



LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

APPROVED

MEMORANDUM

G.3.

Changing Lives,
Creating Futures

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TO: Joe D. May
LCTCS President

2/9/11 (PB)
LCTCS BOARD OF SUPERVISORS

THROUGH: Dr. Monty Sullivan
LCTCS Executive Vice President

FROM: Raye Nell Spillman
Senior Coordinator, WorkReady U

SUBJECT: Adult Education and GED Policies

DATE: January 19, 2011

FOR BOARD ACTION

Recommendation: Staff recommends that the Board of Supervisors of the Louisiana Community and Technical College System approve the proposed policies listed below:

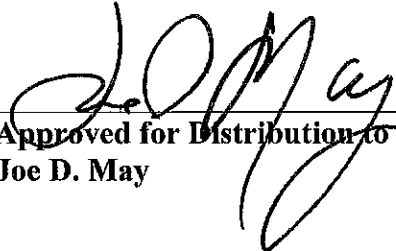
- Policy #1.101. Introduction
Policy #1.102. Standardized Assessments
Policy #1.103. Approved Assessments
Policy #1.104. Placement in an Educational Functioning Level
Policy #1.105. Follow-up Assessments
Policy #1.106. Special Populations
Policy #1.107. National Reporting System Core Measures
Policy #1.108. Reporting Core Measures
Policy #1.109. Student Goal Setting for Core Measures
Policy #1.110. Data Matching
Policy #1.111. Data Accuracy and Entry
Policy #1.112. Quarterly Reporting
Policy #1.113. State Approved Adult Education Data System
Policy #1.114. Resolving Data Analysis Problems and Deviations
Policy #1.115. Program Administration
Policy #1.116. Requirement for Students
Policy #1.117. Requirements for Taking the GED Test
Policy #1.118. Requirements for Passing the GED Test
Policy #1.119. Requirements for GED Retesting
Policy #1.120. Issuance of Equivalency Diplomas

**Background:** Act 732 of the 2010 Regular Session of the Louisiana Legislature transferred the governance of Adult Education and GED Testing from the Department of Education to the Louisiana Community and Technical College System. Policies to govern the program remain with the Board of Elementary and Secondary Education until such time as policies are approved by the Louisiana Community and Technical College System.

**Fiscal Impact:** None

**History of Prior Actions:** On December 8, 2010, the LCTCS Board of Supervisors received the proposed Adult Education and GED Policies for review and advisement.

**Benefits to System:** The LCTCS Board of Supervisors Policy Manual will be the designated authority for policies pertaining to Adult Education and GED Testing.

  
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**Approved for Distribution to the Board**  
Joe D. May

1-27-2011  
**Date**

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.101

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Title: **Introduction**

**Authority:** Board Action

**Original Adoption:** February 9, 2011  
**Effective Date:** February 9, 2011  
**Last Revision:** Initial

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- A. *The Adult Education Data Quality and Procedures* assists local adult education programs in meeting the reporting requirements of the National Reporting System (NRS) for Adult Education. The policies are designed to:
1. assist local adult education programs with the processes of gathering student data;
  2. inputting data into the state approved adult education database system;
  3. reporting data on program performance; and
  4. reviewing data to plan for and facilitate program improvement.
- B. The policy is applicable to all local adult and family literacy programs which are funded through the Louisiana Community and Technical College System and is in compliance with NRS requirements, which is the official accountability system for federally funded adult education programs. NRS reporting components include:
1. student assessment measures;
  2. data collection methodologies;
  3. reporting forms; and
  4. program procedures.
- C. The Louisiana Community and Technical College System and the National Reporting System for Adult Education are committed to assisting local adult education programs in improving the quality and utility of program data. Questions regarding the policy should be directed to the Louisiana Community and Technical College System.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.102

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**Title: Standardized Assessments**

