

Department of Career Education: Adult Education Division

Standards of a Quality Adult Education Program

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Department of Career Education - Adult Education Division

In awarding grants or contracts under this section, the eligible provider shall consider:

1. The degree to which the eligible provider will establish measurable goals;
2. The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under Sec. 212 of AEFLA, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with lower levels of literacy;
3. The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;
4. Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains; and uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;
5. Whether the activities are built on a strong foundation of research and effective educational practice;
6. Whether the activities effectively employ advances in technology, as appropriate, including the use of computers;
7. Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
8. Whether the activities are staffed by well-trained instructors, counselors, and administrators;
9. Whether the activities coordinate with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;
10. Whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
11. Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and
12. Whether the local communities have a demonstrated need for additional English literacy programs (Sec. 231)(e)).

General Overview of the Standards of a Quality Adult Education Program

Personnel Needs:

- Adult Education Director/Administrator (1)
- Instructors: Full-time and/or part-time Instructors (based on **X** student enrollment require 2 F/T)
- GED Examiner (1 and alternate) or partner with an existing GED Examiner from another center
- Career Coach/Counselor, CDF certified (1)
- AERIS Specialist (1) back up(1)
- Paraprofessional (1)
- Secretary(1)
- Part-time bookkeeper (1)

Personnel Recommendations:

- ESL Instructor (1)
- Lead Instructor/Instructional Specialist in each content area (1)
- Workplace Coordinator/WAGE Instructor (1)
- Intake/Assessment Specialist (1)

Operations:

- Classes are offered year-round, except state approved holidays.
- To establish or close a satellite location requires prior written state office notification.
- The state employee calendar, not the LEA calendar, will be followed and will include 245 days of instruction per fiscal year.
- Adult education approved salary pay schedule will be followed.
- Teachers may or may not be contracted.
- It is strongly recommended that full time teachers work 40 hours per week; 35 hours with students and 5 hours in preparation.
- The class schedule should offer flexible scheduling to include distance education, on or offsite workplace classes, satellite sites, and day and evening classes. Weekend classes may also be an option depending on the needs of the adult student.
- Cost of rent and utilities may not exceed 10% of the total budget and available for use year round on a continual basis. Office space may be rented, with a fair market value insured, and will be available for use year round on a continual basis.

Approved Adult Education Classes:

Any program/class offered must be approved in writing by the Adult Education Division

- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
- Computer Literacy
- Distance Learning/Education
- English Literacy/Civics (EL/Civics)
- English as Second Language (ESL)
- Family Literacy
- Sentence to Education (state)
- Transition (state)
- WAGE™ – Workforce Alliance for Growth in the Economy (state)
- Workforce Education
- Workplace Education

Program Planning:

- A quality program has an advisory committee/board.
- A quality program has a planning process.
- A program plan has been implemented.
- The program revises the plan periodically based on various factors, including, but not limited to, changing needs, evaluation results, and staff and student/client input.
- The program's planning process identifies areas requiring coordination with other entities and includes mechanisms for coordinating with them.
- The Local Education Agency (LEA) provides support for the program.

Administration:

- Ongoing participatory assessment of management practices is made to make the program as effective and efficient as possible.
- Personnel possess required certification and/or training according to job duties assigned. Paid staff will be evaluated annually.
- Separate, accurate, and complete accounting records are kept for adult education funds which are audited following local and/or state-mandated procedures.
- Financial reports are completed as required.
- An inventory is completed annually and is submitted for review by state staff.
- Student records are maintained in the Adult Education Reporting Information System (AERIS).
- Clear lines of authority and job descriptions have been established for each adult education position.
- Program staff, materials, equipment, and class locations are efficiently utilized to meet student needs.

Curriculum, Instruction, & Facilities:

- The program has a participatory process to develop a curriculum and instructional plan in accordance with Common Core Standards and Arkansas Adult Education approved curriculum.
- The program implements the curriculum and instruction contained in the curriculum and instruction plan.
- Student intake and orientation procedures have been established and implemented.
- Student assessment information is used to determine the educational functioning level of students and educational gains.
- Student learning plans are developed which incorporate student goals and assessment results.
- Curriculum, instruction, and facilities are evaluated by students.
- The adult education facilities meet the intent of the American with Disabilities Act (ADA).
- The adult education facilities provide a safe and optimum learning environment.
- The program uses instructional software, audio/visual materials, and technology as part of classroom instruction.

