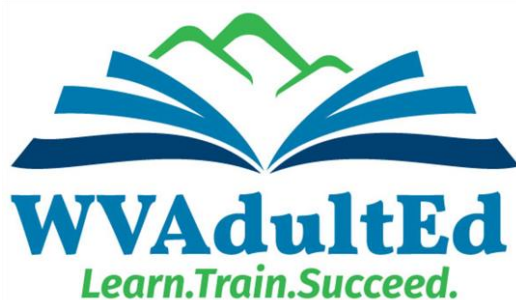


WVAdultEd Administrator's Guide

# WV Adult Education Technical Assistance Guide for Administrators



The West Virginia Adult Education (WVAdultEd) Program is funded by the Adult Education and Family Literacy Act, reauthorized on July 22, 2014 as Title II of the Workforce Innovation and Opportunity Act (WIOA).

WVAdultEd is administered through the West Virginia Department of Education Office of Adult Education, Building 6, 1900 Kanawha Boulevard, East, Charleston, West Virginia 25305-0330.

The *WV Adult Education Technical Assistance Guide for Administrators* is produced by the WVAdultEd Professional Development Program, whose fiscal agent is the Mountain State Educational Service Cooperative (ESC), 501 22nd Street, Dunbar, West Virginia 25064-1711.

**For questions or concerns related to the content of the *Technical Assistance Guide*, contact Professional Development Office at the WV Adult Education Hotline, 1-800-642-2670.**

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# THE WEST VIRGINIA ADULT EDUCATION (WVADULTED) PROGRAM

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*Learn. Train. Succeed.*

## Description

- Adult Education (AdultEd) was previously referred to as Adult Basic Education (ABE).
- WVAdultEd programs provide adults with the opportunity to acquire and improve functional skills necessary to enhance the quality of their lives as workers, family members, and citizens.
- Educational services are available at no cost to the learners and are designed to meet the educational needs of the individual.
- Certified adult education instructors provide instruction.
- A regional adult education coordinator, based at the Educational Service Cooperative (ESC), provides technical assistance to local administrators.
  - For a directory of WVAdultEd regional staff, visit the WVAdultEd web site at <https://wvde.us/adult-education/staff-directory/regional-adult-education-coordinators/>.
- For more information about the program...
  - Visit the home page at <https://wvde.us/adult-education/>.
  - Additional information can also be found at <http://www.wvadulted.org/>
  - Refer to the most current edition of the *WVAdultEd Instructor Handbook* online (located at <http://www.wvadulted.org/instructor-handbook.html>).

## Federal Role in Adult Education

- The [Workforce Innovation and Opportunity Act \(WIOA\)](#) was signed into law on July 22, 2014 replacing the [Workforce Investment Act \(WIA\) of 1998](#). WIOA reauthorizes *Title II: The Adult Education and Family Literacy Act (AEFLA)*.
- Title II of WIOA provides the framework for the West Virginia Adult Education (WVAdultEd) Program.
- The federal Division of Adult Education and Literacy (DAEL) provides grants to states to fund adult education and literacy services, including workplace literacy; family literacy; English language acquisition and integrated English literacy and civics education, workforce preparation, or integrated education and training.
- Grants provided to operate an Adult Education program must adhere to the [Program Assurances](#) provided in the grant application. By signing and submitting the application, you understand that you must comply with the assurances and all other federal, state, and local policies. (See [Appendix](#)).

## State Role in Adult Education

- According to the [West Virginia State Board of Education Policy 2420](#), the following are the *Adult Education (AE): Essential Elements* (§126-57-4):
  - Adult Education (AE) programs will provide instruction in foundational skills related to employment, family, educational, civic and personal goals.
  - Each AE program will develop a planning document that specifies program goals and objectives and is regularly reviewed and revised.
  - Each AE program will develop and utilize a needs assessment system to determine the type of course offerings, preferred locations and class scheduling most appropriate to meet the needs of the community.
  - AE programs will develop a system for obtaining continual community input and coordination to ensure that services are relevant, to avoid duplication of effort and to create a smooth transition of services for the adult learner.
  - AE programs will target student recruitment activities toward adults most in need of educational and life skill services.
  - Curriculum and instruction will be geared to a variety of student learning styles and levels of student needs.
  - Emphasis will be placed on the use of technology as an instructional tool and a learning skill for participant use.
  - Adults with special learning needs will be identified and provided with appropriate accommodations for learning.
  - Community support services will be identified and utilized to meet the adult learners' needs.
  - AE classes will be located in facilities that are safe, handicapped-accessible and conducive to learning.
  - Adult learners will be assisted to improve in foundational skills that: (1) support their educational needs; (2) enhance existing strengths; (3) enable them to function more effectively in their roles as worker, parent and citizen; and (4) prepare them for further education or training.
  - A data collection system will be utilized to document and record participant achievement.
  - AE program instructors will participate in an ongoing process for professional development that considers the specific needs of its staff and adult learners.
  - A continuous improvement process will be executed to ensure that all services are of the highest quality and meet standards of accountability.

# WVADULTED STUDENTS

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## Students Served by WVAdultEd

- According to the [Workforce Innovation and Opportunity Act \(WIOA\)](#) , eligible students are those individuals who:
  - Have attained 16 years of age;
  - Are not enrolled or required to be enrolled in secondary school under state law;
  - Lack sufficient mastery of basic educational skills to function effectively in society;
  - Do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education; and/or
  - Are unable to speak, read, or write the English language.
  
- Target Populations:
  - Adults and out-of-school youth seeking a high school equivalency diploma
  - Adults preparing for college entrance or for enrollment in other post-secondary education or training
  - Unemployed or under-skilled workers seeking to obtain or retain a job, or to get a promotion
  - Adults seeking to improve basic academic and computer skills for daily living
  - Parents of young children
  - Adults with Limited English Proficiency (LEP) seeking to improve English language skills, or prepare for U.S. citizenship and naturalization
  - Teenage high school dropouts seeking to obtain or retain a driver's license
  - Adults in correctional facilities and regional jails
  - Recipients of public assistance
  - Residents of homeless shelters and domestic violence shelters
  - Home-based adult learners seeking online basic skills study opportunities

## Handling Strictly Confidential Information

- If a student discloses any of the following types of information (verbally or in writing), legally that information is to be considered strictly confidential and therefore “private”:
  - Disclosure of a diagnosed learning disability
  - Disclosure of previous status as a "special education" student
  - Disclosure of any other type of diagnosed physical or mental disability
  - Disclosure of a diagnosed medical condition
  - Disclosure of use of any prescription drugs
  - Disclosure of history of drug/alcohol abuse and/or treatment
  - Disclosure of status as HIV positive or of having the AIDS virus
  - Official transcripts including TASC or GED® scores
  
- Filing cabinets or drawers containing strictly confidential information must be labeled as “**Confidential.**” They must remain locked, must not be accessible to students or support staff, and must have a log filed foremost in each locked drawer to indicate when confidential files are

accessed by any instructional or administrative staff person. The log must indicate the date, the purpose for access, and the name of the person accessing information. (See the [Student Confidential Records Log](#) found in the *Appendix*.)

- Strictly confidential information files should be maintained at the local program level for a period of not less than five years and must be shredded when discarded.
- Strictly confidential information regarding a student cannot be discussed, nor can any record be shared without a written release of information. See the [Release of Information Forms](#) found in the *Appendix*.)
- Instructors need to sign the [WVAdultEd Personnel Confidentiality Agreement](#) and the [Employee Technology Use Policy](#) found in the *Appendix*. This should be maintained by the administrator in the personnel file.



# WVADULTED INSTRUCTORS

## Instructor Hiring Requirements

- According to WV Code §18A-4-7A (o), employment, promotion and transfer of professional personnel, seniority, and all new instructor positions (including part-time) must be posted.
  - For more information, see <http://www.legis.state.wv.us/WVCODE/ChapterEntire.cfm?chap=18a&art=4&section=7A#04>.
  - If you post the position at your board of education and you have trouble attracting candidates, consider sending the job posting to be placed on the WVAdultEd listserv.
  - Other ideas on where to check for potential instructors:
    - Post-secondary educational institutions for adjunct instructors
    - WVAdultEd professional development coordinator, regional adult education coordinator (<https://wvde.us/adult-education/staff-directory/regional-adult-education-coordinators/>) or WVAdultEd administrators from neighboring counties for recently trained WVAdultEd substitutes or part-time instructors from other counties
    - County K-12 substitute list (Please note that grade average requirements for the Adult License for Adult (Basic) Education are more stringent than for a Substitute Permit. Therefore, all substitutes do not necessarily qualify to be instructors)
- WVAdultEd practitioners must obtain the appropriate credential for their position.

Required Certification Credentials	
Practitioner Role/Status	Requirements
<ul style="list-style-type: none"> <li>• <b>Instructors</b> working regular hours (F/T or P/T)</li> <li>• <b>Career Development Consultants (CDCs)</b> working regular hours (F/T or P/T) and involved in instructional activities</li> <li>• <b>Temporary/Short Term Instructors and Long-term Substitutes</b> (hired for a limited period of time—working more than seven days/month but less than two months total)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Valid WV Teaching Certificate</b> (certification to teach school in West Virginia) <b>OR</b></li> <li>• <b>Adult License for Adult (Basic) Education</b> (bachelor’s degree or higher required with a minimum of a 2.5 grade average for all college or university course work; or master’s degree with 3.0 grade average)</li> <li>• <b>NOTE: Sub license is not acceptable</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Occasional Substitutes <u>not</u> working regular hours</b> (working no more than seven days in a month— not responsible for planning or reporting) <b>Note:</b> Any substitute (working more than seven days in a month) must obtain the same credential as an instructor.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Valid WV Substitute Permit</b> (bachelor’s degree or higher required with minimum 2.0 grade average for all college or university course work) Or</li> <li>• <b>Valid WV Teaching Certificate or Adult License for Adult (Basic) Education</b></li> </ul>

- Instructional Aides that work alongside the instructor and are never alone in the classroom are considered paraprofessionals and are not required to have a certification credential. However, **paraprofessional personnel without certification credentials may never be used as substitutes in**

**the classroom for any reason.**

- **Instructors DO NOT need BOTH a valid WV Teaching Certificate AND an Adult License.** A Teaching Certificate or CTE equivalent is preferred.
  - If the newly hired instructor does not have a valid *WV Teaching Certificate*, the local program coordinator or regional coordinator may need to help to initiate the process to obtain the *Adult License for Adult (Basic) Education*.
  - To qualify, the individual must hold a bachelor's degree or higher with a minimum of a 2.5 grade average for all college or university course work; or a master's degree with 3.0 grade average.
  - First time applicants for the Adult License for Adult (Basic) Education must also complete a background check (and pay the associated fees) as well as submit a variety of forms:
    - First time applicants see [http://wvde.state.wv.us/certification/forms/documents/2018-11-09/FIngerprint\\_First%20Time%20Applicant%20Information%2020181108.pdf](http://wvde.state.wv.us/certification/forms/documents/2018-11-09/FIngerprint_First%20Time%20Applicant%20Information%2020181108.pdf) for instructions on fingerprinting and background checks.
    - Complete [Form 7](#), [Form 4B](#) and [Form V15](#).
    - Submit a non-refundable \$35.00 Processing Fee.
  - For assistance, contact the WVDE specialist, Robert Mellace, 304-558-7010.
- Certification is a process that is handled by the [West Virginia Department of Education \(WVDE\) Office of Certification and Professional Preparation](#) (NOT by the WVAdultEd-PD Office). The following WVDE sites provide more information regarding certification:
  - For teacher certification information, see <https://wvde.us/certification-and-professional-preparation/certification/>.
  - For Policy 5202, establishing the minimum requirements for the licensure of education personnel, see <http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=49997&Format=PDF>
  - To check certification status online, see <https://wveis.k12.wv.us/certcheck/>.
  - For certification application forms, see <http://wvde.state.wv.us/certification/forms/>.
  - For other questions, call the Certification Toll-Free Line, 1-800-982-2378.
- WVAdultEd practitioners must maintain their certification credential through the WVDE certification office as well as meet all WVAdultEd in-service requirements. Both college credit and WVAdultEd-PD in-service credit are required in order to maintain an *Adult License for Adult (Basic) Education*
- All WVAdultEd instructional personnel must have completed specialized WVAdultEd pre-service training BEFORE they begin teaching class:
  - To set up training, submit the online [Request for Training of WVAdultEd Personnel](#) form found at: <https://wvabepd.wufoo.com/forms/q1t5li100ftqsgx/>.
  - For specific assistance in arranging pre-service training, contact the professional development office, Pam Young, at 304-766-0011 ext. 11 or [pbryan@k12.wv.us](mailto:pbryan@k12.wv.us).
  - When hiring multiple instructors, arrange for a group pre-service training session.
- All instructional volunteers must have Literacy WV basic tutor certification or equivalent training certification. Proof of certification for each volunteer tutor must be kept on file.
  - For more information, contact Pam Young at [pbryan@k12.wv.us](mailto:pbryan@k12.wv.us) or 304-766-0011 ext. 11.

