Teacher Manual
2011-2012

Updated: December 12, 2011

This manual was produced by the Department of Workforce Development (DWD), Division of Adult Education. Any questions/comments on the manual may be directed to DWD at AdultEd@dwd.in.gov.

Table of Contents

1. Introduction and Overview 1

1.1 Program Overview 1

1.2 Federal Role 1

1.3 State Role 2

1.4 Regional Consortia 2

1.5 Adult Educator Role 3

2. Deepening Adult Education Curricula 4

2.1 Demand for a Better Educated Workforce 4

2.2 Defining the Workforce Intellectual Demand 6

2.3 Student Ability and Skill Development 7

2.4 Four Keys to Deeper Learning 9

3. Essential Program Components 11

3.1 Staff Qualifications 11

3.2 Student Eligibility for Services 11

3.3 Student Enrollment Process 11

3.4 Curriculum & Instruction Resources 12

3.5 Program Accountability 12

3.5.1 Federal Reporting Requirements 12

4. Professional Development 14

4.1 Overview 14

4.2 Requirements for Professional Development Hours 14

4.3 Professional Organizations 15

Appendix A – Adult Education Coordinator Map

Appendix B – Curriculum Resources

Appendix C –Special Needs and Special Accommodations

Appendix D –Reimbursement for Outcomes

Appendix E– Teacher Knowledge Checklist

1. Introduction and Overview

1.1 Program Overview

As in many states across the U.S., Indiana faces the challenge of raising the educational levels of its population to meet the growing domestic and international demand for a more highly skilled workforce. A 2010 Georgetown University study estimates 55 percent of Indiana's jobs will require some postsecondary education by 2018. Right now, only 33 percent of the state's nearly 3.4 million working age adults (25-64 years old) hold at least a two-year degree, which ranks Indiana 39th nationally. At the current rate of awarded postsecondary credentials, Indiana will only have a college-attainment rate of 44 percent by 2025—far short of the 2018 goal of 55 percent (Lumina Foundation).

Thus, Indiana cannot meet its goal solely by relying on the K-12 population. Instead, the state must improve the educational attainment of its current workforce through adult education.

1.2 Federal Role

The federal Adult Education and Family Literacy Act (AEFLA, Title II of the Workforce Investment Act (WIA) of 1998) provides the framework for the establishment of the Adult Basic Education (ABE) program. Sec. 212 of AEFLA defines adult education as follows:

The term ``adult education'' means services or instruction below the postsecondary level for individuals--

A. who have attained 16 years of age;
B. who are not enrolled or required to be enrolled in secondary school under State law; and
C. who
    (i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
    (ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
    (iii) are unable to speak, read, or write the English language.

The federal Division of Adult Education and Literacy (DAEL) allocates funds to states to support adult education and literacy services, including workplace literacy services; family literacy services; English literacy programs and integrated English literacy-civics education programs. The amount of funding each state receives is based on a formula established by Congress. States, in turn, distribute funds to eligible providers of adult education. In Indiana, the Department of Workforce Development (DWD) distributes these federal funds to regional fiscal agents on a competitive grant process. These fiscal agents then allocate the funds to individual programs.

The federal accountability system for adult education is the National Reporting System (NRS). NRS has defined student measures that all federally-funded state programs must report including:

- Educational gains in reading, writing, and math as measured by TABE and/or TABE CLAS-E
- Followup measures (entered employment, retained employment, receipt of secondary school diploma or GED, placement in postsecondary education or training)
- Core Descriptive Measures (student demographics, reasons for attending, and student status)
- Participation Measures (contact hours and program enrollment type)

1.3 State Role

DWD became the effective eligible agency for adult education on April 1, 2011 (Public Law 7-2011). In its role, DWD performs the following tasks:

- Management of adult education administrative tasks, including the execution of funding contracts, procurement and provision of learner-assessments, oversight of professional development programs, and compliance with federal and state programming and reporting requirements
- Development of statewide adult education policies and guidance
- Oversight of regional delivery of adult education and reemployment services in eleven new adult education regional consortia, whose boundaries mirror that of the workforce system's economic development regions
- Implementation of occupational certification programs (GED+) in each region

1.4 Regional Consortia

As mentioned above, DWD has created a regional structure for the delivery of adult education and reemployment services. Within each region, partners from the education community and the workforce investment system can collaborate to more effectively and efficiently serve clients. This allows partners to focus on their strengths. For example, teachers can focus on educational delivery while the workforce system can contribute case-management and career counseling. Regional partners and their primary roles are shown in Figure 1 below.

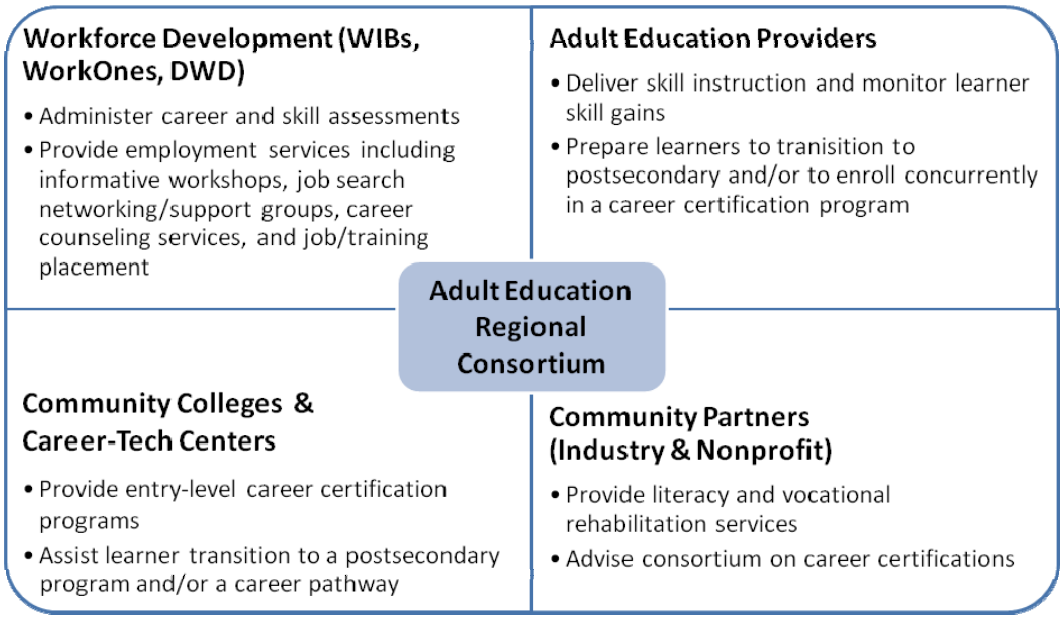


Figure 1: Adult Education Regional Consortium

Representatives from the partners identified above engage in the work of planning regional delivery of services in accordance with regional needs and occupational priorities. These efforts are coordinated by a DWD-hired adult education coordinator. The role of the coordinator is to

inform partners of DWD programs, provide direction and guidance, and coordinate meetings of the consortium representatives. Appendix A includes a map of the eleven regions and adult education coordinators for each region.

1.5 Adult Educator Role

Adult educators play a critical role in the regional consortium. They deliver the skills learners need to enter a career certification program and/or postsecondary. This manual provides teachers guidance on how to deliver curricula to meet the intellectual demand of the 21st century. It also includes an overview of essential adult education programming components and outlines professional development requirements.

2. Deepening Adult Education Curricula

2.1 Demand for a Better Educated Workforce

The 21st century globalized economy demands a better educated workforce. Evidence of this demand can be seen when analyzing unemployment data and annual earnings by educational attainment. As Figure 2 shows, individuals with a higher educational attainment, on average, earn higher wages and have a lower unemployment rate.

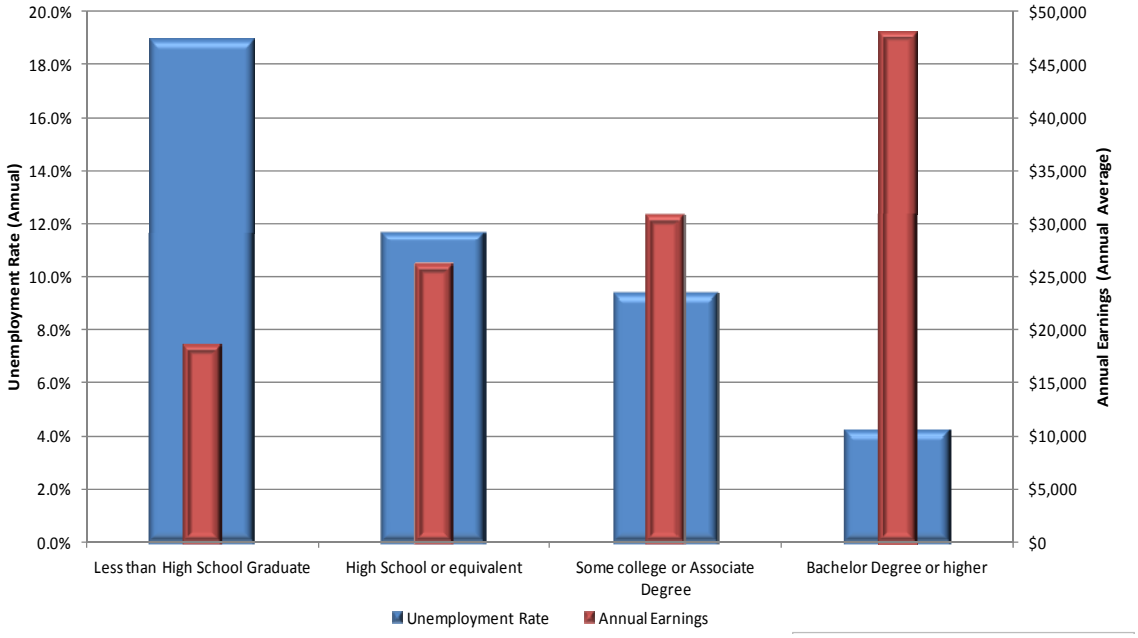


Figure 2: Unemployment Rate and Annual Earnings by Educational Attainment Rate Indiana-2010 (Source: DWD, ACS)

The salary differential above can partially be attributed to the fact that employers cannot find the skilled employees their company demands. Excerpts from Deloitte and the Manufacturing Institute's *Boiling Point?* illustrate employers' frustrations:

- "…the national education curriculum is not producing workers with the skills they need…"
- "…the number one skills deficiency among their current employees is problem solving skills, making it difficult for current employees to adapt to changing needs."
- "Seventy-four percent of respondents indicated that workforce shortages or skills deficiencies in skilled production roles are having a significant impact on their ability to expand operations or improve productivity."

In another employer study, employers were asked to agree with statements describing expectations of employees. Figure 3 emphasizes that employers expect employees to take on more responsibilities, use a broader set of skills, and have higher levels of learning and knowledge today than they did in the past.

