Alabama Adult Education Procedure Manual

Alabama Community College System
Adult Education Division

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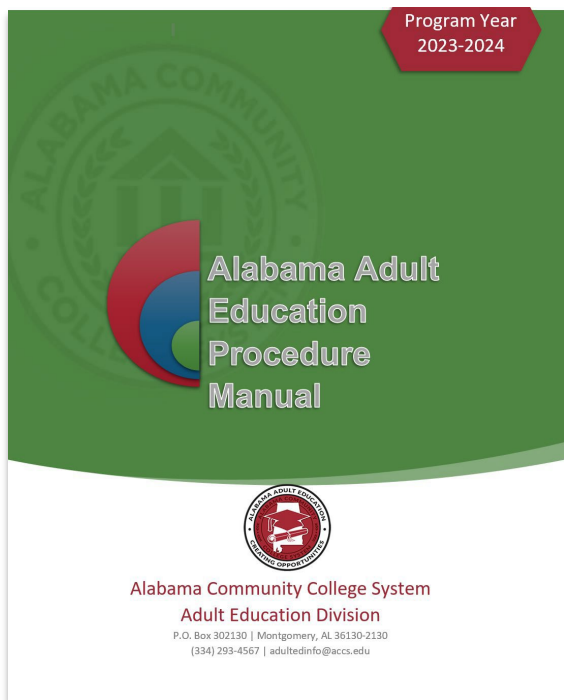
Preface

The Alabama Adult Education Procedure Manual, published by the Alabama Community College System's (ACCS) Division of Adult Education, presents procedures that govern the delivery of adult education services in the state of Alabama. All adult education faculty and staff who work in programs funded through ACCS must abide by all policies and procedures herein.

This manual is a working document and is subject to policy, procedural, and programmatic changes throughout the year. Within are topics such as program eligibility, performance areas, plan of instruction, fiscal responsibilities, etc. Changes made to this guide are based on updates made by ACCS staff in the spring and summer of 2023.

This procedure manual is revised annually by ACCS Adult Education Division staff. These individuals bring a valuable amount of experience to the division to include state directorship, adult instruction, corrections, program directorship, test administration, curriculum design, career navigation, and data management. We would like to acknowledge the efforts of all those involved in making changes to processes and procedures for the intended audience. We would also like to recognize individuals from the field who contribute to best practices that influence policies as well.

ACCS's Adult Education Division encourages everyone to utilize the on-line version of this document through the Alabama Adult Education System for Accountability and Performance (AAESAP). Links have been provided throughout the digital version of the document so that the user may access the most current information. Glossaries and appendices are located at the end and include forms, job descriptions, annual performance goals and indicators, etc.

The Alabama Adult Education System for Accountability & Performance (AAESAP) version 2.0 was under construction during the revision of this manual. The terms AAESAP, AAESAP 1.0, and AAESAP 2.0 will be used interchangeably throughout the text.

A significant section of this manual refers to GED testing services. *GED® and GED Testing Service® are registered trademarks of the American Council on Education. They may not be used or reproduced without the express written permission of ACE or GED Testing Service. The GED® and GED Testing Service® brands are administered by GED Testing Service LLC under license from the American Council on Education. Copyright © 2018 GED Testing Service LLC. All rights reserved.*

This manual will be revised and issued annually in July each year. To request corrections and additions, email adultedinfo@accs.edu.
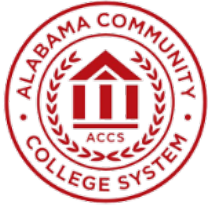
Alabama Community College System
Real Life Education, Today

The Alabama Community College System (ACCS) is Alabama's gateway to world-class, affordable education and technical training for the necessary skills to compete in a constantly evolving workforce. The system consists of 24 community and technical colleges, including the Alabama Technology Network and Marion Military Institute – one of five junior military colleges in the nation. The Alabama Technology Network is a part of the Alabama Community College System and the Manufacturing Extension Partnership.

The Alabama Community College System's commitment to access is characterized by statewide geographical locations, open enrollment, and low-cost tuition, as well as a variety of programs and services that remove barriers to college entrance, education pathways, and workforce training opportunities. Thousands of citizens statewide enjoy access to our facilities for community activities and enrichment programs.

The Alabama Community College System Board of Trustees serves as guardians of ACCS mission, vision, and values. **Governor Kay Ivey** serves as chair of the Board by virtue of elected office. Longtime educator, **Chancellor Jimmy H. Baker** is in direct leadership of the Alabama Community College System.
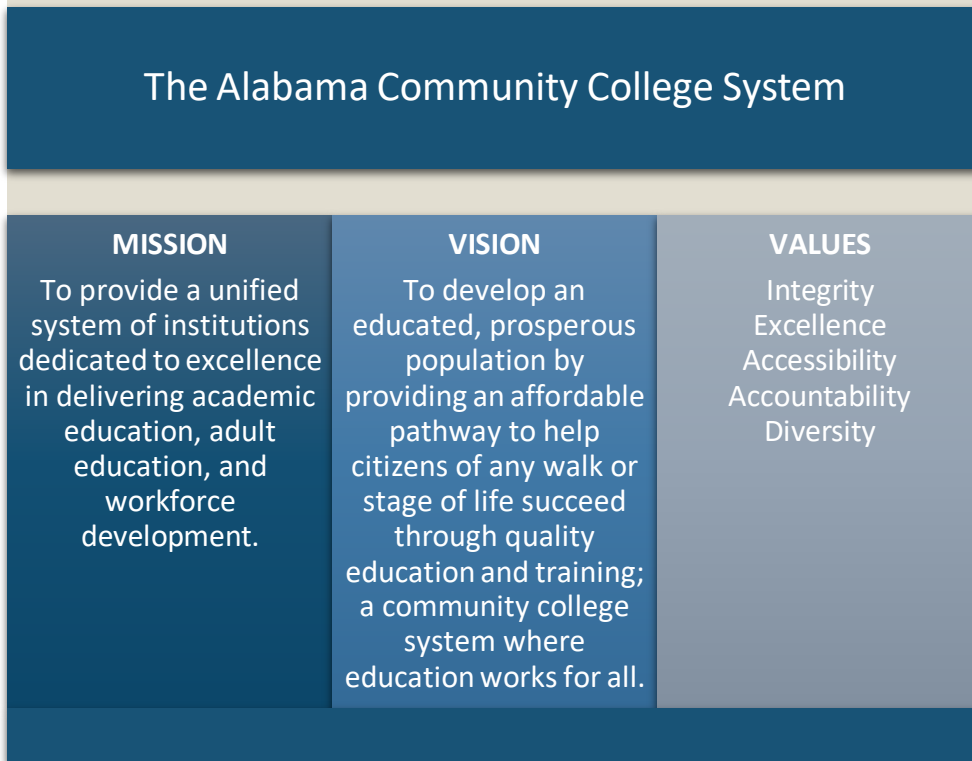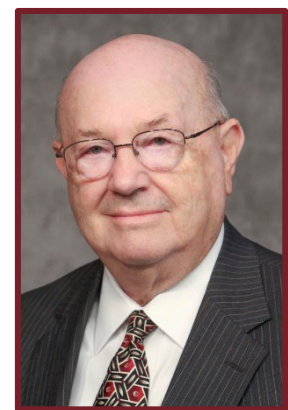
Kay Ivey
Alabama Governor

The Alabama Community College System

MISSION	VISION	VALUES
To provide a unified system of institutions dedicated to excellence in delivering academic education, adult education, and workforce development.	To develop an educated, prosperous population by providing an affordable pathway to help citizens of any walk or stage of life succeed through quality education and training; a community college system where education works for all.	Integrity Excellence Accessibility Accountability Diversity

Figure 1 - ACCS Mission, Vision, and Values

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Chancellor

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ALABAMA ADULT EDUCATION
YEAR IN REVIEW
PROGRAM YEAR *2022-2023*

27,122
STUDENTS
SERVED

1,304
GED/HSDO
AWARDED

631
ACE
AWARDED

1,949
MAPS CERTIFICATES
COMPLETED

MOBILIZING ALABAMA PATHWAYS
4,48
CERTIFICATES
COMPLETED

WHO WE SERVE...

1,981
CORRECTIONS
STUDENTS
SERVED
REDUCING RECIDIVISM

7,970
LOW INCOME
STUDENTS
SERVED
BREAKING BARRIERS

3,124
ESL STUDENTS
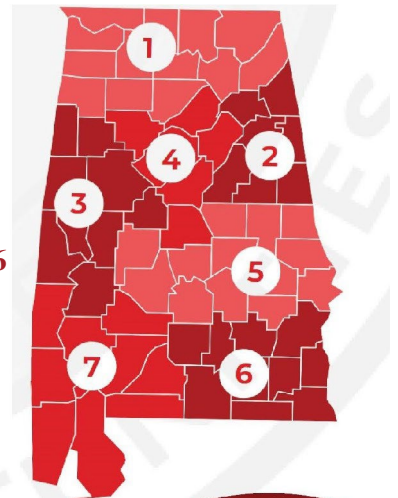SERVED
OVERCOMING OBSTACLES

Adult education provides an opportunity for individuals to improve their literacy and numeracy skills, which are essential for success in the workforce and daily life. By filling in knowledge gaps and improving basic skills, adults can expand their career options, earn higher wages, and engage more actively in their communities.

ADULT EDUCATION EARNED CERTIFICATES
CALENDAR YEAR - 2022

AGRICULTURE. FOOD & NATION RESOURCES
258

ARCHITECTURE &. CONSTRUCTION
995

BUSINESS MANAGEMENT
107

EDUCATION!. TRAINING
23

COV. & PUBLIC ADMINISTRATION
67

HEALTH SCIENCE
1,710

HOSPITALITY AND TOURISM
433

HUMAN SERVICES
243

INFORMATION TECHNOLOGY
221

PUBLIC SAFE Y CORRECTIONS A. SECUITY
944

MMIUFACTURING
5. 11.2
3,727

EMPLOYABILITY CREDENTIAL
43,319

HSED
6,765

1. North - **13,507**
2. East Central - **6,559**
3. West Central - **3,709**
4. Central - **10,158**
5. South Central - **13,006**

6. Southeast - **7,636**
?. Southwest - **9,349**

63,924
TOTAL
CERTIFICATES
EARNED

ALABAMA COMMUNITY COLLEGE SYSTEM
ACCS
CREDENTIAL
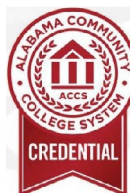
Adult Education and Family Literacy Act

Office of Career, Technical, and Adult Education

The ACCS Division of Adult Education is accountable to the State of Alabama and the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE), and is mandated to improve the educational status of adult Alabamians. OCTAE administers and coordinates programs that are related to adult education and literacy, career and technical education, and community colleges.

OCTAE's Division of Adult Education and Literacy (DAEL) is responsible for enabling adults to acquire the basic skills necessary to function in today's society so that they can benefit from the completion of secondary school, enjoy enhanced family life, attain citizenship, and/or participate in job training and retraining programs. OCTAE's Adult Education and Literacy initiatives are designed to:

- Administer the adult education formula grant program to the States.
- Assist states with improving program quality, accountability and capacity.
- Establish national leadership activities to enhance the quality of adult education.

Purpose of Adult Education Programs Under AEFLA

The purpose of the Adult Education and Family Literacy Act (AEFLA) is to create a partnership among the federal government, states, and localities to provide adult education and literacy activities to:

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

(Authority: 29 U.S.C. 3271)

Purpose of Adult Education Programs Under AEFLA

Literacy	Goal Completion	Diploma or Equivalent	Stackable Credentials
• Reading • Writing • Numeracy • English • Problem solving • Digital • Financial • Health	• Postsecondary education • Training • Unsubsidized Employment • Career Advancement	• High School Diploma • GED Completion (High School Equivalency)	• Industry-Recognized • Valued • Stackable • Portable

Figure 2 - Purpose of Adult Education Programs Under AEFLA

Instructional Methods Under AEFLA

Instructional methods under the Adult Education and Family Literacy Act (AEFLA):

- Use contextualized curriculum that supports high school equivalency and college and career readiness standards.
- Provide integrated education and training (IET) opportunities leading to career pathways in alignment with local needs and labor market information.
- Provide bridge programs to ensure students are successful in postsecondary education and training.
- Provide stackable credentials to enhance students' abilities to achieve gainful employment.
- Integrate essential 21st century skills, such as, but not limited to, critical thinking, problem solving, technology usage, team concept, attendance, financial literacy, creating resumes, and job application requirements.
- Fully implement standards-based instruction using the Office of Career, Technical, and Adult Education (OCTAE) College and Career Readiness Standards (CCRS) for Adult Education.

Instructional Methods Under AEFLA

- Contextualized Curriculum
- Integrated Education And Training (IET)
- Bridge Programs
- Stackable Credentials
- Essential 21st Century Skills
- Standards-based Instruction

Figure 3 - Instructional Methods under AEFLA
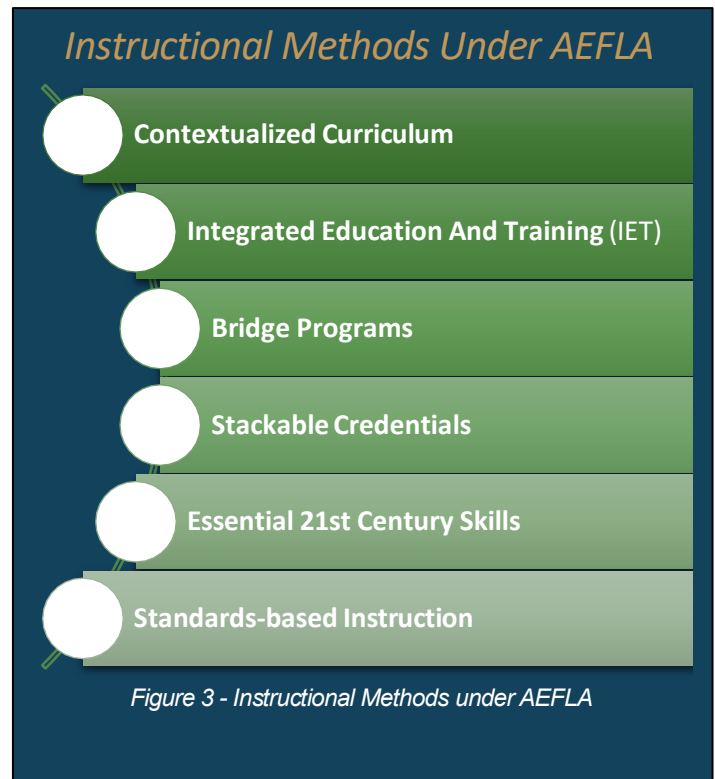
Actions Prohibited Under AEFLA

Programs are prohibited from charging students or employers for instructional or other services that are covered by state and federal adult education funds.

AEFLA Information

For more information on the Adult Education and Family Literacy Act (AEFLA), Title II, of the Workforce Innovation and Opportunity Act (WIOA), visit https://aefla.ed.gov/.

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Alabama Adult Education Program Design

Programs funded through the ACCS Division of Adult Education must:

- Provide free and direct instructional services to eligible adult students on a 12-month basis.
- Operate multiple sites in the service area based on student demand, demographic data, and community support.
- Execute the program in the most efficient manner for maximizing resources, while demonstrating effectiveness.
- Administer services to the entire service area stipulated in the contract/RFP.

Adult Education Program Design

Instruction	Multiple Sites per Service Area	Efficient Operations	Administer Services	Learning Opportunities
Free and direct	Demographic data	Maximize resources	Entire service area	Structured, scheduled, instructor-facilitated
12-month basis	Community support	Demonstrate effectiveness	Address the needs of the community	Result in successful student and program outcomes

Figure 4 - Adult Education Program Design

Programs funded by ACCS Adult Education are expected to provide structured, scheduled, instructor-led learning opportunities resulting in successful student and program outcomes. All local programs must incorporate the following elements into their service delivery models:

- Orientation
  - Onboarding
  - Student eligibility determination
  - Goal setting
  - Career interest inventory
  - Student commitment and conduct guidelines
- Assessments (see Assessment Policy Guidelines)
- Flexible schedules
- Alternative instructional options based on student demand and need.
- Sufficient intensity and duration of services for learning to occur.

Service Delivery Model
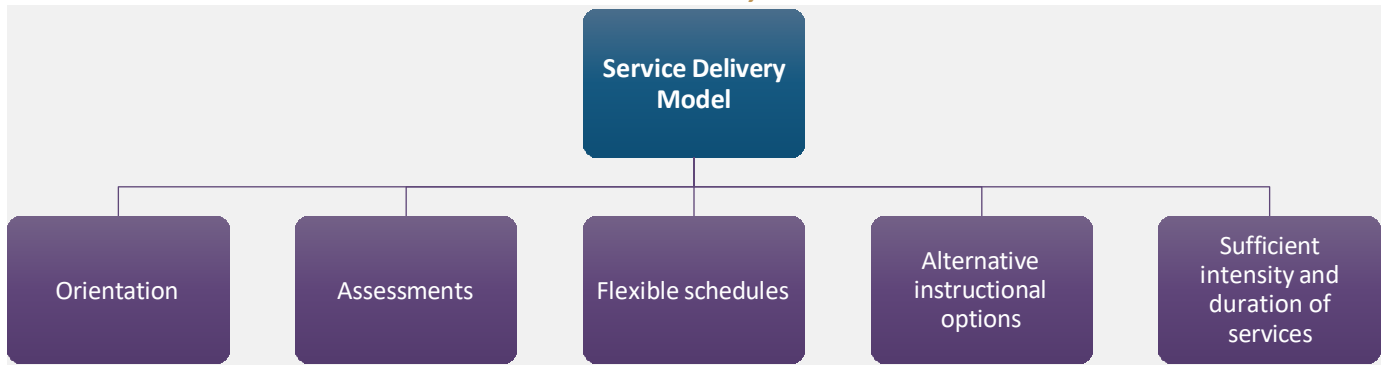
Figure 5 - Service Delivery Model

Orientation

All incoming Adult Education students should participate in new student orientation. A thorough orientation process helps to ensure that students understand the education, training, and support services that are available to them in relation to their career goals, while also ensuring that the expectation of the learner commitment is communicated.

Programs have the flexibility to design their orientation sessions in a manner that best meets the needs of their populations. This may include centralized and/or individualized orientations scheduled on a daily or weekly basis. While there is flexibility for each local program to design its own orientation, required elements are below.

Components of Orientation
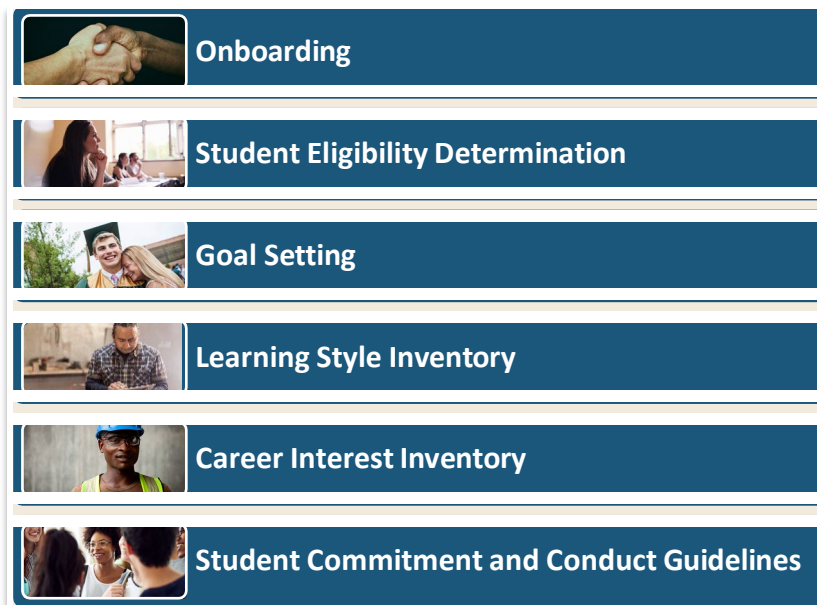
Figure 6 - Components of Orientation

Onboarding

Onboarding is the student's introductory process to the adult education program. All required forms are completed, and necessary documents are collected and reviewed to ensure the student meets eligibility requirements.

Student Eligibility Determination

Determining if a student is eligible for adult education program services takes place during orientation and is based on age, educational functioning level, residence, etc. Pursuant to Title II of the Workforce Investment Opportunity Act, the Adult Education and Family Literacy Act, individuals who are eligible include:

- Alabama residents.
- Referred to Alabama adult education programs by a career center or other agency (i.e., for programs in state border counties)
- Have attained a minimum 16 years of age. (The policy for the eligibility process of students aged 16 to 17 is outlined below.)
- Are not enrolled or required to be enrolled in secondary school under state law.
- Do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education; or
- Are basic skills deficient or lack sufficient mastery of basic educational skills to enable the individual to function effectively in society.
- Are unable to speak, read, write, or comprehend the English language.
- Those who have earned a high school diploma or equivalent must score 12.9 or below on an approved state assessment of basic skills (refer to Assessment Policy Guidelines) to be eligible for services.

Age

Alabama Act 2009-564 stipulates that students between the ages of 7 and 17 are required to attend public school, private school, church school, or be taught at home by a private tutor. Based on this law, there are specific requirements for students, 16 and 17 years of age, who wish to take the GED® Test and enroll in AE programs.

Individuals aged 16 and 17 who request to enroll must submit the documentation below to the adult education program prior to enrollment. Documents must be kept on file for five years. (Anyone currently enrolled in high school is ineligible for enrollment.)

Adult Education Student Eligibility

- Age 16 or Older
- Alabama Residents
- Not in School (or required to be in school)
- Basic Skills Deficient
- Unfamiliar with English language
- No diploma or equivalent
- 12.9 or below
- Referred from border state

Figure 7 - Adult Education Student Eligibility

Documents Required for Students Aged 16
- Proof of Alabama residency (see examples on next page)
- Proof of withdrawal from educational coursework
- Parent permission

Documents Required for Students Aged 17
- Proof of Alabama residency (see examples on next page)
- Proof of withdrawal from educational coursework **or** parent permission
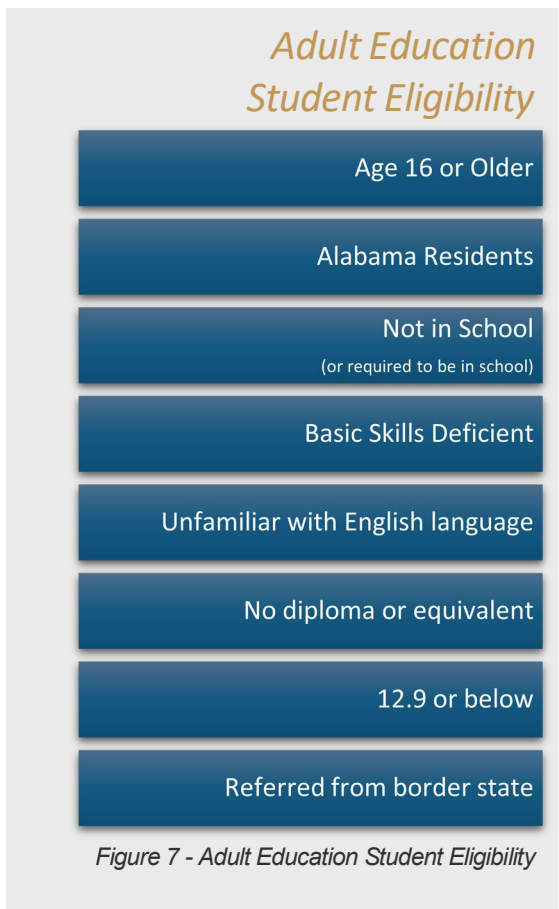
Educational Functioning Level

A student's educational functioning level is determined through an approved assessment administered during orientation. An educational functioning level should be determined within 12 hours of participation in the program.

A student with a high school diploma must obtain a scale score equivalent to 12.9 or below on at least one of the approved assessments (i.e., Reading, Language, or Math) to be eligible for services.

Proof of Residency

All individuals who request to enroll in an adult education program must provide proof of residency and photo identification (or other form of ID for students who do not have a photo ID).

The provided list is not exhaustive and is intended to illustrate the range of documentation that could be used as proof of residency. For questions regarding proof of residency: adultedinfo@accs.edu or 334-293-4567.

Ineligible – Holders F-1 Student Visa

Individuals with an F-1 Visa (student visa) status are ineligible for services and shall "not be accorded a course of study in a publicly funded adult education program." [Source: U.S. Immigration and Nationality Act (Sec. 1101a (15)(F)(1).]

Goal Setting

Goal setting is the process whereby students meet with instructors or an orientation counselor to help identify and set objectives for instruction. This often takes place during orientation. The best time for this process to occur is when the student first enters the program. The goal-setting process should help students set both a realistic timeline for attaining each goal and a means for determining whether the goal is achieved. Since students often change their goals after they begin instruction, it is recommended that goals are revisited periodically to ensure that instruction is aligned with student goals.

Acceptable Forms of Identification for Proof of Alabama Residency
(Not an exhaustive listing)

Alabama driver's license, driver's permit, or non-driver's ID

Alabama employer-issued ID Card

Verification of employment from an Alabama employer, such as a paycheck stub or written verification letter

Employee photo ID from any government-related entity within the state of Alabama

Student photo ID from a public or private college, university, or high school within the state of Alabama

Photo ID card issued by Alabama Department of Corrections (DOC)

Referral by a career center (for programs in state border counties only)

Sworn affidavit of residency.

