A. Institutions of higher education, specifically adult education, are required by law, the Workforce Investment Act (WIA), and by regulation, the NRS, to make sure that the initial and on-going assessment of adult learners is valid, reliable, and comparable on national and state levels.

B. The Adult Education Data Quality and Procedures Manuel 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.

C. 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.

D. It is critical that all programs adhere to the policies and procedures outlined in this manual to ensure uniform implementation and comparability across programs. Therefore, LCTCS will provide targeted technical assistance and training activities to promote compliance with applicable testing policies and procedures, as well as federal and state accountability reporting.

E. 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.
Title: Standardized Assessments

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 administrated 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.
Title: Approved Assessments

Authority: Board Action

Original Adoption: February 9, 2011
Effective Date: February 9, 2011
Last Revision: November 14, 2012

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. Wonderlic General Assessment of Instructional Needs (GAIN);
   4. WorkKeys (may be used only at the High Intermediate Basic Education and Adult Secondary Education Educational Functioning Level).

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).
Title: Placement in an Educational Functioning Level

Authority: Board Action

Original Adoption: February 9, 2011
Effective Date: February 9, 2011
Last Revision: November 14, 2012

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) Locater test is administered prior to the full assessment. Charts provided by the National Reporting System (NRS), Implementation Guidelines, shall be used for determining the appropriate Educational Functioning Level (EFL) for a student. The Educational Functioning Level chart can be found on the NRS website, http://www.nrsweb.org-foundations/related_documents.aspx, NRS Test Benchmarks for EFL.

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.

C. Students who test into the NRS Educational Functioning Level of Advanced ESL (ESL 6), scores of 76 – 78, must be given another pre-test, as there is no exit criteria established by NRS for BEST Literacy. If this occurs, do the following:

<table>
<thead>
<tr>
<th>Administrative Action</th>
<th>Pre-test Option #1</th>
<th>Pre-test Option #2</th>
<th>Pre-test Option #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do not enter into statewide data system.</td>
<td>1. Use an oral screening tool to determine if student has low oral skills.</td>
<td>Administer TABE 9/10 Reading and/or Language.</td>
<td>Administer GAIN English.</td>
</tr>
<tr>
<td>2. Record pre-test attempt in student permanent record.</td>
<td>2. If so, administer BEST Plus.</td>
<td>TABE Math is not required unless student has a math improvement goal.</td>
<td>GAIN Math is not required unless the student has a math improvement goal.</td>
</tr>
</tbody>
</table>

D. Students who pre-test into BEST Plus exit criteria (ESL X), (scores of 541-999), must be given another pre-test as ESL X is not an NRS Educational Functioning Level. If this occurs, do the following:
<table>
<thead>
<tr>
<th>Administrative Action</th>
<th>Pre-test Option #1</th>
<th>Pre-test Option #2</th>
<th>Pre-test Option #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do not enter into statewide data system.</td>
<td>1. Use a literacy screening tool to determine if student has low literacy skills.</td>
<td>Administer TABE 9/10 Reading and/or Language.</td>
<td>Administer GAIN English.</td>
</tr>
<tr>
<td>2. Record pre-test attempt in student permanent record.</td>
<td>2. If so, administer BEST Literacy.</td>
<td>TABE Math is not required unless student has a math improvement goal.</td>
<td>GAIN Math is not required unless the student has a math improvement goal.</td>
</tr>
</tbody>
</table>

E. Project learners are student enrolled in a short-term instructional program of at least 12 hours but no more than 30 hours duration. Local programs should administer an approved assessment to Project learner students at intake or within the first 12 hours of attendance to determine an educational functioning level.
Title: Post-Test Assessments

Authority: Board Action

Original Adoption: February 9, 2011
Effective Date: February 9, 2011
Last Revision: November 14, 2012