Educational Gains:

- Classroom instruction is of sufficient duration and intensity for the student to achieve substantial educational gains.
- The program measures educational gains or progress toward student goals and monitors for program improvement.
- Students demonstrate educational progress in such areas as goal attainment, educational gains, and acquisition of skills and competencies consistent with negotiated benchmarks.
- The program has a process to help students transition into more advanced education, training, and employment.

Staffing and Staff Development:

- The program has an ongoing process to select and develop staff members who consider the specific needs of their students.
- The program has a process to offer training to staff in the skills necessary to provide a quality program that includes opportunities for practice and systematic follow-up.
- The program implements its staff development plan.
- Staff are encouraged to belong to and participate in professional educational organizations.

Student Support Services:

- The program has a process that utilizes students to help the program identify their need for services.
- The program makes identified support services available to students either directly or through referral to other education and service agencies.

Recruitment Plan:

- Program has a plan to recruit different target populations.
- Program's recruitment process effectively recruits the targeted population(s).

Retention Plan:

- Program has a process to retain students.
- Program effectively retains the student population.
- Efforts are made to utilize other agencies' support services to meet student needs other than instruction.

Quality Indicators of an Effective Adult Education Program

1. Program Planning Quality Indicator:

A quality program has a planning process that is ongoing and participatory. It is student-centered and guided by evaluation. It is based on a written plan that considers community demographics, needs, resources, and economic and technological trends. It is implemented to its fullest extent.

Goal 1.1: A quality program has an advisory committee/board.

- The advisory committee or board meets at least two times per year.
- The advisory committee or board has at least 10-15 members.
- The membership of the advisory committee is representative of the community and is diverse.
- Minutes are taken and meeting records are kept on file.

Goal 1.2: A quality program has a planning process. Examples of appropriate measures are as follows:

- Program has a planning committee that is involved in the development of a three-year strategic plan with specific goals and how they will be implemented.
- The ongoing three-year plan includes specific goals, measurable objectives, and how and when they will be implemented.
- Program plan includes a needs assessment that considers community demographics, needs, resources, and economic and technological trends to identify community needs.
- Program planning includes input from various internal partners (e.g., students, staff).
- Program planning includes input from external partners (e.g., other entities such as community/service agencies, local employers) to identify community needs and employment trends.
- Program identifies targeted population(s).
- Program identifies required education and/or support services to be delivered through cooperative arrangements.

Goal 1.3: A program plan has been implemented. Examples of appropriate measures are as follows:

- Number and percent of the targeted population who are enrolled are identified.
- Program conducts education and/or support services through cooperative arrangements, as specified in the program plan.

Goal 1.4: The program revises the plan periodically based on various factors, including, but not limited to, changing needs, evaluation results, and staff and student/client input. Examples of appropriate measures are as follows:

- The adult education program uses the Quality Indicators as part of its annual self-study.
- Program conducts periodic review and evaluation of changing local and/or state demographics.
- Program revises plan annually based on review, evaluation, program data obtained from AERIS and community data.

Goal 1.5: The program's planning process identifies areas requiring coordination with other entities and includes mechanisms for coordinating with them. Examples of appropriate measures are as follows:

- The existing level of coordination is congruent with the level of coordination set forth in the program plan. The level of coordination specified in the program plan may include, but is not limited to, the following:
- Area plan and application lists agencies and focus or areas of agreement.
- Independent agencies working together to serve common population.
- Integrated delivery of services (e.g., shared client programming, funding, facilities)

- Joint staff development
- The program has a plan or process to identify new coordination opportunities and to assess the limitations of service coordination with other entities.

Goal 1.6: The Local Education Agency (LEA) provides support for the program. Examples of appropriate measures are as follows:

- The goals and missions of the program and its governing body are reflective of each other.
- The adult education program is included in the organization chart of the LEA.
- The LEA provides direct and/or indirect support for the adult education program (e.g., staff, space, resources, etc.).

2. Administration Quality Indicator

Program has a management system that ensures accurate accounting of personnel, budgets, inventory, and student records. Program meets state and federal deadlines.

Goal 2.1: Ongoing participatory assessment of management practices is made to make the program as effective and efficient as possible.

- The program administrator is evaluated annually by the committee, board, individual, or supervisor responsible.
- The program staff utilizes a written annual evaluation process to voice their opinions on management practices of the program administrator.

Goal 2.2: Personnel possess required certification and/or training according to job duties assigned. Paid staff will be evaluated annually.