**Authority:** Board Action

**Original Adoption:** February 9, 2011  
**Effective Date:** February 9, 2011  
**Last Revision:** Initial

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- A. National Reporting System (NRS) policies require local adult education programs to assess and place students at an educational functioning level (EFL) upon intake and at least one other time during the program year. Standardized assessments used to place students or demonstrate educational growth must be both valid and normed for adult students. The initial assessments are to be administered at intake or the first 12 hours of attendance.
- B. Each local director is responsible for training instructors, paraprofessionals, and volunteers in the proper procedures for administering NRS approved assessments. All staff members involved in gathering, analyzing, compiling, and reporting NRS data shall participate in professional development training as specified in the State Plan, Section 12.1. The state also provides opportunities throughout the year for instructors to become certified in the administration of the approved assessments. The training is administered by the local program supervisor or director and sessions are scheduled annually plus on an as needed basis for new personnel.
- C. In order to provide professional development opportunities for all local providers, the state staff will conduct three regional meetings and one state conference annually. These conferences include seminars and workshops on assessment policies and procedures, accommodations for assessing students with disabilities, NRS policy, data collection procedures, definitions of measures, and specific training for conducting assessments used in the program.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.103

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**Title: Approved Assessments**

**Authority:** Board Action

**Original Adoption:** February 9, 2011  
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- A. The Louisiana Community and Technical College System (LCTCS) approves certain assessments which are aligned with the educational functioning levels within the National Reporting System (NRS) to measure student level and growth. Only assessments on this list may be used to determine student placement upon intake or demonstrate educational growth. No other assessments, other than the assessments listed on the placement chart found in the NRS Guidelines, are to be used by local programs for placement purposes or to demonstrate educational growth at an educational functioning level.
- B. Assessments for Adult Basic Education and Adult Secondary Students:
1. Test of Adult Basic Education (TABE);
  2. Comprehensive Adult Student Assessment System (CASAS);
  3. WorkKeys (may be used only at the High Intermediate Basic Education and Adult Secondary Education Educational Functioning Level);
  4. Wonderlic General Assessment of Instructional Needs (GAIN).
- C. Assessments for English-as-a-Second Language Students:
1. Basic English Skills Test (BEST) Literacy and BEST Plus;
  2. Comprehensive Adult Student Assessment System (CASAS);
  3. Test for Adult Basic Education—Complete Language Assessment System—English (TABE CLAS-E).

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.104

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**Title: Placement in an Educational Functioning Level**

**Authority:** Board Action

**Original Adoption:** February 9, 2011

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- A. Upon administration of an approved assessment, at intake or within the first 12 hours of attendance, local programs are to place students at an educational functioning level. The Test of Adult Basic Education (TABE) Locator test is administered prior to the full assessment. Charts developed from the *National Reporting System (NRS) Implementation Guidelines*, shall be used for determining the appropriate EFL for a student. These charts are included in the instructor manual pertaining to this policy and are located on the Adult Education website at [www.lctcs.edu](http://www.lctcs.edu).
- B. Growth can only be shown through the administration of an approved pre-test and post-test or by passing the General Educational Development (GED) test. A student who passes the GED may be given credit for completing the High Adult Secondary (ASE) level. This is the only method to show completion of this level.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.105

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**Title: Follow-up Assessments**

**Authority:** Board Action

**Original Adoption:** February 9, 2011

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- A. National Reporting Systems (NRS) reporting policies state that programs use a different form of the same test for the follow-up (post-test) assessment for a student. Both the pre-test and post-test shall be administered and scored according to the test directions provided by the publisher. Test publisher guidelines are available on the Adult Education website [www.lctcs.edu](http://www.lctcs.edu) for approved assessments. Post-tests shall be administered after the student has:
1. attended for 30-140 hours based upon test publisher's guidelines for the amount of time needed for a student to show a meaningful gain; or
  2. been enrolled for 90 days; or
  3. has completed an Individualized Prescription of Instruction (IPI) for the area being used for NRS reporting purposes and in accordance with test publisher's guidelines. The subject area (total math, reading or total language) to be used for NRS reporting purposes is the lowest educational functioning level based upon the pre-test scores if multiple areas are assessed. The program decides the skill areas in which to assess the student based on the student's instructional needs and goals.
- B. The department's benchmark for the percentage of students who are pre and post-tested is 40 percent.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.106

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**Title: Special Populations**

