Administrative Handbook

Fiscal Year 2021-2022

Purpose

The primary purpose of the manual is to set forth the policies, procedures, and guidelines intended to assist eligible recipients in the proper administration of adult education and literacy programs at the local level and ensure that all federal Adult Education Family Literacy Act (AEFLA) and state funds are lawfully expended. This manual provides programmatic information on how AEFLA and state funds are used at the local level once an eligible recipient's application is approved for funding. It includes information on the process used by the Louisiana Community and Technical College System (LCTCS) to review budget information; the process by which successful applicants request reimbursement; how to determine whether a cost is allowable; required fiscal and programmatic reports and their respective due dates; and the process used by WorkReady U (WRU) to monitor eligible recipients for compliance. The manual provides eligible recipients with a single point of reference for all post-award compliance requirements.

Additionally, the Legislative Auditor of Louisiana and the U.S. Education Department's Office of Inspector General (OIG) and Office of Career, Technical and Adult Education (OCTAE) may rely on the procedures and internal controls described herein, in part, to assess LCTCS WRU's compliance with the AEFLA, the Education Department General Administrative Regulations (EDGAR), and the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (2 C.F.R. Part 200 or Part 200).

This manual was not designed, nor should it be construed as, a description of the policies and procedures of other programmatic divisions within LCTCS. It is an organic document which will be periodically updated to reflect significant changes at LCTCS and/or WRU.

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SECTION 1 | Program History & Data Overview

WorkReady U Mission & Vision

WorkReady U is a state-wide system of adult education and literacy programs that provide English language, math, reading, and writing instruction to help students acquire the skills needed to succeed in the workforce, earn a high school equivalency, or enter college or career training. WorkReady U is funded with both federal and state funds, and services are delivered through a network of 22 programs composed of community colleges, schools systems, correctional institutions, and community based organizations.

Goals

Each state adult education agency must negotiate levels of performance with the Department of Education's Office of Career, Technical, and Adult Education (OCTAE). Louisiana's negotiated levels of performance are below.

Performance Indicator	PY 2020	PY 2021
Employment 2nd quarter after exit	40%	40.1%
Employment 4th quarter after exit	37%	37.1%
Median Earnings 2nd quarter after exit	$3500	$3505
Credential Attainment Rate	30%	30.1%
Measurable Skill Gains	47%	47.1%

Workready U Organizational Structure and Functions

The LCTCS has a number of different offices. Not all of LCTCS' offices have direct responsibilities for adult education grant administration and only those offices with such responsibilities will be discussed here. These offices include: (1) the Education and Training/WRU Grant Management Office; and (2) the Finance and Administration Office.

- The Education and Training/WorkReady U Grant Management Office is primarily responsible for fiscal and programmatic aspects of the grant and manages the day-to-day grant functions of the AEFLA and adult education state grants. Particularly, responsible for the High School Equivalency data management system, as well as conducting the Request for Proposal (RFP) process; managing the local grant application process; approving allocations; issuing Grant

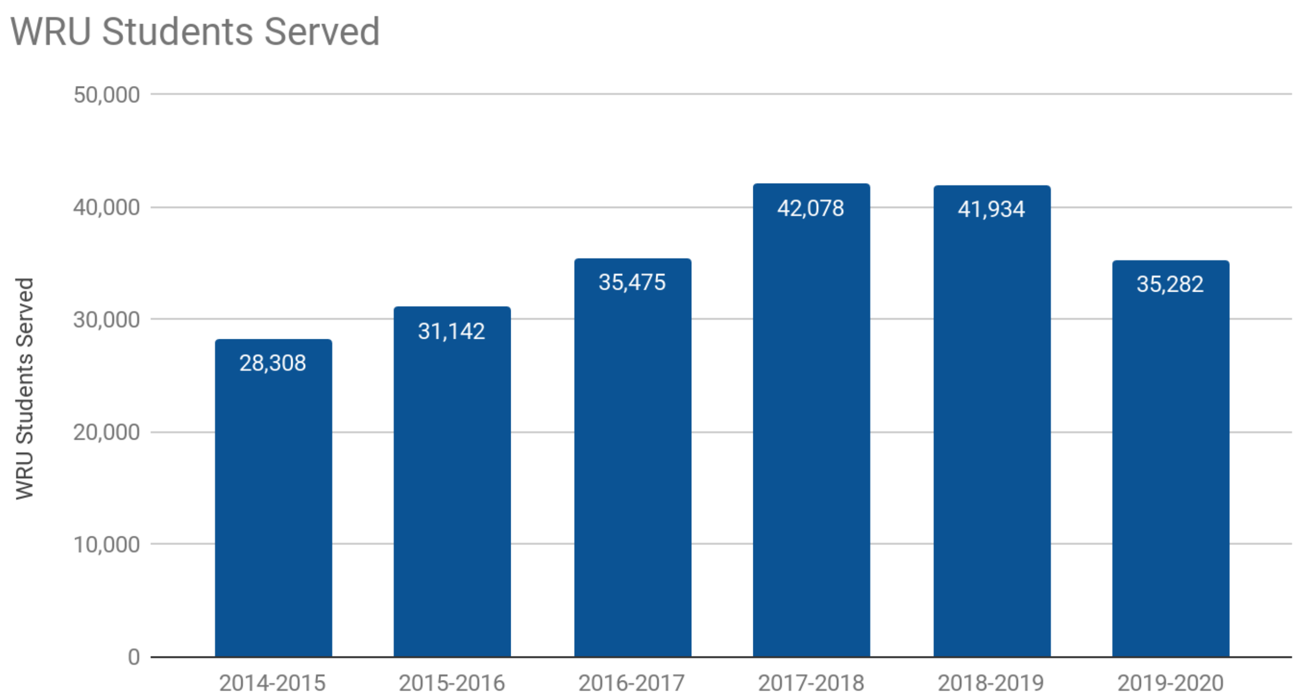
Award Notifications (GANs) to recipients; reviewing local budgets and plans; monitoring programmatic compliance and providing technical assistance; establishing and overseeing the high school equivalency testing program for the state; managing high school equivalency records; and processing and issuing high school equivalency credentials.

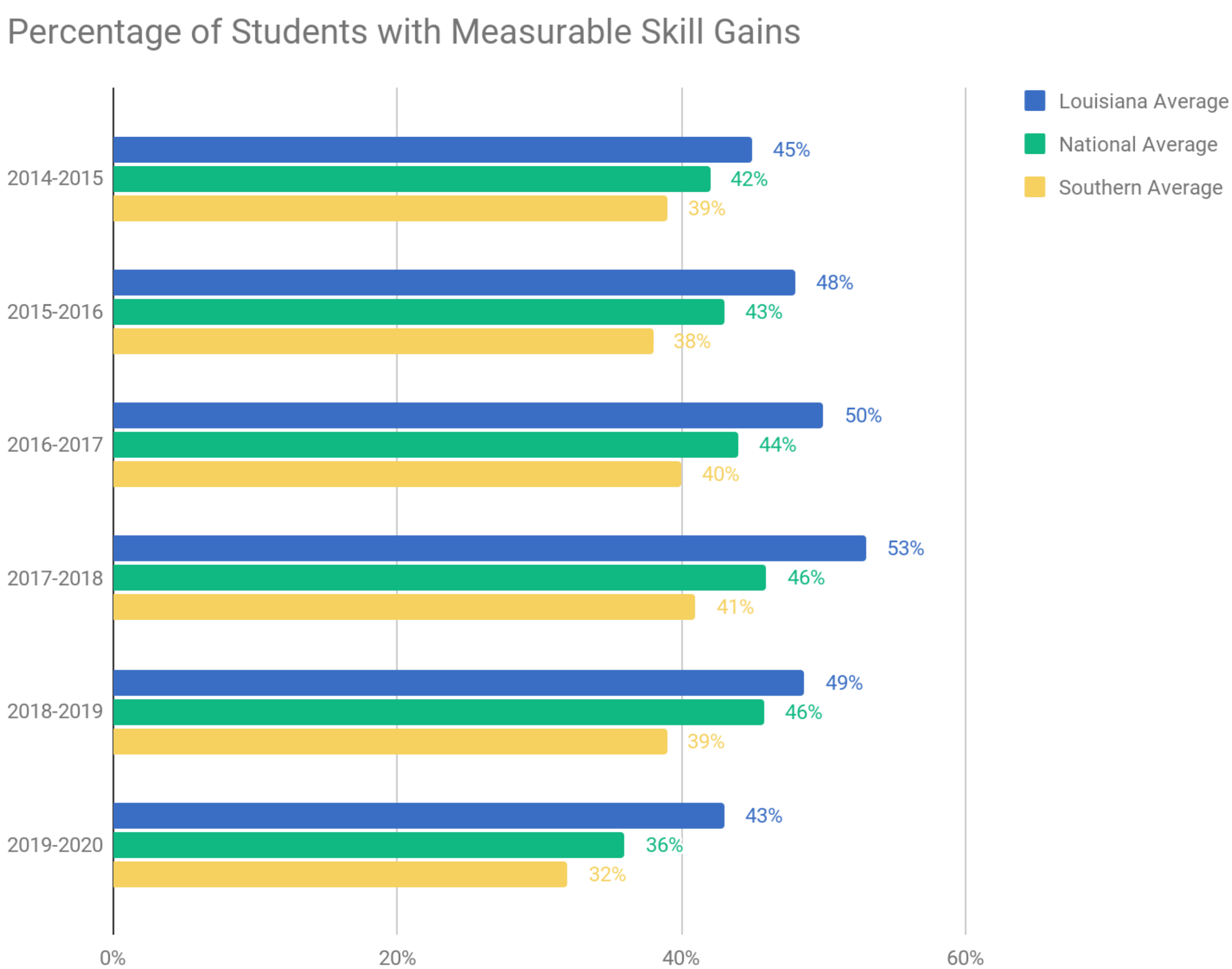
- The Finance and Administration Office is primarily responsible for the fiscal aspects of the grant and houses a number of sub-offices or divisions. These sub-offices/divisions include: Facilities, Finance, and Human Resources. The Finance and Administration Office is responsible for, among other things, overseeing the accounts payable and receivable functions at the state level as well as processing grant payments to eligible recipients (reimbursements), monitoring and managing the budget allocations for WRU at the state level, monitoring the procurement and inventory processes at the state level, and putting together the annual U.S. Department of Education (USDE) Financial Status Reports (FSRs) for WRU.

WRU Statistics and Data

- Louisiana has 451,074 people 18 and older without a High School Diploma or High School Equivalency, U.S. Census Bureau. (2019).[1]
- 22 Providers
  - 11 Community Colleges
  - 4 Local Educational Agencies
  - 3 Community-Based Organizations
  - 3 Faith-Based Organizations
  - 1 Correctional Entities
- Over 230 sites of instruction in 60 parishes

[1] *2013-2017 American Community Survey 5-year Average Educational Attainment* [Data file]. Retrieved from https://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t


WRU Students Served
50,000
40,000
30,000
20,000
10,000
0
WRU Students Served
28,308
31,142
35,475
42,078
41,934
35,282
2014-2015
2015-2016
2016-2017
2017-2018
2018-2019
2019-2020



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SECTION 2 | Data Management & Quality

National Reporting System | NRS

The National Reporting System (NRS) is the federal accountability system for the state-administered adult education program, which is federally funded. It addresses the accountability requirements of the Adult Education and Family Literacy Act (AEFLA), of the Workforce Investment Act, Title II. The NRS (1) contains measures that assess the impact of adult education instruction, (2) provides

[2] Source | National Reporting System for Adult Education https://nrs.ed.gov/

methodologies for collecting the measures, (3) includes reporting forms and procedures, and (4) offers training and technical assistance to help states collect and report the measures.

The WorkReady U Database incorporates the NRS to report actual outcomes and monitor local agency performance.

Statewide Information Management System

In Louisiana, grantees are required to track data in the WorkReady U Database. Data entry should occur promptly, and all data must be entered and validated by the 10th of the following month. See LCTCS Policy #1.104 | WorkReady U - Data for more information.

WRU Database Tutorials

Within the WRU Database, there are many tutorials with step by step instructions on how to perform common tasks. Click on the links below to access the pertinent documentation.

- Change Inactive Status to Active Status
- Create and Edit Course Procedures
- Create and Edit Student Profile Procedures
- Edit My Profile for User
- Create and Edit User Profile Procedures
- Enter Locator PreTest Assessment Procedures
- Enter PostTest Assessment Procedures
- Register Student to Course Procedures
- Retrieve Course Roster
- Hi-Set Module
- Move Staff
- Attendance Import
- Prospect Tab Directions
- Copy Course Directions
- TABE 11 and 12 directions when converting a student from 9 and 10
- Agency File Directions
- Credentials Directions
- G Suite / Google Classroom Integration

WRU Database Guidelines

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.

*Program staff collects NRS demographic information directly from participants upon entry into the program. Participants self-report these measures, or staff may determine demographic measures through observation, when participants decline to self-identify.

Data	Entry Guidelines
Social Security Number or Identifying Number	1. Enter the learner's real Social Security number. 2. Enter the Individual Taxpayer Identification Number (ITIN) if students do not have a Social Security number.
Age	Enter the student's date of birth (The minimum age at time of entry is 16.)
*Gender	Designate whether the participant is Male or Female
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).
*Barriers to Employment	Indicate if the student is: 1. Displaced homemaker, 2. English language learner, low literacy level, cultural barriers 3. Exhausting Temporary Assistance for Needy Families (TANF) within 2 years 4. Ex-offender 5. Homeless or runaway youth 6. Long-term unemployed 7. Low Income 8. Migrant and seasonal farmworker 9. Individual with disabilities 10. Single Parent 11. Youth in foster care or who has aged out of the system
Highest Degree or Level of School Completed	From the drop-down menu in the database choose the appropriate category and indicate if the schooling was US Based or Non-US based.
Enrollment Status	1. The learner's enrollment status is either active or inactive based upon enrollment and exit dates. 2. 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 collected daily on sign-in sheets or by using an electronic system approved by LCTCS. It is recommended that attendance be entered on a weekly basis. 2. 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 WRU policy & NRS guidelines.
Test Scores	Enter test results (pre-test or post-test) upon completion of approved assessment.
*Race/Ethnicity	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.
Employment Status	The learner's employment status at the time of entry into the adult education program, is entered according to the following criteria: Employed, Employed but Received Notice of Termination of Employment or Military Separation is Pending, Unemployed, or Not in the Labor Force.

User/Staff Creation

Data Fields	Required or Optional	Description
Personal Details		
First Name	Required	Use legal first name on the SSN or through a government-issued ID. No nickname.
Last Name	Required	Use legal last name on the SSN or through a government-issued ID.
Middle Initial	*Optional*	If available, enter the user/staff's middle initial.
Date of birth	Required	Birthdate of user/staff.
Username	Required	• Assign by an admin. • Recommend using first and last name combination.

Job Title	Required	User/staff job position at the service provider.
Telephone	Required	Enter an active telephone for communication purposes.
Email	Required	Enter an active email address for communication purposes.
Status	Required	● Update as necessary by admin. Required. ● Active – User/staff employed with the service provider. ● Inactive – User/staff not employed with the service provider.
User Role	Required	● Admin assigns to user/staff to grant access to the web application. Required. ● Provider Admin ○ Edit/Input/View Access/Create user or staff profile ● Provider Data Entry ○ Edit/Input/View Access of data of all parishes within the service provider. ● Parish Service Data Entry ○ Edit/Input/View Access of data of a particular parish within the service provider. ● Instructors ○ Edit/View data of a particular parish within the service provider. ● Read Only ○ View data only.
Staff Function		
Fiscal Year	Required	Select the appropriate value. Required.
Job Function	Required	Select the appropriate value. Required. ● State-level Administrative/Supervisory/Ancillary Services ● Local-level Administrative/Supervisory/Ancillary Services ● Local Counselors ● Local Paraprofessionals ● Local Teachers
Job Status	Required	Select the appropriate value. Required. ● Full-time ○ Refer to the definition or classification by the hiring institution. ● Part-time ○ Refer to the definition or classification by the hiring institution.
Staff Credentials		

Experience Year	Required	● Enter the appropriate value. Required. ● Refers to year(s) in Adult Education. ● Enter only 0.5 increments. For example, 0.5, 1, 1.5, etc.

Certificate Type	Required	Select all applicable certification type.
		
		● No Certification
		● Adult Education Certification
		    ○ Credential recognized by the State that focuses on teaching adult education students.
		● K-12 Certification
		    ○ Credential recognized by the State that focuses on teaching children.
		● Special Education Certification
		    ○ Credential recognized by the State that focuses on teaching children or adults with disabilities or special needs.
		● TESOL Certification
		    ○ Credential recognized by the State that focuses on teaching English to speakers of other languages.
		● Other
		    ○ Credentials that are not identified from the ones listed above.

Certification Date	*Optional*	Enter date of when certification was awarded.

Intake Definitions

Personal Details

Intake date	The date the student first attended your program.
Fiscal year	Should default to the correct year
Social Security Number	Enter the student's actual number. Do not create a number. A student may choose not to give you their ssn but it is essential in data matching and therefore do all you can to encourage them to give it to you.
Names	Best to use the name as shown on their Drivers License or State ID.
Date of Birth	Their date of birth. Note: Confirm the spelling of the name and date of birth using the Driver's License or State ID.
Age	auto filled based upon their intake date and date of birth.
US Citizen	The student should check the box if they are a US citizen.
Marital Status	● Single ● Married

	• Divorced • Widowed • Other
Gender	Student self-reports: • Male • Female
Other ID	May enter passport#, visa or other info provided. Providers serving students in a correctional facility should report the inmate's number.

Address Information

Enter the complete address info for each student. It allows for multiple addresses to be entered and also asks for the parish name for the address given.	• Address 1 • Address 2 • City • State • Zip Code • Address Type • Active Address • Address Parish – Address is location by Parish of residence

Phone Details

Enter active phone numbers for each student. Up to 3 numbers may be given.	• Number • Type of Number • Active Phone

Emergency Contact

Enter the emergency contact information for this student:	• Last Name
	• First Name
	• Relationship to student
	    ○ Father
	    ○ Mother
	    ○ Spouse
	    ○ Friend
	    ○ Legal Guardian
	    ○ Other
	• Phone Number 1
	• Phone Number 2

Email Address

Students should provide the following information.	• Email address • Email address type • Active email – check if active

Ethnicity Details

Race or Ethnicity - 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 Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American	A person having origins in any of the Black racial groups of Africa.
Hispanic/Latin of any race	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term ``Spanish origin'' can be used in addition to ``Hispanic/Latino or Latino.''
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Two or more races	A person having origins in two or more race categories and not Hispanic/Latino. Students who identify themselves as Hispanic/Latino are reported only in that category.

Program Details

Primary Program Type:

Adult Basic Education	A program of instruction designed for adults who lack competence in reading, writing, speaking, problem-solving, or computation at a level necessary to function in society, on a job, or in the family.
Family Literacy	A program with a literacy component for parents and children or other intergenerational literacy components.
Workplace Literacy	A program offering adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.
EL Program (ESL)	A program of instruction designed to help adults with limited English proficiency achieve competence in the English language.
Adult Secondary Education	A program of instruction designed for adults who have some literacy skills and can function in everyday life but who are not proficient or do not have a certificate of graduation or its equivalent from a secondary school.
Program for the Homeless	A program designed for homeless adults. Homeless adults lack a fixed, regular, nighttime residence or have a residence that is (1) a publicly supervised or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), (2) an institution that provides temporary residence for individuals intended to be institutionalized, or (3) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. The term homeless adult does not apply to any individual imprisoned or otherwise detained pursuant to an act of the Congress or a State law.
Community Corrections Program	A community-based rehabilitation facility or halfway house.
Other Institutional Programs	Any other medical or special institution.
Distance Education	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 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, e-mail or online technologies and software.

Community Education	A short course (less than 8 hours) of an allowable activity under WIOA such as job readiness, digital literacy, health or financial literacy that is used in recruiting students into the program. It is an ideal way to engage a new audience and expose them to the scope of services available to prepare them for continuing education or entry to employment. (Must clear other types of courses through WRU staff.)
Integrated English Literacy & Civics Education	EL (ESL) Students served by providers receiving the Integrated English and Civics funding. Educational services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers and citizens in the United States. Such services shall include instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. IET services must be offered as part of this program.
LA Career Pathways	Students who are co-enrolled in a career course that leads to an industry-based stackable credential or recognized post-secondary credential. May be in a credit or non-credit course but includes a logical progression/sequence of courses that are applicable to the target credential. Could define this as blocks of courses tied to defined entry/exit points. Course sequence provides a clear plan for what students take and when. Includes integrated student (participant) supports, including academic supports, non-academic/general support, transitional support, up-front career exploration and ongoing career development as well as job-placement assistance and provides the opportunity to earn college credit.
Integrated Education and Training Program (IET)	A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
Corrections (225)	Any prison, jail reformatory, work farm, detention center, or any other Federal, State, or local institution designed for the confinement or rehabilitation of criminal offenders served by Providers allocated AEFLA Corrections 225 funding.
Corrections (Non 225 – local funds)	Providers that did not apply for AEFLA Corrections 225 funding may serve students in any prison, jail reformatory, work farm, detention center, or any other Federal, State, or local institution designed for the confinement or rehabilitation of criminal offenders with funding providers for other sources. These programs cannot be supported with either AEFLA Federal or State Allocated funds.
Pathway Programs	if the student is participating in a Pathway program or an IET/IELCE program indicate the category of the program: ○ Business ○ Culinary Arts/Hospitality ○ Health Science ○ Information Technology

	○ Manufacturing ○ Skilled Craft ○ Transportation ○ Other: Specify

Keyword

A provider may assign a keyword to a student to help identify the group the student belongs to.

State Keywords

Distance Learning	Should be used for students who are in a distance learning program.
LA HSE Scholarship	WorkReady, U through the Foundation for Louisiana's Community and Technical Colleges, is providing a way to help students pay for the Louisiana High School Equivalency (HSE) test in either English or Spanish. The scholarship will provide financial support to test candidates that meet the eligibility criteria. All students receiving this scholarship should be so marked.
5 for 6	The 5 for 6 Scholarship is awarded to individuals without a high school diploma or equivalency who wish to enroll at a Louisiana community or technical college. Eligible recipients are currently enrolled in WorkReady U, the state's comprehensive adult education program, have not received financial aid in the past, do not currently qualify for federal aid, and have not earned an Ability to Benefit qualifying score on ACCUPLACER. The "5" comes from colleges setting aside 5% of tuition increases, and the "6" is to cover costs associated with taking 6 credit hours to qualify for additional aid. Keyword the students who qualify, enter post-secondary as a 5 for 6 student.
ATB	Ability to Benefit is a term used in the context of post-secondary education in the United States to refer to students who have sufficient competency to benefit from post-secondary education but do not have a high school diploma or the Certificate of High School Equivalency. Students whom the provider is working with to reach a qualifying score on the Accuplacer test should keyword the student as ATB.
LA Career Pathways	Any student in a Career Pathway program, not in an IELCE or IET
IELCE	All EL students (ESL) in a provider receiving IELCE Funding
Family Literacy	All students who are participating in a Family Literacy Program
eLearn Project	A provider participating in the Delgado eLearn project should use this keyword for all distance learning students participating in eLearn.

Local Keywords

Developed by each provider to meet their needs

ESL Checkbox

Should be checked for all students attending for EL (ESL) or IELCE services

Native Language

ESL students

Past Enrollment in Adult Education

If the student has been enrolled in AE in the past, they check the box and enter the name of the provider or center they attended.

Employment Information

Employment Status upon entry:

Employed	If the participant (a) is currently performing any work at all as a paid employee, (b) is currently performing any work at all in his or her own business, profession, or farm, (c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or (d) is one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.
Employed but Received Notice of Termination of Employment or Military Separation is Pending	If the participant is a person who, although employed, either (a) has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or (b) is a transitioning service member (i.e., within 12 months of separation or 24 months of retirement).
Not in the Workforce	If the participant is not in the labor force (i.e., those who are not employed and are not actively looking for work, including those who are incarcerated).
Unemployed	If the participant is not employed but is seeking employment, makes specific effort to find a job, and is available for work.

