Adult Education and Literacy Handbook

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I. Adult Education and Literacy Information

1. Overview

Purpose of Adult Education and Literacy

The purpose of Title II (AEFLA) of the Workforce Innovation and Opportunity Act (WIOA) is to provide adult education and literacy activities to:

A. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
B. Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children;
C. Assist adults attaining a secondary school diploma and in the transition to postsecondary education and training, including career pathways; and
D. Assist English Language learners in improving literacy skills, mathematic skills and in acquiring an understanding of the American system of government, individual freedom, and responsibilities of citizenship.

Adult Education and Literacy Program Activities

The adult education and literacy program activities include:

A. Adult education
B. Literacy
C. Workplace adult education and literacy
D. Family literacy (Note: Missouri will not be funding this activity)
E. English language acquisition
F. Workforce preparation
G. Integrated education and training.

Eligible Students

An eligible student of "adult education" is an individual-

A. Who has attained 16 years of age*
B. Who is not enrolled or required to be enrolled in secondary school under State law; and
C. Who-
   1. Is basic skills deficient**
   2. Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
   3. Is an English language learner.

*In Missouri a 16 year old must also have completed 16 units of high school credit or the individual must be at least 17.

This could include individuals attending post-secondary education in need of remediation as well as individuals who need remediation preparing for post-secondary education. (Receive a Scale Score of less than 800 in any subject on TABE 11/12).**

A 16-year-old applying for AEL services must verify he or she has completed 16 units of credit toward high school graduation before being allowed to enroll into an AEL program. This verification (i.e. transcript) can be obtained from either the school district, the non-public school the student attended or from the student, **providing the student has an official transcript**.

It must be verified that a home schooled 16 year-old applying for AEL services or applying to take the HSE Tests has met the requirements of 167.031 RSMo including **1000** hours of instruction. A signed statement by the parent or guardian stating the student has met this requirement and is no longer being home schooled is sufficient.

Court-ordered Attendance

If a 16-year-old is ordered by the court to attend AEL classes, even if he or she hasn't completed 16 credits toward high school graduation, **the program may enroll the student provided the program receives a copy of the court-order or court-referral**.

Serving Home Schooled Adults

High school students who are 17 or older that have left a public/private school to continue their education as a home schooled student are reported by the school district as "transfer" students. They are still considered enrolled in secondary education and are not considered to be dropouts. Because of this status, these students are not eligible for AEL services.

"Drop-Out" Documentation

It is required that a youth's dropout status be documented for those who are under 21 years of age. Documentation of drop out status could include a letter from the school district indicating they consider this individual a dropout or the school district could also provide a list of dropouts. For home schooled students, a letter from the parent(s) that the student is no longer being home schooled is sufficient documentation. **Self-declaration of drop-out status is allowed**.

Restrictions on Students- F1 Visa Students

Congress enacted a law (Section 625 of Public Law 104-208) establishing section 214(m) of the Immigration and Nationality Act. The law that took effect on November 30, 1996, placed limitations on foreign students (F-1) attending publicly funded institutions and created additional requirements for intending F-1 students attending public high schools (grades nine through twelve). Student F-1 visas cannot be issued to persons seeking to enter the United States in order to attend a public primary/elementary school or a publicly funded adult education program.

F-1 students are prohibited from attending publicly funded adult education programs.

Dependents of a nonimmigrant visa holder of any type, including F-1, are not prohibited from attendance at an adult education program.

The following is the link to the guidance from the State Department:

https://www.ice.gov/sevis/schools/reg#f

Guidance on How Programs Can Help Students Receive Deferred Action for Childhood Arrivals (DACA)

At the time of publication of this AEL Director's Guide (April 2019), DACA is not available.

On June 15th, 2012, Secretary of Homeland Security Janet Napolitano announced that effective immediately, undocumented immigrants who were brought to the United States as young children, do not present a risk to national security or public safety, and meet several key criteria will be considered for relief from removal from the country or from entering into removal proceedings. Information regarding Deferred Action, can be found at: www.USCIS.gov and https://www.dhs.gov/deferred-action-childhood-arrivals-daca

Eligibility for Deferred Action

Those who demonstrate that they meet the criteria may be eligible to receive deferred action for a period of two years, subject to renewal. Each application will be reviewed on a case by case basis. To be eligible, individuals must:

A. Have entered the United States under the age of 16;
B. Have been physically present in the United States as of June 15, 2012, and have continuously resided in the United States for at least five years;
C. Have been younger than 31 as of June 15, 2012;
D. Currently be "in school" (enrolled in AEL is considered "in school"), have graduated from high school, have obtained a high school equivalency (HSE) certificate, or have been honorably discharged from the US Armed Forces or Coast Guard;
E. Have not been convicted of a felony, a significant misdemeanor offense, multiple misdemeanor offenses, or do not otherwise pose a threat to national security or public safety; and
F. Be at least 15 years old, unless that person is in removal proceedings (this is not applicable to AEL students).

To apply for Deferred Action, a letter using program letterhead must be sent to the USCIS providing evidence that a student is going to school. Additional required information may include: date enrolled, hours of attendance; goals (post-secondary or employment); current educational level; type of educational program currently enrolled in.

Requirements for obtaining an official ID necessary for HSE are available at dor.mo.gov\pdf \idrequirements.pdf.

Accommodating Students with Disabilities or Other Special Needs

Each local program must provide facilities and instruction to eligible individuals such that it meets the requirements of the Americans with Disabilities Act of 1990, as amended. (https://www.ada.gov/) Services shall be provided to allow the individual to participate on an equal basis with non-disabled peers.

Local Procedure in Assessing the Disabled:

A. The individual declares he/she has a disability and requests a modified method for receiving services.
B. The individual provides documentation from a qualified professional as to the nature and severity of the disability. The following can be used for primary accommodation documentation:

- Current psychological report
- Psycho-educational report
- Psychiatrist report
- Neuropsychological report

Additional documentation which can assist determining the accommodation, but cannot replace the primary documentation:

- Most recent IEP
- Most recent 504 plan
- Psychological, psycho-educational or neuropsychological report (over 3 years)
- Letter from rehabilitation counselor or case manager

C. The local program makes a determination as to whether or not the request is reasonable.
D. If it is determined the request is reasonable, the local program will work with the student to determine the best method to accommodate the individual.
The appropriate accommodation(s) will be determined by the teacher based on the primary diagnosis documentation. Diagnosed disabilities create an environment where under typical testing conditio the test-taker cannot show what they know. The following could be considered for accommodation based on the diagnosis and should relate to creating a "level playing field"

for the student to show what they know. Accommodations should be chosen that could be approved for formal testing (i.e. high school equivalency):

    a. Screen Magnification
- Large print test book (larger than14 pts.)
- Selectable background and foreground colors
- Large print answer sheet (larger than 14 pts.)

    b. Alternate Test Formats
- Braille
- Recorded audio with tactile figure supplement
- Recorded audio with large-print figure supplement
- Recorded audio

    c. Assistance
- Scribe
- Sign language interpreter (for spoken directions only)
- Braille slate and stylus (for note taking only)
- Oral interpreter (for spoken directions only)
- Perkins brailler (for note taking only)
- Printed copy of spoken directions (for paper-based tests only)

    d. Extended Testing Time
- 25% (time and 1/4)
- 50% (time and 1/2)
- 100% (double time)

    e. Breaks during Testing

    f. Other Accommodations Requested (For example, separate room, food or drink for medical purposes)

  E. If the student does not have the appropriate documentation to support the accommodation request, the local program may continue to work with the student without accommodation.

For a complete list of accommodations, procedures and test forms, refer to the test publisher's (TABE, CASAS or TABE CLAS-E) guidelines.

For students preparing to take the HiSET test, please refer to **https://hiset.ets.org/tes-ae/test-administration/disabilities** for a complete list of testing accommodations, the approval process, test prep materials, etc.

CERTIFICATION AND PROFESSIONAL DEVELOPMENT

To teach in a Missouri AEL funded program, teachers are required by state law to obtain a Missouri AEL Certificate of License to Teach.

General Policy Regarding Background Checks - Public school districts are responsible for complying with 168.133 RSMo regarding background checks; AEL programs that have staff employed by a public school district are responsible for complying with the employing district's policy on background checks to ensure appropriate staff undergo or have undergone background checks. AEL programs

that do not have staff employed by a public school district are not subject to 168.133 RSMo; those programs must follow the policies of their employing agency regarding background checks. For an individual who is hired as an AEL teacher, the program must follow what is in the "Pre-hiring Requirements" (below) regarding background checks.

AEL Program Director **-** Each AEL program director must be certified as an AEL teacher. If a new director does not have this certification he/she must obtain this certification within 12 months of being hired as the AEL program director.

AEL Teacher Certification **-** AEL teachers (paid or volunteer) must be certified (having received certification verification from DESE) within 4 months of their hire date/start date.

Both the director and the teacher have responsibility in the certification process; however, it is ultimately the director's responsibility to ensure that certification is kept up to date. It could be considered a disallowed cost if DESE has reimbursed a program for any expense associated with any AEL teacher not certified within 4 months of his/her hire date (12 months for Directors), or for those teachers whose certification has expired.

Hire/start date- For paid teachers, the hire date is defined as the date that the teacher is officially on the payroll. For volunteer teachers, the start date is defined as the first day that the individual teaches.

The requirements for hiring and certifying a teacher are found at http://www.dese.mo.gov/educator-quality/certification and are described in the Requirements section below.

Requirements for Hiring and Certifying Teachers

AEL Teacher Pre-hiring Requirements

    A. Applicants must have a baccalaureate degree from an accredited college or university.
    B. Applicants must have cleared a DESE fingerprint/background check conducted through the Missouri Automated Criminal History Site (MACHS) within the last 12 months prior to start date. To register for fingerprinting, go to the MACHS Fingerprint Search Portal link:

        https://www.machs.mo.gov

        When registering with MACHS, you will need to enter a registration number. This registration number is generated by the Missouri State Highway Patrol. If you have not been provided with a registration number, please contact the school district/community college you will be employed by to receive it.

    C. If the applicant is from another country, transcripts must be evaluated by a credentialing agency identified by DESE. These are listed on the DESE website at:

https://dese.mo.gov/educator-quality/certification/teacher

Requirements for Initial Certification

Once a teacher has been hired, he/she **must be certified by DESE within 4 months** (12 months for directors) by completing the following:

A. **Submit an on-line application for certification**, approved by the DESE funded AEL program under which s/he is employed.
B. If not an already certified teacher, **submit original transcripts**, indicating completion of a baccalaureate degree from a college or university, with the application.
C. Successfully complete an **AEL Pre-Certification Workshop (PCW)** authorized by the State AEL office no later than 3 months after hire date (10 months for directors), and
D. Complete and submit the **PCW Pre- and Post-Workshop Activities** (See Attachment 7). Email the completed form to the Department of Elementary and Secondary Education to ael@dese.mo.gov

If the applicant successfully completes these requirements, the teacher will be issued an Initial AEL teacher certificate. Initial AEL Teacher Certification is **valid for four (4) years from the initial certification date.**

Requirements of a Teacher *During* Initial Certification to Become Career Continuous Certified:

A. Be mentored by an experienced AEL teacher for **2 years**,
B. Participate in an annual performance based teacher evaluation,
C. Attend the Beginning Teacher Assistance Program **(BTAP) workshop** within 12 months of hire date.
D. Participate in **60 hours of DESE approved professional development,** in addition to the PCW and BTAP. The TABE 11/12 online training (2 hours), and the TABE CLAS-E training (13 hours) can count toward the 60 hours of PD.
E. **Accumulate a minimum of 100 AEL instructional hours per year for the 4 years**. The 100 hours can be tracked through Category I payroll documentation. AEL Program Directors and WIOA case managers/job coaches are exempt from this 100 hour requirement.

After 4 years, Initial Certification expires.

Extensions may be granted to teachers who have not met requirements A-E within the four year time period. When this occurs, please submit a written request to AEL staff explaining the reason for the extension. Requests must be made prior to certification expiration.

After four years, a teacher who has met the requirements for initial certification (A-E), becomes eligible to upgrade to career continuous certification by submitting an on-line application for upgrade, through the teacher certification system on the DESE website. This application must be submitted prior to initial certification expiring and must be approved by the local director.

Requirements of a Teacher to Maintain Career Continuous Certification

A. Attend **60 hours** (20 hour average per year) of DESE approved professional development over any **3 year cycle. (This is a rolling 3 year time period).** A minimum of **4 hours** must

be attended in any given year. PD hours in excess of the required 60 hours during initial certification can carry over into the first year of Career Continuous.

B. Accumulate a minimum of **100 AEL instructional hours per year**.

If the individual does not meet these requirements, DESE AEL will consider the teacher's AEL Career Continuous Certificate to be in an "inactive" status and the program will be subject to a finding.