- All WVAdultEd personnel (including substitutes) need to sign the [WVAdultEd Personnel Confidentiality Agreement](#) found in the *Appendix*. This should be maintained in the personnel file.
- All WVAdultEd personnel (including substitutes) need to sign the WVAdultEd Personnel Technology Use Policy found at [www.wvadulted.org](http://www.wvadulted.org). This should be maintained in the personnel file.

## Interviewing Tips

- Invite others to participate in the interview process.
  - For most positions, invite your [regional adult education coordinator](#).
  - When hiring an instructor for a contract class through DHHR (such as a SPOKES class), you must include a DHHR representative on the interview team.
  - When hiring an instructor to work with English language learners, include someone with instructional experience in working with English language learners.
- Be sure the applicant has the content knowledge to teach the class (e.g., consider asking applicants to take the TASC Readiness Assessment (TRA), prepare a writing sample, utilize email and the Internet, etc.).
- Ask open-ended questions, such as:
  - What do you see as the difference between teaching children and adults?
  - How would you handle teaching multiple levels and varying subject areas within the same classroom?
  - Are you comfortable in establishing community liaisons in order to promote your program and link your students to community services?
  - Do you feel comfortable using technology in your everyday life (using email, accessing information on the Internet, using word processing and spreadsheet programs, etc.)?
  - How will you incorporate technology into your instruction?
  - Are you willing to travel in order to attend professional development sessions?
- Look for instructors who can:
  - Communicate positively and non-judgmentally with diverse populations
  - Inspire students to set goals and make progress
  - Use a variety of instructional strategies (individualized, small group, computer-assisted, collaborative project learning, peer tutoring, etc.)
  - Enter information online and complete reports in a timely fashion
  - Carefully monitor and document student progress and achievements
  - Use technology to gather information and instruct students
  - Stay current in the field of adult education
  - Be willing to travel to professional development events

## Instructor Professional Development Requirements

- For a full explanation of WVAdultEd instructor training requirements, see the *WVAdultEd Instructor Handbook, Section 2*, <http://www.wvadulted.org/instructor-handbook.html>.

**Pre-Service Training:**

- WVAdultEd-PD pre-service training must be completed **prior to** working alone with students.
- Once a new instructor or instructional aide has been hired, the local program coordinator immediately requests training from the WVAdultEd-PD program by filling out the online [Request for Training of WVAdultEd Personnel](https://wvabepd.wufoo.com/forms/q1t5li100ftqsgx/) form found at: <https://wvabepd.wufoo.com/forms/q1t5li100ftqsgx/>.
- An individual’s role, responsibilities, and previous experience in the WVAdultEd program determine the type and amount of pre-service training requirements.
- The charts below outline the steps and requirements for each category of personnel.

Pre-Service Training Requirements	
Employment Role and Status	Training Requirements
<p><b>Full-time and Part-time Classroom Instructors</b></p> <ul style="list-style-type: none"> <li>• Regular schedule</li> <li>• Responsible for planning, instruction, reporting, and accountability</li> </ul> <p><b>Full-time and Part-time Career Development Consultants (CDCs) who also provide instruction</b></p> <ul style="list-style-type: none"> <li>• Regular schedule</li> <li>• Responsible for planning, instruction, reporting, and accountability</li> </ul>	<p><b>Part I Pre-Service Schoology Assignments</b> (including Job Shadowing/Class Visit) completed before meeting with a peer trainer</p> <p><b>Part I Face-to-Face Specialized Component:</b> pre-service training specific to specialty area with peer trainer experienced in the specialty:</p> <ul style="list-style-type: none"> <li>• WVAdultEd/HSE College Transition</li> <li>• ESOL or IEL/CE</li> <li>• Institutional Education</li> <li>• SPOKES</li> <li>• CDC (in an instructor role)</li> </ul> <p><b>Part II Pre-Service Schoology Assignments</b> (including Follow-up Study)</p> <p><b>Part II Reporting and Accountability Face-to-Face Component:</b> pre-service training with peer trainer</p> <p><b>Visit by Peer Trainer</b> or coordinator</p>

Employment Role and Status	Pre-Service Requirements
<p><b>Current WVAdultEd Classroom Instructors or Instructional Aides who are adding a specialty or changing specialties</b> (e.g., previously trained for SPOKES and adding ESOL)</p>	<p><b>Face-to-Face Specialized Component:</b> pre-service topics specific to specialty area with peer trainer experienced in the new specialty</p> <p><b>Job Shadowing/Class Visit at class site</b> specific to new specialty area</p>

Employment Role and Status	Pre-Service Requirements
<p><b>Returning Classroom Instructors</b></p> <ul style="list-style-type: none"> <li>• Have not worked in the WVAdultEd program for three years or more</li> </ul>	<p><b>Refresher WVAdultEd</b> (selected topics for individual needs) with peer trainer experienced in the same specialized area</p> <p><b>Part II Pre-Service Schoology Assignments</b> (including Follow-up Study)</p>

Employment Role and Status	Pre-Service Requirements
<p><b>Full-time and Part-time <u>Instructional Paraprofessional</u></b></p> <ul style="list-style-type: none"> <li>• Regular schedule</li> <li>• Not used as a Substitute for the Instructor</li> <li>• Not responsible for AEMIS reporting/accountability</li> <li>• Cannot be added to a class in AEMIS</li> </ul> <p><b>Roles:</b></p> <p><b>Instructional Aides</b></p> <ul style="list-style-type: none"> <li>• Work alongside instructor to tutor, assess, grade assignments, enter data, etc.</li> </ul> <p><b>Temporary/Short-term Instructors</b></p> <ul style="list-style-type: none"> <li>• Instructors hired for a class that runs for a limited period of time (no more than two months)</li> </ul> <p><b>Long-term Substitutes</b></p> <p>Work more than seven days/month but not as permanent replacement (i.e., replace instructor who has resigned or is on leave)</p>	<p><b>Part I Pre-Service Schoology Assignments</b> (including Job Shadowing/Class Visit) completed before meeting with a peer trainer</p> <p><b>Part I Face-to-Face Specialized Component:</b> pre-service training <b>specific to specialty</b> area with peer trainer experienced in the specialty:</p> <ul style="list-style-type: none"> <li>• AdultEd/HSE</li> <li>• College Transition</li> <li>• ESOL or IEL/CE</li> <li>• Institutional Education</li> <li>• Blended AE/SPOKES</li> <li>• SPOKES Only</li> </ul>

Employment Role and Status	Pre-Service Requirements
<b>Full-time and Part-time Non-Instructional Paraprofessional</b> <ul style="list-style-type: none"> <li>• Not delivering Instruction</li> <li>• Not used as a Substitute for the Instructor</li> <li>• Not responsible for AEMIS reporting/ accountability</li> <li>• Cannot be added to a class in AEMIS</li> </ul> <b>Roles:</b> <ul style="list-style-type: none"> <li>• Data Steward (enters data in AEMIS)</li> <li>• Testing Proctor and/or student orientation/intake</li> </ul>	<b>Specialized Component:</b> <ul style="list-style-type: none"> <li>• AEMIS Data Management</li> <li>• Assessment Training (e.g., TABE, CASAS, BEST, TRA, etc.)</li> </ul>

Employment Role and Status	Pre-Service Requirements
<b>Occasional Substitutes</b> <ul style="list-style-type: none"> <li>• No regular schedule</li> <li>• Work <b>no more than seven days/month</b></li> <li>• Not responsible for planning or reporting</li> <li>• Entered in AEMIS as “Adult License Only”</li> </ul>	<b>Determined by the local program coordinator</b> <b>Note:</b> Occasional Subs that are used more than seven days/month MUST complete pre-service training and attain an Adult License or Teaching Certificate

***In-Service Training:***

- Each WVAdultEd instructor, instructional aide, long-term substitute, or CDC is responsible for maintaining a valid WV Professional Teaching Certificate or Adult License for ABE.
- Instructors must complete annual WVAdultEd in-service training in addition to graduate credit every three to five years (depending on certificate/license).

WVAdultEd-PD In-Service Requirements	
Employment Role and Status	Hours Required
Full-time (Salaried) Instructors, CDCs and Navigators (in instructional roles)	12 hours/ year
Part-time (Hourly) Instructors CDCs and Navigators (in instructional roles); employed continuously	9 hours/ year
Full-time and Part-time <u>Instructional</u> Paraprofessionals (Instructional Aides, Temporary/Short-term Instructors, and Long-Term Subs)	6 hours/year
Full-time and Part-time <u>Non-Instructional</u> Paraprofessionals (including Data Stewards and Assessment Proctors that are not in an instructional role)	3 hours/ year
Occasional Substitutes (not employed on a regular schedule; work fewer than seven days/month) *May need to complete in-service to maintain temporary teaching certificate or adult license	Determined by local program

- For an explanation of annual in-service requirements, see the *WVAdultEd Instructor Handbook, Section 2*, <http://www.wvadulted.org/instructor-handbook.html>.
  - Annual requirements must be met within the fiscal/program year (July to June), not the calendar year (January to December).
  - New practitioners hired after March 1 are not subject to the annual in-service requirement for the first fiscal/program year.
  - Those who hold an adult license will have to accrue 30 hours of PD credit over the course of five years. Even though substitutes may not have an annual requirement, those **substitutes that have an adult license will need to accrue 30 hours of PD credit over the course of several years in order to renew the license.**
  
- Practitioners failing to meet annual in-service requirements should not be re-hired.
  
- Administrators are welcome to attend pre-service and in-service training sessions offered by WVAdultEd.
  
- Inform your instructors of professional development opportunities.
  - An online [Calendar of WVAdultEd-PD training opportunities](#) can be accessed from the WVAdultEd homepage at <http://www.wvadulted.org/>. Session descriptions, dates, times, locations, and directions are posted there.
  - Professional Development/Training conferences are offered annually.
  - Regional training sessions are also offered in the fall and sometimes in the spring.
  - Instructors may attend statewide or national conferences and training sessions that relate to WVAdultEd but are sponsored by other organizations such as WVAEA, Literacy WV, Office of Diversion and Transition Programs, WVTESOL, ProLiteracy, etc.
  
- Encourage and support the professional development of your instructors.
  - Plan to offer release time and travel reimbursement for attendance at professional development activities.
  - Allow for release time for online activities as well as face-to-face training.
  - Allow full-time instructors to count their 12 WVAdultEd in-service hours as part of their 18-hour or 40-hour county or institution requirement (unless prohibited by the county).
  
- Be sure that instructors get permission if they travel to out of state conferences.
  - For out-of-state travel, all personnel employed by programs funded by the WVDE Office of Adult Education are required to have written permission from Mendy Marshall, Executive Director.
  - Use the [WVAdultEd Travel Application](#) to request out-of-state travel and/or for financial assistance for travel to professional development events.

## Supervision of WVAdultEd Instructors

- Provide paid lesson planning time and non-instructional time (for data entry, recruitment efforts, etc.) for instructors. Use the guidelines from [Recommended Instructional and Non-Instructional Hours](#) (see *Appendix*).
- Know what is going on in your classes; visit and observe on a regular basis.
- Follow State Policy 5310 (<http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=25249&Format=PDF>) and your county guidelines regarding teacher evaluation procedures. Since the new teacher evaluation instrument under Policy 5310 was developed for K-12 instructors, AdultEd administrators are advised to use the current paper-based instrument and the two *Student Learning Goals* and the one *Professional Growth Goal* for their WVAdultEd evaluations. (See the Paper-Based Evaluation Resources section on the Department of Education website at <http://wvde.state.wv.us/evalwv/resources.php> to find the forms for the paper-based evaluation forms.) All WVAdultEd instructors should have one of the following on file for each year of employment:
  - Full-time instructors – annual evaluation based on state/county guidelines
  - Part-time instructors – annual written observation report
- To evaluate full-time instructors, use the *Paper-Based Evaluation Resources for Adult (Basic) Education* (WVAdultEd) found at <http://wvde.state.wv.us/evalwv/resources.php>. This is the “Resources” page of the [WV Educator Evaluation Website](#).
  - [ABE Evaluation Procedures Guidance Document](#)
  - [Self-Reflection Form \(ABE\)](#)
  - [Self-Reflection Guidance Document \(ABE\)](#)
  - [Student Learning Goal Form \(ABE\)](#)
  - [Student Learning Goal Guidance Document \(ABE\)](#)
  - [Observation Form \(ABE\)](#)
  - [Summative Evaluation Form \(ABE\)](#)
  - [Professional Growth and Development Form](#)
  - [Evaluation System Timeline](#)
- Meet annually with all instructors in your program.
  - Review your Adult Education grant application/award.
    - Inform instructors of AdultEd annual budget line items used for purchase of instructional materials and involve them in the materials selection process.
  - Review the NRS Core Measures with your staff and examine accountability reports.
  - Review certification and professional development requirements.
    - Have personnel complete the WVAdultEd Individual Professional Development Plan located in the appendix of Section 2 of the [WVAdultEd Instructor Handbook](#).
  - Be sure that all personnel sign annual agreements.
    - [WVAdultEd Personnel Confidentiality Agreement](#)
    - [Employee Technology Acceptable Use Policy](#).
  - Maintain these in the personnel file.