Utility bill, lease, immigration documents, etc. can be uses in certain circumstances

Figure 8 - Acceptable Forms of Identification for Proof of Alabama Residency

Career Interest Inventory

All programs will administer a career interest inventory for each learner who enrolls in an adult education program. The Lightcast Electronic Career Coach is preferred. Evidence that the student has taken the career interest inventory must be included in the student file. Also, a student career map, or pathway arrow should be developed for EACH student. A copy should be in the student and teacher file. This ensures the student is encouraged and stays on task as the student works towards their goals. All students should have the opportunity to choose a career pathway during orientation. The student's plan of instruction should be

aligned with the skills and training necessary to support the learning required to achieve the identified career pathway.

Student Commitment and Conduct Guidelines

Student commitment and conduct guidelines should be created at the local program level and communicated to students during orientation. This should include a student discipline policy in the event the student does not follow conduct guidelines.

Class Requirements

Programs must survey local needs, analyze student attendance patterns, and dialogue with current students to ensure that classes are being offered at times when students are most likely to attend.

- Classes must be taught by qualified instructors.
- Lesson plans must be aligned with College and Career Readiness or English Proficiency Standards.
- At least six hours of classroom instruction must be made available per week, allowing for sufficient instructional time to meet the post-assessment policy.
- During instructional time, the facility must dedicate an adequate space that is conducive to learning. The space should have a low-noise level, sufficient lighting, a comfortable temperature, and appropriate furnishings.
- Students should have access to instructional materials for additional study outside of the classroom setting.
- Technology must be incorporated in classroom activities.
- Technology must be used for distance learning opportunities.
- Instructors must use varied instructional styles, strategies, adaptations, and resources to meet the needs of all students, including those with learning challenges.
- Instructors must integrate employability and digital literacy skills into academic subjects.
- Instructors must maintain sign-in sheets with signature or an electronic attendance tracking system with unique identifier that accounts for student time in class.
- Classes must be adequately staffed according to student needs.
- Classes must adhere to the local program's established attendance policy for class attendance rates.

Requirements for Adult Education Classes

- Qualified Instructors
- Lesson Alignment
- Minimum Hours
- Adequate Space
- Instructional Materials for Additional Study
- Technology
- Distance Learning
- Varied Instruction
- Employability/Digital Literacy
- Record-Keeping
- Adequate Staffing
- Attendance Policy

Adult Education Services

Services Offered by Alabama Adult Education Programs

Adult Basic Education

Adult Secondary Education, GED® Test Preparation, College- and Career-Readiness

Adult Literacy

Integrated English Language/Civics Education (IELCE)

Institutional/Corrections Education

Family Literacy

Career Pathways
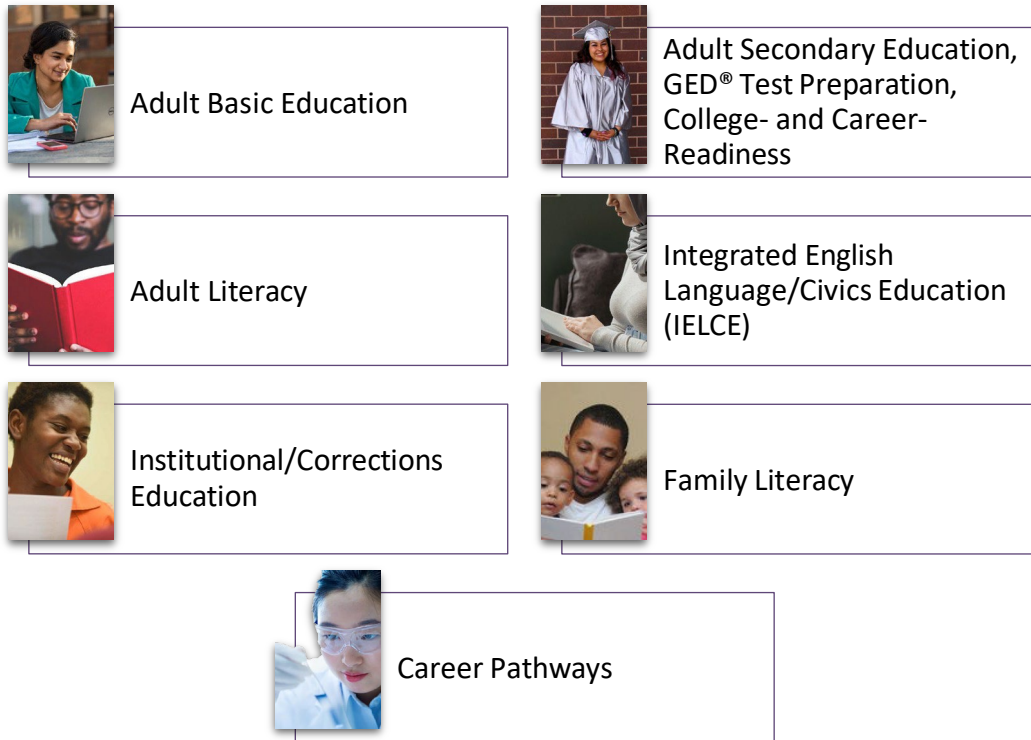
Figure 9 - Adult Education Services

Adult Basic Education

Instruction in adult basic education is designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, the workplace, or the family.

Adult Secondary Education, GED® Test Preparation, College- and Career-Readiness

Adult secondary education (ASE)/GED® test preparation is the level of instruction designed for adults who have some literacy skills and can function in everyday life, but who are not proficient in reading, writing, speaking, problem solving, or computation, or do not have a high school credential.

College Readiness

College readiness is the level of preparation a first-time college student needs to succeed in a credit bearing course at a postsecondary institution.

- Providing standards-based instruction using College- and Career-Readiness standards (higher level thinking and depth of knowledge).
- Establishing and reviewing attainable goals with each student to include short-, mid-, and long-term planning.

- Referring students to appropriate support services both inside the college and with local community service providers.
- Creating useful and relevant learning experiences that encourage career exploration.
- Building community and integrating technology.
- Sorting and delivering learning into manageable pieces.
- Using students' prior knowledge during instruction.
- Providing an environment where mistakes are teachable moments.
- Celebrating milestones.

Components of College Readiness

Standards-Based Instruction	Manageable Lesson Delivery	Prior Knowledge
Attainable Goals	Integrated Technology	Teachable Moments
Support Services	Career Exploration	Celebrating Milestones
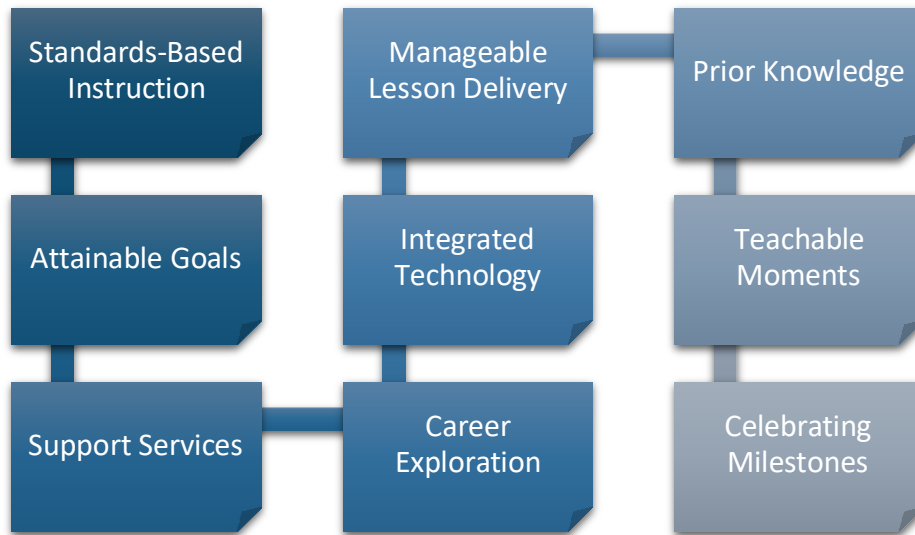
Figure 10 - Components of College Readiness

Career Readiness

Career readiness is the level of preparation a high school (or high school equivalency) graduate needs to proceed to the next step in a chosen career pathway, such as postsecondary coursework, industry certification, or entry into the workforce. Career readiness includes:

- Providing standards-based instruction using College- and Career-Readiness standards (higher level thinking and depth of knowledge).
- Soft skills (non-academic) including critical thinking, computing, reading, writing, communication, problem-solving, team building, use of technology.
- 21st Century skills: collaboration, communication, critical thinking, and creativity.
- Contextualizing – Providing standards-based instruction within the context of relevant employability skills and/or career pathway exploration.
- Instruction leading to the National Career Readiness Certificate (NCRC).
- Integrating technology skills within standards-based instruction.
- Instruction leading to GED® credential attainment.
- Providing opportunities for career pathways.

Components of Career Readiness
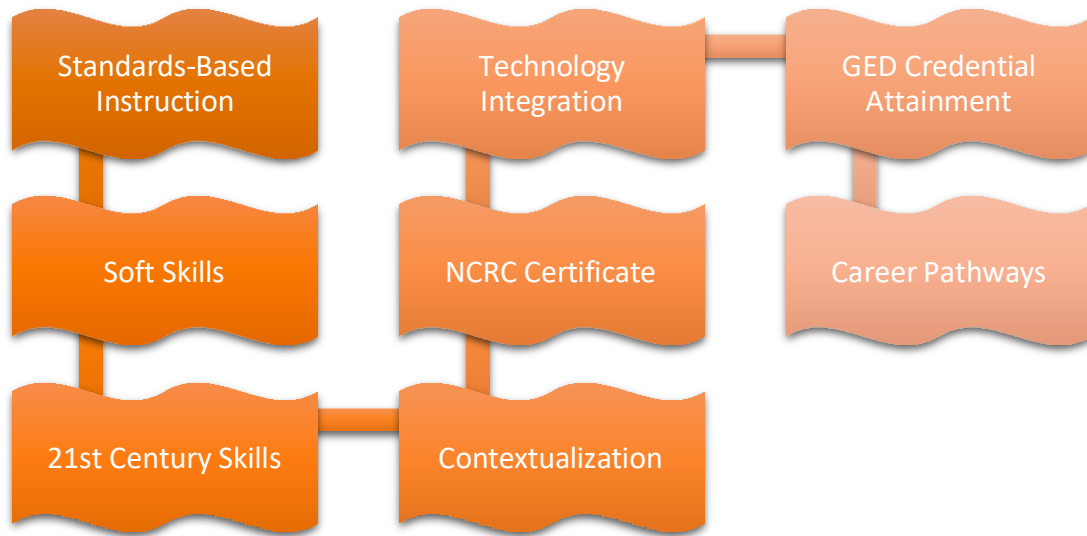
Figure 11 - Components of Career Readiness

Adult Literacy

Adult literacy is a program of instruction designed for adults who have minimal or no skills in reading, writing, speaking, problem solving, or computation.

English Language Acquisition

English Language Acquisition (formerly referred to as ESL) is instruction that assists individuals of limited English proficiency to achieve competence in the English language. Instruction is geared to adults who want to become more fluent in English, pass the U.S. citizenship and/or GED® test(s), and work on job-seeking skills.

Integrated English Language/Civics Education (IELCE)

IELCE services are provided to English language learners who are adults, including professionals with degrees or credentials in their home countries, and enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens of the United States.

IELCE services must include instruction in literacy and English language acquisition, and instruction on the rights and responsibilities of citizenship and civic participation. IELCE may also include workforce training. For more information, see the Integrated English Literacy and Civics Education (IELCE) Program Guide (https://lincs.ed.gov/sites/default/files/IELCE_checklistFINAL508_0.pdf).

Institutional/Corrections Education

Adult education may also provide instruction to institutionalized populations. These services may take place at local jails, halfway houses, state correctional institutions or other transitional housing. This instruction may consist of adult literacy, adult basic education, adult secondary education/GED® test credential preparation and/or English language acquisition for adult criminal offenders. Instruction in life skills, employability skills, and computer literacy may be integrated into academic instruction.

Local institutionalized classes need to have the support of administrative officers, and follow the guidelines set forth in the section the prior section: *Class Requirements*.

Family Literacy

Family literacy programs are designed to break the intergenerational cycle of under- education by providing opportunities for parents and their children to learn together.

Local adult education programs have flexibility in designing and offering family literacy classes. For example, programs may choose to operate a 12-month program, a summer program, or even a series of short, but intensive, family literacy classes. In designing a family literacy program, local adult education programs should consider:

- Family literacy does not have a separate enrollment goal. Each family literacy adult student counts toward the original program's performance and outcome guidelines.
- Components of a family literacy program model include: 1) adult education; 2) Parent and Child Together Time (PACT), with PACT time occurring at least once per month; 3) parenting education; and 4) children's education.
- Eligible family literacy participants include at least one child between the ages of birth and 18 years and at least one adult who is responsible for the child's well- being and who is consistently an influence on the child's development.
- The adult student must meet the eligibility requirements for participation in adult education.
- The child education component is to be provided by other local educational agencies. Facilities, programs and services shall comply with local, state and federal regulations for serving children.

Workplace Literacy

Workplace literacy services are offered in collaboration with an employer for the purpose of improving the productivity of the workforce through the improvement of essential skills and employability or soft skills, such as problem solving, teamwork, communication and digital skills. These services can be provided at a workplace or an off-site location that is designed to improve the productivity of the workforce. Many times, these activities are aligned with the development of a career pathway by supporting students in obtaining a secondary and postsecondary credential, provide participants with adequate career counselling, establish integrated design and delivery, and ensure labor market value.

Integrated Education and Training (IET)

Integrated Education and Training (IET) is: "...a service approach that provides 1) adult education and literacy activities concurrently and contextually with 2) workforce preparation activities and 3) workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement" (34 CFR 463.35)

Integrated Education and Training

Figure 12 - Integrated Education and Training

1. IETs must include all elements: Adult Education and Literacy, Workforce Preparation, Workforce Training.
2. Every IET must be aligned to a career pathway.
3. IETs must be approved by the Regional Director before programs can formally develop classes.
4. The *Integrated Education and Training Program of Study Form* (see links below) should be used to describe how the eligible provider will provide, develop, and implement Integrated Education and Training services.

Required Elements of an IET

Adult Education and Literacy (34 CFR 463.30)

Programs, activities, and services that include:

(a) adult education,
(b) literacy,
(c) work-place adult education and literacy activities,
(d) family literacy activities,
(e) English language acquisition activities,

(f) integrated English literacy and civics education,
(g) workforce preparation activities, or
(h) integrated education and training

Workforce Preparation (34 CFR 463.34)

Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:

(a) utilizing resources;
(b) using information;
(c) working with others;
(d) understanding systems;
(e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
(f) other employability skills that increase an individual's preparation for the workforce.

Workforce Training

Types of training services listed in WIOA sec. 134(c)(3)(D) and in paragraphs (a) through (k) of this section. This list is not all-inclusive and additional training services may be provided.

(a) Occupational skills training, including training for nontraditional employment;
(b) On-the-job training (OJT) (*see* §§ 680.700, 680.710, 680.720, and 680.730);
(c) Incumbent worker training, in accordance with WIOA sec. 134(d)(4) and §§ 680.780, 680.790, 680.800, 680.810, and 680.820;
(d) Programs that combine workplace training with related instruction, which may include cooperative education programs;
(e) Training programs operated by the private sector;
(f) Skills upgrading and retraining;
(g) Entrepreneurial training;
(h) Transitional jobs in accordance with WIOA sec 134(d)(5) and §§ 680.190 and 680.195;
(i) Job readiness training provided in combination with services listed in paragraphs (a) through (h) of this section;

(j) Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with training services listed in paragraphs (a) through (g) of this section; and
(k) Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training (*see* §§ 680.760 and 680.770).

IET Creation

Occupational Demand

Seamless Transition

Contextualize Instruction

Stackable Credentials

Wraparound Support

Assessments

Concurrence and Context

Acceleration

Diploma + Credential

Entry or Advancement
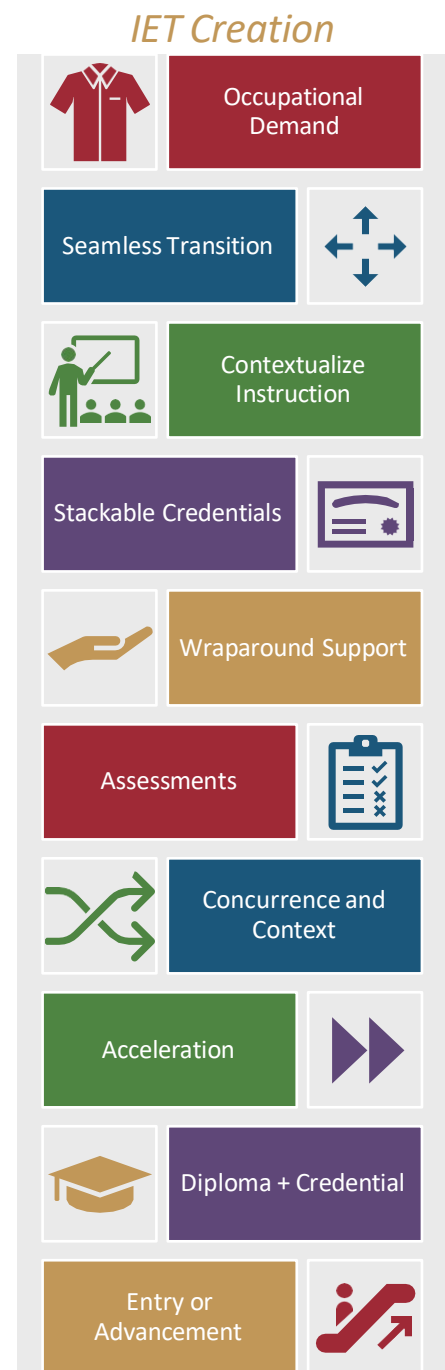
Figure 13 - IET Creation

Creating IETs

When creating IETs, Adult Education programs will determine:

- **Occupational Demand** - Identify viable labor force occupational demands for family-sustaining wage jobs.
- **Seamless Transition** - Provide a seamless transition between adult education/career exploration and training/ postsecondary education.
- **Contextualize Instruction** - Contextualize standards-based academic instruction.
- **Stackable Credentials** - Issue stackable credentials, e.g., earning an NCRC, GED® credential, and technical certificate.
- **Wraparound Support** - Avail students of intensive, wraparound support services, e.g., acquaint students with postsecondary education success coaches and/or navigators.
- **Financial Aid** - Refer students to sources of financial aid for low-income adults, e.g., scholarships, foundations, etc.
- **Assessments** - Administer ACCS-AE-approved pre- and post-assessments required to determine eligibility, inform instruction, and assess progress.
- **Concurrence and Context** - Include, as appropriate, education offered concurrently with, and in the same context as, workforce preparation activities and training for a specific occupation or occupational cluster.
- **Acceleration** - Organize education, training, and other services to meet the needs of an individual in a manner that accelerates their educational and career advancement to the extent practicable.
- **Diploma + Credential** - Enable a person to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential.
- **Entry or Advancement** - Help someone enter or advance within a specific occupation or occupational cluster.

Adult education students may participate in credit- or non-credit-based classes/programs for workforce training through co-enrollment opportunities in integrated education and training programs, workplace literacy partnerships, bridge programs, and pre- apprenticeship opportunities.

For AAESAP data entry purposes, to determine the credit equivalent for a student's completion of a non-credit pathway course/training, the local provider must provide the ACCS-AE office with the number of direct instructional hours for the course, and then the state will complete a clock-hour to credit-hour conversion so the local provider can input the completion in AAESAP.

IET Links

- Explanation of Purpose and Services
  https://docs.google.com/document/d/15JFAPG6cTQ--k7VP1QxCCCgdK1Cdr2cFqFLy19ZyLI_A/edit
- Integrated Education and Training (IET) Guide
  https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf
- Alabama Integrated Education and Training (IET) Program of Study Form (All Regions)
  https://accs0--my.sharepoint.com/:w:/g/personal/kimberly_gaines_accs_edu/EZDMvTGZS21CrJn6sBxXfhkByNiN4rn48_Xi2fLIu7YWjA?e=Yoxnbe

Performance Areas | Measures and Outcomes

ACCS-AE identifies annually expected levels of performance for each of the National Reporting System (NRS) core indicators of performance as well as state-assigned performance goals which are communicated by the System Office to the local programs on an annual basis.

NRS performance levels are negotiated between the State and the Office of Career, Technical, and Adult Education (OCTAE) annually. NRS guidelines require documentation on performance outcomes for each learner enrolled in adult education classes. All programs must place students into an NRS educational functioning level and record student learning gains.

NRS performance levels are based on the
Federal Program Year:
July 1 through June 30

System Office performance goals are measured on the
State Fiscal Year:
October 1 – September 30

Calendar, Program, & Fiscal Year Comparison

Month	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S
Calendar Year	�(blue)	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪									
Federal Program Year *NRS Performance Levels*							▪(purple)	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪			
State Fiscal Year: *System Office Performance*									▪(green)	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪

Table 1 - Calendar, Program, & Fiscal Year Comparison

Core Performance Areas

Core Performance Areas

| Enrollment |
| Measurable Skill Gains (MSGs) |
| Employment Measures |
| Credential Attainment |
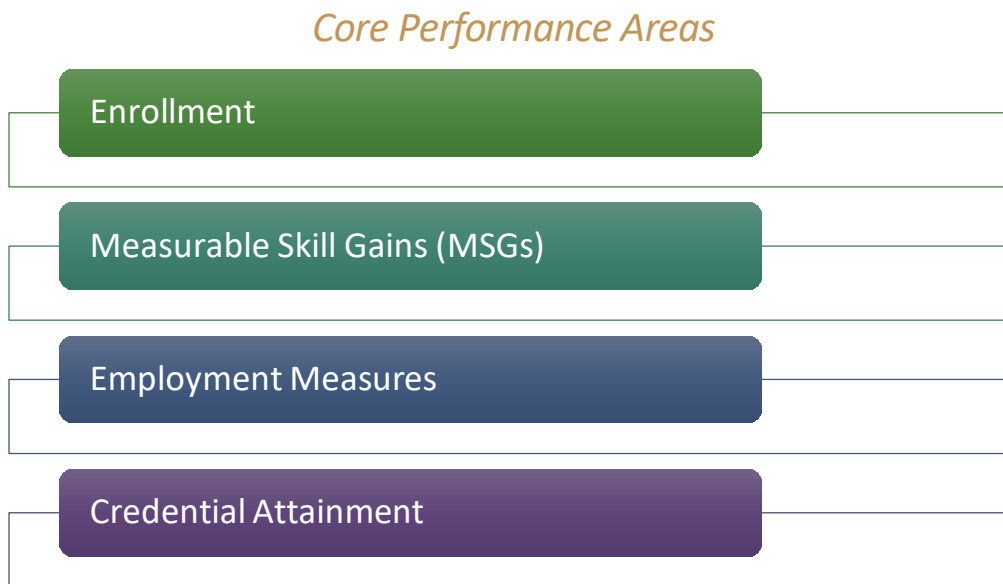
Figure 14 - Core Performance Areas

ACCS-AE recognizes the following as core performance areas:

Enrollment

A student becomes a participant once enrolled in 12 or more hours with a qualifying pretest. Instruction may take place in correctional institutions, family literacy services, and other venues funded through the core services grant.

Measurable Skill Gains (MSGs):

Educational Functioning Level Gain

- Documented achievement of at least one educational functioning level in reading, writing, speaking, listening, and functional areas, as measured by an National Reporting System (NRS)-approved assessment.
- The awarding of credits or Carnegie units that lead to a secondary diploma or its recognized equivalent.
- Enrollment in a postsecondary educational or occupational skills program after exit and by the end of the program year.

Attainment of a Secondary School Diploma

- Receipt of a secondary school diploma or recognized equivalent during enrollment or after exit and by the end of the program year.

Secondary or Postsecondary Transcript

- (For IET and Workplace Literacy Participants Only) – Exhibiting progress on a postsecondary transcript.

Progress Toward Milestone

- (For IET and Workplace Literacy Participants Only) – Showing progress toward pre-determined milestones.

Pass Technical/Occupational Knowledge-Based Exam

- (For IET and Workplace Literacy Participants Only) – Passing a technical or occupational knowledge-based exam.

Employment Measures

- Second-Quarter Employment - employment in the second quarter after the exit quarter.
- Fourth-Quarter Employment - employment in the fourth quarter after the exit quarter.
- Median Earnings - Median earnings of participants employed in the second quarter after the exit quarter.

Credential Attainment

- Obtained GED or Secondary School Diploma - Learners who obtain a secondary school diploma or recognized equivalent after exit.
- Entered Postsecondary or Training – Learners who, after exit, enroll in a postsecondary educational institution or occupational skills program, building on prior services or training received.

See *Appendix C: Annual Performance Goals/Indicators* for details on state program year goals, state fiscal year goals, and performance measure targets.

Non-Discrimination & Conflict of Interest Policies

Non-Discrimination

It is the policy of the Alabama Community College System not to discriminate in its programs, activities, or employment practices based on any impermissible criterion or characteristic including, but not limited to, race, color, national origin, religion, marital status, disability, gender, age, or any other protected class as defined by federal and state law.

Conflict of Interest

The ACCS Office of Adult Education strongly discourages adult education instructors from participating as students in adult education services. If there is a situation where it is deemed necessary for an adult education employee to participate as a student in adult education services, there must be prior, written approval from the ACCS Office of Adult Education, requested by the local adult education program director.

No adult education employee shall be authorized to self-administer any standardized assessment (for adult education purposes) or proctor the same to any individual that may be related by blood or marriage.