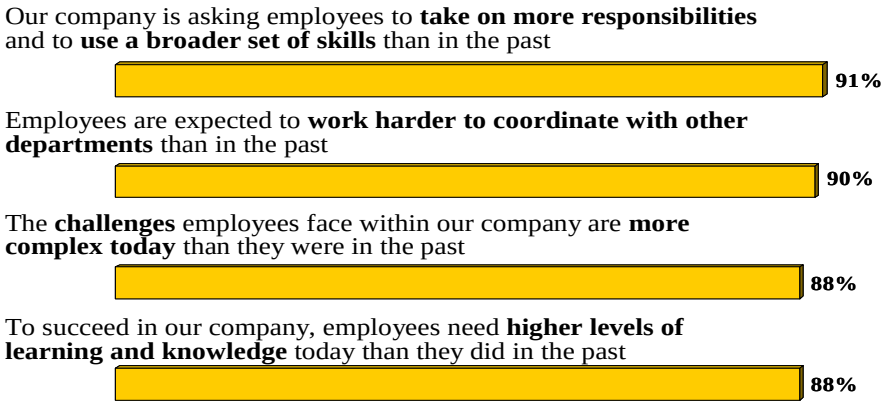


Figure 3: Percent of Employers who agree with statements (Source: American Association of Colleges and Universities: "Raising the Bar"

The above statements emphasize higher skill demand than in the past. This change in skill demand can be observed in Figure 4.

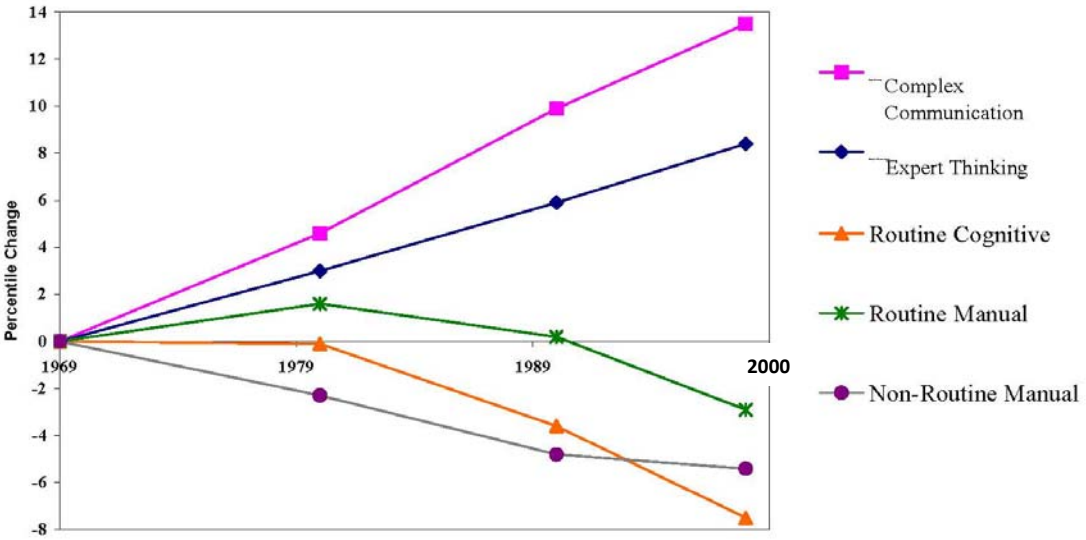


Figure 4: 1969-2000 Change in Workplace Skill Demand (Souce: D. Autor, F. Levy, R. Murnane, "How Computerized Work and Globalization Shape Human Skill Demand")

From 1969-2000, demand for higher knowledge and skills such as complex communication and expert thinking has increased while demand for routine cognitive and routine manual skills has decreased. The authors defined "routine" tasks as those that can be accomplished by following explicit programmed rules. Examples of these tasks include monitoring the temperature of a steel finishing line or moving a windshield into place on an assembly line. Technology has automated many of these routine tasks. The capability of computers to substitute for workers in carrying out

all tasks is limited, however. Tasks demanding flexibility, creativity, generalized problem-solving and complex communications—what we call non-routine cognitive tasks—cannot be computerized.

2.2 Defining the Workforce Intellectual Demand

Thus, the workforce demand has shifted from employees who can only perform routine, rules-based skills to those who can perform higher level, critical thinking skills. This spectrum of skill levels in the workforce can be analyzed using Bloom's Taxonomy (1954). Benjamin Bloom initially developed the taxonomy to classify learning objectives for six major categories in the cognitive domain. These categories, shown in Figure 5 with associated behavioral characteristics, can be thought of as degrees of difficulty. That is, the first ones must normally be mastered before the next ones can take place.

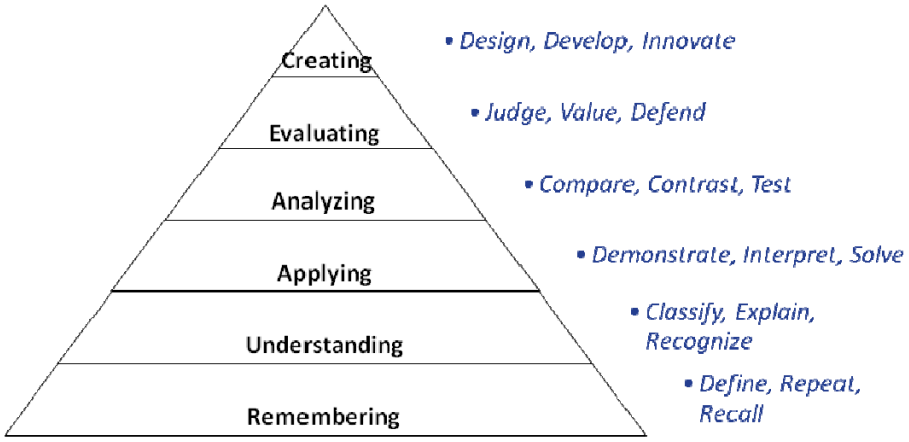


Figure 5: Bloom's Taxonomy, 1954; recast in 1990s by L. Anderson, et al.

Bloom's taxonomy can be recast to show skill level demand in the workforce. As Figure 6 illustrates, creating, synthesizing, and innovating are the skill sets most in demand.

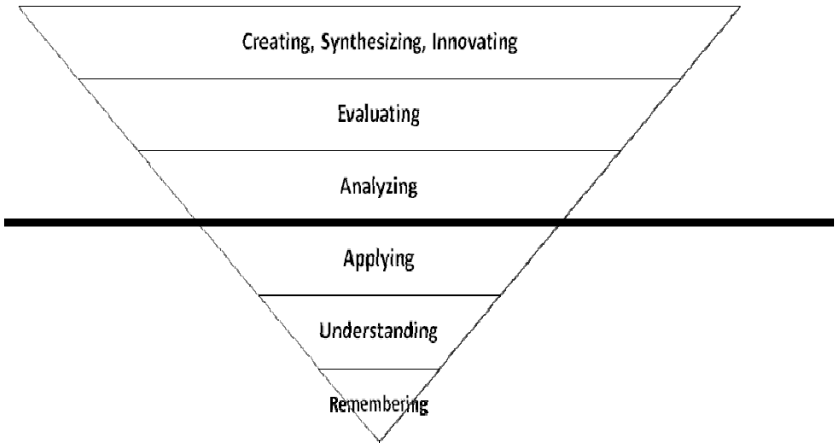


Figure 6: Bloom's Taxonomy—A Workforce Model

2.3 Student Ability and Skill Development

To reach these high intellectual demands, instructors must help students develop abilities in two primary categories:

- **Knowledge & Skills**—Students must memorize and understand concepts in academic subjects such as math, science or reading. All subjects, from algebra to quantum physics, have knowledge and skills that students must memorize.
- **Processing Abilities**—Learners must be able to pull together various skills and concepts to solve a problem, communicate, or analyze a situation. At the highest level, students know how to generalize knowledge and appropriately apply it by recognizing patterns.

To learn a new skill, individuals typically first develop knowledge and skills and then begin to process and apply the knowledge. Fitts and Posner (1967) reflect this concept of memorizing/learning and applying in their three-part learning model. In the first stage (Mechanical Stage), the learner acquires knowledge and simple procedures for how to use this knowledge. During the second stage (Functional), students begin to develop more advanced processing abilities as they "chunk" together knowledge. Finally, in the third stage (Communicative), students develop a full conceptual understanding of the skill or knowledge and know how and when to apply it.

Figure 7 provides examples of the three learning stages for a variety of subjects. It shows that all subjects, from geometry to dance, contain the three stages of the learning process.

Subject	Mechanical	Functional	Communicative
Geometry	Width x length = Area	Calculate the area of the gym floor.	Construct a building
Foreign Language	Conjugations	Reading passages, simple dialogue	Composition, conversation
Dance	Bar Practice	Basic passages	Dancing a role
Accounting	Basic Principles	Constructing spreadsheets	Developing a Budget

Figure 7: Three levels of learning

Below are sample questions and potential activities to use for each stage of the learning process.

Stage	Verbs	Potential Activities
Mechanical	Tell, list, describe, relate, locate, write, find, state, name	• Make a list of the main events. • Memorize a formula. • Make a timeline of events. • Make a facts chart. • Write a list of any pieces of information you can remember.
Functional	Analyze, distinguish, examine, compare, contrast, investigate, categorize, identify, explain, separate, advertise	• Design a questionnaire to gather information. • Write a commercial to sell a new product. • Find information to support a view. • Make a flow chart to show the critical stages. • Construct a graph to show the relation between information. • Write a biography of the study person. • Review a work of art in terms of form, color and texture.
Communicative	Innovate, create, judge, select, choose, decide, justify, debate, verify, argue, recommend, assess, discuss, rate, prioritize, determine	• Invent a machine to do a specific task. • Design a room. • Create a new product and plan marketing campaign. • Conduct a debate about an issue of special interest.

The progression of learning stages and ability acquisition correlate to the recast model of Bloom's taxonomy. To truly meet the intellectual demand, students must acquire knowledge and skills and high level processing abilities.

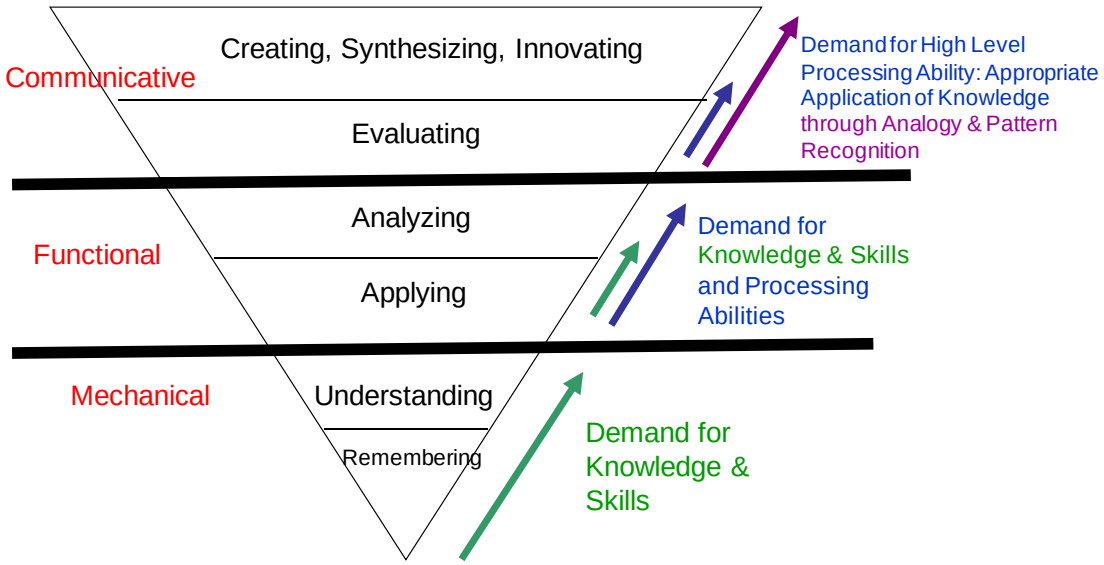


Figure 8: Bloom's Taxonomy-A workforce model

2.4 Four Keys to Deeper Learning

There are four keys to achieving deeper learning at all three stages of the learning process: frequency, recency, elaborative processing, and self-monitoring.