- Documentation is provided that shows each staff person paid with adult education funds has attained the appropriate education level and is certified as appropriate for his or her position.
- Documentation is provided that paid part-time and full-time staff are evaluated annually.

Goal 2.3: Separate, accurate, and complete accounting records are kept for adult education funds which are audited following local and/or state-mandated procedures.

- An annual audit or financial review of the organization based on local and/or state mandated procedures is provided.

Goal 2.4: Financial Reports are completed as required.

- Monthly expenditure reports are submitted to the state office.
- Payroll expenditures are reconciled quarterly.

Goal 2.5: An inventory is completed annually and is submitted for review by state staff.

- An accurate and complete inventory is provided.
- All inventory is tagged with an adult education prefix and numbers, according to state guidelines.

Goal 2.6: Student records are maintained in the Adult Education Reporting Information System (AERIS).

- Student data entry must adhere to state deadlines.

Goal 2.7: Clear lines of authority and job descriptions have been established for each adult education position.

- An organization chart and job description for each position is provided showing titles and positions of all personnel involved in providing adult education services.

Goal 2.8: Program staff, materials, equipment, and class locations are efficiently utilized to meet student needs.

- A summary is provided which explains efforts taken to ensure efficient use of staff, materials, equipment, and class locations to meet student needs.

3. Curriculum and Instruction Quality Indicator:

The program has appropriate curricula and a variety of methods to meet diverse student learning needs.

Goal 3.1: The program has a participatory process to develop a curriculum and instructional plan in accordance with Common Core Standards and Arkansas Adult Education approved curriculum. Examples of appropriate measures are as follows:

- Students/instructors/tutors collaborate in setting appropriate instructional goals and objectives based on students' goals and instructional needs.
- Students/instructors/tutors collaborate in selecting curriculum components and instructional materials based on students' goals and instructional needs.
- Staff collaborate in developing and updating the curriculum and instructional plan.

Goal 3.2: The program implements the curriculum and instruction contained in the curriculum and instruction plan. Examples of appropriate measures are as follows:

- Traditional and alternative assessments (e.g., diagnostic, curriculum-based, skills-based, and proficiency-based assessments) are conducted periodically and are used to guide the instructional process.
- Program has a core curriculum that is broad in scope and sequence and provides flexibility to meet student needs and skill levels.
- Curriculum and instructional materials used in the program meet the needs, interests, learning styles, and abilities of the students.
- Program curriculum is reviewed on a regular basis by all constituents and is revised, as appropriate, to meet changing student needs.
- Instructional materials are current, adult-oriented, and culturally sensitive, and are based on students' levels of preparedness.
- Instructors should use instructional practices such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read.
- Program uses a wide variety of delivery modes and innovative instructional approaches (e.g., technology, collaborative groups, individualized instruction, teacher-made materials, field trips, real-life situations, community involvement activities) to meet student needs and learning styles.
- Instruction is offered at various times, settings, and locations, to meet student needs.

Goal 3.3: Student intake and orientation procedures have been established and implemented.

- A copy of the orientation procedures and student orientation materials are provided.
- A student intake form is completed for each student.
- A student handbook is given to each student during intake/orientation with signature verifying receipt.

Goal 3.4: Student assessment information is used to determine the educational functioning level of students and educational gains.

- Assessment complies with the Arkansas National Reporting System for Adult Education Assessment Policy and Distance Education Guidelines.

Goal 3.5: Student learning plans are developed which incorporate student goals and assessment results.

- Enrolled students are involved in the development of a learning plan that includes results of initial assessment, goal setting, choice of instructional activities, adult-oriented materials and strategies, and student progress results.
- Student learning plans should be reviewed and updated periodically.

Goal 3.6: Curriculum, instruction, and facilities are evaluated by students.

- Dated, completed student evaluations are provided concerning how curriculum, instruction, and facilities meet the students' needs.

Goal 3.7: The adult education facilities meet the intent of the American with Disabilities Act (ADA).

Goal 3.8: The adult education facilities provide a safe and optimum learning environment.

- Facilities include appropriate:
 - Classroom/study space for students
 - Work space for staff
 - Work space for administrators
 - Private space for student consultations
 - Storage space for materials and equipment
 - Furniture designed for adults
 - Equipment and furnishings to meet all program objectives and minimum standards
 - Restroom(s) for both men and women
 - Safe parking area
 - Equipment is functional
 - Indoor and outdoor lighting

Goal 3.9: The program uses instructional software, audio/visual materials, and technology as part of classroom instruction.