Furthermore, no adult education employee shall be permitted to enter data or educational levels relative to their own enrollment status (or for an individual who is related to the employee by blood or marriage) into AAESAP or any database that directly or indirectly leads to the awarding of diplomas or certificates under the auspices of the adult education program.

Program Enrollment and Exit

Individuals shall be officially enrolled after completion of a proctored ACCS-AE-approved assessment (see Assessment Policy Guidelines) and in compliance with eligibility requirements. Once assessed, individuals are reported as:

- **Student** – An adult education student includes any student served by an adult education program (regardless of attendance hours).
    - o **Reportable Individual** – An adult education student who has received less than 12 hours of instruction.
    - o **Participant** – An adult education participant is a student who has received 12 or more hours of instruction and an initial assessment. Participants are the only students who are included in the National Reporting System (NRS) reporting.

Program exit is the last date the participant received services. Exit cannot be determined until at least 90 days have elapsed since the participant last received services.

Separation will be based on periods of participation (POPs). A period of participation begins each time an individual enters adult education and gets at least 12 hours of service. A participant may have multiple periods of participation in a year and performance is measured for each period. These periods must be separated by 90 days without program attendance.

For more information, see Periods of Participation in AAESAP.

Confidentiality and Security Agreement

Alabama adult education personnel who have access to the data management system (AAESAP) must complete a confidentiality/security agreement on an annual basis. This is consistent with ACCS Policy – 223.01 – Information Security (Code of Alabama 16-60-111.4). Access to the AAESAP system will be denied if users have not completed and submitted the annual agreement to the State Office of Adult Education by the deadline.

Family Educational Rights and Privacy (FERPA)

The Family Educational Rights and Privacy Act (FERPA) applies to all educational agencies and institutions that receive funding under any program administered by the United States Department of Education (USDOE). It pertains to education records which contain information directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution. FERPA rights are assigned to students at age 18 or at the start of postsecondary institution attendance. This includes Adult Education and English as a Second Language students. All rights formerly given to parents under FERPA transfer to the student. The eligible student has the right to:

- Access his or her education records.
- Have the records amended.
- Control the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations).
- File a complaint with the USDOE.

Educational records include directory information and personally identifiable information.

Directory Information

FERPA | Directory Information

Directory Information

Name

Course of Study

Address

Dates of Attendance

Email Address

Previous school experience

Phone Number

Date/Place of Birth

Figure 15 - FERPA | Directory Information

Directory information is defined by the institution and is not considered to be an invasion of privacy. To obtain this information, third parties may submit a reasonable written inquiry without the student's permission.

Students who wish to prevent the release of Directory Information under any circumstances can protect all of their Educational Records by completing a non-Disclosure form. (This can be created at the local program level with technical assistance from the State.)

Personally identifiable information (PII)
Personally identifiable information (PII) is information that is related to, and can easily identify, a student. PII cannot be disclosed to third parties without the student's written permission. With WIOA, performance reporting data matching is required. Student information is shared with a third party and, therefore, consent is required to be in compliance with Section 212 of the Adult Education and Family Literacy Act.

Important FERPA Reminders

Staff cannot:

- Discuss the progress of a student with anyone other than the student without written permission of the student (this includes discussion with parents).
- Use any portion of a student's SSN or student ID in any public manner.
- Use a student's SSN or ID in any email subject line or body of the email message.
- Discuss the student's record over the phone with any third party without permission from the student.
- Distribute a printed *Class List of Student Names* with any identifiable data to a third party.

Additional FERPA information is available online at Protecting Student Privacy.

FERPA | Personally Identifiable Information

Personally Identifiable Information

Social Security Number

Race

Class Schedule

Test Scores

Student ID Number

Gender

Figure 16 - FERPA | Personally Identifiable Information
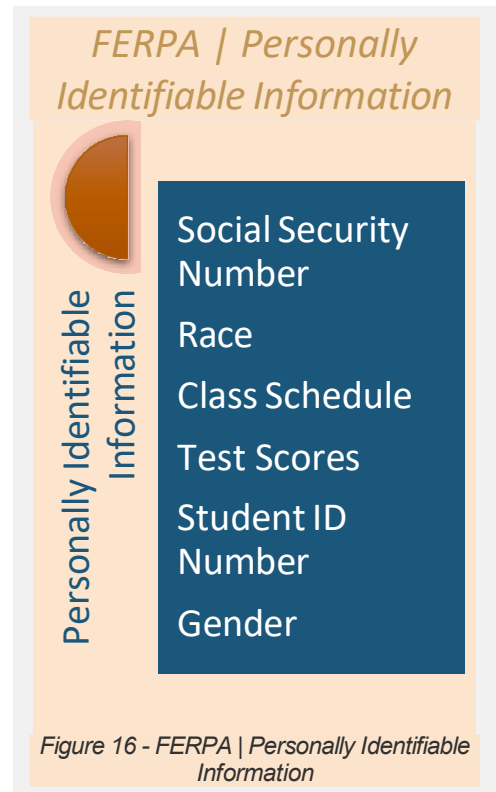
Plan of Instruction (POI)

All students are required to have a Plan of Instruction (POI) which guides the student's instructional process. Local programs may customize the format of the POI to best meet the student and instructor's needs; however, the POI must contain certain elements.

Plan of Instruction Elements
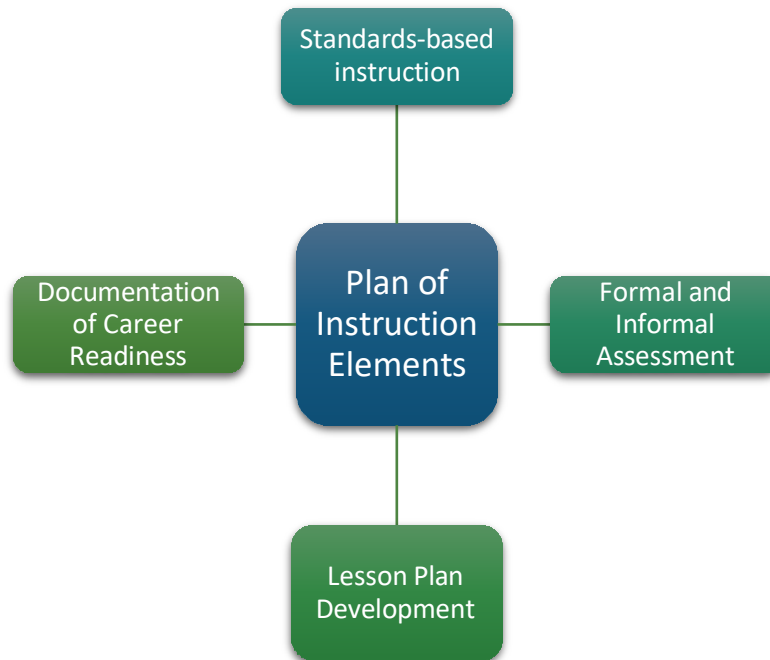
Figure 17 - Plan of Instruction

Standards-Based Instruction

Alignment with College and Career Readiness Standards (CCRS) or English Language Proficiency Standards must be explicitly stated with strand, grade, and number (or standard number and letter, where applicable) or a statement that the instructional materials utilized have been aligned to standards by the publisher. (Note: During a monitoring visit, state or federal monitors may request that the program define the standards to which the instruction was aligned.)

Documentation of Career Readiness Skills

Career readiness skills documentation is based on OCTAE's Employability Skills Framework and is integrated into the instructional plan.

Formal and Informal Assessment

Data from each student's Assessment TABE (Tests for Adult Basic Education) Individual Profile Report should be used to build the student's Plan of Instruction (POI).

- Immediately identify non-mastered tested content.
- Hold "data chats" to engage students in their learning and be sure to update POIs every time content is mastered.
- Use data to effectively group students.
- Pace activities and post-testing based on content mastery and readiness to post-test.

Lesson Plan Development

The **Plan of Instruction (POI)** should also be used to differentiate, individualize, and personalize classroom lesson plan development. Examples include:

- Differentiation**:**
  - o Design lessons around non-mastered content.
  - o Group students by non-mastered standards, sub-standards, or Assessment TABE skills.
  - o Engage students who have already mastered a content or skill in an alternate activity that addresses other non-mastered content.

- Scaffolding**:**
  - o Demonstrate learning by the "I do, we do, you do" technique.
  - o Provide remedial and prior learning content when introducing new material.
  - o Allow discussion and reflection opportunities by weaving in think-pair-share, turn-and-talk or other structured discussion method.
  - o Pre-teach vocabulary and use visual aids.

- Personalization**:**
  - o Customize activities based on the student's strengths, needs, skills, and interests.
  - o Involve the student when selecting or creating learning activities that interest them.
  - o Guide the student in selecting activities for non-mastered content.

Assessment

The ACCS Division of Adult Education's Assessment Policy Guidelines provide procedures pertaining to standardized assessment practices for all ACCS-AE-funded programs. It meets guidance from the United States Department of Education's Office of Career, Technical, and Adult Education (OCTAE), to describe approved assessments, initial and post-testing requirements, accommodations, and training requirements. Adult education providers shall use the assessment policy in conjunction with publishers' official examiner's manuals and training to determine local assessment procedures. Providers shall follow all guidelines in examiner's manuals and maintain the most current version of the manual for each test used by the program. The most recent Assessment Policy Guidelines document is under the Help/Resource tab of AAESAP.

Contact and Attendance Hours

The National Reporting System (NRS) defines contact and attendance hours as "hours of instruction or instructional activity the learner receives from the program" (NRS Implementation Guidelines | February 2016.doc). Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, such as classroom instruction, assessment, or tutoring. (Note: Time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress, or inform instruction. Time used to take the GED® test, for example, cannot be counted as instructional activity.)" The hours spent in orientation, classroom, distance learning, and assessment shall count toward the student's total attendance hours.

Attendance

Adult education programs are required to enter all student attendance hours. In AAESAP, distance learning/proxy hours and classroom center attendance hours are recorded separately.

Classroom Hours

Attendance hours for students using approved online curricula in the classroom will be reported as classroom hours.

Distance Learning/Proxy Hours

All student work completed outside of the adult education classroom will be counted as distance learning/proxy hours and must follow the distance learning policy in the Assessment Policy Guidelines to determine contact and proxy hours. Students in distance education must have at least 12 hours of contact with the program before they can be counted for federal reporting purposes.
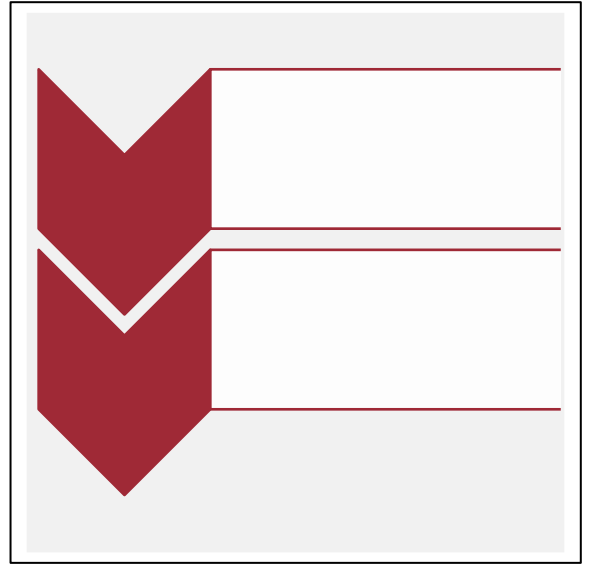
Counting Students for Reporting

During a program year, if a student is enrolled both in a traditional classroom and in distance education at the same time, the student will be counted only once for program reporting for the National Reporting System (NRS).

At separation or the end of the fiscal year, the student's status as a traditional student or distance learner will be determined.

Student hours from both online and classroom instruction will be reported according to the Alabama Assessment Policy Guidelines.

Identifying and Reporting Contact Hours

Distance education instructors will follow the guidelines stated in the current version of the Assessment Policy Guidelines when determining instructional time mandated prior to administering a post-test.

According to OCTAE's National Reporting System (NRS), "students in distance education must have at least 12 hours of contact with the program before they can be counted for federal reporting purposes. Direct contact hours for distance learners can be a combination of actual contact and contact through telephone, video, teleconference or online communication, where student and program staff can interact and through which learner identity is verifiable."

Proxy contact hours may be calculated using clock time, instructor verification, or by learner mastery. Each method is detailed in the current version of the Assessment Policy Guidelines approved by OCTAE.

Data Collection and Reporting

Providers are required to submit data electronically using AAESAP – the Alabama Adult Education System for Accountability & Performance. All data must be entered by the 15th of the month following the month reported. Final program year data shall be entered into AAESAP by July 31st.

ACCS-AE regularly updates the AAESAP Users' Manual and the ACCS-AE Adult Education Procedure Manual to incorporate National Reporting System (NRS) changes. Updates on system changes and revisions to the Users' Manual are announced and posted on AAESAP Login Page under "Release Notes" and through e-mail.

Log-in for AAESAP requires the full email address for the username, plus a password that is initially sent to the user via their email account.

Records Retention

The federal retention period is five years for all financial and programmatic records. The starting date of retention begins on the first day of the next fiscal year. The retention period for equipment records starts on the date of disposition, replacement, or transfer. To help clarify which programmatic information must be retained, the following guideline is provided:

Financial Records
- Retain 5 Years
- Start date - first day of next fiscal year

Programmatic Records
- Retain 5 Years
- Start date - first day of next fiscal year

Equipment Records
- Start date - date of disposition, replacement, or transfer
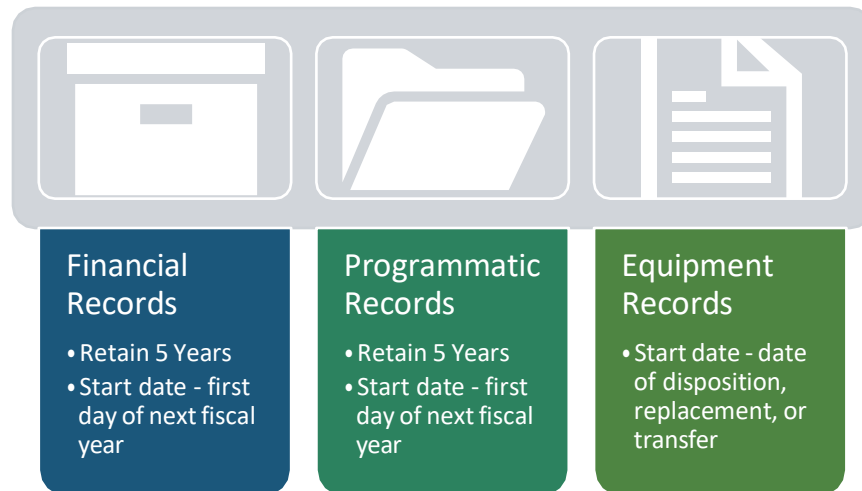
Programs must retain documents such as, but not limited to:
- Enrollment forms
- Signed non-disclosure statement
- Plans of Instruction (POIs)
- Diagnostic results, i.e. (TABE®, Best Literacy, Best Plus, etc.)
- Attendance records
- Non-Traditional High School Diploma Option Student (HSDO) records
- Verification of Department of Human Resources (DHR) student eligibility - Employment Preparation Service (EPS), and Supplemental Nutrition Assistance Program (SNAP)
- All documentation for 16 and 17-year-old eligible students
- Sign-in sheets

GED® Testing

GED for New Teachers and Staff

New GED teachers can benefit from a host of information that is available on the internet. Following are a few recommended resources for beginners.

Resources
- GED Educator Handbook: https://test-ged-wp.pantheonsite.io/wp-content/uploads/educator_handbook.pdf
- GED.com – Educators and Admins: https://ged.com/educators_admins/teaching/
- GED Testing on YouTube: GED Testing Service - YouTube
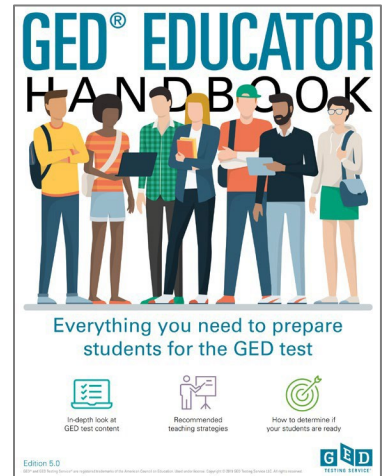
General Information

The ACCS Adult Education System Office coordinates the administration of GED® testing at authorized Pearson VUE Test Centers throughout the state.

GED testing is run on the Pearson VUE platform (PVUE software and tech support). Some GED test centers also offer Pearson VUE exams such as computer and professional certifications. For more information go to www.pearsonvue.com.

Test Preparation Requirements
- **In-Person.** Alabama does not require students to prepare for the in-person GED® test by taking adult education classes or practice tests.

- **Online.** Students taking the test online are required to take and pass GED Ready® practice tests.

Test Format
The GED® exam is delivered on computer and online in Alabama. Online exams are administered by OnVUE test administrators. This manual will provide general information regarding online tests, but students must register for them through their MyGED (www.GED.com) portal. For more information: Take the GED Test Online | Full Guide to Taking the GED (https://ged.com/take-the-ged-test-online/).

Languages
In-Person and Online. The 2014 GED® Test is offered in English and Spanish in Alabama. Students can combine tests from different languages to earn their credential.

Residency Requirement
In-Person and Online. All 16- and 17-year-olds must be Alabama residents prior to taking the GED test. Test centers submit documentation to the system office. Residency requirements are checked by System Office staff who will approve the student to test prior to their arrival at any test center.
Examinees 18 and older do not have to meet the residency requirement. Anyone aged 18 or older can take the GED® in Alabama upon presenting valid identification at the test center.

Exam Series

GED® exams are dispensed in "series." The current exam is referred to as the "2014 Series" because it began in the year 2014.

GED® Test Series

First Test Series: 1943 – 1977

Second Test Series: 1978 – 1987

Third Test Series: 1988 - 2001

Fourth Test Series: 2002 – 2013

FIFTH TEST SERIES: 2014 - Present

Figure 19 - GED® Test Series
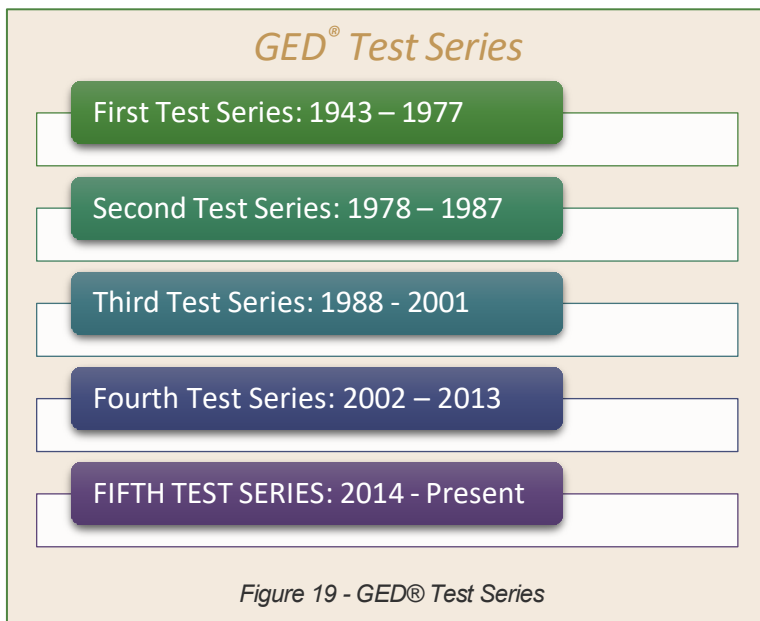
Fifth Test Series: 2014 - Present

In the current test series, performance levels and cut scores on the GED® test are as follows:

- *Pass/High School Equivalency*
  Minimum score of 145 on each of the four content area modules
- *GED® College Ready*
  Scores of 165-174 on any given GED® test content module.
- *GED® College Ready + Credit*
  Scores of 175 and above on any given GED® test content module.

For detailed score scale and content descriptions for all GED® test series, go to: https://ged.com/score_scale/.

GED Calculator

The TI-30XS is the only approved handheld calculator for GED® testing. Candidates are permitted to use a calculator only during the Social Studies, Science, and Mathematics Part 2 modules. Candidates are not permitted to use a calculator in any other modules, including Mathematics Part 1. For a GED calculator tutorial, go to: https://ged.com/practice-test/en/calculator/.

In-Person Tests. Candidates can bring their own handheld TI-30XS, request a TI-30XS from the test center (if available), or use the on-screen TI-30XS calculator.

Online Tests.
Students will not be able to use a physical calculator but will have access to an onscreen calculator during the exam. A calculator tutorial for the online test (https://ged.com/practice-test/en/calculator/) is available for practice.
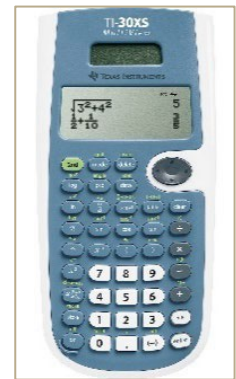
Figure 20 - Texas Instruments TI-30XS Calculator

Test Preparation

Practice Testing

The GED® Ready tests are the official practice tests for the 2014 series.

Pricing
- GED Direct - GED Direct - GED Store
- GED Marketplace - Practice Tests (gedmarketplace.com)

Free Sample Practice Test
https://ged.com/study/free_online_ged_test/

Free Study Guides for All Subjects
https://ged.com/educators_admins/teaching/classroom_materials/study_guides/

GED Ready® Practice Test FAQs
(https://ged.com/faqs/ged-
ready/#:~:text=Sometimes%20I%20have%20trouble%20typing%20in%20a%20fill-in-the-
blank,the%20expiration%20dates%20be%20the%20same%20as%20full-price%3F)

Practice Test Length

GED® Ready | Official Practice Test (OPT)

Exam Name	Exam Length
GED Ready™: Mathematical Reasoning	47 minutes
GED Ready™: Reasoning through Language Arts	95 minutes
GED Ready™: Science	47 minutes
GED Ready™: Social Studies	60 minutes

Table 2 - GED® Ready | Official Practice Test (OPT)

Practice Test Scores

GED® Practice Test Scores

● **Likely to Pass (145-200)**
You're likely to pass, schedule right away!

● **Too Close to Call (134-144)**
You're almost ready, just a little more practice.

● **Not Likely to Pass (100-133)**
You'll want to spend more time preparing. Save time by focusing only on what you need to learn.

Figure 21 - GED Practice Test Scores

See 4 Free

With the See 4 Free program, potential students can experience what real GED testing is like, find out if they are ready to pass the real test, and get customized study plans. Adult education programs can potentially increase enrollment if the test-taker does not pass all four parts of the GED Ready tests.

How It Works

1. The student contacts local adult education program regarding See 4 Free (or GED 4 Me).
2. The student creates an account at GED.com.
3. The program issues vouchers and invites students to take practice tests.
4. Program staff must proctor the student while taking practice tests.
5. The student must take and score "Likely to Pass" (145 or higher) on **all four** GED Ready® practice exams.
6. The Adult education program awards the passer **four vouchers** to take the real GED test.

Programs should not provide any vouchers to individuals who do not pass **all four** exams. This is to allow the person to see how close they are to passing and incentivize them to enroll in GED classes.
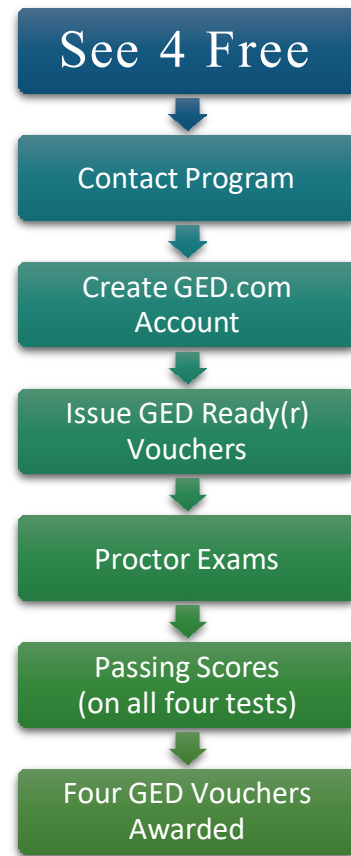
Figure 22 - See 4 Free

See 4 Free for 16- or 17-Year-Olds

16- and 17-year-olds must present the following to a program-designated contact or test proctor prior to taking See 4 Free practice tests. The program will keep the documents on file and present them to the GED test proctor when the student is ready to take the real GED exams.

See 4 Free Requirements for Students Ages 16 and 17

Age 16	Age 17
1. Proof of Alabama residency 2. Proof of withdrawal from educational coursework 3. Parent permission	1. Proof of Alabama residency 2. Proof of withdrawal from educational coursework <u>or</u> parent permission

Table 3 - See 4 Free Requirements for Students Ages 16 and 17

Customized Practice Test Study Plans

Customized study plans are available for practice tests by clicking on scores in GED Manager or in the student's GED.com account. After that, click on the dropdown box next to "Step 1: Select your study material to create a customized study plan based on your answers."