Employer: Student enters the name of employer/company for which he/she works

Date of Employment: The student places the date when he started employment with the current employer

Occupation: Student enters the type of occupation in which they are engaged

Barriers at Program Entry

Migrant and Seasonal Farmworker Status at Program Entry

Seasonal Farmworker	The participant is a low-income individual (i) who for the 12 consecutive months out of the 24 months prior to application for the program involved, has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment; and (ii) faces multiple barriers to economic self-sufficiency.
Migrant and Seasonal farmworker	The participant is a seasonal farmworker and whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence within the same day.
A Dependent of a Migrant or Seasonal Farmworker	The participant is a dependent of the individual described as a seasonal or migrant seasonal farmworker above.

Long-Term Unemployed at Program Entry

The participant has been unemployed for 27 or more consecutive weeks at program entry.

Single Parent Record

The participant is single, separated, divorced or a widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women).

Dislocated Worker

The participant received services under WIOA Section 133(b)(2)(B) as a person who:

- Has been terminated or laid off, or who has received a notice of termination or layoff, from employment; (ii)(I) is eligible for or has exhausted entitlement to unemployment compensation; or (II) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center referred to in section 121(e), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and (iii) is unlikely to return to a previous industry or occupation;
- Has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise; (ii) is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or (iii) for purposes of eligibility to receive services other than training services described in WIOA Sec 134(c)(3), career services described in WIOA Sec 134(c)(2)(A)(xii), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close;

- Was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the participant resides or because of natural disasters;
- Is a displaced homemaker; or
- The spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code), and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or (ii) is the spouse of a member of the Armed Forces on active duty and who meets the criteria described in WIOA Section 3(16)(B).

Public Assistance

The learner is receiving financial assistance from Federal, State, or local government agencies, including Temporary Assistance for Needy Families (TANF) or equivalent general assistance, food stamps, refugee cash assistance, old-age assistance, and aid to the blind or totally disabled. Social Security benefits, unemployment insurance, and employment-funded disability are not included in this definition. If the student meets any of the criteria for Low Income (below) this box should be checked.

Displaced Homemaker

The participant has been providing unpaid services to family members in the home and who:

- Has been dependent on the income of another family member but is no longer supported by that income; or
- Is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment or a call or order to active duty or a permanent change of station, or the service-connected death or disability of the member; AND
- Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Cultural Barriers at Program Entry

The participant perceives him or herself as possessing attitudes, beliefs, customs or practices that influence a way of thinking, acting or working that may serve as a hindrance to employment.

Foster Care Youth Status at Program Entry

In Foster Care	Is a person who is currently in foster care.
Aged Out of Foster Care	Has aged out of the foster care system as of the time of program entry.

Exhausting TANF Within 2 Years (Part A Title IV of the Social Security Act) at Program Entry

The participant at intake is within 2 years of exhausting lifetime eligibility under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) at program entry.

Individual with a Disability

The participant indicates that he/she has any "disability", as defined in Section 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). Under that definition, a "disability" is a physical or mental impairment that substantially limits one or more of the person's major life activities.

Job Corps

The participant received services under WIOA Title I Chapter 4, Subtitle C. (Job Corps)

YouthBuild - the participant received services financially under the YouthBuild Program as authorized under WIOA section 171.

Low Levels of Literacy/Basic Skills Deficient at Program Entry

The participant is:

- a youth, who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
- a youth or adult, who is unable to compute and solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. (Should be based upon the students pretest.)

Low Income Status at Program Entry

The participant is a person who:

- Receives, or in the 6 months prior to application to the program has received, or is a member of a family that is receiving or in the past 6 months prior to application to the program has received:
    - Assistance through the supplemental nutrition assistance program (SNAP or Louisiana Purchase Card) under the Food and Nutrition Act of 2008 (7 USC 2011 et seq.);
    - (ii) Assistance through the temporary assistance for needy families (TANF) program under part A of Title IV of the Social Security Act (42 USC 601 et seq.);
    - (iii) Assistance through the supplemental security income (SSI) program under Title XVI of the Social Security Act (42 USC 1381); or
    - (iv) State or local income-based public assistance. (Louisiana Medicaid, Section 8 Housing, Kinship Care, Child Care Assistance, LSU Hospital Free Care or Free Dental Program)
- Is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level;
- Is a youth who receives, or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 USC 1751 et seq.);
- Is a foster child on behalf of whom State or local government payments are made;
- Is an individual with a disability whose own income is the poverty line but who is a member of a family whose income does not meet this requirement;
- Is a homeless individual or a homeless child or youth or runaway youth (see Data Element #700); or

- Is a youth living in a high-poverty area.

Ex-Offender Status at Program Entry

The participant is a person who either:

- has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or
- requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction.

Homeless Individual, Homeless Children and Youths, or Runaway Youth at Program Entry

The individual:

- Lacks a fixed, regular, and adequate nighttime residence; this includes an individual who:
    - is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
    - is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations;
    - is living in an emergency or transitional shelter;
    - is abandoned in a hospital; or
    - is awaiting foster care placement;
- Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground;
- Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work; or
- Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth).

Homeless (continued): Note: This definition does not include an individual imprisoned or detained under an Act of Congress or State law. An individual who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless.

WIOA Participation History

Adult

The participant received services under WIOA section 133(b)(2)(A) (Worker Employment and Training Activities) as an individual who is not less than age 18 at the time of program entry.

- Yes, Local Formula - if the participant received services under WIOA section 133(b)(2)(A) as an individual who is not less than age 18 at the time of program entry.
- Yes, Statewide - if the participant received services under WIOA section 133(a)(1).
- Yes, Both Local Formula and Statewide - if the participant received services under WIOA sections 133(b)(2)(A) and 133(a)(1).

Youth

18-24 years of age (Not for AE services but for Worker Employment and Training Activities through the one-stop services specific for youth.)

- Yes, Local Formula - if the participant received services under WIOA section 128(b).
- Yes, Statewide - if the participant received services under WIOA section 128(a).
- Yes, Both Local Formula and Statewide - if the participant received services under WIOA sections 128(b) and 128(a).

Vocational Rehabilitation

- Yes - The participant received services under parts A and B of title I of the Rehabilitation Act of 1973 (29 USC 720 et seq.), WIOA title IV, and Sec. 411(B)(15) defined as transition services for students with disabilities, that facilitate the transition from school to postsecondary life, such as achievement of an employment outcome in competitive integrated employment, or pre-employment transition services.
- VR & E - The participant received services from the Vocational Rehabilitation and Employment (VR&E) Program authorized by 38 USC Chapter 31.
- Both VR and VR & E - The participant received services from both vocational rehabilitation programs.

Wagner-Peyser Employment Service

The participant received services (Technical Training assistance) under the Wagner-Peyser Act (29 USC 49 et seq.)

School Status at Participation – (Both this section and the Educational details section must be completed.)

- In-school, H.S. or less - The participant has not received a high school diploma or its recognized equivalent and is attending any secondary school (including elementary, intermediate, junior high school, whether full or part-time), or is between school terms and intends to return to school. (Please note a Student currently enrolled in a K-12 setting is not eligible for AE services.)
- In-school, Alternative School - The participant has not received a high school diploma or its recognized equivalent and is attending an alternative high school or an alternative course of study approved by the local educational agency whether full or part-time, or is between school terms and is enrolled to return to school. (Note: 16 & 17 year-old students who have an age waiver to exit the K-12 system to enter AE meet the requirement that is bolded above.)
- In-school, Post-H.S. - The participant has received a high school diploma or its recognized equivalent and is attending a post-secondary school or program (whether full or part-time), or is between school terms and is enrolled to return to school.
- Not attending school or H.S. Dropout - The participant is not within the age of compulsory school attendance; and is no longer attending any school and has not received a high school diploma or its recognized equivalent.

- Not attending school; H.S. graduate - if the participant is not attending any school and has either graduated from high school or has attained a high school equivalency.
- Not attending school; within age of compulsory school attendance - The participant is within the age (16-18) of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter and has not received a high school diploma or its recognized equivalent.

Received Training - the participant received training services

Eligible Training Provider Name – Enter the name of the eligible training provider where the participant received training. Leave blank if this data element does apply to the individual.

Type of Training Service #1 - Use the appropriate code to indicate the type of approved training being provided to the participant. NOTE: If OJT or Skill Upgrading is being provided as part of a Registered Apprenticeship program, choose Registered Apprenticeship. NOTE: Other Occupational Skills Training should only be utilized in rare instances when other codes are clearly not appropriate.

- On the Job Training
- Skill Upgrading
- Entrepreneurial Training (non-WIOA Youth)
- ABE or ESL in conjunction with Training (non-TAA funded)
- Customized Training
- Other Occupational Skills Training
- Remedial Training (ABE/ESL – TAA only)
- Prerequisite Training
- Registered Apprenticeship
- Youth Occupational Skills Training
- Other Non-Occupational-Skills Training
- No Training Service

Eligible Training Provider - Program of Study -Enter the participant's Program of Study for the Eligible Training Provider. A program of study is synonymous with a "program of training services" as defined at 20 CFR part 680.420. A program of training services is one or more courses or classes, or a structured regimen that provides the services in 20 CFR part 680.200 and leads to: (choose the appropriate one from the following choices

- A program of study leading to an industry-recognized certificate or certification
- A program of study leading to a certificate of completion of an apprenticeship
- A program of study leading to a license recognized by the State involved or the Federal Government,
- A program of study leading to an associate degree
- A program of study leading to a baccalaureate degree
- A program of study leading to a community college certificate of completion
- A program of study leading to a secondary school diploma or its equivalent
- A program of study leading to employment
- A program of study leading to a measurable skills gain leading to a credential or employment.

CIP Code: if known

Disability Details

Student marks all that apply

Disability:

- ADHD
- Autism
- Deaf Blindness
- Deaf
- Emotional Disturbance
- Had an IEP in K-12
- Hard of Hearing
- Intellectual Disability
- Multiple Disabilities
- Orthopedic impairment
- Other Health impairment
- Specific Learning disabilities – If this box is checked the Learning disabled box opens to choose the specific disability.
- Speech or Language impairment
- Traumatic Brain Injury
- Visual Impairment
- Other, Specify in box below.

Learning Disabled – check all that apply

- Dyscalculia
- Dysgraphia
- Dyslexia
- Related to Neurological Impairments
- Other (Specify in space below)

Educational Details

Highest degree or level completed: Student chooses the most appropriate answer based upon the completed level. (ex. Student dropped out in 12th grade – 11th was the last grade completed)

- No formal School
- Completed 1 year
- Completed 2 years
- Completed 3 years
- Completed 4 years
- Completed 5 years
- Completed 6 years
- Completed 7 years
- Completed 8 years
- Completed 9 years
- Completed 10 years
- Completed 11 years
- Completed 12 years (HS Diploma NOT earned)
- Completed 12 years (HS Diploma earned)
- Completed 13 years
- Completed 14 years/Associate Degree/Technical Diploma
- Completed 15 years
- Completed a Bachelor Degree
- Completed beyond a Bachelor Degree
- High School Equivalency Earned
- High School Certificate of Attendance or Completion (HS only)
- Post-Secondary Degree/Certificate Earned

Location of Years completed:

- US Based
- Non-US Based

Goal

(Reason for attendance)

- Improve Basic Literacy Skills
- Improve English Language Skills
- Obtain Citizenship Skills
- Other Personal Goal

Referrals

Completed by staff member if student is referred to another provider for service

- Enter the date referred
- Choose the provider to which the student is referred.

Comments

Staff may add any comments re: the student to this section

- Enter the date of the comment
- Enter the comment

Credential Definitions

Awarded Date	Enter date when credentials are awarded. Required.
Credential Type	Select the credential type awarded. Required. • Diploma • Certificate (One year or less) • Certificate (Greater than one year) • Associate • Post-Associate Certificate • Baccalaureate • Master • Doctoral • Professional • Graduate Certificate • High School Equivalency • TCA
Credential Based	Select how the credential is based. Required. • State • Industrial • NCCER • Other
Category	Select category which the credential relates to. Required. • Business • Culinary / Hospitality • Health Science • Information Technology • Manufacturing • Skilled Craft • Transportation • Other

Name	Enter the name of the credential. Required.

Course Naming Conventions

Course titles entered into the database should include the following fields:

- Course Name
- Site Code
- Course Days (if applicable) | MTWRF (Monday, Tuesday, Wednesday, Thursday, Friday)
- Mode of Instruction | Campus, Hybrid, DL (distance learning)

Examples are below:

- ➔ HiSET English CHS MWF Hybrid
- ➔ Morning Lab Main Library TR Campus
- ➔ Algebra 2 WB DL

Course Code Guidelines

This unique code will help identify courses in the web application and database system. Using a course code system will help control and improve data quality.
Max length: 6 characters (letters and numbers combination)
First three characters (xxx) will be either:

- ABE – Adult Basic Education (Only ABE)
- ASE – Adult Secondary Education (Only ASE)
- ESL – English as Second Language (Only ESL)
- AEC – Adult Education Course (ABE and ASE, all three, or any other course)

The last three characters (xxx) will be numbers according to the EFL levels.

Number Series	Education Function Level	Grade Level Equivalencies
100-199	Beginning ABE Literacy	0-1.9
200-299	Beginning Basic ABE	2.0-3.9
300-399	Low Intermediate ABE	4.0-5.9
400-499	High Intermediate ABE	6.0-8.9
900-999	Put all ABE levels in one course	0-8.9

Number Series	Education Function Level	Grade Level Equivalencies
100-199	Low ASE	9.0-10.9
200-299	High ASE	11.0-12.9

300-399	Put all ASE levels in one course	9.0-12.9

Number Series	**Education Function Level**	**SPL Level**
100-199	Beginning ESL Literacy	1
200-299	Low Beginning ESL	2
300-399	High Beginning ESL	3
400-499	Low Intermediate ESL	4
500-599	High Intermediate ESL	5
600-699	Advanced ESL	6
900-999	Put all ESL levels in one course	1-6

Course Creation Guidelines

Historically, some programs have loaded all students into one “course” for the entire program or one “course” by location. This should no longer be the practice. Courses should mirror the instructional and programmatic structure that students are experiencing.

Fiscal Year
- Auto populate from the system date. Required.

Course Name
- Title of the course. Required.

Course Code
- Unique code to identify the course in the web application and database system. Required.
- Refer to the Creating Course Code Guideline in the document.

Start Date
- Enter the date when the course begins. Required.

End Date
- Enter the date when the course ends. Required.

Instructor 1
- Select the user or staff to the course. Required.
- Multiple instructors can be assigned to a course.

Location
- Select the parish location of the course within the service provider. Required.

Site Name
- Enter the name of the actual course location. Example: LCTCS Office. Required.

Site Address
- Enter the street number, street name, and suite number of the site name. Required.

Site City
- Enter the city of the site address. Required.

Start Time
- Enter the time when the course begins. Required.

End Time
- Enter the time when the course ends. Required.

Course Program Category
- Select the appropriate program category. Required.

Total Seats
- Enter the total number of seats available for the course. Required.

Site State
- Enter the state of the site address. Default to LA. Required.

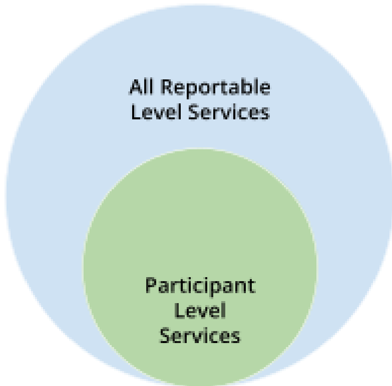
Site Zip
- Enter the zip code of the site address. Required.

Transition Course
- Check the box if the course is a transition course. Required.

Available Seats
- DO NOT ENTER A VALUE.
- Value will be aggregated when active students register into the course.

WRU Reportable Individual Services

Reportable Level Services (2 Levels)		**Participant Level Services**
***Eligibility Determination**	***Eligibility Determination**	**±Outreach, Intake, AND Orientation**
***Outreach, Intake Form**	**±Outreach, Intake, AND Orientation**	**[1]Assessment(s)** *Initial, Post-test, as well as comprehensive and specialized*
***Informational Services** - *WRU Menu of Available Services* - *Supportive Service Information* - *Workforce Information* - *Prospect Database*	*Participant level service(s) are the only services that are tracked to document attendance/contact hours. However, individuals who receive less than 12 hours of participation level services are reportable students, not participants.*	**[2]Comprehensive Assistance** - ***Supportive Service/Assistance*** *and appropriate referrals to coordinated activities with other programs* - ***Career Planning and Individual/Group Counseling*** - ***Transition to Re-entry*** *services/activities to assist with recidivism*
Attendance hours are NOT earned for information-only services or activities.		**[3]Short-Term Community Education Courses** - *Financial Literacy* - *Health Literacy* - *Job Readiness* - *Digital Literacy* - *Other: State-approved Courses*



Notation Codes/WRU Database Reporting Actions

*Enter ID information and mark the designated check box -- **Informational Service Only** -- **(Attendance hours are NOT earned for informational only services)**
±**Enroll Student** with **Documented Attendance Hours** (sign-in sheet verification)
[1]**Enter Session Information** for enrolled students and **Documented Attendance Hours** (sign-in sheet verification)
[2]**Enter Documented Attendance Hours** for enrolled students
[3]**Required: State-approved course**, **Syllabus**, and **Documented Attendance Hours**. **Additionally**, if more than 10 hours of attendance is earned in one or multiple short-term courses, a minimum of one NRS subtest must be administered including the assessment Locator.

WRU Intake Form

Programs can complete new student intake through two methods -- paper-based and computer-based. WRU recommends that all programs move to computer-based intake either completed remotely and independently by the student or in-person at a program location.

➔ Computer-Based WRU Student Intake Form
➔ Paper-Based WRU Student Intake Form

NRS/WIOA Reporting Tables

Table 1 Participants by Entering Educational Functioning Level, Ethnicity and Sex	**Table 7** Adult Education Personnel by Function and Job Status
Table 2 Participants by Age, Ethnicity and Sex	**Table 8** Outcomes for Adults in Family Literacy Programs (Optional)
Table 2A Participants with fewer than 12 hours by Age,	**Table 9** Secondary Outcome Measures (Optional)

Ethnicity and Sex	
Table 3 Participants by Program Type and Age	**Table 10** Outcome Achievement for Adults in Correctional Education Programs
Table 4 Measurable Skill Gains by Entry Level	**Table 11** Outcome Achievement for Participants in Integrated Education and Training Programs
Table 4A Gains By ELA/ELP, Literacy, Math and Post Secondary	**Table 14** Local Grantees by Funding Source
Table 4B Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants	Table MSG
Table 4C Measurable Skill Gains by Entry Level for Participants in Distance Education	Statewide Performance Report By Participant Characteristics
Table 5 Core Follow-up Outcome Achievement	Statewide Performance Report By Employment Barrier
Table 5A Outcome Achievement for Participants in Distance Education	Function Level By Provider
Table 6 Participant Status and Program Enrollment	

LCTCS/WRU Tables

Enrollment & Progress Reports

- Assessment report
- Gains By Subject Area
- Gains By Subject Area Summary
- Program and Gains report
- Eligible Students Served with Related Performance
- Report By Provider
- Report By Provider Recap
- Report By Provider And Parish
- Report By College
- Report By College Recap
- Site Location Report
- Student Monitoring Report
- Post Test Ready Students
- Related Outcomes Report
- Adult Education Stats Report

Demographic Reports

- Demographic Recap
- Demographics Details

Discrepancy Reports

- Students with unknown ethnicity
- Students with Assessments that were overridden
- Student with future attendance hours entered
- Student with future intake dates
- Students with 12 hours but no assessment
- Student is a work-based Learner
- Student Entry age is less than 16
- Student with an EFL but is listed as Community Education
- Students with intake only having attendance hours
- Students with no SSN
- Students that passed Hi-Set but have no Post Test
- Students with Need to Update Program

Non-NRS Reports

- Non NRS Report
- Users Not Assigned A Course
- HiSet Examinee Report
- Students Earning Certificates Report
- Credential Search
- Monitor Database Activity
- User Activity Report
- User Login Report
- Average Export Report
- Profile Contact Export
- Attendance Hours Entered Report
- No Attendance in Time Frame
- HSE Obtained By EFL
- Student Export
- Student Program Report
- Gains By Provider And Parish
- IBC Credentials
- Active Students Without Barriers

Progress Reports

- Score Card July 2017
- Score Card Prior to 17-18
- EFL Benchmark Progress
- Pre Post Standard
- Student Targets

Graphical Reports

- Y-o-Y Report Card
- Monthly Report Card
- Monthly Demographics Dashboard
- NRS Performance
- Combined Report
- Related Outcomes Report
- LCTCS Enrollments

Data Quality Checklist

Program data should be checked regularly to ensure quality and consistency as well as program progress.

Weekly Tasks

1. Run Table 4 to see students who have yet to get an MSG for the year
   - This report can also be used to find who is due for another post-test
2. Run "Attendance Hours Entered Report" to verify attendance properly entered
3. Run "Program and Gains Report" to be sure that all "Intake Only" individuals are being counted correctly
4. Table 4 to get an idea of how we are doing program-wide in terms of MSGs
5. Prospect/Enrollment tab

Monthly Tasks

1. Run "HiSET Examinee Report" to verify that all HiSET completer scores show in database
   - Run this two months back, e.g. we will run January 2020 report today (March 2nd), due to the time delay of HiSET scores importing
2. All discrepancy reports to find errors and correct them
3. "User Activity Report" and "User Login Report" to make sure that our staff is keeping up-to-date on their data
   - In our program, our instructors do their own data, so this checks how frequently they log in and what they do while logged in.
4. "Student Targets" report, to get an idea of how we are doing program-wide on numbers served

SECTION 3 | LCTCS/WRU Policies

LCTCS/WRU Policies

- 1.101 WorkReady U - Legislative Authority and Accountability
- 1.102 WorkReady U - Program Administration
- 1.103 WorkReady U - Assessment
- 1.104 WorkReady U - Data
- 1.105 WorkReady U - High School Equivalency
  - Operational Procedures for HSE
- 1.106 WorkReady U - Curriculum and Instruction

WRU Policy Supplement

Administration of Approved Assessments

NRS approved assessments as well as the state approved high school equivalency assessment may be administered in person or remotely per established guidelines by the test publisher.

Test of Adult Basic Education (TABE): Forms 11 & 12

Description and Eligibility

TABE has two forms (11&12) and five levels (L, E, M, D and A) that have been approved to meet the requirements of NRS. TABE forms 11 & 12 have been approved for use through September 11, 2024.

TABE 11&12 – is administered for placement of adult basic education students that are enrolling or continuing in an adult education program. Based on the new College and Career Standards, TABE 11 & 12 measures the necessary skills to be successful in everyday and work-related situations. The assessment is a standardized test consisting of reading, math and language. Math is not divided in two sections as the former levels. There is only one length of the assessment.

Pre-Testing Guidelines

Students must be assessed within the first 12 hours of instruction. The tracking subject may be chosen by the student in consultation with an AE staff member based upon the student's area of greatest need to determine the Educational Functioning Level (EFL) and placement in the approved statewide data management system. Tests, administered in subtest areas, are compared and used to determine the placement of the student. A returning student's most recent test from the previous Period of Participation (PoP) may be brought forward into the new PoP and is considered the pre-test if the PoP start date is within 180 calendar days of the test administration date.

For adult students who have low literacy skills and are unable to be assessed using an approved assessment to measure their abilities, documentation must be kept showing an attempt was made to assess the student. The results of this attempt must be kept in the student's record for audit purposes. For data entry purposes enter the form attempted and the scale score of 160 for TABE

Level L, Reading. For TABE Level L, Math, enter the form attempted and the scale score of 180.

TABE 11 & 12 comes in only one length. The TABE Locator is required to be administered as the first part of the pre-test and must be used to determine the appropriate difficulty level of each subject area of the pre-test. TABE 11 & 12 has one locator test-divided into three sections-one each for reading, mathematics and language.

The locator for TABE 11 & 12 takes approximately 105 minutes to administer. Each locator sub-test will determine the appropriate level of test that the student should take. Subject area test selection is determined by the student's performance on the TABE Locator and the student's personal goals. The locator test for TABE 11 & 12 has been lengthened to make it more predictive in placing students into the new TABE 11&12.

