions. The documentation must demonstrate not only that the person meets diagnostic criteria for a particular disorder, but also that the condition rises to the level of a disability as defined under applicable law, including, but not limited to the ADAAA and Canadian Charter on Rights and Freedoms.*

*If the Test-taker, qualified professional, or other person believes that a Test-taker needs an accommodation that is not listed in this manual and that it is not explicitly prohibited, the GED Testing Service should be contacted for guidance.*

***POLICY: A Test-taker's request for accommodated testing and supporting documentation shall be held in confidence. A Test-taker's GED® test results or GED® credential will not identify the Test-taker as a person with a disability.***

*The procedures for a Test-taker requesting a testing accommodation are all described on the GED Testing Service Accommodations website at: www.gedtestingservice.com/accommodations.*

*If a Test-taker checks the box on the registration screen indicating they would like to consider applying for accommodated testing, they will receive a notification on their MyGEDTM portal. This notification will supply a link to additional information and how to apply for accommodations. Adult Educators and advocates are in the best position to encourage and direct Test-takers who may have disabilities to the website, www.gedtestingservice.com/accommodations, which includes request forms, documentation guidelines, and other helpful resources.*

> **The only accommodation available for the GED Ready is extra time.**
>
> ♦ No approval for extra time on GED Ready is required.  Test takers must contact the call center to get the extra time.

## Minor Modifications That Do Not Require Prior Approval

There are certain personal items that will be allowed in the testing room. These items are comfort aids and do not require pre-approval. They will be allowed in the testing room upon visual inspection by the Testing Center staff before brought into the testing room. Visual inspection will be done by examining the item without directly touching it or the candidate and without asking the candidate to remove the item. The items are listed on the Pearson VUE Comfort Aid List at http://pearsonvue.com/accommodations/pdfs/pvue_comfort_aids.pdf.  Items include: earplugs, noise cancelling headphones, tissues/Kleenex, mobility devices (cane, walker, etc.), medicine/medical devices, see list for additional items and limitations on all items.

*Kansas High School Equivalency (HSE) – August, 2014*

# RESOURCES

*No resources submitted at time of publication.*

# EXAMPLES

*No examples submitted at time of publication.*

# FAQs

*Where can I find current GED Exam times and item types?*

www.GEDtestingservice.com/educators/2014test

# HIGH SCHOOL EQUIVALENCY ESSENTIAL ELEMENTS RATING SCALE

A. Test-taking strategies are offered as curricular content.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

B. Learners are fully informed about the process of test-taking, including the implications of test outcomes.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

C. Staff consults with learners about testing preparation and requirements.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

D. The GED Ready is utilized by instructors to gauge learners' test readiness.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

E. Staff assist learners with test registration including the editing to identify the adult education program to allow Adult Education staff to receive test results.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

*This page is intentionally blank.*

# Transition Planning Index

# INTRODUCTION

Transition planning prepares learners to identify goals and develop an action plan to achieve them. Transition planning is appropriate for all learners. Some learners enter the program with clearly defined goals and an outline of how they plan to complete them. Other learners enter adult education programs with the GED® as their sole objective and have not set - or even considered - additional goals.

> **Transition planning begins during orientation.** Staff members convey how short-term goals provide the foundation for learners' long-term goals. Transition planning is a critical component of student success throughout the adult education program.

Transition planning is critical if learners are to successfully achieve their adult education goals as well as goals relating to:

- Career
- Post-secondary education and training
- Family
- Community involvement
- Military
- English as a Second Language (ESL*) to ABE/GED®

> ***ESL may also be referred** to as English Language Learners (ELL) or English Language Acquisition (ELA).

# GOALS AND INTENDED OUTCOMES

Designated staff will regularly meet with individual learners to:

1. Review progress toward goal attainment.
2. Identify reasonable transition goals.
3. Formulate an action plan to achieve the identified goals.

# PROCEDURES

## Staff Preparation

In order to prepare for transition meetings with learners, program leadership should provide staff access to the following resources:

1.  Learner goals and progress.

2.  Materials relevant to the learner's goals.

3.  The Transition Planning Meeting Checklist.

## Conducting an Individual Transition Planning Meeting

1.  Identify or review short and long-term goals.

2.  Identify potential roadblocks to goal attainment.

3.  Identify and plan steps needed to acquire resources, including financial, to overcome roadblocks to achieve goals.

4.  Develop or update an action plan to meet goals.

An important consideration in providing transition services is to understand the needs of learners. Learners may be on the verge of completing work towards a current goal (e.g., passing the GED® exam, mastering the skills they had been working on), at risk of leaving the program, or in need of ongoing supportive services. Learners who leave the program without prior notice also need transition planning, but they are the most difficult to locate and serve.

## Transition Classes

Some programs may choose to offer a transition class in addition to assisting learners with transition planning in adult education classes. The transition class should be tailored to meet the needs of learners. The focus of the class may be preparing for college or other training, seeking and maintaining employment, or both. The curriculum may include higher level academic skill building, placement test preparation, college knowledge (terminology, processes, culture), study skills, college and life success skills, career planning, job-and workforce preparation skills.