GED Exams

Exam Details

GED® Test Exam Details

Subject	Mathematical Reasoning	Reasoning Through Language Arts	Social Studies	Science
Test Topics	Basic Math Geometry Basic Algebra Graphs and Functions	Reading for Meaning Identifying and Creating Arguments Grammar and Language	Reading for Meaning in Social Studies Analyzing Historical Events and Arguments in Social Studies Using Numbers and Graphs in Social Studies	Reading for Meaning in Science Designing and Interpreting Science Experiments Using Numbers and Graphics in Science
Duration	115 minutes 2 minutes of instructions and final review 3-minute break	150 minutes 3 minutes of instructions and final review 10-minute break between parts 2 and 3 45 minutes for the written essay	70 minutes 2 minutes of instructions and final review No break	90 minutes 2 minutes of instructions and final review No break
Calculator	Access to calculator reference sheet and math formula sheet Access to onscreen calculator on part 2 of test Student's own TI-30XS calculator allowed in test center	3 sections 1 written essay (extended response) Multiple choice and other question types (drag and drop, select an area, and drop down)	Access to calculator reference sheet and math formula sheet Onscreen calculator Student's own TI-30XS calculator allowed in test center Access to calculator reference sheet	Access to calculator reference sheet and math formula sheet Onscreen calculator Student's own TI-30XS calculator allowed in test center Access to calculator reference sheet

Table 4 - GED® Test Exam Details

GED® Testing for 16- and 17-Year-Olds

In-Person and Online. See Appendix A – GED® Age Waivers.

Important Note for Online Testing. A parent or guardian must be present at the pre-test check-in. The parent will provide consent and authorize the child to be recorded during testing. If the parent or guardian is not present, the exam session will be revoked.

Registration Methods

In-Person and Online. GED Testing Service candidates can register and schedule through:

- Website: www.ged.com
- Phone: 877-EXAM-GED (392-6433) Monday through Friday, 7:00 a.m. to 7:00 p.m. CST

- Walk-In: Some test sites allow walk-in test takers and will register them through Registration Manager software.

Price and Payment for Students

In-Person and Online. Alabama charges $36 per subject for the GED® exam for in-person and online tests. Tests can be purchased with a debit card, credit card, or American Express Bluebird (https://www.bluebird.com/).

GED Test Scores

After each test, students receive scores (typically) the same day. **It can take up to three business days for scores to be returned.** This is normal when an essay must be scored by a human (as opposed to computer algorithm).

- Minimum score: 100, Passing score: 145, Maximum score: 200
- GED® College Ready: Scores of 165 – 174 on any given GED® test content module.
- GED® College Ready + Credit: Scores of 175 and above on any given GED® test content module.

Test Scores

While you will need to score at least 145 on each subject to pass the GED® test, scoring higher can have additional benefits.

100	145 Passing Score	200

145	165 - 174	175 - 200
GED® Passing Score	GED® College Ready	GED® College Ready + Credit
The GED® test has a passing score of 145 for each test subject. To earn your high school equivalency, you'll need to score 145 or higher on all four subjects.	Scoring above 165 (on any test subject) means you have demonstrated you are ready to take college level courses and you may qualify for waivers from placement testing or developmental education requirements if you enroll in college.	Scoring above 175 (on any test subject) means you have demonstrated skills that could qualify for up to 10 college credit hours.

Students can contact college admissions offices to determine if the schools provide benefits for GED® College Ready and GED® College Ready+ Credit scores.

Customized Study Plans

Customized study plans are available for real exams by clicking on scores in GED Manager or in the student's GED.com account. After that, click on the dropdown box next to "Step 1: Select your study material to create a customized study plan based on your answers."

Retakes

There is no maximum limit to the number of test attempts per candidate within a year.

Waiting periods apply per subject. For example, if a student has a waiting restriction for Math, they can work on another subject for which wait restrictions are not in effect.

In-Person Retakes

GED has extended the limited-time offer of up to 2 discounted retakes for exams taken in test centers, as long as both retakes are completed by June 30, 2024.

From GED Alabama Retake FAQs

GED Retake Wait Times and Costs (In-Person Testing) July 1, 2023 - June 30, 2024

Exam Type	Attempt #1	Wait Time	Attempt #2	Wait Time	Attempt #3	Wait Time	Attempt #4	Wait Time	Attempt #5…
In-Person	Below passing	None	Below passing	None	Below passing	60-day wait	Below passing	60-day wait	Below passing
Cost	$36		$10		$10		$36		$10

Table 5 - GED Retake Wait Times and Costs (In-Person Testing) July 1, 2023 - June 30, 2024

The policy below will go into effect July 1, 2024:

- There is no waiting period for the first two retakes.
- After the third attempt at a test subject, the student must wait 60 days before retesting.
- The 60-day waiting period applies after every attempt for that subject until the student passes.
- Discounted retakes cost $10.

GED Retake Wait Times and Costs (In-Person Testing) as of July 1, 2024

Exam Type	Attempt #1	Wait Time	Attempt #2	Wait Time	Attempt #3	Wait Time	Attempt #4	Wait Time	Attempt #5…
In-Person	Below passing	None	Below passing	None	Below passing	60-day wait	Below passing	60-day wait	Below passing
Cost	$36		$10		$36		$10		$36

Table 6 - GED Retake Wait Times and Costs (In-Person Testing) as of July 1, 2024

Online Retakes

- Students receive one retake for every GED® test subject purchased but not passed.
- They have 365 days after the full price test to use this retake.
- This retake offer (1 full price:1 discount) repeats until they pass the test.
- In Alabama, students pay $36 for GED® test retakes – there are no discounted retakes

GED Retake Wait Times and Costs (Online Testing)

Exam Type	Attempt #1	Wait Time	Attempt #2	Wait Time	Attempt #3	Wait Time	Attempt #4	Wait Time	Attempt #5…
Online	Below passing	None	Below passing	60-day wait	Below passing	60-day wait	Below passing	60-day wait	Below passing
Cost	$36		$36		$36		$36		$36

Table 7 - GED Retake Wait Times and Costs (Online Testing)

Exhibits

Test-takers are given exhibits during their exams.
- Math Formula/Calculator Reference Sheets – used during Math (Part 2), Science, and Social Studies tests:
  o Math Formula Sheet: https://ged.com/wp-content/uploads/math_formula_sheet.pdf
  o Calculator Reference: https://ged.com/wp-content/uploads/calculator_sheet.pdf
- Extended Response Guideline Sheet for RLA:
  o https://ged.com/wp-content/uploads/extended_response_guidelines.pdf

Additional Online Test Information

Onscreen Calculator
Students will not be able to use a physical calculator but will have access to an onscreen calculator during the exam. Practice with the calculator tutorial (https://ged.com/practice-test/en/calculator/).

Onscreen Scratch Pad
Test-takers will have access to an onscreen scratch pad to take notes and perform math calculations. Paper and pencil are not allowed during online tests.

Onscreen Whiteboard
Students will have access to an onscreen whiteboard so you can use your mouse to draw and write out math calculations. They can access this feature anytime during the test by clicking the Whiteboard icon at the top of the screen. Practice using the online whiteboard: (https://home.pearsonvue.com/onvue/whiteboard).
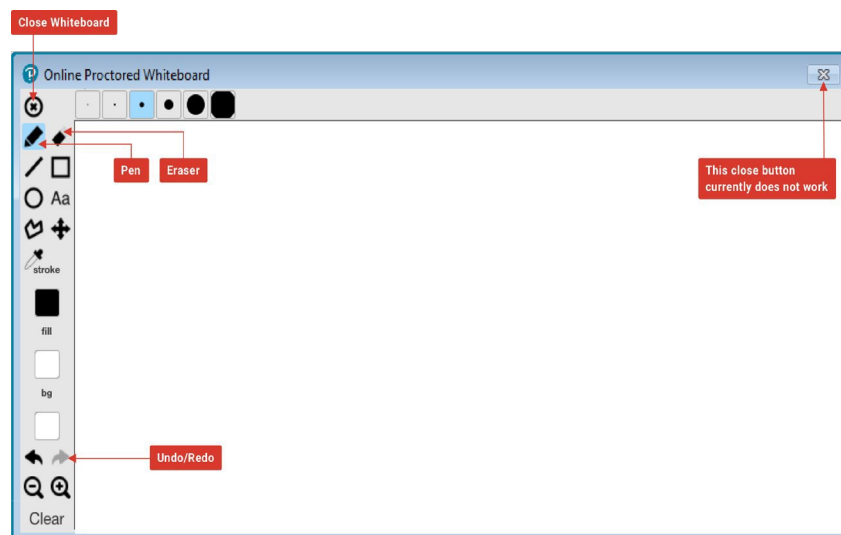
Figure 23 - Onscreen Whiteboard

Online GED FAQs

[Take the GED Test Online | Full Guide to Taking the GED](https://ged.com/take-the-ged-test-online/) (https://ged.com/take-the-ged-test-online/)

Accommodations

Candidates must submit requests for accommodations to GED, and all requests must be approved before the exam appointment.

For more information: https://ged.com/about_test/accommodations/

GED Graduates

Diplomas and Transcripts

Once test-takers pass the GED® test, they receive an email with instructions for how to download their PDF transcript and diploma. Students can also order a professionally printed GED® diploma free of charge through their MyGED portal.

Students can send their transcripts and diplomas to colleges and employers themselves. However, if colleges and job representatives will not accept the transcript or diploma without further verification, contact ACCS Adult Education - 334-293-4567 or adultedinfo@accs.edu.

Requesting an Official Transcript, Diploma, or Verification

Diplomas, transcripts, and verifications can be ordered at https://ged.com/life_after_ged/ or 888-906-4031. Students receive their initial transcript and diploma for no charge after completing the 2014 exam series GED® test. Instructions for downloading the documents will be sent to the email address used for their GED.com account.

For lost documents, historical requests, or GED® verifications, the individual or organization that makes the request (e.g., past student, employer, school, employment verification firm) pays a $15 fee.

GED Vouchers and GED Direct for Programs

Payment Methods for Programs

GED Test Vouchers

Southern Union State Community College (SUSCC) is the fiscal agent of voucher funds received from the System Office. SUSCC distributes the funds to local programs.

1. Program director requests voucher funds based on the projected need for the upcoming fiscal year.

2. Voucher funds are requested using the electronic GED Voucher Request Form (https://form.jotform.com/222756298054059). Requests are due biannually **September 5th** or March 5th.
3. The electronic forms are received and reviewed by ACCS adult education regional directors.
4. Local programs will be notified of the approved funds for purchasing vouchers.
5. SUSCC will send a check for the approved amounts to each program.

GED Direct

Alabama adult education programs can purchase GED exams (not vouchers) through GED Direct™, which can be accessed through GED Manager. These tests do not expire. They can also be assigned to students directly, and (in the case of unused practice tests) can be recalled and reassigned to another student.

- GED Direct™ (https://ged.com/educators_admins/teaching/ged-direct/)
- GED Direct: What is it and how can it help your program? (https://youtu.be/4qxOwg2Tbsg)

Purchasing Bulk GED Direct and GED Voucher Orders

Programs can purchase GED Direct tests and GED Vouchers using credit cards, checks, and credit terms.

GED Purchasing Bulk Orders (https://accs0-my.sharepoint.com/:b:/g/personal/kimberly_gaines_accs_edu/EW1H7D4-trVBvsgITc97gEUBhRKTBEBj7nv1jZE8Wp-u9g?e=FPlnmQ)

VUE Credit Terms

VUE Credit Terms is a line of credit with Pearson VUE. It can be used to test students without pre-paying. Invoices are then generated by Pearson VUE and sent to the program for later payment. To apply for credit terms, contact Channel Sales.

GED® Testing in Corrections

Ingram State Technical College's Adult Education manages GED testing at selected correctional facilities. For more information: Programs - J. F. Ingram State Technical College (istc.edu) or https://istc.edu/programs/#adult.

GED Information Requests

Programs directors can request reports that will reflect GED information **for people who are enrolled in adult education programs as well as those who are not.** GED reports should be compared to AAESAP reports to determine which test-takers are adult education students. Allow two weeks for report fulfillment.

Directors should follow the process below to request GED data:

1. Request data or reports from a local GED Manager user. There is at least one person in every adult education program or GED testing center who can assist with:

    a. Student test activity
    b. Passers reports
    c. Score reports from real and practice tests

2. If additional reporting is required, please complete the form (https://form.jotform.com/232343700480043). These reports could include:
    a. Test Summary Reports
    b. Test Taker Summary
    c. Performance Summary
    d. Demographics Summary
    e. Appointment Summary
    f. Passed 3 of 4 Modules
    g. Candidate Drilldown
    h. Test Drilldown
    i. GED Testers Demographics (GED Tester's Test's and Demographic's data)
    j. Key Metrics by Jurisdiction (GED Tester's Key Metrics by Jurisdiction)
    k. Passed 1 of 4 Subjects
    l. Passed 2 of 4 Subjects
    m. Test Taker Journey Breakdown
    n. Some custom reports

Questions/Comments:
adultedinfo@accs.edu | (334) 293-4567

Useful Links

Important GED® Links

Resource	Website
Student Portal Login and General Information	www.ged.com
Test Accommodations	https://ged.com/about_test/accommodations/
Corrections Testing	https://ged.com/educators_admins/test_admin/corrections/%20
GED Graduates and Transcripts	https://ged.com/life_after_ged/
Online Testing	https://ged.com/take-the-ged-test-online/
GED Information for Instructors & Admins	https://ged.com/educators_admins/
Alabama GED Policies	https://ged.com/policies/alabama/
Instructor Resources	https://ged.com/educators_admins/teaching/

Resource	Website
Professional Development	https://ged.com/educators_admins/teaching/professional_development/
Test Administration	https://ged.com/educators_admins/test_admin/
Test Center Management	https://ged.com/educators_admins/test_admin/manage_your_center/
GED Direct	GED Direct™ - GED

Table 8 - Important GED Links

GED Testing Service on Social Media

Website: https://ged.com/
Facebook: http://www.facebook.com/GEDTesting
Twitter: https://twitter.com/GEDTesting
Instagram: https://www.instagram.com/gedtesting/
YouTube: https://www.youtube.com/user/GEDTestingService
TikTok: https://www.tiktok.com/@gedtestingservice?lang=en
LinkedIn: LinkedIn Login, Sign in | LinkedIn

Update

Alabama Community College System (ACCS) Memorandum #2016-AED-088 – Issued 3/13/2017, 8/30/2017, and 12/01/201) Sections I:1 and II:1 reported the following:

"Student must present a notarized Certificate of Exemption from the student's last school system attended…"

Correction: Certificates of Exemption **do not** need to be notarized.

Free College Class for GED and Alabama Career Essentials (ACE) Completion

Note: The procedure is under review. Once updated:
- Ready to Work will reflect completion of Alabama Career Essentials (ACE).
- Section 1.2 will indicate that the free course for the completion of ACE is not predicated upon obtaining a high school diploma.

Free Class for GED/ACE Completion
ACCS Policy 804.03

POLICY NAME:	**804.03: Student Aid Programs: GED® Recipients and Ready to Work Program Completers**
EFFECTIVE:	May 10, 2017
SUPERSEDES:	
SOURCE:	*ACT #2015-125*
CROSS REFERENCE:	

Colleges are authorized to award a one-time tuition and mandatory fee waiver for one course (up to four credit hours of instruction) for eligible General Educational Development (GED®) diploma recipients and Ready-to-Work program completers.

Figure 24 - Free Class for GED/ACE Completion

Procedure for GED® Recipients and Ready to Work Completers
Chancellor's Procedures (804.03 Student Aid Programs GED Recipients and Ready to Work)

May 2017

CHANCELLOR'S PROCEDURE FOR POLICY
804.03: Student Aid Programs: GED® Recipients and Ready to Work Program Completers

1. Eligibility

    1.1   Students who passed the GED® (General Education Development) examination and obtained the certificate on or after July 1, 2002.

    1.2   Students who completed the Ready-to-Work (previously known as Focus in Industry Training [FIT]) program and obtained a high school diploma on or after July 1, 2002.

2. The waivers will not count as institutional scholarships under Policy 804.02: Student Aid Programs: Institutional Waivers (Scholarships).

3. Students must meet all Admission requirements as defined in Policy 801.01: Admission: General.

Figure 25 - Procedure for GED® Recipients and Ready to Work Completers

Personnel

Personnel Changes

Personnel changes must be reported to ACCS-AE within ten days of changes. To report changes, please notify the ACCS adult education fiscal contact and regional director assigned to your program after an employee begins or ends employment.

A budget amendment must be submitted and approved by regular routing of signatures for new hire changes that affect the salaries and benefits line item. (Note: Prior to the fiscal redesign, all new hires designated as "future employees" in a program's original budget should be filled by March 31.)

Hiring and Recruiting Guidelines

The following guidelines should be used to recruit and hire personnel and develop job descriptions. The minimum requirements for each title are mandatory. Local program fiscal agents must ensure that all employees meet the minimum requirements for each title.
When a local program is in the process of hiring a program director, an ACCS-AE staff person may be a member of the hiring/interview committee.

Allowable Administrative Models

Every local adult education provider must have an individual who is responsible for the overall operations of the AE program. Allowable administrative models for local adult education program providers include:
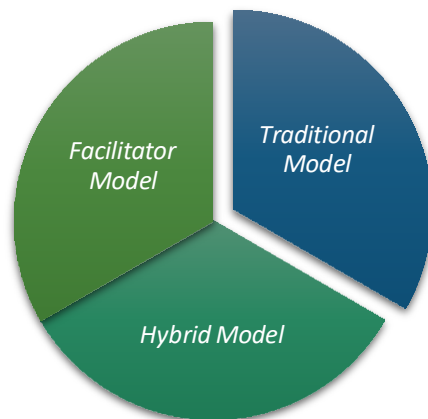
Figure 26 - Allowable Administrative Models

The Traditional Model includes a local program director who works 100% of his/her time in the adult education program. The director should have daily engagement with the staff and the program and should maintain an office in the same physical location as the main instructional center.

The director should be placed on the C-3 salary schedule, and the salary may be paid 100% from adult education funds up to the ACCS-AE-approved salary cap (as published by ACCS-AE Fiscal Division in the annual budget instructions), with any amount above the capped limit coming from other funding sources

outside of AE funding. (Some local agencies may also pay the director's salary from local agency funds and a percentage of AE funds.)

The Hybrid Model includes a local program director who works 100% of their time in adult education, but his/her responsibilities are split between administrative and instructional duties. The director should have daily engagement with the staff and the program and should maintain an office in the same physical location as the main instructional center.

The director should be placed on the C-3 salary schedule, and the salary may be 100% from AE funds up to the ACCS-AE-approved salary cap (as published by the System Office Fiscal Division in the annual budget instructions). Funds will be proportionate to administrative and program costs. Any additional amount above the capped limit coming from other funding sources outside of AE funding. (Some local agencies may also pay the director's salary from local agency funds and a percentage of AE funds.)

The Facilitator Model includes a facilitator who has general oversight of all adult education program functions but may not spend 100% of his/her time in AE. The facilitator is solely responsible for administering the budget, recruitment and hiring of personnel (in alignment and coordination with the local program's human resources department), evaluation of personnel, and ensuring that the program operates in compliance with System Office policies and procedures and state and federal guidelines.

The facilitator's salary will not be paid 100% from AE funding, but a percentage of the salary may be paid from AE funds, using the C-3 salary schedule, based on the percentage of time the facilitator works with the program. A portion of the Facilitator's salary (paid from AE funds) will be deemed as administrative costs in the program's budget.

This model may also include a coordinator who has both instructional and limited administrative duties. The limited administrative duties should include classroom observations, coaching of instructional staff, professional development programming, and development of class schedules. The facilitator maintains the overall responsibility of the program and program performance. The coordinator should be placed on the D-3 salary schedule, according to years of experience.

With the application of a new RFP, the local fiscal agent will be required to state which of the above models will be utilized for the agency's adult education program, if funded. Any exception to these models shall be submitted in writing to the Deputy Executive Director of Adult Education and must have System Office approval before being implemented.

Job Descriptions

See Appendix C – Job Descriptions

Planning Time

Planning time is defined as time in the workplace preparing for instruction and/or record-keeping supporting the management information system (AAESAP). Planning time may be allowed on a weekly basis and cannot be carried over to subsequent weeks or accumulated in any manner.

At the local fiscal agent's discretion, and according to local policy and budgetary feasibility, part-time adult education instructors may be eligible for reimbursement of planning (non-instructional) time. The reimbursement would be based on the instructor's current rate of pay per hour, and it is the responsibility of the local fiscal agent to budget for the planning time of all eligible instructors. The reimbursement should be paid from the same budget as the instructor's salary. Local policy for planning time must be applied consistently to all eligible instructors.

ACCS-AE recommends the following, but local program administration may choose to modify the recommendations in alignment with local needs. (Local programs must adhere to grant guidance regarding the reimbursement being reasonable, allocable, and necessary.)

Planning Time Guidelines for Instructors

At least 6 hours but less than 12 hours of instructional duties each week	At least 12 hours but less than 18 hours of instructional duties each week	Full-time instructors working 35 or more hours per week
Reimburse not more than 0.5 hours per week of planning time	Reimburse one hour of planning time each week	May be granted up to two hours of planning time per week for non-instructional duties.*

Figure 27 - Planning Time Guidelines for Instructors

*Full-time instructors working 35 or more hours per week are not allowed to receive reimbursement for the two hours of planning time but may be granted up to two hours of planning time per week for non-instructional duties.

Professional Development

The purpose of Alabama's professional development (PD) initiative is to 1) raise the level of expertise, improve instructional practices, and increase the knowledge base of Alabama's adult educators through lifelong learning opportunities with the goal of providing quality instruction for all learners; and 2) build a systemic approach that incorporates all aspects of adult education. Professional development will focus on the categories in the figure below.

Professional Development Categories

| Instructor, Program Director, and Staff Development | Learning Content – CCRS/ELP | Program Standards – Indicators of Quality Programs |
| Professional Development Standards | Performance Standards | Data Quality Standards (AAESAP) |

Figure 28 - Categories of Professional Development

- **Instructor, Program Director, and Staff Development** | What instructors, directors, and support staff need to know and be able to do to provide quality programs.
- **Learning Content – CCRS/ELP** | The skills and knowledge that adult learners need to know and be able to do in their roles as workers, parents, and citizens.
- **Program Standards – Indicators of Quality Programs** | The characteristics that exemplary local programs should demonstrate.
- **Professional Development Standards** | The essential elements of meaningful professional growth activities.
- **Performance Standards – Core Indicators of Performance (WIOA §463.155)** | Expectations for program outcomes.
- **Data Quality Standards (AAESAP)** | Ensure that reliable and valid data are available to make informed decisions and guide program management.

Expectations for Professional Development Activities

Regarding professional development activities, program directors are expected to:

- Ensure all instructors have an active status in AAESAP.
- Explain to instructors their PD requirements and expectations.
- Keep accurate records of all PD training (local, state, and national) including agendas, sign-in sheets, etc. clock hours of training.
- Assist all new instructors with completing orientation, specific PD training, and any institution-related pre-service, etc.
- Ensure that all instructors complete annual training on the Assessment Policy Guidelines and any applicable test certification or recertification.

- Conduct classroom observations to identify areas of professional development needed for continuous improvement.

- Periodically conduct local program surveys of staff and stakeholders to identify areas of professional development need.
- Lead instructors in completing any PD opportunities and providing at least two local in-service meetings per year.
- Ensure that student satisfaction surveys are completed twice per year, so PD can also be developed around students' stated needs.
- Ensure all program staff meet annual PD requirements.
- Ensure that all instructors are in compliance with training for approved assessments as detailed in the annual Assessment Policy Guidelines.

Program directors are expected to be instructional leaders by:
- Ensuring the highest quality instruction.
- Realizing full implementation of standards-based instruction.
- Integrating instructional technology to assist in digital literacy knowledge.
- Fostering instructor effectiveness through building knowledge-based and professionalism.
- Nurturing an environment of professional growth, collaborative learning and participative decision making.
- Engaging students through instruction relevant to their life experiences and real-life application.
- Empowering students to achieve next steps.
- Analyzing data and using it to guide instructional practice.
- Providing constructive feedback and reinforcement to advance continuous improvement.

Professional Development Requirements for New Personnel

New Program Directors
New program directors will complete a required, online New Director Orientation and Training Program managed by the System Office.

New Instructors
New instructors will need to complete an orientation to adult education under the direction of the program director and will need to also complete the National Reporting System (NRS) self-paced, online courses.

New ESL Instructor PD Requirements
Recommendation: For new ESL instructors the system office recommends completion of the professional growth electives outlined in the Assessment Policy Guidelines.

Annual Conference

The ACCS Adult Education office co-sponsors the annual summer conference in partnership with the Alabama Association for Public and Continuing Adult Education (ALAPCAE) and the Alabama Adult Education Directors Association. This conference provides clock hours of professional development on a variety of relevant topics for instructional and continual program improvement.

Regional training provides additional opportunities to acquire specific content knowledge, teaching and learning strategies, and current trends in the field of adult education.

Continued Employment Requirement

All full- and part-time adult educators are required to accrue 12 clock hours of PD each year for continued employment.

Prior Approvals

While ACCS-AE recognizes the importance of professional development at the local, state, and national level, the System Office also realizes that some professional development activities are pertinent for specific individuals based on job responsibilities. In addition, some professional development activities only require a limited number of attendees or representatives from the state and local programs for the state and local programs to benefit from the information/training.

All travel and attendance at professional development events NOT sponsored by ACCS-AE will require a two-week prior approval by the program's regional adult education director. The Adult Education Professional Development Travel Request form is located in the "Help/Resources" section of AAESAP. If the regional director approves through communication with the System Office, the form should be forwarded to the assigned fiscal contact along with reimbursement documentation.

Financial Management and Accounting System

Financial Management Standards

Grant funding for adult education and family literacy programs is managed in accordance with sound financial management policies and practices and in conformity with all state and federal financial rules and regulations. Refer to the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CF R 200). Each grant recipient must establish and maintain a financial management system in accordance with Generally Accepted Accounting Principles (GAAP) requirements, which will:

- Provide adequate control of funds and other assets.
- Ensure the accuracy of the financial data.
- Provide operational efficiency and internal controls to avoid conflict of interest situations (and avoid the appearance of apparent conflicts of interest).
- Prevent irregular transactions or activities.

