



INDIANA
WORKFORCE
DEVELOPMENT
AND ITS **WorkOne** CENTERS

TO: Adult Education Consortia Partners
FROM: Gina DelSanto, Ph.D. *GD*
Senior Deputy Commissioner, Policy, Education and Training
DATE: February 17, 2012
SUBJECT: DWD Policy 2011-05, Change 1
Adult Education Program Standards

Purpose

This policy establishes program standards for adult education (AE) in Indiana.

Rescission

N/A.

Content

As authorized by IC 22-4.1-20, the Department of Workforce Development (DWD), Division of Adult Education has established standards to ensure delivery of foundational skills development, career pathways, and academic and career counseling services to adults and out-of-school youth for the purposes of employment, reemployment, or enhanced employment.

Student Eligibility for Services

Individuals must meet the following 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 **principal** 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.

***Individuals who are between sixteen (16) and eighteen (18) years of age must have the superintendent's signature to take the GED Tests in accordance with IC 22-4.1-18.**

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 in AE InTERS.

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

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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 (DWD Policy 2011-09) for additional guidance.

3. Identify and Set Goals for Instruction.

Based on National Reporting System (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 post-secondary 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.

Persistence

There are many factors that promote student persistence in adult education including attendance requirements and intensity and duration of educational activities.

Attendance

AE providers must have an attendance policy approved by DWD that promotes student achievement of measurable outcomes and acknowledges frequency and recency as best educational practices. It is strongly encouraged that the policy includes the following elements:

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

Intensity and Duration

Per WIA Section 231, programs must be of sufficient intensity and duration for students to achieve substantial learning gains. Programs should meet year-round, where possible, to maximize student attendance.

Official Exit and/or Separation

Students may choose to exit if s/he has the instructional goals set during enrollment. If a student chooses to exit, the provider must record the date and reason for exit. Separation, or a soft exit, occurs when the student has not participated in the AE program for 90 consecutive calendar days or if the student has notified the program of such separation. Providers may re-enroll separated students at any time. However, the student will be required to complete the full intake process upon re-enrollment, including pretesting.

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Effective Date

Immediately

Ending Date

Upon rescission

Ownership

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Action

Indiana's adult education system will follow the guidance contained in this policy.