**Authority:** Board Action

**Original Adoption:** February 9, 2011  
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- A. Assessments for special populations are administered with appropriate accommodations as specified by the publisher of the approved assessment. Test publisher accommodation guidelines for approved assessments are available on the Adult Education website [www.lctcs.edu](http://www.lctcs.edu) . Accommodations for adult learners who self-disclose a disability documented by a qualified professional and are eligible for accommodations under the provisions of Section 504 of the Americans with Disabilities Act (ADA) may be granted appropriate testing accommodations. Adult Education programs must document that adult learners were given the opportunity to self-disclose any disability during the student orientation process.
- B. Accommodations for approved assessments will likely differ from accommodations for the General Educational Development (GED) test. There are four types of disabilities, learning and other cognitive disabilities, attention deficit/hyperactivity disorder, emotional/mental health or physical/chronic health disability, which are applicable to students registered for the GED test. Disabilities must be documented on the appropriate form, which is available from a GED chief examiner. Although a student may receive accommodations for assessments for placement or to measure growth by a local program, this does not guarantee or imply that the same accommodations will be appropriate or provided for the GED test.



LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy #1.107

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**Title: National Reporting System (NRS) Core and Secondary Measures**

**Authority:** Board Action

**Original Adoption:** February 9, 2011

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- A. NRS measures include both core measures and secondary measures. NRS core measures apply to all adult education students. There are three types of core measures:
1. outcome measures, which include:
    - a. educational gain;
    - b. entered employment;
    - c. retained employment;
    - d. receipt of secondary school diploma or GED; and
    - e. placement in postsecondary education or training;
  2. descriptive measures, including:
    - a. student demographics;
    - b. reasons for attending and student status; and
  3. participation measures of contact hours received and enrollment in instructional programs for special populations or topics (such as family literacy, corrections or workplace literacy).
- B. NRS secondary measures include additional outcome measures related to employment, family and community that adult education stakeholders believe are important to understanding and evaluating adult education programs.
- C. Programs must meet a minimum of 50 percent of the federally-approved performance benchmarks as measured by NRS Tables 4 and 5 annually.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.108

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Title: **Reporting Core Measures**

**Authority:** Board Action

**Original Adoption:** February 9, 2011

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- A. National Reporting System (NRS) policies mandate that all local adult education programs must report core measures. Educational gains are calculated on all learners in the program year, July 1–June 30. Core measures which must be reported include:
1. *Educational Gains* that are in relation to the student’s Educational Functioning Level (EFL) in reading, writing, speaking and listening, and functional areas. This measure applies to all students;
  2. *Entered Employment*—students who obtain a job by the end of the first quarter after exit quarter. This measure applies to students who have set this as a goal\*;
  3. *Retained Employment*—students who remain employed in the third quarter after program exit. This measure applies to students who have set this as a goal\*;
  4. *Receipt of Secondary School Diploma or GED*—students who obtain a GED, secondary school diploma or recognized equivalent. This measure applies to students who have set this as a goal\*;
  5. *Placement in Postsecondary Education or Training*—a learner who enrolls in a postsecondary educational or occupational skills program, building on prior services or training received. This measure applies to students who have set this as a goal.\*

\*Data-matching is used for these goals to measure program outcome.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.109

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**Title: Student Goal Setting for Core Measures**

**Authority:** Board Action

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- A. Adult learners enter adult education programs for any number of reasons, which are reflective of the students' educational, vocational, and personal goals. The goal setting process occurs at intake and is intended to define the areas to focus instruction and learning. Student goals serve to provide a basis to measure student and program performance, and thus it is imperative that goals be both attainable and measurable.
- B. National Reporting System policies state that goals set by learners will be measured at the end of the program year and that goals must be attainable within that program year. If the goal is not attainable within the year, it shall not be entered as the NRS goal but as a long-term goal of the learner. When the student's skills have improved to a level at which attainment of the goal would be feasible within the fiscal year, the long-term goal shall be entered as a goal for that year.
- C. Goals will be reviewed upon reassessment of the student and updated accordingly. It is the role of the adult education instructor or coordinator to provide students with guidance on how to set and work toward meeting learning goals. Adult education instructors and coordinators will discuss with students the time frame to meet goals and discuss accessible resources for working toward the goal.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.110