To change an "inactive" status career continuous certificate to an "active" status, a teacher must:

A. Attend the Pre-Certification Workshop (PCW) and Beginning Teacher Assistance Program (BTAP) workshop. Travel costs associated with this PD will NOT be covered by DESE PD travel funds. However, they may be considered allowable costs at the discretion of the program director. PD credit will not be given for the PCW and BTAP when required as a result of "inactive" status.

B. Work with the program director to implement a written plan to ensure that the teacher will meet the yearly 100 hour instruction requirement the following year, and will meet the average of 20 PD hours requirement, in addition to the PCW and BTAP, within the following year. This documentation will be retained by the director; and

C. Be working toward the yearly AEL instruction and PD requirements for career continuous certification

Career Continuous Certification is good for 99 years. However, a teacher may be eligible to upgrade to "High Quality Career Continuous Certification" after 10 years, if the following requirements are met.

Requirements for High Quality Career Continuous Certification

A. Ten (10) years of AEL teaching experience as an AEL certified teacher in a Missouri funded AEL program;

B. A master's degree from an accredited college or university; and

C. Approved by the local AEL Director.

Once upgraded to High Quality Career Continuous Certification, the AEL teacher is exempt from meeting the professional development requirement. The High Quality Certification is awarded and documented locally.

Certification Requirements of AEL Substitute Teachers

A. Requirements of Individuals Currently Certified as Teachers

An individual who holds any active teaching certificate can become a substitute teacher. An individual holding a current teaching certificate (including AEL certification) does not need to maintain his/her teacher certification "active" status in order to be a substitute

teacher. However, if the initial certification expires or lapses, the individual must apply for substitute teacher certification.

As always, if the teacher is a new hire to the school district or AEL program, then prior to hire, the applicant must complete a background check (unless he/she has completed one within the previous 12 months).

B. Requirements of Individuals Not Currently Certified as Teachers

An individual who does not have any teaching certificate and wants to become an AEL substitute teacher must meet the following requirements to be certified as a substitute teacher:

1. Prior to being hired, the applicant must clear a background/fingerprint check (unless he/she has completed one within the previous 12 months);
2. Completed a minimum of 60 semester hours of credit from a regionally accredited, academic degree-granting, college or university; and
3. Provide an original transcript from each institution the applicant has attended verifying the minimum of 60 semester hours of credit earned.

These requirements and the online application can be found at: **https://dese.mo.gov/educator-quality/certification/substitute-teachers**

Policies Regarding Substitute Teaching

A. When a local AEL program hires a new substitute teacher, his/her name must be entered into the DESE online system that tracks the years this individual works for a local AEL program. To register a new substitute, the director must log into the DESE Secured Web Application System using the link:

https://apps.dese.mo.gov/WebLogin/login.aspx

On the left side of this page, there is a link that says Sub Certification Log. Enter the name of the substitute and their teacher ID number. This only has to be done one time since this system saves the teacher's information.

B. A substitute (paid or volunteer) **may not teach more than 90 days** in any one Missouri AEL Program during any one fiscal year. Substitutes may work in more than one AEL program. When this occurs, the substitute may teach up to 90 days in each program. (Example: A person may substitute for the AEL program of St. Louis City for 90 days and for the University City program for 90 days). Hours taught must be logged and tracked by the local program.

One or more clock hours on any given workday is considered one of the 90 total days. For example, if the substitute is in classroom X for two hours and in classroom Y for three hours in the same day, that is equal to one of the 90 days. In another scenario, if a substitute is in classroom X for two hours on one day and in classroom Y for three hours the next day, this would be considered two days used of the 90.

C. A substitute teacher without an AEL Teaching Certificate can only substitute in a classroom that is typically taught by an AEL certified teacher. A substitute teacher cannot be used to circumvent certification requirements.

D. The substitute teacher certification is **valid for four years**. At the end of the 4 years, the substitute teacher certificate expires and a new application for substitute teacher certification must be submitted. However, a new background check will not be required.

E. If a substitute teacher does not teach at least one day during a fiscal year, a break in service occurs. When this happens, the individual will have to arrange for a new background check before returning as a substitute teacher.

F. To ensure a break in service does not occur, the director must log into DESE's online system yearly using this link:

https://apps.dese.mo.gov/WebLogin/login.aspx

On this page, enter the substitute teacher's last name and their teacher identification number. Then, document the teacher's work in your program by checking the box that indicates the year this person worked.

Tracking and Recording Certification Requirements and PD Activities

Local AEL program directors will be responsible for maintaining records of certification status, including professional development records and documentation of 100 hours of instruction, and will make records available when requested.

For more information and assistance on this process, contact the Educator Certification office at 573-751-0051 or 573-751-3003, or the AEL office at 573-751-1249.

Online Educator Certification System (Online Process to apply for Certification)

Completing the online educator certification process requires action from both the director and the applying teacher. Initially the teacher will create an online application for certification. Once the requirements for certification have been met, the Director is to validate this information through the DESE online process.

For Teachers - Instructions for Teachers Applying for Adult Education and Literacy (AEL) Certification

All certification requests are made through the Missouri Department of Elementary and Secondary Education (DESE) Online Educator Certification system.

If you previously applied for an educator certification in the state of Missouri, you are already registered to the online DESE Educator Certification system. If so, do not attempt to create another username or you may be denied access to your certification records. If you have forgotten your login information, you will have the option to retrieve your username and password on the login page.

A. **Registration:**
   1. Go to the Missouri Department of Education website**: http://dese.mo.gov.**
   2. Select "Educator Certification"
   3. Under "Quick Links" select "Log into Your Educator Certification Portal"
   4. In the middle of this page, you have several optio
       a. If you know your username/password, select "Login" Complete the registration application by filling in all fields with the correct information
       b. If you have forgotten your username/password, select "Forgot Username/Password?" and follow the instructions. Once you have a username/password, repeat steps "A"-"D" and select "Login". Complete the registration application by filling in all fields with the correct information.
       c. If this is the first time you are applying for a Missouri Teacher certification through the online educator certification system, select "Register" and follow the instructions. Once you have a username/password, repeat steps "A"-"D" and select "Login" Complete the registration application by filling in all fields with the correct information.

B. **Connect Username/Password to Web Applications System**
   1. Go to the Missouri Department of Education website: **http://dese.mo.gov** and select "Web Applications".
   2. Enter your username and password and select "Login".
   3. Under the "DESE Web Applications" heading, click the "Educator Certification System-Request Educator Access" link.
   4. Click "Submit."
   5. Click "Close" in the small confirmation window.
   6. Under the "DESE Web Applications" heading, click the "Educator Certification System" link.
   7. Enter your Social Security Number (SSN) and date of birth (DOB).
   8. Click "Submit."
   9. Enter or verify your profile information (proper/legal name - no nicknames) and click "Save Profile."
   10. Scroll down and complete or edit the "Contact Information* section and click "Save."

*An e-mail address must be included in this section, as all correspondence from Educator Certification will be sent to you by e-mail.

C. **Apply for Certification** - On the left side of your Profile page, locate the appropriate application under "New Applications." Click on "Application for MO Adult Education and Literacy Initial" to open the application.

    1. Complete the application*

    2. Choose an AEL program

    3. Click "Submit to AEL."

    4. Mail supporting documents as indicated on application checklist**, if applicable.

        *Complete the application, answering the Professional Conduct questions on the application truthfully and reviewing the Sworn Statement before electronically signing by selecting "**I Accept**." This agreement provides DESE with permission to verify your professional conduct statements.

        **Your internet browser must allow "pop-ups" in order to view the application checklist.

Additional Information for Returning Users

A. Accessing your Profile

    You can find the Login page by clicking on "Web Applications" on the DESE Homepage: http://www.dese.mo.gov, or by clicking on "Web Applications" on the DESE Educator Certification main page. Once you log in with your username and password, you will only need to click on the "Educator Certification System" link to get to your profile page. (If you are prompted to enter your SSN and DOB again, and you receive a message that they are already linked to another profile, this means that you are trying to log in with a username that is different from the one that is already tied to your SSN)

B. Applying for an Upgrade

    1. From the DESE Homepage: http://www.dese.mo.gov, click on "Educator Certification".

    2. Select "Log into your Certification Account Portal" You will be able to access your Profile page by logging in with your username and password.

    3. Click "Educator Certification" and locate the appropriate application (Upgrade, Additional, Administrator, etc.) under "Applications".;

    4. Click on the application name link to open the application

    5. Complete the application*

    6. Click "Submit to DESE."

    7. Mail supporting documents as indicated on application checklist**, if applicable.

        *Complete the application, answering the Professional Conduct questions on the application truthfully and reviewing the Sworn Statement before

electronically signing by selecting "**I Accept**." This agreement provides DESE with permission to verify your professional conduct statements.

**Your internet browser must allow "pop-ups" in order to view the application checklist.

C. Checking the status of your application

1. Access your Profile page by logging in with your username and password.
2. Scroll down to and click on the gray "Application Status" bar or click on the "Application Status" link in the menu on the left side of your Profile page.
3. Click on the blue application name link. (Upgrade, Additional, Administrator, etc.)
4. Scroll to bottom of page to read the "Memo" Section.

D. Checking the status of your background clearance

1. Access your Profile page by logging in with your username and password.
2. Scroll down to and click on the gray "Fingerprint Information" bar on your profile page.

E. Checking the status of your education records

1. Access your Profile page by logging in with your username and password.
2. Click on "Education" in the menu on the left side of your Profile page to view your records
3. You may add the name and location of any colleges/universities you have attended that are not listed. All other information will be entered by DESE upon receipt of original transcripts that must be mailed to Educator Certification, PO Box 480, Jefferson City, MO 65102-0480.

F. Viewing and printing a copy of your Missouri certificate

1. Access your Profile page by logging in with your username and password.
2. Scroll down to and click on the gray "Certificate Status" bar or click on the "Certificate Status" link in the menu on the left side of your profile page
3. Locate and click on "View Certificate" in the center of the page.
4. Print the certificate.

G. Other General Information

1. In your online Profile, you will be assigned an Educator ID number that will appear below your SSN. This is a unique identification number that you can use in place of your SSN when corresponding with our office.
2. You may not make corrections or updates to your name, SSN, date of birth, or gender on your Profile. You must submit an Update Personal/Education

> Information Form and supporting documents in order to request changes to any of these fields.

3. You may change your address, telephone number(s), and e-mail address by clicking on "**Edit Contact Information**" and then saving the changes.
4. Please be sure to include your Educator ID with all documents that are mailed to Educator Certification. This number is located on your Profile page below your SSN.
5. School district personnel can view your certificate status, fingerprint information, and Praxis II test scores.
6. Information regarding the fingerprinting process is available on the DESE website at: https://dese.mo.gov/educator-quality/certification/fingerprintingbackground-check.

For Substitute Teachers

Online Certification Application Process - Substitute Teacher

Individuals with valid Missouri teaching certificates who wish to substitute teach are not required to apply for a substitute certificate. However, if, at any time, the educator allows his/her teaching certificate to expire, then a substitute certificate would be required.

Teachers or volunteers who do not hold a current certification but wish to sub are required to submit all of the following items: an online substitute certificate application, original copies of all transcripts, and a fingerprint background check through the Missouri Automated Criminal History Site (MACHS).

To register with MACHS, go to the following site: *https://www.machs.mshp.dps.mo.gov/MACHSFP/home.html*

To complete the online application process to become a substitute teacher:

A. Go to dese.mo.gov
B. Go to "Web Applications"
C. Click "Register"
D. Fill out info.
E. Print (or write down) username and password.
F. Click "Create User"
G. Login using username and password.
H. Go to "Educator Certification System Request Access"
I. Click "Submit"
J. Click "Close"
K. Go to "Educator Certification System"
L. At this point, if you don't already have a profile, you will create one.
M. On the list at the left, under Applications choose "Substitute"
N. Fill in all information on the form.
O. Under "Type of Application" choose "Content Substitute"

P. Click "Submit and Pay" to go to the payment screen where you will complete payment of the processing fee.

Q. Once the payment has been processed, a box will appear saying the "Application has been submitted to DESE"

Professional Development

Because teacher quality has been shown to be an important factor in student learning, MO AEL provides and requires professional development of all AEL educators.

Professional Development Guidelines

When determining which professional development to attend, the local AEL director must evaluate the trainings with the following general guidelines in mind. Professional development should:

A. Apply to AEL programs, services and clientele;
B. Improve the quality or efficiency of AEL classroom instruction;
C. Improve the management of AEL resources;
D. Improve AEL programs' ability to recruit and hold students; and/or,
E. Improve the productivity of an AEL employee.