## PROGRAM MANAGEMENT

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### Funding

- Eligible program grant applicants may be a local educational agency, a community-based organization of demonstrated effectiveness, a volunteer literacy organization of demonstrated effectiveness, an institution of higher education, a public or nonprofit agency, a library, a public housing authority, a nonprofit institution that is not described in any of the items above and has the ability to provide literacy services to adults and families, and a consortium of the agencies, organizations, libraries, or authorities described in any of the above items.
- In order to receive funding, each agency submits an application for funds. Grants are awarded to successful applicants. The eligible agency must provide services related to the [13 Considerations](#) as outlined in *Adult Education and Family Literacy Act*. (See Appendix).
- Grants are awarded for 12 months/one fiscal year (July 1 – June 30). Awarded agencies must comply with Scope and Conditions of the grant and the specific [Program Protocols](#). (See Appendix)

### Advisory or Inter-Agency Council

- Establish an advisory council or participate in a cross-agency collaborative council that addresses adult education concerns. Hold meetings on a regular schedule that include WVAdultEd program concerns at least twice a year. Keep meeting agendas and minutes on file. Beginning with FY 2019-20 a section will be added to *WVAdultEd Instructor Handbook, Section 1* with guidance for classroom instructors working with advisory councils. <http://www.wvadulted.org/instructor-handbook.html>
- Council members should represent local community groups such as:
  - Post-secondary educational institutions (career-technical programs, community colleges, universities) and training programs (apprenticeship, etc.)
  - Business and industry (local businesses, Chamber of Commerce, etc.)
  - Human Services (DHHR, HUD, Homeless Shelters, etc.)
  - Family services (Head Start, Family Resource Network, Starting Points, WVU Extension Service etc.)
  - Disability services (Division of Rehabilitation Services, mental health facilities)
  - Employment services (Workforce Development Board, One Stop Centers, Job Services)
  - Public schools and Libraries
  - Volunteer organizations and service clubs (Literacy WV, Read Aloud, Lion’s Club)
  - Other community-based organizations (United Way, Senior Centers, Youth Services)
  - Students and instructors from the program
- Use the advisory council to:
  - Facilitate collaboration, referrals, and networking among agencies serving the needs of adults with limited basic skills.
  - Educate the community at large about the needs of this population.

- Assist your program with marketing, recruitment, student support services, special events (graduation and awards ceremonies), grant writing, and establishing information linkages.
- Provide input regarding appropriate course offerings and class locations and schedules.

## Program Needs Assessment

- A comprehensive needs assessment should be conducted as part of the application process. This should be updated annually.
  - Collect surveys from students and potential students, demographic and economic data, and input from partner agencies.
  - Use data to make decisions about students to recruit and where/when to schedule classes.
- For a sample community needs survey, see the [Needs Assessment Instruments](#) in the Appendix.
- For more information on retention and persistence, see <http://www.wvadulted.org/instructor-handbook.html> (*WVAdultEd Instructor Handbook, Section 10*).

## Program Facilities and Services

- WVAdultEd classrooms should have the following provisions:
  - Sufficient space to accommodate students (including classroom area and private counseling/tutoring area)
  - Adequate safety provisions (approved by fire marshal, covered by fire/liability insurance)
  - Accessibility for people with disabilities
  - Adequate heating and cooling
  - Adequate furniture (desks, tables, chairs) designed for adults
  - Available storage space
  - Clean restrooms
  - Safe parking area
  - Adequate indoor and outdoor lighting
  - Access to telephone and Internet
  - Visible signs or directions to the class location

## Program Marketing

- The Office of Adult Education has established a Marketing Committee with representatives from HSE Testing/OPTION Pathway, Public Service Training, SPOKES/TANF, Adult Education, WVAdultEd Professional Development, and the WVDE Office of Communications. The committee meets regularly to address the unique marketing needs of WVAdultEd and its audience. To date it has addressed:
  - Promoting new WVAdultEd logo and tagline,
  - Radio ad campaign with web banner ads in Fall 2018 on WVMetroNews,
  - Development of new WVAdultEd pocket portfolios for staff and student use,
  - Templates for flyers which classrooms can use,
  - Development of [Branding Guidelines](#), use of WVAdultEd logo, and American Job Center tagline,

- Developing of a Social Media Guide, and
- Moving forward with new signage for adult education classrooms.
- Materials can be found in the [File Cabinet](#) on [wvadulted.org](http://wvadulted.org) or in the WVAdultEd Teacher Group on Schoology.

## Bridge Programs and Scheduling Models

- This graphic illustrates [Adult Education's Role in the West Virginia Career Pathway System](#) (see *Appendix*). It shows the range of Bridge and IET programs available via WVAdultEd and how wrap-around services are related. [Descriptions of Adult Education Programing Models](#) (*Appendix*) provide more details about each different type of class.
- Types of Enrollment Structures:
  - **Managed Enrollment**

Bridge-Prep and Bridge programs have scheduled beginning and ending dates and have specific class hours when all students are expected to attend (*Managed Enrollment*).

    - Most Bridge models run for 10 to 16 weeks.
    - Testing usually occurs at the beginning and the end of the course (unless an individual has to drop out before the class ends).
    - New students enter only during the first week of the class; that is why it is referred to as *Managed Enrollment*.
    - Students that miss the entry date wait for the next class to begin.
  - **Pre-Bridge Classes with On-going/Continuous Enrollment**

Pre-Bridge classes are designed as a flexible option for students at various levels who are not able to commit to a regular schedule or are waiting to enter a Bridge-Prep or Bridge program. These classes offer *On-going/Continuous Enrollment* with specific regularly scheduled intake/entry times each month.

    - Classes in which there are no set beginnings and endings of study terms, no mandatory start/finish times, and no set testing periods.
    - Students enroll or exit at their convenience and take post-tests after completing the recommended number of hours between assessments.
    - Many WVAdultEd programs offer a Pre-Bridge alternative in addition to Bridge-Prep and Bridge programs.
- Types of Intake (Registration and Entry) Structures:
  - **Managed Intake/Entry – regularly scheduled, set registration time**

Classes that offer scheduled, well-advertised registration and assessment days and times at regular intervals. New applicants are asked to come for registration at those appointed times (e.g., every 1st and 3<sup>rd</sup> Friday of the month at 9:00 a.m.).
  - **Open Intake/Entry – no set registration time**

Classes in which students may arrive on any day or time when a class is in session and receive information about the program, register, begin the assessment process, and start studying immediately. *Open Intake* is really only effective in classes that are trying to build enrollment. **As soon as a class is well-established, the program should switch to *Managed Intake*.**
  - **Note: A managed intake/entry system is preferred.** Instructors can set up regularly scheduled group orientations on specific days/times followed by individual student interviews without disruption for ongoing students.

## ACCOUNTABILITY

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- *The Adult Education and Family Literacy Act (WIOA, Title II)* requires that every state monitor both programmatic and financial accountability.
- States are required to utilize an electronic information system for reporting program results to the US Department of Education. The state is responsible for meeting core measures and local programs in turn must meet state and federal measures.
- States are also required to conduct various types of monitoring visits to assure appropriate data collection and financial systems.

## AEMIS

- Every state must utilize an electronic information system for reporting program results to the US Department of Education.
- West Virginia's online **Adult Education Management Information System** is referred to as [AEMIS](#). AEMIS may be accessed at <https://wvaemis.com/>.
- AEMIS is used to collect data for the [National Reporting System \(NRS\)](#), report on [NRS Core Measures](#) and share data with partner agencies who share participants (i.e. DRS and Workforce WV)
  - Students who make learning gains (measured by pre- and post-tests using state approved standardized assessments)
  - Students who qualify are included in one or more of the following measures:
    - Employment (2<sup>nd</sup> quarter after exit)
    - Employment (4<sup>th</sup> quarter after exit)
    - Attainment of a post-secondary credential
    - Obtaining a high school equivalency diploma
    - Median earnings (2<sup>nd</sup> quarter after exit)
- NRS achievements are measured using data-matching with other WV institutions and agencies through social security numbers, surveys, and standardized assessment data.
- For more information on the NRS, see <http://www.nrsonline.org/reference/index.html>.
- Using [AEMIS](#), you can access NRS reports on all classes in your county/grantee.
  - Contact your [regional adult education coordinator](#) for questions regarding AEMIS and/or reporting.
  - Contact Louise Miller (681-207-7111 ext. 1122; [lbmiller@k12.wv.us](mailto:lbmiller@k12.wv.us)) to arrange training for your local Data Manager and local Adult Education staff. For more information on data managers, see *Section 1, AEMIS User's Guide* (<http://www.wvadulted.org/aemis-data-steward--data-managers.html>).

- Each new program administrator should be added to the AEMIS system as a user. If you are unsure if you have been added, contact Louise Miller (681-207-7111 ext. 1122; [lbmiller@k12.wv.us](mailto:lbmiller@k12.wv.us))
- You can access AEMIS at <https://wvaemis.com/#!/login>. If you do not know your password, go to the AEMIS home page and type your email address and then click on *Forgot Your Password?* An email link will be sent to your email address. This link expires 48-hours after requested, however, as long as you do not lock yourself out (i.e. 3 unsuccessful attempts to login), another password link can be requested. Questions can be directed to Louise Miller (681-207-7111 ext. 1122; [lbmiller@k12.wv.us](mailto:lbmiller@k12.wv.us))
- AEMIS is also used to track monthly class summary information for all WVAdultEd classes and track professional development activities for all WVAdultEd practitioners. Using [AEMIS](#), you can:
  - Access enrollment and contact hours for each class in your program.
  - Access the professional development record of any instructor in your program.

## Enrollment and Contact Hour Guidelines

- WVAdultEd classes have monthly student enrollment and contact hour guidelines to meet. The guidelines assist in the effective use of funds and appropriate class locations, scheduling, attendance, recruitment and retention.
  - You can monitor all the classes in your program by examining the WVAdultEd Class Summary Report using AEMIS. For technical assistance, contact your regional adult education coordinator (<https://wvde.us/adult-education/staff-directory/regional-adult-education-coordinators/>).
- If student enrollment or student contact hours fall below 65% of the state guidelines, immediate action should be taken to improve performance. After three consecutive months, closure of the class should be considered.
  - For more information, refer to the [AEMIS User's Guide](#) (and see *Section 11* of the *WVAdultEd Instructor Handbook*, <http://www.wvadulthood.org/instructor-handbook.html>). Contact your [regional adult education coordinator](#) for technical assistance.
  - Recommended guidelines may be calculated using the chart below.

ATTENDANCE
Actual Hours Taught ≤ 56 hours / month * 8
Actual Hours Taught > 56 hours / month * 7.5
ENROLLMENT
Number of Instructors that taught ≤ 52 hours / month * 8
Number of Instructors that taught 53 – 79 hours / month * 10
Number of Instructors that taught 80 – 99 hours / month * 13
Number of Instructors that taught 100+ hours month * 15

- Guidelines are determined automatically in AEMIS based upon actual instructional time. As a result, requirements vary monthly based upon instructional attendance logged in AEMIS.

## Assessment

- The NRS requires local programs to use standardized assessments to evaluate students upon entry into the program and after a set number of instructional hours to document and report progress and completion of educational functioning levels.
- WVAdultEd Approved Standardized Assessments:
  - **General AdultEd and SPOKES Students:**
    - Tests of Adult Basic Education (TABE)
  - **English for Speakers of Other Languages (ESOL):**
    - Comprehensive Adult Student Assessment System (CASAS)
    - Basic English Skills Test (BEST) Literacy or BEST Plus 2.0
- The NRS has 12 educational functioning levels (EFLs).
  - There are six EFLs for Adult Education (AE) and six for English as a Second Language (ESL).
- The completion of EFLs is one of the federal core measures for which all adult education funded programs are held accountable.
- Students must be pre-tested at the outset and post-tested before, during, and upon exiting the program in order to collect data on progress through educational functioning levels.
- Pre- and post-test data must be entered in AEMIS. Documentation to verify the student's completion of an EFL and movement to a higher EFL, therefore, is an important responsibility of WVAdultEd instructors.

## Federal Core Measures

- The NRS requires adult education programs to document Outcome Measures that demonstrate program effectiveness. These are verified at the state level via data match with other WV agencies.
  - Educational gains (assessment information showing completion of EFLs and movement to higher levels)
  - Employment (2<sup>nd</sup> and 4<sup>th</sup> quarters after exit)
  - Receipt of high school equivalency diploma
  - Attainment of a postsecondary credential
- For more information on NRS Core Measures, see <http://www.nrsonline.org/reference/index.html>.
- In West Virginia, each local WVAdultEd program is responsible for meeting the proposed levels of performance set for our state.
  - See the [West Virginia Adult Education Performance Measures](#). This chart compares the performance levels required for this program/fiscal year to the previous year.
- For a full explanation, see *Performance Standards for WVAdultEd Accountability*, located in the *WVAdultEd Instructor Handbook, Section 11*, <http://www.wvadulted.org/instructor-handbook.html>.

- A *Performance Profile* is issued in late winter indicating each county's attainment of the NRS Core Measures. For more information, contact Louise Miller, 681-207-7111, ext. 1122 or [lbmiller@k12.wv.us](mailto:lbmiller@k12.wv.us).
- For technical assistance, contact your [regional adult education coordinator](#).