Financial Management System

Figure 29 - Financial Management System

Grant Governance and Administration

Funds requested must be used only for those items that are reasonable and necessary for accomplishing the objectives of the program and for implementing activities described in the application. All items requested must be allowable expenditures under the authorizing program statutes, regulations, and rules and must be appropriately allocated.

Internal Controls (2 CFR §Sec. 200.303)

The Uniform Guidance places emphasis on strong internal controls. In accordance with 2 CFR §Sec. 200.303, all providers must have financial management systems that include written procedures for ensuring all expenditures conform to the terms and conditions of the grant as well as the Uniform Guidance Cost Principles.

A provider's financial management system must be capable of distinguishing expenditures attributable to this grant from other expenditures. Transactions must be properly recorded and accounted for in order to permit the preparation of reliable financial statements and Federal reports. Providers must maintain accountability over assets and demonstrate compliance with Federal statutes, regulations, and the terms and conditions of the Federal award. The grant recipient must maintain effective control over, and account

for, project funds, property, and other assets such as inventories of consumable materials and supplies. The recipient must safeguard these assets and ensure that they are used solely for authorized purposes.

Allowable Costs (2 CFR §Sec. 200.403)

Costs must meet the following general criteria in order to be allowable under Federal awards.

a. Be necessary and reasonable for the performance of the grant and be allocable under the Applicable cost principles.
b. Conform to any limitations or exclusions set forth in these cost principles or in the federal grant agreement as to types or amount of cost items.
c. Be consistent with policies and procedures that apply uniformly to both federally funded activities and activities funded from other sources.
d. Be accorded consistent treatment. A cost may not be assigned to a federal grant award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.
e. Be determined in accordance with generally accepted accounting principles (GAAP).
f. Not be included as a cost or used to meet cost sharing or matching requirements of any other federally financed program in either the current or a prior period. See also Sec. 200.306 Cost sharing or matching paragraph (b).
g. Be adequately documented.

Reasonable Costs (2 CFR §Sec. 200.404)

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. In determining reasonableness of a given cost, consideration must be given to:

a. Whether the cost is of a type generally recognized as ordinary and necessary for the operation and efficient performance of the Federal grant award.
b. By such factors as: sound business practices; Federal, state and other laws and regulations; and terms and conditions of the Federal award.
c. Market prices for comparable goods or services for the geographic area.
d. Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the non-Federal entity, its employees, where applicable its participants or membership, the public at large, and the Federal government.
e. Whether the grant recipient significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the Federal grant award's cost.

Sample questions to determine reasonableness:

• Is the expense targeted to valid programmatic or administrative functions?
• Does the program use what is purchased in the current program year?
• How would the program defend the purchase if questioned?
• Does the program really need this?
• What surplus property and/or existing resources does the program have at this point?
• Is the minimum amount required to meet the program needs?

Reasonable Cost Questions

| Valid | Current | Defendable | Necessary | On-Hand | Minimum |

Figure 30 - Reasonable Cost Questions

Allocable Costs (2 CFR §Sec. 200.405)

A cost is allocable to a particular Federal award if the goods or services involved can be charged or assigned based on relative benefits received or some other equitable relationship. A cost is allocable if it is necessary to the overall operation of the program and incurred solely to advance the work under the grant agreement.

If a cost benefits two or more projects or activities, the cost should be allocated to the projects based on the proportional benefit. If a cost benefits two or more projects or activities in proportions that cannot be determined because of the interrelationship of the work involved, the costs may be allocated on any reasonable documented basis.

Classification of Costs (2 CFR §Sec. 200.412)

There is no universal rule for classifying certain costs as either direct or indirect under every accounting system. A cost may be direct with respect to some specific service or function but indirect with respect to the Federal grant award or other final cost objective. Therefore, it is essential that each item of cost incurred for the same purpose be treated consistently in like circumstances either as a direct or an indirect cost in order to avoid possible double charging of the award.

Beginning Fiscal Year 2023-2024, the classification of costs is updated to reflect broader categories which would include salaries and wages, materials and supplies, professional services, and other costs. These classifications are divided by administrative and program costs.

Administrative Costs

Section 233 of the Adult Education and Family Literacy Act mandates that not more than five percent of the budget shall be used for planning, administration, personnel development, and interagency coordination. When submitting budgets, ACCS-AE is permitted to negotiate an amount greater than five percent if the local provider submits adequate justification. Refer to WIOA section 233(b) Special Rule for additional information.

Administrative costs related to the operating of the program can include:
- Positions that do not directly serve students (accountants, etc.)
- Travel, equipment, and supplies for administrators that are not related to instruction.
- Maintaining budgets, RFPs, reimbursement reports, timesheets, etc.
- Maintaining records and reports that are not student related.
- Developing local policies.
- Participating in national/state adult education programs (in-service activities, PD).
- Professional development of instructional staff and administrators.

Indirect costs are those an organization incurs for common or joint objectives, which cannot be readily and specifically identified with a particular grant project or other institutional activity. Typical indirect costs include the costs of operating and maintaining facilities,

equipment, and grounds; depreciation or use allowances; leadership costs, and administrative salaries and supplies. These costs are usually charged to the grant as a percentage of some or all the direct cost items in the applicant's budget; this percentage is called the restricted indirect cost rate.

The Alabama Community College System does not have an approved restricted indirect cost rate for a supplement and not supplant federal award. Grant recipients may request indirect costs if they have a negotiated Restricted Indirect Cost Rate approved by their cognizant federal agency. The approved restricted indirect cost rate document must be provided and validated by the ACCS before indirect costs are allowed to be charged. If a grantee uses a restricted indirect cost rate, the general management and fixed costs covered by that rate must be excluded by the grantee from the direct costs it charges to the grant.

Program Costs – Instructional
Program costs related to the operating of the program can include:

- Travel, equipment, and supplies for administrators that are related to instruction.
- Analysis of accountability system and quarterly report data.
- Maintaining records and reports that pertain to student placement and performance.
- Annually assessing the literacy needs of adults.
- Evaluating plant facilities regarding placement of classes.
- Collecting/analyzing learner retention data on a quarterly basis.
- Assessing/evaluating adult learner satisfaction with the program.
- Developing/executing an on-boarding/orientation process.
- Counseling adult students.
- Fostering local community's support for the program.
- Monitoring/evaluating classes.
- Developing/implementing curriculum.

All items purchased for instructional purposes must remain within the classroom/on campus. Adult education funds cannot be used to purchase items for students to remove from the classroom/campus.

Budgets & Budget Amendments

Funding Sources/Budget Types

Federal Regular and State Regular Budgets
Federal Regular are WIOA Title II funds which can be used for activities assisting eligible adults (16 years and older) with obtaining postsecondary education, training, or employment. State Regular are allocated to the Alabama Community College System funds specific to the purpose of serving eligible adult education learners. Specifically, the funds serve people with barriers to employment, including English language learners, low-income individuals, and immigrants. Regular funds may be used to carry out all adult education and literacy activities. Providers must ensure that no more than 5 percent of the funds expended are used for administrative costs, provided, that the special rule outlined in AEFLA §233(b) shall apply with effective justification, as appropriate.

Corrections and Institutionalized Budgets

An applicant must be awarded a Federal Regular or State Regular allocation in order to be eligible to use funds under §225 for the purpose of serving incarcerated and institutionalized individuals. Programs must define in the budget the purpose and services that will be offered in qualifying locations.

Integrated English Literacy and Civics Education (IELCE) Budget

The Federal funds made available for IELCE in section 211(a)(2) are awarded to be used pursuant to §243. ACCS provides funding under §243 for programs that are designed to:

- Prepare adults who are English language learners for, and place such adults in, unsubsidized employment for 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.

Leadership Budget

Alabama Community College System is allocating a portion of State Leadership funds that is authorized by WIOA to use for required and recommended activities under WIOA Section §223. The Leadership fund is an annual allocation to local providers for restricted endorsed professional development activities authorized by the System Office budgeted during the fiscal year. Examples include ALAPCAE's summer conference, the Coalition on Adult Basic Education annual conference, etc. Any associated registration or travel for these activities should be included. The required 12 hours of professional development activity can be funded through a combination of Leadership Funds or Professional Development expenditures.

Creating a Budget

Creating a Budget

Ensure Roles & Permissions Are Correct → Create User Accounts → Create Budget → Submit Budget

Figure 31 - Creating a Budget

Roles and Permissions

For security purposes, there are designated roles and permissions in AAESAP for personnel to create, edit, and submit adult education budgets. Make sure all AE personnel have the correct roles and permissions.

User Accounts

1. Create a user account for all employees. The User tab for each employee includes a separate page for the employee's general, employment and security information.
2. Make sure each page is accurately completed including the work schedule and location, pay rate, funding source, estimated hours, and benefits. Once the User page is created or updated, each employee can be imported into the budget.
3. On the employment page, enter the appropriate percentage of each employee's time dedicated to administrative tasks in the Admin field (located on bottom right) for all applicable employees (% sign is not required).

After you log into AAESAP 1.0:

1. Select the new Financial Period October–September from the View Program page.
2. Select Create Budget for the appropriate funding source and a box will appear beside the word Reason. Enter "Original Budget" in the reason box. Select the preparer's name from the drop-down box. Click Save. For budget amendments, the reason box must include the actual reason for the amendment.
3. Return to the View Program page and select Budget for the appropriate funding source. The Budget line-item grid will appear.
4. Click Salaries, then Import Employees and the employee information will be imported from the User Page.
5. On the Comment line, enter whether the employee is receiving a salary step increase, the step, and the rate.
6. Enter Professional Training Salaries and Benefits for part-time employees including part-time future employees. At least 12 hours of professional training should be budgeted for each part-time employee.
7. After entering your budget figures, return to the View Program page. All other budget line items will have a description line and a field to enter the dollar amount. The description line will maintain a history, so provide explanations or descriptions as needed. Select the other applicable budgets and follow steps 1-5.
8. Once you have entered the amounts for all budgets for all applicable budget lines, on the View Program Page, click on the plus sign beside Edit/Award and click Submit.
9. All applicable initial budgets must be submitted in AAESAP before Form 1 can be printed correctly.
10. After completing your data entry for all budgets, and clicking Submit, go to Reports and select Form 1, Version 2. Select Program and Fiscal Year. Print all pages of Form 1, Version 2.
11. Form 1, Version 2 – first page is a signature page that lists all applicable original budget amounts, director's name, phone number, email address, and signature lines.
12. Form 1, Version 2 – second page contains information including reason, funding source, date submitted, phone number, and email address of the budget preparer.
13. Return to Reports. Select Form 1, Version 2B. Select Funding Source and current Fiscal Year. Form 1, Version 2B is the budget line-item page. Print this page for each funding source and place behind Form 1, Version 2.
14. Print all applicable forms for each budget (Form 1A, Form 1A1, Form 1B, etc.).
15. Print and sign the Budget Agreement.

The following forms must be completed for each funding source and submitted to the ACCS-AE fiscal division for review and approval of each budget:

Budget Forms for Submission

Form 1 Version 2, page 1, Budget Signature Page (only one signed form required)

Form 1 Version 2B, page 1, Budget Line-Item Page

Form 1A – (if applicable), Salaries & Benefits

Form 1A1 – (if applicable), Local Professional Development

Form 1A2 – (if applicable), State/Regional Professional Development

AE Professional Development Travel Request Form (if applicable)

Form 1B – Capitalized/Non-Capitalized Equipment Budget

Form 1B1 – Supplies-Computing Devices

Form 1C – Non-Instructional Costs (Administrative)

Form 1D-Indirect Costs

Form 2A – Subcontract Salaries & Benefits (if applicable)

Exhibit 1: Fund Use Assurance

Exhibit 2: Certification Regarding Lobbying, Debarment, Suspension, etc.

Exhibit 3: Drug-Free Workplace Certification

Figure 32 - Budget Forms for Submission

Submitting a Budget

1. Assemble printed budget forms as shown above under the Forms heading by funding source.
2. Route for your system's approvals. Original must be signed by the President and/or CEO.
3. Scan and email all pages of the signed Form 1, Version 2, and all budget pages to your assigned ACCS fiscal contact.
4. Scan and email any applicable agreements – memorandums of agreement (MOAs), memorandums of understanding (MOUs), etc. – along with your budget (hard copies are not required).

If your college has an acting or interim president, the chancellor is required to sign all MOUs and MOAs before they are submitted with your budget. If your college has a permanent president, the chancellor is not required to sign the agreement.

After the System Office has received and approved the budget, you will receive an email verification from AAESAP and a scanned copy of your signed Form 1, Version 2.

Budget Amendments/Modifications

Revision of Budget (2 CFR §Sec. 200.308)

Programs are required to report deviations from budget and request prior approvals from ACCS for budget revisions. Programs must also report any changes in key personnel or changes in their approved budget line items Programs are reminded that they are not permitted to carry forward obligated balances to subsequent periods of performance without prior approval.

All grant recipients will follow the process as outlined below for requesting budget amendments and modifications:

- The grant recipient will submit a written request for amendment prior to changing any budget line item or participant service level contained in the agreement. The written request and associated rationale for the modification should accompany the modification. (2 CFR §Sec. 200.308)
- All amendments initiated by the recipient will be mutually agreed upon by the parties to the agreement.
- The effective date of the budget amendment will be the date approved by the System Office.
- A reimbursement request without the necessary budget amendment will not be approved as an allowable expense until a modification has been approved by the System Office.
- If an employee from the grant program is separated, do not remove them from AAESAP, rather change their status under the "User" tab to the term "inactive."
- The grantor may make a unilateral modification to the agreement at any time due to changes in the law, regulations, or policy.

Reasons for Amendment/Modification

- Entering or replacing personnel from the original budget.
- Expenditures exceed 20% of an approved budget line item.
- When the original allocation has been revised.
- Reallocating or adding a line-item amount that was not approved in the original budget.
- Budgets should equal the total allocation amount for each funding source.

Process for Submitting Amendment

The budget amendment is emailed with authorized signatures to the adult education fiscal contact for routing to AE staff. All budget amendments will be reviewed by the AE fiscal contact and final approval.

Budgets should equal the total allocation amount for each line item of each funding source. The ending total amount for each submitted amendment should result in a zero balance. The original budget amount total and the Budget Year to Date total must match.

Personnel Line Items

Cost items common to all cost categories under the grant are salaries and fringe benefits. The following are procedures required to ensure that these costs are properly documented.

Salaries

Include salary increases for all eligible adult education employees. Refer to the most recently approved ACCS Salary Schedule Guidelines. Salary increases will require written justification, i.e., additional degree completion. Approved salaries will not be paid for periods prior to the approved budget amendment. When entering salaries, enter on the comment line whether the employee is receiving a salary step increase.

Time and Effort Records

These records must be maintained for each payroll period for each individual. These, or equivalent records, must support the total compensation paid, and in the event the individual contributes time to a project other than the grant program, accurate time distribution records must designate the actual time contributed to the grant program. For example, if such an individual performs forty hours of service within a week , of which thirty-one hours are not related to any program and the remaining nine hours apply to three different programs being administered by the contractor, including its grant project, it is required that proper time and effort records be maintained in support of the total 40 hours, and that time distribution records clearly verify the number of hours contributed to the grant program.

All time and effort records must be certified by the signature of a person in a supervisory capacity after the employee has signed the form. Employee earning records must be maintained for each individual and contain cumulative amounts by a pay period for the gross salary, payroll deductions, and net pay. Payroll tax reports must also support the amounts shown on the payroll records.

NOTE: Employees paid from a funding source must be paid from that same funding source for the entire fiscal year, unless there is a substantial change of duties assigned. Any related expenses for that employee (e.g., travel and professional development) should be budgeted using the same funding source.

Non-ACCS Programs

Non-ACCS programs receiving adult education funds from ACCS are not required to use the Board-of-Trustees-approved ACCS salary schedules to determine their employees' compensation. Such institutions shall submit their governing-board-approved compensation/benefit leave policies to ACCS for review and determination.

Director

The program adult education director is the only program employee who should be reimbursed from the C3 salary schedule. The maximum salary reimbursement shall not exceed $94,863 (C3 Salary Schedule) for any adult education employee.

Full-Time Teachers

Each full-time teacher employed by the agency/institution receiving adult education funds will be paid from the D3 Salary Schedule as a full-time 229-day contract employee based on 35 hours per week.

Adult education teachers are entitled to five personal days (maximum of 35 hours) per year. Additionally, they will earn one day of sick leave per month, which is equivalent to seven hours per month, for a maximum of nine days or 63 hours per year. A maximum of three days or 21 hours is earned during the summer term.

Any unused balance of sick leave accumulated at the end of the year will be carried forward to the next year. Note: This change became effective for all colleges August 1, 2019, or before. Each college shall be responsible for converting the data for retirement purposes per Memorandum 2019-EXE- 036.

Part-Time Teachers

Part-time teachers working 19 hours or less per week will be paid from the agency or institution's (Local) L Salary Schedule.

Initial Placement

Initial placement on all salary schedules shall give all community, technical college, and adult education employees full credit for prior work experience in the public schools, colleges, and adult education programs in Alabama.

Instructional/Non-Instructional Support Staff

An instructional support staff person is an individual employed by the agency/institution receiving adult education funds to assist teachers in a classroom setting. Full-time 40-hour-per-week instructional support staff will be paid from Schedule E. Part-time instructional support staff will be paid from the appropriate Schedule H, based on the number of hours worked per week. These positions are included in the program cost category.

Non-instructional support staff are individuals employed by the agency/institution receiving adult education funds to perform non-instructional support tasks in the adult education program. Examples include secretarial or data entry persons. 40-hour-per-week support staff will be paid from Schedule E. Support staff working less than 40 hours per week will be paid from the appropriate Schedule H, based on the number of hours worked per week. Support staff working less than 20 hours per week will be paid from the agency/institution's L (Local) salary schedule. These positions are included in the administrative cost category.

Staff working less than 40 hours per week will be reimbursed from the appropriate H Schedule below:
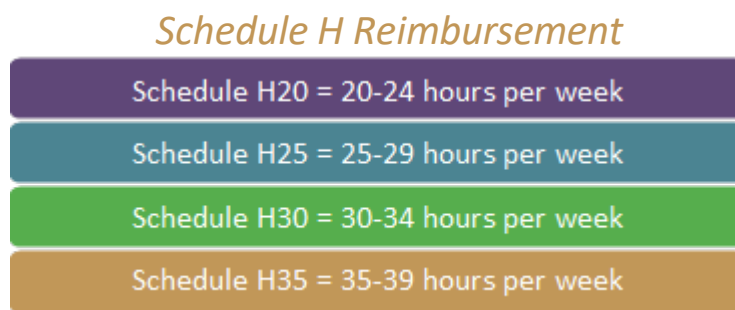
Schedule H Reimbursement

Schedule H20 = 20-24 hours per week
Schedule H25 = 25-29 hours per week
Schedule H30 = 30-34 hours per week
Schedule H35 = 35-39 hours per week

Figure 24 - Schedule H Reimbursement

If you choose to pay your adult education employees amounts greater than those allowed in the respective salary schedules referenced above, the difference must be paid from a funding source other than adult education.

Salary Schedule Codes – Form 1A

Code	Description
C3	Salary Schedule for Director
GD3	Grandfathered D3
D3	2023-24 Salary Schedule D3
H	Part-Time Instructional Support or Support Salary Schedule
E	Full-Time Instructional Support or Support Salary Schedule
L	Local Salary Schedule

Table 9 - Salary Schedule Codes – Form 1A

Abbreviations for Positions – Form 1A

Abbreviation	Position
D	Director
SC	Site Coordinator
T-FT	Teacher - Full Time
T-PT	Teacher - Part Time
IS-FT	Instructional Support - Full Time
IS-PT	Instructional Support - Part Time
S-FT	Support - Full Time
S-PT	Support Part Time

Table 10 - Abbreviations for Positions - Form 1A

Fringe Benefits

Allowable fringe benefit costs include, but are not limited to, the following: that portion of the individual's FICA taxes paid by the employer, medical insurance coverage, unemployment insurance, and worker's compensation. Costs claimed for fringe benefits must be supported by such cost documentation as payroll records, payroll tax reports, insurance policies, payment schedules, and vendor's invoices.

Benefit Rates

Benefit	Rate
FICA	7.65%
Tier I Retirement	Cost Rates effective October 1, 2023 - 12.59%
Tier II Retirement	Cost Rates effective October 1, 2023 - 11.57%
Unemployment Compensation	Rate as approved by the State Department of Labor.

Table 11 - Benefit Rates

Insurance Coverage for Time Worked – Full and Part-Time Teachers

Professional/Administrative Employee Works:	Insurance Coverage Allowed
Less than ¼ time	0 insurance coverage
At least ¼ time but < ½ time	¼ insurance coverage
At least ½ time but < ¾ time	½ insurance coverage
At least ¾ time but < Full-time	¾ insurance coverage
Full-time	Full coverage

Table 12 - Insurance Coverage for Time Worked – Full and Part-Time Teachers

Travel Regulations

All ACCS-AE reimbursement for travel are made based on *The Alabama Community College System Office Travel Guidelines*.

Travel reimbursement amounts allowed by the System Office may be less than those provided by these guidelines if the grant recipient's current established policy so states, but in no instance may they exceed the state limitations. The current state travel regulations are provided as a courtesy, but updates to the State of Alabama Fiscal Policy and Procedures Manual will supersede the information provided below. **Note: College vehicles are always the first choice of transportation when traveling for work if available.**

If the activity coincides with a workshop, training, conference, or in-service (meeting for professional growth and enhancement), the activity is Professional Development, and any expenses generated as a result would also be Professional Development. All other travel that falls outside this definition is considered Travel. Examples of each type of travel and professional development are listed below:

Administrative Travel

Administrative travel will be included in non-program costs. Examples:
- Travel to visit sites
- Attendance at administrative related functions
- Meet with instructors or director
- Professional development that is not system supported
- To drop off materials and supplies.

Program Cost – Travel

Program cost travel will not be included in administrative costs. Examples:
- Travel to different sites to teach adult education classes.
- Travel between assigned worksites within the same city should not be reported for reimbursement.
- Instructor travels outside of their assigned work base location to teach at another location. Reimbursement is allowed.

In-State Travel

- For travel involving less than 6 hours, no meal allowance or per diem is allowed.
- For travel of 6 hours to 12 hours, there is an allowance of $12.75 for one meal.
- For travel requiring more than 12 hours a $34.00 allowance is allowed when the trip does not involve an overnight stay.
- Overnight per diem is set at $85.00 per day.

If the normal rate of the recipient is less than the above-stated per-day rates and the grant agreement states a lesser rate, the lesser rate approved shall be used.

The term overnight, as used in <u>Code of Alabama 1975, §36-7-20</u>, as amended, means exactly what the word implies. The common law meaning of night usually means the period between sunset and sunrise. Another rule often applied is that night is defined as beginning thirty minutes after sunset and ending thirty minutes before sunrise. Individuals whose work hours are during the night period are in work status and are not entitled to overnight per diem. Employees within reasonable travel distance from their base are expected to return to base. Individual circumstance will determine what is reasonable but, generally, a trip of 75 miles or less one-way does not require an overnight stay. Local college or program policy might differ.

- The per diem is $56.25 for each day after a person in travel status has been stationed at the same place for two consecutive months.
- The mileage rate is the most current rate established by the <u>Internal Revenue Code</u> for income tax deductions. If the normal rate of a contractor is less than the allowable rate and the contract states a lesser rate, the lesser approved rate shall be used.
- Claims for travel expenses must be documented by reports containing the destination, date and time of departure and return, and a computation of the amount of reimbursement. The reports must be signed and dated by both the traveler and the person authorizing the travel. Copies of the travel reports must accompany the invoices under which the travel expense is claimed.

Out-of-State Travel

Out-of-state travel expenses for rooms and meals shall be reimbursed at actual costs when such costs reflect reasonable rates. Room accommodations should be in the employee's own name and any charges for missed reservations shall be considered a personal expense. Air travel is booked for tourist class. If first class is booked, proof of non-availability of tourist class must be provided.

Receipts must be submitted with travel reimbursement claims to be maintained as support documentation for the recipient's Invoice Report for all transportation, meals, and hotel/motel lodging charges. These receipts must be from the establishment/transportation company. Copies of credit charges cannot be accepted as support documentation. The amounts paid as tips for food service, the transfer of baggage, and similar personal services shall be included as items of expense by the traveler, when the amounts of such expenditures do not exceed the customary charges for these services. The cost of tips paid for meals shall be included in the price of meals. The cost of tips paid for the transfer of baggage must be itemized as to amounts and dates paid. Receipts are required in substantiation of parking costs. For mileage, the same procedure established for in-state travel applies. It should be emphasized that no entertainment costs will be allowed in connection with out-of-state travel.
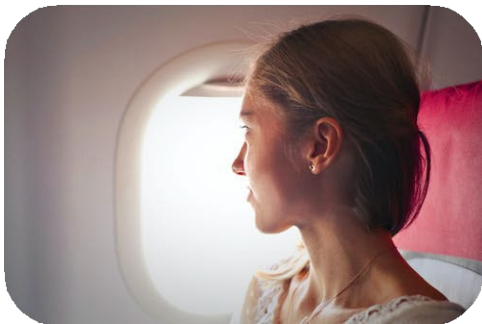
Reasonable meal costs for each day of out-of-state travel will be based on the amount of time the traveler is away from his base on each day of travel. The reasonable cost of three meals will be allowed for each day the traveler is away from the base more than eighteen hours, two meals for each day the traveler is away from their base more than twelve hours and one meal for each day the traveler is away from their base more than six hours. Please refer to the following link for the most current allowable meal rates: <u>http://comptroller.alabama.gov/pages/MIE.aspx</u>.