1. **Frequency:** Figure 9 shows the Power Law of Learning. As days of practice increase, concept recognition time decreases. Thus, it's important that classes meet often and require students to practice, practice, AND practice!

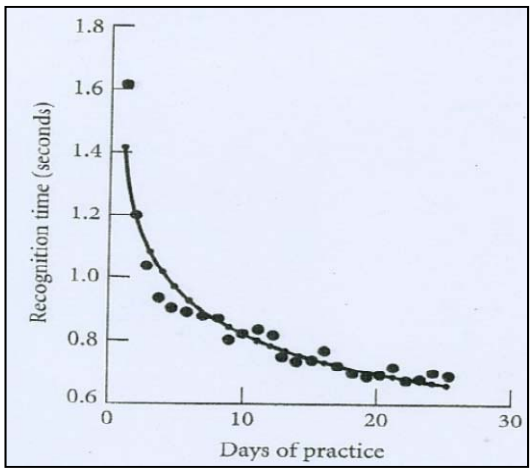


Figure 9: Power Law of Learning (Anderson et al.)

2. **Recency:** If a student experiences a delay in the learning process, their retention of a concept decreases. Thus, learners must continually be exposed to the concept and be required to practice the concept before each class.

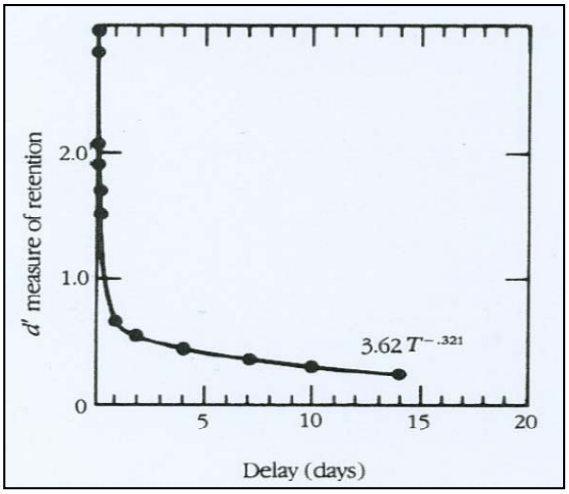


Figure 10: Power Law of Forgetting (Anderson et al.)

3. **Elaborative Processing:** In addition to frequency and recency, elaborative processing is essential. If a student looks at the material day after day but does not truly process it, the student will not master the concept. Students must think about the material as they read it. Techniques include:
   - Explanatory Rehearsal (Mechanical, Functional)
   - Make a diagram, map or picture (Mechanical)
   - Creating models (Mechanical, Functional)
   - Look for patterns (all three)

4. **Self-Monitoring:** Explain to learners the three stages of learning and the importance for frequency, recency, and elaborative processing. The learner must be aware of these stages so they can make a concerted effort to progress.

3. Essential Program Components

This section highlights some of Indiana's adult education programming components that all teachers should know. For more details, see DWD adult education policies and additional guidance on the DWD Adult Education website: http://www.in.gov/dwd/adulted.htm.

3.1 Staff Qualifications

AE program directors and instructors must have a bachelor's degree. All teaching aides must have a high school diploma or General Educational Development (GED) certificate. 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.

Eligible adult education providers are not subject to IC 20-28-6 and, therefore, may elect not to employ an adult education teacher using the regular or temporary teacher's contract or supplemental service contract.

3.2 Student Eligibility for Services

Since General Educational Development (GED®) attainment is one of the core goals of the AE program, individuals must meet the following GED eligibility requirements to receive AE services:

- Be at least eighteen (18) years of age; or
- Between sixteen (16) and eighteen (18) years of age, if a superintendent (as defined in IC 20-18-2-21) recommends that the student participate in an AE program and signs the student's exit form.

Additionally, the individual must need skill development in English, Mathematics and/or Reading as determined by an initial assessment.

3.3 Student Enrollment Process

Students become officially enrolled in adult education after 12 attendance hours, which may include both instruction and orientation hours. During these first twelve attendance hours, providers should make every effort to ensure the steps below are completed for each student.

1. **Enter student demographic information AE InTERS**
   Student demographic information should be entered in AE InTERS within the first few hours of program attendance.

2. **Administer a pre-test to determine a student's initial skill level.**
   Eligible adult education students should be pre-tested by official enrollment using DWD-approved assessments. Refer to Indiana's Assessment Policy for Adult Education Programs for additional guidance.

3. **Identify and Set Goals for Instruction.**
   Based on NRS guidance, all students **must be assigned at least the default goal of improving literacy skills**. That is, all students are assumed to be in the program to improve their literacy skills, and thus have the default goal of either improving literacy skills or improving English language skills. Students may also set one of four follow-up goals including obtaining

employment, retaining employment, achieving a GED or high school credential, and entering postsecondary education.

Students who achieve these four follow-up outcomes may only be reported to NRS if the student has set the goal. This may require teachers to update goals more frequently. DWD expects all providers to set the minimum goal of GED attainment for all students who have the skill level ability to pass the GED Tests within one year.

4. **Explain program specific policies.**
   Explain program specific policies, such as an attendance policy or class participation requirements, either prior to instruction or during a designated orientation class.

3.4 Curriculum & Instruction Resources

The curriculum for each adult education program and student is unique. However, it should be appropriate, relevant, and should be delivered in the three stage learning model discussed in Section 2. Additionally, teachers should have learning outcomes for each stage of the curriculum as an additional measure of student mastery of the material. See **Appendix B** for additional curriculum resources.

Appendix C contains some additional information on working with adults with disabilities.

3.5 Program Accountability

The National Reporting System (NRS) requires the Department of Workforce Development (DWD), Division of Adult Education to report specified information annually on adult education to the Office of Vocational and Adult Education (OVAE). The NRS measures address the federal accountability requirements of the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA—P.L.105–220). Additionally, DWD will be monitoring and reimbursing programs for bundled outcomes based on the schedule shown in **Appendix D**.

Adult education providers who receive federal and/or state funds from the DWD must collect, report, and submit required NRS and state data electronically using the software AE InTERS.

3.5.1 Federal Reporting Requirements

The following information must be collected and entered for each student in AE InTERS:

- *Educational Gains:* Gains in reading, writing, and mathematics as determined by TABE and/or TABE CLAS-E pre- and post testing;
- *Follow-up Measures:* Entered employment, retained employment, receipt of secondary school diploma or GED certificate, and placement in postsecondary education or training;
- *Demographics:* Race/ethnicity, gender, and age;
- *Status and Goals:* Labor force status, public assistance status, rural residency, disability status, and reasons enrolled; and
- *Student Participation:* Contact hours and program enrollment type.

Programs may elect to report the following optional NRS secondary outcome and student status measures in InTERS:

- *Employment:* Reduction in receipt of public assistance;
- *Work-based project learner achievement:* Met work-based project learner goal;
- *Community:* Achieved citizenship skills, voting behavior, and general involvement in community activities;
- *Family:* Involvement in children's education and involvement in children's literacy-related activities; and
- *Student Status*: Low-income status, displaced homemaker, single-parent status, dislocated worker, and learning disabled adult.

4. Professional Development

4.1 Overview

The Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA—P.L.105–220) allows states to fund professional development activities that enhance the quality of adult education programs. Per this provision, DWD required regions to submit professional development plans.

4.2 Requirements for Professional Development Hours

DWD has established four categories of professional development, sample training topics within this category, and required trainings. Note that AE Staff may be required to attend other trainings per the regional plan or at the discretion of DWD.

Professional Development Categories	**Sample Training Topics**	**Required Training Topics**
Orientation to adult education	• Student orientation and intake activities • AE InTERS webinars/trainings • Innovative andragogical teaching strategies • Career pathways/career development	• Orientation to program for new teachers • AE InTERS
Curriculum and Instruction	• Lesson planning • Teaching mathematics • GED+ • Distance learning technology • Teaching adults with disabilities	• MyFoundationsLab
Assessment and evaluation	• Webinars or Trainings on TABE and TABE CLAS-E	• TABE • TABE CLAS-E
English as a Second Language/Civics	• Language acquisition theory for the adult learner • English conversation and speaking activities	

Program directors are responsible for informing teachers and staff of required and optional professional development opportunities in a timely manner and should support participation by allowing release time and outlining reimbursable expenses.

4.3 Professional Organizations

The American Association for Adult and Continuing Education (AAACE)
AAACE is a national organization dedicated to enhancing the field of adult education. The association has members from the areas of education, business and labor, military and government, and community-based organizations. The goal of AAACE is to provide leadership for the field of adult and continuing education. Further information can be found at www.aaace.org.

The Commission on Adult Basic Education (COABE)
COABE is a national organization for adult educators. It provides leadership and promotes adult literacy and basic education programs. COABE conducts professional development conferences and activities and disseminates publications and other material advocating adult literacy, competency, and adult basic education. Additional information can be found at www.coabe.org.

National Adult Education Professional Development Consortium (NAEPDC)
The **NAEPDC** was incorporated in 1990 to fulfill a desire of state adult education staff to enhance their professional development. NAEPDC works with the Department of Education (Office of Vocational and Adult Education), the National Institute for Literacy, the National Center for the Study of Adult Learning and Literacy, the National Center for Adult Literacy, the National Coalition for Literacy, and other national adult education organizations in planning for programs and activities to support adult learning initiatives. Visit NAEPDC here: http://www.naepdc.org/.

Literacy Information and Communication System (LINCS)
The Literacy Information and Communication System, commonly referred to as *LINCS*, is a national dissemination, resource gathering, and professional development system providing information on a wide variety of literacy relevant topics, issues, and resources. Visit http://lincs.ed.gov/.

National Adult English Language Learning Professional Development Network
ELL-U provides English for Speakers of Other Languages (ESOL) practitioners with unlimited access to high quality online professional development and learning opportunities. Here practitioners can access evidence-based instruction training, leading adult ESOL experts, and resources, while helping to build a community of practice for ESOL professionals. Visit http://ell-u.org/ for more information.

National Association for Adults with Special Learning Needs (NAASLN)
NAASLN provides information, professional development, technical assistance, communication on issues, and advocacy initiatives on behalf of adults with all types of special learning needs. It is an association for educators, trainers, and employers. NAASLN's website is http://www.naasln.org.

National Center for Adult Literacy (NCAL)
The National Center for Adult Literacy (NCAL) has been engaged for more than two decades in cutting edge and high-impact research, innovation, and training in adult education and technology, as well as in other areas of adult basic education and literacy. See http://www.literacy.org/ for more information.