## ANNUAL PROGRAM MONITORING

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- Nationally, all adult education programs under WIOA Title II--the Adult Education and Family Literacy Act (AEFLA) are to be monitored to ensure compliance with the National Reporting Standards (NRS), as well as state standards. In West Virginia, this is done in two ways:
  - **Data Quality Audits**, which ensures that local programs are administering file checks and reviewing program data for the purpose of technical assistance and improved program performance outcomes. The Data Quality Audit (DQA) also ensures the accuracy of data input, the data integrity, and that processes are followed according to NRS and State Policy. It also allows the program an opportunity to analyze data and check their progress.
  - **On-Site Monitoring Visits** are conducted to observe administration of assessments, goal setting/advisement/and orientation processes, financial policies and procedures, instructional materials and methodology, proper use of technology, and to document that the programs are in compliance with NRS and State Policy.
- A copy of **West Virginia's On-Site Monitoring Review** is located at [http://www.wvadulted.org/uploads/4/2/4/9/42499625/ae\\_blank\\_monitoring\\_instrument\\_11-16-17.docx](http://www.wvadulted.org/uploads/4/2/4/9/42499625/ae_blank_monitoring_instrument_11-16-17.docx)
- One hundred percent of AEFLA funded WVAdultEd programs will be monitored annually through the use of Desktop Monitoring. Approximately 20% will be monitored annually via on-site visits. All programs will be scheduled for on-site monitoring within a five-year cycle.

### How do On-Site Monitoring Visits work?

- **Scheduling**
  - The on-site monitoring visit date and time will be determined in coordination with the Regional Adult Education Coordinator (RAEC), the State monitoring coordinator, and the local program.
- **Prior to Monitoring Visits**
  - Monitoring review instrument(s) must be answered and submitted to the State monitoring coordinator a minimum of two weeks prior to the date of the visit.
  - Programs are welcome/encouraged to add any additional comments or questions they may have for the monitoring team upon arrival in the notes sections of the monitoring instrument.
  - Programs should work closely with their regional coordinator in completing the on-site instrument and compiling the data/documents for the review.
- **During Monitoring Visits**
  - Programs should ensure that the labeled documentation folders are available to the team the day(s) of the visit addressing each of the Data/Document Review items.
  - Compliance items **must** have documentation folders, documentation for Information items are recommended.

➤ **After the Monitoring**

- Within 45 days of the monitoring visit, the local program will receive a monitoring report.
- For programs incurring *Findings* or *Required Actions* as a result of a monitoring visit, a **Corrective Action Plan (CAP)**, will need to be completed by the grantee and submitted to the WVDE within 45 days.
- A template for the **CAP** is posted at [http://www.wvadulted.org/uploads/4/2/4/9/42499625/ae\\_blank\\_monitoring\\_instrument\\_11-16-17.docx](http://www.wvadulted.org/uploads/4/2/4/9/42499625/ae_blank_monitoring_instrument_11-16-17.docx)
- Technical assistance will be made available to all AEFLA funded programs under a CAP, as well as other struggling WVAdultEd programs.

➤ **Monitoring Flowchart**

- The revised WVAdultEd Monitoring Flowchart is on the following page.

# WVAdultEd Monitoring Flowchart (rev 4/30/15)

## I. Risk Analysis

- a. Desk Monitoring Reports (DMRs)
  - AEMIS – DMR
  - Ranking Score
- b. Programs that fall below state contact hour and enrollment guidelines.
  - AEMIS – Class Summary Report
  - Number of months deficient
- c. Programs that do not meet hours between assessments guidelines.
  - AEMIS – Assessment Between Hours Report
  - Number of Months / Students deficient



- d. Data Quality Audits at the local level indicate low performance during the current program year, and possibly previous program years. As well as additional programmatic concerns/issues.
- e. The State Staff Coordinator in charge of Monitoring will assemble the above mentioned data (from various sources / Staff Members).
- f. State / Regional Staff will assist in the selection process, as determined by preset guidelines and scores. Programs will be ranked according to Selection Criteria A, B & C. Those at the bottom 20% will be subject to an on-site monitoring Visit. 100% of the programs will be monitored (through the selection criteria).  
Note: All programs statewide, will be on a 5 year review cycle.
- g. The programs selected will be notified accordingly.



## II. Monitoring Visit

- a. Schedule date of review, notifying all members of the team.
  - Regional Coordinator assists program in preparing for the review:
    - Preparing / gathering documentation
    - Answering questions about the instrument
- b. Review student folders, class files, and curricula. Conduct student surveys/interviews (if applicable).
- c. Conduct On-site visitation
  - Work through review instrument, identifying possible commendations, recommendations, and areas of concern with Grantee.
  - Discuss possible strategies for program improvement.
- d. Conduct exit interview with Administrator and Teachers, answering any questions or concerns related to the monitoring visit.
  - Discuss all possible findings and recommendations with Grantee, including required actions & projected timelines for responses.



## III. Monitoring Follow-up

- a. Discuss the conclusions of the monitoring visit with review team, submitting the final report to the Executive Director of Adult Education. The final report (i.e. Commendations, Noteworthy Practices, Findings and Required Actions and Recommendations) will then be forwarded to the local programs.



## V. Technical Assistance (TA)

- a. Technical Assistance (TA) may be provided before, during, or after the monitoring visit.
- b. TA may be requested by the Program at any time for program improvement.
- c. If a Mentor has been utilized, s/he will report back to State office with any technical assistance provided to Program.
  - Indicating dates and type dates of TA.
  - Mentor should indicate if additional TA is planned and include an estimated timeframe.



- a. Distribute a copy of the final report to the review team.
- b. Local program will complete a **Corrective Action Plan (CAP)** in response to the *Required Actions and Recommendations*. To be completed no later than three weeks from the time of receipt of the final report.
  - The CAP should include requests for Technical Assistance (TA)
    1. Mentors, Regional Coordinators, Regional State Staff, State Staff, TIS
    2. Include estimated timelines
- c. WVDE will mail a letter of completion to the program when all *Required Actions* have been satisfactorily addressed.
- d. WVDE will maintain records from visits. (hard copies- 5 yrs./ electronic copies-indefinitely)

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## APPENDIX

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## Program Assurances

Funding is made available through the Workforce Innovation and Opportunity Act (WIOA), Title II, Adult Education and Family Literacy Act (AEFLA) to provide Adult Education and Integrated English Language and Civics programs. Funds are awarded to eligible entities by demonstrated effectiveness in improving the literacy skills of individuals who have low levels of literacy, whose services are aligned with local workforce priorities and services that meet the needs of persons with barriers to employment.

### The applicant hereby agrees to the following:

1. **Eligible providers:** eligible providers must be:
  - a. A local education agency;
  - b. A community-based organization or faith-based organization;
  - c. A volunteer literacy organization;
  - d. An institution of higher education;
  - e. A public or private nonprofit agency;
  - f. A library;
  - g. A public housing authority;
  - h. A nonprofit institution that is not described above and has the ability to provide adult education and literacy activities to eligible individuals;
  - i. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities describe above; or
  - j. A partnership between an employer and an entity described above.
2. **Individuals Eligible for Services:** According to Title II of the Workforce Innovation Opportunity Act, eligible students are those individuals who:
  - Have attained 16 years of age;
  - Are not enrolled or required to be enrolled in secondary school under state law;
  - Lack sufficient mastery of basic educational skills to function effectively in society;
  - Do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education; and/or
  - Are unable to speak, read, or write the English language.
3. **Integrated English Literacy and Civics Education (IELCE):** is a separate competitive grant funding under Title II. The purpose is to prepare English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and integrate with the local workforce development system and its functions to carry out the activities of the program. IELCE includes instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. A grantee may meet the requirement to use funds for IELCE in combination with integrated education and training activities by co-enrolling participants in integrated education and training provided within the local or regional workforce development area from sources other than Title II Section 243 or using funds or using funds provided under Title II to support integrated education and training activities.
4. **Correctional Education:** funding made available for Corrections Education and the education of other institutionalized individuals must be used for the cost of education programs for:
  - Adult educational and literacy activities,

- Special Education, as determined by the eligible agency,
  - Secondary school credit,
  - Integrated education and training,
  - Career pathways,
  - Concurrent enrollment,
  - Peer tutoring, and
  - Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.
5. **Application Content:** is based on the 13 considerations as defined in the Workforce Innovation and Opportunity Act.
  6. **Local Administrative Costs:** administrative costs are non-instructional costs (planning, administration, performance accountability, professional development) that are considered reasonable, necessary, and allowable associated with carrying out adult education and literacy activities. An amount not to exceed 5% may be used for planning, administration, personnel development, and interagency coordination. In cases where the costs described are too restrictive, the eligible provider shall negotiate with the Office of Adult Education to determine an adequate level of funding.
  7. **Reservation of Rights:** The Office of Adult Education reserves the right to reject any application, negotiate portions of the application or contact applicants for clarification.
  8. **Program Performance:** the grantee must implement activities to meet or exceed the approved levels of performance set by the USDE.
  9. **Required Partners:** The Workforce Innovation and Opportunity Act of 2014 (WIOA) seeks to improve coordination between the primary federal programs that support employment services, workforce development, adult education, and vocational rehabilitation activities. The core programs are: Title I: Adult and Dislocated Worker programs and Youth Programs administered by Workforce WV, Title II: Adult Education and Family Literacy Act programs administered by the Office of Adult Education, Title III: Wagner-Peyser/Employment Service Act programs administered by Workforce WV, and Title IV: Vocational Rehabilitation program administered by the WV Division of Rehabilitation Services. Programs will collaborate with required partners to align services.
  10. **Local Workforce Board Plans:** programs will align activities with local Workforce Development Plans and collaborate to provide support services.
  11. **Monitoring:** all adult education programs under WIOA are monitored to ensure compliance with the National Reporting Standards. All programs will be monitored annually through the use of Desktop Monitoring and a minimum of 20% will be monitored annually via on-site visits. All programs will be monitored within a five-year cycle.
  12. **Federal Allowable Costs:** Allowable costs for federal funds are determined in accordance with the federal Office of Management and Budget (OMB) circulars relocated to 2 CFR, Part 200.
  13. **Cancellation With or Without Cause:** A grant may be cancelled by the state at any time, with or without cause, upon thirty (30) days written notice to the grantee. The grantee will be entitled to payment for services performed and approved expenditures.
  14. **Cancellation Due to Discontinued or Insufficient Funding:** The grantee understands that funding is on a year-to-year basis. In the event that funding to the state from federal sources or appropriations by the West Virginia legislature are not continued at an aggregate level sufficient



to allow for the program to continue operating, the grant shall immediately be terminated upon written notice by the state to the grantee.

15. **Cancellation Due to Failure to Comply:** The state may cancel an awarded contract immediately if the state finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made or that the purpose for which the funds were awarded have not been fulfilled. The state may take action to protect the interests of the state of West Virginia, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.
16. **Supplant:** funds granted will be used to supplement, and not supplant, the amount of State and local funds available for uses specified in the Adult Education and Family Literacy Act.
17. **Certification Requirements:** All instructors must meet state minimum certification requirements according to the State Board of Education Policy 5202. The instructor must hold either a professional teaching certificate or an adult license. All volunteer literacy tutors must have completed certified Literacy WV tutor training.
18. **New Instructors:** all new instructors complete pre-service training with a peer trainer prior to instructional activity. All instructors must complete the required number of professional development hours each program year.
19. **Data Management:** all grantees are required to utilize the Adult Education Management Information System (AEMIS) for data collection. Programs are required to enter student enrollment and contact hours weekly. This includes students' social security numbers for data match purposes.
20. **Intensity and Duration:** programs must be of sufficient intensity and duration for participants to achieve substantial learning gains. Part-time programs operating less than 12 hours per week will not be considered to be of sufficient intensity and will not be funded.
21. **High School Equivalency Testing:** costs associated with High School Equivalency Testing or Option Pathway Programs are unallowable and cannot be reimbursed by the federal or state Adult Education grant.
22. **Additional Staff:** after the grant is awarded, additional new or part-time positions must have the written approval of the Director of the Adult Education program. This includes replacing positions due to resignation or retirement.
23. **Purchases:** all program purchases must be completed by May 1 of the applicable year.
24. **Line Item Transfers:** requests for transferring greater than ten percent of the budget must be submitted by the fiscal officer using the West Virginia Educational Information System on the Web (WOW) or via email to the Office of Adult Education for agencies other than LEAs.
25. **Records:** records must be retained for three years from the starting date of the retention period. The retention period starts on the day the grantee submits its final expenditure reports.
26. **Assessment:** all students must be pre and post assessed using the state-approved standardized instrument to determine education gain.
27. **Equipment Inventory:** programs are required to maintain an Equipment Inventory for their classroom purchased with Adult Education funding. It should include the item, brand, model number, serial number, cost, and year purchased. Our office can provide an inventory form or you may use a form from your organization. All purchases shall remain property of the West Virginia Department of Education. In the event a program would close, that equipment can be transferred to another local Adult Education program.

28. **Part-time Instruction:** the Office of Adult Education will reimburse the organization up to \$19 per hour for part-time/hourly instruction. Any pay beyond \$19 per hour must be paid from non-Adult Education funding.
29. **Federal Forms:** the applicant is required by federal law to sign three forms: (1) Non-Discrimination Statement, (2) Certificate Regarding Debarment, and (3) Certificate Regarding Lobbying.
30. **Authorized Signature:** by signing and submitting the application, you certify that you have read the application and the assurances and understand that you must comply with the assurances and all other applicable federal, state, and local policies.