- The program has an adequate number and quality of computers, software, and other equipment to facilitate student learning.

4. Educational Gains Quality Indicator:

Students advance in the instructional program or complete program educational requirements that allow them to meet their goals, continue their education or training, or become employed.

Goal 4.1: Classroom instruction is of sufficient duration and intensity for the student to achieve substantial educational gains. Duration refers to how long a learner participates in instruction; whereas intensity refers to how often a learner participates in instruction. Examples of appropriate measurements are as follows:

- The state employee calendar, not the LEA calendar, will be followed and will include 245 days of instruction per fiscal year.
- Classes must provide sufficient intensity for students to meet their goals for enrollment in the program.
- The class schedule should offer flexible scheduling to include distance education, day, evening, and weekend class unless there is a viable reason why this is not feasible.

Goal 4.2: The program measures educational gains or progress toward student goals and monitors for program improvement. Examples of appropriate measures are as follows:

- Use of a state approved standardized pre-test and post-test and/or use of additional/alternative methods to measure educational gains or progress towards student goals (e.g., observations, self-assessments, peer evaluations, anecdotal records, competency checklists, portfolios).
- Students have an opportunity to articulate their own goals and evaluate their progress in attaining their articulated goals.
- The program monitors the number and percent of students who are both pre-tested and post-tested on state-determined standardized tests.
- Students completing an educational function level(s) within one year are monitored.

Goal 4.3: Students demonstrate educational progress in such areas as goal attainment, educational gains, and acquisition of skills and competencies consistent with negotiated benchmarks. Examples of appropriate measures are as follows:

- Number and percent of students who demonstrate progress in attainment of individual goals.
- Number and percent of students who demonstrate educational gains on state approved standardized tests.
- Number and percent of students who complete the educational level in which they enroll and/or advance to a higher educational functioning level.
- Number and percent of students who attain secondary completion.
- Number and percent of students who advance to higher education.
- Number and percent of students who get a job or improve employment.
- Number and percent of WAGE certificate holders that get a job or improve employment.

Goal 4.4: The program has a process to help students transition into more advanced education, training, and employment. Examples of appropriate measures are as follows:

- Number and percent of students who meet with a staff member to discuss education and career plans.
- Number and percent of students who are referred within the organization or to outside organizations for advanced education, training, or employment.

5. Staffing and Staff Development Quality Indicator:

The program has an ongoing process to select, develop, and retain staff members who consider the specific needs of their students, offer training in the skills necessary to provide quality instruction, and include opportunities for practice and systematic follow-up.

Goal 5.1: The program has an ongoing process to select, develop, and retain staff members who consider the specific needs of their students. Examples of appropriate measures are as follows:

- Job descriptions reflect the needs of students.
- Staff reflects student demographics (e.g., language, ethnicity, program type).
- Evaluation of staff performance is conducted and used for program improvement and /professional development.
- Orientation training is conducted for newly appointed, part-time and full-time teachers, support staff, and volunteers.

Goal 5.2: The program has a process to offer training to staff in the skills necessary to provide a quality program that includes opportunities for practice and systematic follow-up. Examples of appropriate measures are as follows:

- Program conducts a needs assessment of paid and unpaid staff that is ongoing and consistent with the mission of the institution and the program.
- Program develops a strategic plan based on the needs assessment.

Goal 5.3: The program implements its staff development plan. Examples of appropriate measures are as follows:

- Each employee must have an annual staff development plan.
- Program provides staff with a variety of opportunities for professional development (e.g., distance learning; action research; cross training among teachers, staff, and other agencies; peer coaching; learning circles).
- Staff participates in staff development activities. Staff includes paid and unpaid, full-time and part-time instructional, support, and administrative staff.
- Staff development activities result in the incorporation of improved practices in the program.
- Program conducts systematic follow up and ongoing evaluations of staff development to determine whether it is effective and whether the contents are applied and incorporated into the program.
- Number and percent of instructional, support, and administrative staff who participate in staff development activities.

Goal 5.4: Staff are encouraged to belong to and participate in professional educational organizations.

- Dated documentation via membership cards or official roster(s) of a state or national professional educational organization is provided on full-time paid staff

6. Student Support Services Quality Indicator:

The program identifies student needs for support services, and makes services available to students directly or through referral to other educational and service agencies.

Goal 6.1: The program has a process that utilizes students to help the program identify their need for services. Examples of appropriate measures are as follows:

- Program staff conducts either a formal or informal assessment of students' service needs at program entry (e.g., interviews, focus groups, etc.).
- Program has a process to identify emerging needs on an ongoing basis.