Local AEL directors are responsible to:

A. Determine the AEL-applicability of each workshop/training/college course;
B. Determine the appropriate PD credit value for each qualifying training activity;
C. Evaluate teachers' learning and application of the workshops' principles;
D. Verify teachers' workshop attendance or course completion;
E. Record each teachers' applicable workshop/training attendance time(s) or coursework values and corresponding PD credit value(s); and
F. Report the teachers' PD credit earned from the conference, workshop or college course to the DESE Certification section.

Documenting Professional Development Requirements

The director shall be required to maintain a log of all professional development activities in which each certified staff member participates. The log should include the name of the PD activity, provider of PD, date of completion, and number of creditable PD hours given.

By **June 30, 2020**, all AEL teachers are required to have attended the **College and Career Readiness Standards workshop** offered through DESE-AEL. New teachers, however, must attend within 1 year of hire date. This is a program requirement, not a requirement for certification.

Therefore, all teachers, including the high quality teachers must attend this training. Directors should document this PD for each teacher attending. Those teachers who are initially or career continuous certified may apply this training toward the PD requirements for their certification.

In addition, the PD Advisory Committee strongly recommends that AEL teachers take the "Active Instruction" and the **"Differentiated Instruction in a Multi-Level Classroom-One Size Does NOT Fit All" workshops.**

The bulk of the state's researched-based AEL PD is developed in-house, approved by the State AEL office and the Professional Development Advisory Committee. PD is delivered through the services of contracted trainers. DESE-AEL provides a multitude of core and academic workshops throughout the state with a team of professional trainers. DESE-AEL workshop offerings and schedule are available at:

https://dese.mo.gov/adult-learning-rehabilitation-services/adult-education-literacy/ professional-development-registration

All DESE AEL workshops are offered free of cost, but only staff of DESE funded AEL programs may register to attend. Once hired, teachers may attend the PCW and other PD activities prior to their first day of teaching. Substitute teachers and volunteers of the DESE funded AEL programs can attend DESE-AEL workshops; however, regular teaching staff has first priority to attend. If there is an available seat, the substitute teacher and/or volunteer may attend the workshop.

Each DESE-AEL developed workshop may only be taken twice for PD credit. Any non-DESE developed workshop may only be taken once for PD credit. We strongly encourage local programs to develop a policy that requires teachers wanting to repeat a PD workshop to get prior approval from their program director.

Pre-Approved PD Activities

The "Request for PD Approval Form" is not required for conferences on the following list. 41 Pre-Approved Conference List

- A. AEL Directors' Conference (Spring and Fall) - 8 PD Hours
- B. Commission on Adult Basic Education (COABE) - 12 PD Hours
- C. COABE Regional Conference - 8 PD hours
- D. Governor's Conference on Economic Development - 8 PD Hours
- E. HiSET Conference - 8 PD Hours
- F. Missouri Association of Adult Continuing and Community Education (MAACCE) - 10 PD Hours
- G. Missouri Association for Workforce Development (MAWD) - 8 PD Hours
- H. Missouri Reentry Conference (Department of Corrections) - 6 PD Hours
- I. National Center for Families Learning Conference- 10 PD Hours
- J. Pro Literacy Conference - 12 PD Hours
- K. Teachers of English to Speakers of Other Languages (TESOL) - 12 PD Hours
- L. MIDTESOL Conference - 8 PD Hours

PD Credit for "Other" Conferences/Trainings/Workshops

For **_conferences_** not on the pre-approved list, an e-mail is to be sent to DESE-AEL requesting PD approval. If approved, it will be approved statewide.

The **"Request for PD Approval Form" is** required for the following:

Workshops or college courses not pre-approved may qualify for PD credit. In order for AEL teachers to receive professional development credit for those activities, please submit a "Request for PD Approval Form" to ael@dese.mo.gov a minimum of 10 days prior to the PD activity.

For a DESE AEL "Request for PD Approval Form", go to:

https://dese.mo.gov/adult-learningrehab-services/adult-education-literacy/directors

Online PD Credit

The _maximum number of PD hours per year that can come from online sources is 12_**.** In certain circumstances, an online PD offering can be counted as a face-to-face PD; in order to do this, the program must view and discuss the webinar as a group and document it.

PD Credit for College Course(s) from Accredited College

Professional development credit may be given for college credit when college courses meet the PD guidelines as outlined in A-E at the beginning of the Professional Development Section. Currently, the DESE Teacher Certification Section designates that 1 college credit hour from an accredited college or university equals 15 professional development (PD) hours.

Please submit a DESE AEL "Request for PD Approval Form" to receive PD credit for college courses. This form may be found by going to the Forms section at:

https://dese.mo.gov/adult-learningrehab-services/adult-education-literacy/directors

PD Credit for Training on Test Proctoring

Only teachers who administer the TABE and TABE CLAS-E are required to participate in the following activities and receive PD credit.

TABE 11/12 On-Line Training:

- For teachers who administer TABE 11/12, Part 1 and Part 2 of the training are required.
- Part 1 and 2 is worth 2 hours of PD.
- For non-certified individuals who only proctor the TABE 11/12, only Part 1 of the training is required
- Information on the TABE 11/12 Training is found on the DESE-AEL website:

https://dese.mo.gov/adult-learning-rehabilitation-services/adult-education-literacy/professional-development-registration

CLAS-E Training: (Rita Shadeed)

PD Credit:

- 3 hours for DVD with workbook
- 6 hours for face-to-face workshop
- 4 hours for observation

Documentation for completion of these activities must be kept on the PD log. The teacher may only receive PD credit for these activities once.

Pre-Approved Professional Development Activities

- 2019Commission of Adult Basic Education (COABE)- PD Hours = 12
- Missouri Association of Adult Continuing and Community Education (MAACCE)- PD Hours = 10
- TESOLandMid-TESOL-Teachers of English to Speakers of Other Languages- PD Hours = 12
- Missouri Association for Workforce Development (MAWD)- PD Hours = 10

The Following Professional Development Activities are Pre-Approved, Please Submit a request for the number of PD hours to be earned.

- Missouri Options Workshop
- Literacy Information and Communication System (LINCS) workshops and online courses
- National Association for Adults with Special Learning Needs (NAASLN) sponsored activities
- American Association for Adult and Continuing Education (AAACE) conference
- United States Citizenship and Immigration Services (USCIS) workshops
- Reading Horizons - Adult Reading Instruction: What the Research Tells Us webinar
- Adult Numeracy Initiative (ANI)
- Commission of Adult Basic Education (COABE Webinar)

For more information please call: 573-751-1249

Tracking Student Hours for Attendance

Student instructional hours must be tracked and entered into LACES. You may track actual minutes for each day's attendance and then round to the nearest hour for the week and/or month. You may also round to the nearest quarter hour on a daily basis. You may not round daily attendance to the nearest hour or half hour. When rounding to the nearest quarter hour, 7 minutes is rounded down; 8 minutes is rounded up.

Programs may count tutoring hours (with non-certified teachers) towards hours of attendance with the following considerations.

A. No more than 25% of the class hours may be tutoring hours. At least 75% must be in the classroom with a certified teacher. For example, a level 2 student needs 40 hours to post test. 25% (10 hours may be tutoring hours and 75% (30 hours) must be classroom time.
B. A tutor must work under the direction of the certified classroom teacher(s).
C. Tutoring services should support classroom instruction.

    D. Hours may be counted only in a one-on-one setting.

    E. Written documentation (tutoring sign in sheet) must be retained to verify the hours of tutoring.

When totaling attendance for the month to be entered into LACES, programs may choose to round to the nearest hour. (Programs may choose to enter instructional hours which contain decimals)

If a student attends more than one class site, the program is to combine all hours when entering "hours at testing". If the student attends tutoring, the program is to combine these hours also.

A system must be in place for effective data collection and transfer from classroom to data entry person.

In AEL classrooms, students must sign in at the time of arrival and sign out when leaving class. DESE suggests that students "sign-in/out" using ink as opposed to pencil.

Student Records

Local programs should have two systems for maintaining student records - those records that are required to be kept confidential and those that are not. Confidential information must be stored in a secure place making it inaccessible to other students and the public.

Any information that contains personally identifiable information such as forms used for enrollment, disability screening, and testing shall be kept confidential and stored in a secure place.

Confidential information that must be securely stored includes the following:

    A. Social Security Number

    B. Addresses

    C. Phone numbers

    D. Email addresses

    E. Individual Education Plans (IEP) from a school district

    F. Other diagnostic results, i.e. PowerPath, Washington Learning Needs

    G. Screening Tool (Washington 13)

    H. TABE, CLAS-E, and CASAS testing materials including answer sheets.

The student records and information that are not required to be kept confidential should be kept in a place easily accessible by the student, teachers and/or appropriate staff. This would typically include records that track the student's day-to-day activities and progress.

These records may include:

    A. The student's **Learner's Educational Guide** (as found in the student working folder)

    B. **Prescription sheets** (social security numbers should be removed or blacked out if included in this documentation)

    C. **Public Notice**

    D. Lessons/homework that has been assigned and homework that has been completed

E. Other pertinent information about class activities such as classroom guidelines and referral information about other programs etc.

Program Performance Requirements (class site expectation)

A. Program meets or exceeds federal target for Measurable Skill Gain. **(63%)**
B. Program meets or exceeds federal target for Employment Second Quarter after Exit.
C. Program meets or exceeds federal target for Employment Fourth Quarter after Exit.
D. Program meets or exceeds federal target for Median Earnings. **($15/Hr.)**
E. Program meets or exceeds federal target for Credential Attainment

Program Performance Guidance

The following is suggested guidance to help in meeting the above performance requirements:

A. The goal for post-test rate is: MSG rate target plus 8% - for all students enrolled. (For example, FY'19 the target MSG is 63% so the target post-test rate is **71%)**
B. A minimum of **75%** of all students enrolled (12+ hours and pretested) should persist to attend 30+ hours.
C. Gain of those post tested should be around **85% to 90%.**

ASSESSMENT

Standardized Assessment

To measure educational gain, a vital part of determining program performance, standardized assessment tools must be used- see "Approved Assessment Instruments" below. Assessments are used to measure educational gain for both ABE/ASE and ELL students. Assessment (test) scores are tied to the NRS educational functioning levels for initial placement and for reporting student progress across levels.

For the educational functioning levels to be meaningful, assessments need to be administered in a standardized and consistent way by all programs. When these procedures are not followed correctly or consistently, the determination of educational functioning level is invalid and not comparable across programs or possibly even within programs. Program staff must be trained in test administration and scoring to ensure that the measures are valid and reliable across programs and students. If assessments are not standardized, they will not accurately reflect a student's educational need.

Approved Assessment Instruments

Only the assessments listed below are approved for educational gain and NRS accountability reporting requirements. Other assessments may be used to serve participants' needs, but may not be used to report educational gain.

A. **Tests of Adult Basic Education (TABE)**- Used with ABE and ASE students. The Locator is used first to determine which level of assessment tests are to be given to the student. The

Reading, Mathematics, and Language assessments (the TABE forms are 11 or 12) are then given.

All three tests (R, M, and L) of the TABE battery are to be administered. Where a student attends an AEL program just for a specific stated purpose, the program may respond to this request by not giving the entire battery of pre-tests. A program must document the justification when not giving the full battery.

B. **Tests of Adult Basic Education**- Complete Language Assessment System English **(CLAS-E)**- Used with ELL students. The locator is used initially to determine which level of assessment tests are to be given to the student. The locator test for CLAS-E is administered in two sections- a locator interview and a locator test. Based on the results of the locator tests, the Reading, Writing, Listening, and Speaking tests (the CLAS-E forms are A and B) are given.

All four tests (R, W, L, and S) of the CLAS-E battery are to be administered. Where a student attends an AEL program just for a specific stated purpose, the program may respond to this request by not giving the entire battery of pre-tests. A program must document the justification when not giving the full battery.

C. **Comprehensive Adult Student Assessment System (CASAS)**- Only used with ELL students. The Life Skills Reading is then given. The Reading form numbers approved are: 27 and 28. CASAS will only be used for ELL students who meet requirements detailed in CLAS-E section.

Test of Adult Basic Education (TABE)

TABE is the official assessment for ABE/ASE students in Missouri and the results are entered into LACES. TABE assesses students in Reading, Math, and Language. The Locator is used to determine the level of assessment the student should be given for each subject area.

TABE Test Booklets & Levels; There are 5 levels to TABE (L, E, M, D, A). Each level has two forms, 11 and 12. This allows for pre and post testing on the same level, if appropriate, while not having to give the same test twice to the same student.