Post-Testing Guidelines

DRC/CTB pre- and post-test model recommends any of the following combinations in designing a pre- and post-test program with TABE:

Pre-Test -Post-Test

TABE 11 – TABE 12

TABE 12 – TABE 11

In each of these recommended pre- and post-test combinations, your program would be testing with different forms of TABE that are on the same scale to measure gains. The student is not taking the same set of test questions in these scenarios. If a student were to be pre-tested and post-tested with the same form, DRC/CTB's best practices recommendation would be to wait six months before re-testing to eliminate a score that might be invalid due to the practice effect, or the effect of seeing the same questions in a short time frame. DRC/CTB recommends the below pre-and post-test guidelines for TABE and TABE CLAS-E:

- Alternate Form Testing: 50-60 hours of instruction is recommended when testing with an alternate form (i.e. 11A to 12A or A1 to B1) for students that test into NRS Levels 1-4 (ABE) and NRS Levels 1-6 (ESL), with a minimum of 40 hours.
- For students testing into NRS Levels 5 and 6 (ASE Low and High) 30-59 hours of instruction is recommended.
- Programs may also select the next level higher TABE or CLAS-E test (11M to 12M or A2 to A3) while following the same recommended hours above for alternate form testing.
- Same Form Testing: 60-80 hours of instruction is recommended when testing with the same form (i.e. 12D to 12D or A3 to A3).

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.

Post-testing necessitates that either a different form (11&12) or level (L, E, M, D, A) be used.

- When administering the same level (L, E, M, D, or A), use of the alternate form is required. For example, if a student pre-tested on 11 E then the post-test must be on 12 E.
- When administering the same form (11 & 12), a higher level must be used. For example, if a student pre-tested using 11M, then the post-test must be 11D or 11A. (11E, which is lower, cannot be used.)

Post-testing provides the opportunity to meet with the student about his/her progress and goals. This conversation should be documented in the student folder. The student Individualized Prescription of Instruction (IPI) should be reviewed and updated, as needed.

TABE testing guidelines state that random and frequent testing is discouraged, as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur.

DRC/CTB http://tabetest.com/resources-2/testing-information/faqs/

Use of Scale and Grade Level Equivalent (GLE) Scores for NRS Reporting

Local programs will record and track scale and grade level equivalent (GLE) scores in student records and the approved statewide data management system. The statewide data management system translates the scores into NRS levels stipulated by the USDE. Programs may generate reports that display student NRS functioning levels and gains using the data management system.

TABE Support Center, Contact and Purchasing Information

Best practices for TABE are published by DRC/CTB to address some common questions related to TABE. The document is available at:

http://tabetest.com/resources-2/testing-information/faqs/

Who is eligible to administer TABE?

Adult educators who have a general knowledge of measurement principles and are willing to abide by the assessment standards of the American Psychological Association may administer TABE. These professional standards require TABE administrators to follow specific guidelines, such as keeping tests in a secure place and administering them only as directed. For additional information, see the Purchaser's Qualification Statement in the back of the DRC|CTB Assessment Products and Services Catalog.

How do you know which level of TABE to administer?

For adult basic education or other programs that include students at various levels of ability, administer the TABE Locator Test first. The results will indicate which level of TABE to use by content area. If you are using TABE as a screening tool for a program that requires a certain level of ability, select the appropriate level of TABE commensurate with the content difficulty for the program. For example, if you were screening for a nursing program that requires a 10th-grade reading level for admission, you would select TABE Level A.

OCTAE Approval for TABE 9 & 10 has expired!

THE TABE 9 & 10 MAY NOT BE USED FOR NRS PLACEMENT IN ADULT EDUCATION.

OCTAE approved the use of TABE 11 & 12 through September 7, 2024. Federal Register/Vol. 82, No. 172/Thursday, September 7, 2017/Notices

Wonderlic GAIN (General Assessment of Instructional Needs)

OCTAE Approval for GAIN has expired! GAIN MAY NOT BE USED FOR NRS PLACEMENT IN ADULT EDUCATION.

BEST Literacy

Description and Eligibility

BEST Literacy is approved for use by local programs to meet the requirements of the NRS. This assessment is administered for placement of ESL and Integrated English Literacy & Civics Education (IELCE) students who are enrolling or continuing in an adult education program. BEST Literacy measures reading and writing skills. It may be administered individually or in a group and there are three print-based forms (B, C, and D) available for use.

Pre-Testing Guidelines

Students must be assessed within the first 12 hours of instruction. The tracking subject may be chosen by the student in consultation with an AE staff member based upon the student's area of greatest need to determine the Educational Functioning Level (EFL) and placement in the approved statewide data management system. Tests administered in subtest areas are compared and used to determine the placement of the student. A returning student's most recent test from the previous Period of Participation (PoP) may be brought forward into the new PoP and considered the pre-test if the rollover PoP start date is within 180 calendar days of the test administration date.

For adult students who have a lack of English proficiency and are unable to be assessed using an approved assessment to measure their abilities, documentation must be kept showing an attempt was made to assess the student. The result of this attempt must be kept in the student's record for audit purposes. For data entry, enter the form and the scale score of zero (0).

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:

Administrative Action	Pre-test Option #1	Pre-test Option #2
1. Do not enter into the statewide data system. 2. Record pre-test attempt in student permanent record.	1. Use an oral screening tool to determine if a student has low oral skills. 2. If so, administer BEST PLUS 2.0.	Administer TABE 11&12 Reading and/or Language. TABE Math is not required unless a student has a math improvement goal.

Post-Testing Guidelines

A student must have a minimum of 60 hours of instruction prior to post-testing with BEST Literacy.

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. Students who were pre-tested with BEST Literacy must be post-tested with BEST Literacy; however, a different form must be used.

Post-testing provides the opportunity to meet with the student about his/her progress and goals. This conversation should be documented in the student folder. The student Individualized Prescription of Instruction (IPI) should be reviewed and updated, as needed.

Transitioning from BEST Literacy to TABE, CASAS

When a student completes Advanced ESL, administer the TABE or appropriate CASAS. Keep in mind that a student's educational functioning level (EFL) is determined by his/her pretest. Level completions are measured from the student's entry EFL. Students cannot be classified as both ESL and ABE for NRS reporting purposes during the same Period of Participation (PoP). The pretest dictates this choice.

Use of Scale and Grade Level Equivalent (GLE) Scores for NRS Reporting

Local programs will record and track scale and (SPL) scores in student records and the approved statewide data management system. The statewide data management system translates the scores into NRS levels stipulated by the USDE. Programs may generate reports that portray student NRS functioning levels and gains using the data management system.

BEST Literacy Support Center, Contact, and Purchasing Information

Frequently Asked Questions (FAQ) for BEST Literacy are available at:

http://www.cal.org/aea/pdfs/Frequently-Asked-Questions-CAL-Adult-ESL-Assessments.pdf

Is training required to administer BEST Literacy?

The Center for Applied Linguistics (CAL) does not require training to administer BEST Literacy. However, state agencies, program administrators, test administrators, and test scorers should thoroughly review the BEST Literacy Test Manual to become familiar with proper testing and scoring procedures. The BEST Literacy Test Manual provides comprehensive information about administering and scoring the three forms (B, C, and D) of the test as well as information for interpreting the results and technical information.

For more information on ordering, please refer to your test manual, call 202-362-0700, or visit http://www.cal.org/aea/contact/

OCTAE Approval

OCTAE originally approved the use of Best Literacy through February 2, 2019 Federal Register I Vol. 81, No. 239 I Tuesday, December 13, 2016 I Notices OCTAE in The Federal Register/Vol 83, No.184, Friday, September 21, 2018 Notices extended the approval through February 2, 2021.

BEST PLUS 2.0

Description and Eligibility

BEST Plus 2.0 is approved for use by local programs to meet the requirements of the NRS. This assessment is administered for placement of ESL and Integrated English Literacy & Civics Education (IELCE) students who are enrolling or continuing in an adult education program. BEST PLUS 2.0 tests communication, fluency, pronunciation and listening comprehension skills. It may be administered individually and comes in two versions, computer-adaptive and print-based (forms D, E, and F).

Pre-Testing Guidelines

Students must be assessed within the first 12 hours of instruction. The tracking subject may be chosen by the student in consultation with an AE staff member based upon the student's area of greatest need to determine the Educational Functioning Level (EFL) and placement in the approved statewide data management system. Tests administered in subtest areas are compared and used to determine the placement of the student. A returning student's most recent test from the previous Period of Participation (PoP) may be brought forward into the new PoP and considered the pre-test if the rollover PoP start date is within 180 calendar days of the test administration date.

For adult students who have a lack of English proficiency and are unable to be assessed using an approved assessment to measure their abilities, documentation must be kept showing an attempt was made to assess the student. The result of this attempt must be kept in the student's record for audit purposes. For data entry, enter the form and the scale score of 88.

Students who pre-test into BEST Plus 2.0 exit criteria (ESL Completed Advanced ESL) with scores of 565 or higher, must be given another pre-test as ESL Completed Advanced ESL is not an NRS Educational Functioning Level. If this occurs, do the following:

Administrative Action	Pre-test Option #1	Pre-test Option #2
1. Do not enter into the statewide data system. 2. Record pre-test attempt in student permanent record.	1.Use a Literacy screening tool to determine if a student has low literacy skills. 2. If so, administer BEST Literacy.	Administer TABE TABE 11/12 Reading and/or Language. TABE Math is not required unless a student has a math improvement goal.

Post-Testing Guidelines

A student must have a minimum of 60 hours of instruction prior to post-testing with BEST Plus 2.0.

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.

Students who were pre-tested with BEST Plus 2.0 must be post-tested with BEST Plus 2.0. When post-testing with the BEST Plus 2.0 print-based, a different form must be used.

Post-testing provides the opportunity to meet with the student about his/her progress and goals. This conversation should be documented in the student folder. The student Individualized Prescription of Instruction (IPI) should be reviewed and updated, as needed.

Transitioning from BEST Plus 2.0 to TABE or CASAS

When a student completes Advanced ESL, administer the BEST Literacy, TABE, CASAS. Keep in mind that a student's educational functioning level (EFL) is determined by his/her pretest. Level completions are measured from the student's entry EFL. Students cannot be classified as both ESL and ABE for NRS reporting purposes during the same Period of Participation (PoP).

Use of Scale and Grade Level Equivalent (GLE) Scores for NRS Reporting

Local programs will record and track scale and SPL scores in student records and the approved statewide data management system. The statewide data management system translates the scores into NRS levels stipulated by the USDE. Programs may generate reports that portray student NRS functioning levels and gains using the data management system.

BEST Plus Support Center, Contact, and Purchasing information:

Frequently Asked Questions (FAQ) for BEST Plus 2.0 are available at:

http://www.cal.org/aea/pdfs/Frequently-Asked-Questions-CAL-Adult-ESL-Assessments.pdf

Is training required to administer BEST Plus 2.0?

Yes. All test administrators must complete the six-contact hour test administrator training workshop and be approved by a certified BEST Plus 2.0 trainer prior to administering BEST Plus 2.0. Learn more about BEST Plus 2.0 Test Administrator Training.

For more information on ordering, please refer to your test manual, call 202-362-0700, or visit http://www.cal.org/aea/contact/

OCTAE Approval

OCTAE originally approved the use of Best Plus 2.0 through February 2, 2019 Federal Register / Vol. 81, No. 239 / Tuesday, December 13, 2016 / Notices OCTAE in The Federal Register/Vol 83, No.184, Friday, September 21, 2018 Notices extended the approval through February 2, 2021.

TABE CLAS-E | Test for Adult Basic Education - Complete Language Assessment System -English

Description and Eligibility

TABE CLAS-E is approved for use by local programs to meet the requirements of the NRS. This assessment is administered for placement of ESL and Integrated English Literacy & Civics Education (IELCE) students who are enrolling or continuing in an adult education program. TABE CLAS-E tests reading, listening, writing, and speaking skills. It may be administered individually or in a group setting and comes in two equivalent forms of the test, A & B, to accommodate pre- and post-testing.

Pre-Testing Guidelines

Students must be assessed within the first 12 hours of instruction. The tracking subject may be chosen by the student in consultation with an AE staff member based upon the student's area of greatest need to determine the Educational Functioning Level (EFL) and placement in the approved statewide data management system. Tests administered in subtest areas are compared and used to determine the placement of the student. A returning student's most recent test from the previous Period of Participation (PoP) may be brought forward into the new PoP and considered the pre-test if the rollover PoP start date is within 180 calendar days of the test administration date.

For adult students who have a lack of English proficiency and are unable to be assessed using an approved assessment to measure their abilities, documentation must be kept showing an attempt was made to assess the student. The result of this attempt must be kept in the student's record for audit purposes. For data entry, enter the form and the scale score.

The TABE CLAS-E Locator test must be administered. The Locator requires written responses. Based on the examinee's Locator score (0-16), the examinee will be scheduled to take Level 1 of the writing subtest (score of 6 or less) or the Locator, which will determine which of the remaining three levels (2, 3, and 4) the student will be scheduled to take.

The TABE CLAS-E Writing Subtest must also be administered. The full writing subtest includes a 20-item multiple choice section and a 5-item expository writing section. Levels 2, 3, and 4 students may be grouped together for the multiple-choice section administrations; Level 2 students must be tested separately for multiple choice. For the expository writing section, the different Levels must be administered separately.

The expository writing section is administered via a consumable booklet, the Expository Writing Folio. For each level, there are 5 items that require descriptive writing. task-oriented writing, and extended writing at increasingly higher levels of complexity. These written responses are scored using one or more of a set of 4 rubrics, each developed for particular writing tasks and the required complexity of the responses.

Two practitioners score each of the responses. If they cannot agree on the score for an item, a third reader must be brought in to decide on the whole score to be assigned. Teachers cannot score their own students' writing (they may score their multiple choice (MC) sections.) The combined MC and expository writing scores are converted to scale scores using specific tables in the Norms Book.

Post-Testing Guidelines

DRC/CTB recommends the below pre-and post-test guidelines for TABE CLAS-E:

- Alternate Form Testing: 50-60 hours of instruction is recommended when testing with an alternate form (i.e. AI to BI) for students that test into NRS Levels ESL 1-6, with a minimum of 40 hours.
- Programs may also select the next level higher CLAS-E test (A2 to A3) while following the same recommended hours above for alternate form testing.
- Same Form Testing: 60-80 hours of instruction is recommended when testing with the same form (i.e. A3 to A3).

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.

Programs will use the two equivalent Forms, A & B, for pre-and -post testing. Different levels of the TABE CLAS-E can be given for initial, optional mid-year, and end-of-year tests because scale scores are calibrated across all levels. For example, if the Locator placed a student at Level 2, use Level 2, Form A as the initial test. At the optional mid-year, if the student is still functioning at Level 2, use Level 2, Form B. If at the optional mid-year, the student is functioning at Level 3 use Level 3, Form A. Follow the same protocol for end-of-year assessments. Never give the same form of the test at the same level sequentially to a student.

Post-testing provides the opportunity to meet with the student about his/her progress and goals. This conversation should be documented in the student folder. The student Individualized Prescription of Instruction (IPI) should be reviewed and updated as needed.

Use of Scale and SPL Scores for NRS Reporting

Local programs will record and track scale and SPL scores in student records and the approved statewide data management system. The statewide data management system translates the scores into NRS levels stipulated by the USDE. Programs may generate reports that portray student NRS functioning levels and gains using the data management system.

TABE CLAS-E Support Services, Contact, and Purchasing information:

Frequently Asked Questions (FAQ) for TABE CLAS-E are available at:

http://tabetest.com/PDFs/TABE_CLAS-E_7_25_17.pdf

Who is eligible to administer TABE CLAS-E?

Educators who have a general knowledge of measurement principles and who comply with the assessment standards of the American Psychological Association may administer TABE CLAS–E. These professional standards require TABE administrators to follow specific guidelines, such as keeping tests in a secure place and administering them only as directed.

How do you know which of the four test levels of TABE CLAS-E to administer?

For English language learners in Adult Basic Education (ABE) or other programs that include students at various levels of ability, administer the TABE CLAS–E Locator Test first. The results will indicate by skill area which level of TABE CLAS–E to use. If you are using TABE CLAS–E as a screening tool for a program that requires a certain level of ability, select the appropriate level of TABE CLAS–E commensurate with the content difficulty for the program.

For more information on ordering, please refer to your test manual or call 1-800-538-9547.

OCTAE Approval

OCTAE originally approved the use of TABE CLAS-E through February 2, 2019. Federal Register I Vol. 81, No. 239 I Tuesday, December 13, 2016 I Notices

OCTAE in The Federal Register/Vol 83, No.184, Friday, September 21, 2018 Notices extended the approval through February 2, 2021.

CASAS | Comprehensive Adult Student Assessment System

Description and Eligibility

CASAS is approved for use by local programs to meet the requirements of the NRS. The assessments may cover all NRS Educational Functioning Levels (EFLs).

Locator/Appraisal Test

The majority of CASAS assessments have appraisal tests, and CASAS prescribes that learners should take an appropriate appraisal test prior to taking a pretest. Appraisal tests indicate the appropriate level for instruction, as well as which pretest form to administer.

Pre-Testing Guidelines

Students must be administered the CASAS Appraisal (Locator) and the pre-test assessment within the first 12 hours of instruction. Appraisal scores indicate which pre-test form to administer. The tracking subject may be chosen by the student in consultation with an AE staff member based upon the student's area of greatest need to determine the Educational Functioning Level (EFL) and placement in the approved statewide data management system. Tests administered in subtest areas are compared and used to determine the placement of the student. A returning student's most recent test from the previous Period of Participation (PoP) may be brought forward into the new PoP and considered the pre-test if the rollover PoP start date is within 180 calendar days of the test administration date.

For adult students who have a lack of English proficiency and are unable to be assessed using an approved assessment to measure their abilities, documentation must be kept showing an attempt was made to assess the student. The result of this attempt must be kept in the student's record for audit purposes. For data entry, enter the form and the scale score.

Post-Testing Guidelines

A student must have a minimum of 40 hours of instruction prior to post-testing with CASAS.

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.

CASAS - Reading assessments may not be repeated and must be alternated when administering a post-test. The Life and Work Series may not be compared to the Life Skills series.

Post-testing provides the opportunity to meet with the student about his/her progress and goals. This conversation should be documented in the student folder. The student Individualized Prescription of Instruction (IPI) should be reviewed and updated, as needed.

Use of Scale and Grade Level Equivalent (GLE)/SPL Scores for NRS Reporting

Local programs will record and track scale and grade level equivalent (GLE)/SPL scores in student records and the approved statewide data management system. The statewide data management system translates the scores into NRS levels stipulated by the USDE. Programs may generate reports that portray student NRS functioning levels and gains using the data management system.

CASAS Support Services, Contact and Purchasing Information

https://www.casas.org/docs/default-source/pagecontents/download-about-casas.pdf?sfvrsn=7?Status=Master

How do I train my staff to administer and use the test results?

Each program is responsible for receiving training in the appropriate use of the CASAS system. Training is available via free, online, self-paced courses. Visit the Online Learning Lab. The test administration manuals and the CASAS website have many resources for staff development. There are a variety of training options available to your program. For more

information about the types of training that CASAS offers, please visit the Training and Support section of the CASAS website, https://www.casas.org/training-and-support

Who should enroll in training?

At least one staff member from each agency that wishes to use CASAS assessments must complete training. Program coordinators and staff who will administer assessments and interpret results should complete a training workshop. Other staff may want to participate in training to learn more about testing and about the CASAS system.

What training workshop is right for me and my staff?

CASAS recommends that agencies complete Implementation Training as it provides a well-rounded understanding of the CASAS system. Completion of training allows users to order and administer most assessments. There are specialty trainings available for programs such as citizenship, workplace, or special needs. Technology training is available for CASAS eTests (computer-delivered testing) and TOPSpro Enterprise (accountability software). The choice of training workshops depends on program goals and the specific assessments of interest to your agency. E-mail CASAS at training@casas.org if you are not sure which training is appropriate for you.

CASAS FAQs https://www.casas.org/about-casas/faqs

For more information on ordering, visit http://www.casas.org/product-overviews/order .

Approved Versions of CASAS:

Amended 3/18/2019

Series	Forms	Format	NRS Levels	Expiration Date
Reading Goals*	901, 902, 903, 904, 905, 906, 907, and 908	Paper and Computer-based delivery	ABE	02/05/2025
Math Goals*	900, 913, 914, 917, and 918	Paper and Computer-based delivery	ABE	3/7/2023
Life and Work Listening	981L, 982L, 983L, 984L, 985L, and986L	Paper and Computer-based delivery	ESL	02/02/2023
Life & Work and Life Skills Reading-	27, 28, 81, 82, 81x, 82x, 83, 84, 85, 86, 185, 186, 187, 188, 310, and 311	Paper and Computer-based delivery	ESL	02/02/2023
Reading for Language Arts Secondary Level Assessments	513 and 514	Paper and Computer-based delivery	ESL	02/02/2023
Reading for Citizenship	951, 952, 951X and 952X	Paper and Computer-based delivery	ESL	02/02/2023

*Math and Reading Goals are the only CASAS assessments approved for placement into ABE levels.

OCTAE Approval

OCTAE approved the use of CASAS through February 2, 2019 Federal Register I Vol. 81, No. 239/ Tuesday, December 13,2016/ Notices This notice also approved the use of the CASAS Reading Goals Series for NRS placement into ABE levels.

OCTAE in The Federal Register/Vol 83, No.184, Friday, September 21, 2018 Notices extended the CASAS approval through February 2, 2021 for ESL placement only except for CASAS Life Skills MATH Assessments-Application of Mathematics (Secondary Level) Forms 31,32,33,34,35,36,37,38,505, and 506 MAY NO LONGER BE USED FOR NRS PLACEMENT

OCTAE in The Federal Register/Vol. 84, No, 45/Thursday, March 7, 2019/Notices. This notice approved the use of the CASAS Math GOALS Series for NRS placement into ABE levels.

The notices sited in this document may be accessed on The Federal Register website at https://www.federalregister.gov/

Data Accuracy

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.

*Program staff collects NRS demographic information directly from participants, upon entry into the program. Participants self-report these measures, or staff may determine demographic measures through observation, when participants decline to self-identify.

Data	Entry Guidelines
Social Security Number or Identifying Number	1. Enter the learner's real Social Security number. 2. Enter the ITIN if students do not have a Social Security number.
Age	Enter the student's date of birth (The minimum age at time of entry is 16.)
*Gender	Designate whether the participant is Male or Female
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).
*Barriers to Employment	Indicate if the student is: 1. Displaced homemaker, 2. English language learner, low literacy level, cultural barriers 3. Exhausting Temporary Assistance for Needy Families (TANF) within 2 years 4. Ex-offender 5. Homeless or runaway youth 6. Long-term unemployed 7. Low Income 8. Migrant and seasonal farmworker 9. Individual with disabilities 10. Single Parent 11. Youth in foster care or who has aged out of the system
Highest Degree or Level of School Completed	From the drop-down menu in the database choose the appropriate category and indicate if the schooling was US Based or Non-US based.
Enrollment Status	1. The learner's enrollment status is either active or inactive based upon enrollment and exit dates. 2. 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 collected daily on sign-in sheets or by using an electronic system approved by LCTCS. It is recommended that attendance be entered on a weekly basis. 2. 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 WRU policy & NRS guidelines.
Test Scores	Enter test results (pre-test or post-test) upon completion of approved assessment.
*Race/Ethnicity	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.
Employment Status	The learner's employment status at the time of entry into the adult education program, is entered according to the following criteria: Employed, Employed but Received Notice of Termination of Employment or Military Separation is Pending, Unemployed, or Not in the Labor Force.

Post-testing

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

Assessment	Minimum Post-testing Guidelines
BEST Literacy	60 hours of instruction
BEST Plus	60 hours of instruction
Comprehensive Adult Student Assessment System (CASAS)	40 hours of instruction
Test of Adult Basic Education (TABE) for ABE students	40 hours of instruction
Test of Adult Basic Education (TABE) for ASE students	30 hours of instruction[1]
Test for Adult Basic Education Complete Language Assessment System-English (TABE CLAS-E)	60 hours of instruction

- Providers that offer coordinated/planned instructional sessions may administer the post-test assessment at the conclusion of each instructional session, in order to support the student cohort and transition to college and career readiness. Providers must submit basic skill

instructional schedule and integrated career pathway course schedule to the WRU office through the statewide database.
- 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.
- Fifty percent (50%) of students who are federally reportable will have a pre and post-test assessment.
- Students who meet the minimum post-testing guidelines for each assessment must be post-tested. Additional post-tests must follow established post-testing guidelines.
- Assessments have an effective date of 180 calendar days (defined as weekdays, weekends, and holidays) from the test administration date.