National Center for the Study of Adult Learning and Literacy (NCSALL)
The National Center for the Study of Adult Learning and Literacy (NCSALL) is a federally funded research and development center focused solely on adult learning. NCSALL's efforts are dedicated to improving practice in educational programs that serve adults with limited literacy and English language skills, and those without a high school diploma. NCSALL can be accessed at http://www.ncsall.net/?id=1

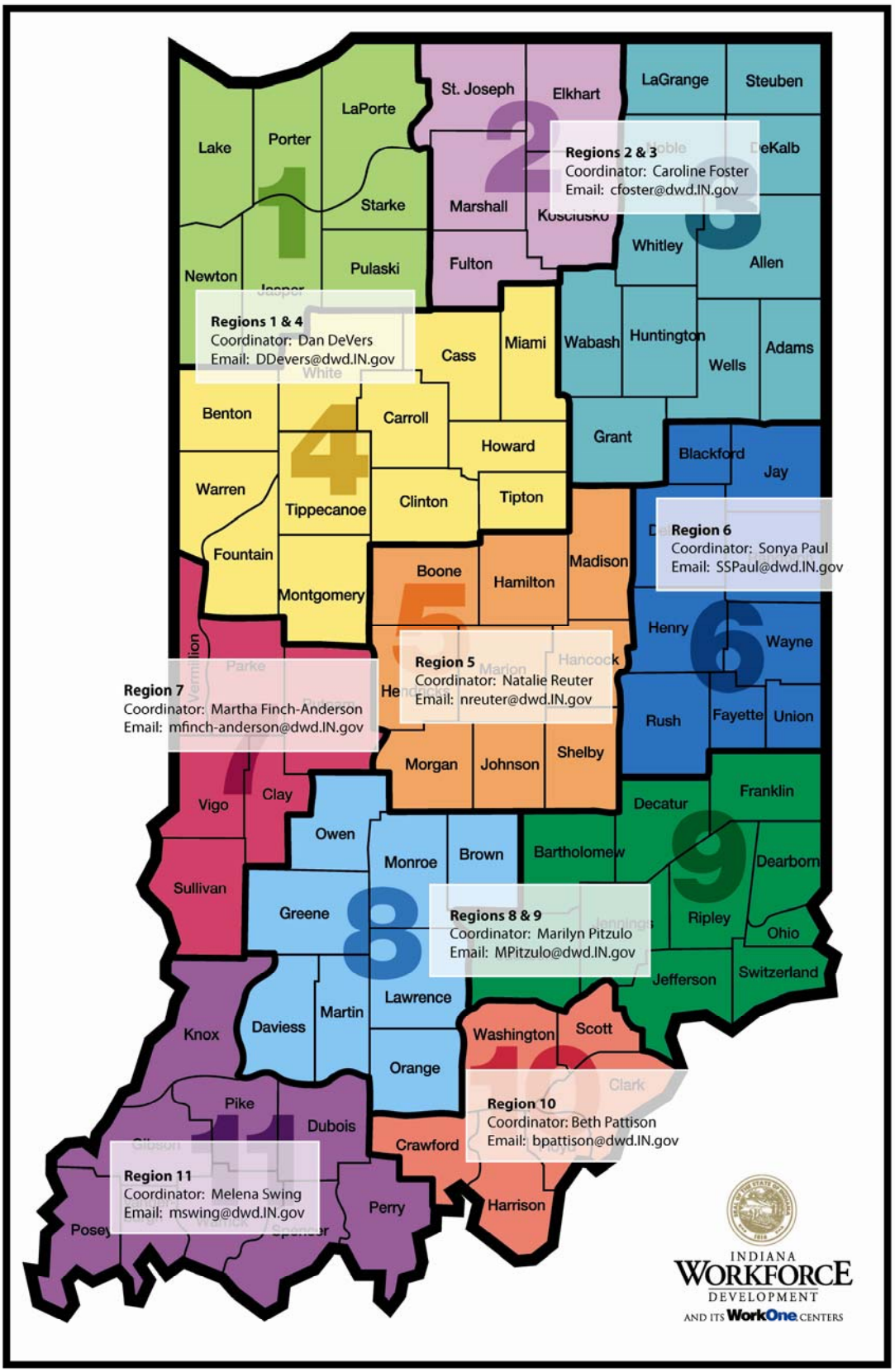
ProLiteracy
ProLiteracy works with its members and partners, and the adult learners they serve, along with local, national, and international organizations. ProLiteracy helps build the capacity and quality of programs that are teaching adults to read, write, compute, use technology, and learn English as a new language. For more information, visit http://www.proliteracy.org/.

Also see ProfessionalStudiesAE.org, the portal for online professional development brought to you by ProLiteracy and World Education.

System for Adult Basic Education Support (SABES)
SABES, the System for Adult Basic Education Support is a comprehensive training and technical assistance initiative for educators and programs. SABES services are delivered through five Regional Support Centers located at Community Colleges across Massachusetts. The SABES web site is designed to provide adult literacy practitioners with genuinely useful information. The site, www.sabes.org, also offers a list which connects you to several other literacy-related Web sites.

USDOE, Office of Vocational and Adult Education
Office of Vocational and Adult Education (OVAE) administers, coordinates programs that are related to adult education and literacy, career and technical education, and community colleges. Visit http://www.ed.gov/about/offices/list/ovae/index.html.

Appendix A – Adult Education Coordinator Map


Lake
Porter
LaPorte
Starke
Pulaski
Newton
Jasper
St. Joseph
Elkhart
Marshall
Kosciusko
Fulton
LaGrange
Steuben
Noble
DeKalb
Whitley
Allen
Wabash
Huntington
Wells
Adams
Cass
Miami
White
Benton
Carroll
Howard
Grant
Blackford
Jay
Warren
Tippecanoe
Clinton
Tipton
Fountain
Montgomery
Boone
Hamilton
Madison
Henry
Wayne
Vermillion
Parke
Marion
Hancock
Hendricks
Rush
Fayette
Union
Morgan
Johnson
Shelby
Vigo
Clay
Owen
Monroe
Brown
Bartholomew
Decatur
Franklin
Dearborn
Sullivan
Greene
Ripley
Ohio
Jennings
Jefferson
Switzerland
Knox
Daviess
Martin
Lawrence
Washington
Scott
Orange
Clark
Pike
Dubois
Crawford
Gibson
Floyd
Perry
Harrison
Posey
Vanderburgh
Warrick
Spencer
Regions 2 & 3
Coordinator: Caroline Foster
Email: cfoster@dwd.IN.gov
Regions 1 & 4
Coordinator: Dan DeVers
Email: DDevers@dwd.IN.gov
Region 6
Coordinator: Sonya Paul
Email: SSPaul@dwd.IN.gov
Region 5
Coordinator: Natalie Reuter
Email: nreuter@dwd.IN.gov
Region 7
Coordinator: Martha Finch-Anderson
Email: mfinch-anderson@dwd.IN.gov
Regions 8 & 9
Coordinator: Marilyn Pitzulo
Email: MPitzulo@dwd.IN.gov
Region 10
Coordinator: Beth Pattison
Email: bpattison@dwd.IN.gov
Region 11
Coordinator: Melena Swing
Email: mswing@dwd.IN.gov
INDIANA
WORKFORCE
DEVELOPMENT
AND ITS WorkOne CENTERS

Appendix B – Curriculum Resources

LESSON PLANS

- **Florida GED: Beyond the Basics –** The lesson plans and resource guide on this website incorporate higher level thinking skills and college preparation materials with the purpose of assisting adult education programs to transition learners to postsecondary education and employment. http://www.floridatechnet.org/GEDBeyond/

- **GED Lesson Plans from the Florida's practitioner website:** http://www.floridatechnet.org/GED/LessonPlans/Lessons.htm

- **Maine College Transitions Program –** Visit Maine's website for college transitions. Scroll down to the College Transition Syllabi and Standards Based Curriculum Project for a look at language arts and math curriculum as well as some great text and web resources. http://www.maine.gov/education/aded/dev/transitions.htm

READING INSTRUCTION

- **Assessment Strategies and Reading Profiles (ASRP)** provides researched based assessment strategies to improve reading instruction in adult education classrooms. Learn about the components of reading, download free tests with instructions for administering them, match your learners' test scores to research based on reading profiles, and get instructional suggestions for teaching learners based upon their reading profiles. http://lincs.ed.gov/readingprofiles/index.htm

WRITING

- **Writing Skills from Purdue University –** The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material provided as a free service to the Writing Lab at Purdue. Teachers may use this material for in-class and out-of-class-instruction. http://owl.english.purdue.edu/owl/

- **Grammar Bytes** – This website includes self assessments, tips, and handouts. Check out the presentation section. Could you use these to help learners practice taking notes while they learn grammar skills? http://www.chompchomp.com/menu.htm

- **Make Belief Comix** – Use this website to encourage learners to write, read and tell stories using comics. Learners create the stories through comics on the website. See ideas for instruction at: http://www.makebeliefscomix.com/How-to-Play/Educators

MATH

- **Teaching with Questions –** Watch videos of Steve Hinds, a math teacher and professional developer at the City University of New York, describe how to use questions to teach math effectively, build math vocabulary, and teach signed numbers and functions at: http://www.cccs.edu/Foundation/SUN/pedagogy.html
- **Adult Learner Math Resources** – http://literacynet.org/sciencelincs/studentlearner-num.html
- **A Manual for Teaching Basic Math to Adults** - http://www.nald.ca/library/learning/mathman/mathman.pdf
- **Adult Numeracy Network (ANN)** – ANN is a community dedicated to quality mathematics instruction at the adult level. http://www.adultnumeracynetwork.org/

TRANSITION TO COLLEGE

- **The National College Transition Network** provides recent research, best practices, and many resources for assisting learners to transition to postsecondary education. See www.collegetransition.org.
- **College for Adults** is a website aimed at adults who wish to transition to college. Helpful information about career planning, financial aid, and college applications guide the learner through essential components of transition. Teachers may find resources and information for lessons here: www.collegeforadults.org.

TECHNOLOGY TRAINING

- The **GCF Learn Free** website provides free online classes and tutorials on the use of computers. http://www.gcflearnfree.org/.
- **Evaluating web pages:** The Internet is a great resource for information. However, not all of the content is reliable. This site from UC Berkeley provides a guide for how to evaluate websites. http://www.lib.berkeley.edu/instruct/guides/evaluation.html

Appendix C –Special Needs and Special Accommodations

AE Handbook

Adult Educator Handbook of Rights and Responsibilities

What adult educators need to know about working with adults with disabilities

Written by
Betty Horton
and
Jean Hall

University of Kansas
Center for Research on Learning
Division of Adult Studies

This Handbook is a component of the "Accommodating Adults with Disabilities in Adult Education Programs" Notebook, developed through a project funded by the USDE National Institute on Disability and Rehabilitation Research.

© 2005 University of Kansas Center for Research on Learning

TABLE OF CONTENTS

page

Introduction.....50

Disability Defined.....51

Legal Rights of Adults with Disabilities.....52

Accommodations.....54

Responsibilities of Adult Education Programs.....56

Sample Public Notice.....60

Program Communication Checklists.....61

Program Accessibility Checklists.....67

Rights of Adult Education Programs.....75

Guidelines for Determining Program Qualifications.....76

Sample Program Qualifications.....77

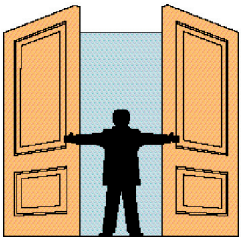
Sample Code of Conduct.....79

Information and Resources.....80

Summary of Questions and Answers.....82

Introduction

This Handbook contains information on legal definitions of disability, legal rights and responsibilities of programs and students, accommodation provision, and supplemental information and checklists for surveying program accessibility. The intended audience for use includes adult education administrators, instructors, and volunteers.