Students may, and often do, test on different TABE levels in different subject areas. Administer the proper level of TABE in each subject area. For example, a student may use an A level for Reading, M level for math and a D level for Language Arts. Missouri uses scale scores from the five levels of the TABE 11 and 12 tests to determine student level (explained further in the "Student Educational Gain" section)

Comprehensive Adult Student Assessment System (CASAS)

CASAS should only be used for students who exhibit little to no literacy skills. Please refer to the CLAS-E section for information on when to use CASAS. If it is determined that CASAS will be used, the CLAS-E Speaking test should be used in addition to the CASAS test. For CASAS testing to be valid, a student must pre-test at a NRS Level 1 when using CASAS Literacy test (27/28). If a student

scores out of range when using the CASAS Literacy test (27/28), they should be tested with CLAS-E.

Test of Adult Basic Education (TABE) Complete Language Assessment System English (CLAS-E)

CLAS-E is the official assessment tool for ELL students in Missouri. These scores will be reported in the LACES system.

CLAS-E booklets and Levels: There are four levels to the CLAS-E Assessment (1,2,3,4) Each level has two forms, A and B. This allows pre and post testing on the same level, if appropriate, while not having to give the same test twice to the student.

Programs should administer the Locator Interview (Part A and B) for ESL/ELL students to determine if the student is functioning sufficiently in the English language to take the Locator test. In cases where a student does not demonstrate a basic understanding of the interview questions, the examiner does not need to administer the Locator Test. If the student is not able to sufficiently answer the oral questions, Level 1 (lowest level assessment) is to be used with that student. (Programs may skip the Locator Interview for students who function sufficiently in the English Language.)

Students who demonstrate a basic understanding of the Locator Interview questions should be given the Locator Test. The results of the Locator test help determine the most appropriate level of the CLAS-E assessment (Forms A and B- levels 1, 2, 3 or 4) to be given to the student for pre-testing.

It is possible for the student to be placed in different levels for Reading and Writing, and for Listening and Speaking. For example, it is possible for a student to test in Level 3 in Listening and Speaking and in Level 1 in Reading and Writing. If this occurs, administer the appropriately leveled test in each area.

Missouri uses scale scores from the four levels of CLAS-E tests to determine student level (explained further in the "Student Educational Gain" section).

For programs using CLAS-E, the following are guidelines to follow when assessing ELL students with little to no literacy skills:

- For students who get a score of 2 or less on Part B (Reading & Writing) on the CLAS-E Locator Interview or get 10 or less correct on the CLAS-E, Level 1 Reading test, CASAS 27 and 28 may be used.
- For students who get over 10 correct on CLAS-E Reading, Level 1, OR pre-tests at NRS level 2 or higher in CASAS (including a post-test carried forward from previous year), CLAS-E must be used.
- If it is determined based on the first or second bullets above that CASAS will be used, the CLAS-E Speaking test should be used in addition to the CASAS test.
- The only CASAS test that can be used in conjunction with CLAS-E is CASAS 27 and 28.

Assessment (Testing) Administration Requirements

A. All assessments must be administered in compliance with instructions published by test developers. The publisher's guidelines which include detailed instructions for administering, scoring, and interpreting the tests are set forth in the TABE, CLAS-E and CASAS Test Administration Manuals. Test administrators should familiarize themselves with the manuals for the assessments they use.

B. All assessments must be administered by an individual that has been certified as having completed training on the proper administration of these instruments. This training must be provided by a trainer/entity that has been approved by the State AEL office. Training Guidelines for TABE and CLAS-E can be found under Professional Development at ael.mo.gov.

C. Only certified teachers are permitted to interpret the results of the assessments or otherwise counsel students regarding their educational plan.

D. At least one subject area of the pre-test battery must be given as part of the intake process and before reaching 12 hours. The remaining subject area tests can be given after starting class but must be given within 2 weeks of starting class.

E. All subject areas of an assessment must be administered. However, where a student attends an AEL program just for a specific stated purpose, the program may respond to this request by not giving the entire battery of pre-tests. For example, if the ultimate purpose for attending the program is for the student to converse with their child's teacher or read to their child, and the student has no intention of getting a job or attending post-secondary education, programs may give only the one appropriate test. If an individual comes to a program and has taken the HiSET and passed all subject areas except one, the program may pre-test in the most appropriate subject area(s). The program must document the justification when not giving a full battery.

F. Students must go through a portion of orientation (preferably 3-4 hours) prior to pre-testing.

G. Read all directions to the student; instructions should be read to the student prior to each test.

H. **Examinees must not be left alone with test materials.**

I. **All tests must be timed,** based on the rules of standardized tests. If the test is not timed, it is not considered a valid test. Un-timed tests also do not give a fair assessment of the student's needs and can affect progress planning.

J. **All tests must be kept in a secure location, inaccessible to students and public**.

K. The local program director is required to ensure that adequate and usable assessment materials are available to all staff for use.

Assessment (Testing) Administration Recommended Procedures

A. Testing area should be quiet, free from interruptions and other disruptive influences.

B. Participants should be tested only when they are physically, mentally, and emotionally prepared.

C. Test should be introduced in a non-threatening manner.

D. The AEL teacher or proctor should explain the purpose of the test and give appropriate instructions to participants who are testing.

E. Although teachers or proctors may administer a full battery of tests during one attendance session, it may not be advisable to subject participants to several consecutive hours of testing.

F. **Encourage students to not "guess".** If they don't know the answer, they should skip it and move on. The assessment is not a pass or fail tool; the pre-test is an indicator of what the student needs to work on.

PROGRAM OPERATION STUDENT SERVICES

Intake Process

AEL Programs must have each student go through the Intake Process, which includes the following elements:

A. Collection of Demographic/Enrollment Information, including describing each employment barrier to the students.

B. Orientation to the Program- An Orientation has the following elements
   1. Information regarding Missouri Job Center services
   2. Student Expectations
   3. Program Outcomes/Expectations
   4. Attendance Policies
   5. Introduction to the program and how the process will work
   6. Guidelines on how the class site operates (i.e. site schedule, classroom rules, etc.)
   7. Information regarding additional services
   8. Discussion with student in establishing realistic student goals
   9. For programs that have one, discussion on the "Policy Regarding Serving Students Who Make No Gain" (See Attachment 11)

C. Administration of at least one subject area of the pre-test battery

Managed intake is the preferred way to conduct the intake process. Managed intake uses specific sessions for new students to be inducted into a program.

When the orientation (Item B above) is conducted within a "managed" intake process, it has the following elements:

A. Happens at regular, but limited, number of times (e.g. once a month)
B. A scheduled time outside of regular class time
C. A set length of time (preferably less than 12 hours)
D. A set outline- preferably over multiple days to conduct the orientation

An orientation within a managed intake process has the following benefits:

A. Does not disrupt instruction in a class to enroll a new student
B. Requires the student to make an effort beyond the initial interest in the class, which determines the student's readiness to attend class

    C. Allows for students to self-select out if program is a poor fit

    D. Assessing student's readiness prior to program using assessment and data entry resources.

It is not required that the intake process, including orientation, be conducted by a certified teacher. It is up to the director to make that determination. However, once the point is reached where an individual is interpreting the results of the assessments (pre-test battery), that function must be done by a certified teacher.

The Intake Process must be complete for each student prior to the student starting an instructional class.

Adult Education and Literacy Program Activities

The adult education and literacy program activities include:

    A. Adult education

    B. Literacy

    C. Workplace adult education and literacy

    D. Family literacy (Note- Missouri will not be funding this activity)

    E. English language acquisition

    F. Workforce preparation

    G. Integrated education and training.

    A. **Adult Education**- The term "adult education" means academic instruction and education services below the postsecondary level that increase an individual's ability to-

        1. Read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;

        2. Transition to postsecondary education and training; and

        3. Obtain employment.

    B. **Literacy** - The term "literacy" means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

    C. **Workplace adult education and literacy**- The term "workplace adult education and literacy activities" means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce

    D. **Family literacy-** Missouri will not be funding this activity.

E. **English Language Acquisition**- The term "English Language Acquisition" means a program of instruction-

1. that is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and

2. that lead to-

Attainment of a secondary school diploma or its recognized equivalent; and

Transition to postsecondary education and training; or employment.

Note: The requirement that the English language acquisition program must lead to...does not preclude serving eligible individuals whose primary motivation for participating in the program is to support the educational development of their children.

The English language acquisition programs should not discourage or exclude eligible individuals from participation, regardless of whether they are seeking a secondary school diploma or its recognized equivalent, or transition to postsecondary education or training or employment.

A program that offers educational and career counseling services that assist an eligible individual to transition to postsecondary education or employment meets the requirement that the program lead to an attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or employment

F. **Workforce Preparation**- The term ***"workforce preparation activities*** " means -

Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:

- Utilizing resources;
- Using information;
- Working with others;
- Understanding systems;
- Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
- Other employability skills that increase an individual's preparation for the workforce.

Digital literacy means the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

Within the NRS for adult education, educational functioning level descriptors were recently revised to align with rigorous college and career readiness standards, which include much of the knowledge and skills listed under workforce preparation

activities. Therefore, workforce preparation activities are assessed broadly through the assessment of educational functioning levels.

Employability Skills "...it is important to provide learners at all levels with opportunities to master employability skills and encourage eligible providers to incorporate workforce preparation activities into all adult education and literacy activities, as appropriate."

Coordination with Employers "...new adult education and literacy activities such as workforce preparation activities and integrated education and training offer adult educators new opportunities to enhance and expand engagement efforts with employers so that adult education services meet the needs of job seekers and employers."

G. Integrated Education and Training (IET)- The term "integrated education and training" means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Note: AEFLA does not require all eligible providers to provide integrated education and training. A through G in this Section lists the programs, activities, and services that are allowable adult education and literacy activities. Integrated education and training is only one activity of several listed.

It is not anticipated that all eligible individuals served by a local program will immediately be ready for or need integrated education and training. Some eligible individuals-- depending upon local economic conditions or individual characteristics--may be best served first through other adult education and literacy activities prior to, and in preparation for, subsequent enrollment in an integrated education and training program.

What are the required components of an integrated education and training program funded under title II?

Three Required Components:

1. Adult education and literacy activities as described in this section.
2. Workforce preparation activities as described in F.
3. Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act.

Services must be provided concurrently and contextually such that-

A. The adult education and literacy activities, workforce preparation activities, and workforce training:
   1. Are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving

reading, writing, mathematics, and English proficiency of eligible individuals;

2. Occur simultaneously; and

3. Use occupationally relevant instructional materials.

B. The integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation

activities, and workforce training competencies, and the program activities are organized to function cooperatively.

Key Concepts

- It is important to integrate workforce preparation activities into all adult education services.
- IET programs have three required components.
- Each component must be of sufficient quality and intensity and use occupationally contextualized materials.
- Each component must be provided throughout the overall scope of the program.
- An IET program must be designed for both educational and career advancement.
- Not all students are required to be enrolled in IET programs.

Training Services-Title I Section 134(c)(3)(D)

- Occupational Skills Training
- On-the-Job Training (OJT)
- Incumbent Worker Training
- Workplace Training with Related Instruction
- Training Operated by Private Sector
- Skill Upgrading and Retraining
- Entrepreneurial Training
- Job Readiness Training
- AEL
- Customized Training

Integrated English Literacy and Civics Education (IELCE) Program

What is the Integrated English Literacy and Civics Education (IELCE) program?

1. Refers to the use of funds provided under section 243 of the Act for education services for English language learners who are adults, including professionals with degrees and credentials in their native countries.
2. Delivers educational services as described in the definition below for Integrated English Literacy and Civics Education.
3. Services must be delivered in combination with integrated education and training activities as described in the "integrated education and training" section.

Integrated English Literacy and Civics Education (IELCE)- The term "Integrated English Literacy and Civics Education" means

1. Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire

the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

2. Integrated English Literacy and Civics Education services must include instruction in literacy and English language acquisition and instruction on the rights and

responsibilities of citizenship and civic participation and *may include workforce training.*

English language learners seeking English language proficiency and civics education, but not seeking workforce training, should not be excluded or discouraged from participation in the Integrated English Literacy and Civics Education program.

The Act requires that local programs receiving funds under Section 243 provide IEL/CE services in combination with integrated education and training.

What are the requirements for eligible providers that receive funding through the IELCE program?

Eligible providers must provide services that-

A. Include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and
B. Are designed to:
   1. Prepare adults who are English Language Learners (ELLs) for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
   2. Integrate with the local workforce development system and its functions to carry out the activities of the program.

How does an eligible provider that receives funds through the IELCE program meet the requirement to use funds for IELCE in combination with IET?

Two Options for Meeting the Requirement:

A. Co-enrolling participants in integrated education and training that is provided within the local workforce development area from sources other than section 243
B. Using section 243 funds to support integrated education and training activities

Who is eligible to receive education services through the IELCE program?

English language learners, including professionals with degrees and credentials obtained in their native countries.