Distance Learning

Distance education curricular resources must be reviewed and approved for use by WorkReady U staff. Proxy hours must be recorded and reported using the method approved by WRU. Prior to recording proxy hours for courses/students, programs must submit the form below for approval. Additionally, there may be products/resources that a program wishes to use but are not currently approved by WRU. Programs must submit the form below for approval.

- Distance Learning Approval Form

Training for Administration of Approved Assessments

As stated in WRU Policy #1.103 - Assessment, all WRU staff engaged in the assessment of students must be trained using test publisher guidelines and training materials relevant to the approved assessment used. WRU supervisors must retain an electronic or paper copy of each training certificate along with the training agenda that lists the following: assessment, trainer, materials, time, date, etc. Additionally, followup training should occur every year to ensure that assessment protocols are being followed.

NRS Test Benchmarks for Educational Functioning Level Placement

Louisiana Updated August 2019

Adult Basic Education (ABE)

Educational Functioning Level (EFL)	Test Benchmarks
Beginning ABE Literacy (ABE Level 1 all subjects)	Tests Aligned to New ABE EFL Descriptors[1] TABE[3] (11–12) scale scores (grade level 0–1): Reading: 300–441 Mathematics: 300–448 Language: 300–457

	CASAS Reading GOALS scale scores: Reading: 203 and below CASAS Math GOALS scale scores: Math: 193 and below
Beginning Basic Education (ABE Level 2 – all subjects)	Tests Aligned to New ABE EFL Descriptors TABE (11–12) scale scores (grade level 2–3): Reading: 442–500 Mathematics: 449–495 Language: 458–510 CASAS Reading GOALS scale scores: Reading: 204-216 CASAS Math GOALS scale scores: Math: 194-203
Low Intermediate Basic Education (ABE Level 3 – all subjects)	Tests Aligned to New ABE EFL Descriptors TABE (11–12) scale scores (grade level 4–5): Reading: 501–535 Mathematics: 496–536 Language: 511–546 CASAS Reading GOALS scale scores: Reading: 217-227 CASAS Math GOALS scale scores: Math: 204-214
High Intermediate Basic Education (ABE Level 4 ELA) Middle Intermediate Basic Education (new) (ABE Level 4--Mathematics)[2]	Tests Aligned to New ABE EFL Descriptors TABE (11–12) scale scores (grade level 6–8): Reading: 536–575 Language: 547–583 CASAS Reading GOALS scale scores: Reading: 228-238 TABE (11–12) scale scores (grade level 6–8): Mathematics: 537–595

	CASAS Math GOALS scale scores: Math: 215-225
Low Adult Secondary Education (ABE Level 5 - ELA) High Intermediate Basic Education (ABE Level 5-Mathematics)	Tests Aligned to New ABE EFL Descriptors TABE (11–12) scale scores (grade level 9–10): Reading: 576–616 Language: 584–630 CASAS Reading GOALS scale scores: Reading: 239 – 248 TABE (11–12) scale scores (grade level 9–10): Mathematics: 596–656 CASAS Math GOALS scale scores: Math: 226-235
High Adult Secondary Education Adult Secondary Education (ABE Mathematics Level 6) (ABE Level 6 ELA)	Tests Aligned to New ABE EFL Descriptors TABE (11–12) scale scores (grade level 11–12): Reading: 617–800 Language: 631–800 CASAS Reading GOALS scale scores: Reading: 249 and above TABE (11–12) scale scores (grade level 11–12): Mathematics: 657–800 CASAS Math GOALS scale scores: Math: 236 and above

English as a Second Language (ESL)

Educational Functioning Level (EFL)	Test Benchmarks
Beginning ESL Literacy (ESL Level 1)	CASAS Life and Work Reading scale scores: Reading: 180 and below

	L&W Listening: 162–180 BEST[3] Plus 2.0: 88–361 BEST Literacy: 0–20 (SPL 0–1) TABE CLAS-E[4] scale scores[5]: Total Reading and Writing: 225–394 Total Listening and Speaking: 230–407
Low Beginning ESL (ESL Level 2)	CASAS Life and Work Reading scale scores: Reading: 181–190 L&W Listening: 181–189 BEST Plus 2.0: 362–427 BEST Literacy: 21–52 (SPL 2) TABE CLAS-E scale scores: Total Reading and Writing: 395–441 Total Listening and Speaking: 408–449
High Beginning ESL (ESL Level 3)	CASAS Life and Work Reading scale scores: Reading: 191–200 L&W Listening: 190–199 BEST Plus 2.0: 428–452 BEST Literacy: 53–63 (SPL 3) TABE CLAS-E scale scores: Total Reading and Writing: 442–482 Total Listening and Speaking: 450–485
Low Intermediate ESL (ESL Level 4)	CASAS Life and Work Reading scale scores: Reading: 201–210 L&W Listening: 200–209 BEST Plus 2.0: 453–484 BEST Literacy: 64–67 (SPL 4) TABE CLAS-E scale scores: Total Reading and Writing: 483–514 Total Listening and Speaking: 486–525
High Intermediate ESL (ESL Level 5)	CASAS Life and Work Reading scale scores: Reading: 211–220 L&W Listening: 210–218 BEST Plus 2.0: 485–524 BEST Literacy: 68–75 (SPL 5) TABE CLAS-E scale scores: Total Reading and Writing: 515–556 Total Listening and Speaking: 526–558
Advanced ESL (ESL Level 6)	CASAS Life and Work Reading scale scores: Reading: 221–235 L&W Listening: 219–227 BEST Plus: 525–564 (exit 565 and higher) BEST Literacy[4]: 76–78 (SPL 6) TABE CLAS-E scale scores:

	Total Reading and Writing: 557–600 Total Listening and Speaking: 559–600

[4] *Students can be placed into advanced ESL using Best Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended*

SECTION 4 | Program Monitoring & Technical Assistance

Technical Assistance

Our goal is to provide regular assistance and support to all programs. To accomplish this, each program is paired with a WRU staff member who will conduct monthly check-in calls to discuss data dashboards, obstacles, successes, and support needed from the WRU office.

Monitoring

There are two types of monitoring: **Programmatic** and **Fiscal Monitoring**.

Programmatic and Fiscal Monitoring includes desk and/or on-site monitoring. Programmatic desk monitoring relies primarily on data that is collected and reported on a monthly basis by the local programs in the statewide data management system. Using a structured format, state staff reviews the data quarterly to provide technical assistance, determine risk-assessment and promote program improvement. Fiscal desk monitoring examines recipients' fiscal information available in the LCTCS eGrants system and compliance with state fiscal policies and federal regulations regarding the use of AEFLA and/or state funds. LCTCS' monitoring program is based on a comprehensive risk analysis that examines the factors listed below.

Programs are identified for on-site monitoring through a comprehensive risk analysis based on the following factors: (1) desk monitoring; (2) need to verify data quality and program expenditures; (3) consistent low performance on NRS indicators in several categories; (4) prospective noncompliance with grant requirements identified through review of programmatic and fiscal reports, or ongoing communications with the program; (5) unresolved audit findings; (6) ongoing lack of progress in resolving required actions from a prior monitoring visit; (7) significant staff turnover in the program; and (8) recent or newly establish programs.

The goal for onsite monitoring visits is to (1) ensure that programs meet AEFLA requirements; (2) improve the quality of federally-funded activities; (3) provide assistance identifying and resolving accountability problems; and (4) ensure the accuracy, validity, and reliability of data collection and data reporting as well as adhering to fiscal policies and procedures for program accountability and fiscal responsibility.

Fiscal monitor will focus on specific areas of concerns or targets including but not limited to:

- Analyses of submitted reports
    - Grant application

    - Budget
    - Budget amendment(s)
    - Reimbursement claims,
    - Maintenance of Effort (MOE)
    - Program Income
    - Career/Training Service reports
- Fiscal/Grant management (timely submissions)
- Fiscal documentation properly maintained
    - Time and Effort Certifications
    - Equipment and non-consumable supply purchases
    - Property Inventory List
- Fiscal documents support 100% of funds spent and align with grant application

It is the responsibility of the recipient to maintain backup documentation for all reimbursement claims and ensure that the documentation is available upon request. Refer to Record Keeping, Section 10.0 for requirements.

In the case that onsite monitoring is not available, due to a public emergency or other unavoidable circumstances, LCTCS will strive to complete virtual monitoring visits, assuming the underlying circumstances allow. Such virtual monitoring will include similar reviews of documentation, as well as virtual interviews with staff, as available.

Notification of On-Site Visit

When the recipients have been selected for monitoring, each will be notified in writing that they will receive an on-site monitoring visit within the year. Each recipient's Executive Officer and WRU Program Director will receive the written notification. The notification will provide a general timeline of the monitoring process and what areas will be reviewed for compliance. In addition, recipients will be provided with a monitoring form with instructions to complete specific sections of the form.

Pre-Visit Call

During the pre-visit call the information provided in response to the monitoring form will be discussed. Additionally, the logistics of the onsite monitoring will be finalized.

During the Monitoring Visit

During the on-site monitoring visit, the WRU monitoring team will conduct the on-site visit to review compliance in areas included on the onsite monitoring document for programmatic and/or fiscal monitoring. Workspace and Internet access may be needed during the visit.

Exit Interview

After the completion of the on-site review, but before the final audit report is issued, an exit interview with the recipient and/or designee will be provided either on-site or by teleconference. The local WRU Program Director is responsible for inviting the appropriate institutional staff members. During the interview, the monitoring team and the recipient staff member(s) will address any preliminary monitoring findings and any areas of concern.

Reports and Corrective Action Plans

After the programmatic/fiscal monitoring visit and exit interview have been completed, the WRU monitoring team will write a monitoring report and cover letter outlining the purposes of the visit and any findings of noncompliance or recommendations. The report will state the scope of the review and the basis of each finding or recommendation. The report will be sent to the recipient's Executive Officer and the local WRU Program Director. The recipient has 45 business days, from the date of the cover letter, to provide a written response and plan of action that addresses each finding. Once the recipient's response is received and reviewed, a follow-up visit may be scheduled. If no findings were indicated, a final report is issued.

Follow-Up on Findings and Corrective Action

The WRU monitoring team may conduct a follow-up visit with any recipient that received an AEFLA monitoring finding in the prior year. The extent of the follow-up is determined by the severity and number of findings and will be used to determine if the corrective action plan implemented by the recipient has been effective. If it is determined that the corrective action plan was successful, no further follow-up will be required. If the follow-up reveals continued noncompliance, recommendations will be made to the Executive Director of WorkReady U/State Director of Adult Education of what grant conditions (if any) will be put in place to address the noncompliance. The WRU Representative will send written notification to the recipient of any grant conditions that will be put into effect and when the conditions will begin. If a recipient's noncompliance does result in grant conditions placed on the program, either during the fiscal year or after the fiscal year, the recipient may petition LCTCS to conduct further follow-up visits to determine if the noncompliance has been resolved and the grant conditions can be removed.

Onsite Monitoring Document

WorkReady U providers are encouraged to use the WRU Monitoring Document as a self-assessment tool for program progress and compliance.

SECTION 5 | Instruction and Curriculum

Instructional Standards

Effective July 1, 2016, the Louisiana Community and Technical College (LCTCS), WorkReady U (WRU) aligned the adult education content standards with the Louisiana College and Career Readiness Standards and the state-mandated, Academic Standards + Grade Level Expectations curriculum for public schools under the Elementary and Secondary Education Act of 1965, as amended [20 U.S.C. 6311 (b)(1)] through the adoption and implementation of the College and Career Readiness Standards (CCRS) for Adult Education, the English Language Proficiency Standards for Adult Education, OCTAE's Employability Skills Framework, and Northstar Digital Literacy Standards. The standards alignment provides rigorous content standards that specify what learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition and also takes into consideration alignment with other standards, including high school equivalency, enrollment in non-remedial, for-credit courses in postsecondary educational institutions, and occupational and industry skill standards and certifications widely used and recognized by business and industry.

Distance Education

Distance education 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 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, or online technologies and software.

Distance education curricular resources must be reviewed and approved for use by WorkReady U staff. Proxy hours must be recorded and reported using the method indicated for each curricula/product below.

- ➔ View the list of Approved Distance Learning Curricula/Products

WorkReady U understands that in lieu of purchasing a product, some programs may have the desire and resources necessary to design their own standards based distance education curriculum. Prior to recording proxy hours for courses, programs must submit the form below for approval. Additionally, there may be products/resources that a program wishes to use but it is not currently approved by WRU. Programs must submit the form below for approval.

- ➔ DL Form to Request Approval

Once submitted, WRU staff will review and approve courses/products for use with distance education.

More information on distance education can be found in LCTCS Policy #1.106 | WorkReady U - Curriculum and Instruction.

AE providers must be able to provide documentation of proxy contact hours and how the logs were measured upon request. Some examples of acceptable documentation include: software generated reports, screen shots, or teacher logs.

Integrated Education & Training

Definition

IET is **adult education and literacy**, **workforce preparation**, and **workforce training** "each of sufficient intensity and quality, and based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals" that "occur simultaneously," "use occupationally relevant instructional materials," and are "organized to function cooperatively" with "a single set of learning outcomes" (34 CFR §463.37). IET represents a wide spectrum of services to build foundational, employability, and occupational skills.

Model

<table>
<tr><th>Adult Education & Literacy</th><th rowspan="2">INTEGRATED EDUCATION & TRAINING</th></tr>
<tr><td>“...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training” (34 CFR §463.30).</td></tr>
<tr><th>Workforce Preparation</th><td rowspan="4">“...a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement” (Final WIOA regulations at 34 CFR §463.35).</td></tr>
<tr><td>“Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills...” (34 CFR §463.34).</td></tr>
<tr><th>Workforce Training</th></tr>
<tr><td>“may include (i) occupational skill training...; (ii) on-the-job training; (iii) incumbent worker training...; (iv) programs that combine workplace training with related instruction...: (v) training programs operated by the private sector; (vi) skill upgrading and retraining; (vii) entrepreneurial training; (viii) transitional jobs...; (ix) job readiness training provided in combination with services...(i) through (viii); (x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.” (WIOA Section 134(c) (3) (D), P.L. 113-128)</td></tr>
</table>

Community Education

Definition

A short course (less than 8 hours) of an allowable activity under WIOA such as job readiness, digital literacy, health or financial literacy that is used in recruiting students into the program. It is an ideal way to engage a new audience and expose them to the scope of services available to prepare them for continuing education or entry to employment. (Must clear other types of courses through WRU staff.)

Under WIOA, the definition of workforce preparation activities was expanded to include the following allowable activities and services that would be of benefit to employees. WRU adopted curriculum models and allowed for entering such activities in the database as referenced in the guides below.

Approved Curricula

- Health Literacy
  - Health literacy is the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.
- Digital & Computer Literacy
  - Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.
  - Computer literacy is the ability to use computers and related technology efficiently, with a range of skills covering levels from elementary use to programming and advanced problem solving.
- Workforce Readiness
  - Workforce Readiness can be defined as the transferable skills needed by an individual to make them employable. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee. These skills are what they believe will equip the employee to carry out their role to the best of their ability.
- Financial Literacy
  - Financial literacy refers to an evolving state of competency that enables each individual to respond effectively to ever-changing personal and economic circumstances. The ability to make informed judgments and to take effective actions regarding the current and future use and management of money.

WRU Lesson Plan Vault

WorkReady U curates a lesson plan repository (https://wruvault.lctcs.edu/Home/Login). This initiative was born of the need for work-ready lesson plans aligned to College and Career Readiness Standards (CCRS) and OCTAE's Employability Skills Framework. Email adriennefontenot@lctcs.edu to set up an account.

Features of the vault include:

- Online storage
- Easy process to submit lessons
- Searchable by filters
- Downloadable lessons

Features of the lesson plan template:

Title, Focus, Time Frame, and Level	MWOL, Standards, and Skills Addressed	Applied Knowledge Key Advances
Instructors can name their lesson, select the narrow focus, and level of the lesson.	Instructors choose the CCRS standards and OCTAE Employability and Workplace skills addressed by lesson	Instructors select academic and critical thinking skills addressed in the lesson. Text analysis for the ELA lesson.
Attachments & Submission Button	**Prep and Assessment**	**Instructional Guide for Lessons**
Instructors attach the materials they use (provided not copyrighted materials) and can submit after making sure all sections are completed.	Instructors list materials, vocabulary, remediation and enrichment of lesson, objective statement & objectives with assessment of mastery	Instructors give detailed instruction on what they say/do, what students are expected to say/do and text-dependent questions when applicable

Google Classroom Learning Management System

The WorkReady U Database has been integrated with Google Classroom (a free learning management system) using the domain -- ***workreadyu.org***. This allows local program faculty/staff to create an online course shell with the click of a button in the WorkReady U Database.

For guidance on this process, visit https://docs.google.com/document/d/1InlXKagyJgxA7QuS6RBUXpl6HEyVfsf0R8MBcSsIKL8/view.

Note: *WRU providers are not required to use Google Classroom. Other learning management systems are allowable.*

SECTION 6 | Professional Development

WorkReady U (WRU) is committed to raising and sustaining the level of expertise of its adult educators in order to effectively serve Louisiana's adult learner population. Establishing minimum qualifications and ongoing learning opportunities for adult education staff ensures quality teaching and programming.

Staff Qualifications

Program directors and instructors must have, at minimum, a post-secondary degree. All instructional aides or support personnel must have a high school diploma or equivalent. Providers may set more stringent qualifications, such as requiring instructors to hold a valid teacher certificate or a bachelor's degree in a relevant discipline.

WRU Onboarding Course

WorkReady U and You is an online, self-paced introductory course to adult education with a specific focus on Louisiana's WorkReady U (WRU) program. It is purposefully designed for both veteran and novice faculty and staff. Upon reviewing the objectives in each lesson, participants can then make the decision as to whether an in-depth or surface review of the material is needed based upon prior knowledge and comfort level. In addition to each module's general content, best practice checklists, extension readings, and sample forms are typically available for those who would like to further explore the topic. A Basecamp group is available for discussion on each module. All faculty and staff who haven't completed the WRU New Instructor course previously are required to complete the activities and assessments at the end of each lesson to receive WRU certification. Course modules include:

- Program Overview
- Adult Learners
- The Enrollment Process
- Assessments and Accountability
- Goal Exploration
- Planning for Instruction
- Customer Service
- Performance Standards

BaseCamp

WorkReady U has organized groups in BaseCamp for the purpose of collaboration and communication. Currently, there are three groups -- listed below with links to join.

1. **Supervisors/Administrators |** https://3.basecamp.com/3493338/join/c6hSamCiHPA1
2. **Faculty and Staff |** https://3.basecamp.com/3493338/join/XSPoDuD1VYqP
3. **Data Managers/Specialists |** https://3.basecamp.com/3493338/join/XSPoDuD1VYqP

Each group has the following features:

- **Message Board** | Keep discussions focused and on topic
  - View/post announcements, proposals, ideas and be sure everyone sees them
  - Every topic gets its own page, so the entire conversation is easy to reference or search later
  - Conversation threads allow for deeper discussions
  - Embed images and files right into messages
  - Give everyone a chance to weigh in on their own time
  - Reach consensus and keep important decisions on the record

- **Campfires** | Use for quick chats
  - Ability to talk with a group in real time
  - Ask quick questions or share info
  - Toss in work for quick feedback
  - @mention people to get their attention
  - Attach files

- **Docs & Files** | Find key documents and files
  - Go to live Google Docs and discuss them right inside Basecamp
  - Keep up with comments on docs

- See the complete history of changes

➔ **Schedules** | See deadlines
- See what's due when
- Subscribe to entire schedules or individual events with Google Calendar, iCal, or Outlook
- Select individual events to add to your own personal calendar

WRU Instructor Toolkit

http://www.livebinders.com/play/play?id=1364449#anchor

The site was created to provide instructors with resources, lessons, and other tools necessary to make the most of classroom time for both seasoned teachers and those new to adult education.

Click on the black tabs to view the resources in each category. Clicking on the main tabs will reveal subtabs.

Algebra	ESL Student Resources	Math - General Resources
Career Awareness	Family and Health Literacy	Math Lessons and Activities
Citizenship/Civics	Financial Literacy	Reading - General Resources
Classroom Management	Fluency	Science
College and Career Readiness Standards	Geometry	Social Studies
College Preparation	Grammar	Special Learning Needs
Comprehension	HiSET Information	Teacher Tools/Resources
Data Analysis & Statistics	Lesson Plans - General Resources	Universal Design and Differentiated Instruction
Digital Literacy	Listening/Speaking in ESL	Vocabulary
ESL Instructor Resources	Low-Literate and Non-Readers	Writing
ESL Lesson Planning		

LINCS Information

The Literacy Information and Communication System (LINCS) is a national leadership initiative of the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) to expand evidence-based practice in the field of adult education.

LINCS demonstrates OCTAE's commitment to delivering high-quality, on-demand educational opportunities to practitioners of adult education, so those practitioners can help adult learners successfully transition to postsecondary education and 21st century jobs.

LINCS is comprised of:

1. LINCS Resource Collection a collection of vetted resources for adult education practitioners
2. LINCS Community an online community of practice
3. Learning Portal online courses for adult education practitioners
4. Learner Center resources for adult learners

These components provide adult educators with the information, resources, professional development activities, and online network they need to enhance their practice and ensure their adult students receive high-quality learning opportunities.

Begin by setting up an account in order to participate in online forums and self-paced courses.

Professional Organizations

LAPCAE | Louisiana Association for Public Community & Adult Education

Louisiana's professional development association for adult educators provides the resources and networks in Louisiana that educate and assist the invested professionals, administrators, and advocates that comprise it's constituency. LAPCAE membership is open to anyone interested in growth, advocacy, or leadership in the fields of adult and community education including, but not limited to the following areas:

- Adult Basic Education
- Basic Literacy
- Correctional Education
- English as a Second Language
- Family Literacy
- General Educational Development
- Life-coping and Career-Related Skills
- Special Education
- Workplace Literacy
- Technical Education

COABE | Coalition on Adult Basic Education

The Coalition on Adult Basic Education exists to provide leadership, communication, professional development, and advocacy for adult education and literacy practitioners to advance quality services for all adult learners. COABE represents the field of 65,000 adult educators and provides a variety of services, including professional development through annual, state-of-the-art national conferences, more than 40 webinars annually, and a peer reviewed journal.

COABE is organized to advance national and international adult education and literacy opportunities for all persons. One of the main purposes of COABE is to promote adult education and literacy programs, including Adult Basic Education, Adult Secondary Education, English for Speakers of Other Languages, Family Literacy, Skills Development, Workforce Development, and other state, federal, and private programs which assist undereducated and/or disadvantaged adults to function effectively.

ANN | Adult Numeracy Network

The Adult Numeracy Network is a community dedicated to quality mathematics instruction at the adult level. Members support each other, encourage collaboration and leadership, and influence policy and practice in adult math instruction.

Members include teachers, tutors, researchers, administrators, and professional developers working in adult basic education (ABE), adult numeracy, high school equivalency, community colleges, developmental mathematics, and family numeracy. The network is a place to share the joys, challenges, resources, and insights for teaching and learning math and numeracy skills to adult learners.

Local PD Planning

At the core of any strong adult education program is a commitment on the part of all employees to continually expand their knowledge and skills. Each provider should have a local professional development plan in place for its employees that outlines the anticipated activities for the year. The plan should be based on program and individual professional development plans, program improvement needs, needs assessments, current research, and evidence-based practice.

PD Budget Requirements

Every WRU provider should designate funding for professional development activities in its annual budget. These funds should be tracked to verify expenditures. Professional Development expenditures could include expenses such as travel to local, State and/or national conferences, workshops, and institutes; stipends for part-time staff to attend workshops; training development; and materials costs.

SECTION 7 | Assessment

Utilizing standardized assessments allows programs to demonstrate both valid and reliable measures of student learning when helping students meet their educational and career goals. Accurate assessment data enables providers to build their capacity and design quality programs. Standardized assessments provide programs with the data to make informed management decisions, choose curricula that affect meaningful student outcomes, develop strategies for continuous improvement, and increase public awareness. It is imperative that all programs uniformly implement assessment regulations. To meet federal accountability, WRU reports assessment data to the National Reporting System (NRS).