Goal 6.2: The program makes identified support services available to students either directly or through referral to other education and service agencies. Examples of appropriate measures are as follows:

- Program informs staff and students of support services available in the community, current resources, and referral procedures designed to meet student needs.
- The program utilizes an up-to-date directory of services available in the community to meet student needs such as childcare facilities, transportation, workforce services, etc.
- Program refers students to or provides students with needed support services consistent with its mission, structure, size, and other factors.

7. Recruitment Quality Indicator:

The program successfully recruits the population in the community identified in the Adult Education and Family Literacy Act (AEFLA) as needing services.

Goal 7.1: Program has a written plan to recruit different target populations. Examples of appropriate measures are as follows:

- An annual calendar of recruitment activities should be maintained.
- Program employs diverse recruitment strategies such as audio, print, and personal contact appropriate to different target population(s), as identified through the program planning process.
- Recruitment efforts provide information to enable participants to make informed choices about programs.

- Program evaluates the effectiveness of recruitment efforts in enrolling the targeted population(s) and modifies the efforts based on the evaluation.
- Program coordinates recruitment within its own agency and with other agencies, where appropriate.
- Program recruitment should involve all staff members.

Goal 7.2: Program's recruitment process effectively recruits the targeted population(s). Examples of appropriate measures are as follows:

- Number and type of recruitment strategies utilized.
- Number and percent of targeted population recruited by program.
- Number and percent of targeted population who are served by the program.
- Number and percent of targeted population who enroll in the program.

8. Retention Quality Indicator:

Students remain in the program long enough to meet their educational and follow up-goals.

Goal 8.1: Program has a process to retain students. Examples of appropriate measures are as follows:

- A copy of the written retention policy is provided.
- A written retention policy to contact absentees is available with evidence that follow-up activities were implemented.
- All program staff are involved in the retention process.
- Program employs diverse retention strategies appropriate to different student populations (e.g., staff and student follow-up, use of volunteers, tutoring, and incentives).
- Program evaluates the effectiveness of retention strategies and modifies strategies based on the evaluation.

Goal 8.2: Program effectively retains the student population. Examples of appropriate measures are as follows:

- Number and percent of students who attend classes for X hours
- Number and percent of students who attend X percent of scheduled classes

Goal 8.3: Efforts are made to utilize other agencies' support services to meet student needs other than instruction.

- Dated documentation is provided that efforts are made to utilize other agencies' support services to meet student needs other than instruction. (Examples may include: list of support agencies in the community, referral, activity logs, referral forms, etc.).

Terminology

Personnel Requirements:

- **Programs** will ensure that all employees meet the personnel requirements outlined in the Arkansas Adult Education Program Policies.
- **Adult Education Director/Administrator:** The Administrator must have a minimum of a master's degree in education, administration, or related field. If not already licensed in adult education, administrators must become licensed in adult education within four years of the date of initial employment as an adult education administrator. Knowledge of and experience in Adult Education, program development, supervision, grants management, and fiscal program management is also a requirement.
- **Instructional Staff:**
 - a. **Lead Instructor/Instructional Specialist** shall provide leadership for instructional improvement and serve as a resource for all instructional staff
 - b. **Full-time Instructors:** Teachers must hold a current Arkansas Department of Education teacher's license. If teachers do not already have a license in Adult Education, they must obtain an Adult Education additional license within four years of the date of their initial employment as a full-time adult education teacher.
 - c. **Part-time Instructors:** Part-time Adult Education teachers must hold a current AR teacher's license.
- **GED Examiner:** GED examiner must hold at least a bachelor's degree from a nationally accredited college or university and shall have experience in teaching, training, counseling, or testing.
- **Intake/Assessment Specialist** shall provide leadership for appropriate intake, assessment, and goal setting of learners.
- **Career Coach/Counselor** shall provide early outreach to adult education students and assist students with enrolling in postsecondary education or training programs, develop individual career plans and portfolios, which includes interest inventories and skills assessments, provide information on careers, career pathways, and educational requirements, teach basic academic skills, provide an overview of financial literacy, develop a summer bridge program for GED graduates that helps them transition into college.
- **Workforce Alliance for Growth in the Economy (WAGE™) Coordinator/Instructor** shall be certified in an approved Department of Workforce Education Literacy Task Analysis/Functional Hooks (LTA/FH) training and hold a current Arkansas Department of Education Teacher's License. Full-time licensed employees must obtain adult education endorsement within four years of being hired to a full time position.
- **The Adult Education Reporting Information System (AERIS) Specialist** shall provide leadership for the program's AERIS data entry.
- **Paraprofessional:** Part-time and full-time paraprofessionals must have a minimum of a high school diploma, GED or its equivalent. Paraprofessionals may not teach a class unless they meet the qualifications of a full-time or part-time adult education teacher.