The purpose of the Handbook is to provide practical information on the legal rights and responsibilities of adult education programs and of students with disabilities related to providing and obtaining accommodations. The Handbook contains specific information about disabilities, accommodations, and legal issues. Legal definitions, citations, and explanations are presented in a user-friendly format. Quick-reference lists are provided throughout the text to summarize key points. Samples of a code of conduct, public notice sign, and detailed checklists for determining the accessibility of program communications and facilities are also included. These materials in the Handbook may be used to guide the development of new adult education programs or to evaluate existing ones.

The Handbook was developed in response to requests by adult educators for information on legal issues related to working with adults with disabilities. In developing the Handbook, project staff conducted a thorough literature and legislation review and consulted various experts on disability law. We also incorporated suggestions from our Consumer Panel, Resource Team, consultants, and national and statewide interviews and surveys.

The Handbook text should be used as a reference by adult education staff whenever questions arise concerning legal issues. The supporting materials in the handbook can be used to answer questions and guide practice in the development of self-evaluations, program qualifications, codes of conduct, and public notices. The contents of this product will benefit both educators and learners by answering legal questions and providing step by step procedures for program accessibility.

What is a disability?

The legal definition for "disability" differs in the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA). These differences may be attributed, in part, to the circumstances or aims of the legislation.

Within IDEA, the definition of "children with disabilities" includes school-age children with mental retardation, hearing impairments, visual impairments, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities. The aim of this legislation is to provide "free and appropriate public education" to students who need special education and related services.

The term "individual with a disability" in Section 504 of the Rehabilitation Act of 1973 is aimed at a broader population. However, this law applies only to entities receiving any type of federal funding. In Section 504, an individual with a disability is defined as any person who has a physical or mental impairment which constitutes or results in a substantial impediment to employment and who has a physical or mental impairment which substantially limits one or more of major life activities.

The definitions of disability contained in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) are almost identical. The primary difference between these two pieces of legislation is that the aim of ADA is broader and more far-reaching because it extends non-discrimination and accommodations mandates to private institutions. Under the ADA, a person is considered disabled who (a) has a physical or mental impairment that substantially limits one or more of the major life activities of the individual; (b) has a record of such impairment; or (c) is regarded as having such an impairment (28 CFR §35.104). Adults with disabilities include persons with conditions, diseases, and infections, such as orthopedic, visual, speech, and hearing impairments; epilepsy, muscular dystrophy, multiple sclerosis; cancer; heart disease; diabetes; and infection with the Human Immunodeficiency Virus (HIV). Major life activities include the following:

◊ *Caring for oneself*
◊ *Performing manual tasks*
◊ *Walking*
◊ *Seeing*
◊ *Hearing*
◊ *Speaking*
◊ *Breathing*
◊ *Learning*
◊ *Working*

What are the legal rights of adults with disabilities?

If a person with a disability meets the academic and technical standards requisite to admission or participation in an adult education program, the person must be ensured equal educational opportunity. This includes:

◊ *Program accessibility*
◊ *Use of auxiliary aids and services*
◊ *Academic accommodations*

Several major pieces of legislation apply directly to nondiscrimination and program access for adults with disabilities. Section 504 of the Rehabilitation Act of 1973 guarantees that a person with a disability will not be discriminated against because of that handicap in any program receiving federal funds. For example, Section 504 requires that a recipient [of federal funds] to which this subpart applies shall educate, or shall provide for the education of, each qualified person with a disability in its jurisdiction with persons who are not disabled to the maximum extent appropriate to the needs of the person with a disability. A recipient shall place a person with a disability in the regular environment with the use of supplementary aids and services (34 CFR 104.34)

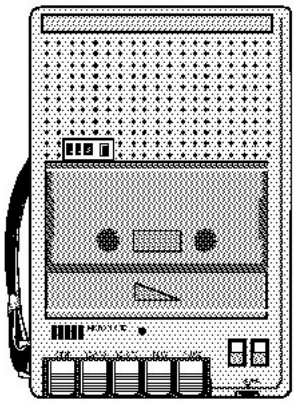
The Americans with Disabilities Act (ADA) expands the scope of Section 504 and addresses the availability of accommodations or auxiliary aids as well as physical access to services. Title I of the ADA prohibits discrimination in employment in all businesses and programs with 15 or more employees and requires reasonable accommodations in hiring, training, and promoting people with disabilities. Titles II and III of the ADA address access to services and employment in State and local government; require accessible public accommodations in stores, hotels, commercial operations, and recreation and cultural activities; and mandate equal access in telecommunications for individuals with hearing and/or speech impairments.

The Individuals with Disabilities Education Act (IDEA, PL 101-476) stipulates that local education agencies are responsible for identifying, assessing, and serving all students with disabilities ages 3 to 21 or the age a student leaves the public school. Two criteria must be met to establish eligibility and receive a free, appropriate public education under the Act: (a) a student must be identified as having one or more of the disabilities defined under the Act and (b) a student must require special education and related services. Unlike the ADA, IDEA is a funded mandate, and IDEA funds are sometimes available to adult education programs providing services to adults under age 22. The availability of these funds varies from state to state.

What is an accommodation?

"Accommodation" means any change to a classroom environment or task that permits a qualified student with a disability to participate in the classroom process, to perform the essential tasks of the class, or to enjoy benefits and privileges of classroom participation equal to those enjoyed by adult learners without disabilities. An accommodation is a legally mandated change that creates an equitable opportunity for task completion or environmental access. Further, an accommodation is an individually determined adjustment to a functional need. Specific accommodations can range from low-tech rubber pencil grips to high-tech voice recognition software for a computer.

An accommodation may include use of equipment or changes in environments, procedures, or attitudes:



◊ *Additional time to complete tasks*
◊ *Assistive devices*
◊ *Adaptive tools*
◊ *Taped, large print, or brailled text*
◊ *Readers*
◊ *Taped, typed or dictated answers*
◊ *Private work areas*
◊ *Calculators*
◊ *Note takers*
◊ *Repeated instructions*
◊ *Oral or sign language interpreters*
◊ *Modification of existing equipment*
◊ *Written instructions*
◊ *Changes in desk height*
◊ *Changes in lighting*

A public entity is not required to take action or provide any accommodation that would result in a fundamental alteration in the nature of its service, program, or activity or in undue financial and administrative burdens. A program is permitted to determine the essential requirements of a course. If providing an accommodation would in some way compromise those requirements, the program is not required to do so. For example, if changing the format of a test fundamentally alters its capacity to measure the skill being tested, then a format change is not required. However, the program should attempt to investigate other changes that might be possible.

When answering what impact an accommodation had on an adult learner, a state-wide sample of adult educators provided the following responses:

- Became more trusting
- Self-confidence improved
- Self-esteem improved
- Became more productive
- Became friendlier to staff
- Increased interaction with staff and other students
- Became more comfortable
- Attendance improved

In addition, a program is permitted to consider the cost of an accommodation when deciding between equivalent means of providing access. For example, if two types of software are available that magnify the text on a computer monitor for a student with a visual impairment, the program can choose to provide the less expensive version, so long as it is equally effective.

The ADA provides guidelines for documenting a claim of undue burden or fundamental alteration. Nevertheless, claiming undue burden or fundamental alteration does not relieve a public entity of its obligation to provide accommodations for people with disabilities. If a program is not able to provide a particular modification or accommodation to ensure equal access, the program staff must take other measures, to the maximum extent possible, to ensure that it does not discriminate against individuals with disabilities in any of its services or activities.

Thus, the following are guidelines to consider in selecting an accommodation. An accommodation should:

(a) be based on documented individual needs
(b) allow the most integrated experience possible
(c) not compromise the essential requirements of a course or program
(d) not pose a threat to personal or public safety
(e) not impose undue financial or administrative burdens on the program
(f) not be of a personal nature, e.g. personally prescribed devices such as eyeglasses, or personal services such as assistance in eating or toileting.

When adult learners with disabilities from a state-wide sample were asked about their experiences with accommodations or adult education programs in general, the following comments were made:

"Use what works for me, not for someone else" when selecting an accommodation. (Most adult learners interviewed were able to identify at least one coping skill that they had developed to compensate for their disability.)

Being involved in the program gave me "more confidence in myself."

Almost all learners expressed an appreciation for being able to participate in an adult education program.

What are the legal responsibilities of adult education programs?

Although most adult educators are probably aware of the Americans with Disabilities Act and its overall importance, they may not be aware of some of the specific provisions within the law. In addition to the general requirements of program and facility accessibility and non-discrimination in programs, five administrative requirements in the ADA, Title II, apply to adult education programs administered through state, county, or city government:

1. Designate a responsible employee (ADA coordinator)
2. Provide public notice
3. Establish grievance procedure
4. Conduct self-evaluation
5. Develop transition plan

Designate a Responsible Employee as an ADA Coordinator

Section 35.107

This requirement applies only to entities with fifty or more employees, but includes all employees of an entity, not just the adult education program. For example, if a city administered an adult education program that employed only 5 staff members, but the city as a whole had 500 employees, the city would be required to appoint an ADA Coordinator. This person is responsible for answering inquiries about city programs, planning and coordinating compliance efforts, and receiving and investigating ADA-related grievances concerning programs, services, practices, and employment. Written notice displaying the name, office address, and telephone number of the employee(s) designated as the ADA Coordinator must be posted in each building or room where services are offered (see sample public notice).

Entities subject to 504 (i.e., that receive federal funding) with 15 or more employees are required to designate a Section 504 compliance coordinator. It would be reasonable to use the same person for ADA coordination responsibilities. This requirement means that all adult education programs have access to at least one person for questions about the ADA and accommodations.

Provide Notice of ADA Requirements

Section 35.106

This requirement applies to all public entities, regardless of size. All such entities must provide information to applicants, participants, beneficiaries, and other interested parties regarding the rights of people under Title II and how Title II applies to their particular programs, services, and activities. Methods of providing this information include, but are not limited to, publication in handbooks, manuals, pamphlets, and enrollment/application materials that are distributed to the public to describe a public entity's programs and activities. Other methods include the display of informational posters in service centers and other public places and/or the broadcast of information by television or radio. A sample notice is included on the next page. The entity must provide this information in an ongoing basis.

Public notice of ADA requirements must be made available in alternative formats to meet the diverse communication needs of persons with disabilities. Alternate formats, including large print, Braille, computer disk, and audio tape, are used to help ensure that adults with disabilities are made aware of their legal rights.

Establish a Grievance Procedure

Section 35.107

Public entities employing 50 or more people are required to establish a grievance procedure for prompt and equitable resolution of complaints concerning program accessibility, equal opportunity, supplementary aids and services, and accommodations. Obviously, this requirement becomes important when problems, such as in obtaining an accommodation, cannot be resolved at a lower level.