Approved Standardized Assessments

All tests determined to be suitable for use in the National Reporting System for Adult Education as published in the Federal Register are available for Louisiana adult education programs as outlined in LCTCS Policy #1.103 | WorkReady U - Assessment.

Test Security

Local agencies must keep all testing materials, including test booklets, answer sheets, test manuals, related materials, and access to any assessments in secure storage. The materials must be available only to those involved in test administration. Local agencies need to develop a system to distribute and collect test materials. This should include numbering the test booklets. Test administrators are responsible for the security of all test materials in their possession.

No individual, school instructional program, or agency shall develop any workshop, training, or instructional session or create any materials designed to teach or prepare students to answer specific test test questions that appear on any NRS or HSE assessment. Teachers shall not review specific test items with students in discussing test results or include actual test items in any instructional materials. Instead, teachers should focus on the underlying basic skills in preparing students for testing.

General Guidelines for Test Security

- Test security procedures will be checked during monitoring.
- All test books (including TABE, HiSET OPT, CASAS, etc.) must be numbered.
- An inventory must be maintained.
- Tests must be signed in and out for every use.
- All standardized tests (TABE, HiSET OPT, HiSET*, etc.) MUST be stored in a secured testing cabinet.
  - A lockable cabinet that is stored within a locked room.
- Who has access to the cabinet?
  - The test administrators only.
- What are the contents of the testing cabinet?
  - Test Sign in/Out Book
  - Test Books
  - Blank Answer Sheets
  - Colored Scratch Paper
- When is the testing cabinet locked?
  - AT ALL TIMES!
- When is the inventory updated?
  - Every time a test book is added or removed from inventory.
- What should be done with worn out test books?
  - TABE books should be shredded.
  - HiSET OPT should be shredded.
  - HiSET Tests must be returned to ETS.

Post-Testing Guidelines

Students who meet the minimum post-testing guidelines for each assessment must be post-tested. Additional post-tests must follow established post-testing guidelines. Assessments have an effective date of 180 calendar days (defined as weekdays, weekends, and holidays) from the test administration date.

Assessment	Minimum Hours Between Assessments
Best Literacy	60 hours of instruction
Best Plus	60 hours of instruction
Comprehensive Adult Student Assessment System (CASAS)	40 hours of instruction
Test of Adult Basic Education (TABE) for ABE students	40 hours of instruction
Test of Adult Basic Education (TABE) for ASE students	30 hours of instruction
Test of Adult Basic Education Complete Language Assessment System English (TABE CLAS-E)	50 hours of instruction

Providers that offer coordinated/planned instructional sessions may administer the post-test assessment at the conclusion of each instructional session, in order to support the student cohort and transition to college and career readiness. Providers must submit basic skill instructional schedule and integrated career pathway course schedule to the WRU office through the statewide database.

Testing Accommodations

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

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/pdfs/Frequently-Asked-Questions-CAL-Adult-ESL-Assessments.pdf

BEST Plus 2.0

Accommodations in test administration procedures for BEST Plus 2.0 include using hearing aids, but do not include allowing students to read prompts from the computer screen. As BEST Plus 2.0 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).

Comprehensive Adult Student Assessment System (CASAS)

Accommodations in test administration procedures for the CASAS Assessment are available at https://www.casas.org/training-and-support/testing-guidelines/accommodations-guidelines

Test of Adult Basic Education (TABE)

Accommodations in test administrations procedures for the TABE Assessment are available on the DRC website: http://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf

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.

Additional information may be found on the DRC website: http://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf

HiSET

Accommodations for approved assessments may differ from accommodations for an approved high school equivalency test.

Contact the current test publisher for the appropriate accommodation process at: http://hiset.ets.org/requirements/disabilities/accommodations

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 approved high school equivalency test.

Louisiana HSE Attainment Methods

There are four additional methods for students that are 18 years old or older to obtain their Louisiana High School Equivalency diploma outside of them completing the High School Equivalency Test successfully.

Those options include:

1. Completion of College Preparation Coursework. A student can demonstrate college readiness by completing developmental coursework in Mathematics, English, and Reading at an LCTCS college. Courses need not be taken at the same LCTCS college.
2. Completion of a College Placement Assessment. A student can earn the minimum standard score on an approved placement test that is based on established placement scores of recognized college readiness assessments in Mathematics, English, and Reading. A performance level congruency alignment will be reviewed annually by the LCTCS.
3. Completion of an Integrated Career Pathway. A student can successfully complete an integrated career pathway coursework portfolio encompassing completion of 12 credit hours of technical education course work, earned recognized Industry Based Certificate (IBC), in combination with basic skills knowledge reflected by minimum standard scores on a recognized adult education assessment that is based on the standard score recommendations from the assessment provider in conjunction with Louisiana high school graduate performance level congruence alignment.
4. Combination of completion of college preparation coursework and completion of college placement assessment. ** See #1 and # 2.

Further details with relevant cut scores and details can be found on the WRU Policies page in Operational Procedures for HSE.

Students may apply for their High School Equivalency diploma at https://lahse.lctcs.edu/.

Duplicate Request Form

This is the form that students must fill out in order to request a duplicate transcript or diploma. They also have the option of an email verification, however that only provides the date that the test was taken and passed being sent to an email address. It does not include an emailed copy of the transcript. You can click Here for the form. There is also a fee associated with the request form. It's $25 for the diploma, $15 for the transcript, or $15 for the email verification.

HiSET Authorization Form

This form is for the students that are between the ages of 16-18. They must have this form filled out in order to take the HiSET test. This form must be filled out by an Authorization Designee for the WorkReady U provider they are attending. You can click HERE for the Authorization Form.

Authorization Designee List

You can click HERE for the list of those who are approved at each provider to sign the HiSET Authorization Form.

SECTION 8 | Grant Management

Louisiana's AEFLA Grants

WorkReady U Grants

Authorization and Funding for Adult Education in Louisiana

Federal administration and funding are authorized under Title II Adult Education and Family Literacy (AEFLA) of the Workforce Innovation and Opportunity Act (WIOA) of 2014. State administration and funding of local adult education is authorized in Louisiana under L.R.S., 17:1871 and 17:3217.1. The Education and Training/WRU Grant Management Office administers federal and state supported grants. LCTCS acts as the pass-through agency for AEFLA grants. Funding to grant recipients is determined through a competitive grant application process. Continuation funding is contingent upon fund availability; local recipient's compliance with state and federal grant expectations including program quality, fiscal reporting, performance reporting expectations and/or grant assurances; and/or until WIOA is reauthorized. Grant recipients that do not meet these measures risk loss of funding at any point in the grant period.

LCTCS will not use less than 82.5 percent of the federal grant funds to award grants under section 231. Grant recipients shall not expend more than five percent of federal adult education funding to administer the grant under Title II. In cases where five percent is too restrictive to allow for federal administrative activities, the recipient may negotiate with LCTCS to determine an adequate level of funds to be used for non-instructional purposes.

LCTCS, WorkReady U (LCTCS/WRU) grant recipients are awarded funds to establish local adult education services that align with the goals of the WIOA State Plan for the State of Louisiana, and the LCTCS Adult Education System. Grant recipients are required to establish collaborations with partners who can assist in the delivery of quality comprehensive educational services and access to a comprehensive workforce development system for adult learners.

Purpose

The purpose of Adult Education in Louisiana under the Workforce Innovation & Opportunity Act (WIOA) is to enable local adult education providers, as core partners of Louisiana's workforce system, to develop, implement and improve adult education and literacy services throughout the state to further the vision and goals as outlined in the WIOA State Plan for the State of Louisiana, WIOA and LCTCS policies and procedures, in order to--

- Assist adults to become literate and obtain the knowledge and skills needed for employment and economic self-sufficiency
- Assist adults who are parents or family members to obtain the education and skills needed to participate successfully in the educational development of their children and improve the economic opportunities of the family
- Assist adults in the attainment of a high school equivalency diploma and in the transition to postsecondary education and training through career pathways
- Assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking and comprehension skills in English; improving their math skills; and acquiring an understanding of the American System of Government, individual freedom, and the responsibilities of citizenship

Louisiana state law established adult education under the jurisdiction of the Louisiana Community and Technical College System (LCTCS), and LCTCS serves as the administrative entity for Title II, Adult Education (Louisiana Revised Statute 17:3217.1D, Acts 132 & 732 of the 2010 Regular Session) for the purpose of establishing and maintaining adult education programs to conduct adult education classes. Funding allocated to local providers for adult education must be approved by the System's President. Education and Training/WRU Grant Management Office is the unit within LCTCS responsible for the administration and oversight of Louisiana's statewide adult education system.

Grant recipients were successful applicants of the one or more Title II program types and funding sources:

A. Adult Education **FEDERAL** Grants
    1. WIOA Section 231 – Adult Education and Literacy (ABE/ASE/ELA/Workplace Preparation/Workplace Literacy/Integrated Education & Training)
    2. WIOA Section 243 – English Language Acquisition/Integrated English Literacy and Civics Education (ELA/IELCE)
    3. WIOA Section 225 - Corrections Education/Institutionalized Individuals (see WIOA Final Rules, Subpart F, §§463.63 through 463.63)

2. Adult Education **STATE** Grant

WRU requires that the federal and state program awards adhere to the same authoritative regulations for AEFLA funds regarding allowable expenditures. Since the state is required to complete annual FSR reports and show that it matched all AEFLA funds spent on administration with non federal funds, WRU uses the state flow-through amount to recipients as part of the applicable match.

Recipients shall not use federal and state funds for the administration of the high school equivalency (HSE) testing program.

Local Grant Applications

Background Information

On July 22, 2014, the Workforce Innovation & Opportunity Act of 2014 (WIOA) was signed into law to reauthorize the Workforce Investment Act of 1998 (WIA). WIOA requires the alignment of workforce, education and economic development systems to support access to high-quality, comprehensive and accessible workforce services for all individuals, including those with significant barriers to employment. Adult Education and Literacy (Title II) is identified as one of four required core partners in WIOA. The core partners are listed below:

WIOA Required Core Partners:

- WIOA Title I - Adult, Dislocated Worker, and Youth Programs (LWC)
- WIOA Title II - Adult Education and Literacy Program (LCTCS)
- WIOA Title III - Wagner-Peyser Employment Service (LWC)
- WIOA Title IV - Vocational Rehabilitation Program (LWC/LRS)

All four titles comprise the workforce system. In Louisiana, Titles I, III are under the administration of the Louisiana Workforce Commission (LWC). Title II is administered under the Louisiana Community and Technical College System (LCTCS). Title IV is under the administration of the Louisiana Workforce Commission, Louisiana Rehabilitation Services (LWC/LRS).

Pursuant to WIOA Section 232, in order for an eligible applicant to be allocated AEFLA grant funds and/or state grant funds, the eligible applicant must submit an initial application during the competitive process which must be approved by LCTCS, WRU. Funded applicants must submit an annual continuation application in subsequent years.

The application shall describe how AEFLA and/or state grant funds will be used to provide mandated adult education activities with respect to state and local levels of performance and how the recipient will ensure compliance with AEFLA, WIOA and State requirements. The application shall contain such information and assurances as the LCTCS may require, including but not limited to -

1) A description of how funds awarded under this title will be spent consistent with the requirements of title II of AEFLA;
2) A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
3) A description of how the eligible provider will provide services in alignment with the local workforce development plan, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate;
4) A description of how the eligible provider will meet the State-adjusted levels of performance for the primary indicators of performance identified in the State's Unified or Combined State Plan, including how such provider will collect data to report on such performance indicators;
5) A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to—
    a) Provide access through the one-stop delivery system to adult education and literacy activities;

b) Use a portion of the funds made available under the Act to maintain the one-stop delivery system, including payment of the infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the Local Board and described in the memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding;
c) Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system;
d) Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the Act; and
e) Provide representation to the State board.

6) A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals;
7) Information that addresses the 13 considerations listed in Title II, Sec. 231(e) and State mandates:
    a) The degree to which the eligible provider would be responsive to:
        i) Regional needs as identified in the local workforce development plan; and
        ii) Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals:
            (1) Who have low levels of literacy skills; or
            (2) Who are English language learners.
    b) The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
    c) The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to meeting the state–adjusted levels of performance for the primary indicators of performance described in WIOA section 116;
    d) The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of the Act, as well as the activities and services of the core partners;
    e) Whether the eligible provider's program:
        i) Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
        ii) Uses instructional practices that include the essential components of reading instruction;
    f) Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice;
    g) Whether the eligible provider's activities effectively use technology, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;
    h) Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain

and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

i) Whether the eligible provider's activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high-quality professional development, including through electronic means;
j) Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, LWDBs, One-Stop/American Job Centers, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways;
k) Whether the eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
l) Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and
m) Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

State Consideration: Staffing

- All instructors hold, at a minimum, an associate degree

State Consideration: Class Scheduling

- Adequate intensity and duration of instruction to allow participants to be progress-tested according the NRS/WorkReady U Assessment Policy testing guidelines.
- Class schedules/services, include classes that integrate face-to-face instruction with distance learning activities, to extend learning beyond the classroom and provide flexibility to meet the needs of the target population;
- Commitment to provide year-round flexible scheduling with a minimum of 220 instructional days.
- Correctional Education Programs must provide a minimum of 10 instructional hours per week.

Fiscal Policies and Procedures

As of July 1, 2017, LCTCS and all recipients will use the state-approved eGrants system as the financial management and accounting system. LCTCS uses eGrants to track expenditures at the state level. Each recipient uses eGrants to track expenditures of their subgrant. At the beginning of a grant year, LCTCS's budget is loaded into eGrants and each grant and funding source is coded so that it can be easily tracked. At LCTCS, Finance Division staff are responsible for managing the budget and accounts payable at the state and local level. This section describes the budget and reimbursement process for WRU grants and the fiscal policies and procedures that successful applicants are expected to be aware of and adhere to.

Grant Award Notifications (GAN)

The grant funds received by the local eligible program shall be expended for the purpose of the grant and in a manner consistent with fiscal requirements. Initial grant funds will be awarded to entities chosen through a competitive grant process . Funding is allocated using a performance based formula in the subsequent year(s) of the grant cycle. After the subawards are determined, the allocations are provided to the Grant Accounting Program Manager, who loads the subrecipient award amounts into the eGrants system. Grant Award Notifications (GANs) are issued to successful grant applicants and budgets must be prepared for the GAN amount. Additionally, the award amount for each subrecipient is provided to the LCTCS Finance Division. The Director of Fiscal Affairs in the Finance Office is responsible for ensuring that non-federal expenditures are properly recorded and tracks the state match.

If the GAN is for a federal subgrant, the GAN will include the following: (1) subrecipient name; (2) subrecipient's unique identifier; (3) federal award identification number (FAIN), also known as the PR/Award number; (4) federal award date; (5) subaward period of performance state and end date; (6) amount of federal funds obligated by this action; (7) total amount of federal funds obligated to the subrecipient; (8) federal award project description; (9) name of federal awarding agency, pass-through entity, and contact information for awarding official; (10) Assistance Listings number and name; and (11) indirect cost rate.

Additionally, the GAN must also include:

- All requirements imposed by LCTCS, WRU, as the pass-through entity, on subrecipients to ensure that grant funds are used in compliance with federal statutes, regulations, and the terms and conditions of the federal award;
- Any additional requirements that LCTCS, WRU imposes on the subrecipient in order for LCTCS, WRU to meet its own responsibilities, including identification of any required financial and performance reports;
- An approved federally recognized indirect cost rate negotiated between the subrecipient and the federal government or, if no such rate exists, either a rate negotiated between LCTCS, WRU as the pass-through entity, and the subrecipient, which can be based on a prior negotiated rate between a different pass-through entity and the same subrecipient, or a de minimis indirect cost rate, if applicable;
- A requirement that the subrecipient allow LCTCS, WRU and auditors to access the subrecipient's records and financial statements as necessary; and
- Appropriate terms and conditions regarding subaward closeout.

General Budget Information

Federal Awards [AEFLA]

Recipients must classify all proposed expenditures within two types of service categories:

1. **Instructional Costs** - At least 95% of federal funds must be expended for adult education instructional activities.
2. **Administrative Costs** - Administrative costs may not exceed 5% of the total grant award. Under AEFLA section 233(a)(2), local administration activities can include accountability reporting, professional development, and activities geared toward alliance with the local plan and fulfilling one-stop partner responsibilities. Examples of allowable costs may include:
    - Salaries of program administrators, supervisors;
    - Non-instructional expenses;
    - Clerical (personnel involved in clerical activities);
    - Administrative fringe benefits as required for salaried positions;
    - Administrative travel to state meetings relating to administering adult education courses and educational activities; and
    - Indirect Costs (if applicable).

Note: The Federal Leadership funds awarded to recipients are intended to be used for capacity building activities to improve program performance. The Leadership GAN will specify the intended use of the designated funds. Although the budget must differentiate the Instructional and Administrative costs for the planned activities, if approved by WRU, the administrative allowance may exceed the 5% cap.

State Award

Recipients must classify all proposed expenditures within two types of service categories:

1. **Instructional Costs** - At least 75% of state funds must be expended for adult education instructional activities.
2. **Administrative Costs** - Administrative costs may not exceed 25% of the total grant award. Local administration activities can include accountability reporting, professional development, and activities geared toward alliance with the local plan and fulfilling one-stop partner responsibilities. Examples of allowable costs may include:
    - Salaries of program administrators, supervisors;
    - Non-instructional expenses;
    - Clerical (personnel involved in clerical activities);
    - Administrative fringe benefits as required for salaried positions; and
    - Administrative travel to state meetings relating to administering adult education courses and educational activities.

WRU Recipients' Budget

Each recipient must designate two (2) authorized staff member(s) to become eGrants system users: **Primary User** and **Secondary User**. The primary user has the ability to enter fiscal information in the system **AND** submit fiscal information for approval to LCTCS. The secondary user can enter and save fiscal information in the system but only submit that information to the primary user for approval. The eGrants users must be trained and tested on compliance with federal grant management requirements under EDGAR and AEFLA. Annual EDGAR training will be provided by LCTCS. At the conclusion of the training, the designated user(s) must demonstrate a thorough understanding of the fiscal grant management requirements to become a certified representative for the recipient. The certified representative(s) are then responsible for ensuring that all fiscal information submitted in the eGrants system are allocable, necessary and reasonable for the award.

eGrants Budget Summary/Detail

1. For each line item amount on the Summary Form a clear, concise explanation for each line item expenditure must be provided on the budget detail form.
2. USDE/OCTAE requires that States report the amount of AEFLA funds expended on training and/or career services. Therefore, programs must track and report fiscal information for training and career on the budget detail form. When completing the budget detail, programs must report the amount of AEFLA funds expended on Training and/or Career Services for each applicable line item.
   a. Training Services
   b. Career Services
3. Maximum Administrative Costs:
   a. Federal Funds: Administrative Cost shall not exceed 5% of total award.
   b. State Funds: Administrative Cost shall not exceed 25% of total award.

eGrants Amendment (Revisions)

Submitting an amendment/revision request in the eGrants system:

- Click on the Grants tab and then, the Active Grants link in the left navigation menu.
- Click the hyperlink for Grant for which an Amendment needs to be submitted
- In the Grant view screen, click on the Revisions. In the Amendment Request block, click on the New button to continue.
- Clicking the New button will open a new tab in your browser. In the overview tab, complete the Amendment Details block by selecting the Amendment/Modification Type and enter a Reason for the Amendment. Click Save to continue.
- Clicking Save will refresh the page and populate additional tabs. Click Edit to begin. In the Summary Budget tab, click on the “pencil” icon in the Details column.
- Enter the adjustment amounts in the Requested Revised Budget column. Please remember that the net of adjustments must equal to zero (0). The user is simply reallocating dollar amounts from one budget category into another. Click Save once complete.
- In the Attachments tab, the user may upload any revised documents. **(All documentation MUST agree with the other, ie. Budget Narrative, Budget Summary and all supporting records)** Once all the required fields have been completed, click on the Submit for Approval button to complete the Amendment Request process.

eGrants Grant Reimbursement

Reimbursement requests shall be submitted **monthly** through the eGrants automated system by the 15th of each month. If the 15th falls on a weekend and/or holiday, the reimbursement request is due on the first business day thereafter. The system will electronically compare reimbursement requests with the corresponding line item in the approved budget. If there is a discrepancy, the request will be returned to the designated system user(s). Additionally, finance will review reimbursement claims to ensure that federal carryover funds are expended before current fiscal year funds are reimbursed [first in, first out (FIFO)].

Final Requests for State Fund Reimbursement for the fiscal year are due by July 15 or the first working day thereafter. **Final Requests for Federal Fund Reimbursement for the program year are due by October 15** or the first working day thereafter. Requests for Reimbursement submitted after this deadline will not be paid. All requests must relate to federal costs that were timely obligated within the approved period of performance. Any funds left unobligated may be reallocated according to the allocation formula to all eligible recipients during the next fiscal year.

LCTCS distributes funds based on a 100% reimbursement system, thus a recipient must first have an approved budget before obligating funds. Once a disbursement of local funds has been made, the recipient may request funds from LCTCS Finance Office using the reimbursement request form in the eGrants system. The Finance Division oversees all payments made to recipients.

Note: *Program Income collected by the recipient must be expended on AEFLA allowable costs before reimbursement requests are submitted to LCTCS finance. Refer to Section 5.0, Program Income for additional information.*

Documentation for each reimbursement claim must be maintained by the program for a period of five years. Refer to Record Keeping, Section 10.0 for additional information. Fiscal monitor will focus on specific areas of concerns or targets including but not limited to:

- Analyses of submitted reports
    - Grant application
    - Budget
    - Budget amendment(s)
    - Reimbursement claims,
    - Maintenance of Effort (MOE)
    - Program Income
    - Career/Training Service reports
- Fiscal/Grant management (timely submissions)
- Fiscal documentation properly maintained
    - Time and Effort Certifications
    - Equipment and non-consumable supply purchases
    - Property Inventory List
- Fiscal documents support 100% of funds spent and align with grant application

It is the responsibility of the recipient to maintain backup documentation for all reimbursement claims and ensure that the documentation is available upon request.

Electronic Funds Transfer (EFT) System

LCTCS has an Electronic Funds Transfer (EFT) System, which allows funds to be electronically transferred to the account of a vendor. Grant recipients must complete the LCTCS EFT form (refer to page 49) and be established in the EFT system. The EFT payment may be expected in your account approximately 7-10 business days following the submission deadline.

Classification of Budget Expenditures

As noted above, recipients must classify all proposed expenditures in one of two service categories: (a) instructional services or (b) administrative services. Within each category, recipients must indicate the amount of funds that will be spent on specific line items based on ten major object codes. Object codes are used to describe the service or commodity obtained as the result of a specific expenditure. Listed below are definitions of the object classes and examples of expenditures.

Line 1 & 10: SALARIES and WAGES – Amounts paid to both permanent and temporary employees, including personnel substituting for those in permanent positions. This expenditure includes gross salary for personal services rendered while on the payroll of the subgrantee and work directly with approved activities relating to WorkReady U. Budget narrative information must include all position titles to be funded by the grant, and a brief description of duties by position as they relate to the grant.

Line 2 & 11: EMPLOYEE BENEFITS – Amounts paid by the subgrantee on behalf of employees; these amounts include fringe benefit payments, which may include, Social Security, Worker's Compensation, deferred compensation, federal unemployment compensation, state unemployment compensation, retirement, and health insurance.

Line 3 & 12: PROFESSIONAL AND TECHNICAL SERVICES – Professional or technical services provided by a consultant (i.e., contractor or vendor) to accomplish a specific study, project, task, other work statement or services which, by their nature, can be performed only by persons or firms with specialized skills and knowledge. Costs of professional and consultant services rendered by persons who are members of a particular profession or possess a special skill are allowable, when reasonable and necessary and when not contingent upon recovery of the costs from the federal funding. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

Line 4 & 13: OPERATING SERVICES/PURCHASED PROPERTY SERVICES – Services purchased to operate, repair, maintain, and rent property owned or used by the subgrantee. These services are performed by persons other than subgrantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Examples include, but are not limited to:

- Shipping, Registration, Subscriptions, Memberships, and Printing
- Software (Licenses, Data Services, Online Seats, etc.)
- Rentals (Office equipment, Buildings and Grounds, IT Equip, Automotive, etc.)
- Memberships and Subscriptions (Institutional Dues or Memberships, Professional Subscriptions, License Fees, Testing Fees, etc.)
- Advertising and Public Relations (Expenditures for announcements in professional publications, newspapers, or broadcasts over radio and television. These expenditures include advertising for such purposes as personnel recruitment, legal advertisements, new and used equipment, and sale of property).