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**Title: Data Matching**

**Authority:** Board Action

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- A. The state of Louisiana uses data matching as the methodology to follow up on National Reporting System (NRS) core measures. The Social Security Number (SSN) of the learner will be used to match data with Louisiana Workforce Commission (LWC) employment records and other records used by the LWC.
- B. The SSN of the individual student is used by the Louisiana Community and Technical College System (LCTCS) only to search records and is not released by LCTCS to any other third party individual or agency. Data is reported in aggregate format without any individual identifiable information. Accurate Social Security Numbers are critical to the success of the data matching process. Local programs are responsible for checking enrollment forms for missing or invalid SSNs and are prohibited from "making up" a SSN for a student. If a student fails to provide his/her SSN, local programs should follow up with the student to obtain the SSN. A student may refuse to provide his/her SSN to a local program; however, local program personnel will explain how this information is used and its importance in demonstrating program performance.
- C. Upon completion of the data-matching process, LWC provides the LCTCS with a list of students who achieved the specified outcomes and these outcomes are reported back to local programs. The data matching process specifically tracks those students who set employment as a goal, but also matches all students in the database for the core measures. This process allows programs to know which students met their specified goal(s) and those who have achieved other outcomes while enrolled in the program. These outcomes are to be entered as an achievement in the approved adult education database, not as a goal.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.111

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**Title: Data Accuracy and Entry**

**Authority:** Board Action

**Original Adoption:** February 9, 2011  
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**Last Revision:** Initial

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- A. The following data must be entered by local programs in order to ensure that the National Reporting System (NRS) provides valid and accurate data. Data entry errors, which go uncorrected, often do not reflect the progress of the student or the program, and often affect funding for local programs. Timely review of data assists in ensuring its accuracy and adherence to programmatic guidelines. The following represents Louisiana Community and Technical College System adult education data collection and entry policies as well as common data entry errors.

<b>Data</b>	<b>Entry Guidelines</b>
Social Security Number or Identifying Number	<ol style="list-style-type: none"><li>1. Enter the learner's real Social Security number.</li><li>2. Enter the alien identification number if ESL students do not have a Social Security number.</li></ol>
Contact Information	<ol style="list-style-type: none"><li>1. Enter as many phone numbers that are available for the student (e.g., home, work, etc.).</li><li>2. Enter a complete mailing address including a number, street, apartment (if applicable), town and zip code.</li><li>3. Use the learner's parish of residence (not where the program is located).</li></ol>

Data	Entry Guidelines
Enrollment Status	1. Enter the learner's status: enrolled, active, or left. *A learner shall be separated and his/her status changed to left after nonattendance for 90 days according to NRS policies.
Attendance	1. Attendance must be recorded daily on sign-in sheets. It is recommended that attendance be entered on a weekly basis. *Attendance hours are counted for instruction or instructional activities. Instructional activities include classroom instruction, assessment to inform instruction, tutoring or participation in a learning lab. Virtual, on-line or distance education attendance hours must be recorded following NRS guidelines.
Test Scores	1. Enter test results (pre-test or post-test) upon completion of approved assessment.

- B. The Louisiana Community and Technical College System requires that local programs submit a designation of distance learner for students enrolled in the adult education program, by participating in state-approved curricula and following a state-approved model for distance education. A list of state-approved curricula utilized for distance learning can be obtained on the Adult Education website at [www.lctcs.edu](http://www.lctcs.edu).
1. The student must be designated as a distance education learner if the majority of the student's attendance hours are in distance education. NRS approved proxy contact hours include:
    - a. Clock Time Model, which assigns contact hours based on the elapsed time that a learner is connected to, or engaged in an online or standalone software program. Student hours are taken from the activity statistics provided in the software.