## Program Protocols

This grant requires the agency to provide an Adult Education program. These grants are based on special revenue discretionary funds and are awarded year-to-year based on availability of funding. The following protocols should be followed by grantees providing Adult Education grant administration and program activities:

### Protocols:

1. Positions funded through this grant are contingent upon annual allocations and cannot be upgraded or salaries increased without written request and approval by the Executive Director of Adult Education. Salary increases mandated by legislation, education attainment, and annual increments for years of service do not require approval by the Executive Director.
2. The Executive Director of Adult Education shall be notified in writing before the posting of vacant positions.
3. A written request must be submitted to the Executive Director of Adult Education for permission to travel out-of-state when salary or reimbursement of the activity is paid from Adult Education funds.
4. All Adult Education programs are required to participate in the Adult Education Management Information System (AEMIS) as mandated by the federal government. Enrollment/contact hours and exit information must be input into AEMIS weekly.
5. The Board of Education of any county or Educational Service Cooperative shall have authority to enter into contracts of agreement with temporary teachers for the purpose of teaching adult education classes or programs which do not exceed ninety (90) days or seven hundred twenty (720) hours. The temporary, part-time teacher shall not accrue benefits of retirement, personal leave, medical or life insurance, seniority rights, or any other provisions relating to salaries, wages and benefits pursuant to article four, chapter eighteen-a of the state code.
6. Professional teachers employed under AE must be placed under position code 219 and funding code number 2 on the Professional Personnel Employment List to assure funding outside the K-12 formula for state funds. AE teachers funded with federal funds should be coded as position code 219 and funding code 3.
7. Salaries of employees chargeable to one or more grant program must be supported by appropriate time distribution records. The percentage of time reflected on the personnel form will be monitored by the WVDE.
8. The approved budget for this grant award will be sent via email to the fiscal officer with the accompanying project code in the subject line.
9. Direct cost line item transfers and budgetary financial changes exceeding ten (10%) percent of the budget must be submitted to the Office of Adult Education for approval.
10. Purchases must be obligated by May 1 and liquidated by July 31.

11. Equipment shall be used in the program or project for which it was purchased. When the program or project is discontinued or when the equipment is no longer needed, first preference for other use shall be given to other programs or projects currently supported by the Office of Adult Education.
12. No AE funds shall be expended to compensate a High School Equivalency testing administrator or Options Pathway instructor.
13. Per 80.42 (b) (4) of the Education Department General Administrative Regulations (September 1999), the grantee shall retain records for three years after the completion of the activity for which it uses grant funds.
14. Funds for Community Based Organizations must be requested on form WVDE 13-60-10. An expenditure report must be submitted with the fund request. A final expenditure report must be submitted after the liquidation period.
15. In accordance with WVBE Policy 5310, all full and part-time Adult Education classroom teachers shall receive an educator evaluation.

## WIOA's 13 Considerations

1. The degree to which the eligible provider would be responsive to —
  - a. regional needs as identified in the local plan; and
  - b. serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills; or who are English language learners;
2. the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted performance levels, especially with respect to eligible individuals who have low levels of literacy;
4. the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan, as well as the activities and services of the one-stop partners;
5. whether the eligible provider's program—
  - a. is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
  - b. uses instructional practices that include the essential components of reading instruction;
6. whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;
7. whether the eligible provider's activities effectively use technology services and delivery systems including distance;
8. whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;
9. whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by

the State, where applicable, and who have access to high quality development, including through electronic means;

10. whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;
11. whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
12. whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance; and
13. whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

# Adult Education's Role in the West Virginia Career Pathway System











## Descriptions of Adult Education Programing Models


WVAdultEd Bridge and IET programs lead to the next step in the West Virginia Career Pathway System. These programs integrate basic skills and occupational content to help educationally underprepared adults along a continuum from pre-literacy to post-secondary readiness level connect to pathways to high-demand careers that pay life sustaining wages.


	<p><b>Pre-Bridge</b></p> <p>Ongoing basic skills instruction designed as a flexible option for students at various levels to improve life skills and academic readiness in order to enter a Bridge program</p>
<p><b>Typical Duration</b></p>	<ul style="list-style-type: none"> <li>• Ongoing, with specific managed intake/entry dates</li> </ul>
<p><b>Possible Entry Points</b></p>	<ul style="list-style-type: none"> <li>• Zero to Eleventh grade reading (EFL 1-5)</li> <li>• Beginning to High Intermediate ESL level (EFL 7-11) for non-native English speakers</li> <li>• With or without a high school diploma or equivalency diploma</li> <li>• Not necessarily available for work; not able to commit to a regular class schedule; or waiting for a bridge program to begin</li> </ul>
<p><b>Outreach Suggestions</b></p>	<ul style="list-style-type: none"> <li>• Local program brochure describing program</li> <li>• WIOA Partners</li> <li>• Local Print Media and Social Media</li> </ul>
<p><b>Suggested Features</b></p>	<ul style="list-style-type: none"> <li>• Outcome competencies selected to promote success in bridge programs, post-secondary training, and/or jobs</li> <li>• Contextualized Instruction in basic academic skills (reading, writing, listening, speaking, and applied math) and digital literacy skills.</li> <li>• Skills taught in the context of career exploration, and job readiness</li> <li>• Learning success skills (for everyday life and on the job) such as parenting, financial literacy; and improving work ethics (attendance, accountability, confidence, etc.)</li> </ul>
<p><b>Potential Wrap-Around Support</b></p>	<ul style="list-style-type: none"> <li>• Barrier identification and referral to community resources</li> <li>• Follow-up support after exit</li> </ul>
<p><b>Possible Next Steps</b></p>	<ul style="list-style-type: none"> <li>• Bridge Prep, Bridge I, Bridge II, Post-Secondary training, Employment</li> </ul>
<p><b>Educational Programing Models</b></p>	<ul style="list-style-type: none"> <li>• Basic Literacy and Basic Academic Skills Instruction</li> <li>• English Language Instruction</li> <li>• Financial Literacy</li> <li>• Digital Literacy</li> <li>• Job Readiness</li> </ul>

	<p><b>Bridge Prep</b></p> <p>Intentional focus on work by embedding work readiness skills and preparation for post-secondary training into adult education programs</p>
<p><b>Typical Duration</b></p>	<ul style="list-style-type: none"> <li>• Compressed Schedule (not more than 10-12 weeks); set start/end date; regular weekly schedule; part-time programs may use a flipped classroom approach to complete curriculum within the recommended timeframe</li> </ul>
<p><b>Possible Entry Points</b></p>	<ul style="list-style-type: none"> <li>• Fourth to Eleventh grade reading (EFL 3-5)</li> <li>• High Intermediate to Advanced ESL level (EFL 11-12) for non-native English speakers</li> <li>• With or without a high school diploma or equivalency diploma</li> <li>• Desire to enter and succeed in post-secondary education or employment</li> </ul>
<p><b>Outreach Suggestions</b></p>	<ul style="list-style-type: none"> <li>• Local program brochure describing specifics of the program</li> <li>• WIOA Partners</li> <li>• Local Print Media and Social Media</li> </ul>
<p><b>Suggested Features</b></p>	<ul style="list-style-type: none"> <li>• Outcome competencies selected to promote success in bridge programs, post-secondary training, and/or jobs</li> <li>• Contextualized Instruction in basic academic skills (reading, writing, listening speaking, and applied math) and digital literacy skills</li> <li>• Academic and digital literacy skills taught in the context of exploring a broad range of careers and postsecondary training options</li> <li>• Learning success skills (for everyday life, education, and employment) such as reducing test anxiety; improving work ethics (attendance, accountability, confidence, etc.); and job readiness (resume, interview prep, etc.)</li> </ul>
<p><b>Potential Wrap-Around Support</b></p>	<ul style="list-style-type: none"> <li>• Barrier identification and referral to community resources</li> <li>• Navigator or instructor to assist with job placement</li> <li>• Follow-up support after exit</li> </ul>
<p><b>Possible Next Steps</b></p>	<ul style="list-style-type: none"> <li>• Bridge I, Bridge II, Post-Secondary training, Employment</li> </ul>
<p><b>Educational Programing Models</b></p>	<ul style="list-style-type: none"> <li>• TASC FastTRACK <ul style="list-style-type: none"> <li>• Braxton SPOKES/AdultEd TASC FastTRACK</li> </ul> </li> <li>• Contextualized Career Cluster FastTRACK <ul style="list-style-type: none"> <li>• Lewis County Earn by Day, Learn by Night</li> <li>• SPOKES</li> </ul> </li> </ul>

	<p><b>Bridge I:</b></p> <p>Low intermediate reading, writing, speaking, and math taught in the context of a variety of occupational sectors</p>
<p><b>Typical Duration</b></p>	<ul style="list-style-type: none"> <li>• Compressed Schedule (not more than 10-12 weeks); set start/end date; regular weekly schedule; part-time programs may use a flipped classroom approach to complete curriculum within the recommended timeframe</li> </ul>
<p><b>Possible Entry Points</b></p>	<ul style="list-style-type: none"> <li>• Fourth to Sixth grade reading (EFL 3)</li> <li>• Intermediate ESL level (EFL 11) for non-native English speakers</li> <li>• With or without a high school diploma or equivalency diploma</li> <li>• Desire to pursue post-secondary education or employment</li> <li>• Desire to advance from a low-skill, low-pay job</li> </ul>
<p><b>Outreach Suggestions</b></p>	<ul style="list-style-type: none"> <li>• Career Pathways flyer for a career cluster occupational pathway</li> <li>• WIOA Partners</li> <li>• Industry-specific employers</li> <li>• Local Print Media and Social Media</li> </ul>
<p><b>Suggested Features</b></p>	<ul style="list-style-type: none"> <li>• Outcome competencies developed with partners including employers, workforce development, and technical education (CTE) programs</li> <li>• Contextualized Instruction in basic academic skills (reading, writing, listening, speaking, and applied math) and digital literacy skills</li> <li>• Academic and digital literacy skills taught in the context of exploring careers and postsecondary training options, with a focus on job and life “success skills,” such as writing a resume, interviewing for a job, providing customer service, using computers at home and on the job, workplace safety, workplace rights, and exploring life and work values and goals</li> <li>• Training in industry-specific vocabulary and skills (in field-specific programs)</li> <li>• Workplace communication skills</li> <li>• Job shadowing, internships, or other work experience opportunities</li> </ul>
<p><b>Potential Wrap-Around Support</b></p>	<ul style="list-style-type: none"> <li>• Barrier identification and referral to community resources</li> <li>• Navigator or instructor to assist with job placement</li> <li>• Follow-up support after exit</li> </ul>
<p><b>Possible Next Steps</b></p>	<ul style="list-style-type: none"> <li>• Bridge II; specific college-level occupational certificate or degree program, CTE training, apprenticeship, or other postsecondary technical training</li> </ul>
<p><b>Educational Programing Models</b></p>	<ul style="list-style-type: none"> <li>• College Transition FastTRACK <ul style="list-style-type: none"> <li>• Ritchie County College Readiness</li> </ul> </li> <li>• Adult Education Career Pathways Program <ul style="list-style-type: none"> <li>• Ohio County AdultEd /Petroleum/Manufacturing Career Pathways Pilot</li> </ul> </li> </ul>

	<p><b>Bridge II:</b> High intermediate basic skills and focused preparation for a targeted post-secondary occupational pathway</p>
<p><b>Typical Duration</b></p>	<ul style="list-style-type: none"> <li>• Compressed Schedule (not more than 14-16 weeks); set start/end date; regular weekly schedule; part-time programs may use a flipped classroom approach to complete curriculum within the recommended timeframe</li> </ul>
<p><b>Possible Entry Points</b></p>	<ul style="list-style-type: none"> <li>• Sixth to Ninth grade reading (EFL 4)</li> <li>• Advanced ESL level (EFL 12) for non-native English speakers</li> <li>• With or without a high school diploma or equivalency diploma</li> <li>• Desire to pursue postsecondary technical training or education</li> </ul>
<p><b>Outreach Suggestions</b></p>	<ul style="list-style-type: none"> <li>• Career Pathways flyer for an established occupational pathway</li> <li>• WIOA Partners</li> <li>• Industry-specific employers</li> <li>• Local Print Media and Social Media</li> </ul>
<p><b>Suggested Features</b></p>	<ul style="list-style-type: none"> <li>• Outcome competencies developed with partners including employers, workforce development, and technical education (CTE) and college occupational degree programs</li> <li>• Contextualized Instruction in basic academic skills (reading, writing, listening, speaking, and applied math) and digital literacy skills</li> <li>• Skills taught in the context of exploring careers and postsecondary training options and preparing for an established occupational pathway.</li> <li>• Learning success skills (for school and on the job)</li> <li>• Training in industry-specific vocabulary and technical fundamentals taught using workplace problems and tools and material from introductory college-level courses (in field-specific programs)</li> <li>• Job shadowing, internships, or other work related experience opportunities</li> <li>• Credentialing and/or certificates for successful completion</li> </ul>
<p><b>Potential Wrap-Around Support</b></p>	<ul style="list-style-type: none"> <li>• Barrier identification and referral to community resources.</li> <li>• Navigator to assist with job shadowing, internships, and job or college placement assistance</li> <li>• Follow-up support after exit</li> </ul>
<p><b>Possible Next Steps</b></p>	<ul style="list-style-type: none"> <li>• Specific college-level occupational certificate or degree program, CTE training, apprenticeship, or other postsecondary technical training</li> </ul>
<p><b>Educational Programing Models</b></p>	<ul style="list-style-type: none"> <li>• College Transition Fast-Track <ul style="list-style-type: none"> <li>• BridgeValley Advanced Manufacturing and/or Information Technology</li> </ul> </li> <li>• Adult Education Career Pathways Program <ul style="list-style-type: none"> <li>• Boone County Nursing Academy</li> <li>• Summers County Hospitality/Tourism or Pathways to a Health Career</li> </ul> </li> </ul>