Advertisements are allowable for recruiting grant personnel only as long as the advertisement is not in color and not excessively large. Advertisements are allowed to communicate with the public and press when the costs are considered necessary as part of the outreach effort for the grant. AEFLA funds cannot be used to promote the institution itself. Funds can be used for informational brochures, and magazine, newspaper, television, or radio advertisements —***only if***— it is directed toward a specific program/service.

- Postage and freight (postal communications services to establish or maintain postage machine rentals, postage, express delivery services, and couriers)
- Utilities (electricity, natural gas, water service, sewerage, etc.)
- Communication (telephone and voice communication services; data communication services to establish or maintain computer-based communications, networking, and internet services; video communications services to establish or maintain one-way or two-way video communications via satellite, cable, or other devices.

Line 5 & 14: TRAVEL/OTHER PURCHASED SERVICES – Services purchased (Separate from Professional and Technical Services or Property Services) for business travel related activities that include Conferences and Conventions both in-state and out-of-state; training and professional development; and monitoring of activities. Note: All out-of-state conferences must have prior written approval.

Examples:

- Expenses for transportation, lodging, subsistence and related items
- Louisiana Association for Public, Community and Adult Education (LAPCAE) Conference
- LCTCS Conference Amounts paid for services rendered by organizations or personnel not on the payroll of the subgrantee (separate from professional and technical services or property services).
- Regional Resource Center (RRC) workshop/training activities

Travel and Transportation

Travel and transportation costs for LCTCS and recipients' employees are an allowable expenditure if it will be of documentable benefit to the program and approved by WRU. Travel may include the cost of attendance at state-approved, in-service training activities (professional development) to the extent that the recipient documents that such expenditures directly relate to the improvement of the program being assisted under the AEFLA.

The reimbursement rules for recipients vary depending on organization type:

- Community and Technical Colleges, as well as Community and Faith-Based Organizations, must follow Louisiana's State Travel Guide, which is also referred to as PPM-49. For more detailed information, please see the Louisiana State Travel Guide, available at http://doa.louisiana.gov/osp/travel/travelpolicy.htm.
- Local educational agencies (LEAs) are reimbursed in accordance with their internal travel regulations promulgated by the school board.

Recipients may not use federal or state grant funds for dependent care costs.

Line 6 & 15: SUPPLIES – (Consumable/Non-Consumable) Materials and supplies are tangible personal property other than equipment and non-consumable supplies (See section 9.0 Property Management for definitions) used to carry out the grant. Amounts paid for items that are consumed, worn out, or deteriorated through use; or for items that lose their identity through fabrication or incorporation into different or more complex units or substances.

Examples:

- General Office Supplies (pens, pencils, paper, etc.)
- Copier Supplies (ink cartridges, toner, etc.)
- Computer Supplies (jump/flash drives)
- Operating Supplies (wires, adapters, etc.)
- Educational Supplies (instructional materials, textbooks, etc.)

Non-Consumable Supplies: An item is defined as a non-consumable supply if it can be expected to serve its principal purpose for at least one year and is less than *$1,000 per unit cost in value (e.g., printers, cameras, iPods, computing devices, etc.). Generally, computing devices as defined in 2 C.F.R. § 200.1 would fall in this category.

Computing Devices are non-consumable supplies if less than $5000 under EDGAR Guidelines – However,* ***STATE Guidelines are more restrictive**, therefore computing devices under $1000 will be identified as non-consumables.*

Computing devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or "peripherals) for printing, transmitting and receiving, or storing electronic information.

Anything that is not equipment is considered supplies.

Consumable Supplies: An item is defined as a consumable supply if it cannot be expected to serve its principal purpose for at least one year and is less than $1,000 per unit cost in value (e.g., paper, pencils, instructional material). Generally, at the local level, office supplies are not considered allowable purchases, unless associated with a workshop, conference, or a professional development activity, or when necessary for the operation of equipment purchased with AEFLA funds.

Line 7 & 16: PROPERTY – Cost of all equipment and non-consumable supplies, when applicable. See section 9.0 Property Management for definitions.

Examples:

- Computing Devices may be included in this category (if the cost per unit is over $1,000)
- Computers (desktops, laptops, tablets, monitors, etc.)
- Office Equipment (calculators)
- Furniture (desks, chairs, etc.)
- Reproduction and Printing Equipment (copiers, printers, etc.)

Line 8 & 17: OTHER OBJECTS – These object codes are designated for special projects that must be tracked by LCTCS/WRU. Program personnel will be notified of these projects as they become available.

Line 18: INDIRECT COSTS (Administrative Costs) – Indirect costs are incurred for a common or joint purpose benefitting more than one cost objective and include salaries and related benefits of individuals working in accounting, personnel, purchasing functions, rent, depreciation and utilities used by office staff, equipment and services used by everyone: copiers, phone systems, janitorial service, IT support, Board expenses, marketing expenses, grants management, audit, liability insurance, staff training, etc. Regardless of a recipient's indirect cost rate, the combined total cost of all direct administrative charges and indirect charges cannot exceed the administrative cap (5% for federally funded grants and 25% for state funded grants).

Salaries of administrative and clerical staff should be treated as indirect costs unless: (1) Services are integral to activity; (2) Individuals can be specifically identified with the activity; (3) Costs are explicitly included in the budget; (4) Costs are not also recovered as indirect.

LCTCS eGrants System

All WRU Federal and/or State funds will be managed through the LCTCS eGrants system. This includes issuance of grant award notifications (GANs), budgets, budget revisions/amendments, reimbursement requests, and fiscal end-of-the-year reports including Maintenance of Effort, Program Income, Career and Training Expenditures. The complete LCTCS eGrants WorkReady U External Knowledge Base is available in the eGrants system. Users must be logged in to lctcs-egms.force.com to access the Knowledge Base. A directional video for accessing and using the Knowledge Base can be found at: https://youtu.be/n0PNaCPa5fM

Each WRU recipient is responsible for providing accurate, up-to-date information within the eGrants system for the organization. Recipients shall --

1) Complete the eGrant registration process
   - Access the applicant portal
   - Complete the Organizational Profile and enter the Point of Contact (POC) for the organization
   - Register Users [Maximum of two (2) Users]
     - Primary User. The primary user is the only person that has the capability to “Enter, Save and Submit” information to LCTCS for approval.
     - Secondary User. The secondary user has the capability to “Enter, Save and Submit” information to the primary user only.
2) Submit an Amendment/Revision Request
3) Submit Reports (Maintenance of Effort, Program Income, Career and Training Service Expenditures, etc.)

Maintenance of Effort (MOE)

The federal government requires that LCTCS, as the state recipient of AEFLA funds, ***spend from state and local sources*** an amount equaling no less than 90% of the amount spent the year before for adult education. LCTCS must report this amount annually in the Financial Status Report (FSR) to the USDE.

In calculating the MOE, local funds contributed by the recipients to support adult education within their own program may be calculated in the LCTCS FSR report. LCTCS requires each recipient to report their local contribution toward adult education for the most recently completed fiscal year by **September 30th**. Information must be submitted to the LCTCS Finance Department. WRU state fund awards may not be counted in local fund contributions. Additionally, fees collected from students and expended may not be included in MOE.

The Maintenance of Effort Report consists of two parts: MOE Fiscal Statement and MOE Worksheet. The MOE forms will be emailed to supervisors. All recipients must submit the fiscal statement signed by the Executive Officer of the institution. The signed statement and details for the contribution shall be submitted to LCTCS Finance Department for the applicable fiscal year.

MOE Fiscal Statement

The fiscal statement is to certify that the recipient's reported contribution was expended to support adult education and it meets the provisions of the WIOA State Plan for the State of Louisiana.

All recipients must submit the fiscal statement signed by the Executive Officer of the institution.

MOE Worksheets

Recipient local fund contributions must be documented and itemized in the fiscal year, ending June 30th, on the MOE worksheet. Recipients that did not contribute local funds to support adult education must also complete and return the fiscal statement (certification page) as described above.

To complete the MOE Worksheet form, enter the amount of ***local funds*** spent during the fiscal year on and provide details for each expenditure:

- ➔ Line 1 &10: Salaries/Wages
- ➔ Line 2 & 11: Employee Benefits
- ➔ Line 3 & 12: Professional and Technical ServicesLine 4 & 13: Operating Services/Purchased Property Services
- ➔ Line 5 & 14: Travel/Other Purchased Services
- ➔ Line 6 & 15: Supplies
- ➔ Line 7 & 16: Property
- ➔ Line 8 & 17: Other Uses of Funds/Professional Development
- ➔ Line 18: Indirect Costs

Program Income

Program income is defined as "gross income earned by the non-Federal entity that is directly generated by a [grant] supported activity or earned as a result of the Federal [grant] award during the period of performance[.]" 2 C.F.R. § 200.1. Program income is governed by the terms of the agreement between the state and local subgrantee. Program income must be accounted for in program records and used only for costs allowable under the AEFLA. Program income may only be used to provide local adult education and literacy services. This may include the payment of salaries and purchase of materials.

In accordance with EDGAR at 2 C.F.R. § 200.307 and 34 C.F.R. § 76.534, tuition monies and/or fees collected by WRU grant recipients 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.

Grant recipients shall:

- Notify WRU that program income will be collected during the fiscal year (including the proposed amount to be charged to students);
- Provide an income waiver process to eligible students. Fees charged to students participating in an adult education program must be equitably administered and must not reach levels that have an adverse effect on the participation of economically disadvantaged students;
- Complete and submit the Program Income Report Form(s) to LCTCS by **September 30th** of each year. The Program Income form will be emailed to supervisors. If program income was collected during the fiscal year, a detail of all collections and expenditures by object code must be included in the annual submission.
- Program income must be spent on allowable costs under AEFLA and in accordance with EDGAR Requirements for Use of Program Income (2 C.F.R. § 200.307) and State requirements;
- Retain documentation and receipts for program income expenditures; and
- Program income funds must be expended before submitting reimbursement requests for awarded fiscal year funds.
- To the greatest extent practicable, program income should be expended in the same award year in which it was earned.

Certification that program income was not collected is also due by the due date from any program.

Unless prior written approval is received from LCTCS, institutions of higher education and nonprofit research institutions must add program income to the federal award. For example, a recipient receives a WRU subgrant in the amount of $30,000. The recipient receives program income in the amount of $5,000. The recipient may request reimbursement for $30,000 but is in effect running a $35,000 program and must expend the $5,000 of program income on allowable expenditures under the grant.

Program income must be used for the purposes and under the conditions of the WRU subgrant.

Program income will be monitored by LCTCS. Grant recipients not using program income in the appropriate and specified manner will receive written notification from LCTCS and may be subjected to an on-site review and/or corrective actions as LCTCS determines necessary.

Allowable Costs

Recipients may only spend grant funds on allowable costs. Recipients must perform an allowable cost analysis to determine whether a cost is allowable when developing the original budget and when actually expending grant funds. An allowable cost analysis must take into consideration the following:

1. Basic Cost Principles
2. Specific Items of Cost
3. Allowable costs under AEFLA
4. State policies
5. Supplement not supplant

Basic Cost Principles

Subpart E of 2 C.F.R. Part 200 establishes federal cost principles for all non federal entities. The cost principles are basic guidelines that describe permissible ways federal funds may be spent. The basic cost principles state that for a cost to be an allowable use of federal funds, it must be:

- **Necessary and Reasonable for the performance of the federal award.** A cost must be necessary for the proper and efficient performance of the grant. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, reasonable means that sound business practices were followed, and purchases were comparable to market prices.
- **Allocable to the federal award.** A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. 2 C.F.R. § 200.405. For example, if 50% of a teacher's salary is paid for by a specific federal grant, then that teacher must spend at least 50% of his or her time on that specific federal grant program.
- **Consistent with policies and procedures that apply uniformly to both federally financed and other activities of the subrecipient.**
- **Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the federal award.**
- **Consistent treatment.** A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
- **Adequately documented.** All expenditures must be properly documented.
- **Be determined in accordance with general accepted accounting principles (GAAP), unless provided otherwise in Part 200.**
- **Not included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such.** Some federal program statutes require the non federal

entity to contribute a certain amount of nonfederal resources to be eligible for the federal program.

- **Be the net of all applicable credits.** The term "applicable credits" refers to those receipts or reductions of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the state relate to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate. 2 C.F.R. §200.406.
- **Cost must be incurred during the approved budget period.** The budget period is the time interval from the start date of a funded portion of an award to the end date of that funded portion during which recipients are authorized to expend the funds awarded, including any funds carried forward.

Selected Items of Cost

The federal regulations provide cost principles specific to certain items. Once it is determined that a cost meets the requirements of the basic cost principles described above, recipients should consult the General Provisions for Selected Items of Cost found in 2 C.F.R. §§ 200.420-200.476. There are approximately 56 selected items listed in Part 200. Just because an item is listed does not mean that the type of cost is always allowable. Under some instances the item may be allowable only under certain circumstances while under other instances the item may not be allowable. Recipients must review the specific cost principles associated with the type of cost being considered, as well as ensure the cost meets the basic cost principles described above.

Allowable Under AEFLA

In addition to the cross-cutting cost requirements, recipients must ensure that the cost is allowable under the specific provisions of the grant statute.

Allowable Under State Policy

In certain circumstances, LCTCS has more restrictive requirements than the federal rules. Recipients must also consider state policy when making allowability determinations and follow the more restrictive applicable requirements.

Supplement not Supplant

As a requirement of the AEFLA statute, funds made available under the AEFLA must supplement and not supplant non federal funds expended to carry out adult education activities. In other words, federal AEFLA funds may only be used in addition to funds already spent by the LCTCS on adult education, and cannot be used in place of non-AEFLA funds.

It will be presumed that supplanting has occurred where:

- The local provider uses AEFLA funds to provide services that the local provider is required to make available under another federal, state or local law; or
- The local provider uses AEFLA funds to provide services that the local provider provided with non-AEFLA funds in the prior year.

These presumptions are rebuttable if the local provider can demonstrate that it would not have provided the services in question with non-AEFLA funds had the AEFLA funds not been available. If presumed supplanting occurred, due to a reduction in non federal funds or a change in the local provider's priorities, the provider must create and maintain contemporaneous written documents, such as meeting minutes or itemized budget documents for one year to the next, demonstrating that the decision to not fund an activity with state or local funds was made without regard to the availability of AEFLA funds. If a local provider uses AEFLA funds to support activities that otherwise would be funded with state or local funds, the activities funded must be allowable under the AEFLA. *(Refer to Frequently Asked Questions (FAQs) for additional information regarding Supplement not Supplant)*

Timely Obligation of Funds

All grant funds may only be spent on allowable expenditures during the period of performance. Accordingly, it is important for recipients to understand what the period of performance is for the grant awarded and when obligations occur. Each GAN received by recipients will specify the period of performance for the specific grant award.

Period of Performance – Federal Funds

All obligations must occur on or between the beginning and ending dates of the grant project. See EDGAR at 2 C.F.R. §§ 200.1 and 200.309 (Period of Performance). While recipients should plan to spend all current grant funds within the year the grant was appropriated for, the period of obligation for AEFLA funds is 27 months, extending from July 1 of the fiscal year for which the funds were appropriated through September 30 of the second following fiscal year. This maximum 27-month period includes a 15-month period of initial availability, plus a 12-month period for carryover. For example, funds from the fiscal year 2020 appropriation initially became available on July 1, 2020 and may be obligated through September 30, 2022. Any funds not obligated during the period of availability lapse and must be returned to LCTCS.

Carryover Procedure

Funding that has not been obligated by recipients within the initial 15 months of the grant period is carried over by the provider into the next year and use of those funds is determined by the recipient when submitting the following year's budget. Any obligation made during a carryover period is subject to current statutes, regulations, and applications. See 34 C.F.R. §76.710. Large carryover amounts will be considered by LCTCS when making allocation determinations in a continuation year.

Because the time left to obligate carryover funds is shorter, recipients are advised to use first in first out (FIFO) accounting to ensure that older funds are expended prior to the new grant funds. As it is up to the recipient to indicate on the reimbursement request form what fiscal year grant funds the reimbursement is to come from, recipients should keep FIFO accounting in mind when completing the forms.

Period of Performance – State Funds

The period of performance is different for state funds. All obligations must occur on or between the beginning and ending dates of the grant project, July 1st to June 30th. State funds do not have carryover provisions.

Obligations

An obligation occurs when funds are formally designated for a specific cost. See 34 CFR Part 76 §§ 75.707; 76.707.

All obligations must be made during the period of performance. Accordingly, recipients must be aware of when funds are obligated.

The following table illustrates when funds are determined to be obligated under federal regulations.

If the obligation is for:	**The obligation is made:**
Acquisition of property	On the date which the subgrantee makes a binding written commitment to acquire the property
Personal services by an employee of the subgrantee	When the services are performed
Personal services by a contractor who is not an employee of the subgrantee	On the date which the subgrantee makes a binding written commitment to obtain the services
Public utility services	When the subgrantee receives the services
Travel	When the travel is taken
Rental of property	When the subgrantee uses the property
A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 C.F.R part 200, Subpart E-Cost Principles.	On the first day of the project period.

Procurement

In accordance with Louisiana law, all purchases made by LCTCS or any of the recipients must conform to all purchasing laws and all purchasing rules of procedure. There are two categories of procurement policies: purchases of goods and service contracts. The policies and procedures governing procurement under both categories depends on the amount of the purchase or contract. Detailed information on procurement can be obtained on the Louisiana Division of Administration, Office of State Purchasing and Travel ("DOA") at http://www.doa.louisiana.gov/osp/osp.htm. Recipients must follow the policies and procedures that meet the standards set out in EDGAR at 2 C.F.R. §§200.318 through 200.327. ***All non federal entities must have documented procurement procedures which reflect applicable federal, state, and local laws and regulations.***

Property Management

Property Classifications

There are three classifications of property:

1. **Equipment**: An item is defined as equipment if it can be expected to serve its principal purpose for at least one year and is equal or greater to *$1,000 per unit cost in value.

2. **Non-Consumable Supplies**: An item is defined as a non-consumable supply if it can be expected to serve its principal purpose for at least one year and is less than *$1,000 per unit cost in value (e.g., printers, cameras, iPods, computing devices, etc.). Generally, computing devices as defined in 2 C.F.R. § 200.1 would fall in this category.

   Computing Devices are non-consumable supplies if less than $5000 under EDGAR Guidelines – However, **STATE Guidelines are more restrictive, therefore computing devices under $1000 will be identified as non-consumables.*

   Computing devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or "peripherals") for printing, transmitting and receiving, or storing electronic information.

   Anything that is not equipment is considered supplies.

3. **Consumable Supplies**: An item is defined as a consumable supply if it cannot be expected to serve its principal purpose for at least one year and is less than $1,000 per unit cost in value (e.g., paper, pencils, instructional material).

Although the Federal or recipient's policy may be less restrictive, all subgrants issued by LCTCS must be administered in compliance with this policy. See 34 C.F.R. § 76.700.

Inventory Procedure

All equipment and non-consumable supplies must be inventoried and tagged upon receipt. For each equipment and non-consumable supply purchased with federal funds, the following information must be maintained as part of the inventory records:

- Description of the property
- Serial number or other identification number;
- Source of funding for the property (including the FAIN);
- Who holds title;
- Acquisition date and cost of the property;
- Percentage of federal participation in the project costs for the federal award under which the property was acquired;
- Location, use and condition of the property; and
- Any ultimate disposition data including the date of disposal and sale price of the property.

Recipients must maintain a master inventory list for all equipment and non-consumable supplies purchased with Federal AEFLA and State funds. State fund purchases for equipment/property under $1,000, do not have to be reported in the State's reporting system but must be tagged. The "tag" may include marking the equipment with a permanent marker that identifies that the piece of equipment was purchased with State Adult Education/WRU funds and the piece of equipment/property (serial # if applicable) must be included on the WRU internal inventory list. The WRU Program Director or other designated personnel for the recipient must possess the master inventory list and will be responsible for verifying the accuracy and completeness of the list.

An inventory of all equipment and non-consumable supplies purchased in whole or in part with AEFLA and State funds must be conducted on a *yearly* basis by all recipients.

Lost or Stolen Items

All items that the recipient believes may be lost or stolen must be reported to the recipient's Property Manager, who will report it to the police. While only potentially stolen property must be reported to the police, it is a best practice to file a police report for all stolen and lost items. The Property Manager must then notify the Internal Audit Director of the lost or stolen property and forward the police report, if available. The Internal Audit Director then reports the stolen or lost item to the District Attorney and the Legislative Auditor. If there is evidence that the item was in fact stolen, the item may be removed from the inventory. If the item is lost, that fact should be noted in the inventory and the item must stay on the inventory list for a minimum of 3 years.

Use of Equipment

All equipment purchased with grant funds must be used in the recipient's adult education program, whether or not the program continues to be supported by the grant award. The recipient cannot encumber the property without prior approval of the federal awarding agency and LCTCS, as the pass-through entity.

During the time equipment is used in the adult education program, the equipment may also be made available for use on other projects or programs currently or previously supported by the federal government, provided that such use will not interfere with the work or services of the adult education program. First preference for other use must be given to other programs or projects supported by USDE. Second preference is given to programs or projects under federal awards from other federal awarding agencies. Use for non-federally funded programs or projects is also permissible. Recipients must keep in mind the allocability requirement. See section 6.0 Allowability.

When no longer needed in the adult education program, the equipment may be used in other activities in the following order of priority: (1) activities under a federal award from USDE; then (2) activities under federal awards from other federal awarding agencies.

Disposal of Equipment and Non-Consumable Supplies

When it is determined that equipment or a non-consumable supply purchased with AEFLA funds is no longer needed for the intent for which it was originally purchased or for any other federally funded activities of the recipient, and the property can still be used, written notification should be sent to WRU. A survey will be sent to recipients to determine if any other recipient would be able to use the property. If a recipient responds that it would be able to use the property, the item may be transferred to that recipient by the most reasonable method. Once received by the recipient, the recipient's property manager must follow the inventory procedures set out above to document the transaction. If denied, the original recipient shall keep the property on their inventory list.

If the property can no longer be used, or a transfer has been denied, the property may be disposed of. Before the item is disposed of the recipient shall submit a written request to WRU for disposition instructions.

Generally, disposition of equipment is dependent on its fair market value (FMV) at the time of disposition. If the item has a current FMV of $5,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency. If the item has a current FMV of more than $5,000, the federal awarding agency is entitled to the federal share of the current market value or sale proceeds.

If acquiring replacement equipment, the recipient may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.

Whether the property is transferred, dismantled for parts, or disposed of, the outcome must be reported to WRU and documented in the recipient's inventory system.

Disposal of Consumable Supplies

If there is a residual inventory of unused consumable supplies exceeding $5,000 in total aggregate value upon termination or completion of the project or program and the supplies are not needed for any other federal program, the recipient must retain the supplies for use on other activities or sell them, but must in either case, compensate the federal government for its share.

Record Keeping

LCTCS and all recipients must maintain records and accounts in a manner that ensures a full accounting of all funds received and expended in connection with the AEFLA grant. These records and accounts must be retained and made available for programmatic or financial audits. **WRU and recipients shall retain records for 5 years from the date of the final submission report.**

When original records are electronic and cannot be altered, there is no need to create and/or retain paper copies. When original records are paper, electronic versions may be substituted through the use of duplication or other forms of electronic media provided they are: (1) subject to periodic quality control reviews; (2) provide reasonable safeguards against alteration; and (3) remain readable. See EDGAR at 2 C.F.R. §200.336.

Time and Effort Certifications

All employees of recipients paid in whole or in part with grant funds are required to complete time and effort reports. Time and effort reports must accurately reflect the work performed and must meet the following standards:

- Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- Be incorporated into the official records of the recipient;
- Reasonably reflect the total activity for which the employee is compensated by the recipient, not exceeding 100% of compensated activities;
- Encompass both federally assisted and all other activities compensated by the recipient on an integrated basis;
- Comply with established accounting policies and practices of the recipient;
- Support the distribution of the employee's salary or wages among specific activities or cost objectives. 2 C.F.R. § 200.430(i).