Conduct a Self-Evaluation

Section 35.105

All public entities, regardless of size, must conduct a self-evaluation of current services, policies, and practices to ensure that they are in compliance with the ADA. The self-evaluation must cover four areas: employment, nondiscrimination in programs and activities, communications, and program and facility accessibility. In the self-evaluation, the public entity must: a) identify any policies or practices that do not comply with Title II requirements, and b) modify policies and practices to bring them into compliance. A general self-evaluation conducted by a larger public entity, such as a city, may not specifically address areas such as program and facility accessibility as they apply to individual programs. For this reason, adult education centers are advised to conduct self-evaluations in these areas. Checklists for measuring accessibility of communications and physical facilities are included in the following pages.

Develop a Transition Plan

Section 35.150

In the event that structural changes to facilities need to be undertaken to achieve program accessibility, a public entity with 50 or more employees must develop a transition plan designating the steps necessary to complete these changes. At a minimum, the plan must perform the following: a) identify physical obstacles that limit accessibility; b) describe the methods that will be used to correct these obstacles; c) specify a schedule for the changes; and d) indicate the person(s) responsible for implementing the plan.

Sample of Public Notice

Required under Title II of the ADA

[NAME OF ADULT EDUCATION PROGRAM] does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. The **[program]** also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator.

Name and Title:
Office Address:
Phone Number (Voice/TDD):
Days/Hours Available:

This notice is available from the ADA and Section 504 compliance coordinator in large print, on audio tape, and in Braille. **[If additional alternative formats are available, such as computer bulletin boards, the program may state that this notice is available in additional alternative formats].**

Effective Program Communication

In order to provide equal access to their services and avoid discrimination against people with disabilities, adult education programs are required under Title II to make auxiliary aids and services available when necessary to ensure effective communication with both students and the general public (28 CFR §35.160). Auxiliary aids and services include a wide range of services, equipment, and devices that provide effective alternate communication to people with visual, hearing or speech disabilities.

Visual Communication

Information that is communicated visually, such as printed materials or visual displays, must be made accessible to people with visual and cognitive disabilities through auxiliary aids and services. In your assessment of visual communication within your program, consider all aspects of the program, including outreach, advertising, public meetings, and communications with the general public, applicants, and program participants. Examples include:

- ◊ brochures
- ◊ handbooks
- ◊ workbooks
- ◊ slide shows
- ◊ letters
- ◊ videotapes
- ◊ posters

Aural/Oral Communication

"Aural" information is any information that is heard, while "oral" information refers to spoken information. Programs that communicate information aurally to applicants or participants or that require a participant or applicant to use oral communication must make that information accessible to people who have hearing or speech disabilities by providing auxiliary aids and services.

In your assessment of program communications, consider communication involved in all aspects of the program, including outreach, advertising, public meetings and hearings, and communications with the general public, applicants, and program participants. Examples include:

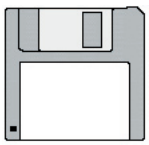
◊ classroom lectures
◊ speakers
◊ video tapes
◊ television programs
◊ telephone conversations

Using the Communication Checklists

For each type of communication, check those accessible formats that your program already has available. Be sure to consider accessibility of all program communication, not just communication that occurs within the classroom (e.g., brochures, telephone conversations). If you can provide the auxiliary aid or service within your program, note this in the Provider Information column. For example, if you can provide written documents on computer diskette, indicate this. If your program does not have a certain accessible format available at this time, investigate ways of obtaining it so it will be available if needed and list the provider name and contact information in the space provided. Find out the processing time for each provider so you can inform an individual who requests an alternate format how long it will take to provide it. You may also want to check to see if your umbrella agency has standing provider contracts for obtaining any of the formats. Independent Living Centers (ILC's) and other resources listed in the Handbook are also good places to ask about possible providers.

After you have completed the checklists, inform the public (in flyers, brochures, advertisements, etc.) that you have alternate formats available. Establish procedures for timely response to requests for alternate formats. A person with a disability should not be forced to wait an inordinate period of time to receive materials in an accessible format.

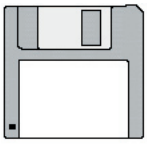
Visual Communications Checklist (page 1 of 2)

Auxiliary aid or Service 	Currently Available ✔		Provider Information
large print	Yes O	No O	Provider: Address: Phone #: Processing time:
Braille	Yes O	No O	Provider: Address: Phone #: Processing time:
audio tape	Yes O	No O	Provider: Address: Phone #: Processing time:
readers	Yes O	No O	Provider: Address: Phone #: Processing time:
computer diskette	Yes O	No O	Provider: Address: Phone #: Processing time:
verbal descriptions	Yes O	No O	Provider: Address: Phone #: Processing time:

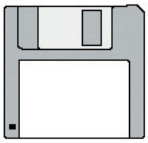
Visual Communications Checklist (page 2 of 2)

Auxiliary aid or Service	**Currently Available** ✔	**Provider Information**
computer adaptations (e.g., enlarged text, voice synthesizer)	Yes O No O	Provider: Address: Phone #: Processing time:
pictorial signage	Yes O No O	Provider: Address: Phone #: Processing time:
other (list)	Yes O No O	Provider: Address: Phone #: Processing time:

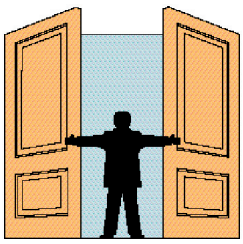
Aural/Oral Communications Checklist (page 1 of 2)

Auxiliary aid or Service 	**Currently Available** ✔		**Provider Information**
sign language interpreters	Yes O	No O	Provider: Address: Phone #: Processing time:
notetakers	Yes O	No O	Provider: Address: Phone #: Processing time:
written materials	Yes O	No O	Provider: Address: Phone #: Processing time:
TDD (Telecommunications Device for the Deaf)	Yes O	No O	Provider: Address: Phone #: Processing time:
telephone amplification	Yes O	No O	Provider: Address: Phone #: Processing time:
paper and pen	Yes O	No O	Provider: Address: Phone #: Processing time:

Aural/Oral Communication Checklist (page 2 of 2)

Auxiliary aid or Service 	**Currently Available** ✔	**Provider Information**
caption decoder	Yes O No O	Provider: Address: Phone #: Processing time:
real-time captioning	Yes O No O	Provider: Address: Phone #: Processing time:
assistive listening devices	Yes O No O	Provider: Address: Phone #: Processing time:
word processors	Yes O No O	Provider: Address: Phone #: Processing time:
other (list)	Yes O No O	Provider: Address: Phone #: Processing time:

Program Accessibility



In a broad sense, program accessibility can be considered a type of accommodation—one which makes the overall program available to learners with disabilities. For existing facilities, both Title II and 504 require that a program, when viewed in its entirety, is readily accessible to and usable by people with disabilities (28 CFR § 35.150 & 34 CFR § 104.22). By law, an adult education center must make its programs and activities accessible unless it can demonstrate that the required modifications would result in fundamental alteration of the program or undue financial and administrative burdens. Both laws require that new or altered facilities (those built or altered after January 26, 1992) are readily accessible. No fundamental alteration or undue burden limitations exist for providing accessibility in new or altered facilities, so a new or newly altered facility that is inaccessible is in violation of the law. Finally, when an adult education program leases space, the program is responsible for providing accessibility to all classes it offers there.

Title II and 504 both offer some flexibility in how accessibility requirements can be met in existing facilities by allowing either structural or nonstructural methods of compliance. Although nonstructural methods of achieving program accessibility in existing facilities are allowed, nonstructural solutions should not have the effect of segregating people with disabilities or compromising their dignity and independence. Some acceptable methods of achieving program accessibility are:

- ◊ Reassignment of services to an accessible location (e.g., to a ground floor or to another building)
- ◊ Purchase, redesign or relocation of equipment (e.g., providing work stations, modifying doorknobs, or moving computers to an accessible room)
- ◊ Assignment of aides (e.g., to retrieve a book from an inaccessible shelf or an inaccessible library).
- ◊ Structural changes (installing a ramp, widening a door, etc.)

Using the Accessibility Checklists

This checklist is provided for program staff who want to review the accessibility of their facility. It can be used to identify potential barriers and possible solutions. The checklist is based on the ADA Accessibility Guidelines (ADAAG). The checklist is not designed to be a comprehensive evaluation tool to assess compliance, but rather a starting point for evaluating overall program accessibility.

The following steps are recommended in conducting a facility survey using this checklist:

1. Establish a timeline for completing the survey.

2. Assign people to be responsible for the survey, preferably at least three. If people with disabilities can be enlisted to help, they can often identify additional barriers and/or possible solutions.

3. Duplicate the checklist for use in multiple classrooms, restrooms, etc.

4. Conduct the survey. Bring copies of the checklist, a clipboard, pencil, and a flexible tape measure. As the survey is conducted, think about the facility's accessibility from the perspective of people with physical, sensory, and cognitive disabilities.

5. Compile results of the survey, and prepare an action plan to correct inaccessible features as necessary.

Program Accessibility Checklists (page 1 of 6)

Questions			Possible Solutions
Accessible Approach/Parking/Entrance Once they arrive at a program, people with disabilities should be able to approach the building and enter is as freely as anyone else. At least one route of travel to the entrance of the facility should be accessible to everyone, including people with disabilities.			
Route of Travel			
	Yes	**No**	
Is a route of travel available that does not require the use of stairs?	[ ]	[ ]	[ ] Add a ramp if the route of travel is interrupted by stairs [ ] Add an alternative route on level ground
	Yes	**No**	
Is the route of travel stable, firm and slip-resistant?	[ ]	[ ]	[ ] Repair uneven pavement [ ] Fill small bumps and breaks [ ] Replace gravel with hard top
	Yes	**No**	
Is the route at least 36 inches wide?	[ ]	[ ]	[ ] Change or move landscaping, furnishings, or other features that narrow the route of travel [ ] Widen the route
	Yes	**No**	
Do curbs on the route have curb cuts?	[ ]	[ ]	[ ] Install curb cuts [ ] Add small ramps at curbs
Ramps			
	Yes	**No**	
Are the slopes of the ramps no greater than 1:12?	[ ]	[ ]	[ ] Lengthen the ramp to decrease slope [ ] Reconfigure the ramp to include switchbacks
(Slope is the ratio of height to length: 1:12 means that for every one inch of height the ramp rises, there is at least twelve inches of length along it. Thus, the minimum length for a ramp on a three inch curb would be 36".)			
	Yes	**No**	
Do all ramps longer than 6 feet have handrails on both sides?	[ ]	[ ]	[ ] Relocate the ramp
	Yes	**No**	
Are handrails sturdy, and between 30 and 38 inches high?	[ ]	[ ]	[ ] Add handrails [ ] Adjust height of rails [ ] Secure rails tightly
	Yes	**No**	
Is the clear width of the ramp at least 36 inches?	[ ]	[ ]	[ ] Widen the ramp
	Yes	**No**	
Is the surface of the ramp slip-resistant?	[ ]	[ ]	[ ] Add non-slip surfacing

Program Accessibility Checklists (page 2 of 6)

Questions	Possible Solutions
Parking Total number of parking spaces _____. Current number of accessible spaces _____. Required number of accessible spaces (see below) ____.	[ ] Reconfigure spaces to create ___ accessible spaces 8′ wide with a 5′access aisle. Two spaces may share one aisle [ ] Reconfigure to provide ____ 16′ wide van-accessible spaces *Universal parking option: Provide accessible spaces 11′ wide with a 5′ access aisle. This type of space can accommodate either a car or a van.*