## Learner Re-entry Transition Planning

When a learner who has stopped-out for a period of time returns to a program, it is important for the instructor or other appropriate staff member to facilitate an individual meeting.  The meeting should guide the learner to reflect on what caused the disruption in attendance and how work, family and life commitments can help and/or hinder progress.  Program and long-range goals should be reviewed and revised.

*The Transition Planning Essential Elements Rating Scale* has been designed to assist programs in their transition planning and is located on the last page of the Transition Planning Component.

# RESOURCES

*No resources submitted at time of publication.*

# EXAMPLES

- Transition Planning Meeting Checklist
- Relationship Map Worksheet
- Envision the Future Worksheet
- Goal Setting and Roadblocks Worksheet
- Resources to Overcome Roadblocks
- Prioritize Your Options and Resources Worksheet
- Action Plan Worksheet

# PROGRAM SUBMISSIONS

- Johnson County Community College
  - \* College Transition Checklist

# Transition Planning Meeting Checklist

Student _____

Staff _____

Date _____

> ***The purpose of the Transition Planning Meeting is to*** review the learner's achievement to date and to set the learner's next goal/s.

## *Materials to bring to the meeting*

_____Previous goal sheet/s

_____Results of assessments and exams

_____Evidence of work toward goal/s

_____Work samples (portfolio)

_____Permanent folder

## *Conducting the meeting*

### *Goal Status Review and Updates*

_____Review most recent list of short-term goals

_____Identify which goals were actively pursued

_____Review long-term goal/s and revise if necessary

_____Identify list of short-term goals necessary to attain long-term goal/s

_____Prioritize short term goals for implementation

### *Action Plan*

_____ Create plan for each priority short-term goal
necessary to accomplish a long-term goal

> *Be sure to convey to learners that the Adult Education program will continue to be a resource for them after achieving their program goals.*

# Relationship Map

Put your name in the center.  Put those people who are closest to you in the next circle.  These are people with whom you spend the most time.  Include family members, teacher, friends, neighbors, service provider, etc.  In the next circle, put people who spend some time with you, but not as much as those in the first circle.  In the last circle, put people you spend even less time with than those in the second circle.

Your Name
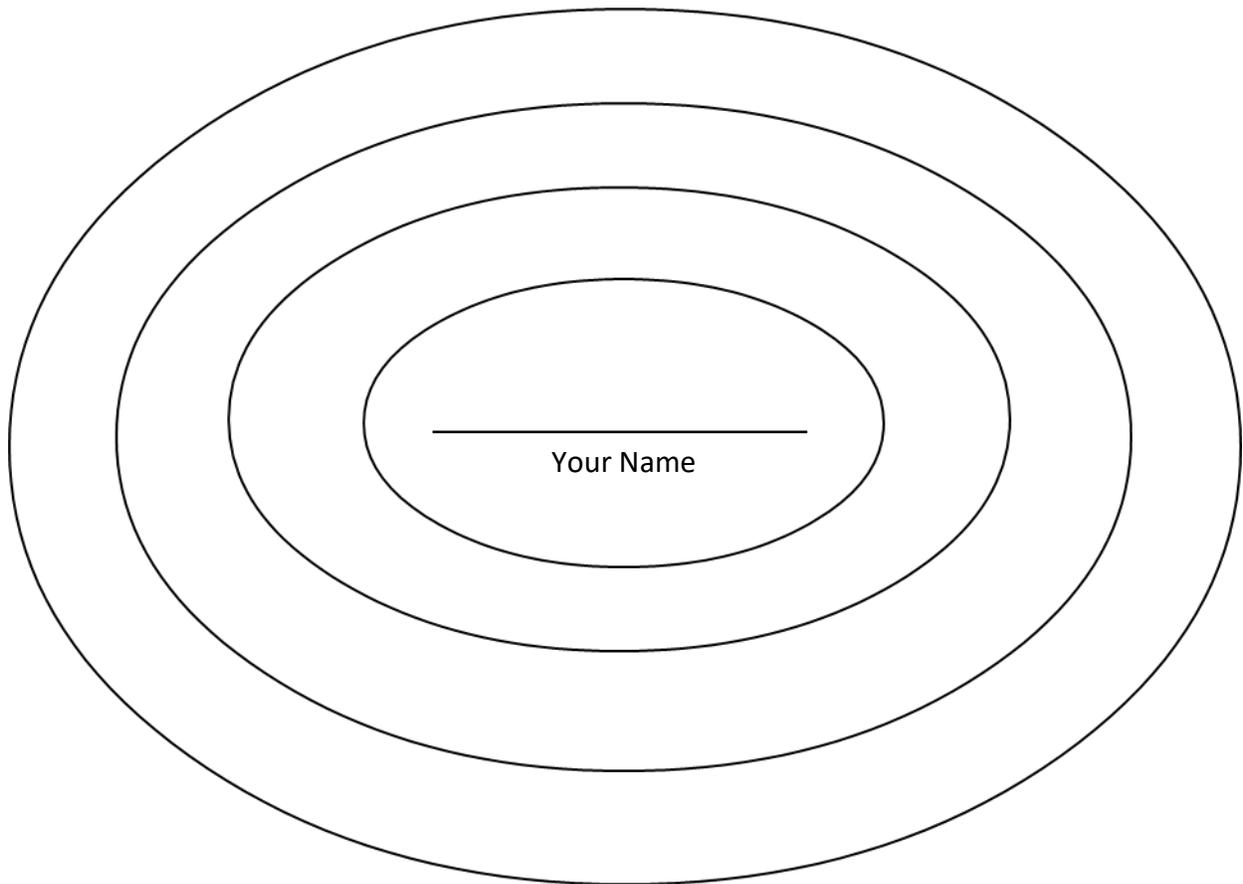
* Who spends the most time with you?  Family? Friends? Professionals

* Do you want to change this?