Key Concepts:

- Section 243 funds (IELCE Program) must be used in combination with IET.
- The requirement is on the program and not the individual participants.
- There are two options for meeting the requirement.
- Students without credential attainment or employment related goals should not be dissuaded from participating in the program.
- The new requirements will take time and technical assistance to fully implement

Note: Not all students seeking services under section 243 of the Act will require employment related services and therefore may have no need to be co-enrolled in occupational training.

Some students who have employment related educational needs may not be adequately prepared for integrated education and training and may benefit most from more basic educational services in preparation for integrated education and training.

The Act does not require all participants enrolled in integrated English literacy and civics education programs under section 243 to be receiving integrated education and training services.

The Act does require that eligible providers receiving funds under section 243 use those funds for integrated English literacy and civics education in combination with integrated education and training activities. Thus, participants for whom integrated education and training services are appropriate will have access to those services.

2. Instruction Process

Instruction Process

Instruction, the service provided in MO AEL classrooms, refers to activities delivered by the program to engage learners for the purpose of attaining the student's goals for attending. Instruction should be provided in reading, language arts, math and English language acquisition (where applicable). Instructional activities should be evidence-based, that is, shown by practice and research to be effective instructional practices. The student's goals and needs, in combination with assessment results, should guide instruction.

The steps in the instructional process include:

A. Pretest to determine educational functioning level and identify instruction needs;
B. Goal setting with students;
C. Development of the Learner's Educational Guide;
D. Instruction;
E. Administration of Post Test;
F. Instructional Strategies to Assist Students in Making Academic Gain; and
G. Case Management to assist students in employment, improving employment or enrolling in post-secondary education.

The following section further elaborates on each step of the instructional process for an adult student in an AEL classroom.

A. **Pretest** to Determine Educational Functioning Level and **Identify Instruction Needs.**

As part of the intake process of the AEL program, all students must be pre-tested in an effort to identify the instructional level of the student at entry. Approved standardized tests include the TABE and TABE CLAS-E. The CASAS may be used for ELL students with little to no literacy skills in accordance with the assessment policies in CLAS-E section of the Director's Guide.

The pre-test results create a baseline from which to measure education progress. Pre-test results are also used diagnostically to identify the instructional needs of the student. Programs are encouraged to utilize additional diagnostic assessments to provide more insight into the current educational functioning level of the student. From the results of the pre-test(s), learning needs are identified.

The program will offer instructional activities that are focused on the student's instructional objectives. When the student has demonstrated mastery on formative assessments for all instructional objectives in the current level, the post-test will be administered to verify and document that mastery.

B. **Goal Setting with Students**

Research has shown that the primary incentive for adult learner persistence is the learner's ability to set and reach goals. It is important for teachers to meet individually with students to discuss the student's reason(s) for attending the AEL program. As part of this meeting, the teacher will explain the results of the pre-test with the students, identify areas of educational strength and weakness, discuss and help the student identify meaningful short/long term goals, and develop a Learner's Educational Guide to use as a tool for achievement of those goals. Goal setting should be a collaborative exercise between teacher and student. The process for achieving goals should be broken into small, prioritized, and achievable steps. As each short term goal is met, a new goal is added. These short term goals will continually change as the student progresses toward the long-term goal.

It is important that the student experience small successes in the instructional process. This will sustain his/her motivation toward the long-term goal.

C. **Development of a Learner's Educational Guide**

A Learner's Educational Guide will be developed for each student based upon the pre-test results. This guide should be used as a tool to guide instruction and monitor student progress.

As a guide for instruction and study, the Learner's Educational Guide focuses the student and teacher on instructional activities that align to the learning needs indicated on the pre-test and the goals of the student.

The Learner's Educational Guide should be reviewed and updated frequently as the student meets his/her goals. Formative/informative assessments should be used to monitor progress.

D. **Instruction**

The AEL program shall offer the following instructional activities. *Each of these requirements will be restated in the discussion of the guidance related to the specific requirement. Instructional activities shall-*

1. Be built on a strong foundation of research and effective educational practice;
2. Be of sufficient intensity and quality for participants to achieve substantial learning gains;
3. Provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
4. Incorporate instructional practices that include the essential components of reading; and
5. Effectively employ advances in technology, as appropriate, including the use of computers and distance learning.

1. "Instructional Activities shall be built on a strong foundation of research and effective educational practices"

   Instruction that is built on a strong foundation of research and effective educational practices, and that is of sufficient intensity and quality should include, but is not limited to:

   a. Active Instruction that can be observed in each classroom;
   b. Use of multiple learning strategies that provide differentiated instruction for students including those with learning disabilities;
   c. Use of tiered instruction that includes: whole group, small group, guided practice, and independent learning in each classroom;
   d. Lessons that tie to College and Career Readiness Standards; and
   e. Consistent use of other strategies that have a strong foundation of research.

2. "Instructional activities shall be of sufficient intensity and quality for participants to achieve substantial learning gains"
   a. Instruction provided for a sufficient number of hours each week and a sufficient number of weeks each year to make sustainable changes in the skill levels of adults.
   b. In creating a schedule of classes, the director must ensure that the classes meet frequently enough to facilitate the time on task necessary for participants to achieve learning gains.

3. "Instructional activities shall provide learning in real life contexts to ensure that an individual has skills needed to compete in the workplace, exercise the rights and

responsibilities of citizenship", and/or transition to and complete postsecondary education and training programs.

Contextual learning in adult education is based on the constructivist theory of adult learning, which states that instructional content relates to the specific contexts of learners' lives, interests and goals and therefore increases the adults' motivation to learn. Through contextual learning, teachers are able to present information in a way that allows adult students to construct meaning from their own experiences. Through this approach, learning is anchored in the context of real life situations and problems.

Contextual learning should include activities that:

a. Are anchored in the context of real life situations and problems;
b. Allow for students to learn academic skills with direct reference to real-world events, practices and situations;
c. Integrate education and training opportunities that relate to sector strategies in the local area for students, including ELA/ELL students;
d. Integrate workforce preparation activities, programs and services designed to help an individual acquire basic academic skills in a combination of one or more of the following: critical thinking, problem solving, digital literacy, working collaboratively, and/or self-management skills;

4. "Instructional activities shall incorporate instructional practices that include the essential components of reading":
   a. Phonemic awareness, systematic phonics, fluency, accuracy, comprehension and expanded vocabulary.
   b. Evaluation of information found in text.
   c. Building student's motivation for reading through contextual learning,
   d. Integrating technology into the reading curriculum.
5. 'Instructional activities shall effectively employ advances in technology, as appropriate, including the use of computers and distance learning"

   Whenever possible, technology such as computer based learning tools and educational websites should be integrated into the classroom to enhance instruction. Distant learning opportunities, such as those found through MOLearns, should be made available to students when applicable.

E. **Administration of Post Test**

When a student and teacher determine that all instructional objectives in one or more content areas have been mastered at the student's current educational functioning level, the student is administered the appropriate post-test.

For complete information on post-test policies and procedure, refer to the Program Performance; Post-Testing Section of the Director's Guide.

F. **Instructional Strategies to Assist Students in Making Academic Gain**

General

- Cooperative group activities
- Graphic organizers
- Constructive and timely feedback
- Group/partner discussion
- Summarizing strategies
- Use of wait time
- Use of formative assessments to drive instruction
- Preferential seating
- Multi-sensory instruction, such as drawing out word problems
- Manipulatives, such as blocks, stacking cubes, flashcards, letters, objects, etc.
- Use of line readers to help track while reading (can be made from a strip of heavy card stock paper)
- Various reading/pre-reading strategies, such as accessing prior knowledge, annotating texts, etc.
- Retell or rephrase new information
- Use of graph paper (when working on division, subtraction, addition, etc.) helps students keep numbers lined up correctly
- Highlight key words in word problems
- Repetition
- Scaffolding: to model instruction (I do it), to guide instruction (We do it), to students working together with teacher supervision (You do it together), and to students doing on own (You do it).
- Provide visual clues for students by using models, pictures, charts, graphs, etc.
- Present new terms in context. Encourage students to use in conversation and peer dialogue.
- Color cues, such as using different colored highlighters: one for main idea, one for key details, one for definitions.

Students with Impairments
- Native English Speaking Students with Intellectual Disabilities
    – Use a multi-sensory approach for word study: see, hear, say, read, spell, trace, and write (on paper, in sand, salt or sugar, in the air).
    – Model fluency: model rate, accuracy, chunking and expression.
    – Chunk assignments into smaller segments.
    – Simplify language content to the extent reasonable.
    – Use meaning and authentic contextual materials that relate to the student's interests, life, or work.
    – Balance sound/word study with practice of phrases, sentences, or short stories.
- Visually Impaired Students

- Enlarge any notes before handing them out. When possible, use Arial font and at least 24 point text for handouts. Black or dark blue on nonglossy pale yellow or white paper is best.
- Provide lecture handouts and PowerPoint presentations in advance. If needed, give vision-impaired students the materials in alternative formats at the same time or before the materials are given to the rest of students.
- Talk through calculations or procedures as they are carried out.
- Give verbal description of visual aids or writing on whiteboard or slides, and spell aloud difficult words or names.
- Always read out what is written.
- Use of plastic, light colored reading overlays
- Try to stay in the same place and not move around when talking.
- Encourage students to seat themselves toward the front of the classroom.
- Keep instructions brief and uncomplicated as much as possible.
- Deaf or Hard of Hearing Students:
    - Encourage students to seat themselves toward the front of the classroom. Avoid seating where student is facing bright lights or windows, or where a glare or strong backlighting will make it difficult to see the faces of others.
    - Speak when facing the student. Don't change the topic of conversation quickly without letting the deaf or hard of hearing student know that the topic has changed.
    - Keep instructions brief and uncomplicated.
    - Any videos used should be captioned, when possible.
    - Use as many visuals as possible.
    - If communication breaks down, repeat the message or write it down.
    - Try to stay in the same place and not move around when talking.

G. **Case Management**

Under WIOA, the purpose of the Adult Education program has been expanded to include implementation of services that align employment, training, education and supportive services with the need of individuals, particularly those with barriers to employment.

Case management services should be offered to assist students to make connections to post-secondary options and/or employment. Case management services may include:

1. Face-to-face interactions with students to identify needs and goals;
2. Individual Action Plan developed that helps the student identify the steps necessary to obtain his/her goal for entering post-secondary or obtaining a job. (These should be developed and tailored for the specific needs of each student.);
3. Connecting directly with job centers, post-secondary institutions, technical training programs, and/or other career pathways, etc;
4. Providing support/instruction to assist students with the development of employability skills/job preparedness;
5. Providing assistance with pre-employment activities- applications, resume creation, interview skills, etc.

3. Policies and Procedures

Policies and Procedures

I. **Timekeeping Expectations**

All adult education employees must enter their time directly into WorkForce each day for actual time worked on the job. Timesheets are approved weekly by the Adult Education Director. WorkForce is the official timekeeping record. Employees are to take and document their unpaid 30 minute meal break when working 6 or more hours. Time calculates in quarter hour by job for the day.

- Each staff will be given an employee number to use when you log your hours and enter the employee portal located at **https://launchpad.classlink.com/home**
- Once in the portal, you will click on ISD APPS and click on "Workforce"
- Log in with your employee number and your password.
- Open your time sheet and log your time under the grant code/name/site you have been assigned.
- AEL and CE instructors and subs enter their time as WO Worked based on job. Other AEL employees enter their time as REG Worked and allocate their time worked between support services (1611), program services (1610), and grant sources. Calculate and **SAVE timesheet Do NOT click the Submit the button**.
- All schedules are assigned by the Adult Education Director and must be strictly adhered to. Employees cannot volunteer for their paid position. Any need for absences, schedule changes, or need to arrive late or leave early must be approved by the Director.
- Planning Time is allowed 1 hour per 6 hours teaching but must be done onsite prior to or after scheduled classes. You must have pre-approval from the AEL Director to work additional hours.
- Comments must be entered on weekly timesheets under Employee Comments. When subbing for an instructor note date and sub for name. When working different than schedule+approved planning, note date and reason, or if normal, note date and no change. A comment should exist for each work day.
- Leave forms are to be completed and submitted for all leave at least 2 weeks in advance unless it is unexpected. Leave is taken in 4 and 8 hour increments regardless of scheduled day hours.
- Official Exception Logs are maintained at the three primary site locatio Don Bosco in KC, Longview Community College, and Maywood in Independence. Modifications to previously approved leave forms and corrections to previous weekly timesheets must be documented by the employee on the Official Exception Log for entry by the site timekeeper. If any changes need to be made or exceptions, please contact Isabel Bateman at Isabel_bateman@isdschools.org

II. **Teacher and Classroom Expectations:**
- Teacher maintains certification and attends 20 hours per year of Professional Development
- No children allowed in the classroom
- Site/Classroom must be organized and clean at all times
- Folders are kept up to date with status of student enrollment, goals, attendance, and exit information.
- Student folders have up to date Learner Educational Guides which are dated and signed by the Instructor.
- Instructor provides daily group lessons and assigns individual lessons based on student's academic deficits.
- Teachers update lesson plan notebook on a weekly basis.
- Teacher records daily attendance.
- Sign In sheets are turned in on a daily basis.
- No copyrighted materials
- Technology is in use as a learning tool and strategy.
- Teacher is actively engaging students during instruction time
- Assessments are properly proctored and timed.
- Site Rules are posted and clearly visible. (Adult Centered)
- Teacher maintains a professional appearance. (no shorts, jeans, or flip flops)
- Instructor maintains a professional relationship with students and staff. (No Facebook)
- Resources from outside agencies are always available to students.
- Staff is aware of student data and plans lessons accordingly. (Prescription Sheets)
- Teacher is punctual and uses planning time effectively
- Sub Notebooks are kept up to date
- Radio turned on during class time- Don Bosco
- Time is logged daily in workforce
- Monitor the measurable skills gain of your class and attain 63%
- Call all students who have missed classes for more than three days

III. **Goal Setting Procedures**

Missouri AEL service providers must develop and implement written procedures or processes for learners' goal setting.