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 test publisher. Programs shall adhere to the Minimum Post-testing Guidelines listed below to determine educational gain and academic progress.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Minimum Post-testing Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEST Literacy</strong></td>
<td>60 hours of instruction</td>
</tr>
<tr>
<td><strong>BEST Plus</strong></td>
<td>60 hours of instruction</td>
</tr>
<tr>
<td>Comprehensive Adult Student Assessment System (CASAS)</td>
<td>40 hours of instruction</td>
</tr>
<tr>
<td>General Assessment of Instructional Needs (GAIN)</td>
<td>60 hours of instruction</td>
</tr>
<tr>
<td>Test of Adult Basic Education (TABE) for ABE students</td>
<td>40 hours of instruction</td>
</tr>
<tr>
<td>Test of Adult Basic Education (TABE) for ASE students</td>
<td>30 hours of instruction</td>
</tr>
<tr>
<td>Test for Adult Basic Education Complete Language Assessment System-English (TABE CLAS-E)</td>
<td>60 hours of instruction</td>
</tr>
<tr>
<td>WorkKeys</td>
<td>Semester or quarter course</td>
</tr>
</tbody>
</table>

B. Programs for Corrections Education and Other Institutionalized Individuals may post-test according to the recommended hours of instruction or after enrollment for 90 days in the instructional program.

C. Fifty percent (50%) of students who are federally reportable will have a pre and post-test assessment.

D. All students (100%) who meet the minimum post-testing guidelines for each assessment must be post-tested. Additional post-tests must follow established post-testing guidelines.

E. Assessments have an effective date of 180 calendar days (defined as weekdays, weekends, and holidays) from the test administration date.

1High Adult Secondary (ASE) level completion can only be achieved by passage of the General Educational Development (GED) test (Policy 1.104, B).
F. Informal and Supplemental Assessment

In addition to the approved standardized assessments, programs are encouraged to use a variety of informal assessments to guide instruction. The use of teacher-made tests, unit tests, portfolios, applied performance assessments, and learner observations can be used to monitor learning and guide instruction. However, programs may only use approved assessments to report learner gains for the NRS.
Title: Special Populations

A. 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. Assessments for special populations are administered with appropriate accommodations as specified by the test publisher of the approved assessment.

a. BEST Literacy

Laws such as the Americans with Disabilities Act of 1990 and other related federal, state, and local laws were enacted to guarantee equal opportunity for individuals with disabilities, including those in educational programs. Programs administering BEST Literacy are responsible for providing accessible services and for making sure that requests for accommodation are considered and handled in a manner consistent with applicable laws and regulations.

Program and test administrators may provide or allow accommodation in test administration procedures or in the testing environment for individuals with disabilities, provided that the accommodation does not compromise the purpose of the test as a measure of reading and writing in English. Permissible accommodations related to test administration procedures include the use of eyeglasses or magnifying glasses, earplugs, color overlays, or rulers. Testing environment accommodations might include frequent breaks or individual administration.

It is not an appropriate accommodation for someone to read the test questions to an examinee with sight impairment, as BEST Literacy is a test of reading (BEST Literacy Test Manual 2008 pgs. 9-10).

Additional information for the BEST Literacy assessment is available at http://www.cal.org/aea/bestliteracy/faqbestliteracy.html.
b. **BEST Plus**

Accommodations in test administration procedures for BEST Plus include using hearing aids, but do not include allowing students to read prompts from the computer screen. As BEST Plus is not a timed test, no accommodation for testing time is needed. Furthermore, as an oral proficiency interview, students need to hear test prompts and respond orally as well as look at picture cue prompts; therefore, no accommodation can be made for students who cannot hear, speak or see (Center for Applied Linguistics 2008).

c. **Comprehensive Adult Student Assessment System (CASAS)**


d. **Test of Adult Basic Education (TABE)**


e. **Test for Adult Basic Education-Complete Language Assessment System-English (TABE CLAS-E)**

TABE CLAS-E provides large-print editions to accommodate examinees with special needs:

- Large-Print Edition Locator Test
- Large-Print Edition Language Proficiency Tests, Forms A and B
- Expository Writing Folios are incorporated in Large-Print Edition Test Books.


f. **Wonderlic GAIN**

Wonderlic has developed a document that addresses reasonable accommodations for GAIN at the following link: http://www.everythingtogain.com/sites/default/files/ReasonableAccommodations.pdf.