# Envision the Future

Where do you want to be living?

*Will you need support? If so, what kind?*

Where do you want to be working?

*Will you need support? If so, what kind?*

How will you get to work and around town?

*Will you need support? If so, what kind?*

What do you want to do in your free time?

*Will you need support? If so, what kind?*

Who will be your friends?

*Will you need support? If so, what kind?*

Are there postsecondary education/learning experiences that you want?

*Will you need support? If so, what kind?*

# Goal Setting and Roadblocks Worksheet

## The goal I am planning for is…

**Be Specific:**

**How will you know when you have reached your goal?**

**When do you want to achieve this goal?**

**What will you have to do to be able to achieve this goal?**

**Will you realistically be able to achieve this goal?**

*Everyone has different roadblocks, but you might identify such things as lack of information, service, time, friends, money, etc.*

## Roadblocks…

**What stands in the way of you meeting your goal?**

*Everyone has different roadblocks, but you might identify such things as lack of information, service, time, friends, money, etc.*

# Resources to Overcome Roadblocks

<u>Physical Resources</u> - What things (money, equipment, etc.) do I have that might be helpful in working on this goal?

<u>People Resources</u> - What assistance might some of these people provide to help me achieve this goal? (Refer to Relationship Map)

<u>Community Resources</u> - What community groups or organizations (church, civic groups, clubs, etc.) might be helpful?

<u>Social Service Resources</u> - What social service agencies (school, vocational rehabilitation, etc.) are available to help with this goal?

What adult service providers are available to help with this goal?

What financial supports (Employment, Child Support, SSI, State assistance, etc.) are available to help with this goal?

# Prioritize Your Options and Resources...

Which resources look most promising?

Which resources would be easiest to mobilize?

Which resources will give you the most results with the least effort?

Which resources should you start with?

1.

2.

3.

4.

5.

6.

# Develop Your Action Plan...

## USE THE ATTACHED ACTION PLAN FORM

What can you immediately begin to work on? When will you have it done?
Who will help you?
What is the desired outcome?
How will you know when you have accomplished it? What will take the most time?

# Action Plan

*In order to reach my goals…*

What needs to take place immediately -- *within the next month?*
What needs to take place down the road -- *within the next 3-6 months?*

| Immediate Steps | By when | Outcome |
| --- | --- | --- |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| 4. | 4. | 4. |
| 5. | 5. | 5. |
| 6. | 6. | 6. |

| Down the Road Steps | By when | Outcome |
| --- | --- | --- |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| 4. | 4. | 4. |
| 5. | 5. | 5. |
| 6. | 6. | 6. |

# Johnson County Adult Education
# College Preparation Checklist

**Name:** _____  **Date:** _____

**Goal:** _____

| | Target date | Date achieved | Instructor initials | Activities to reach goal |
|---|---|---|---|---|
| **On Your Mark** | | | | Review JCAE Student Advising Handbook |
| | | | | Look through *course catalog and/or JCCC Associate Degree and Certificate Programs* to determine areas of interest |
| | | | | Meet with JCAE Transition Coach or JCCC Counselor |
| | | | | Complete and submit enrollment application. |
| | | | | Complete and submit FAFSA. |
| **Get Set** | | | | Take refresher math class or other courses (if recommended) |
| | | | | Complete GED test |
| | | | | Have GED transcript sent to JCCC (www.ged.com) |
| | | | | Complete mandatory JCCC orientation-online or on campus |
| | | | | Complete College Placement Test study guides |
| | | | | Take College Placement Test |
| | | | | Submit JCAE scholarship application (required for GED Scholarship Award) |
| | | | | Submit online JCCC scholarship application |
| **Go!** | | | | Take campus tour |
| | | | | Enroll in classes |
| | | | | Arrange childcare (if needed) |
| | | | | Arrange transportation backup plan (if needed) |
| | | | | Purchase textbooks |
| | | | | Pay tuition |
| | | | | Start classes |

# FAQs

*No FAQs submitted at time of publication.*

# TRANSITION PLANNING ESSENTIAL ELEMENTS RATING SCALE

A.  Staff reviews with learners their participation and success in the program to date.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

 B.   Learners identify and record goals for work, personal life, community, and education.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

C.   A community resource directory is available for learners.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

D.   Individual transition planning meetings are held.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

E.  Staff coaches the learner on the steps needed to transition to the next goal.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

F.  Follow-up is pursued with learners who have exited the program.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

# *Notes*