	<p><b>Integrated Education and Training:</b></p> <p>Integrated course with a single set of learning objectives that identifies specific adult education content, workforce prep activities, and workforce training competencies.</p>
<p><b>Typical Duration</b></p>	<ul style="list-style-type: none"> <li>• Compressed Schedule (not more than 14-16 weeks); set start/end date; regular weekly schedule</li> </ul>
<p><b>Possible Entry Points</b></p>	<ul style="list-style-type: none"> <li>• Ninth to Twelfth grade level reading (EFL 5-6)</li> <li>• Completion of Advanced ESL (EFL 12)</li> <li>• High school diploma or nearly complete equivalency diploma</li> <li>• Desire to pursue postsecondary technical training or education</li> <li>• Completion of Bridge I or Bridge II</li> </ul>
<p><b>Outreach Suggestions</b></p>	<ul style="list-style-type: none"> <li>• Career Pathways flyer for an established occupational pathway</li> <li>• WIOA Partners</li> <li>• Local Print Media and Social Media</li> </ul>
<p><b>Suggested Features</b></p>	<ul style="list-style-type: none"> <li>• Outcome competencies developed with partners including employers, workforce development, career technical education (CTE) and college occupational degree programs</li> <li>• Contextualized Instruction in basic academic skills (reading, writing, listening, speaking, and applied math) and digital literacy skills</li> <li>• Training in industry-specific vocabulary and technical fundamentals taught using workplace problems and tools</li> <li>• <u>Workplace preparation</u> activities in an established occupational sector or pathway leading to employment in high demand or high growth industries, and learning success skills (e.g., time management, financial literacy, etc.)</li> <li>• <u>Workforce training</u> taught concurrently and contextually with basic skills may include occupational skills for a specific sector or career pathway; or may include specific skill upgrading or retraining for those already employed in an in-demand occupation</li> <li>• Shared instruction and shared students--adult education and vocational Instructors working together in the classroom with students co-enrolled</li> </ul>
<p><b>Potential Wrap-Around Support</b></p>	<ul style="list-style-type: none"> <li>• Barrier identification and referral to community resources</li> <li>• Navigator to assist with job placement</li> <li>• Follow-up support after exit</li> </ul>
<p><b>Possible Next Steps</b></p>	<ul style="list-style-type: none"> <li>• College-level certificate, associate degree, apprenticeship, or other postsecondary technical training</li> </ul>
<p><b>Educational Programing Models</b></p>	<ul style="list-style-type: none"> <li>• Integrated Education and Training with Career Technical Education (CTE) <ul style="list-style-type: none"> <li>• RESA 1 Certified Nursing Assistant-IET</li> </ul> </li> <li>• Adult workforce training and retraining with Workforce American Job Centers</li> </ul>

	<p><b>Integrated English Language/Civics:</b></p> <p>Integrated course for English language learners that includes English language acquisition activities taught along with workforce prep and workforce training activities.</p>
<p><b>Typical Duration</b></p>	<ul style="list-style-type: none"> <li>• Compressed Schedule (not more than 14-16 weeks); set start/end date; regular weekly schedule; part-time programs may use a flipped classroom approach to complete curriculum within the recommended timeframe.</li> </ul>
<p><b>Possible Entry Points</b></p>	<ul style="list-style-type: none"> <li>• Intermediate to Advanced ESL level (EFL 10-12) for non-native English speakers</li> <li>• With or without a high school diploma or equivalency diploma</li> <li>• May include advanced degrees from international institutions</li> <li>• Desire to pursue postsecondary technical training and education or employment</li> </ul>
<p><b>Outreach Suggestions</b></p>	<ul style="list-style-type: none"> <li>• Career Pathways flyer for an established occupational sector or pathway</li> <li>• WIOA Partners</li> <li>• Industry-specific employers</li> <li>• Local Print Media and Social Media</li> </ul>
<p><b>Suggested Features</b></p>	<ul style="list-style-type: none"> <li>• Outcome competencies set by employers</li> <li>• Contextualized Instruction in basic academic skills (reading, writing, listening, speaking, and applied math) and digital literacy skills</li> <li>• Training in industry-specific vocabulary and technical fundamentals taught using workplace problems, tools, and materials</li> <li>• Workplace preparation activities in an established occupational sector or pathway leading to employment in high demand or high growth industries, and learning success skills (e.g., time management, financial literacy, etc.)</li> <li>• Workforce training taught concurrently and contextually with basic skills may include occupational skills for a specific sector or career pathway; or may include specific skill upgrading or retraining for those already employed in an in-demand occupation</li> </ul>
<p><b>Potential Wrap-Around Support</b></p>	<ul style="list-style-type: none"> <li>• Barrier identification and referral to community resources</li> <li>• Navigator to assist with job placement</li> <li>• Follow-up support after exit</li> </ul>
<p><b>Possible Next Steps</b></p>	<ul style="list-style-type: none"> <li>• College-level certificate; associate degree; CTE, apprenticeship, or other postsecondary technical training</li> </ul>
<p><b>Educational Programing Models</b></p>	<ul style="list-style-type: none"> <li>• Integrated Education and Training with Career and Technical Education (CTE)</li> <li>• Adult workforce training and retraining with Workforce American Job Centers</li> <li>• Workplace Education</li> </ul>

**CONFIDENTIALITY FORMS**

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## WVAdultEd Personnel Confidentiality Agreement

- I have read *Section 4* of the *WVAdultEd Instructor's Handbook* and understand the procedures for handling confidential information.
- I understand that no confidential student information should be shared either verbally, in writing, or by electronic means (e.g., phone conversations, email, blogs, text messaging) with other students, family members of students, WVAdultEd staff members, program volunteers, or other agency personnel (e.g., DHHR, and WorkForce WV), without a signed release of information.
- I understand that any Release of Information form must be read aloud because many students read at a lower level and may not be able to understand the form by reading it silently themselves.
- I understand that obtaining spoken consent is not sufficient to allow transmittal of confidential information to anyone either in conversation or in writing.
- I understand and acknowledge that it is my legal and ethical responsibility to protect the privacy, confidentiality, and security of all records relating to WVAdultEd students.

I hereby acknowledge that I have read and understand the foregoing information and that my signature below signifies my agreement to comply with the above terms.

---

New Instructor's Signature

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Date

## Authorization for Release of Strictly Confidential Information to Local Staff or Volunteers

**I give my permission to release information contained in the document(s) indicated below:**

Please date, initial and check [v] the appropriate items below.

Date	Initials	v	Item
			Payne Learning Needs Inventory
			Learning Needs Screening
			Copeland Symptom Checklist for Adult ADD
			Other:
			School records from:
			Other records from:

**I give permission to release the information contained in the documents indicated above to the following individuals for educational or assessment purposes:**

If the same information can be made available to several staff people, please list their names below. Then date, initial and check [v] the appropriate individuals. If different information is going to various individuals, make separate forms.

Date	Initials	v	Staff Member
			All of the Staff Members Listed Above
			Other Individuals:
			Volunteer Tutor:

**This release is valid from the date of my signature until June 30, \_\_\_ or until it is revoked in writing, whichever occurs first. This release has been read out loud to me and I understand its contents.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent (if necessary): \_\_\_\_\_

Signature of staff person releasing the information: \_\_\_\_\_

## Authorization for Release of Information to External Agencies or Individuals

**I give my permission to release information contained in the document(s) indicated below:**

Please date, initial and check [v] the appropriate items below.

Date	Initials	v	Item
			Payne Learning Needs Inventory
			Learning Needs Screening
			Copeland Symptom Checklist for Adult ADD
			Test of Adult Basic Education (TABE) scores
			Comprehensive Adult Student Assessment System (CASAS) scores
			TASC Readiness Assessment scores
			Attendance records
			Other: .
			School records from:
			Other records from:

**I give permission to release the information contained in the documents indicated above to the following agencies or individuals for educational and assessment purposes:**

If the same information is going to several agencies, date, initial and check [v] the appropriate agencies below. If different information is going to several agencies, make a separate form for each agency.

Date	Initials	v	Item
			Division of Rehabilitation Services
			Department of Health and Human Resources
			Other Agency:
			Other Individual(s):

**This release is valid from the date of my signature until June 30, \_\_\_ or until it is revoked in writing, whichever occurs first. This release has been read out loud to me and I understand its contents.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent (if necessary): \_\_\_\_\_

Signature of staff person releasing the information: \_\_\_\_\_

## WVAdultEd SPOKES Authorization For Release of Information

For prescriptive and adaptive case management purposes, my WVAdultEd/SPOKES instructors are authorized to **release and discuss information** (directory, educational record, and confidential) contained in any or all of the following document(s):

- WVAdultEd Student Profile Form and Student Achievements Form
- Tests of Adult Basic Education (TABE) scores
- TASC Readiness Assessment (TRA) scores
- Any or All of the following certifications:
  - Customer Service (I and II)
  - IC3 (Internet Computing Core Certification)
  - MOS (Microsoft Office Certifications)
  - Intuit Quick Books
  - National Career Readiness Certificates (WorkKeys)
  - Adobe CS6 Certifications
    - Individual Certifications (Flash, Premier Pro, Dreamweaver, Illustrator, InDesign and/or Photoshop)
    - Adobe Specialist (Current version of specific required exams and one elective required in the specific track)
    - ACE (Adobe Certified Experts) CS-Design Master (four specific certifications)
    - ACE (Adobe Certified Experts) CS-Web Master (five specific certifications)
    - ACE (Adobe Certified Experts) CS-Video Master (five specific certifications)
- Learning Needs Screening
- Other (specify): \_\_\_\_\_

In addition, my WVAdultEd/SPOKES instructors are authorized to **release and discuss** the following:

- Relevant medical and personal information (barriers including drug/alcohol use, domestic violence, etc.) shared verbally or in writing within the classroom.
- Observations and feedback regarding student participation and behavior in class.
- Other relevant educational record information (attendance, goals and achievements, test scores, etc.) not found in the documents above.

The information listed above may **ONLY** be shared with the individuals indicated below that are employed by the Department of Health and Human Resources (DHHR) Bureau of Children and Families.

If the same information can be made available to several staff people, list their names below. Then date, initial and check [ **v** ] the appropriate individuals. If different information goes to various individuals, make separate forms.

Date	Initials	v	Staff Member	Date	Initials	v	Staff Member
			All of the Staff Members Listed Above				

**This release is valid from the date of my signature until June 30, \_\_\_\_, or until it is revoked in writing, whichever occurs first. This release has been read out loud to me and I understand its contents.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent (if necessary): \_\_\_\_\_

Signature of staff person releasing the information: \_\_\_\_\_



## Sample Media Release Form

*This letter confirms the agreement between me and the \_\_\_\_\_ (Local Program Name) regarding my participation in approved adult education activities in which I may be photographed, videotaped, or interviewed from time to time.*

I hereby irrevocably grant to the \_\_\_\_\_ (Local Program Name), exclusively, and for all media throughout the world (including print, home video, CD-ROM, and Internet), the right to use and incorporate (alone or together with other materials), in whole or in part, photographs or video footage, hereafter described as Property, taken of me as a result of my participation in adult education activities.

I agree that I will not bring or consent to others to bring claim or action against the \_\_\_\_\_ (Local Program Name) on the grounds that anything contained in the Property, or in the advertising and publicity used in connection herewith, is defamatory, reflects adversely on me, violates any other right whatsoever, including, without limitation, rights of privacy and publicity. I hereby release the \_\_\_\_\_ (Local Program Name), its directors, officers, successors and assignees from and against any and all claims, demands, actions, causes of actions, suits, costs, expenses, liabilities, and damages whatsoever that I may hereafter have against the \_\_\_\_\_ (Local Program Name) in connection with the Property.

AGREED TO AND ACCEPTED this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_

Participant's Signature: \_\_\_\_\_

Witness's Signature: \_\_\_\_\_

Signature of Parent or Guardian: \_\_\_\_\_

Print name of Participant: \_\_\_\_\_

Address of Participant: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Program Name: \_\_\_\_\_

## JOB DESCRIPTIONS

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- The following are updated Job Descriptions
- Please discard all previous versions and use these descriptions when crafting Job Postings and for personnel files and grant applications.