- b. Teacher Verification Model, which assigns a fixed number of hours of credit for each completed assignment based on teacher determination of the extent to which a learner engaged in, or completed, the assignment. Telephone call and email contact are allowable in this model; however a contact log containing the date of contact, student name, topic discussed, and length of contact. The contact log must be filed with student attendance records.
  - c. Learner Mastery Model, which assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials and when they feel they have mastered the material, take a test. A high percentage of correct answers (70 percent) earns the credit hours attached to the material.
- 2. Students must have at least 12 onsite contact hours with the program.
  - 3. Pre-tests and post-tests are to be administered in person using the state assessment policy.
  - 4. Programs will report all required NRS data elements on distance education students in the state approved data management system.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.112

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**Title: Quarterly Reporting**

**Authority:** Board Action

**Original Adoption:** February 9, 2011

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- A. The Louisiana Community and Technical College System (LCTCS) requires that local programs enter data at least monthly during a program year. City or parish supervisors or program directors are responsible for timely entry into the state approved adult education data management system of local program data and ensuring its accuracy. LCTCS staff will review data for errors and contact supervisors or program directors to discuss needed corrections to local program data at least quarterly. Local program data for the prior month should be entered by the tenth day of each month.



LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.113

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**Title: State Approved Adult Education Data System**

**Authority:** Board Action

**Original Adoption:** February 9, 2011  
**Effective Date:** February 9, 2011  
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- A. The Louisiana Community and Technical College System (LCTCS) mandates that adult education programs, which it funds, must use the state-approved Adult Education Data System. Local programs are responsible for covering the costs of implementing and maintaining the system with a portion of their local grant funds. Staff from the LCTCS and staff from the state approved adult education data management system are committed to improving data quality by providing professional development workshops each year. The program supervisor or director will ensure that all program staff involved in gathering, analyzing, compiling, and reporting data for NRS will attend, at a minimum, an annual in-service meeting addressing the following topics: NRS and accountability policies; data collection process; definitions of performance measures; conducting pre and post assessments; and using data for improvement. While the above information can serve as a refresher for returning staff each year, it must also be included as part of the required in-service for new staff throughout the year. Adult Education staff shall participate in professional development training as specified in the State Plan, Section 12.1.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.114

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**Title: Resolving Data Analysis Problems and Deviations**

**Authority:** Board Action

**Original Adoption:** February 9, 2011  
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- A. Upon receipt of data submitted by local programs, the Louisiana Community and Technical College System (LCTCS) staff reviews program data quarterly for errors. It is the responsibility of the local program supervisor or director to conduct the initial review of the data, using the diagnostic features of the state approved adult education data management system and other instructions provided by LCTCS staff.
- B. Upon receipt of local program data, LCTCS staff shall run the diagnostic features of the state approved adult education data management system to search again for common and obvious data errors, such as invalid attendance dates, birthdates, and/or Social Security numbers. Staff further reviews data using other searches to determine if additional data analysis problems and deviations exist. LCTCS staff shall send a report to local program supervisors or directors detailing any data analysis problems or deviations. It is the responsibility of local program supervisors and directors to correct any data analysis problems or deviations within two weeks of notification of such problems by LCTCS staff.
- C. Data analysis problems or deviations must be corrected to accurately reflect student progress, evaluate program success and determine future funding. Local program supervisors or directors must sign the data extract each quarter upon acceptance of data by LCTCS staff. The signed program extract confirms that the local program supervisor or director states that the data is correct to the best of his/her knowledge, the local program has adhered to LCTCS data guidelines, and data has been reviewed for errors. The data reflected in the signed extract is used to determine subsequent year funding and serves as the record of program performance.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.115

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**Title: Program Administration**

