

Adult Education FAQ

Below are frequently asked questions regarding Indiana Adult Education. If you are unable to find the answer to your question below, please email AdultEd@dwd.in.gov or the appropriate contact on the Contact Us Tab.

Assessment

When should a program start counting the hours between Pre-Test and Post-test?

Post-tests are administered after a set number of instructional hours as defined in Indiana's Assessment Policy. Providers shall start counting the hours between pre-test and post-test on the day the student begins the pre-test as opposed to when the student completes the pre-test.

Reimbursement for Outcomes

Is a program eligible for reimbursement based on any bundled level gain a student achieves in any subject?

No. Consistent with NRS reporting, reimbursement for bundled level gains will be based on the student's **initial lowest functioning level** as determined by the TABE assessment. For example, if a student tests at the beginning level in reading and the low intermediate level in numeracy, a program would only be reimbursed for the student's bundled level gains in reading.

To achieve a bundled level gain, the student must test **above** the highest level in the bundle. For example, if a student originally tests at a level 6 and then tests at a level 10, the program would only receive a reimbursement for the 6-8.9 bundled level gain. The student needs to test **above** 12.9 to receive reimbursement for the 9-12.9 bundled level gain.

Are programs eligible for reimbursement for multiple bundled level gains a student makes during a single assessment?

Yes, as long as it is based on the student's initial lowest functioning level. For example, if a student's initially assessed at less than a 5.9 level and then tests at a 9 level in 15 weeks, the program would receive \$585 for the E-5.9 bundle level gain achieved in <22 weeks and \$585 for the 6-8.9 bundle level gain achieved in <22 weeks. Note that, while multiple level gains in **multiple subjects** are not eligible for reimbursement, AE InTERS will track these.

How do we receive reimbursement for GED students at the 9-12.9? Does the student need to test at 12.9+? Or does reimbursement happen when the student takes the GED? If so, do we get a level gain payment and a GED payment?

The program may potentially be eligible for two reimbursements: (1) reimbursement for the student testing at the 12.9+ level and (2) reimbursement for the student passing the GED test. The student may top out of the 12.9 level and then pass the GED test or pass the GED test before topping out of the 12.9 level. If the student passes the GED test before topping out of the 12.9 level, the program will receive reimbursement for the student passing the GED test **and** topping out of the 12.9 level. Passing the GED test provides evidence of student mastery of the 12.9 level.

When does the clock start and stop for outcome reimbursement?

The clock will restart each time a student “tops out” of the highest level in a bundled level gain. Consider a student who initially tests below a 5.9 level. If the student then tests **between** a 6 and 8.9 level on a subsequent assessment in <22 weeks, the program would receive \$585 for the student “topping out” of the E-5.9 bundled level gain. The reimbursement clock would then restart at the level the student has achieved in the higher bundled level. Based on the example above, a program would receive a \$585 reimbursement for a student who tested at a 7 level and then tests at a 9 level in <22 weeks from the time the clock restarted. This reimbursement would be for the student “topping out” of the 6-8.9 bundled level gain.

This clock will be continuous unless there is a soft exit after 90 days. The clock will not stop if a student is gone for a month. If the student officially exits and then returns, the clock will restart.

How do we receive reimbursement for an ESL student at the ESL Int/Advanced level? Does the student need to completely test out of Level 6 for reimbursement? Does the student need to be leveled in the TABE GED levels at this point?

No crosswalk exists between TABE CLAS-E and TABE. The student should be completing TABE CLAS-E and TABE levels concurrently if possible. The program may receive a reimbursement when the student initially tests into ESL Int/Adv. However, there will be no reimbursement awarded for a student moving from ESL Int/Adv to TABE 6-8.9.

Description of Performance Funding Structure

Regions will be guaranteed 85 percent of the allocated amount of federal and state dollars. To be eligible for the additional 15 percent, the region as a whole must “earn” the 85 percent in outcomes.

Consider a region that’s allocated \$10,000. The region will be reimbursed for \$8500 whether the region “earns” the \$8500 in outcomes or not. Meanwhile, the data system will be tracking actual student outcomes and associated payment amounts. Once a region “earns” \$8500 in outcomes, the region will be reimbursed per outcome above \$8500.

Important Tips for Preparing a Program Budget

- Please round all amounts to the closest whole dollar amount (without going over your total awarded amount).
- Please check you line item amounts and totals.
- Please check the percentage of instructional vs. non-instructional costs and make sure the form reflects these percentages.
- Please make sure the items listed as instructional are acceptable.
- Please make sure the waiver is completed if the non-instructional costs are over the 5% allowed, but does not exceed 15%. The waiver must include an explanation of why the 5% is not adequate. Checking the listed reasons without further explanation will not suffice.
- Please make sure that the budget detail pages are complete, accurate, and include maintenance of effort (with details) in the last column. Simply putting in a total for local match will not suffice.