ADAAG requirements:

Total spaces in lot	Minimum # of accessible spaces	Van accessible spaces
1-25	1	1
26-50	2	1
51-75	3	1
76-100	4	1
101-150	5	1
151-200	6	1
201-300	7	1
301-400	8	1
401-500	9	1
501-1000	2% of total	1-2
1000+	20+1 for each 100 over 1000	2+

(At least 1 in every 8 accessible spaces must be van accessible)

Questions	Yes	No	Possible Solutions
Are spaces marked with the international symbol of accessibility (see below)? Are there signs reading "Van Accessible" at van spaces?	[ ]	[ ]	[ ] Install appropriate upright signs that are not obscured by a vehicle parked in the space [ ] Move existing signs so that they are not obscured by a vehicle parked in the space
Are the access aisles part of the accessible route to the accessible entrance?	[ ]	[ ]	[ ] Add curb cuts or ramps as needed
Are the accessible spaces closest to the accessible entrance, and is a procedure in place to enforce use of accessible spaces only by those displaying a placard or other identification?	[ ]	[ ]	[ ] Relocate accessible spaces [ ] Implement an enforcement policy
Entrance If there are stairs at the main entrance, is a ramp or lift also available, or is an alternative accessible entrance available? *Do not use a service entrance as the accessible entrance unless there is no other option.*	[ ]	[ ]	[ ] If it is not possible to make the main entrance accessible, create a dignified alternate accessible entrance
Do all inaccessible entrances have a sign indicating the location of the nearest accessible entrance?	[ ]	[ ]	[ ] Install signs before the inaccessible entrance so that people do not have to retrace the approach

Adapted from Adaptive Environments (1992)

Program Accessibility Checklists (page 3 of 6)

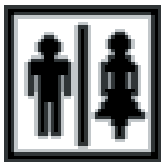
Questions			Possible Solutions
Entrance (continued)	**Yes**	**No**	
Are doormats 1/2 " high or less, and securely installed to prevent tripping?	[ ]	[ ]	[ ] Replace or remove mats [ ] Secure mats at edges
Doors	**Yes**	**No**	
Does the entrance door have at least 32 inches of clear opening (for a double door, at least one 32-inch leaf)?	[ ]	[ ]	[ ] Widen the door [ ] Install off-set (swing-clear) hinges
Is at least 18 inches of clear wall space available on the pull side of the door, next to the handle? *A person using a wheelchair or crutches needs this space to get close enough to the door to open it.*	**Yes** [ ]	**No** [ ]	[ ] Remove or relocate furnishings or other obstructions [ ] Move door
Is the threshold level less than 1/4" high or beveled, up to 1/2" high?	**Yes** [ ]	**No** [ ]	[ ] If the threshold is 3/4" or higher, remove it; otherwise, add a bevel
Is the door handle no higher than 48 inches and operable with a closed fist (the door should be openable by someone with limited upper body strength and/or hand control)?	**Yes** [ ]	**No** [ ]	[ ] Replace inaccessible knob with a lever handle [ ] Retrofit existing knob with an add-on lever extension
Access to Programs/Services Ideally, the layout of the building should allow people with disabilities to obtain materials or services without assistance. All inside doors should conform to the requirements listed under "doors" in the previous section.			
Movement within the building Is the route of travel to all public spaces at least 36 inches wide?	**Yes** [ ]	**No** [ ]	[ ] Move furnishings such as tables, chairs, display racks, vending machines, and counters to make more room
Is a 5 foot circle or T-shaped space available along the route of travel for a person using a wheelchair to reverse direction?	**Yes** [ ]	**No** [ ]	[ ] Rearrange furnishings, displays, and/or equipment

Program Accessibility Checklists (page 4 of 6)

Questions			Possible Solutions
Rooms & Spaces			
Are all aisles and pathways to materials and services at least 36 inches wide?	**Yes** [ ]	**No** [ ]	[ ] Rearrange furnishings and fixtures to clear aisles
Is carpeting low-pile, tightly woven, and securely attached along edges?	**Yes** [ ]	**No** [ ]	[ ] Secure edges of carpet on all sides [ ] Replace carpeting
In routes through public areas, are all obstacles cane-detectable (located within 27 inches of the floor or higher than 80 inches, or protruding less than 4 inches from the wall)?	**Yes** [ ]	**No** [ ]	[ ] Remove obstacles [ ] Install furnishings, planters, or other cane-detectable barriers below obstacles
Do signs designating restrooms, exit doors, and room numbers comply with the appropriate standards for tactile signage?	**Yes** [ ]	**No** [ ]	[ ] Letters and numerals should be raised 1/32 of an inch, upper case, sans serif, accompaniedwith Grade 2 Braille
Seats, Tables & Counters			
Are the tops of tables or counters between 28 and 34 inches high?	**Yes** [ ]	**No** [ ]	[ ] Adjust surface level
Are knee spaces at accessible tables at least 27 inches high, 30 inches wide, and 19 inches deep?	Yes [ ]	No [ ]	[ ] Replace or adjust tables
Elevators			
Are both visible and audible door opening closing and floor indicators in place?	**Yes** [ ]	**No** [ ]	[ ] Install visible and/or audible signals
Are the call buttons in the hallway no higher than 42 inches?	**Yes** [ ]	**No** [ ]	[ ] Lower call buttons [ ] Provide a permanently attached reach stick
Do the controls outside and inside the cab have raised and Braille lettering?	**Yes** [ ]	**No** [ ]	[ ] Install raised lettering and/or Braille next to buttons
Is a sign in place on the jamb at each floor identifying the floor in raised and Braille letters?	**Yes** [ ]	**No** [ ]	[ ] Install tactile signs to identify floor numbers, at a height of 60 inches from the floor.
If an emergency intercom is provided, is it usable without voice communication?	**Yes** [ ]	**No** [ ]	[ ] Modify communication system
Is the emergency intercom identified by Braille and raised lettering?	**Yes** [ ]	**No** [ ]	[ ] Add tactile identification

Adapted from Adaptive Environments (1992)

Program Accessibility Checklists (page 5 of 6)

Questions			Possible Solutions
Rest Rooms When restrooms are open to the public, they should be accessible to people with disabilities. Doors to accessible restrooms should meet the requirements listed under "Doors," above, including having tactile signage.			
Lavatories			
Does one lavatory have a 30-inch-wide by 48-inch-deep clear space in front?	**Yes** [ ]	**No** [ ]	[ ] Replace or alter existing lavatory
Is the lavatory rim no higher than 34 inches?	**Yes** [ ]	**No** [ ]	[ ] Adjust or replace lavatory
Can the faucet be operated with one closed fist?	**Yes** [ ]	**No** [ ]	[ ] Replace faucet handles with paddle type
Are hot water lines and drains wrapped?	**Yes** [ ]	**No** [ ]	[ ] Wrap pipes with insulating material
Is the mirror mounted with the bottom edge of the reflecting surface no more than 40" above the floor?	**Yes** [ ]	**No** [ ]	[ ] Lower the existing mirror or add another
Are soap, towel and other dispensers, and hand dryers, 48" or lower for a front approach, or 54" or lower for a side approach?	**Yes** [ ]	**No** [ ]	[ ] Lower existing dispensers [ ] Provide additional, accessible dispensers
Stalls			
Is a wheelchair-accessible stall that has an area of at least 5 feet by 5 feet, clear of the door swing, available OR is a stall available that is less accessible but that provides greater access than a typical stall (either 36"X 69" or 48"X 69")?	**Yes** [ ]	**No** [ ]	[ ] Move partitions [ ] Reverse the door swing
In the accessible stall, are grab bars in place behind and on the side wall nearest to the toilet, 33-36" above the floor?	**Yes** [ ]	**No** [ ]	[ ] Add or adjust grab bars
Is the toilet seat 17 to 19 inches high?	**Yes** [ ]	**No** [ ]	[ ] Add a raised seat
Is the toilet paper height 19 inches to the center of the roll?	**Yes** [ ]	**No** [ ]	[ ] Move toilet paper dispenser

Program Accessibility Checklists (page 6 of 6)

Questions			Possible Solutions
Additional Access When amenities such as drinking fountains or public telephones are provided to the general public, they should also be accessible to people with disabilities.			
Drinking Fountains			
Is at least one fountain available with clear floor space of at least 30 by 48 inches in front?	**Yes** [ ]	**No** [ ]	[ ] Rearrange furniture to create more floor space
Does that fountain have its spout no higher than 36" above the ground?	**Yes** [ ]	**No** [ ]	[ ] Provide cup dispensers for fountains with spouts that are too high [ ] Provide accessible water cooler
Are controls mounted on the front or near the front edge, and operable with one closed fist?	**Yes** [ ]	**No** [ ]	[ ] Replace controls
Telephones			
If pay or public phones are provided, is clear floor space of at least 30 by 48 inches available in front of at least one?	**Yes** [ ]	**No** [ ]	[ ] Move furnishings [ ] Replace booth with open station
Is the highest operable part of the phone no higher than 48 inches (54 inches if a side approach is possible)?	**Yes** [ ]	**No** [ ]	[ ] Lower telephone
Is the phone hearing-aid compatible?	**Yes** [ ]	**No** [ ]	[ ] Contact phone company to replace with hearing-aid compatible phone
Does the phone have volume control?	**Yes** [ ]	**No** [ ]	[ ] Contact the phone company to add volume control
Emergency Egress Do all alarms have both flashing lights and audible signals?	**Yes** [ ]	**No** [ ]	[ ] Install visible and audible alarms

Adapted from Adaptive Environments (1992)

What are the legal rights of adult education programs?

Adult education program staff may be concerned whether a student with a disability can meet the prerequisite academic and technical standards of a course of study or program, and whether the student can perform the essential tasks of the course or program with reasonable academic adjustments and auxiliary aids. A qualified individual with a disability is defined in Section 35.104 of the ADA as "...an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity."

Scott (1990) recommends a set of practical guidelines for consideration of whether a prospective student or applicant is qualified. We have also drafted a sample list of program qualifications for adaptation by individual programs. These documents are included in the following pages.

Programs can also establish reasonable codes of conduct which prohibit disruptive or other inappropriate behaviors as long as they do not screen out or tend to screen out people with disabilities (a sample version is provided). Neutral rules, such as legitimate safety concerns, are permitted even when the effect is to screen out people with disabilities (28 CFR §35.130(b)(8)). A fear of disruptive behavior based on presumptions or stereotypes about a given disability is not sufficient, however, to exclude an individual with a disability from a program. Educators should make it clear to <u>all</u> of their students what types of conduct are not acceptable, and work with students, when possible, to modify unacceptable behaviors.

Guidelines for Establishing Whether a Student is Qualified for a Program of Study

Adapted from Scott (1990)

In determining the requirements and standards for each class, teachers and administrators might ask themselves the following questions:

Course

a. What academic skills must be demonstrated?
b. What percentage of subject area knowledge must be mastered?
c. What specific knowledge, principles, or concepts must be mastered?