**Authority:** Board Action

**Original Adoption:** February 9, 2011

**Effective Date:** February 9, 2011

**Last Revision:** Initial

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- A. The Adult Education and GED Testing Program shall be administered by the Louisiana Community and Technical College System (LCTCS) and operated by eligible entities as stipulated in the authorizing federal legislation. The LCTCS shall certify adult education sites of instruction using procedures as approved by the Board of Supervisors of the Louisiana Community and Technical College System (LCTCS).
- B. Data quality policies and procedures aligned to the National Reporting System (NRS) for Adult Education are applicable to all programs administered by the LCTCS and operated by eligible entities as stipulated in the authorizing legislation.
1. Approved assessments for Adult Basic Education, Adult Secondary Education, and English-as-a-Second Language students to determine placement upon student intake or to demonstrate educational growth are as follows:
    - a. Assessments for Adult Basic Education and Adult Secondary Students:
      - i. Test of Adult Basic Education (TABE);
      - ii. Comprehensive Adult Student Assessment System (CASAS);
      - iii. WorkKeys (May be used only at the High Intermediate Basic Education and Adult Secondary Education Educational Functioning Level);
      - iv. Wonderlic (May be used at the Low Intermediate Basic Education, High Intermediate Basic Education and Low Adult Secondary Education levels only).
    - b. Assessments for English-as-a-Second Language Students:
      - i. Basic English Skills Test (BEST) and BEST Plus;
      - ii. Comprehensive Adult Student Assessment System (CASAS);
      - iii. Test for Adult Basic Education—Complete Language Assessment System—English (TABE CLAS-E).
  2. Data must be entered at least monthly during a program year. City or parish supervisors or program directors are responsible for timely entry into the state approved adult education data management system of local program data and ensuring its accuracy. Louisiana Community and Technical College staff will review data for errors and contact supervisors or program directors to discuss needed corrections to local program data at least quarterly. Local program data, for the prior month should be entered by the tenth day of each month.

3. Adult education sites of instruction are required to post-test adult education students to demonstrate educational growth. Post-tests are to be administered to adult education students after the student has:
  - a. attended for 60-100 hours based upon test publisher's guidelines for the amount of time needed for a student to show a meaningful gain; or
  - b. enrolled for 90 days; or
  - c. completed an Individualized Prescription of Instruction for the area being used for NRS reporting purposes and in accordance with test publisher's guidelines.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy #1.116

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**Title: Requirements for Students**

**Authority:** Board Action

**Original Adoption:** February 9, 2011

**Effective Date:** February 9, 2011

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- A. Students must be 18 years of age or older to enroll in an adult education program.
- B. The parent, tutor, or other person responsible for the school attendance of a child who is under the age of 18 and who is enrolled in school beyond his sixteenth birthday may request a waiver from the local superintendent for the child to exit school to enroll and attend an adult education program approved by the Board of Supervisors of the Louisiana Community and Technical College System (LCTCS).
  - 1. In the case of a child with no parent, tutor, or other person responsible for his school attendance, the local school superintendent may act on behalf of the student in making such a request if one or more of the following hardships exist and if the following appropriate documentation is on file at the local school board office:
    - a. pregnant or actively parenting;
    - b. incarcerated or adjudicated;
    - c. institutionalized or living in a residential facility;
    - d. chronic physical or mental illness;
    - e. family and/or economic hardships.
      - i. Family and/or economic hardship is defined as a student who acts as a caregiver or must work to support the family due to a parent's death or illness, or needs to be removed from an existing home environment.
  - 2. The local school superintendent or his/her designee may approve the request without requesting action from LCTCS. If the request to exit school to enroll in a LCTCS-approved adult education program is denied at the local level, a student may request the waiver from the LCTCS with documentation of reason for denial at the local level. Students seeking to exit school to enroll in adult education, who are enrolled in a formal education setting other than a public K-12 institution, may request a waiver from the LCTCS.
  - 3. State or federally funded entities operating an adult education program or activity shall not exclude exceptional persons.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.117

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**Title: Requirements for Taking the General  
Educational Development (GED) Test**

**Authority:** Board Action

**Original Adoption:** February 9, 2011

**Effective Date:** February 9, 2011

**Last Revision:** Initial

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A. Age Requirements

1. A student shall be 17 years of age or older in order to be authorized to be administered the GED Test.
2. A married or emancipated individual may be permitted to take the GED Test at 16 years of age and above.
3. A student who has attained the age of 16 and qualified to take the GED Test may request an age waiver from the local school superintendent if one or more of the following hardships exist and if appropriate documentation is on file at the local school board office:
  - a. pregnant or actively parenting;
  - b. incarcerated or adjudicated;
  - c. institutionalized or living in a residential facility;
  - d. chronic physical or mental illness;
  - e. family and/or economic hardships.
    - i. Family and/or economic hardship is defined as a student who acts as a caregiver or must work to support the family due to a parent's death or illness, or needs to be removed from an existing home environment.
4. All other requests for age waivers, because of hardships not listed above must be approved by the Louisiana Community and Technical College (LCTCS) prior to the students' taking the GED Test.
5. Individuals 15 years of age and below shall not be permitted to take the GED test under any circumstances.