Combined In-State and Out-of-State Travel

At times a traveler may go out of the state and then return and continue the trip within the state. Actual expenses are paid until return to the state when the per diem basis takes over.

Materials and Supplies - Equipment/Furniture/Technology

Related items are defined as any instrument, machine, apparatus, or set of articles which:

- Retains their original shape and appearance with use, and
- Under normal conditions is expected to serve its intended purpose for longer than one year, and
- Is non-expendable; that is, if the item is damaged or some of its parts worn out, it is more feasible to repair the item than to replace it with a new unit.

  - Any item with a per unit cost of $4,999.99 or less is non-capitalized equipment or if it's a technology related item, regardless of the amount.
  - Non-capitalized items are desktop computers, laptops, notebooks, printers, fax, copiers, file cabinets, desks, chairs, digital camera, projectors, whiteboards, workstations, and any technology related items such as expandable drives, headsets, microphones and telephones.
  - Any item with a per unit cost of $5,000 or more is capitalized equipment.

Computing devices are machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or "peripherals") for printing, transmitting and receiving, or storing electronic information (Uniform Grants Guidance (UGG) 200.20). Examples include desktops, laptops, notebooks, tablets, hardware, keyboards, mice, monitors, multi-functional printers, and routers. Flash drives, power strips, earbuds or headphones costing less than $30 are considered instructional materials and supplies.

Advertising Costs

Refer to UGG 2 CFR part 200.421 for more information on advertising costs. These costs could include such informational sharing as:

- Magazine and newspaper ads
- Radio and television commercials
- Flyers
- Social media ads
- Yard Signs
- Magnet signage

| Radio |
| Television |
| Newspaper |
| Magazine |
| Flyers |
| Social Media |

Allowable Advertising Costs

The only allowable advertising costs are those which are solely for:

(1) The recruitment of personnel required by the non-Federal entity for performance of a Federal award (See also § 200.463);

(2) The procurement of goods and services for the performance of a Federal award;

(3) The disposal of scrap or surplus materials acquired in the performance of a Federal award except when non-Federal entities are reimbursed for disposal costs at a predetermined amount; or

(4) Program outreach and other specific purposes necessary to meet the requirements of the Federal award.

Unallowable Advertising Costs (this list is not all-inclusive):

- Costs of meeting rooms, hospitality suites, and other special facilities used in conjunction with shows and other special events.
- Salaries and wages of employees engaged in setting up and displaying exhibits, making demonstrations, and providing briefings.
- Costs of promotional items and memorabilia, including models, gifts, and souvenirs.

Leadership and Professional Development

Professional Training
Leadership Activities*: All ACCS-AE- activities not covered by Leadership Funds including any associated travel should be budgeted here. Examples: Assessment training, ACCS Conference, Lead Academy, Budget Training and AWSP Training.

Professional Development
Professional development activities are those that are not required by the state office but are considered necessary by the local programs. These costs are reported on Form 1C-Non-Instructional Costs and included in the administrative cost category. The Professional Development Travel Request should be submitted with each budget for all planned professional development that is not ACCS-AE-sponsored.

*Required 12 hours for part time employees can be a combination of leadership activities or professional development activities.

Membership or Association Dues
Directors' Association dues can only be paid using state funds; please budget accordingly.

Career Training Certifications
Certifications may only be paid with state funds; please budget accordingly.

Examples of Career Training Certifications

Abbreviation	Title
CNA	Certified Nursing Assistant
CDL	Commercial Driver License
MSSC	Manufacturing Skill Standards Council Certifications

Abbreviation	Title
CCMA	Certified Clinical Medical Assistant

Table 13 - Examples of Career Training Certifications

Costs Directly Related to Obtaining Certifications

These costs may also be budgeted within this line item.

- Background checks
- MVR - Motor Vehicle Report for a CDL
- Eye exam for CDL
- Association memberships required for sponsoring the actual test for various certifications

Reporting

Each grant recipient is required to report monthly on forms provided by the grantor, the costs incurred, or expenditures made, in performance of the agreement. All reports will be prepared from the official accounting records of the reporting organization. The reporting period on the first recipient's invoice should reflect the beginning date of the agreement through the end of the period covered.

Monthly recipient invoices will be submitted no later than the 15th day of the month following the month of the reporting period.

The recipient must report expenditures on an accrual basis. If the recipient's records are not maintained on an accrual basis, documentation for audit purposes must be maintained to demonstrate the link between accrual reports and non-accrual accounts. This requirement does not apply to recipients on the reimbursement basis. Conversion from the cash basis of accounting to an accrued expenditures basis for a reporting period may be accomplished by adding:

- Estimated salaries and related benefits from the end of the last pay period to the end of the reporting period.
- Unpaid invoices on hand for goods and services received.

Important Information for Fiscal Year 2023-2024

- A Leadership Fund Budget has been added to replace mini-grants. These funds are restricted for endorsed professional development activities authorized by the System Office budgeted during the fiscal year. Examples include ALAPCAE's summer conference, the Coalition on Adult Basic Education annual conference, etc. Any associated registration or travel for these activities should be included.

- The following completed forms are required for the ACCS-AE to review and approve adult education expenditure reports for payment:

1. Monthly Summary of Funds (MSF)
2. Year to Date Budget and Expenditure Tracking Sheet
3. Cover sheet for each approved budgeted line item that lists expenditures for the month being reported (ex. Salaries & Benefits, Instructional Materials & Supplies, etc.)
4. Documentation is required for all expenditures listed on each cover sheet (ex: payroll, travel claims, invoices, checks, or other proof of payment). Backup documentation for expenditures should be filed behind each cover sheet.

- **Source Documentation:** The grant recipient must support accounting records with source documentation such as canceled checks, itemized invoices, paid bills, cost allocation plans, lease agreements, or subcontracts. The list below describes information the documentation should provide:

    - *For purchases:* name of the vendor, date of purchase item(s) purchased, and amount of expense must accompany all requests for reimbursement or payment.
    - *For salaries and wages:* the name of the person paid, the person's job classification, the pay schedule, and the amount.
    - *For any other payments including travel reimbursement:* the information provided needs to describe where the money went, what it was for, and when it was spent.
    - *For Professional Development:* the documentation must include evidence that the activity occurred, which should include the agenda and sign in sheets.

When costs are to be allocated, a worksheet must be maintained to document the proration of costs to various cost centers in accordance with the cost allocation plan, and the document must be kept on file for audit purposes. Accounting records for matching funds or stand-in costs must be supported in the same manner as stated above.

Creating an Expenditure Report in AAESAP 1.0

1. On the View Program Information page beside Page, click Budget from the drop-down menu and select the current financial period (October–September) from the drop-down menu and click Submit.
2. Click Expense for the appropriate budget, click Add Expense Package, select the appropriate month, and click Create. Expenditure reports must be done in order. For example, the first report you will have for the Fiscal Year is October, then November. You will not be able to skip months. For months that do not have expenditures, a report must be created to reflect zero monthly expenditures.
3. Select the appropriate month and the tracking sheet will appear with the approved budget figures, amount expended year to date, and balance.
4. Select the applicable blue line items and enter the expenditure information. Once expenditure information has been entered for each line item, click the red back button once to return to the Expense Package page.
5. To complete the Monthly Summary of Funds, Version 2, go to the Expense page, select View from the Summary column for the month you are preparing. Click Edit. Select the Apply Default button if the total allocation requested YTD is correct. If the amount is not correct, enter the correct amount in the Total Allocation Requested YTD box and enter an explanation in the comments box. Enter the Estimated Cash Needs for the Following Month. Enter the new line item here with an explanation (only if applicable). Select the preparer from the Prepared by drop down box. Click Save to update the information.
6. Remember:

      a. There is an Instructional Travel line item and a Non-Instructional Travel line item.
      b. There is a Leadership Activities line item and a Professional Development Activities line item.
      c. Leadership Activities will not be included on Form 1C.
      d. Professional Development Activities is now considered administrative and will be included on Form 1C.

7. Ensure that all necessary items have been inventoried before submitting the report in AAESAP.
8. Click Return to Expense Packages and then Submit.
9. To print the reports, select Reports from the menu and select the report you would like to generate. Select the correct fiscal year, funding source, and expense package (month).
10. The signed Monthly Summary of Funds, Version 2, should be the first page, followed by the Year- to-Date Tracking sheet, Version 2, and backup for each funding source (MSF then Regular Federal YTD followed by federal backup; Regular State YTD followed by state backup and so on).
11. Print the reports and route for your system's approval. Upload the complete expense packet to your Microsoft Teams account. If you have issues uploading the report, please email the report to the appropriate fiscal contact. Check and verify all reports before sending.

Once the expenditure reports are approved for payment by ACCS staff, an email with approval notification will be sent through AAESAP to the system director and the preparer of the report.

Expenditures exceeding 20% of an approved line-item amount are not allowable. AAESAP will prevent submitting the report if this occurs.

Fiscal Year Deadlines

Fiscal deadlines will be communicated to local programs by ACCS. The fiscal contact will work with regional directors to ensure that each local program is aware of deadlines associated with encumbering expenses and reporting requirements.

Inventory

Federal grantees are to use their own procurement procedures which reflect applicable state and local laws and regulations provided that the procurements conform to applicable federal law. All grantees must follow current policies. All capitalized and non-capitalized equipment purchased with ACCS-AE funds must be inventoried and visibly tagged before being placed into service. Property records must include:

- Description of the property
- Serial number or other identification number
- The source of property
- Who holds the title
- Acquisition date
- Cost of the property
- Percentage of federal participation in the cost of the property
- Location
- Use
- Condition of the property

- Any ultimate disposition data including the date of disposal and sale price of the property.

A program that is no longer funded by the state agency or chooses not to continue as a provider for adult education services will return all the equipment, furniture, and non- consumable materials back to the state office. Disbursement will be made to another eligible provider already funded by the adult education state agency.

Lost, Damaged, or Stolen Items
Grantees must take reasonable precautions to ensure that items purchased with ACCS-AE funds are properly maintained, accounted for, and protected from damage, loss, unreasonable deterioration, and theft. Grantees are advised to implement the following controls, and any additional controls felt to be necessary to safeguard the property:

- Maintain adequate and current property records that allow items to be located, and maintain records of the person or persons who have property in their possession or are responsible for their security during non-duty hours. Accountability and responsibility must be maintained at all times, whether the property is located on-site or off-site.
- Provide a secure building and coordinate between the security function and the property control officer, especially regarding security violations or changes affecting official property.
- Have a written policy and always follow it when checking out property that requires employees to sign for property in their possession.
- When property acquired with adult education funds is lost, damaged or stolen the grantee must conduct and fully document an investigation. When appropriate, law enforcement authorities should be notified, a police report should be filed and maintained for records, and, if the item meets the state's capitalization threshold, the insurance provider should be notified.

Disposal Procedures
Grantees must follow the local institution's guidelines for disposal of inventory that is no longer useful or out of service. If the institution no longer needs or intends to use equipment for its original purpose prior to the end of the life cycle, the institution must use the equipment to support other AEFLA eligible programs or other federally funded programs.

Creating Inventory in AAESAP

To add inventory in AAESAP 1.0:

1. Select Create Inventory.
2. Enter ALL necessary inventory information (description, item number, model number, serial number, acquisition date, site campus, site room, etc.).
3. Associate the inventory with the applicable expense.

Copy and Edit Inventory Buttons
Clicking Edit on an inventory item will take the user to the Edit Inventory page to make changes to existing inventory items. If all the items for the expense have not been inventoried yet, the Copy command is shown. When it is clicked, the Create Inventory page is displayed with all the fields the same values as the inventory item where you clicked Copy.

Fiscal Contacts

Lemonte Prater
334-293-4570
lemonte.prater@accs.edu

AIDB
Bevill State
Bishop State
Calhoun
Central Alabama
Chattahoochee Valley
Coastal Alabama
Enterprise State
TANF/CORE
SNAP/A-RESET

Saleta Zeigler
(334) 293-4519
saleta.zeigler@accs.edu

Family Support Center
Gadsden State
Goodwill Gulfcoast
J F Ingram State
Jeff State
Lawson State
Lurleen B. Wallace
Northeast Alabama
Northwest-Shoals
Reid State
Shelton
Southern Union
Trenholm
Wallace Dothan
Wallace Hanceville
Wallace Selma

Adult Education Division
Alabama Community College System
Post Office Box 302130
Montgomery, Alabama 36130-2130
adultedinfo@accs.edu

Program Monitoring

Under the mandate of the Alabama Combined State Plan, the Workforce Innovation and Opportunity Act (2014), Section 223(a)(1)(D), Education Department General Administrative Regulations (EDGAR) 34 CFR §76.770, 2 CFR §200.329 (monitoring and reporting program performance) and 200.501(audit requirements) the Alabama Community College System (ACCS), Adult Education Department must monitor and evaluate the quality of, and the improvement in, adult education activities to all grantees receiving federal funds and/or state aid to support approved adult learning services.

Monitoring

The purpose of monitoring is to identify the specific areas in which a provider is in compliance or non-compliance with federal law and regulations state statutes and rules and Uniform Grant Guidance (UGG). The monitoring review process is a systematic approach designed to assess the educational opportunities and the effectiveness of the programs. The timely identification of non-compliance provides the framework to make changes expected to result in programs becoming more efficient and effective. ACCS' commitment to excellence supports accountability, collaboration, targeted technical assistance, continuous improvement, and positive systemic change.

ACCS-AE is responsible for developing monitoring instruments. A copy of the evaluation instrument will be provided to local programs annually. Prior to a monitoring visit, programs will be contacted by ACCS with a notice of Intent to Monitor and offer to the local adult education director and their supervisor or key personnel to participate in a virtual meeting to gain a full understanding of the monitoring process.

Commendations, Recommendations, and Findings

The System Office shall provide a copy of the documented monitoring report within 45 days following the conclusion of the visit. The local provider shall respond within 45 days of receiving the written report. The written evaluation and monitoring report will address specific findings and observations.

- Commendations:
  - Highlight best practices and areas of improvement.

- Recommendations:
  - Areas that a program should consider addressing.
  - Can help improve details or stipulations to enhance continual program improvement toward achieving the intents and purposes of AEFLA and the Alabama Combined Plan.
  - Could become future commendations or findings.

- Findings:
  - Discoveries that are deviations from, or non-accomplishment of, those details or stipulations that impair the accomplishment of the intents and purposes of AEFLA, Alabama's Adult Education and Family Literacy Plan as outlined by the Alabama Combined Plan.
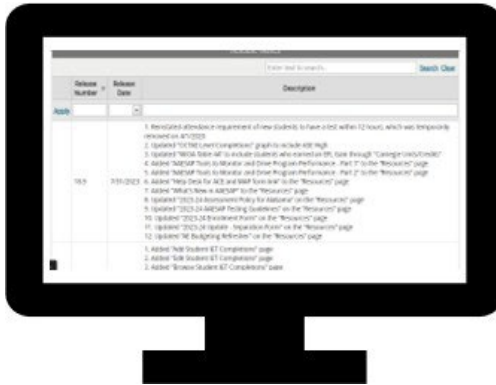
Risk Assessment

Review of the AAESAP Dashboard provides a real time picture of each grantee in all performance measures. All grantees are reviewed quarterly either by desktop/virtual or at a minimum once per year with on-site

monitoring. The various methods of evaluation and monitoring can be performed independently or in combination. They include:

Desktop/Virtual Monitoring

Through continuous, routine data collection, review of the AAESAP performance dashboard, and reports from providers, desktop monitoring informs state staff how a grantee is performing against expected results. Structured desktop reviews are conducted with each local program. The review is followed by the local program developing a plan for continuous improvement resulting from observations made during the review. A follow-up to the improvement plan is made via conference call. Once the improvement plan has been implemented, the state gauges the progression of the plan with a follow-up desktop/virtual monitoring.

On-Site Monitoring

Program management, recruitment, orientation/on-boarding, retention, assessment, curriculum, instruction, transition/support services, professional development, and program performance are all assessed using a System Office-approved monitoring instrument. The instrument has been updated for PY2023-24 to align with the 13 considerations for funding as outlined by the WIOA and will be piloted this year.

Scope and Depth

The scope and depth of the evaluation and monitoring visit will be established and implemented in a way that allows ACCS-AE to determine the provider's ability and willingness to meet the intents and purposes of the Adult Education and Family Literacy Act (AEFLA), the requirements of the National Reporting System for Adult Education (NRS), and the Alabama Combined State Plan. On-site program monitoring will be conducted by ACCS state staff who may be accompanied by a local provider.

Folder Requirements for On-Site Monitoring

Item	Folder
Barrier Checked	Student Folder
Learning Style Inventory	Student Folder
Career Coach Assessment (Lightcast)	Student Folder
Student Goals with Detail	Student Folder
Career and Goal Profile	Student Folder
Proper Documentation for Under 18 (See Appendix B – Adult Education Eligibility Documentation)	Student Folder
Supplemental Wage Form	Student Folder
TABE Locator Evidence	Student Folder
Evidence of Digital Literacy	Student Folder
Evidence of Contextualized Instruction or Career Exploration	Student Folder
Enrollment Form	Instructor Folder
Evidence of Placement – TABE® DRC Scores, CASAS, BEST Plus, or TABE® CLAS-E	Instructor Folder
Computer Skills Assessment – Northstar Digital Literacy, Basic Computer Skills Module	Instructor Folder
Lightcast Electronic Career Interest Inventory	Instructor Folder

Item	Folder
Career Pathway Goal-Setting Form	Instructor Folder
Participation Agreement	Instructor Folder
Certificates Earned	Instructor Folder
Completed Student Plans of Instruction	Instructor Folder
Update Forms	Instructor Folder
Separation Forms	Instructor Folder

Table 14 - Folder Requirements for On-Site Monitoring

Monitoring Feedback

The program's performance in each area or module of the monitoring tool (which will be piloted during PY2023-24) will identify evidence of practice.

In some cases, agencies, organizations, and institutions may be required to submit a program improvement or corrective action plan or they may require additional support such as targeted technical assistance.

Targeted Monitoring

Targeted monitoring is performed to follow-up and verify the satisfactory completion of findings identified during the performance of on-site monitoring. ACCS officials shall conduct a targeted monitoring visit after receipt of the provider's response addressing findings. The targeted visit shall be at a time when the provider has had time to implement and evaluate the remedy. Described measures, such as indicators of program quality, ensure that program services and activities consider the findings of program reviews and evaluations.

Technical Assistance

Technical assistance consists of a relationship between the ACCS System Office and a contracted expert or adult education technical/content knowledge professional who can provide information to address an identified need of a local adult education provider. Technical assistance goals are designed to utilize recognized best practices by adult education programs or individuals seeking answers to specific questions or problems identified during monitoring or evaluation site visits. Technical assistance communications are program-focused, and may use an interactive, on-site/hands-on approach as well as telephone or email assistance. Technical assistance delivery is generally short in duration and usually takes place as a result of findings during monitoring or evaluation, a request from a local provider, or because of policy changes.

Corrective Action Plan (CAP)

The official monitoring report may contain corrective action items. If so, the program will be required to address items by established deadlines. The site-visit will be considered closed once the CAP is approved and the program has no pending corrective action items.

Non-Traditional High School Diploma Option

The Non-Traditional High School Diploma Option (HSDO) is a partnership between ACCS Adult Education and the Alabama State Department of Education (ALSDE). This program is an alternative to GED high school equivalency and is designed for students who have not completed high school based on the Alabama High School Graduation Exam (AHSGE) or lacking credits.

The HSDO is for residents ages 19 and older. There are two options: Option 1 is for residents who attended an Alabama public high school, earned enough credits to graduate, but did not pass the AHSGE. Option 2 is for residents who earned 10 or more credits from an Alabama public high school but need additional credits for graduation. Students must meet the eligibility criteria outlined on the Eligibility Determination Form (which can be found in AAESAP) and should enroll in the option that best fits their situation.

HSDO Program Options

HSDO Option 1

- Student earned all credits required by the state or local school district to graduate.
- Student failed one or more parts of the Alabama High School Graduation Exam (AHSGE).

HSDO Option 2

- Student earned 10 or more credits from an Alabama public high school.
- Student requires additional credits for high school completion.

Figure 33 - HSDO Program Options

HSDO forms are housed in AAESAP under the "Help/Resources" link, and may be downloaded as needed:

- Step-by-Step Guidance
- Eligibility Determination Form
- Transcript Request Form
- High School Transcript Audit Form
- Plan of Instruction (POI) for Option 1
- Plan of Instruction (POI) for Option 2
- Non-Traditional High School Options Transcript

*The Procedural Guideline Questions for HSDO are the policies for the HSDO program.

NOTE: The actual date the student completes all requirements for HSDO will be the graduation date that is listed on both the diploma and transcript. The diploma and transcript will not be back dated to the date that student should have graduated. The diploma is issued by the Alabama high school (or local school system) that the student last attended.

For Option 2 participants, in addition to an official transcript of attendance from an Alabama public high school showing at least 10 credits, the participant must score at or above the High Intermediate Level in all 3 sub-skills (scale scores of at least 536 in Reading, 537 in Math, and 547 in Language on TABE 11 &12) to be eligible for the HSDO program.

Beginning August 1, 2020, Option 2 completers:

- Must have at least one educational functioning level (EFL) gain in either Reading, Language, or Math (as evidenced by the student's TABE scores), after the student's HSDO eligibility date; OR,
- Must have successfully completed at least one college level, credit-seeking career pathway class. This class can include:
    - Alabama Career Essentials (ACE) with a Mobilizing Alabama Pathways (MAP) in a career cluster;
    - A credit or non-credit training course in a high demand industry; or
    - An Integrated Education and Training activity.

    ACE, MAP, and IET completion should be reported in AAESAP in the student profile. The college course is reported in HSDO College Credit with supporting documentation.

A-RESET & CORE

Alabama Resources For Enrichment, Self-Sufficiency, and Employment Training - A-RESET

The purpose of the Alabama Resources for Enrichment, Self-Sufficiency, and Employability Training (A-RESET) program is to enable recipients of the Alabama Supplemental Nutrition Assistance Program (SNAP) to upskill to become employed or obtain better employment. This is a voluntary program funded by the Alabama Department of Human Resources (DHR) in collaboration with the Alabama Community College System and local Non-profit Agencies. Its mission is to provide education and employment skills training to SNAP participants that lead to new skills and certifications, self-sustaining wage paying jobs, and an overall improved financial position.

To be eligible, recipients must be between the ages of 16 and 65; have an active SNAP case in a DHR supported Education and Training (E&T) county (see list below) and register by completing an E&T Consent form. Any SNAP recipients receiving Temporary Assistance for Needy Families (TANF) cannot participate in the A-RESET program.

The types of services provided to A-RESET participants include supervised job search, adult education instruction, work experience assistance, and employability skills training.

A-RESET participants who meet program attendance guidelines will receive a $50 payment twice a month. The A-RESET payment does not reduce SNAP benefits. Adult Education programs who participate in the A-RESET program can invoice for education and career training services provided to program participants. Current amounts are listed on the A-RESET invoice provided to participating programs.

Alabama DHR Education and Training Counties

Counties With Local A-RESET Staff	Counties Without Local A-RESET Staff		
Calhoun	Autauga	Etowah	Shelby
Dallas	Baldwin	Fayette	Tallapoosa
Elmore	Barbour	Jackson	Walker
Houston	Butler	Marengo	
Jefferson	Chambers	Marion	
Lee	Clarke	Marshall	
Lowndes	Coffee	Morgan	
Madison	Colbert	Monroe	
Mobile	Conecuh	Perry	
Montgomery	Cullman	Pike	
Talladega	Dale	Randolph	
Tuscaloosa	Dekalb	Russell	
Wilcox	Escambia	St. Clair	

Table 15 – Alabama DHR Education and Training Counties

Creating Opportunities through Resources and Education – CORE

The Creating Opportunities through Resources and Education (CORE) program provides opportunities for qualified individuals to participate in education and career training activities. Applicants' income must be 200% or below the federal poverty level, and they must be the parents of (or living with) a child 18 years of age or under and in secondary school.

CORE participants will gain skills, career certifications, and wraparound support services that can lead to economic self-sufficiency for themselves and their families. Education and training can include referrals, orientation, adult education enrollment, job search assistance, job readiness and job search skills, and employability skills.

For more information, contact ACCS DHR Project Director Phyllis Kelley - phyllis.kelley@accs.edu.

Public Awareness, Outreach, and Communication

The Alabama Community College System (ACCS) Division of Adult Education plays a critical role in providing high-quality education and training to individuals in the state of Alabama. As a public institution, it is our responsibility to ensure that the community is aware of the services we provide and the benefits of attending one of our colleges. Maintaining public awareness is a shared responsibility between the system and the providers to ensure that the most correct and up to date information is used. If any services related to a local provider or service location changes, the System Office needs to be notified. This section outlines the strategies that the ACCS Adult Education Division will use to increase public awareness of our colleges and programs.

Adult Education ACCS Logo

The ACCS Adult Education Division's logo was designed to be both modern and timeless. With a brand that represents the values, services, ideas, and personality of a program designed to increase recognition and build perceptions, it is important to protect that brand through the use of a style guide. Elements such as logos and supporting graphics, color palette, typography and photography choices should focus on creating connections with the message.

Photographs

Photographs should represent diversity in age and ethnicity. Images of individuals appearing to be under the age of 24 should not be used and a signed public release for all photographs should be maintained for at least five (5) years.