Teachers will take the following steps to assure accuracy of participant goals:

- Explain to each participant the necessity of appropriate goal identification.
- Goals must be affirmed and reported only after pre-test assessments are completed and analyzed.
- Goals should be both challenging and practically achievable in the current program year.
- If a participant's goals change, Missouri AEL service providers will change the information in the data system (LACES).
- Class site teachers should understand that a difference may exist between NRS goal identification and participants' personal goals
- It is imperative that teachers meet with individual students to discuss their goals on a regular basis.

IV. **ESL and HSE Standards for Instruction**
- The CCR and ESL standards are to be used as a guide when planning instruction.
- These standards when paired with TABE/CASAS/CLAS E testing results (student deficit areas) should drive targeted instruction. (Prescription sheets) Standards located at:

  https://dese.mo.gov/adult-learningrehab-services/ael-teacher-instructional-standards
- Individual lessons should be based on the student's goals and should focus on eliminating their educational deficits.
- Teachers and students should make plans together that address educational goals based on testing data.
- Frequent feedback from the teacher is essential to retaining students.
- Relationships are important to student progression and retention. To make progression, you must retain your students.

V. **Lesson Plans**

1. Lesson Plans should be written daily and kept in a lesson plan notebook.
2. Emergency lesson plans should be kept in the Substitute notebook on your desk.
3. Lesson plans will indicate the standard to be addressed and should focus on student deficit areas.
4. Use the student assessment and prescription sheets from most current testing information to dive your targeted instruction.
5. Refer to the Madeline Hunter Model for an example of how to plan our lessons:

Madeline Hunter's 7 Step Lesson Plan

I. **Getting students set to learn**
- **Step 1: Review**-- Typically at the beginning of the lesson, review previous material that is relevant to this lesson.
- **Step 2: Anticipatory Set**-- Getting students to focus their attention on the material to be presented -- getting them interested or prepared for what they are about to learn.
- **Step 3: Objective**-- State the objective for the lesson.

II. **Instruction**
- **Step 4: Input and Modeling**-- Presenting new information to students. Once the material has been presented, using them to show students examples of what is expected as an end product of their work.

III. **Checking for understanding**
- **Step 5: Checking Understanding**-- Determining whether or not students are making sense of the material as the material is being presented.
- **Step 6: Guided Practice**-- Immediately after instruction students are given the opportunity to apply or practice what they have just learned and receive immediate feedback.

IV. **Independent practice**
- **Step 7: Independent Practice**-- After students appear to understand the new material, they are given the opportunity to further apply or practice using the new information. This may occur in class or as homework, but there should be a short period of time between instruction and practice and between practice and feedback.

References:

1. Madeline Hunter's Lesson Plan. Retrieved July 19, 2010 from:http://template.aea267.iowapages.org/lessonplan/index.html.
2. Burns, A. C. (2005). Teaching Experientially with the Madeline Hunter Method: An Application in a Marketing Research Course.

Retrieved July 19, 2010 from:http://sbaweb.wayne.edu/~absel/bkl/. %5Cvol32%5C32ah.pdf

VI. **Mentor Guidelines**

- All new AEL teachers must be mentored for a period of no less than two years.
- Each year, the new AEL teacher will submit appropriate forms located in the Mentor

  Guidelines Book no later than June 30th of each year.
- Guidelines located under Forms/Mentor Resource at:

  https://dese.mo.gov/adult-learningrehab-services/adult-education-literacy/teachers

VII. **Teacher Evaluation: AEL Instructor Competencies (Pro-Net Model)**

A. **MAINTAINS KNOWLEDGE AND PURSUES OWN PROFESSIONALISM**

- Develops and maintains a knowledge base in adult learning and development
- Develops and maintains an in-depth knowledge base in own content area and other relevant areas
- Knows how to instruct and/or refer adults who have learning disabilities and other special needs
- Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens, and community members
- Knows how technological systems work and how to apply that knowledge to instructional and administrative functions
- Knows about and/or knows how to access information about own organization, community resources and issues, relevant laws and regulations
- Assesses own need for professional growth and develops and monitors own professional development plan
- Engages in a variety of self-directed and collegial professional development activities and incorporates new skills and knowledge into learning environment to enhance the quality of instruction

B. **ORGANIZES AND DELIVERS INSTRUCTION**

- Plans instruction that is consistent with the program's mission and goals
- Identifies and responds to learners' individual and group needs, interests and goals when developing instructional plans
- Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, and knowledge of learners' cultures and interpersonal dynamics.
- Instructor applies knowledge of teacher-directed and learner-centered instruction
- Models communication, negotiation, decision-making, and problem-solving skills for learners
- Employs individual, group, and team learning
- Sequences and paces lessons appropriately
- Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences including learners who have disabilities and other needs
- Provides frequent and varied opportunities for students to apply their learning
- Monitors and adjusts teaching strategies based upon student needs and performance
- Effectively integrates current and appropriate media and technology as a tool for instruction

- Integrates employment, family, and community-related activities into instruction

C. **MANAGES INSTRUCTIONAL RESOURCES (TIME, MATERIALS, SPACE, PEOPLE)**

- Selects and uses a variety of resources for the learning environment (print, human, and technological)
- Acquires, accesses, and uses technology for effective adult learning

D. **CONTINUALLY ASSESSES AND MONITORS LEARNING**

- Works with learners to identify their needs, strengths, and goals, and advises or refers them to appropriate programs and levels of instruction
- Uses results of assessment data (diagnostic and needs) on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals and to verify learning
- Monitors learning beyond simple recall of information using a variety of assessment strategies
- Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance through reflection and self-assessment

E. **MANAGES PROGRAM RESPONSIBILITIES AND ENHANCES PROGRAM ORGANIZATION**

- Guides learners in the development and ongoing review of their educational plan
- Collects and manages accurate data for program improvement and accountability
- Suggests and/or collaborates in modifying the program organization and in developing program alternatives

F. **PROVIDES LEARNER GUIDANCE AND REFERRAL**

- Shares information with learners and colleagues about additional learning resources, educational opportunities, and options for accessing services
- Makes referrals to appropriate resources when guidance and counseling needs are beyond their own expertise

VIII. **Inclement Weather and Class Closure**
- The ISD AEL program follows the *Independence School District* inclement weather policy.
- All sites will be closed if the *Independence School District* is closed.
- **Only** the ISD Superintendent or their appointed representative can order a school/class/site closure.
- If your class or site needs to close for any reason, you must contact the AEL Director immediately. You may **not** close the class or site without authorization.
- The AEL Director will contact the ISD Superintendent and wait for authorization.
- You will be notified when we receive authorization.
- If you need to end class early or cancel a class, please notify your students and put a note on the door.
- Instruct your students to watch the local news and look for class cancellations under the *Independence School District* .
- In cases of an emergency in class **please call 911** and then call the AEL Director.

IX. **Site Locations and Coordinators**

Don Bosco (Main Office)

309 Benton Blvd.

Kansas City, MO 64124

(816) 231-2700

- AEL Director: Deborah Briggs
- Site Coordinator: Rita Shadeed
- IET Site Coordinator: Glenda Howell
- Test Proctor: Khadijah Shadeed
- AEL Secretary: Isabel Bateman
- Data Entry Specialist: Michele Edmond

Maywood Baptist Church

10505 E. Winner Rd., Independence, MO

(816)313-5578

- Site Coordinator: Wendy Gwinn

Salvation Army

14700 E. Truman Rd, Independence, MO

(816) 313-5578

- Site Coordinator: Wendy Gwinn

T ruman High School

3301 South Noland Road, Independence, MO

(816) 313-5578

- Site Coordinator: Wendy Gwinn

Please visit our website for enrollment dates and times for each location:

http://sites.isdschools.org/adultandcommunityeducation

For more information about DESE AEL please go to:

https://dese.mo.gov/adult-learningrehab-services/adult-education-literacy/teachers

II. Job Descriptions

4. AEL IET Site Coordinator

Qualifications:

- Must have a 4 year degree
- Must be AEL teacher certified through DESE or be able to obtain certification
- Must have experience teaching in an adult setting
- Must be able to enter student data in the student information system
- Must have experience giving the TABE and CLAS E assessments
- Must work flexible hours including nights and weekends
- Must have reliable transportation
- Must have experience with Integrated Education & Training and Civics education

Fair Labor Standards Act Status: Non-exempt

Reports to:

Director of Adult Education

Job Goal: To coordinate Integrated Education, Civics Instruction, and English language Instruction at multiple locations within the Independence School District AEL program. This includes assisting with and presenting IET offerings at managed intakes at multiple locations, mentoring new teachers, substituting for absent staff, generating and maintaining reports for DESE and other partner agencies. Responsible for building partnerships with local businesses, Job Corp, and workforce development agencies in Independence and the Kansas City Metro area. Will work extensively with Don Bosco staff and students.

Performance Responsibilities:

- Oversee all IET/IELCE classes and staff
- Liaison for assigned site locations that provide IELCE & IET training
- Collaborate with community businesses and increase program partnerships for IET
- Increase number of IET offerings at all IET sites
- Maintain records of students who have achieved Citizenship status
- Assist students in entering college and certification programs
- Support student internships and act as a job coach for newly placed employees
- Maintain site schedule and communicate the schedule with site sponsors
- Teach career awareness and workplace readiness
- Teach leadership and financial literacy classes
- Enter all students in jobs.mo.gov and refer all appropriate students to the local job centers(FEC)
- Work closely with all IET staff and collaborate on a monthly basis
- Conduct IET/IELCE student orientation and enrollment
- TABE and CLAS E Testing and Intake as needed at assigned sites
- Post Testing at assigned sites as needed

- Data entry in Student Information System as needed
- Mentor new teachers and follow up on their certification status
- Responsible for all student sign in sheets at assigned sites
- Responsible for all student hours at assigned sites
- Recruit and Train all volunteer Tutors and maintain records and background checks (interns)
- Substitute for teachers when asked by AEL Director
- Market the program and make presentations
- Review and evaluate student folders on a regular basis for DESE compliance
- Discuss and review student data with teachers on a regular basis
- Assist with graduation ceremonies and ESL celebrations of success
- Conduct Professional Development on designated PD days with staff
- Create student certificates for award ceremonies
- Maintain AEL inventory at site
- Order supplies for assigned site
- Meet with AEL Director on a regular basis to discuss site performance and data
- Other duties as assigned

Terms of Employment:

The AEL IET Site Coordinator will be employed for a twelve (12) month position. The salary and the work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the AEL IET Site Coordinator Evaluation.

HR 07/10/2019

5. Adult Education & Literacy College & Career Readiness Instructor

Qualifications

- A bachelor's degree or higher; social services, education, and/or employment placement preferred.
- Ability to effectively communicate with people from various backgrounds and cultures.
- Experience guiding others towards paths that fit their strengths and attributes
- Excellent communication and mediation skills
- Experience in event planning development
- Ability to use software and various research methods to help in decision making for college choices and career planning.
- Possess a high degree of technology skills
- Able to work under the demands of meeting federal targets and quotas
- Ability to organize and maintain confidential records
- Ability to serve as a member of the professional learning community to promote an educational climate in which students can grow intellectually and emotionally
- Comfort working in a fast-paced, and highly adaptable environment
- Ability to work with a team and collaborate with AEL staff.
- In addition, candidates should possess an unyielding belief that with the appropriate supports, coupled with high expectations, all students can significantly improve their academic and workforce skills, and can develop pro-social and culturally normative behaviors that will enable them to succeed in the workplace, post-secondary education, and beyond

Fair Labor Standards Act Status: Non-Exempt

Reports To:

Director of Adult Education

Job Goal:

To provide instruction that improves academic and workforce readiness skills that will enable students to succeed in the workplace and/or post-secondary education.