g. **WorkKeys**

C. Accommodations for approved assessments may differ from accommodations for the General Educational Development (GED®) test. There are five types of disabilities, Intellectual Disabilities (ID), Learning and Other Cognitive Disabilities (LCD), Attention Deficit/Hyperactivity Disorder (ADHD), Psychological and Psychiatric Disorders (EPP), and Physical Disorders and Chronic Health

D. Conditions (PCA) which are applicable to students registered for the GED® test. Additional information on GED® accommodations is available at http://www.gedtestingservice.com/accommodations. Disabilities must be documented on the appropriate GED® Testing Service form, which is available from a GED® chief examiner and/or the GED® Testing Service website listed above. 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.
Title: National Reporting System (NRS) Core and Secondary Measures

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.
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 are not employed at time of entry and in the labor force who exit during the program year*;

3. *Retained Employment*—students who at the time of entry, were not employed and in the labor force, who are employed in the first quarter after exit quarter, and learners employed at entry*;

4. *Receipt of Secondary Credential* all enrolled learners who take all GED tests, or are enrolled in adult high school at the high ASE level, or are enrolled in the assessment phase of the External Diploma Program (EDP) who exit during the program year*;

5. *Enter Postsecondary or Training*—all learners who goal passed the GED tests or earned a secondary credential while enrolled in adult education, or have a secondary credential at entry or are enrolled in a class specifically designed for transition to postsecondary education who exit during the program year. A transition class is a class that has a specific purpose to prepare students for entry into postsecondary education, training or an apprenticeship program*.

*Data-matching is used for these goals to measure program outcome.
Title: **Student Goal Setting and Core Measures**

**Authority:** Board Action

<table>
<thead>
<tr>
<th>Original Adoption:</th>
<th>February 9, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Date:</td>
<td>February 9, 2011</td>
</tr>
<tr>
<td>Last Revision:</td>
<td>November 14, 2012</td>
</tr>
</tbody>
</table>

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.

B. National Reporting System requires states to automatically report the follow up measures for all students who meet certain criteria. Follow up measures for each student shall be determined at intake by the criteria listed below and entered in the statewide data management system. For NRS reporting purposes, the data system will automatically designate the cohort for each applicable follow up measure.

<table>
<thead>
<tr>
<th>Follow Up Measure</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter Employment</td>
<td>Learners who are not employed at time of entry <em>and in the labor force</em> who exit during the program year.</td>
</tr>
<tr>
<td>Retain Employment</td>
<td>Learners who, at time of entry, were not employed <em>and in the labor force</em>, who are employed in the first quarter after exit quarter, <em>and</em> learners employed at entry.</td>
</tr>
<tr>
<td>Receipt of a Secondary Credential</td>
<td>All enrolled learners <em>who take all GED tests, or are enrolled in adult high school at the high ASE level, or are enrolled in the assessment phase of the External Diploma Program (EDP)</em> who exit during the program year.</td>
</tr>
<tr>
<td>Enter Post-Secondary or Training</td>
<td>All learners <em>who passed the GED tests or earned a secondary credential while enrolled in adult education, or have a secondary credential at entry, or are enrolled in a class specifically designed for transition to postsecondary education</em> who exit during the program year. A transition class is a class that has a specific purpose to prepare students for entry into postsecondary education, training or an apprenticeship program.</td>
</tr>
</tbody>
</table>
C. Instructional goals should 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.
Title: Data Matching

Authority: Board Action

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

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.
Title: Data Accuracy and Entry

Authority: Board Action

Original Adoption: February 9, 2011
Effective Date: February 9, 2011
Last Revision: November 14, 2012

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.