It is critical for payroll charges to match the actual distribution of time recorded. Employees who spend 100% of their time on administration activities or 100% of their time on instructional activities are required to complete a semi-annual certification. Refer to **Sample Form #1** below for the required content on the Time and Effort Certification documents for employees who work 100% on one cost objective. Employees who work on two or more cost objectives (i.e.: administration and leadership) are required to complete monthly time and effort certification documents. Refer to **Sample Form #2** below for the required content on the Time and Effort Certification document for employees who work on two or more cost objectives. Budget estimates or other distribution percentages determined before the services are performed do not qualify as support for charges to federal awards but may be used for interim accounting purposes provided that the system for establishing the estimates produces reasonable approximations of the activity actually performed.

SAMPLE FORM # 1
Employee Time and Effort (SEMI-ANNUAL) Certification

Employee: Fiscal Year:
Pay Period Beginning: Position:
Pay Period Ending: Employer:

(Example)
***July 1, 20__ to December 31, 20__**

This is to certify that **Name** has worked 100% of his time for the period ***January 1, 20 to June 30, 20___** on the WRU **Adult Education** grant program number_______. ***(*must match the pay period dates)***

Employee Signature: Signature of Supervisor:
Printed Name: Printed Name:

If an employee spends time on adult education administrative and adult education instructional activities, that employee must track administrative time separately from instructional time. For audit purposes, the recipient's Fiscal Agent must maintain the completed forms on file. Each employee Time and Effort form must include the following fields of information:

SAMPLE FORM # 2
Employee Time and Effort Certification

Employee: Fiscal Year:
Pay Period Beginning: Position:
Pay Period Ending: Employer:

Program/Activity Description	CFDA#	% of Effort
Adult Education – Instructional (Federal)		
Adult Education – Administration (Federal)		
Adult Education – Training Activity (Federal)		
Adult Education – Instructional (State)	N/A	
Adult Education – Administration (State)	N/A	
List Other Funding Sources		
Total Percentage (Must equal 100%)		

I hereby certify that the information indicated on this form is true and correct, is an after-the-fact determination of actual effort expended for the period indicated, that the work assigned has been performed and that I have full knowledge of the work performed.

Employee Signature: Signature of Supervisor:
Printed Name: Printed Name:
Date: Date:

Career and Training Services Reporting Requirements

CAREER AND TRAINING SERVICES APPLICABLE TO AEFLA	CATEGORY OF SERVICE
Outreach, intake, and orientation information	Career Service
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service
Referrals to and coordination of activities with other programs and services	Career Service
Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider	Career Service
Provision of information on availability of supportive services or assistance and appropriate referrals (including childcare; child support; medical or child health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)	Career Service
Integrated education and training (IET) programs	Training Service

Career Services

Sections 678.430(b)(8) and 678.430(b)(11) of the WIOA Joint Rule identify workforce preparation activities and English language acquisition programs as applicable career services authorized to be provided through the one-stop delivery system by required one-stop partners. However, these are also services specifically authorized by AEFLA and provided by eligible providers as instruction or program services. Because of this, the program services and career services costs must be differentiated when completing the budget narrative/details in the eGrants system. Grant recipients expending Title II funds on Career services must report those expenditures annually.

- The Career Services Form will be emailed to supervisors. The completed, signed form should be submitted to LCTCS/WRU by **August 15th**
- Retain documentation for the expenditures including invoices/receipts, timesheets, time and effort reports, job descriptions, etc.

Training Services

Subrecipients providing an Integrated Education and Training (IET) program and expend WIOA Title II funds for the training component of an IET must document and report the amount of expenditure(s) spent on training activities annually. The annual expenditure report shall be reported for all of the following Title II adult education program types and funding sources–

- Adult Education and Literacy funds (§231);
- Correctional Education funds (§225);

- Integrated English Literacy and Civics Education (IELCE) (§243); and/or
- Leadership Funds (§242).

IET training activities may include salaries/benefits expended in the grant to pay instructors for teaching in an IET. The documentation for the expenditure shall include timesheets and time and effort reports that correlate with the instructor's job description.

Grant recipients expending Title II funds for approved-IET training activities shall:

- Submit a completed, signed Training Services Form to LCTCS/WRU by August 15th. The Training Services Form will be emailed to supervisors.
- Retain documentation for the expenditures including invoices/receipts, timesheets, time and effort reports, job descriptions, etc.

Title II funds may be used for the following IET Workforce Training activities—

- occupational skills training, including training for nontraditional employment
- on-the-job training;
- incumbent worker training in accordance with subsection (d)(4);
- programs that combine workplace training with related instruction, which may include cooperative education programs;
- training programs operated by the private sector;
- skill upgrading and retraining;
- entrepreneurial training;
- transitional jobs in accordance with subsection (d)(5);
- job readiness training provided in combination with services described in any of clauses (i) through (viii);
- adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
- customized training conducted with a commitment by an employer or group of employers to employ.

Accountability Requirements

AEFLA grant funds are tied to an accountability system [National Reporting System (NRS)] that measures the effectiveness of recipients' programs. Effectiveness in WRU is assessed through performance measures. These measures are called indicators of performance. Annually, recipients negotiate individual program levels of performance that must exhibit continuous program improvement/growth. There are several indicators that WRU considers when calculating program performance funding.

National Reporting System (NRS) Primary Indicators of Performance
(http://www.nrsweb.org/foundations/Program%20Memorandum%2017-2%20OCTAE.pdf)

Under WIOA section 116(b)(2)(A), there are six primary indicators of performance:

1. **Employment Rate – 2nd Quarter After Exit**: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (for title I

Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit);

2. **Employment Rate – 4th Quarter After Exit**: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit);
3. **Median Earnings – 2nd Quarter After Exit**: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program;
4. **Credential Attainment**: The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program;
5. **Measurable Skill Gains**: The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:
    a. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
    b. Documented attainment of a secondary school diploma or its recognized equivalent;
    c. Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards[3];
    d. Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
    e. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

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

WRU/State mandated indicators

In addition to the federally mandated primary indicators of performance, recipients must also report on the following:

1. Total number of students with at least 1 hour of service
2. Assessment Policy (Pre-Post Test performance)

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[3] Within each State there is an administrative unit that provides authorization to postsecondary institutions within the State. States differ in the requirements to which they hold postsecondary institutions responsible for satisfactory progress. Progress for WIOA purposes must comply with any applicable State standards. Likewise, every State has a State educational agency that establishes education standards for secondary education within the State, which would apply for purposes of determining if a participant is meeting the State's academic standards.

Frequently Asked Questions (FAQs)

LCTCS provides technical assistance and guidance on a number of areas concerning the WRU grants and federal grants management requirements. For your reference, we have included a number of frequently asked questions and answers below.

- **May funds be used to pay for meals for students?**
  In general, using federal funds to provide meals to students should not be condoned. Such a use of funds, in addition to causing supplanting concerns (in the absence of federal funds, presumably the students would still be fed), does not support the goals of the AEFLA statute.

- **If equipment is purchased, may Federal funds be used for service warranties?**
  Generally, the use of federal funds for service warranties is allowable. Pursuant to 2 C.F.R. § 200.452, a manufacturer's warranty that covers normal repairs to keep the property in efficient working condition would be allowable. If the warranty covers loss and/or damage, it would not be allowable.

- **May funds pay for membership fees in professional organizations?**
  Pursuant to 2 C.F.R. § 200.454, the cost of a non federal entity's membership in business, technical, and professional organizations is allowable. The cost of a non federal entity's membership in a civic or community organization is allowable with prior approval from LCTCS. The cost of a non federal entity's membership in a social organization is not allowable. The cost of an individual's membership in business, technical, professional, and social or civic/community organizations is not allowable. However, if the individual's membership in such an organization benefits the entity and not the individual, the cost would be allowable consistent with the rules for non federal entities.

- **Can funds be used for travel expenses to a professional development activity?**
  The cost of travel expenses to a professional development activity is allowable as long as the professional development is state-approved, benefits the federal program, the costs are necessary and reasonable, and the costs are allowable under State-specific travel policies.

- **Can funds be used to pay for campus security guards?**
  The cost for campus security guards is not an allowable cost. In a recent audit report, the Department of Education said that the cost of security for a building would exist absent the federal funds, accordingly, such a use of funds would violate the supplanting provision.

- **Can funds be used for a graduation ceremony?**
  No. In addition to causing supplanting concerns for all types of recipients, the costs related to commencement and convocation are specifically prohibited for institutions of higher education under the regulations. See 2 C.F.R. § 200.429.

- **Can funds be used for advertising?**
  Advertisements are allowable for recruiting grant personnel only as long as the advertisement is not in color and not excessively large. Advertisements are allowed to communicate with the public and press when the costs are considered necessary as part of

the outreach effort for the grant. AEFLA funds cannot be used to promote the institution or organization itself. Funds can be used for informational brochures, and magazine, newspaper, television, or radio advertisements —***only if***— it is directed toward a specific program/service. See 2 C.F.R. § 200.421.

➔ **Can my program use the federal threshold to define equipment versus supplies?**
No. Although the federal threshold for equipment is $5,000, LCTCS uses a more restrictive threshold of $1,000. Because LCTCS' policy is more restrictive, recipients must follow the LCTCS policy. See 34 C.F.R. § 76.700. For all LCTCS subgrants, the following definitions apply:
- Equipment: An item is defined as equipment if it can be expected to serve its principal purpose for at least one year and is equal or greater to $1,000 per unit cost in value.
- Non-Consumable Supplies: An item is defined as a non-consumable supply if it can be expected to serve its principal purpose for at least one year and is less than $1,000 per unit cost in value (this category would include most computing devices as defined under 2 C.F.R. § 200.1).
- Consumable Supplies: An item is defined as a consumable supply if it cannot be expected to serve its principal purpose for at least one year and is less than $1,000 per unit cost in value.

All equipment and non-consumable supplies are subject to the inventory requirements described in this manual.

➔ **If my indirect cost rate is more than the administrative cap, can I charge up to the amount of my indirect cost rate for administrative expenses?**
No. Regardless of a recipient's indirect cost rate, the total cost of all direct administrative charges and indirect charges cannot exceed the administrative cap (5% for federally funded grants and 25% for state funded grants).

➔ **Can salaries of administrative and clerical staff be direct charges?**
It depends. Generally, salaries of administrative and clerical staff should be treated as indirect costs unless the: (1) Services are integral to the activity; (2) Individuals can be specifically identified with the activity; (3) Costs are explicitly included in the budget; and (4) Costs are not also recovered as indirect costs.

➔ **Can Federal and State WRU grant funds be used for High School Equivalency (HSE) Testing?**
No. It is a long-standing policy of OCTAE that AEFLA funds cannot be used for the administration of HSE testing. See Letter to Erin M. O'Grady-Parent, Acting Counsel and Deputy Commissioner for Legal Affairs, New York State Education Dept., from Brenda Dann-Messier, Assistant Secretary, OVAE (Aug. 23. 2010), on file with LCTCS. Furthermore, the administration of HSE testing is not an allowable educational service or form of instruction under the provisions of the federal or state grant.

WIOA Supplement not Supplant FAQ's

Below are nine (9) frequently asked questions and answers regarding the Supplement not Supplant provision of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act.

1. **Question:** What is the definition of supplement not supplant?

   Answer: The administrative provision states that funds made available for adult education and literacy activities under the Workforce Innovation and Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) grant shall supplement (support) and not supplant (take the place of) other State or local public funds expended for adult education and literacy activities. (29 USC 3331(a))

   Supplemental federal funds are used to increase the level of funds made available to the adult education program. State funding is already allocated to the program from other sources such as: Local Control Funding Formula (LCFF), Adult Education Block Grant (AEBG), or general state funds. The federal funding is only in support of the program offered.

   If the existing funding of LCFF, AEBG, or other general state funds were to disappear, an agency shall not use the supplemental federal funding to pay for the program. To supplant funds means to take the place of the original funding stream and replace it with the supplemental federal funding stream.

2. **Question:** What is the purpose of the supplement not supplant provision?

   Answer: The purpose of the supplement not supplant provision is to ensure that state and other non-federal funds for supporting the AEFLA programs are not replaced by AEFLA funds. An AEFLA provider must use AEFLA funds only to supplement state and other non-federal funds available from non-federal sources for the education of students participating in AEFLA programs.

3. **Question:** What situations would suggest supplanting has taken place within my AEFLA program?

   Answer: A supplanting violation is presumed when an AEFLA provider uses AEFLA funds to provide services that are required to be made available under state mandate or local board policies. The Office of Management and Budget (OMB) Circular A-133 Compliance Supplement presumes supplanting in the following situations: AEFLA funds used to provide services that the AEFLA provider is required to make available under other state mandate or local board policy, or AEFLA funds used to provide services that were provided with fiscal support from state or local public funds in the prior year.

4. **Question:** How can an AEFLA provider determine if a supplanting violation has occurred?

   Answer: To determine whether a supplanting violation has occurred, the AEFLA provider must ask these two questions: Is the program or activity that the district wants to fund required under state mandate or local board policy? Were state or other non-federal funds used in the past to pay for this program or activity? If you answered yes to any of these questions, your agency is at risk of supplanting.

5. **Question:** What tests do auditors use to determine if unlawful supplanting has occurred?

   Answer: There are two tests that auditors use to determine the appropriate use of AEFLA funding:
   - **Comparison of Prior Year adult literacy funding activity—** Test one examines fiscal records to determine if AEFLA funds were used to fund an adult literacy activity that was previously funded by state or other non-federal funds. In other words, state or other non-federal funds which previously funded adult literacy activities may not be diverted to another purpose simply because the AEFLA funds are now available. An AEFLA provider that receives AEFLA funds must verify that all costs paid for with these funds are an addition to what the agency already provides with state and other non-federal funds.
   - **Review of state and local law—** Test two looks to see if the AEFLA funds were used to pay for an activity required under state or local law. An auditor will look at all costs paid for with AEFLA funds and review state statutes and local ordinances and other requirements to determine if any of the activities in question were required under state or local board policy.

6. **Question:** How do AEFLA providers rebut the presumption of supplanting?

   Answer: An AEFLA provider may rebut the presumption of supplanting by providing the following documentation:
   - **Reduction—** The AEFLA provider must demonstrate through documentation that there was a reduction in the amount of state and other non-federal funds available to pay for the activity. The documents that can be used for this purpose are budget, accounting ledgers, payroll records (including sources of salary funds), legislation and statutes showing reduced funding allocations from year to year.
   - **Elimination—** The AEFLA provider must demonstrate through documentation that the decision to eliminate the adult literacy activity without taking into consideration the availability of AEFLA funds. These documents must be in the form of minutes from board meetings, internal memoranda, board resolutions, and proposals, as well as other documentation indicating the AEFLA provider made cuts across the board in activities or positions supported with state and other non-federal funds.
   - **Allowable—** The AEFLA provider must demonstrate through documentation that activity that is now paid for with the AEFLA funds is allowable under the AEFLA, and consistent with all the AEFLA fiscal and programmatic requirements. Such documentation would consist of program statutes detailing allowable uses of funds, descriptions of employee responsibilities, time distribution records, contracts, purchase orders and invoices, and other documentation detailing the procurement process.

7. **Question:** How long must agencies retain the documentation?

   Answer: Agencies receiving AEFLA funds must maintain auditable records on file for a specified time as outlined in Education Department General Administrative Regulations (2 CFR 200.333). This section applies to all financial and programmatic records. The length of the retention period for records shall be for a minimum of three years after the submission of the last expenditure report for that period.

8. **Question:** Are there different rules for local educational agencies, postsecondary institutions, and nonprofits in the application of the AEFLA supplement not supplant provision?

   Answer: No. The AEFLA makes it very clear that all providers, including postsecondary institutions and nonprofits are subject to the same rules and must not supplant state or other non-federal funds.

9. **Question:** What if two years ago, a salary was paid with AEFLA funds, and the funding source last year was shifted to non-federal funds; can I lawfully shift it back to AEFLA funds?

   Answer: No. That would create the presumption of unlawful supplanting because compliance with the law examines the present year to last year.

Grant Management Calendar

Below is a fiscal year calendar that lists the important dates for new grant activities (black font) and required end-of-the-year deadlines (red font). If the due date falls on the weekend, documents are due the next business day.

JULY	
1	New Grant Awards Issued
10	Deadline to enter all fiscal year (FY) adult education student data in the State Student Information System (SIS) for prior year
15	SIS FY Data "Freeze"
	Deadline for State Reimbursement Requests

AUGUST	
15	Maintenance of Effort Report Deadline
	Program Income Report Deadline
	Training Expenditure (IET) Report Deadline
	Career Services Expenditure Report Deadline

SEPTEMBER	
15	Deadline to submit new FY federal and state budgets
25	Federal Budget Revision deadline

30	Deadline to expend federal funds
	End of Year Narrative Deadline

OCTOBER	
15	Deadline for Federal Reimbursement Requests

JANUARY	
15	Non-Public – 18B Mid-Year Report Deadline

JUNE	
15	State Grant Budget Revision Deadline
30	Deadline to expend State Funds

Direct Deposit Form

LCTCS Board of Supervisors
Direct Deposit - Payment Delivery Authorization

Please print or type

Name: ______________________________
(As it appears on W-9)

Email Address: ______________________________
(For Direct Deposit Advice)

I authorize the Board of Supervisors of the Louisiana Community and Technical College System (Board of LCTCS) to initiate electronic credit entries to the account I have indicated below for all non-payroll related payments due to me.

For any funds paid to me which are not due and owing to me, through direct deposit, I hereby agree and authorize LCTCS to initiate compensating electronic transactions to reverse any over or incorrect payments. In the event such electronic transactions are unsuccessful, LCTCS will notify me of the amount to be returned.

I acknowledge that the origination of ACH transactions to my account must comply with the provisions of Louisiana and U.S. law.

☐ ***Option 1 (for employees only)***

Please deposit my payments using the account information currently on file with centralized payroll.

☐ ***Option 2***

Financial Institution Name ______________________________
Financial Institution Routing (ABA) Number ______________________________
Bank Account Number ______________________________
Account Name ______________________________
Account Type (Check One)

☐ Checking ☐ Savings

How to Revoke or change your Authorization:
This authority will remain in effect until I change or cancel it in writing the Board of LCTCS.

☐ Discontinue my direct deposit. (Please update your mailing address below)

Address Line 1 ______________________________
Address Line 2 ______________________________
City, State Postal Code ______________________________

SIGNATURE ______________________________ Date ______________
(Signature of Bank Account Authorized Signer)

SECTION 9 | Student Services

Marketing/Recruitment

Recruitment and Outreach

WRU providers should ensure that they are using a recruitment strategy to reach eligible individuals, including those identified as most in need of literacy services, those desiring services to advance their careers, and those who may not be making progress in, but are paying for, college developmental education. This requires creating a standard written procedure to ensure the following:

- Use of consistent, asset-focused, and empowering messaging in all recruitment communications
- Use of appealing, consistent branding
- Provision of multilingual communications in recruitment efforts based on a survey of major language groups in the communities served
- Enlisting the assistance of partners, such as American Job Centers/One-Stops, schools, businesses, faith and community based organizations, community colleges, health services, etc. in recruitment efforts

While student outreach and recruitment are critical activities to support performance outcomes for meeting the economic needs of students and their communities, these activities are some of the most underdeveloped or overlooked areas of service. Best practice shows that strategic recruitment identifies the best participants for the services offered in adult education and literacy and aligns with improved program performance. WRU programs are required to develop an annual recruitment and outreach plan.

Social Media

WRU Social Media Accounts

You can follow WRU at the following pages:

https://www.facebook.com/workreadyu

https://www.instagram.com/workreadyu

https://twitter.com/workreadyu

https://www.pinterest.com/workreadyu

Program Social Media Accounts

BRCC Work Ready U	https://www.facebook.com/BRCCWORKREADYU
Catholic Charities English as a Second Language Program	https://www.facebook.com/cathcharitiesNO
Delgado Adult Education Program	https://www.facebook.com/dccaep
DeltaLINC/Center for Adult Development	https://www.facebook.com/LDCCAdultEd
Empower225	
Fletcher Technical Community College	https://www.facebook.com/FletcherWorkReadyU
Hope House/WRU Adult Learning Center	https://www.facebook.com/hopehouseneworleans/
Literacy Council of SWLA	https://www.facebook.com/LiteracySWLA/
Livingston	https://www.facebook.com/Livingstonparishadulteducation
Northshore Technical Community College	https://www.facebook.com/NTCCAdultEducation
SLCC WorkReady Adult Education	https://www.facebook.com/SLCCAdultEd
Terrebonne Parish Adult Education - A Work ReadyU Program	https://www.facebook.com/bayoucane/
Volunteer Instructors Teaching Adults (VITA)	https://www.facebook.com/VITAAdultEd
YMCA Education Services (YES)	https://www.facebook.com/YMCAedservices
Youth Empowerment Project	https://www.facebook.com/YEPNOLA

Social Media Guidelines/Best Practices

- ➔ **Be Authentic.** When you post online, talk as if you would in a real-life conversation and build a relationship with your audience. Write in first person and use personal pronouns such as “I,” “You” and “We.”
- ➔ **Be Concise.** You do not want to write a novel on a social media site. Remember: short, sweet and to the point.
- ➔ **Be Accurate.** Correct grammatical and spelling errors quickly.
- ➔ **Be Respectful.** Anything you post in your role as an Adult Education employee reflects on the institution. Be professional and respectful at all times. Do not engage in arguments or debates on your site. Understand that your posts may encourage comments or discussion of opposing ideas. Responses should be considered carefully in light of how they would reflect on the program. All responses should be courteous and professional.
- ➔ **Be Confidential.** Do not post confidential, proprietary or protected information about students, employees or others that would violate FERPA or HIPAA laws.

- ➔ **Listen.** Listening to what others are saying about your brand is one of the most important components of being active on social media. "Listen" to maintain a clear and current understanding of what is relevant and of interest to the community.
- ➔ **Engage and Interact.** Offer comments on interesting posts and share the good work of others using your sites. Social media is not only about sharing your news and success; it's about sharing information that is of interest to your audience.
- ➔ **Be Active.** A social media presence requires a lot of attention and time. You need to have the time or resources to check in on these sites at least a few minutes each day. Your site is only as interesting as your last post.
- ➔ **Be Timely.** One of the great benefits of social media is the ability to share information instantly on a global stage. This timeliness is also one of the expectations of that audience. Be prepared to move quickly in response to new developments, announcements or emergencies with relevant information on your site.
- ➔ **Remember, Everything You Do Online Can and Will Live Forever.** Think before you post. Remember anything you share on social media can and will be shared, stored and spread globally. Do not post anything online you wouldn't feel comfortable seeing front and center on a news outlet.
- ➔ **Accept and Monitor Comments.** A social media site without comments isn't very social. Be prepared to accept and respond to comments. Understand not all comments will be positive, and respond to negative comments professionally and provide additional information that may help resolve the issue. Post a disclaimer on your site stating you reserve the right to remove inappropriate comments. Remove those comments containing vulgar language, those that attack any one group or individual and those that are obviously spam.
- ➔ **Separate Personal from Professional.** Balancing your professional and personal social media presences can be tricky, particularly if you are an avid user of both. Content that is appropriate and of interest to your personal friends is most likely not appropriate or of interest to your department's "friends." Keep these two presences as separate as possible by keeping content about your non-work life on your personal page.

WRU Pathway Finder App

WorkReady U providers are encouraged to share the WRU Pathway Finder App in all recruitment efforts and through social media. The app helps prospective students to understand enrollment options, requirements, and opportunities. It connects potential learners to WRU programs throughout the state. The app can be translated into multiple languages and houses an FAQ and request for information section.

Intake and Orientation

Students become "reportable individuals" in the NRS after twelve (12) attendance hours, which may include both instruction and orientation hours. An effective orientation can help students become comfortable in their new surroundings and connected to the program. Student orientations provide a time to help new students learn about program options, attendance policies, support services, course scheduling and related topics. Just be careful not to overwhelm new students with too much information at once. Be sure to have handouts or online information they can access after the orientation. Orientations are also a good time to explore careers and to set educational goals for transition to post-secondary education or job training.