Performance Responsibilities:

- Work in collaboration with community partners to implement an integrated, job driven public workforce system that links AEL students to the private sector and coordinates efforts with local partners identified under the WIOA law to streamline and avoid duplication of services.
- Enter into community partnerships that support AEL students in the attainment of services that lead to employment and/or post-secondary education and training.

- Improve access to and the effectiveness of services for the purpose of assisting AEL students as they access employment, education/training, and support services that lead to industry recognized post-secondary credentials and employment.
- Serve as a liaison to local boards for the purpose of determining local workforce investment priorities that streamline, coordinate and align college and career readiness programs that support AEL students/graduates. (WIB for Jackson County)
- Integrate the intake and case management process for students identified by their classroom teacher as being career or college ready by engaging employers across the workforce system and aligning training with needed skills.
- Provide direct assistance to students who are identified as college or career ready by referring to the job center, establishing relationships with employers, and assisting with resumes, job applications, interviews, etc.
- Meet weekly or as needed with those students identified as being college and career ready to assist them in developing a post-secondary action plan that addresses barriers and identifies support services.
- Establish formal linkages to the college by serving as a dedicated transition counselor and assisting with the post-secondary admissions process and scholarship/FAFSA application process.
- Follow AEL graduates for one year through outreach and engagement activities and provide referral information to those who need services, job information, or additional educational opportunities.
- Attend all local and state workshops and staff development training required to maintain certification.
- Prepare students for success in college and career through goal development, assessment and workplace support
- Coordinate individual and small group sessions to assist students with creating and implementing post-secondary educational and employment goals and action plans consistent with students' personal goals and needs
- Assist with the effective implementation of the college and career readiness curriculum and learning activities to guide students through post-secondary processes and procedures
- Work with Vocational Rehabilitation to understand and serve students with special needs
- Organize post-secondary planning and transition by coordinating college tours, supporting the college application processes and identifying employment pathways
- Establish career center of updated career opportunities and work readiness materials
- Provide academic advising, job coaching, and internship support
- Support and facilitate registration and enrollment jobs.mo.gov and Missouri Connections.
- Monitor and record student contact hours and referrals
- Prepare weekly student progress reports and updates for submission to AEL Director
- Build and maintain a network of community representatives and contacts
- Facilitate effective collaboration with both community- and school-based college access partners for post-secondary educational and employment planning and support
- Attend conferences in regards to workforce development

- Establish partnerships with public, private and non-profit business sectors within the metropolitan area to develop job placements.
- Develop and maintain resource database of prospective employers and local community agencies
- Provide instruction in resume writing, job searching, interview techniques, and completing employment applications
- Develop and coordinate career fairs with other workforce staff
- Maintain AEL certification and attend no less than 20 hours a year of professional development.
- Other duties as assigned.

Terms of Employment:

The Adult Education and Literacy College and Career Readiness Instructor will be employed for twelve (12) months. The salary and the work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Revised 07/10/2019

6. AEL IET NCCER Site Coordinator

Qualifications:

- Must have a 4 year degree
- Must be AEL certified through DESE or be able to obtain certification
- Must have experience teaching in an adult setting
- Must be able to enter student data in our student information system
- Must have experience with TABE and CLAS E testing
- Must work flexible hours including nights and weekends
- Must have reliable transportation to travel to various site locations
- Must have experience in teaching Integrated Education & Training (IET) Classes
- Must have **NCCER certification** and the ability to issue certification to students
- Must have experience as a **Craft Instructor**: Experience at a minimum journey or technician level in the area of expertise or a minimum of three years' experience as a certified teacher in a vocational/technical construction or maintenance-related training program
- Must have experience using and providing instruction of common hand and power tools
- Must be able to drive a 10 passenger van to transport participants in the program to and from job sites

Fair Labor Standards Act Status: Non-Exempt

Reports to: Director of Adult Education

Job Goal: To coordinate IET Services (Skill Builders) at multiple locations within the Independence School District AEL Program. This includes conducting managed intake, mentoring new teachers, substituting for absent staff, training volunteers and generating numerous reports for DESE and other partnering agencies. NCCER certification and ability to issue certification is a crucial component of this position.

Performance Responsibilities:

- Oversee all IET Skill Builders classes and staff
- Liaison for assigned site locations
- Maintain site schedule and communicate the schedule with site sponsors
- Discuss and review student data on a regular basis
- Conduct IET student orientation
- Enroll students in MO Connections
- Enroll all students in jobs.mo.gov and co-enroll with FEC as appropriate
- Review LACES reports and analyze data
- Responsible for all student sign-in sheets
- Recruit and train all volunteer tutors
- Substitute for other staff as needed
- Staff the AEL office as needed

- Conduct Transitions to College and/or certification training with students
- Market the program and make presentations
- Review and evaluate student folders
- Conduct Professional Development when needed
- Monitor progression rates and HSE attainment
- Maintain AEL inventory
- Order supplies for assigned site
- Meet with AEL Director on a regular basis to discuss site performance and data
- Other duties as assigned
- Manage class site independently
- Proctor assessments when needed
- Create daily lesson plans based on student deficit areas
- Provide accommodation and differentiated instruction when needed
- Ability to instruct students in Math, English and Writing at the High School Equivalency level
- Manage documentation for the class site, including student hours, testing information and student assignments. Identify and respond to learners individual and group needs, interests and goals when conducting class
- Create a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, knowledge of learners' cultures and interpersonal dynamics
- Use technology systems in class and as a management tool
- Work variable hours and days
- Understand the High School Equivalency Exam and be able to target instruction to meet the students' needs
- Responsible for the retention and progression level of their site to meet all federal targets
- Strengthening and creating new relationships with education, community, local apprenticeship programs and business partners
- Securing funding for program training, equipment and licensing costs
- Working with partners to establish a program calendar and resources to cover transportation costs
- Facilitating job fairs
- Driving the work van to and from the work site
- Enthusiastic participation (despite the weather) in the very physical labor associated with the construction industry
- Experience using and providing instruction of common hand and power tools
- Understanding of work site culture
- Other duties as assigned

Additionally, the ISD Skill Builder Site Coordinator will fulfill all 8 of the listed Performance Requirements for an **NCCER Craft Instructor:**

1. Teach the NCCER Curriculum
2. Ensure facilities are adequate for all training
3. Administer all module exams per NCCER policies and procedures

4. Adhere to NCCER testing-out policy
5. Adhere to NCCER retest policy for module exams and performance profiles
6. Maintain security of all exam materials in a locked cabinet or on a secure network
7. Maintain training records- Registration and Release forms, module exams, and performance profiles-mdash;for a minimum of 3 years from date of submittal to NCCER
8. Proctoring Academic Career Tests in the classroom

As well as those listed for an **NCCER Performance Evaluator:**

1. Conduct performance profiles and/or performance verifications in accordance with NCCER policies and procedures
2. Complete appropriate documentation for performance tests and keep on file for a minimum of 3 years
3. Evaluate Performance Assessments in the workshop
4. Conduct performance profiles and/or performance verifications in accordance with NCCER policies and procedures
5. Complete appropriate documentation for performance tests and keep on file for a minimum of 3 years
6. Evaluate Performance Assessments in the workshop

Terms of Employment:

The AEL IET NCCER Site Coordinator will be employed for a twelve (12) month position. The salary and work year will be established annually by the board of Education.

Evaluation:

Performance of this job will be evaluated by the AEL IET NCCER Site Coordinator Evaluation.

HR 07/10/2019

7. IET Summer School Site Coordinator

Qualifications:

- Must have a 4 year degree
- Must be AEL teacher certified through DESE or be able to obtain certification
- Must have experience teaching in an adult setting
- Must be able to track student data
- Must have experience giving the TABE and CLAS E assessments
- Must work flexible hours including nights and weekends
- Must have reliable transportation
- Must have experience with Integrated Education & Training and Civics education

Fair Labor Standards Act Status: Non-exempt

Reports to:

Director of Adult Education

Job Goal: To coordinate Integrated Education, Civics Instruction, and English Language Instruction in the Independence School District Summer AEL Program. This includes supervision of summer interns, coordinating IET classes in the summer, mentoring new teachers, substituting for absent staff, teaching IET and ESL classes, and generating reports for DESE and other partnering agencies as necessary. IET classes may include, but are not limited to, Forklift Training, Hospitality Certification, Digital Literacy, and Medical Field Training.

Performance Responsibilities:

- Oversite of all IET summer classes and interns
- Collaborate with community businesses and increase program partnerships for IET offerings.
- Monitor data for IET offerings each summer
- Provide instruction for IET, Civics, and ESL classes
- Maintain records of students who have achieved Citizenship status
- Assist students in entering college and certification programs
- Support student internships and act as a job coach for newly placed employees
- Maintain summer schedule and communicate the schedule with director
- Teach career awareness and workplace readiness
- Teach leadership and financial literacy classes
- Work closely with summer IET staff
- CLAS E Testing and Intake as needed in summer school
- Post Testing as needed in summer school
- Mentor new teachers and follow up on their certification status
- Responsible for all summer student sign in sheets
- Substitute for teachers when asked by AEL Director

- Market the program and make presentations
- Review and evaluate student folders on a regular basis for DESE compliance
- Discuss and review student data with teachers during the summer
- Create student certificates for award ceremonies
- Maintain AEL summer inventory of computers and textbooks
- Order supplies for summer school
- Meet with AEL Director on a regular basis to discuss summer school performance and data

Terms of Employment:

The IET Summer Site Coordinator will be employed for a four (4) month position: May- August. The salary and the work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the IET Summer Site Coordinator Evaluation.

HR 3/21/18

8. AEL Site Coordinator

Qualifications:

- Minimum of a four (4) year degree
- AEL teacher certified through DESE
- Minimum five (5) years of experience teaching in an adult setting
- Ability to enter student data in the student information system
- Experience giving the TABE and CLAS E assessments
- Ability to work flexible hours including nights and weekends

Fair Labor Standards Act Status: Non-exempt

Reports to:

Director of Adult Education

Job Goal:

To coordinate Adult Education Services at multiple locations within the Independence School District AEL Program. This includes conducting managed intake at multiple locations, mentoring all new teachers, substituting for absent staff, training volunteers and generating numerous reports for DESE and other partnering agencies. Data entry of student information and analysis of this data is a crucial component of this position.

Performance Responsibilities:

- Liaison for assigned site locations
- Maintain site schedule and communicate the schedule with site sponsors
- AEL student orientation and enrollment
- TABE and CLAS E Testing and Intake
- Post Testing at all sites
- Data entry in Student Information System
- Mentor new teachers and follow up on their certification status
- Responsible for all students sign in sheets
- Responsible for all student hours
- Conduct Learning Disability Screening
- Recruit and Train all volunteer Tutors and maintain records and background checks
- Substitute for teachers when asked by AEL Director
- Staff the office and phones when needed
- Market the program and make presentations
- Review and evaluate student folders on a regular basis for DESE compliance
- Discuss and review student data with teachers on a regular basis
- Assist with graduation ceremonies and ESL celebrations of success

- Conduct Professional Development on designated PD days with staff
- Create Student ID cards when necessary
- Create student certificates for award ceremonies
- Update phone system when needed
- Produce and retain Early Post Testing documentation
- Maintain AEL inventory at site
- Order supplies for assigned site
- Maintain all records for assigned sites including time exception forms
- Meet with AEL Director on a regular basis to discuss site performance and data
- Other duties as assigned

Terms of Employment:

The AEL Site Coordinator will be employed for a twelve (12) month position. The salary and the work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the AEL Site Coordinator Evaluation.

HR 6/13/17

9. AEL Service Coordinator

Qualifications:

- Minimum of a four (4) year degree, prefer a Master's in Education
- Ability to work flexible hours including nights and weekends
- Previous supervisory experience
- Experience with start-up initiatives preferred
- Experience with Non Profits and Business partnerships preferred
- Possess strong professional communication skills and excel in working with teams

Fair Labor Standards Act Status: Exempt

Reports to:

Director of Adult Education

Job Goal:

Assists the AEL Director in the Oversite of the AEL program to monitor grant compliance, promote district and program initiatives, and increase partnerships in the community.