Outreach

While participant outreach and recruitment are critical activities to support performance outcomes for meeting the economic needs of the communities, these activities are some of the most underdeveloped or overlooked areas of service. The primary objectives of the ACCS Adult Education Division are:

1. To raise public awareness of the ACCS and its role in providing adult education and training to individuals in Alabama.
2. To increase enrollment in ACCS colleges and programs.
3. To improve public perception of ACCS and its value to the community.

Adult education and literacy programs are increasingly being asked to focus on meeting outcomes related to college and career preparation and transition. Programs are expected to use a variety of community outreach and recruitment strategies to ensure that adults, including those most in need of literacy, are aware of program services.

Community Engagement

Providers should realize that some communities are unaware of the diverse programs available to them through adult education programs. Providers that have long been established in neighborhoods or centers may be known for providing only ESL instruction, high school equivalency preparation, and/or family literacy services. Community members might not know that providers across the state now offer job training through Integrated Education and Training programs (IETs), access to vocational rehabilitation services, and integration with workforce services.

Providers must take extra steps to ensure that community members know about the services that are available. Providers can update promotional materials and signage, host open-house events, collaborate with community partners, and expand the program message to reflect the array of adult education services being offered.

The System Office will engage in advertising campaigns to increase public awareness of our colleges and programs. This may include television, radio, and print advertising as well as social media and digital marketing. A complete listing of social media platforms used by the ACCS Adult Education Department is included, please follow and share regularly.

When evaluating program promotion, adult education providers must consider whether their advertising publicizes the new service delivery options available. Some providers have shifted from generic course names like "ESL Level 2" and "GED" to names that reflect the aspirations and goals of participants, such as "High School Equivalency to Careers Academy".

Recruitment through Partner Integration

It is important for providers to understand the participant populations in ways that go beyond their educational levels. ACCS will engage in public relations activities to improve public perception of our colleges and programs. This may include issuing press releases, engaging with the media, and responding to inquiries from the public. These efforts are targeted to expand outreach beyond current recruitment pools. A providers' recruitment strategy that can reach a diverse customer base can help ensure that the needs of the community are being addressed.

Employers make powerful allies and provide opportunities to reach participants who are working and need services to progress in their careers. Additionally, most communities—urban, rural, large, or small— have multiple organizations serving similar populations. Rather than providers using passive recruitment methods, or none at all, providers should form strategic partnerships that include cross-referrals from workforce, Rehabilitation Services, social services agencies, and college developmental education departments. Tracking referrals and participants that are being served by core partners will help to demonstrate the success of those strategic partnerships.

Local Workforce Development Boards and Standing Committees

The Workforce Innovation and Opportunity Act (WIOA) mandates that Local Boards coordinate activities with education and training providers within the Local Workforce Development Board (LWDB) area [WIOA Section 107(11)(d) and Title 20 Code of Federal Regulations (CFR) 679.370(n)]. In accordance with Title II, the department requires adult education providers to participate in the development of the local and regional plan as well as periodic alignment of activities and services consistent with those plans. In addition to board representation, adult education providers are encouraged to be active participants in standing committees, including but not limited to disability access, youth and sector committees.

Communication

Communication between the system and local providers is critical. The ACCS Adult Education Division will maintain a strong online presence through our website and social media channels. The ACCS website will
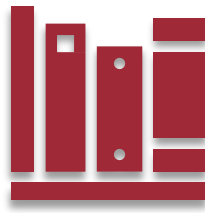
provide detailed information about our colleges and programs, and our social media channels will be used to promote our adult education activities and engage with the public.

Email

Email will remain the primary method of communicating initial announcements to the local providers. Emails may be time sensitive and will require action. Providers should ensure that their mailboxes are set to receive messages with sufficient space to reduce undeliverable messages. Staff at the system office specialize in areas of focus and with subject specific questions might be able to better handle responses based on those areas of responsibility. When providers have emailed a system staff member and have not received a response, the provider should send a follow up email and copy the deputy executive director of adult education.

Director Meetings

Local provider director meetings are monthly and are designed to provide a platform for critical updates, best practices and pending events related to Title II services. Topics will include national, state, and regional needs driven by WIOA; other pertinent federal and state policies; funding issues; and questions from the field. Agenda items are requested and participation by a representative from each ACCS-funded provided is expected. This group meets primarily virtually, with strategic face-to-face meetings as requested.

Glossaries and Appendices

Table of Contents

Glossary

A

- **Achievement of National Career Readiness Certificate (NCRC)**

  Achievement of National Career Readiness Certificate (NCRC) is based on the number of students who successfully complete the ACT WorkKeys tests.

- **Adult Basic Education**

  Instruction in adult basic education is designed for adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, in the workplace, or in the family.

- **Adult Education (WIOA definition)**

  Academic instruction and education services below the postsecondary level that increase an individual's ability to:
  a) Read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent.
  b) Transition to postsecondary education and training; and
  c) Obtain employment.

- **Adult Education and Family Literacy Act (AEFLA)**

  The Adult Education and Family Literacy Act enacted as Title II of the Workforce Investment Act of 1998, is the principal source of federal support for adult basic and literacy education programs for adults who lack basic skills, a high school diploma, or proficiency in English.

- **Adult Education and Literacy Activities (WIOA definition)**

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

- **Adult Literacy**

  Adult literacy is a program of instruction designed for adults who have minimal or no skills in reading, writing, speaking, problem solving, or computation.

- **Alabama Adult Education System for Accountability and Performance (AAESAP)**

  An electronic management information system for data collection and reporting used by Alabama adult education programs.

- **Annual Funding Allocations (and Associated Goals)**

  Monies granted to states and sub-granted to adult education programs that is based on county populations ages 18 and over without a high school credential, according to the U.S. Census Bureau's American Community Survey (ACS). (The American Community Survey is an ongoing survey by the U.S. Census Bureau which helps local officials, community leaders, and businesses understand the changes taking place in their communities.)

B

- **Basic Skills Deficient**

  A basic skills deficient individual is:
  a) A youth who has English, reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
  b) A youth or adult, who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the family, or in society.

C

- **Career Pathway**

A combination of rigorous and high-quality education, training, and other services that:
   a) Align with the skill needs of industries in the economy of the state or regional economy involved.
   b) Include counseling to support individuals in achieving education and career goals.
   c) Includes, when appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupational cluster.
   d) Organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable.
   e) Enable individuals to attain secondary diplomas or recognized equivalents, and at least one recognized postsecondary credential.
   f) Helps an individual enter or advance within a specific occupation or occupational cluster.

- **Concurrent Enrollment**

Enrollment in adult education and credit-bearing academic postsecondary education.

- **Correctional Institution**

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

- **Criminal Offender**

An individual who is charged with or convicted of any criminal offense.

D

- **Digital Literacy**

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

E

- **English Language Acquisition (formerly ESL – WIOA definition)**

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

- **English Language Learner (WIOA definition)**

An eligible student who:
   a) Has limited ability in reading, writing, speaking, or comprehending the English language, and
   b) Whose native language is a language other than English, or
   c) Who lives in a family or community environment where a language other than English is the dominant language.

- **Entered Postsecondary or Training**

Learner enrolling after exit in a postsecondary educational institution or occupational skills program, building on prior services or training received.

- **Essential Components of Reading Instruction**

Explicit and systematic instruction in:
   a) Phonemic awareness
   b) Phonics
   c) Vocabulary development
   d) Reading fluency, including oral reading skills
   e) Reading comprehension strategies

F

- **Family Literacy**

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

a) Parent or family adult education and literacy activities that lead to readiness for postsecondary education, training, career advancement, and economic self-sufficiency.
b) Interactive literacy activities between parents or family members and their children.
c) Training for parents or family members on how to be the primary instructor for their children and full partners in the education of their children.
d) An age-appropriate education to prepare children for success in school and life experiences.

G

- **Gained Employment** — Learners obtain a job by the second and/or fourth quarter after exit.

H

- **High School Diploma Option Program (HSO or HSDO)** — A partnership between the ACCS Adult Education Division and the Alabama State Department of Education (ALSDE or K-12) to provide opportunities for adults who last attended an Alabama public high school, and who completed enough graduation credits to graduate, but did not pass all portions of the Alabama High School Graduation Exam (AHSGE); or for an adult who last attended an Alabama high school before dropping out and earned at least 10 graduation credits toward an Alabama high school diploma.

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

I

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

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

- **Integrated English Literacy and Civics Education (IELCE)** — Education services provided to adult English language learners (including professionals with degrees and credentials in their native countries) that enable them to achieve competency in the English language and acquire skills needed to function effectively as parents, workers, and citizens in the U.S. Such services shall include instruction in literacy and English Language Acquisition (ELA) (formerly English as a Second Language) and the rights and responsibilities of citizenship and civic participation. It may also include workforce training. WIOA Section 243 adds the requirement that such services be offered in combination with integrated education and training activities.

L

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

M

- **Monitoring** — The annual, systematic tracking of adult education program implementation. It consists of examining the progress made in the program against the agreed upon goals set forth in the request for proposal (RFP).

N

- **National Career Readiness Certificate (NCRC)**

  The ACT WorkKeys National Career Readiness Certificate (NCRC) is an assessment-based credential that includes Applied Math, Workplace Documents, and Graphic Literacy. The NCRC measures and certifies the essential work skills needed for success in jobs across industries and occupations.
  https://www.act.org/content/act/en/products-and-services/workkeys-for-job-seekers/ncrc.html

- **Non-Traditional High School Diploma Option Program (HSO or HSDO)**

  A partnership between the ACCS Adult Education Division and the Alabama State Department of Education (ALSDE or K-12) to provide opportunities for adults who last attended an Alabama public high school, and who completed enough graduation credits to graduate, but did not pass all portions of the Alabama High School Graduation Exam (AHSGE); or for an adult who last attended an Alabama high school before dropping out and earned at least 10 graduation credits toward an Alabama high school diploma.

- **National Reporting System (NRS)**

  An outcome-based reporting system for state-administered, federally funded adult education programs.

O

- **Obtained High School Equivalency (HSE) or Secondary School Diploma**

  A learner who obtained a recognized high school equivalency or a secondary school diploma after exit.

- **Office of Career, Technical, and Adult Education (OCTAE)**

  Administers and coordinates programs that are related to adult education, literacy, career and technical education, and community colleges.

- **OCTAE's National Reporting System (NRS) Performance Targets**

  Alabama adult education negotiates performance targets annually. Local programs are accountable for meeting these goals through the National Reporting System (NRS).

- **Other Institutionalized Individuals**

  Individuals not in corrections, but institutionalized in a residential, overnight facility.

P

- **Participant (WIOA definition)**

  An individual participating in an adult education program who has achieved 12 contact hours after program entry, is reported on National Reporting System (NRS) and statewide performance report tables and is counted toward performance measures.

- **Period of Participation**

  A period of participation begins each time an individual enters an adult education program and gets at least 12 hours of service, even if there are multiple entries during the same program year. A participant may have multiple periods of participation in a year and performance is measured for each period. These periods must be separated by 90 days without program attendance.

- **Postsecondary Educational Institution (WIOA definition)**

  An institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree. Also includes a tribally-controlled colleges or universities and nonprofit educational institutions offering certificate or apprenticeship programs at the postsecondary education level.

- **Proxy Contact Hours**

  Asynchronous time a learner spends independently engaged with distance learning activities, such as using an approved distance learning platform which contains a clock-time model that calculates the distance learning instructional hours.

R

- **Reportable Individual (WIOA definition)**

An individual who registers with an adult education program, or provides identifying information, takes action that demonstrates an intent to use program services, but has less than 12 contact hours.

- **Retained Employment**

Learners obtain a job and remain employed in the second and/or fourth quarter after program exit.

S

- **Supplemental Nutrition Assistance Program (SNAP)**

The USDA Supplemental Nutrition Assistance Program (SNAP) provides nutrition benefits to supplement the food budget of needy families so they can purchase healthy food and move towards self-sufficiency.

- **Supplement not Supplant**

Supplement means to make sufficient; improve capability. Supplant means to take the place of or move into the positions of. Under the Federal "supplement not supplant" requirement, grantees may use federal funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of federal funds, be made available from non-federal sources for the education of participating students. In no case may a grantee use federal program funds to supplant (take the place of) funds from non-federal sources.

T

- **Test of Adult Basic Education (TABE®)**

A diagnostic test used to determine a person's skill levels and aptitudes. Many companies use it for hiring, promotions, or selecting employees for training programs and skilled positions. It is also one of the National Reporting System (NRS)-approved assessments for adult education programs.

- **Temporary Assistance for Needy Families (TANF)**

A federal assistance program that assists families with children when parents or other responsible relatives cannot provide for the family's basic needs. The federal government provides grants to the states to run the TANF program.

W

- **Workforce Innovation and Opportunity Act (WIOA)**

The Workforce Innovation and Opportunity Act is a United States public law that replaced the previous Workforce Investment Act of 1998 as the primary federal workforce development legislation to bring about increased coordination among federal workforce development and related programs.

- **Workforce Preparation**

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

- **Workplace Education**

Adult education and literacy activities, offered by eligible providers in collaboration with an employer or employee organization at a workplace or an off-site location, that is designed to improve the productivity of the workforce.

Alabama Adult Education Common Acronyms

A

- AAESAP – Alabama Adult Education System for Accountability and Performance
- ABAWDs – Able bodied adults without dependents (SNAP and TANF)
- ABE – Adult Basic Education
- ACCA – Alabama Community College Association
- ACCS – Alabama Community College System
- AE – Adult Education
- AEFLA – The Adult Education and Family Literacy Act – Title II of the Workforce Innovation and Opportunity Act
- ALAPCAE – Alabama Association for Public Continuing and Adult Education
- A-RESET – Alabama Resources for Enrichment, Self-Sufficiency, and Employability Training
- ASE – Adult Secondary Education
- ATB – Ability to Benefit
- AVL – Alabama Virtual Library
- AWC – Alabama Workforce Council

C

- CAP – Corrective Action Plan
- CASAS – Comprehensive Adult Student Assessment System (alternative to TABE®)
- CCRS – College and Career Readiness Standards
- CLA – Certified Logistics Associate (MSSC)
- CLT – Certified Logistics Technician Certification (MSSC)
- COABE – Coalition on Adult Basic Education
- CPT – Certified Production Technician Certification (MSSC)
- CTE- Career and Technical Education

D

- DAEL – The Division of Adult Education and Literacy
- DOL – Department of Labor

E

- EDGAR – Education Department General Administrative Regulations (and other grant guidance)
- EEFL – Entering Educational Functioning Level
- EFL – Educational Functioning Level
- ELA – English Language Acquisition
- ELL – English Language Learner
- ESL – English as a Second Language

F

- FERPA – The Family Educational Rights and Privacy Act
- FY - Fiscal Year (October 1 – September 30)

G

- GEDTS – GED Testing Service

- GOEWT – Governor's Office of Education and Workforce Transformation

H

- HiSET – High School Equivalency Test – an alternative to a US HS diploma and the GED and TASC test.
- HSDO (HSO) – High School Diploma Option
- HSE – High School Equivalency

I

- IET – Integrated Education and Training
- IELCE – Integrated English Literacy and Civics Education
- IFA – Infrastructure Funding Agreement

L

- Labor Market Information
- Lightcast (formerly EMSI) – Electronic Career Coach (available for use throughout the ACCS system)

M

- MSG – Measurable Skill Gain
- MSSC – Manufacturing Skill Standards Council

N

- NCPN – National Career Pathways Network
- NCRC – National Career Readiness Certificate
- NRS – National Reporting System

O

- OCTAE – Office of Career, Technical, and Adult Education

P

- PD – Professional Development
- POI – Plan of Instruction
- POP – Period of Participation
- PY - Program Year (July 1 – June 30)

R

- RLA – Reasoning Through Language Arts
- RFP – Request for Funding Proposal

S

- SNAP – Supplemental Nutrition Assistance Program

T

- TABE® – Test of Adult Basic Education
- TABE® CLAS-E – TABE® Complete Language Assessment System - English
- TANF – Temporary Assistance for Needy Families
- TASC – Test Assessing Secondary Completion – alternative to GED and HiSET test.

U

- UG – Uniform Guidance

W

- WIOA – Workforce Innovation and Opportunity Act

Student Support Employment Information Data Dictionary

A

Active-Duty Military Spouse   Dependent spouse of active-duty military personnel.

Adult with Aging Dependents   An adult with the total support responsibility (food, utilities, medical bills, and housing) of an elderly parent or an adult dependent, usually related either biologically or through marriage.

C

Caregiver   A family member or paid helper who regularly looks after a child or a sick, elderly, or disabled person.

Coal Mining or Supporting Industry   Mining machine operators and technicians employed in the coal mining or supporting industry.

Cultural Barriers   A person who perceives him/herself as possessing attitudes, beliefs, customs, or practices that influence a way of thinking, acting, or working, and that may serve as a hindrance to employment.

D

Dislocated Worker   An individual who has been terminated or laid off (or received a notice of termination or layoff) or has been notified of a permanent closure of a plant or facility where they are (or were at one time) employed.

Displaced Homemaker   Someone who provides unpaid services in the home and is dependent on the income of another, but is no longer supported by that income, and is having trouble obtaining or upgrading employment.

E

English Language Learner   A person who has limited ability in speaking, reading, writing, or understanding the English language and meets at least one of the following two conditions:

a) The person's native language is a language other than English, or
b) The person lives in a family or community environment where a language other than English is the dominant language.

Ex-Offender   An individual who has been subject to any stage of the criminal justice process for committing an offense or delinquent act, and who requires assistance in overcoming barriers to employment resulting from an arrest or conviction. (This category is not used for individuals who are currently incarcerated.)

| **Exhausting TANF (Within 2 Years)** | A person within two years of exhausting lifetime eligibility of Temporary Assistance for Needy Families (TANF). |

F

| **First Generation College Student** | A college student whose parent(s) did not complete a four-year college or university degree. |
| **Formerly Incarcerated** | An individual who has ever been in a correctional facility: any prison, jail, reformatory, work farm, detention center, or any other federal, state, or local institution designed for the confinement or rehabilitation of criminal offenders. |

H

| **Homeless/Runaway Youth** | A youth who lacks a fixed, regular, and adequate nighttime residence; moved in the last 36 months due to a parent's employment in seasonal farm work; or is under 18 and leaves home without parent permission. |

I

Individual with Disabilities	A person with a physical or mental impairment that substantially limits one or more of the person's major life activities.
Individuals Preparing for Non-Traditional Fields	Someone who is preparing for a field in which women or men comprise less than 25% of the workforce.
In Need of Support Services	Someone who needs support services to obtain a driver's license, Social Security number, or has needs for transportation, childcare, food, or housing.

L

| **Long-Term Unemployed** | A person who is out of work and has been actively seeking employment for at least a year. |
| **Low Income** | An individual who receives Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI), or local public assistance. https://www2.ed.gov/about/offices/list/ope/trio/incomelevels.html |

M

| **Migrant/Seasonal Worker** | An individual employed for the last 12 months in agricultural or fish farming labor, or who is a dependent of a seasonal or migrant farm worker without a permanent residence. |

N

| **Non-Traditional Occupation** | Occupation in which women or men comprise less than 25% of the workforce. |

P

Parent of Children Aging Out of Social Security

A person who is a parent of a child who is near the age of no longer being eligible for Social Security benefits.

S

Single Parents, Including Single Pregnant Women

A single, separated, divorced, or widowed individual who has primary responsibility for one or more dependent children under the age of 18, or is a single, pregnant woman.

Supplemental Nutrition Assistance Program (SNAP)

Monthly benefits are provided to eligible low-income households to help them buy the food they need for good health. Household size is also a factor in determining the eligibility benefits.

Specific Learning Disability

A learner who has deficits (related to neurological impairments) in defined limited learning areas such as include dyslexia (reading disability), dysgraphia (writing disability), and dyscalculia (math disability). The learner also has a history of previous failed educational efforts.

T

Temporary Assistance for Needy Families (TANF)

Temporary income assistance and related support services for persons who are unemployed or underemployed and have a low or very low income, and must also be one of the following:

- Have a child 18 years of age or younger
- Be pregnant
- Be 18 years of age or younger and the head of your household

U

Under-Employed

People who do not have enough paid work or are not doing work that makes full use of their skills and abilities.

Unemployed or Underemployed

A person who is currently out of employment, not having enough paid work, or not doing work that makes full use of their skills and abilities.

V

Veteran

Someone who once served in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable.

Y

Youth/Young Adult in or Aged Out of Foster Care

Someone who is currently in the foster care system or who has aged out of the foster care system.

Youth with Parents in Active-Duty Military

A person currently under the care of an active-duty military parent/guardian.

Appendix A: Documentation Requirements for GED® Test Age Waivers

GED Testing for Students Under Age 18

Individuals aged 16 and 17 who are not currently enrolled in school may be able to take the GED® test in Alabama. An application and certain documents must be kept on file by the Alabama Community College System (ACCS) Office of Adult Education.

> **All documents must be submitted at this link:**
> GED Test Application for 16- & 17-Year-Old Test Takers
> (https://form.jotform.com/222486074676162).

Parent permission, Exit Interview, and Certificate of Exemption forms can be found on the following pages.

Documents to Submit
Use the code chart below to determine what documentation needs to be submitted.

Student's Age	Last School Type	Document Type	Document Code
16	Public	Proof of Withdrawal	A
		Parent Permission	G **or** H
		Proof of Residency	I
		Test Scores	J

Student's Age	Last School Type	Document Type	Document Code
16	Non-Public or Out-of-State	Proof of Withdrawal/ Parent Permission	Any **one** of C-E along with G **or** H **or** G or H only
		Proof of Residency	I
		Test Scores	J

Student's Age	Last School Type	Document Type	Document Code
17	Public	Proof of Withdrawal/ Parent Permission	B **or** G **or** H
		Proof of Residency	I

Student's Age	Last School Type	Document Type	Document Code
17	Non-Public or Out-of-State	Proof of Withdrawal/ Parent Permission	Any **one** of C-H
		Proof of Residency	I

NOTE: Students who are court ordered to take the GED test need only submit the court order.

Age Waiver Document Codes

Proof of Withdrawal

A. Certificate of Exemption Form
B. Exit Interview Form
C. Withdrawal Form from Non-Public School
D. Letter from Former School:
   - On school letterhead
   - Signed by school administration
   - Includes withdrawal date
E. Letter from parent/legal guardian:
   - Must be notarized and have visible notary seal (shade in with pencil if necessary)
   - Signed by parent/guardian
   - Includes name of former school (if any)
   - Includes dropout/withdrawal date
   - Includes statement indicating that the student has dropped out of school or has completed coursework
F. Parent Permission Form

Parent Permission

G. Letter from parent/legal guardian:
   - Must be notarized and have visible notary seal (shade in with pencil if necessary)
   - Must be signed
   - Includes name of former school (if any)
   - Includes dropout/withdrawal date
   - Includes statement indicating that the student has dropped out of school or has completed coursework
   - Includes statement that gives permission for the student to enroll in adult education classes and/or take the GED test
H. Parent Permission Form

Proof of Residency

I. Proof of Residency
   - Alabama driver's license, driver's permit, or non-driver's ID
   - Alabama employer-issued ID Card
   - Verification of employment from an Alabama employer, such as a paycheck stub or written verification letter
   - Employee photo ID from any government-related entity within the state of Alabama
   - Student photo ID from a public or private college, university, or high school within the state of Alabama
   - Photo ID card issued by Alabama Department of Corrections (DOC)
   - Referral by a career center (for programs in state border counties only)
   - Sworn affidavit of residency

- Utility bills, lease agreements, immigration documents, etc. can be used in certain circumstances.

For residency and identification questions:
(334) 293-4567 | agewaivers@accs.edu

Test Scores

J. Student must take and submit **one of the following** (tests must be taken in a proctored environment with an Adult Education Program test administrator or teacher):

- Test of Adult Basic Education (TABE)
  - Scores - Minimum of ASE low, Level 5, is required in all three sub-skill tests

  OR

- GED Ready® Math **and** Language Arts practice tests
  - Scores – 145 or higher

For those testing on the Online Exam:

A parent or guardian must be present at the pre-test check-in order to give consent and authorize the underage tester to be recorded during testing. If the parent or guardian is not present, the exam session will be revoked.

Appendix A: Form A - Adult Education Program/GED® Test Parent/Guardian Permission

Adult Education Program/GED® Test Parent/Guardian Permission Form	
Student	**School**
Student's Name **Date of Birth**	**Former School Name (if any)** **City/State** **Withdrawal Date** ☐ **Public School** ☐ **Non-Public/Out-of-State School**
Parent/Guardian	**Notary**
I certify that I am the parent/legal guardian of the above student who last attended and has officially withdrawn from the above educational institution. **By signing below, I hereby grant this student permission to enroll in adult education classes (and/or take the GED® test).** **Signed this ___ day of _____, _____** **Signature** **Printed Name** **Title (i.e., Parent, Principal, Guardian)** **Phone Number** **Email Address**	**State of** _____ **County of** _____ **On this day, personally appeared before me:** _____ **Parent/Legal Guardian** **To me known to be the person(s) described in and who executed the within and foregoing instrument and acknowledged that he/she signed the same as his/her voluntary act and deed, for the uses and purposes therein mentioned.** **Witness my hand and official seal here to affixed this** **___ day of _____, _____.** _____ _____ **Notary Signature My commission expires** **Notary Seal**

Appendix A: Form A - Adult Education Parent/Guardian Permission

Appendix A: Form B – Certificate of Exemption

Certificate of Exemption

All persons between the ages of seven and 17 years of age are required by State Law to attend school for the minimum number of scholastic days prescribed by the State Board of Education. All students must attend school or must be instructed privately unless the student holds a Certificate of Exemption. In accordance with State Law, a student in the following categories may obtain a Certificate of Exemption from the superintendent of his/her local education agency.