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# Adult Education Instructor

## JOB DESCRIPTION

### Qualifications:

- Valid professional teaching certificate (preferred) or eligible for an Adult License for Adult Basic Education (four-year college degree – minimum of 2.5 GPA in original course work; minimum of 3.0 in course work used to maintain licensure).
- ***Those individuals eligible for an Adult License for Adult Basic Education will be required to attend the WVUIT Teacher Preparation program to obtain a CTE Teaching Certificate with an Adult Education Endorsement. \*\****
- Knowledge of the characteristics of adult learners and prior experience in delivering training and/or basic skills instruction to adult learners is preferred.
- Experience in working with technology and using educational software is required.
- Effective oral/written communication skills are required.
- Experience with data management systems is preferred.
- Ability to attend required pre-service teacher training with an approved peer trainer (and travel to the meeting if necessary) prior to the start of any instructional activity.

### Terms of Employment:

As needed for the length of the class. Student enrollment, contact hours, and funding may affect the length of employment. Part-time instructors may not exceed 90 days or 720 hours of employment per fiscal year.

### Duties:

- Administer/interpret appropriate instruments for registration, placement and needs assessment to determine skill levels and learner goals.
- Conduct private student interviews to set reasonable goals and plan an individual program of study based on skill levels and personal/career goals.
- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.
- Prepare for assigned classes and show written evidence of preparation upon request.
- Manage multilevel classroom activities and provide instruction in a variety of ways (individual, pair-work, whole group, small group, computer-aided, tutorial, guest speakers, field trips, etc.) according to the learners' needs.
- Structure appropriate activities aligned to standards that teach principles, techniques, or methods in subjects such as English language skills, mathematics, life skills, and workforce/employability skills.
- Employ a variety of teaching strategies that are student-centered; incorporate active learning; provide explicit direct instruction; and differentiation.
- Observe and evaluate students' work to determine progress and make regular suggestions for improvement.
- Incorporate activities effectively using technology and distance education.
- Reflectively review instructional content, methods, and student evaluations to assess

strengths and weaknesses, and to develop recommendations for course revision, development, or elimination.

- Apply accommodations for students with special learning needs.
- Establish and maintain linkages with various community agencies (including DHHR, DRS, and WorkForce WV), business and industry, and educational and governmental institutions (including career and technical centers, and college programs).
- Participate in publicity planning, community awareness efforts, and student recruitment.
- Advise students on internships, prospective employers, and job placement services.
- Make referrals for support services when appropriate (diagnosis of disabilities, vision, hearing; childcare and/or transportation assistance, etc.).
- Monitor and document learners' progress in relation to identified goals using a variety of evaluation techniques.
- Maintain and submit applicable data/reports relating to student enrollment, progress, and completion (or termination) in a timely manner as required by state policy using the Adult Education data management information system.
- Select and recommend the purchase of proper educational materials, supplies, and/or equipment for the class site(s).
- Insure (through appropriate supervision) the safety and well-being of learners.
- Maintain confidentiality of student information as outlined in the *WVAdultEd Instructor Handbook, Section 4*.
- Maintain valid state certification (teaching certificate or adult license for ABE).
- Participate in the minimum required professional development sessions per year depending on the number of hours per week of employment.
- Attend professional meetings, conferences, and workshops to maintain and improve professional competence.
- Write grants to obtain program funding.
- Input all information into the management information system (AEMIS) as required by state regulations and grant assurances.
- Perform other duties related to the program as needed.

**Expectations:**

- Work effectively as a member of an educational team to promote the program as a whole.
- Maintain a professional relationship with students, administrators, and all others who are encountered through professional duties.
- Create a positive learning environment by demonstrating enthusiasm, ethical behavior, respect for others, and good work habits (including punctuality and attendance).
- Demonstrate a willingness to work collaboratively with personnel from within the organization and from outside agencies.

**\*\*Not required of part-time instructors.**

# Adult Education Instructor (ESOL)

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) JOB DESCRIPTION

### Qualifications:

- Bachelors or higher degree (TESOL, Linguistics, or English preferred).
- Professional teaching certificate (preferred) or eligible for an Adult License for Adult (Basic) Education (four-year college degree – minimum of 2.5 GPA in original course work; minimum of 3.0 in course work used to maintain licensure).
- ***Those individuals eligible for an Adult License for Adult Basic Education will be required to attend the WVUIT Teacher Preparation program to obtain a CTE Teaching Certificate with an Adult Education Endorsement. \*\****
- Effective oral/written communication skills are required.
- Knowledge of the characteristics of adult learners and prior experience in delivering training and/or basics skills instruction to adult learners is preferred.
- Knowledge of the process of second language acquisition and prior experience in working with non-native English speakers is preferred.
- Experience in living outside the U.S., learning a foreign language, and/or adapting to a different culture is preferred.
- Experience in working with computers and using educational software is required.
- Ability to attend required pre-service teacher training with an approved peer trainer (and travel if necessary) prior to the start of any instructional activity.

### Terms of Employment:

As needed for the length of the class. Student enrollment, contact hours, and funding may affect the length of employment. Part-time instructors may not exceed 90 days or 720 hours of employment per fiscal year.

### Duties:

- Administer appropriate instruments for registration, orientation, oral/written placement and needs assessment to determine skill levels and learner goals.
- Conduct personal interviews with new students to set reasonable goals and plan and implement an appropriate course of instruction.
- Manage multilevel classroom activities and provide instruction in a variety of ways (individual, pair-work, whole group, small group, computer-aided, tutorial, guest speakers, field trips, etc.) according to the learners' needs.
- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students. Prepare for assigned classes and show written evidence of preparation upon request.
- Structure appropriate activities that develop basic skills in English (listening, speaking, reading, writing, pronunciation, and grammar) and in other academic areas (American history, citizenship, math, science, test-taking, etc.) as well as workplace entry skills according to the learner's identified needs.

- Employ a variety of teaching strategies that are student-centered; incorporate active learning; provide explicit direct instruction and differentiation.
- Monitor and document learners' progress in relation to identified goals using a variety of evaluation techniques (oral/written tests, formal/informal evaluations, portfolios, etc.)
- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.
- Reflectively review instructional content, methods, and student evaluations to assess strengths and weaknesses, and to develop recommendations for course revision, development, or elimination.
- Incorporate activities effectively using technology and distance education.
- Apply accommodations for students with special learning needs.
- Assist learners in developing and refining appropriate vocabulary and idioms for use in a variety of settings (academic, workplace, children's school, shopping, the telephone, filling out forms, etc.) according to learners' needs.
- Assist learners in becoming oriented to the local community (school system, public events, available services, etc.); in dealing with culture shock; and in adapting to local customs and cultures.
- Maintain and submit data/reports relating to student enrollment, progress, and completion in a timely manner as required by the state policy using the Adult Education data management information system.
- Select and recommend the purchase of proper educational materials, supplies, and/or equipment for the class site(s).
- Ensure (through appropriate supervision) the safety and well-being of learners.
- Maintain confidentiality of student information as outlined in the WVABE Instructor Handbook, Section 4.
- Maintain valid state certification (teaching certificate or adult license for ABE).
- Participate in the minimum required professional development sessions per year depending on the number of hours per week of employment.
- Attend professional meetings, conferences, and workshops to maintain and improve professional competence.
- Write grants to obtain program funding.
- Perform other duties related to the program as needed.

#### **Expectations:**

- Work effectively as a member of an educational team to promote the program as a whole.
- Maintain a professional relationship with students, administrators, and all others who are encountered through professional duties.
- Create a positive learning environment by demonstrating enthusiasm, ethical behavior, respect for others, and good work habits (including punctuality and attendance).
- Demonstrate a willingness to work collaboratively with personnel from within the organization and from outside agencies.

***\*\*Not required of part-time instructors.***

## Recommended Instructional and Non-Instructional Hours

**Full-time Instructor:** Full-time status is defined as 40 hours per week. This includes a ½-hour lunch and 1-hour of planning/prep time per day. It is recommended that full-time programs operate Monday – Friday.

**Instructional Time:** Instructional time is defined as time spent with students including in-take, orientation, testing, and instruction.

**Non-instructional Time:** Non-instructional time is defined as time spent without students such as AEMIS data entry or paperwork. It is recommended ½ hour of non-instructional time for every 6 hours of instruction. Non-instructional time should be used daily and not accumulated and used in one day.

**Planning Time:** Planning time is defined as “preparation for instruction.” It is recommended 1-hour of planning time for every 6 hours of instruction. Planning time should be used daily and not accumulated and used in one day.

Instructional Time	Planning Time	Non-instructional Time
6 hours per week	1 hour per week	.5 hour per week
12 hours per week	2 hours per week	1 hour per week
18 hours per week	3 hours per week	1.5 hours per week
24 hours per week	4 hours per week	2 hours per week
30 hours per week	5 hour per week	2.5 hours per week

These examples illustrate the recommended number of instructional and non-instructional hours. Full-time programs should be instructing students daily and a minimum of 30 hours per week.

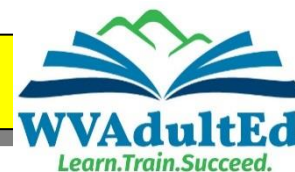
<b>Class Location:</b> <a href="#">Carter County Adult Learning Center</a>		
<b>Class Name in AEMIS:</b> <a href="#">Carter Adult Ed</a>		
<b>Class Address/Phone:</b> <a href="#">100 Adult Street, Carter WV 20001</a> <a href="#">304.999.8888</a>		
<b>Program Type:</b> <a href="#">Regular Adult Education</a>		
<b>Weekly Instructional Hours (Class Schedule):</b> <a href="#">8:00 am – 12pm &amp; 12pm - 2:30 pm Monday - Friday</a>		
<b>Instructor:</b> <a href="#">Beth White</a>		<b>Full or Part-Time:</b> Full
<b>Weekly Class Hours of Operation (This Instructor):</b> <a href="#">8:00 am – 12pm &amp; 12pm - 2:30 p.m. Monday - Friday</a>		
<b># of Weekly Instructional Hours:</b> 30	<b># of Non-Instructional Hours:</b> 2.5	<b>Planning Time:</b> 5

<b>Class Location:</b> <a href="#">Carter County Adult Learning Center</a>		
<b>Class Name in AEMIS:</b> <a href="#">Carter Adult Ed – Evening</a>		
<b>Class Address/Phone:</b> <a href="#">100 Adult Street, Carter WV 20001</a> <a href="#">304.999.8888</a>		
<b>Program Type:</b> <a href="#">Regular Adult Education</a>		
<b>Weekly Instructional Hours (Class Schedule):</b> <a href="#">6:00 pm – 9pm Monday, Tuesday, Wednesday, Thursday</a>		
<b>Instructor:</b> <a href="#">Lydia Gilbert</a>		<b>Full or Part-Time:</b> Part
<b>Weekly Class Hours of Operation (This Instructor):</b> <a href="#">6:00 pm – 9pm Monday, Tuesday, Wednesday, Thursday</a>		
<b># of Weekly Instructional Hours:</b> 12	<b># of Non-Instructional Hours:</b> 1	<b>Planning Time:</b> 2

## **NEEDS ASSESSMENTS**

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# Community Needs Assessment



- What is your education level?**  
(A) less than high school – last grade completed: \_\_\_\_\_  
(B) high school graduate  
(C) post high school
- Are you employed outside the home?**  
(A) full-time (D) retired  
(B) part-time (E) homemaker  
(C) self-employed
- How many children do you have who attend school? \_\_\_\_\_**  
**How many children are under school age? \_\_\_\_\_**  
**What language do you prefer to speak in your household? \_\_\_\_\_**
- An adult education class is being considered for your community. What topic(s) would you like to be offered through this program?**  
(A) college prep classes  
(B) job prep classes  
(C) specialized subjects (math refresher, English)  
(D) personal growth classes (budgeting, parenting, etc.)  
(E) to study English as a Second Language (ESL)  
(F) other: \_\_\_\_\_
- Why would you enroll in an adult education class? (check all that apply)**  
(A) for a high school equivalency diploma and to (Check all that apply):  
\_\_\_\_to obtain skills to help me find a job  
\_\_\_\_to obtain skills to help me keep my current job  
\_\_\_\_to obtain skills to help me find a better job  
\_\_\_\_to obtain skills to enroll in college or vocational training  
(B) for skills to help me find a job  
(C) for skills to help me keep my current job  
(D) for skills to help me find a better job  
(E) for skills to enroll in college or vocational school  
(F) for personal growth (budgeting, parenting, etc.)  
(G) for a high school equivalency only because I am  
\_\_\_\_retired  
\_\_\_\_employed  
\_\_\_\_disabled and not in the workforce
- Which day(s) would you prefer class to be offered?**  
(A) Monday (D) Thursday  
(B) Tuesday (E) Friday  
(C) Wednesday (F) Saturday
- What would be the ideal length of one class session?**  
(A) 1 hour (C) 3 hours  
(B) 2 hours (D) more than 3 hours
- What would be the ideal length for a semester?**  
(A) 4 weeks (C) 3 months  
(B) 6 weeks (D) 6 months
- What would be the best time of day for a class to be offered?**  
(A) 9 am - 3 pm (D) 4 pm - 7 pm  
(B) 9 am - noon (E) 5 pm - 8 pm  
(C) 1 pm - 4 pm (F) 6 pm - 9 pm
- What would prevent you from enrolling in and attending an adult education class?**  
(A) lack of child-care (E) pride  
(B) lack of transportation (F) fear of failure  
(C) partner would disapprove  
(D) other: \_\_\_\_\_
- How far in advance would you need to know about this class?**  
(A) 1 week (C) 3 weeks  
(B) 2 weeks (D) 1 month
- What would be the best way to let you know this class was available in your community?**  
(A) email: \_\_\_\_\_  
(B) television: \_\_\_\_\_ which channel? \_\_\_\_\_  
(C) radio: \_\_\_\_\_ which channel? \_\_\_\_\_  
(D) newspaper: \_\_\_\_\_ which one? \_\_\_\_\_  
(E) poster: \_\_\_\_\_ seen where? \_\_\_\_\_  
(F) flier: found where? \_\_\_\_\_  
(G) other: \_\_\_\_\_
- How far would you be willing to travel to get to class?**  
(A) less than 5 miles  
(B) 5-10 miles  
(C) more than 10 miles
- How would you get to class?**  
(A) drive  
(B) driven by other  
(C) public transportation  
(D) ride with classmate  
(E) walk  
(F) other: \_\_\_\_\_
- Would you be interested in online learning? yes no**  
(A) Do you have a computer? yes no  
(B) Can you access to the Internet? yes no