Performance Responsibilities:

- Obtains AEL certification by required DESE timelines.
- Assists Director in oversite of the Adult Education program.
- Monitors grant compliance at each site location and develops a plan of action for corrections
- Develops systems based on analysis of program procedures
- Provides direct instructional support to Instructors and AEL staff.
- Works with Test Proctors for data analysis of site and classroom performance
- Oversees compliance with test administration at all sites
- Coordinates managed enrollment procedures at sites
- Updates documentation for DESE compliance
- Ensures that each site has adequate supplies and research based materials (textbooks)
- Attends local and state conferences.
- Participates in ongoing professional growth opportunities and follows ethical and legal standards and guidelines
- Seeks and secures new partnership opportunities and funding sources
- Attends partnership and contractor meetings as needed
- Responsible for marketing and promoting the program.
- Collaborates with Site Coordinators to improve delivery of services and improve site efficiency.
- Supports and promotes all program initiates.
- Prepares reports for AEL Director, DESE, and collaborating agencies.

- Develop and maintain records related to grant-funded services for grant reporting purposes and ensure timeliness, quality of service, and a record keeping system that documents service delivery completely and adequately protects confidentiality.
- Keeps the AEL Director informed of site activities and problems.
- Assists in the development, revision, and evaluation of the curriculum.
- Coordinates special events held to recognize student achievement.
- Orients newly assigned staff members and assists in their development, as appropriate.
- Provides for adequate inventories of school property and for the security and accountability for that property.
- Responds to written and oral requests for information.
- Other duties as assigned.

Terms of Employment:

The AEL Service Coordinator will be employed for an eleven (11) month position. The salary and the work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the AEL Service Coordinator Evaluation.

HR 6/13/17

10. Data Entry Specialist for Adult Education & Literacy

Qualifications:

- Minimum education of an Associate's Degree or 60 hours of college
- Experience as a data entry specialist preferred
- Advanced Computer skills and/or experience required (Google and Microsoft Office)
- Typing and/or keyboarding skills required
- Working knowledge of standard office machines required
- Professional Communication and interpersonal skills
- Possession of the knowledge, skills, and abilities necessary to perform the essential functions of the position
- Such alternatives to the above qualifications as the Board of Education may find appropriate or acceptable

Fair Labor Standards Act Status: Non-Exempt

Reports to:

The Director of Adult Education

Job Goal:

Provide skillful and productive operation of the office in order to assure a positive impact on the Independence School District's educational program and students' success.

Performance Responsibilities for Data Entry Specialist for Adult Education & Literacy:

- Operates computers, copiers, office machinery and equipment with a high degree of skill
- Maintains files/records, confidential and general correspondence, memos, statistical data, and reports
- Responds in a timely manner to informational requests
- Demonstrates good safety practices and adheres to all District rules, regulations, and policies

Performance Responsibilities for Data Entry Specialist for Adult Education & Literacy:

The following responsibilities may be included for this position:

- Prepares monthly program reports, as required
- Enters data into computer databases
- Assists with the enrollment of students
- Maintains and updates student records and files

- Collects, complies, and enters student data, and other record-keeping data into computer databases
- Attend AEL meetings as necessary
- Maintain documentation of AEL trainings and meetings
- Collaborates daily with the AEL Administrative Assistant
- Performs data entry and record keeping for grant compliance and partner agencies
- Complete other duties as defined and assigned

Terms of Employment:

The duration of the position is contingent upon the continued funding of the program, project, or assignment for which the appointment is made. The salary and work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the immediate supervisor, using the Independence School District Performance Based Evaluation- Office Personnel.

HR 6/13/17

11. AEL Certified Test Proctor

Qualifications:

- Must have a 4-year degree
- Must be AEL teacher certified through DESE
- Must be certified by DESE to enter ACES data and maintain DESE certification
- Must attend 20 hours of DESE approved Professional Development each year
- Must be CASAS certified to administer and order standardized tests
- Must be TABE CLAS E certified to administer ESL standardized tests
- Must be TABE 11/12 certified to administer HSE standardized tests
- Must work flexible hours including evenings
- Must have reliable transportation

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Director of AEL

Job Goal:

To conduct standardized testing for all adult education class sites and meet all DESE requirements for reporting AEL data in the student information system.

Performance Responsibilities for AEL Test Proctor:

- Conduct AEL student orientation
- Conduct TABE & CLAS E and CASAS Testing, Intake, and Orientation
- Explain test results to students and report to staff
- Complete Student Goal Sheets
- Maintain student records and folders
- Ensure DESE compliance for record keeping and data entry
- Conduct Post Testing at all sites
- Enroll all assigned students into Edmodo
- Complete ACES data entry monthly and send report to AEL Director
- Maintain spreadsheets for outside agency grant reporting requirements
- Responsible for all student sign in sheets and their accuracy
- Responsible for the entry of all student hours in LACES
- Substitute for AEL teachers when needed
- Staff the assigned office when needed
- Provide updated LACES reports to AEL Teachers monthly
- Assist with graduation ceremonies and ESL celebrations of success
- Create Student ID cards

- Update phone system when needed
- Produce and retain Early Post Testing documentation

Terms of Employment:

AEL Test Proctor will be employed for twelve-month position. The salary and work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the immediate supervisor, using the Independence School District Performance Based Evaluation.

HR 5.09.19

12. English Second Language (ESL) Program Coordinator

Qualifications:

- Hold a 4-year degree
- Valid AEL Missouri Teaching Certificate
- 5-years experience teaching in an adult setting
- Certified by DESE to enter ACES data
- Must be CASAS (Comprehensive Adult Student Assessment Systems) certified
- Ability to work flexible hours

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Director of Adult Education

Job Goal:

To coordinate ESL and Citizenship Services at multiple locations within the Independence School District AEL Program. This includes conducting managed intake at multiple locations, mentoring all teachers, substituting for absent staff, training ESL volunteers and generating numerous reports for DESE and other partnering agencies.

Performance Responsibilities:

- AEL student orientation
- TABE and CASAS testing and intake
- Post testing at all sites
- Enroll students in Mo Connections
- Enroll all students into Edmodo
- ACES data entry
- Mentor to new teachers
- Responsible for all students sign-in sheets
- Responsible for the entry of all student hours
- Conduct Learning Disability Screening
- Recruit and train all volunteer tutors
- Substitute for teachers
- Staff the office
- Conduct Transitions-to-College training with students
- Market the program and make presentations
- Review and evaluate student folders

- Provide updated ACES reports to AEL teachers
- Assist with graduation ceremonies and ESL celebrations of success
- Conduct Professional Development when needed
- Create student ID cards
- Create student certificates for progression
- Update phone system when needed
- Produce and retain Early Post Testing documentation
- Maintain ESL inventory
- Other duties as assigned

Terms of Employment:

The English Second Language (ESL) Program Coordinator is employed for a twelve (12) month position. The salary and work year will be established by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the immediate supervisor, using the Independence School District Supervisor Evaluation.

HR 11/12/2013

13. Part-Time Adult Education & Literacy College, Career and Partnership Coordinator

Qualifications:

- Four (4) year degree (preferably social work or career counseling)
- Ability to work flexible hours

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Director of Adult Education

Job Goal:

Work in collaboration with community partners to implement an integrated, job driven public workforce system that links AEL students to the private sector and coordinates efforts with local partners identified under the WIOA law to streamline and avoid duplication of services.

Performance Responsibilities:

- Enter into community partnerships that support AEL students in the attainment of services that lead to employment and/or post-secondary education and training.
- Improve access to and the effectiveness of services for the purpose of assisting AEL students as they access employment, education/training, and support services that lead to industry recognized post-secondary credentials and employment.
- Serve as a liaison to local boards for the purpose of determining local workforce investment priorities that streamline, coordinate and align college and career readiness programs that support AEL students/graduates. (WIB for Jackson County)
- Integrate the intake and case management process for students identified by their classroom teacher as being career or college ready by engaging employers across the workforce system and aligning training with needed skills.
- Provide direct assistance to students who are identified as college or career ready by referring to the job center, establishing relationships with employers, and assisting with resumes, job applications, interviews, etc.
- Meet weekly or as needed with those students identified as being college and career ready to assist them in developing a post-secondary action plan that addresses barriers and identifies support services.
- Establish formal linkages to the college by serving as a dedicated transition counselor and assisting with the post-secondary admissions process and scholarship/FAFSA application process.

- Follow AEL graduates for one year through outreach and engagement activities and provide referral information to those who need services, job information, or additional educational opportunities.
- Keep a staff monthly time sheet.
- Attend all local and state workshops and staff development training required to maintain certification.
- Perform other duties as assigned by the Director of the AEL Program.

Terms of Employment:

The Part-Time Adult Education and Literacy College, Career and Partnership Coordinator will be employed for a ten (10) month position. The salary and the work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the AEL Program Coordinator Evaluation.

HR 10/27/2015

14. Adult Education Learning (AEL) Teacher

Qualifications:

- Four (4) year degree
- AEL Teacher/Substitute Certification through DESE
- Must work flexible hours
- Must attend 20 hours of Professional Development annually to maintain certification
- Must participate in a 2-year mentoring program

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Director of Adult Education

Job Goal:

To provide instruction to adults in the areas of literacy, high school equivalency and English as a second language.

Performance Responsibilities:

- Manage class site independently
- Proctor assessments when needed
- Create daily lesson plans based on student deficit areas
- Provide accommodation and differentiated instruction when needed
- Ability to instruct students in Math, English and Writing at the High School Equivalency level
- Manage documentation for the class site, including student hours, testing information and student assignments
- Instructor will identify and respond to learners individual and group needs, interests and goals when conducting class
- Instructor will create a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, knowledge of learners' cultures and interpersonal dynamics
- Instructor will use technology systems in class and as a management tool
- Instructor will work variable hours and days
- Instructor will become familiar with the High School Equivalency Exam and be able to target instruction to meet the students' needs
- Instructor will be responsible for the retention and progression level of their site to meet all Federal Targets
- Complete other duties as defined and assigned

Terms of Employment:

The AEL Substitute will be employed for a 42-46 week position. The salary and the work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the AEL Teacher Evaluation.

HR 11/26/2013

15. Adult Education Learning (AEL) Substitute

Qualifications:

- Four (4) year degree
- AEL Teacher/Substitute Certification through DESE
- Limit of 90 sub events per year
- Must work flexible hours

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Director of Adult Education

Job Goal:

To substitute for AEL teachers when necessary.

Performance Responsibilities:

- Instructor will work variable hours and days
- Contact lead teacher for lesson plans and site plans prior to substitute date
- Manage class site independently
- Create daily lesson plans based on student deficit areas (if long term)
- Provide accommodation and differentiated instruction, when needed
- Ability to instruct students in Math, English and Writing at the High School Equivalency level
- Manage documentation for the class site, including student hours, testing information and student assignments
- Instructor will identify and respond to learners individual and group needs, interests and goals when conducting class
- Instructor will create a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, knowledge of learners' cultures and interpersonal dynamics
- Instructor will use technology systems in class and as a management tool
- Instructor will become familiar with the High School Equivalency Exam and be able to target instruction to meet the students' needs
- Complete other duties as defined and assigned

Terms of Employment:

The AEL Substitute will be employed for a eleven (11) month or 42-46 week position. The salary and the work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the Independence School District Substitute Evaluation.

HR 11/26/2013

16. Adult Education Learning (AEL) Program Coordinator

Qualifications:

- Four (4) year degree
- AEL Teacher Certification through DESE
- Five (5) years' experience teaching in an adult setting
- Certified by DESE to enter ACES data
- TABE certified
- Must work flexible hours

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Director of Adult Education

Job Goal:

To coordinate enrollment, curriculum and literacy activities at AEL locations throughout the program area.

Performance Responsibilities:

- AEL student orientation
- TABE testing and intake
- Post testing at all sites
- Enroll students in MO Connections
- Enroll all students in Edmodo
- ACES data entry
- Mentor to new teachers
- Responsible for all students sign-in sheets
- Responsible for the entry of all student hours
- Conduct Learning Disability Screening
- Recruit and train all volunteer tutors
- Substitute for teachers
- Staff the office
- Conduct Transitions to College training with students
- Market the program and make presentations
- Review and evaluate student folders
- Provide updated ACES reports to AEL teachers
- Assist with graduation ceremonies

- Conduct Professional Development when needed
- Create student ID cards
- Create student certificates for progression
- Update phone system when needed
- Conduct testing for online students
- Produce and retain Early Post Testing documentation
- Maintain AEL inventory
- Complete other duties as defined and assigned

Terms of Employment:

The AEL Program Coordiantor will be employed for a twelve (12) month position. The salary and the work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the AEL Program Coordinator Evaluation.

HR 11/26/2013

III. Salary Scales

17. AEL Salary Scales

To view Adult Education and Literacy Salary Scales, please visit: https://sites.isdschools.org/hr/salary-schedules

IV. Performance Based Evaluations

18. AEL Performance Based Evaluations

To view the Performance Based Evaluations for Adult Education and Literacy Staff, please contact your supervisor.