<table>
<thead>
<tr>
<th>Data</th>
<th>Entry Guidelines</th>
</tr>
</thead>
</table>
| Social Security Number or     | 1. Enter the learner's real Social Security number.  
| Identifying Number            | 2. Enter the alien identification number if ESL students do not have a Social Security number.                                                                                                                   |
| Contact Information           | 1. Enter as many phone numbers that are available for the student (e.g., home, work, etc.).  
|                               | 2. Enter a complete mailing address including a number, street, apartment (if applicable), town and zip code.                                                                                                      |
|                               | 3. Use the learner's parish of residence (not where the program is located).                                                                                                                                  |
| 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.  
<p>|                               | *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. |</p>
<table>
<thead>
<tr>
<th>Data</th>
<th>Entry Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Scores</td>
<td>1. Enter test results (pre-test or post-test) upon completion of approved assessment.</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>Racial or ethnic category to which the learner self-identifies, appears to belong to, or is regarded in the community as belonging. When collecting data, program staff are to first ask about a student’s ethnicity (i.e., Hispanic/Latino or not) and then select one or more races with which the student identifies. Programs report data by counting students in only one of the following seven aggregate racial/ethnic categories: American Indian or Alaskan Native, Asian, Black or African American, Hispanic/Latino of any race, Native Hawaiian or Other Pacific Islander, White and Two or more races.</td>
</tr>
<tr>
<td>Labor Force Status</td>
<td>Whether the learner is employed, not employed, or not in the labor force at time of entry into the adult education program, according to the following criteria: Employed, Unemployed or Not in the Labor Force.</td>
</tr>
</tbody>
</table>

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 (see chart below) and following a state-approved model for distance education.

1. The student must be designated as a distance education learner if the majority of the student's attendance hours are in distance education utilizing only state-approved curricula. 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.

Models for Determining Proxy Contact Hours (PCH) for Curricula Included in the Project IDEAL Distance Student Tracker

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Model</th>
<th>Criteria for Awarding PCH</th>
<th>PCH Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crossroads Café*</td>
<td>Mastery</td>
<td>Passed unit test @ &gt; 70%</td>
<td>10 hours per unit; total possible PCH = 260</td>
</tr>
<tr>
<td>English for All</td>
<td>Mastery</td>
<td>Passed unit test @ &gt; 70%</td>
<td>6 hours per unit; total possible PCH = 120</td>
</tr>
<tr>
<td>GED Connection**</td>
<td>Teacher Verification</td>
<td>Video: student self-report; teacher validates whether student viewed</td>
<td>Video: .5 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workbook: teacher determines % of work completed</td>
<td>Workbook: &gt;75% of activities completed = 4 hrs; 50-74% = 2 hrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internet Activities: teacher determines work completed</td>
<td>Internet Activities: 1 hr per activity; total possible PCH = 43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internet Module: teacher validates w/questioning whether student has engaged</td>
<td>Modules: 3 hrs per module; total possible PCH = 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice Tests: online and print based</td>
<td>Tests: 1 hr. per; total possible PCH = 22</td>
</tr>
<tr>
<td>GED Illinois</td>
<td>Mastery</td>
<td>Passed unit test</td>
<td>50 minutes per unit completed</td>
</tr>
<tr>
<td>Madison Heights/Lifelines Teacher Verification</td>
<td>Video: student self-report; teacher validates whether student viewed</td>
<td>Video: .5 hrs</td>
<td></td>
</tr>
<tr>
<td>MHC GED Integrated Online Clock</td>
<td>System must tract time and log out student after preset period of inactivity</td>
<td>Recorded time in system</td>
<td></td>
</tr>
</tbody>
</table>

*Proxy contact hours could also be determined by the teacher verification model.
**Proxy contact hours could also be determined by the mastery model.

Policy #1.111, p. 3
***Different states/agencies/developers have used different criteria to determine PCH to assign to a particular curriculum. Criteria should be reviewed carefully to determine whether they fit with your state’s policy on assigning PCH.