Instructional Methods

a What methods of instruction are non-negotiable?
b. Why aren't they negotiable? (For example, auditory presentation of musical compositions may be deemed absolutely necessary in a music appreciation class because of the designated nature and purpose of the course).

Assessment

a. What methods of assessing outcome variables are absolutely necessary?
b. Why are they necessary? (For example, a nursing student's proficiency in starting an IV must be assessed by physical performance because of skill development required by the major and/or licensing requirements.)

Performance

What are acceptable levels of performance on these measures? (For example, 100% of program competencies must be demonstrated; 85% of exam questions must be answered or performed correctly.)

Student Variables

a. What preexisting abilities or skills must all participating students possess?
b. Is there a minimal level of proficiency in these abilities?
c. Does the ability or skill necessarily need to be performed in a prescribed manner?
d. Does the student understand the essential purpose of the course and any subsequent restrictions on accommodating methods of instruction or means of evaluation?
e. Can the student meet all essential requirements in spite of his or her disability when given reasonable accommodation?
f. Will accommodating individual needs pose a risk to personal or public safety?

Sample Qualifications for Program Participation

1. Ability to learn and retain new information

Our staff work with learners to help them achieve their curricular and vocational goals. Enrollees must demonstrate within six weeks of starting classes that they are able to benefit in a measurable way from participation.

2. Ability to abide by Code of Conduct (see page 79)

Learning is a purposeful activity and more difficult for some participants than others. The Code of Conduct helps all learners benefit from their study time. Therefore, enrollees in the program are expected and required to abide by the attached Code of Conduct. Violation of the Code will result in dismissal from the program.

3. Ability to be responsible for maintaining a daily class activity record

One way in which progress towards goals is measured is through a daily activity record. Each enrollee in the program has an assignment record and is responsible for updating it daily so that progress can be monitored.

4. **Ability to complete daily assignments with or without accommodation**

Enrollees in the program must be able to complete assignments with or without accommodation. Examples of accommodations include tape recorders, large print materials, time extensions, and calculators. Accommodations that pose a risk to personal or public safety are not allowed.

5. **Ability to remain in the classroom without constant supervision by staff**

Enrollees in the program are expected to remain in the classroom during class periods except during regularly scheduled breaks or as pre-arranged with the instructor. Staff need to be notified in advance if auxiliary aids or services are requested.

6. **Ability to understand the essential purpose of the program**

Our program is designed for persons who can understand instruction and use it to pursue educational goals. Persons enrolling in the program should be able to understand this purpose, have an appropriate goal to pursue, and participate in the curricular choices and instructional activities.

All persons who enter the program complete an assessment to determine their current educational needs and aptitudes. Initial enrollment in the program does not imply that a student will continue to be eligible.

Learning Center Code of Conduct

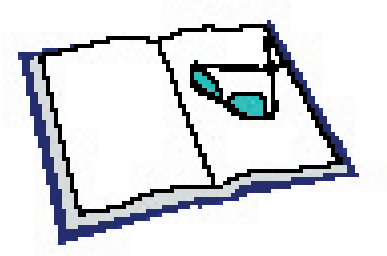
For everyone to be able to learn well, the Learning Center asks you to please follow these rules:

1. Be honest; don't cheat
2. Do not abuse physically or verbally, threaten, hit or mistreat any person
3. Be courteous to and respectful to the staff and students and do not disrupt the class
4. Do not steal, vandalize, deface or damage property of the college, college employees or fellow students
5. Do not use, sell, possess, distribute or be under the influence of or in association with narcotics, drugs or alcohol
6. Do not smoke or chew tobacco while in the building
7. Follow the directions of learning center staff performing their duties

Failure to follow the Learning Center Code of Conduct will result in dismissal.

STUDENT SIGNATURE _____ DATE _____

Information and Resources



Compliance and resource information for states, communities, employers, and individuals with disabilities is available through several Federal agencies and programs. These include the Civil Rights Division of the Department of Justice, the Department of Transportation, the President's Committee on Employment of People with Disabilities, the Equal Employment Opportunities Commission, the Architectural and Transportation Barriers Compliance Board, and the National Institute on Disability and Rehabilitation Research (NIDRR). Specific references and resources are listed below.

References

Adaptive Environments Center, Inc. (1992). ADA Title II Action Guide for State and Local Governments.

Equal Employment Opportunity Commission and U.S. Department of Justice (1991). Americans With Disabilities Act Handbook.

Scott, S. S. (1994). Determining reasonable academic adjustments for college students with learning disabilities. Journal of Learning Disabilities, 27, 403-412.

Scott, S. S. (1990). Coming to terms with the "otherwise qualified" student with a learning disability. Journal of Learning Disabilities, 23, 398-405.

U.S. Department of Education, Office for Civil Rights (1995). Compliance with the Americans with Disabilities Act: A Self-Evaluation Guide for Public Elementary and Secondary Schools.

Resources

(for a more complete listing, see the Compendium of Materials and Resources)

ADA&T Technical Assistance Centers. Ten of these centers are located throughout the country to provide information on the ADA. To get the telephone number for the center nearest you, call 1-800-949-4232 or ataccess.org.

Disability Rights Education and Defense Fund (DREDF). This is a legal resource center providing technical assistance on disability laws. (510) 644-2555 (Voice/TTY) or dredf.org.

Independent Living Centers(ILC's). More than 200 ILC's are located nationwide. They are community-based service and advocacy programs run by people with disabilities and are a good source of local information and assistance on issues related to the ADA. ILC staff can often provide assistance in conducting accessibility surveys of a facility. To find the ILC closest to you, check your phone book, or call Independent Living Research Utilization (ILRU) at (713) 520-0232 (Voice/TTY) ilru.org/jump1.htm.

U.S. Department of Justice ADA Information Line provides technical assistance in understanding responsibilities of programs under Title II of the ADA. 1-800-514-0301 or www.usdoj.gov/crt/ada/adahoml.htm.

ADA National Access for Public Schools Project provides information on the ADA specifically geared toward educational programs.1-800-893-1225 ext. 28 (Voice/TTY) or www.adaprenv.org/schools.

Summary of Questions and Answers about Rights and Responsibilities

Question	Answer
What is a disability?	A disability means a physical or mental impairment that substantially limits one or more major life activities: ◊ caring for oneself ◊ walking ◊ seeing ◊ hearing ◊ speaking ◊ breathing ◊ learning ◊ working
What are the legal rights of adult learners with disabilities?	Legal rights of adult learners with disabilities include: ◊ program accessibility ◊ non-discrimination/equal opportunity ◊ use of auxiliary aids and services ◊ academic adjustments or accommodations
What are the legal responsibilities of adult education programs?	Five administrative requirements of the ADA apply to of the responsibilities of adult education programs: ◊ designate a responsible employee ◊ provide notice ◊ establish a grievance procedure ◊ conduct a self-evaluation ◊ develop a transition plan
What is an accommodation?	An accommodation is a legally mandated change that creates an equitable opportunity for task completion or environmental access such as: ◊ adaptive tools ◊ assistive devices ◊ additional time for task completion ◊ oral or sign language interpreters ◊ readers ◊ taped, large print, or brailled text ◊ taped, typed or dictated answers ◊ private work area ◊ modification of existing equipment ◊ written instructions ◊ repeated instructions ◊ note takers ◊ calculators
What guidelines should be considered in selecting an accommodation?	Accommodations should: ◊ be based on individual needs ◊ allow the most integrated experience possible ◊ not compromise essential course or program requirements ◊ not pose a threat to personal or public safety ◊ not impose an undue financial or administrative burden on the program ◊ not be of a personal nature

Appendix D –Reimbursement for Outcomes

Adult Education Reimbursement Schedule for ABE/ASE/ESL

Effective: July 1, 2011 to June 30, 2012
Revision Date: 12.12.11

Transition to Postsecondary Reimbursement (Goal must be set for program to earn reimbursement)
Time Start: The first calendar day after official enrollment **or** last earned reimbursement.
Time Stop: The student's last calendar day of attendance before earning passing Compass scores (Reading 80+, Writing 70+ & Alg. 35+) or Accuplacer scores (Reading 89+, Writing 80+, & Alg. 53+).

Time	**<6 Weeks**	**6-8 Weeks**	**>8 Weeks**
Amount	$400	$300	$200

GED Attainment Reimbursement (Goal must be set for program to earn reimbursement)
Time Start: The first calendar day after official enrollment **or** last earned reimbursement.
Time Stop: The student's last calendar day of attendance before the student passes the exam.

Time	**<6 Weeks**	**6-8 Weeks**	**>8 Weeks**
Amount	$400	$300	$200

9-10.9+ (Low ASE) Reimbursement
Time Start: The first calendar day after official enrollment **or** last earned reimbursement.
Time Stop: The calendar day the student posttests above 10.9.

Time	**<6 Weeks**	**6-8 Weeks**	**>8 Weeks**
Amount	$400	$300	$200

6-8.9+ (High Int. ABE) Reimbursement
Time Start: The first calendar day after official enrollment **or** last earned reimbursement.
Time Stop: The calendar day the student posttests above 8.9.

Time	**<22 weeks**	**22-24 weeks**	**>24 weeks**
Amount	$585	$450	$315

E-5.9+ (Bundled Low ABE) Reimbursement
Time Start: The first calendar day after official enrollment **or** last earned reimbursement.
Time Stop: The calendar day the student posttests above 5.9.

Time	**<22 weeks**	**22-24 weeks**	**>24 weeks**
Amount	$585	$450	$315

ESL Reimbursement #2
Time Start: The first calendar day after official enrollment or last earned reimbursement.
Time Stop: The calendar day the student posttests above NRS ESL Level 4 in reading, writing, or both **OR** above NRS ESL Level 5 in Listening.

Calendar Weeks	**<22 weeks**	**22-24 weeks**	**>24 weeks**
Amount	$650	$500	$350

ESL Reimbursement #1
Time Start: The first calendar day after official enrollment.
Time Stop: The calendar day the student posttests above NRS ESL Level 3 in reading, writing, or both **OR** above NRS ESL Level 4 in Listening.

Calendar Weeks	**<22 weeks**	**22-24 weeks**	**>24 weeks**
Amount	$650	$500	$350

Enrollment Reimbursement

Attendance Weeks	1-2 weeks
Amount	$60

*If a student skips a level, the program will receive reimbursement for the lower level based on actual instructional weeks and the maximum reimbursement for the level(s) skipped.

Note: DWD discourages the practice of a student sitting for the GED Tests before that student has tested ABOVE the 10.9 level, i.e. into ASE High.

Appendix E– Teacher Knowledge Checklist

Teacher Checklist

All teachers should ensure they are familiar with the following topics.

Site Logistics

- Site keys, security and other staff who are on site
- Available equipment and materials.
- Emergency Contacts

Policy and Procedures

- DWD adult education policies
- Adult education website (**www.in.gov/dwd/adulted.htm**)
- Region and program specific policies. These may include, but are not limited to:
    - Pay
    - Student Attendance & Persistence Expectations
    - Class cancellations/Delays
    - Intake (Orientation and Registration)
    - Exiting students
    - Service special needs

Instruction

- How to deliver deeper education curricula (See Section 2 of Teacher Manual)
- Resources for skill instruction

Assessment

- How to interpret TABE/TABE CLAS-E

Accountability

- Familiarity with federal NRS and state requirements
- DWD Adult Education Data System AE InTERS