Indicate the reason for the Certificate of Exemption request:

☐ A person whose physical or mental condition prevents attendance or makes attendance inadvisable. Such physical or mental incapacities must be certified by the county health officer or a licensed, practicing physician.

☐ A person 17 years of age or older.

☐ A person who has completed the course of the study in the public schools of Alabama.

☐ A student who lives more than two miles from public school where lack of transportation would require that the student walk to school.

☐ A person who is legally and regularly employed under the provisions of Child Labor Laws and who holds a permit to work under the terms of Child Labor Laws.

☐ A student who withdrew from school at age 16 during the current school year.

Any student not holding a Certificate of Exemption is required to attend public schools.

Name of Student: _____

Name of School and School System: _____

☐ Certificate of Exemption Approved
☐ Certificate of Exemption Denied

_____   _____
Superintendent Signature   Date

_____   _____
Parent/Guardian Signature   Date

_____   _____
Student Signature   Date

Appendix A: Form B - Certificate of Exemption

Appendix A: Form C - Student Exit Interview

Student Exit Interview						
School System:					**Date:**	
School:						
Student Name (First, Middle, Last):						
Student Grade:		**Date of Birth:**		**Student ID Number:**		

Participants of the Student Exit Interview:

☐ Discussed the student's reason(s) for dropping out of school.

☐ Relationship With Fellow Students	☐ Student-Staff Relations	☐ Language Difficulty
☐ Academic Difficulties/Credit Loss	☐ Dislike of School Experience	☐ Entered Military Service
☐ Behavior Problems	☐ Employment	☐ Attendance Issues
☐ Physical Illness	☐ Needed at Home	☐ Other
☐ Marriage	☐ Parental Influence	

☐ Discussed intervention strategies previously provided by school faculty/staff. (Describe strategies below.)

☐ Provided information regarding the negative impacts of not receiving a high school diploma, which seriously affects future employment and earning potential.

☐ Explained other negative consequences such as losing his/her driver's license.

☐ Discussed other options and opportunities provided through school programs or classes. (Describe options below.)

☐ Provided information for other available community programs. (Identify below.)

☐ Explained other possible educational opportunities for students such as private school, church school, private tutor, or community college. Explanations of intervention strategies, other options provided, and available community programs.

GED/community college information was provided to student.	☐ Yes ☐ No
Will student take the GED?	☐ Yes ☐ No ☐ Uncertain
If yes, where does he/she plan to attend?	

I acknowledge that I have been advised of the importance of staying in school and staying in school to receive my high school diploma.		I acknowledge that I have been advised of the importance of staying in school and keeping my child in school to receive his/her high school diploma.	
Student Signature:		**Parent/Guardian Name:**	
Address:		**Signature:**	
Telephone:		**Telephone:**	

Interview Participants:

Name	Position	Signature
Name	Position	Signature
Name	Position	Signature

For a student who failed to return to school or did not officially withdraw, describe attempts to contact the student and his/her parent or guardian.			
Principal	Name	Signature	Date

I acknowledge that an exit interview was conducted and the student and the student's parent or legal guardian has been advised that withdrawal from school shall likely reduce the student's future earning potential and increase the student's likelihood of being unemployed in the future.			
Principal	Name	Signature	Date
Principal	Name	Signature	Date

Appendix A: Form C - Student Exit Interview

Appendix B: Job Descriptions

Adult Education Program Director

A full-time adult education director is a salaried employee performing 100% of his/her assigned duties in the adult education program for 40 hours on a 260-day contract.

Class Title: Program Director

Characteristics: Provides program leadership and direction; plans, develops, implements and evaluates all aspects of program and personnel. Supervises instructors, academic assistants, and administrative assistants. The Program Director classification is limited to one staff member per grantee.

Examples of Duties

- Management
  o Oversees the day-to-day operation of the program.
  o Initiates and facilitates change for continuous program improvement and capacity building.
  o Understands, interprets, and assures compliance with federal and state laws and regulations.
  o Establishes procedures to meet areas for performance accountability.
  o Initiates program planning; develops goals and plans for meeting objectives.
  o Provides leadership in the development of curriculum, retention activities, and other student services.
  o Promotes safe work environment.
  o Establishes procedures for collecting, documenting, and reporting data, and ensures accountability.
  o Communicates regularly with staff and involves them in planning through a variety of formal and informal means.
  o Oversees recordkeeping.

- Personnel
  o Assures appropriate program staffing.
  o Supervises, observes, and evaluates staff.
  o Coordinates activities of instructional staff to ensure effective program operation.
  o Assists staff with developing professional development plans.
  o Promotes professional development opportunities and adheres to the professional development policy.

- Fiscal
  o Manages fiscal resources and reports financial information.
  o Identifies additional resources and initiates plans to secure them.
  o Prepares and monitors all aspects of the budget.
  o Monitors contract compliance and cooperative agreements.
  o Monitors and approves purchasing.

- Community
  o Advocates and promotes the adult education program within the local community.

- o Builds partnerships to enhance the availability, quality, and delivery of services.
- o Participates in local organizations.

- Leadership
- o Models professional behavior and requires other staff members to act in a professional manner.
- o Promotes the philosophy, goals, and objectives of adult education at local, state, and national levels.
- o Promotes an environment in which cultural and philosophical diversity is valued and appreciated.
- o Cultivates an atmosphere of respect for all staff and students.
- o Provides instructional leadership.
- o Supports instructional strategies based on research in adult learning and development.
- o Recruits students to meet enrollment goals.

- Professional Development
- o Participates in required professional development and all director meetings/workshops.
- o Uses technology resources to engage in ongoing professional development and lifelong learning.
- o Assesses personal strengths and weaknesses as a basis for developing a professional development plan.

Minimum Requirements
- Master's degree in administration, education, or a related field, and three years of administrative/management experience is required.
- This position requires demonstrated leadership ability and evidence of success in achieving measurable outcomes. Program directors who instruct must also meet the minimum requirements for instructors.

Adult Education Program Facilitator

An adult education facilitator has general oversight and overall responsibility for all program functions but may not spend 100% of his/her time in adult education.

Class Title: Program Facilitator

Characteristics: Provides program leadership and direction. Plans, develops, implements, and evaluates all aspects of program and personnel. Supervises instructors, instructional support staff, and non-instructional support staff. The program facilitator classification is limited to one staff member per grantee.

Examples of Duties

- Management
- o Oversees the day-to-day operation of program.
- o Initiates and facilitates change for continuous program improvement and capacity building.
- o Understands, interprets, and assures compliance with federal and state laws and regulations.
- o Establishes procedures to meet performance areas for accountability.
- o Initiates program planning and develops goals and plans for meeting objectives.
- o Provides leadership in the development of curriculum, retention activities, and other student services.

- o Promotes a safe work environment.
- o Establishes procedures for collecting, documenting, and reporting data, and ensures accountability.
- o Communicates regularly with staff and involves them in planning through a variety of formal and informal means.
- o Oversees recordkeeping.

- Personnel
- o Assures appropriate program staffing.
- o Supervises, observes, and evaluates staff.
- o Coordinates activities of instructional staff to ensure effective program operation.
- o Assists staff with creating professional development plans.
- o Promotes professional development opportunities and adheres to the professional development policy.

- Fiscal
- o Manages fiscal resources and reports financial information.
- o Identifies additional resources and initiates plans to secure them.
- o Prepares and monitors all aspects of the budget.
- o Monitors contract compliance and cooperative agreements.
- o Monitors and approves purchasing.

- Community
- o Advocates and promotes adult the education program within the local community.
- o Builds partnerships to enhance the availability, quality, and delivery of services.
- o Participates in local organizations.

- Leadership
- o Models professional behavior and requires staff members to act in a professional manner.
- o Promotes the philosophy, goals, and objectives of adult education at local, state, and national levels.
- o Promotes an environment in which cultural and philosophical diversity is valued and appreciated.
- o Cultivates an atmosphere of respect for all staff and students.
- o Provides instructional leadership.
- o Supports instructional strategies based on research in adult learning and development.
- o Recruits students to meet enrollment goals.

- **Professional Development**
- o Participates in required professional development and all director meetings/workshops.
- o Uses technology resources to engage in ongoing professional development and lifelong learning.
- o Assesses personal strengths and weaknesses as a basis for creating a professional development plan.

Minimum Requirements
- Master's Degree in administration, education, career and technical education, or a related field, and three years of administrative/management experience is required.
- This position requires demonstrated leadership ability and evidence of success in achieving Measurable outcomes.

Adult Education Instructional Coordinator

A full-time adult education coordinator is a salaried employee performing 100% of his/her assigned duties in the adult education program for 40 hours on a 260-day contract.

Class Title: Instructional Coordinator

Characteristics: The Coordinator will train and coordinate all adult education instructors and will assume other professional duties and responsibilities as may be assigned by the program director.

Examples of Duties

- Program Management
  - Serve as the instructional services coordinator for in-person, hybrid, and online classes.
  - Assure that instructional programs are based on sound assessment, teaching, learning, support services, and continual program improvement.
  - Assist the program director with vision, development, and review of work-based learning and workforce training programs.
  - Coordinate the development and implementation of Integrated English Literacy and Civics Education (IELCE) and Integrated Education and Training (IET) in applicable classes.
  - Ensure that curriculum, units of instruction, and lesson plans are aligned with Alabama's adult education content standards.
  - Remain current on curriculum, technology, and software changes.
  - Assist the director of the program with strategic planning, staff development, implementation, and evaluation of programs and instruction leading to continuous improvement.
  - Collaborate with other program staff to promote the program through program-sponsored social media platforms and other means of advertising.
  - Provide and prepare statistical data for reports as requested by administrators.
  - Assist in the preparation and application of grant proposals for continued funding.

- Recruiting and Retention
  - Assist with recruitment of potential students and retention of current students.
  - Develop the contextualization of lesson plans to align content with career pathways and IETs.
  - Assist with the development of career pathways and dual enrollment students.
  - Prepare and implement program activities such as workshops, in-service trainings, graduation programs, etc.
  - Assist with preparation and distribution of publicity materials and learner recruitment.

- Learning Management
  - Provide learning opportunities that draw upon and extend instructors' knowledge, skills, and interests.
  - Link instruction to learners' academic needs as determined by the results of valid, reliable assessment and reassessment of students.
  - Select materials and teaching methods that address individual learning styles.
  - Solve conflicts and problems in the classroom.
  - Assist instructors with developing lessons to engage in analysis, investigation, and interpretation as part of the learning process.

- Orientation
  - Provide a welcoming, encouraging, and respectful atmosphere.

- o Engage in an exchange of information with instructors.
- o Provide the program's philosophy, goals, instructional services, schedules, attendance policies, and other relevant information during onboarding of new instructors.
- o Determine the support services needed and perform classroom observations to assist instructors with identifying strategies and weaknesses in developing individual professional development plans.
- o Record the instructor's goals and needs.
- o Train instructors on the use of assessment instruments to diagnose, evaluate, and place adult learners in the program.

- • Professional Development
- o Participate in all professional development opportunities provided by college and community education staff, including attendance at the annual adult education summer conference and college in-service meetings.
- o Develop appropriate professional development for instructors based on identified need and performance for continuous improvement.

- • Communication and Community
- o Represent the college and its philosophy to perspective students and to others in the community and the Alabama Community College System.
- o Serve on college committees as requested.

Minimum Requirements
- • A minimum of a master's degree from an accredited institution is required.
- • A minimum of ten (10) years of experience in Adult Education is required.
- • A minimum of five (5) years of extensive AAESAP experience is required.

Adult Education Instructor

A **part-time** adult education instructor is paid on an hourly basis performing assigned duties in the adult education program 19 hours or less per week. The assignment of hours for part-time instructors should be made in accordance with local program policy.

A **full-time** adult education instructor is a salaried employee performing assigned duties in the adult education program for a minimum of 35 hours per week on a 229-day contract. All full-time adult education instructors must work a minimum of 35 hours per week to ensure that students have access to quality instructional services which meet students' scheduling needs.

Permanent part-time employees who meet the qualifications will be entitled to insurance coverage on a pro rata basis as follows:

Class Title: Instructor

Characteristics: Provides instruction to adult education students. Plans, implements, documents, and evaluates instructional practices, procedures and materials. Provides direct, on-site, daily supervision of academic assistants.

Examples of Duties

- Instruction
  - Provides instruction in literacy, adult basic education, GED® test preparation, English language acquisition, family literacy, integrated English literacy and civics education (IELCE), and integrated education and training (IET).
  - May also provide instruction in career pathways, workplace education, workforce preparation, National Career Readiness Certificate (NCRC) preparation, and Alabama Career Essentials (ACE) skills integration.
  - Applies research-based instructional practices that incorporate the use of computers and other technologies.
  - Is knowledgeable of reading, writing, and/or math instructional strategies.
  - Uses a variety of instructional strategies and tools appropriate to the needs of the student.
  - Uses lesson plans aligned with CCR Standards that integrate instruction across content areas.
  - Provides continuous feedback and adjusts instruction to maximize student learning.
  - Works with colleagues to develop and evaluate curriculum and materials.
  - Integrates work-, family-, and community-related activities into instruction.
  - Administers and interprets appropriate placement and diagnostic tests.
  - Applies adult education principles and methods in the workforce classroom.
  - Facilitates the transfer of learned skills from the classroom to the job.
  - Plans learning experiences that are interactive and relevant to the specific workplace environment.
  - Customizes and develops workplace education curriculum and lesson plans that facilitate transference from the classroom to the job based on workforce goals and expected training outcomes.
  - Plans instructional support activities carried out by academic assistants.
  - Evaluates the achievement of students with whom academic assistants are working.
  - Additional duties may include assisting students with enrolling in postsecondary education institutions or training programs; helping students with job search skills in preparation for the workforce; connecting students with support services; and helping students establish career and educational goals.

- Assesses and Monitors Learning
  - Uses formal and informal assessment data to monitor and document student progress.
  - Collects and manages accurate data for program improvement and accountability.
  - Participates in the retention and follow-up of students.

- Classroom Management
  - Maintains knowledge of program regulations, policies, and procedures.
  - Maintains student records.
  - Supervises and monitors academic assistants.

- Community
  - Makes referrals to community agencies or postsecondary institutions as appropriate.
  - Advocates adult education at the local and state level, and explains the impact of under-education on employment and society.
  - Assesses adult education needs and promotes the program in community.
  - Promotes use of community resources and participates in activities of other community agencies.
  - Recruits families and matches them with instructional staff.

- Professional Development

- o Participates in required professional development activities, receiving a minimum of 12 clock hours of professional development per year, with five of the twelve hours being structured coursework.
- o Uses technology resources to engage in ongoing professional development and lifelong learning.
- o Assesses personal strengths and weaknesses as a basis for developing a professional development plan.

Minimum Requirements
- All new instructors hired after October 1, 2016, shall possess a minimum of a bachelor's degree in education or a content-related field. A current teaching certificate in the content area of instruction is preferred.

Instructional Support Staff

An instructional support staff person is employed by the local adult education provider to work in the classroom setting to assist the adult education instructor.

Class Title: Academic Assistant

Characteristics of Class: The academic assistant must work under the daily supervision of a qualified instructor. The individual may provide one-on-one instruction at the discretion of the instructor or program director but may **not** provide classroom or group instruction.

Examples of Duties

- Program
- o Follows the directions of the instructor or program director and works as an effective member of the instructional team to ensure the success of all students.
- o Carries out the preparation of instructional materials for use by the instructor.
- o Monitors and observes student behaviors and shares observations with the instructor.
- o Assists instructor with providing individual support for student and checking for understanding of instructional materials.
- o Organizes, uses, and maintains supplies, materials and equipment.
- o Assists with providing non-instructional support for students.
- o Understands community resources and discusses possible referrals with the instructor.
- Recordkeeping
- o Assists instructor with implementing, recording, and monitoring student educational plan.
- o Assists instructor with administering, scoring, and evaluating diagnostic tests.
- o Assists instructor with preparing student folders and maintaining records of student progress.
- o Assists instructor with collecting data for reports.
- o Understands and uses the AAESAP data system.

Minimum Requirements
- All academic assistants shall have a high school diploma or its equivalent (e.g., GED® credential.

Non-Instructional Staff

A support staff person is employed to perform non-instructional support tasks in the adult education program (i.e., performing secretarial, or bookkeeping duties).

Class Title: Administrative Assistant

Characteristics Of the Class: Must work onsite under the direct, daily supervision of the program director or instructor. Assists in the overall functioning of the program by performing clerical and other duties as required.

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

  Minimum Requirements
  - All administrative assistants must have a high school diploma or GED® credential.

Other Positions

For all other positions not listed above, local programs must have prior approval from the System Office before hiring takes place.

All positions, other than non-instructional staff positions, must have job duties and responsibilities that are instructional and student-centered. If not, the position will be deemed 100% administrative and will be included in the program's allowable 5% administrative cost allowance.

Appendix C: Annual Performance Goals/Indicators

State Program Year Goals

PY July 2023 – June 2024
Based on American Community Survey (ACS) Percent of Need in Service Area
All Students Enrolled 12+ Hours

Enrollment Goal 12+ Hours	GED/Secondary School Diploma Goal	NCRC Goal	MSG Goal	Certificate Goal	Career Pathway Completion	Post Test Rate
22,000	5,000	5,000	55%	10,000	5,000	75%

Table 154 – PY July 2023 – June 2024 Adult Education State Program Year Goals

State Fiscal Year Goals

Based on American Community Survey (ACS) Percent of Need in Service Area
FY October 2023 – September 2024, All Students Served

Enrollment Goal Reportable Individuals	GED/Secondary School Diploma Goal	NCRC Goal	MSG Goal	Certificate Goal	Career Pathway Completion
32,000	5,000	5,000	55%	10,000	5,000

Table 165 - Adult Education State Fiscal Year Goals

Alabama Adult Education	Performance Measure Goals 2023-2024
ABE Beginning Literacy (Level 1)	43%
ABE Beginning (Level 2)	44%
ABE Low Intermediate (Level 3)	43%
ABE High Intermediate (Level 4)	45%
ASE Low (Level 5)	53%
ASE High (Level 6)	50%
Beginning ELA Literacy (Level 1)	34%
Low Beginning ESL (Level 2)	37%
High Beginning ESL (Level 3)	41%
Low Intermediate ESL (Level 4)	37%
High Intermediate ESL (Level 5)	34%
Advanced ESL (Level 6)	19%
Overall MSG	**55%**

ABE: Adult Basic Education | **ASE**: Adult Secondary Education
Table 176 - Performance Measure Targets

ACE | ALABAMA CAREER ESSENT A S

What is Alabama Career Essentials?

Alalbama Career E ,enlials (ACE) is a FREE training oourse de.slgned by the AJabama Community College System to provlde Alabamians with relevant, cutting-edge,, and industry-driven employability skllls training to better prepare individuals for the Alabama workforne. The main goal of the new **ACiE** course,is to ensure current and fiuture workers are equipped with the .skills necessary to enter the,21st-century AJabarna workforce.

What wiU participants learn?

The new ACE curriculum is bas,ed on the mo.st current **ACCOP** and **Technical Advisory Committee's,**five,most in-demand career clusters. The course will be,delivered online,, hybrid, and in-person and can be customized to meet the training and educational needs of business and industry. **Parlicipanbi will learn the rollowing sk·lls::**

- Computer Uteracy
- Math for Work
- F1nancial Literacy
- Effect]ve Gommunlcation
- Res,oJvlng Problem.s 1n the Workplace

- Wor1kplace Et]queue
- Emp1loyment Preparation
- Healthy Workplace Environments
- Wor1kplace Safety

What wiU participants gain?

The ACE cours,e i.s designed to lead individua1ls to a specific career pathway credentjal, employment, or job promot]on. Students enrolled in the ACE course will have sever,al pat'hway-spe,cifir stad.kable credentlal opportJLmitles.. P,artlcipants who successfully complete the ACE oourse will earn the Alabama Cell'tifiedlEmployee cr"edential and will le,ad to additional industry recogni2.ed tr,aining and certification options.

Credeniti'als:
- Wor'k!Keys certifications
- MAP course oredentials
- Skills for Surcess rapid training course ciredential
- irackable digital badges and rertifirates with official transoripts

Skills:
- Employability skills for" success in any wol'lk.place
- Pathway-spe oiftlc tlechnical and academic skills
- 2.1,1 cei111tury worikplace r"eady skills

Othe1r Benefits:
- Anew job
- Gainf'ul employment
- A job promotion
- rransitlon to po.st-s,econdary oredit or" no n>-<oredit program

Who should I contact for more information?

ACE& MAPS Administrator

Courtney Monnette
Special Programs Project Director
Email: courtney.mcmnette@accs..edu
Phone: (334) 2.93-4590

ADULT EDUCATION - REGIONAL DIRECTORS		
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Pflol'\J : !334} 293-4517	Phone: (3341922-4661	Pn.01>t: (3341222-6591, e! t. 2310

Where can I find additional resources?

ACE vmEO

ACE ·COURSE- LIVE DEMO

ADULT ED. PROVIDERS

- **ACE: Video URL:** htt1ps://vimeo.oom/749171468
- **Course URL:** llttips:/Jriise.artiiru latie.com/sha reI a02u9P7HM ifOquMLtV59ctc401.3G9YC11t/
- **AduliltEdutatflon P11oviders' p,_ge URiL** https:l/www.accs edu/adult:edt 1cation/adult-edl-providers/

What is Mobilizing Alabama P'athways(MAPs)?

MAPS (IM'obili1Ziing Alabama Pathways) MAPs are FREE short-term, virtual training programs for high-demand jobs in Alabama. Students can oompJete the credentialed programs in less time than other college credentials. The first MAPswere created for high demand and high wage industries in the state, induding healthcare, transportation & logistics, information technology, manufacturing, and constrnction.

Alabama residents who are displaoed, in career fields with low wages or who are new to the workforce but face barriers now have a streamlined workforne development process that helps them navigate in demand careers. The skills-based workforce training program through Alabama's oommunity colle,ges and adult education providers [s the result of a federal grant that creates the Alabama Workforne Stabiliiation Program (AWSP).

AWSP provides opportunities for nearly 8,000 Alabama workers in conjunction with nine partners: Governor Kay lvey's Office; Alabama Workforce GouncH !AWC); Alabama Community Gollege System fACCS); Alabama Workforce Innovation & Opportunity Act fWIOA); Alabama Department of Labor; VitAL; Federal Reserve Bank of Atlanta; Alabama Officie of Apprenliioeship Pre-apprenticeship Program; and AIDT.

How wHI **MAPs** bene,fit Alabama reside,nts?

The MA!P Credential is awarded to individuals who complete courses liciensed by the Alabama Gommunity Gollege System for non-credit training aligned to business and industry need. The ACCS Credential communicates to businesses and institutions of higher education alike that the skills taught in the program have been mastered by individuals now ready for employment and/or additional education.

What participa1nts can gain:

- MAP industry reoognized credential
- Industry-specific skillset
- Opportunities for advancement in a current job
- Gainful employment

- Potential credit for college-level courses in specific career and technical education (CTE) programs under the college's Prior Learning Assessment program.
- Placement in a 5.kills; for Success rapid training oourse

What courses are available to me right now?

- Architecture and Construction
- Healthcare
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Transportation and Logisbcs
- Aviation

Who can I contact for more information?

STATE PIRC.'UBCTDIRIECTOR

Courtney Monnett.e
Spec-ial Programs Project Director
Emaii: courtney.monnette@accs.edu
Phone: (334) 293-4590

ADULT EDUCATION - REGIONAL DIRECTORS

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OR VISIT:

www.accs.edu/adulteducation/maps/

ww:w.accs.ed u/ adulteducation/ adult-ed-providers/

MAPS WIEB PAG[ADULT ED PROVIDERS

Organizations and Affiliations

Alabama Association for Public Continuing and Adult Education (ALAPCAE)
www.alapcae.com | info@alapcae.com

Alabama Adult Education Directors Association

Paths For Success Foundation
https://www.pathsforsuccess.com/

Alabama Works!
https://alabamaworks.alabama.gov/

Coalition on Adult Basic Education
https://coabe.org/ | info@coabe.org

National Coalition for Literacy
https://nationalcoalitionforliteracy.org/

ProLiteracy
www.proliteracy.org | info@proliteracy.org

Teaching Skills that Matter
https://lincs.ed.gov/state-resources/federal-initiatives/teaching-skills-matter-adult-education
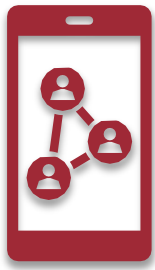
Community Matters
https://www.accs.edu/community/

Alabama Workforce Stabilization Plan (AWSP)
https://www.accs.edu/awsp

American Job Center Network
https://www.dol.gov/general/topic/training/onestop

Social Media and Links

Facebook
https://www.facebook.com/AlabamaAdultEducation

Alabama Community College System
www.accs.edu

Twitter
https://twitter.com/AlabamaAdultEd

ACCS Success Stories
#ACCSuccess Stories

Instagram
https://www.instagram.com/accs_education

Mobilizing Alabama Pathways
https://www.accs.edu/adulteducation/maps/

YouTube
https://www.youtube.com/channel/UCvq7qx1e-ytXGOkw_vso75A

Alabama Adult Education
Directors' Resource Site
https://sites.google.com/view/alabamaadulteducationdirectors/home

Vimeo
https://vimeo.com/user78513448

ACCS Innovation Center
https://innovation.accs.edu/

Office of Adult Education

Alabama Community College System

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