### Models for Determining Proxy Contact Hours (PCH) for Curricula Included in the Project
***

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Model</th>
<th>Criteria for Awarding PCH</th>
<th>PCH Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLATO</td>
<td>Clock</td>
<td>System must tract time and log out students after preset period of inactivity</td>
<td>Recorded time in system</td>
</tr>
<tr>
<td>Pre-GED Connection</td>
<td>Teacher Verification</td>
<td>Video: student self-report; teacher validates whether student viewed</td>
<td>Video: .5 hrs</td>
</tr>
<tr>
<td>Skills Tutor</td>
<td>Clock</td>
<td>System must tract time and log out students after preset period of inactivity</td>
<td>Recorded time in system</td>
</tr>
<tr>
<td>Workplace Essential Skills**</td>
<td>Teacher Verification</td>
<td>Video: student self-report; teacher validates whether student viewed</td>
<td>Video: .5 hrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workbook: teacher determines % of work completed</td>
<td>Workbook: &gt;75% of activities completed = 2 hrs; 50-74% = 1 hrs; total possible PCH = 48</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internet Activities: teacher determines % of work completed</td>
<td>Internet Activities: &gt;75% of activities completed = 2.5 hrs; 50-74% = 1.5 hrs; total possible PCH = 60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preview and Review Tests: print based</td>
<td>Tests: 1 hr per; total PCH possible = 8</td>
</tr>
</tbody>
</table>

*Proxy contact hours could also be determined by the teacher verification model.

**Proxy contact hours could also be determined by the mastery model.

***Different states/agencies/developers have used different criteria to determine PCH to assign to a particular curriculum. Criteria should be reviewed carefully to determine whether they fit with your state’s policy on assigning PCH.

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Policy #1.111, p. 4
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.
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.
Title: Resolving Data Analysis Problems and Deviations

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.
Title: Program Administration

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 (LTCS).

B. Data must be entered at least monthly during a program year. Adult Education program directors/supervisors 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.

C. Program Income
In accordance with the Education Department General Administrative Regulations (EDGAR) 34 CFR80.25; subsection 80.25(b) and 34 CFR 76.534, tuition monies and/or fees collected must be used for classes, coordination, supervision, and general administration of full- and part-time adult basic education programs, including responsibilities associated with the management of the finances of these programs.

Program income is defined as “gross income received by the grantee or sub-grantee directly generated by a grant supported activity or earned as a result of the grant agreement during the grant period.” Program income is governed by the terms of the agreement between the state and local sub-grantee. Program income must be accounted for in program records and used only for costs allocable under Adult Education and Family Literacy Act (AEFLA). Program income may only be used to provide local adult education and literacy services. This can include the payment of salaries and purchase of materials.

Grant recipients must verify planned collection of program income in their grant application. Any grant recipient collecting program income must complete a Program Income Report form, detailing by object code all collections and expenditures, and certify that all program income was spent for costs allowable under AEFLA.
Grant recipients will report program income once during the grant award year for review by the state. The Program Income Report will be due at the end of the fourth quarter of the grant cycle. Certification of no program income is also due by the due date from any locality not collecting program income. Information about collecting and reporting program income will be included in all technical-assistance training related to grant reimbursements throughout the year. Program income will be monitored by LCTCS during collection times. Grant recipients not using program income in the appropriate and specified manner will receive written notification from LCTCS and may be subject to an on-site review. The Program Income Report form is available on the LCTCS website.
Title: Requirements for Students

Authority: Board Action

Original Adoption: February 9, 2011
Effective Date: February 9, 2011
Last Revision: November 14, 2012

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 a public school or homeschool 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 the Louisiana Department of Education, Board of Elementary and Secondary Education (BESE). 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 Louisiana Department of Education, Board of Elementary and Secondary Education (BESE), with documentation of reason for denial at the local level. Students seeking to exit school to enroll in adult education setting other than a public K-12 institution or homeschool, may request a waiver from the school/institution they attend. Additional information can be found on the LCTCS website, http://www.lctcs.edu/index.cfm?md=pagebuilder&tmp=home&nid=205&pnid=201&pid=280&fmid=0&catid=0&elid=0,
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.
Title: Requirements for Passing the GED Test

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

Title: Requirements for GED Retesting

Authority: Board Action
Original Adoption: February 9, 2011
Effective Date: February 9, 2011
Last Revision: Initial

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.
Title: Issuance of Equivalency Diplomas

Authority: Board Action

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

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.