Approved Adult Education Classes:

1. **Adult Basic Education (ABE)** is instruction in the basic skills below the 9th grade level (0-8.9). Instruction designed for an adult who (1) has minimal competence in reading, writing, and computation; (2) is not sufficiently competent to meet the educational requirements of adult life in the United States; or (3) is not sufficiently competent to speak or write the English language to allow employment commensurate with the adult's real ability. This is a term that is sometimes used to refer to the total adult education program.
2. **Adult Secondary Education (ASE)** is instruction in basic skills at or above the 9th grade level (9-12). GED preparation is Adult Secondary Education.
3. **Computer Literacy** is instruction for the operation of a computer which is necessary in the workforce and continuing education. Instruction should be related to math, reading and language.
4. **Distance Education/Learning** is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered by proxy through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, email, face-to-face meetings onsite, or online technologies and software. The Arkansas model for distance education is a blended one that combines distance learning with limited face-to-face interaction. Intake, orientation, pre-test and post-tests will occur in a face-to-face setting. Distance education may also include face-to-face contact to provide additional support for the student. Instructors must assign work and set timelines for completion of assignments during a face-to-face meeting with the student or through communication via media.
5. **English Literacy and Civics Education (EL/Civics)** An educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, U.S. history, and government. Its purpose is to help learners become active participants in their communities and develop the kinds of knowledge, skills, and strategies they need to navigate governmental, educational, workplace, and other American institutions, such as banking and health care. Grants from federal funds received under AEFLA are awarded on a competitive basis.
6. **English as a Second Language (ESL)** programs are for limited English proficient students with a focus on improving English communication skills such as speaking, reading, writing, and listening.
7. **Family Literacy Services** are of sufficient intensity in terms of hours, and of sufficient duration to make sustainable changes in the family and integrate all of the following activities:
 - Interactive literacy activities between parents and their children
 - Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
 - Parent literacy training that leads to economic self-sufficiency (ABE, ASE, and ESL)
 - An age-appropriate education to prepare children for success in school and life experiences (early childhood and school age)
8. **Smarter Sentencing/Sentence to Education** is designed to assist first-time and non-violent offenders to complete community service hours, educational, and employment goals.
9. **Transition** classes (a) help adults who are studying to earn high school degrees to transition to college, (b) provide preparatory support to adults who have a high school degree but are not academically

prepared to take college courses, and (c) provide counseling, mentoring, and support services to enable these adults to successfully transition to college and earn degrees.

10. **Workforce Alliance for Growth in the Economy (WAGE™)** is an Arkansas Adult Education program designed to ensure that unemployed and under-employed Arkansans have the basic academic skills necessary to become employed and stay successful in the workplace. WAGE Certificates may be earned by meeting specific standards.
11. **Workforce Education** is instruction related to job acquisition or improvement, job readiness or job retention.
12. **Workplace Education** is services provided according to an agreement between employer and local adult education provider which includes participation in the provision of services by the employer. Instruction may be customized or modified curriculum based on employers' needs. Workplace education can be either on-site or off-site ABE, ESL, GED/ASE, or WAGE instruction.

Assessment:

- Assessment complies with the Arkansas National Reporting System for Adult Education Assessment Policy and Distance Education Guidelines
- Student **assessment** information is used to determine the educational functioning level of students.
 - a. **Test of Adult Basic Education (TABE)** is used to determine the educational functioning level placement upon entry.
 - b. **Basic English Skills Test (BEST)**
 - i. **BEST Plus** measures English language learners' listening and speaking skills;
 - ii. **BEST Literacy** measures English language learners' reading and writing skills.
 - c. **Comprehensive Adult Student Assessment System (CASAS)** assesses an individual's ability to apply basic listening and basic reading skills in a functional context (ESL only).
 - d. **General Educational Development (GED) Official Practice Tests** is used to predict an individual's readiness to pass the GED test. Students are required to pass at 410 on each test battery with a 450 average overall prior to being eligible to take the GED tests.
 - e. **GED Tests** measure major academic skills and knowledge in core content areas that are learned during four years of high school.