B. Qualifying Requirements

1. Individuals 19 years of age or above do not have to qualify for the GED by taking the Official Half-Length GED Practice Test.
2. Individuals between 17-18 years of age or 16 years of age with an approved age waiver may qualify for the GED Test by taking the Official Half-Length GED Practice Test and scoring a minimum of 410 on each part, with an average score of 450.

3. Qualifying scores on the Official Half-Length GED Practice Test shall be certified by State-approved adult education sites of instruction. Any state-approved adult education site of instruction may recommend an individual to take the GED Test.
4. The GED Test may not be administered to candidates who are enrolled in an accredited high school unless they are enrolled in the PreGED/Skills Option Program (The Options Program).
5. The GED Test may not be administered to candidates who have graduated from an accredited high school.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.118

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**Title: Requirements for Passing the GED Test**

**Authority:** Board Action

**Original Adoption:**

**Effective Date:**

**Last Revision:** Initial

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- A. To complete the GED Test successfully, a student must earn the minimum standard score approved by the governing bodies of the American Council on Education.
- B. The same form shall be used on all five tests when a student is being administered the GED Test.
- C. The student shall score a minimum of 410 on each section and an overall average standard score of 450 on all five tests.



LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.119

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**Title: Requirements for GED Retesting**

**Authority:** Board Action

**Original Adoption:** February 9, 2011

**Effective Date:** February 9, 2011

**Last Revision:** Initial

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- A. A student other than a veteran or member of the Armed Forces shall receive instruction in the area(s) of deficiency until such time as the instructor certifies the student to be proficient in the failed section(s). A veteran or member of the Armed Forces may receive instruction if the individual desires.
- B. A student may not be retested before 30 days have elapsed since the student last tested.
- C. Retesting shall be performed on a form of the test different from the one originally used in testing. No form may be used a second time. If more than one test is being repeated by a student, all retests shall be on the same form.
- D. The Louisiana Community and Technical College System (LCTCS) will retain records of a student's unsuccessful attempts to pass the GED Test for only five years following the individual's last attempt to pass the test according to the regulations approved by the governing bodies of the American Council on Education. The student must retest on all five sections of the GED Test, should the five years elapse.
- E. The student shall score a minimum of 410 on each of the retested sections and an overall average standard score of 450 on all five tests.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.120

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**Title: Issuance of Equivalency Diplomas**

**Authority:** Board Action

**Original Adoption:** February 9, 2011

**Effective Date:** February 9, 2011

**Last Revision:** Initial

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- A. A high school equivalency diploma will be issued from the Louisiana Community and Technical College System (LCTCS) after the student has successfully completed the General Educational Development (GED) Test.
- B. A Louisiana resident who successfully completes the GED Test at an official out-of-state GED testing center may be entitled to receive an equivalency diploma, provided that an official copy of the GED Test results are submitted for review to the LCTCS and provided that the student meets all other qualifications to receive an equivalency diploma.
- C. Veterans do not need to submit qualifying scores.
- D. To be eligible for an equivalency diploma based on results of the GED Test, a veteran or member of the Armed Forces shall be a legal resident of Louisiana for six consecutive months or shall have formerly attended a Louisiana school.
- E. A student who has earned a Louisiana High School Equivalency Diploma issued by the LCTCS is considered a Louisiana high school graduate in every respect.
- F. A student who has received a high school equivalency diploma may return to a regular high school program but will not be allowed to participate in athletic activities.
- G. Public high school equivalency diplomas shall be signed by the President of the Louisiana Community and Technical College Systems and the Board Chair of the Board of Supervisors of the Louisiana Community and Technical College System.