I would like more information. Please contact me:

Name: \_\_\_\_\_  
Phone: \_\_\_\_\_  
E-mail: \_\_\_\_\_

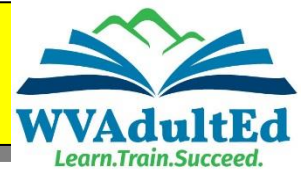
Best way to contact me is: \_\_\_\_\_email or \_\_\_\_\_phone

If you would like to contact us, detach here and call or visit us at the address below:

(Place label here that contains the address and phone number of your program.)

revised

# Agency Needs Assessment



This survey has been developed to determine if your agency or organization is in need of services or products that can be provided through the West Virginia Adult Basic Education Program. Please complete the information needed, and return to:

*(Place mailing label here that contains the name, address, and phone number of your program.)*

## Please indicate the type of program you represent:

- |   |   |
|---|---|
| <input type="checkbox"/> Business                     | <input type="checkbox"/> Youth Services Center      |
| <input type="checkbox"/> Community Based Organization | <input type="checkbox"/> Social Service Agency      |
| <input type="checkbox"/> Head Start Program           | <input type="checkbox"/> Public Housing Facility    |
| <input type="checkbox"/> Community/Technical College  | <input type="checkbox"/> Career Technical Ed Center |
| <input type="checkbox"/> Training Program             | <input type="checkbox"/> Health Facility            |
| <input type="checkbox"/> Domestic Violence Shelter    | <input type="checkbox"/> Career One-Stop Center     |
| <input type="checkbox"/> Rehabilitation Service       | <input type="checkbox"/> other: _____               |

## What are the needs of your clients or staff?

In the *Level of Need* column, rate the level of your need in each area: **5=imminent 4=high 3=moderate 2=low 1=none**  
Then, in the *Population in Need* column, indicate who is in need of this service. (you may choose more than one)

Level of Need					Area of Need	Population in Need		
5	4	3	2	1		Staff	Client	Family member
					High school equivalency diploma			
					Reading instruction			
					Math refresher			
					Writing/language refresher			
					Life-skill classes – budgeting, shopping, etc.			
					Personal growth classes – parenting, family, etc.			
					Thinking and reasoning skills			
					Organizational skills			
					Working as a team			
					Digital literacy skills			
					Wellness and safety			
					Personal work habits – punctuality, appearance, etc.			
					Job-search assistance			
					Career planning			
					Unemployment survival			
					Preparation for entrance exam for college			
					English as a Second Language (ESL)			
					Other: (identify)			



**If classes were offered in any of these areas, how many people from your agency would be interested in attending?**

Staff \_\_\_\_\_ Clients \_\_\_\_\_ Family Member \_\_\_\_\_

**What day of the week would be best?**

Sunday \_\_\_\_\_ Monday \_\_\_\_\_ Tuesday \_\_\_\_\_ Wednesday \_\_\_\_\_ Thursday \_\_\_\_\_ Friday \_\_\_\_\_ Saturday \_\_\_\_\_

**What time of day would be best?**

9:00 am – noon \_\_\_\_\_

1:00 pm – 4:00 pm \_\_\_\_\_

4:00 pm – 7:00 pm \_\_\_\_\_

5:00 pm – 8:00 pm \_\_\_\_\_

**I would like more information about your program. Please contact me.**

**Name:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Name of facility:** \_\_\_\_\_

**Address:** \_\_\_\_\_

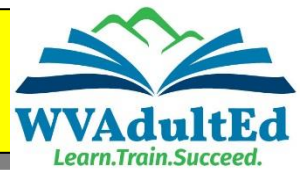
\_\_\_\_\_

\_\_\_\_\_

**Phone:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_

# Student Needs Assessment



1. **How long have you been attending this class?**  
\_\_\_\_\_ days    \_\_\_\_\_ months    \_\_\_\_\_ years
2. **How often do you attend?**  
(A) always (B) often (C) sometimes (C) rarely (D) never
3. **If you circled (B), (C), or (D) above, what prevents you from attending always?**  
(A) lack of child care  
(B) lack of transportation  
(C) partner would disapprove  
(D) pride  
(E) fear of failure  
(F) other: \_\_\_\_\_
4. **How did you hear about this class?**  
(A) newspaper  
(B) flier  
(C) friend  
(D) telephone  
(E) email  
(F) TV ad: \_\_\_\_\_ what channel? \_\_\_\_\_  
(G) radio ad: \_\_\_\_\_ what channel? \_\_\_\_\_  
(H) poster: \_\_\_\_\_ where? \_\_\_\_\_  
(I) flier: \_\_\_\_\_ where? \_\_\_\_\_  
(J) other: \_\_\_\_\_
5. **What would be the best way to let others know this class is available in your community?**  
(A) television: \_\_\_\_\_ which channel? \_\_\_\_\_  
(B) radio: \_\_\_\_\_ which channel? \_\_\_\_\_  
(C) newspaper: \_\_\_\_\_ which one? \_\_\_\_\_  
(D) poster: \_\_\_\_\_ seen where? \_\_\_\_\_  
(E) flier: \_\_\_\_\_ found where? \_\_\_\_\_  
(F) Internet: \_\_\_\_\_  
(G) other: \_\_\_\_\_
6. **How far in advance do you think class offerings should be advertised?**  
(A) one week  
(B) two weeks  
(C) three weeks  
(D) one month  
(E) more than one month
7. **Why did you enroll in this class? (check all that apply)**  
(A) for a high school equivalency  
(B) for skills to help me find a job  
(C) for skills to help me keep my current job  
(D) for skills to help me find a better job  
(E) for personal growth (budgeting, parenting, etc.)  
(F) for skills to enroll in college or vocational school
8. **Did your instructor assist you in setting your goals?**  
(A) yes (B) no
9. **Do you and your instructor periodically review your needs/goals to determine if they are being met?**  
(A) yes (B) no
10. **Did you take an inventory when you enrolled to determine your learning styles?**  
(A) yes (B) no
11. **Does your instructor provide lessons that allow you to choose the best way for you to learn?**  
(A) always (B) often (C) sometimes (D) rarely (E) never
12. **Did your instructor ask you if you had problems learning when you were in school?**  
(A) yes (B) no
13. **Does your instructor provide feedback to you regarding your progress?**  
(A) yes (B) no
14. **Do you feel like you are “a part” of the class and total adult education program?**  
(A) always (B) often (C) sometimes (D) rarely (E) never
15. **Does your instructor provide information about community agencies that could provide a service to you?**  
(A) always (B) often (C) sometimes (D) rarely (E) not applicable
16. **Does your instructor encourage you to continue your education by attending vocational programs or college?**  
(A) always (B) often (C) sometimes (D) rarely (E) not applicable
17. **Does your instructor provide information on how to apply and interview for a job?**  
(A) always (B) often (C) sometimes (D) rarely (E) not applicable
18. **Does your instructor provide information on job opportunities within your community?**  
(A) yes (B) no
19. **Does your instructor treat you as an adult and with respect?**  
(A) always (B) often (C) sometimes (D) rarely (E) never
20. **Would you tell others about this program and urge them to attend?**  
(A) yes (B) no
21. **Would you tell others about this program and urge them to attend?**  
(A) yes (B) no; why not? \_\_\_\_\_

Use this space to write any comments you have about this program:

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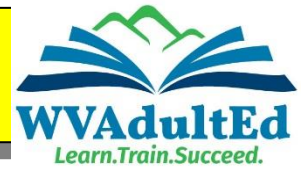
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**Class Location:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Name (optional):** \_\_\_\_\_

# Student Interim Needs Assessment



1. **How long have you been attending this class?**  
\_\_\_\_\_ days \_\_\_\_\_ months \_\_\_\_\_ years
  2. **How often do you attend?**  
(A) always (B) often (C) sometimes (D) rarely (E) never
  3. **If you circled (B) or (C) above, what prevents you from attending always?**  
(A) lack of child care  
(B) lack of transportation  
(C) partner would disapprove  
(D) pride  
(E) fear of failure  
(F) other: \_\_\_\_\_
  4. **Why did you enroll in this class?**  
(A) to obtain a high school equivalency and (check all that apply)  
\_\_\_\_ to obtain skills to help me keep my job  
\_\_\_\_ to obtain skills to obtain a job  
\_\_\_\_ to obtain skills to help me find a better job  
\_\_\_\_ to obtain skills to enroll in vocational training or college classes  
(B) to obtain skills to help me find a job  
(C) to obtain skills to help me keep my current job  
(D) to obtain skills to enroll in college or vocational training  
(E) for personal growth (budgeting, parenting, etc.)
  5. **Have you obtained any of these goals?**  
(A) yes (B) no
  6. **Have you set other goals since you enrolled in this class? Explain.**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  7. **How could this program better meet your needs?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  8. **Do you and your instructor periodically review your needs/goals to determine if they are being met?**  
(A) yes (B) no
  9. **Does your instructor provide lessons that allow you to choose the best way for you to learn?**  
(A) always (B) often (C) sometimes (D) rarely (E) never
  10. **Does your instructor provide feedback to you regarding your progress?**  
(A) yes (B) no
  11. **Do you feel like you are “a part” of the class and total adult education program?**  
(A) always (B) often (C) sometimes (D) rarely (E) never
  12. **Does your instructor provide information about community agencies that could provide a service to you?**  
(A) always (B) often (C) sometimes (D) rarely (E) never
  13. **Does your instructor encourage you to continue your education by attending vocational programs or college?**  
(A) always (B) often (C) sometimes (D) rarely (E) never
  14. **Does your instructor provide information on how to apply and interview for a job?**  
(A) always (B) often (C) sometimes (D) rarely (E) never
  15. **Does your instructor treat you as an adult and with respect?**  
(A) always (B) often (C) sometimes (D) rarely (E) never
  16. **Would you tell others about this program and urge them to attend?**  
(A) yes (B) no; why not? \_\_\_\_\_
- Use this space to write any comments you have about this program: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Class location: \_\_\_\_\_

Date: \_\_\_\_\_

# WEST VIRGINIA ADULT EDUCATION PERFORMANCE MEASURES

Core Indicator #1:	Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy problem-solving, English Language, and other literacy skills.	
	FY 2018-19	FY 2019-20
<b>Measure 1</b>	<b>66% of beginning literacy level (EFL1)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.	<b>67% of beginning literacy level (EFL1)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 2</b>	<b>59% of beginning level AE (EFL 2)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.	<b>60% of beginning level AE (EFL 2)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 3</b>	<b>61% of low intermediate AE level (EFL 3)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.	<b>62% of low intermediate AE level (EFL 3)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 4</b>	<b>58% of high intermediate AE (EFL 4) level</b> learners will acquire the level of basic skills needed to complete the educational functioning level.	<b>59% of high intermediate AE (EFL 4) level</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 5</b>	<b>65% of low adult secondary level (EFL 5)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.	<b>66% of low adult secondary level (EFL 5)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 6</b>	<b>20% high adult secondary level (EFL 6)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.	<b>21% high adult secondary level (EFL 6)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 7</b>	<b>29% of beginning literacy ESL level (EFL 7)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.	<b>62% of beginning literacy ESL level (EFL 7)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 8</b>	<b>52% of low beginning ESL level (EFL 8)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.	<b>30% of low beginning ESL level (EFL 8)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 9</b>	<b>10% of high beginning ESL level (EFL 9)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.	<b>11% of high beginning ESL level (EFL 9)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 10</b>	<b>21% of low intermediate ESL level (EFL 10)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.	<b>22% of low intermediate ESL level (EFL 10)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 11</b>	<b>25% of high intermediate ESL level (EFL 11)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.	<b>26% of high intermediate ESL level (EFL 11)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 12</b>	<b>22% of advanced ESL level (EFL 12)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.	<b>23% of advanced ESL level (EFL 12)</b> learners will acquire the level of basic skills needed to complete the educational functioning level.