Student retention in adult education programs has been a long-standing challenge for most providers. Some of our students enroll, attend a few classes, and then disappear. Research, such as NCSALL's Learner Persistence Study, has given us some insight into why students leave and what we need to do to keep them engaged in our programs.

One of the most significant research findings supported by a variety of studies in the power of the cohort -- the impact of building a sense of community among adult learners and how that relates positively to student retention and student achievement. The power of the cohort should hopefully begin with your intake and orientation process for new students!

Sample Intake and Orientation Elements

Element	Tips and Strategies
A fun and engaging welcoming activity	Keep in mind that showing up for your program's intake and orientation process is a very nerve-racking experience for some adult learners. Take the tension out of the air by having a nonthreatening, fun ice-breaker that everyone can enjoy. The Sample Intake and Orientation Resources Document has an opening icebreaker and URLs to additional icebreakers.
Program overview including explanation of how your program can help them get started on a career pathway	Our tendency sometimes is to give too much information during new student orientation. The potential students leave with their heads spinning. When you give your program overview, don't give all of the details at this point. There will be time for them to learn the particulars after they have been assessed and are ready to be placed into a program of study. Above all, make sure your program overview shows the career-focused options available and describe how they will be learning skills that will be directly tied to success in the workplace. Don't forget to distribute hand-outs or brochures that include important information. You might want to put together an enrollment fact sheet that includes the most important things they need to remember. Remember: don't overwhelm them before they have a chance to get started. Your program's website is also an important information portal for potential students. Make sure it provides vital information they need to know to get started.
Making the Commitment: Discussion of potential	This component begins with a discussion on why regular attendance is important and an explanation of the attendance policy. Recognize the fact that life may get in the way sometimes but explain the process you have for keeping students connected if they are forced to exit the

barriers/roadblocks to participation and available options	program early. Also, explain the support services you have in place to help them if challenges arise. The [Sample Intake and Orientation Resources Document] includes a questionnaire they can complete to help you identify potential barriers.
Testimony/advice from currently enrolled students	A live or videotaped presentation by a current or former student talking about his/her goals and experiences in the program (e.g., what it was like when he first enrolled, how instructors helped him and made him feel comfortable, how he had to discipline himself to attend regularly, how good it feels to accomplish his goals, etc.) Arranging for new students to hear currently-enrolled or former students talk about their experiences can go a long way in motivating students and putting their fears to rest. This can be done rather easily by recording the students with your smartphone or tablet and then playing the video during your orientations.
Discussion about labor market information, high-demand jobs, and salary and training requirements	Your local American Job Center should have lots of information you can share for this element. You basically want to show the job outlook, the salaries and training requirements of high-demand jobs, and the fact that middle skill jobs with good pay are great options to get started with industry certifications.
Administration of a career interest inventory such as Indiana Career Explorer	Louisiana Workforce Commission's Career Services website (https://www.louisianaworks.net/hire/vosnet/assessment/selfassessment.aspx) provides information on jobs in demand, skill and interest assessments, and other career-related options. It is important that you try to conduct your orientations in rooms with computers, projectors, and internet access. Students can complete the career interest assessments online and get immediate feedback. The challenge sometimes is finding a career assessment that doesn't overwhelm the student. For English Language Learners, the City College of San Francisco (CCSF) Occupational Interest Survey http://www.losrios.edu/lrc/ois/ is not as lengthy and is less wordy than local resources. In addition, the CCSF Occupational Interest Survey is an online assessment; and there is an option for the student to use the Google Translate feature, so that the survey can be read by the students in their native language. The Appendix includes additional online career interest assessments as well as a picture-based career inventory for English language learners.
Self-assessment to determine student strengths and interests	It is recommended that you try to avoid giving potential students the standardized tests on day one of the intake and orientation process. Nerves are high, and you may not get the most accurate results. It is helpful, however, to give students an opportunity to self-assess their own strengths, interests, and areas needing improvement. The Appendix includes a Self-Assessment, a Goals Interest Survey, and a picture-based ELL interest questionnaire.

Explanation of how adults learn and administration of a learning styles inventory	When adults hear about learning styles for the first time, you can almost see the light bulbs come on! Many of them realize for the first time in their lives that in previous educational experiences they struggled to learn the way they were being taught! Having this discussion with new students during the orientation process can be a very empowering activity. The Appendix includes a sample learning style inventory you can use.
Explanation of local program expectations, including attendance policy, program's code of conduct, acceptable internet use policy, registration form, etc.	There's no way to avoid required paperwork that must be completed during student intake. However, the timing of that paperwork can be controlled. It is recommended that the completion of forms be performed later on during the intake and orientation process. You want the beginning of the process to be fun, engaging, and informative. The Appendix includes a sample code of conduct, internet use policy, and student contract.
Preliminary screening questions that address special learning needs	The more you can learn about a student's special learning needs upfront, the better prepared the teacher will be to provide needed accommodations.Programs should administer a learning needs questionnaire or assessment at intake and follow-up with students that have identified needs. Additionally programs should communicate a clear process for students to request accommodations and assistance.
Handouts or packets for students to take with them in case they forget things they heard during intake and orientation	Most of us have a hard time remembering everything we hear during a lecture or long presentation unless we take notes or have written summaries. New students are the same. Don't expect them to remember everything you tell them about your program. Give them a fact sheet or a folder with important information in it. The Sample Intake and Orientation Resources Document includes a form that one program developed for students to jot down important items.
Short pre-requisite classes (about 3 – 4 hours) students take before they begin academic classes on topics such as career exploration and planning or digital literacy	Sometimes it is difficult to determine how much is too much. While you know all the elements are important, how long is too long for intake and orientation? (Most of us feel that the process should be 11 hours or less because of the 12-hour rule.) But even then, is that too long? One option that some programs have started to use are prerequisite classes that students are required to complete before they start their program of study. These prerequisites are usually very short – three to four hours – but they give instructors an opportunity to dig a little deeper into topics such as career exploration, digital literacy, or study skills. The purpose of the prerequisites is to integrate some of the orientation elements (such as career exploration) into classes versus the orientation itself and (2) make sure students are better prepared to begin their academic classes. Prerequisites allow you to shorten the length of your orientation, and students like being enrolled in a class more quickly.

Follow-up advising appointments to discuss assessment results (locator, career interest, and learning styles inventory), confirm student attendance schedule, assist with resolving barriers to participation, develop Adult Learning Plan, etc.	With the advent of WIOA, career pathways, increased focus on performance targets, and overall program improvement, the role of advisors or navigators in adult education is critical. Program directors and teachers cannot carry the load on their own. Advisors are needed to build that connection with the student, assist them in developing academic and career goals, assist with barrier identification and resolution, and help them navigate/transition to their postsecondary or employment goals. Advisors become a very important part of the intake and orientation process. They meet with the students individually after pre-testing and other screenings have been completed to share the results and help them get off to the right start – and stay there!

Attendance Policy

Providers should have an attendance policy that promotes achievement of measurable outcomes and acknowledges intensity and duration as best educational practices. It is strongly encouraged that the policy includes the following elements:

- An expectation that students will attend all class hours;
- Processes by which staff may review attendance on a regular basis to determine if students require additional support services;
- Definitions for and limits on excused and unexcused absences; and
- Provisions for program dismissal.

Intensity and Duration: Programs must be of sufficient intensity and duration for students to achieve substantial learning gains. Programs should meet year-round and make every effort to minimize breaks to no longer than three weeks, where possible, to maximize student attendance. When programs have scheduled breaks, students should be offered distance learning through online software or homework packets in order to persist in making gains.

Academic and Career Advising

The career-infused focus of WIOA creates a vital need for trained academic and career advisors or counselors. An effective barrier identification process upfront can help advisors isolate situations or challenges that could hinder regular attendance and student success. By identifying and resolving such barriers early, student retention and goal achievement can be greatly enhanced. Advisors can also play a critical role in helping students prepare for and transition to postsecondary education or plan for future careers.

Support Services

Many students enroll in Adult Education programs with a variety of needs and challenging situations in their lives that can become barriers to their attendance and success. An effective Title II program identifies and resolves those barriers whenever possible. A close working relationship with Adult Education partners, community resources, and organizations that provide support to individuals with barriers to employment is critical to meet the diverse needs of adult learners.

Scholarships

LCTCS & WorkReady U offer numerous scholarship opportunities for adult learners in Louisiana. WRU providers are encouraged to promote all scholarship opportunities to students and on social media.

HiSET Scholarship

Purpose

WorkReady U through the Foundation for the Louisiana's Community and Technical Colleges is providing a way to help students pay for the Louisiana High School Equivalency (HSE) test in either English or Spanish. The scholarship will provide financial support to test candidates that meet the eligibility criteria.

Awards

Up to sixty (60) scholarship awards, per fiscal year, are available in amounts up to $90 worth of vouchers to eligible first-time test takers that demonstrate financial hardship and readiness to pass the Louisiana HSE test.

Eligible students must be in good standing with the WorkReady U program based on the eligibility criteria listed below and will be responsible for paying any retest fee, $6.00 per subtest.

Eligibility Criteria

1. Must be currently enrolled in an approved WorkReady U program and have accumulated enough attendance hours for a valid post-test.
2. Must have scored 'Prepared or Well Prepared' on the ETS, HiSET® Official Practice Test (OPT) on three (3) of the five (5) subtests. *
3. Must have a valid state/government-issued ID in order to test.
4. Must have created an ETS HiSET account http://hiset.ets.org/test_takers.

Application Requirements

1. A completed application and the required documentation listed in this section. Only completed application forms will be considered.
2. Student Statement: Please describe in essay form why you are applying for the scholarship (financial need) and your educational and career goals. A minimum of 500 words is required.
3. WorkReady U Director/Supervisor must complete Section 2 and sign the Scholarship Application form.

Selection Criteria

- Selected awardee(s) will be notified within ten (10) business days of submission.
- Award amount will be deposited in the awardee's HiSET account.
- Award must be redeemed within 90 days of issuance.

The scholarship is non-transferable and is intended for use at an approved Louisiana High School Equivalency Test Center. Scholarship is valid for twelve (12) months from date of initial test.

Submission of Application Form

Applicants must complete Section 1 of the Louisiana HSE Test Scholarship Application Form and submit the signed application and required documentation to the WorkReady U Director/Supervisor.

The WorkReady U Director/Supervisor will sign and date the WRU section of the application to certify that the applicant meets all Eligibility Criteria.

Completed application forms must be submitted via email. Emailed applications should be sent as a pdf file to workreadyu@lctcs.edu; Subject/File Name - "LA HSE Scholarship Application [Test Candidate's Last Name only]". The HSE Scholarship Awards are awarded without regard to race, sex, religion, age, national origin or sexual orientation. The LCTCS Foundation and WorkReady U will not award scholarships to applicants who are not qualified and reserves the right not to award scholarships in each cycle.

** In order to qualify for the scholarship, students must meet a minimum score of "Prepared or Well Prepared" on three (3) of the five (5) subtests; however, the student must score "Prepared or Well Prepared" on each OPT subtest before being recommended for each subtest on the official test.*

Next Steps Scholarship

Purpose

WorkReady U, through the Foundation for Louisiana's Community and Technical Colleges, is providing financial assistance to WRU graduates who enroll in a LCTCS college.

Awards

Annually, up to $25,000 will be designated for scholarship awards. Awards will be available for four (4) consecutive semesters (based on eligibility) in amounts of: $250.00 for part-time students (6 – 11 credit hours) $500.00 for full-time students (12 + credit hours)

Awards are for one semester only. Recipients may re-apply for three additional consecutive semesters. All scholarship awards will be paid directly to the LCTCS college.

Initial Eligibility Criteria

1. Must be a graduate of a WorkReady U program.
2. Must be enrolled a minimum of 6 credit hours in a LCTCS college.
3. Must be at least 16 years of age.

Renewal Eligibility Criteria

Must have achieved satisfactory academic progress in accordance with LCTCS Policy 1.026

Application Requirements

1. A completed application by 11:59 PM, Central Standard Time on the applicable due date:
   - Fall – July 1st
   - Spring – October 1st
   - Summer – April 1st
2. Student Statement must include (minimum of 500 words):
   - Financial need
   - Educational goals
   - Career goals
   - How will this scholarship impact your goals

Selection Criteria

Three (3) member Evaluation/Selection Committee will rank/score applications in an established calendar year cycle:

Selected awardee(s) will be notified by close-of-business on:

- Fall – July 15th
- Spring – October 15th
- Summer – April 15th

In the event there are more applicants than scholarship dollars, applicants will be ranked based upon their HiSET Composite Score.

The scholarship is intended for use at a Louisiana Community and Technical College and is non-transferable among LCTCS colleges.

Submission of Application Form

Completed application forms shall be emailed to workreadyu@lctcs.edu.

The WorkReady U Scholarship Awards are awarded without regard to race, sex, religion, age, national origin or sexual orientation. The LCTCS Foundation and WorkReady U will not award scholarships to applicants who are not qualified and reserves the right not to award scholarships in a given semester, year.

5 for 6 Scholarship

Purpose

The 5 for 6 Scholarship is awarded to individuals without a high school diploma or equivalency who wish to enroll at a Louisiana community or technical college.

Awards

The 5 for 6 Scholarship will be applied to your student account in the amount that equals the tuition charged for 6 credit hours however it will not cover the course specific fees.

Eligibility Criteria

1. Must be currently enrolled in an approved WorkReady U program or other Adult Basic Education program
2. Have NOT received federal financial aid in the past
3. Do NOT currently qualify for federal financial aid
4. Have NOT earned on Ability to Benefit (ATB) qualifying score on ACCUPLACER

Subject	**Qualifying score**
SENTENCE SKILLS	60 OR HIGHER
ARITHMETIC	34 OR HIGHER
READING COMPREHENSION	55 OR HIGHER

Application Requirements

1. Remain enrolled in the program that is assisting you to obtain your high school equivalency.
2. Apply for admissions to a college by visiting their website.
3. Register for 6 credit hours of non-remedial classes.
    - Call the admissions office
    - Identify yourself as a "5 for 6 Applicant"
    - Ask for assistance with registering for Six credit hours
4. Monitor your Email account and LoLA to learn if you have been awarded the 5 for 6 Scholarship.
5. Pay your fee bill if you registered for classes with course-specific fees. Access LoLA to pay your fee bill
6. Purchase your textbooks. Your college may cover this cost for you. Check with the Financial Aid Office.

Selection Criteria

Scholarships are awarded on a first-come, first-served basis.

SECTION 10 | Partnerships

Workforce Innovation & Opportunity Act

As a WIOA partner, it is important for Title II (Adult Education and Literacy) providers to understand the broader scope of the legislation. Below are some of the highlights of the Workforce and Innovation and Opportunity Act (WIOA) that will provide a global view of the intent of the law. By better understanding the scope of WIOA, you will have a keener sense of the vital role that Title II plays in workforce development and be better prepared to provide leadership in your region.

WIOA Overview

WIOA requires states to strategically align workforce development programs: WIOA ensures that employment and training services provided by the core programs are coordinated and complementary so that job seekers acquire skills and credentials that meet employers' needs.

Every state develops and submits a four-year strategy - in the form of a single unified strategic plan for core programs - for preparing an educated and skilled workforce and meeting the workforce needs of employers. To view Louisiana's state plan, visit http://www.laworks.net/PublicRelations/WIOA_StatePlan.asp.

WIOA promotes accountability and transparency: WIOA ensures that investments in employment and training programs are evidence-based, data-driven, and accountable to participants and taxpayers.

- Core programs are required to report on common performance indicators that provide key employment information, such as how many workers entered and retained employment, their median wages, whether they attained a credential, and their measurable skill gains.
- Negotiates levels of performance for the common indicators are adjusted based on a statistical model that considers economic conditions and participant characteristics.
- Performance reports for states, local areas, and eligible training providers will be publicly available.

WIOA fosters regional collaboration: WIOA promotes alignment of workforce development programs with regional economic development strategies to meet the needs of local and regional employers. Louisiana has 8 identified Regional Labor Market Areas that consist of several Workforce Development Boards.

WIOA improves the local American Job Center System: WIOA increases the quality and accessibility of services that job seekers and employers receive at their local American Job Centers.

- States and local areas are encouraged to improve customer service and program management by integrating intake, case management, and reporting systems.
- Partner programs will dedicate funding for infrastructure and other shared costs. This includes Title II.
- Title II providers should work closely with their local American Job Centers to determine options for increased coordination of services.

WIOA improves services to employers and promotes work-based training: WIOA contributes to economic growth and business expansion by ensuring the workforce system is job-driven, matching employers with skilled individuals. State and local boards are responsible for activities to meet the workforce needs of local and regional employers.

- State and local boards will promote the use of industry and sector partnerships to address the workforce needs of multiple employers within an industry.
- State and local boards must coordinate and align workforce programs to provide coordinated, complementary, and consistent services to job seekers and employers.

For contact information on Louisiana Workforce Development Boards or American Job Centers, visit http://www2.laworks.net/Downloads/PR/Local_Workforce_Contacts.pdf.

WIOA provides access to high quality training: WIOA helps job seekers acquire industry-recognized credentials for in-demand jobs.

- Training that leads to industry recognized post-secondary credentials is emphasized.
- States and local areas will use **career pathways** to provide education and employment and training assistance to accelerate job seekers' educational and career advancement.

WIOA enhances workforce services for the unemployed and other job seekers: WIOAensures that unemployed and other job seekers have access to high-quality workforce services.

- WIOA service categories of core and intensive services are collapsed into "career services" and there is no required sequence of services, enabling job seekers to access training immediately.
- Job seekers who are basic skills deficient, in addition to those who are low-income individuals, have a priority of services from the Adult program.

WIOA improves services to those with disabilities: WIOA increases individuals with disabilities' access to high quality workforce services and prepares them for competitive integrated employment.

- Youth with disabilities will receive extensive pre-employment transition services, so they can successfully obtain competitive integrated employment.

WIOA makes key investments in serving disconnected youth and other vulnerable populations: WIOA prepares vulnerable youth and other job seekers for successful employment through increasing the use of proven service models.

- Under WIOA, local areas must increase the percentage of youth formula funds used to serve out-of-school youth to 75 percent from 30 percent.
- Local areas must spend at least 20 percent of youth formula funds on work experience activities such as summer jobs, pre-apprenticeship, on-the-job training, and internships so that youth are prepared for employment.

Workforce Development Boards

As one of the core partners under WIOA, a representative from the Adult Education program has a seat on and is a member of the Local Workforce Development Board in each of the local board areas (WIOA Sec. 107 (b)(2)(C)(i)).

For Local Workforce Development Boards (LWDBs) with multiple Title II-funded providers, the organizations should work together to determine the representative for that local board.

Regardless of how the member is chosen, the Adult Education and Literacy LWDB member is responsible for representing all Adult Education providers in that LWDB, participating in LWDB meetings and consulting with, and reporting back to, the other providers in the area.

Workforce Development Area	Adult Education Representative	Contact Information
10 First Planning District Plaquemine, St. Bernard, St. Tammany		
11 Jefferson Parish	Evan Long	elong@dcc.edu
12 Orleans Parish	Erin Landry	erinlandry@lctcs.edu
14 St. Charles Parish Consortium St. Charles, St. James, St. John the Baptist	Bonnie Kern	bkern@rpcc.edu
20 Second Planning District Consortium Ascension, East Feliciana, Iberville, Livingston, Pointe Coupe, St. Helena, Tangipahoa, Washington, West Baton Rouge, West Feliciana	Errick Baldwin	errickbaldwin@northshorecollege.edu
21 East Baton Rouge Parish	Dr. Dawn Hall	dhall@ebrschools.org
31 Lafourche Parish Consortium Assumption, Lafourche, Terrebonne	Marilyn Schwartz	marilynschwartz@tpsd.org
40 Fourth Planning District Consortium Acadia, Evangeline, Iberia, St. Landry, St. Martin, St. Mary, Vermillion, Lafayette	April Porterfield	aprild.vita@gmail.com
51 Calcasieu Parish Consortium Allen, Beauregard, Calcasieu, Cameron, Jefferson Davis, Vernon	Tommeka Semien	tsemien@literacyswla.org
60 Sixth Planning District Consortium Avoyelles, Catahoula, Concordia, Grant, LaSalle, Winn	Dawn Book	dawnbook@cltcc.edu
61 Rapides Parish	Jeff Johnson	jeffjohnson@cltcc.edu

70 Seventh Planning District Consortium Bienville, Bossier, Caddo (balance of) Claiborne, DeSoto, Lincoln, Natchitoches, Red River, Sabine, Webster	Treva Askey	trevaaskey@nltcc.edu
71 City of Shreveport	Shelli Ulrich	sulrich@bpcc.edu
81 Ouachita Parish	Vickie Wheelis	vwheelis@ladelta.edu
83 Franklin Parish Consortium Caldwell, East Carroll, Franklin, Jackson, Madison, Morehouse, Richland, Tensas, Union, West Carroll	Vickie Wheelis	vwheelis@ladelta.edu

American Job Centers

American Job Centers (AJCs) provide free help to job seekers for a variety of career and employment-related needs. Throughout Louisiana, the Local Workforce Development Boards operate AJCs. For a list of all AJC contact information, locations, and hours of operation, visit http://www2.laworks.net/Downloads/WFD/AJC_Contacts.pdf.

There are two types of AJCs:

- **Comprehensive American Job Centers -** Provide a full array of employment and training related services for workers, youth and businesses. These locations include the mandatory Workforce Innovation and Opportunity Act (WIOA) partners on-site. Learn more about WIOA.

- **Affiliate American Job Centers -** Provide limited employment and training related services for workers, youth, and businesses. These locations do not include all the mandatory Workforce Innovation and Opportunity Act (WIOA) partners (i.e., Veterans, Vocational Rehabilitation) on-site.

AJCs have experienced career counselors on staff that work with job seekers to identify their interests, assess their skills and abilities and advise them on in-demand jobs and potential training opportunities. Many AJCs also offer recruiting events, workshops on resume writing, interviewing skills, and job search activities.

Comprehensive AJCs offer free access to a resource room which includes computers with internet, telephones, and fax machines. These rooms are open to the public on a self-service basis. Staff are typically available to assist job seekers with building a resume, general career exploration, and job search. Services vary by location but can include:

- Resource rooms with phones, free internet and resume writing tools
- Employment plan development
- Job training services
- Job search assistance
- Hiring events and business service information
- Accessibility and special accommodations for people with disabilities

- Career counseling
- Practice interviewing
- Skills testing
- Labor market and employer information
- Employment workshops
- Supportive services (which can include information about SNAP, financial assistance, Medicaid, training services, child care, emergency funds, and other benefits)
- Referrals to community resources and other agencies, and more
- Access to CareerOneStop's Worker ReEmployment website for laid-off workers
- Access to your state's job bank or CareerOneStop's national Job Finder
- Unemployment insurance information

Appendices

Common Acronyms

AJC	American Job Center	**HSE**	High School Equivalency
CASAS	Comprehensive Adult Student Assessment System	**LCTCS**	Louisiana Community and Technical College System
CIP	Classification of Instructional Programs	**LEA**	Local Educational Agency
CPO	Chief Procurement Officer	**MOE**	Maintenance of Effort
CTC	Career and Technical Certificate	**NRS**	National Reporting System
DOA	Louisiana Division of Administration	**OCTAE**	United States Department of Education's Office of Career, Technical and Adult Education
EDGAR	Education Department General Administrative Regulations	**OIG**	United States Department of Education's Office of the Inspector General
EFL	Educational Functioning Level	**OMB**	Office of Management and Budget
EFT	Electronic Funds Transfer	**RFP**	Request for Proposal
ESL	English as a Second Language	**RRC**	Regional Resource Centers
FAIN	Federal Award Identification Number	**SIS**	Student Information System
FMV	Fair Market Value	**USDE**	United States Department of Education
FSR	Financial Status Report	**WIA**	Workforce Investment Act

GAAP	Generally Accepted Accounting Principles	**WIOA**	Workforce Innovation and Opportunity Act
GAN	Grant Award Notification	**WRU**	WorkReady U
HiSET	High School Equivalency Test		

WRU Forms

Waiver Request and Process for Exiting School

This form is required for any 16-17 year old to enter an adult education program.

LA HiSET Authorization for 16-18 Year Old Candidates

This form is required for 16-18 year olds to be allowed to take the HiSET exam.

WRU Staff Contact Information

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