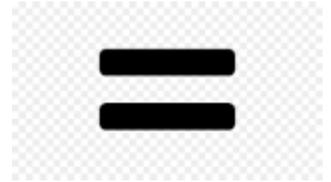


Thorn Hill Kentucky Skills U Partners

Corrections Resource Guide





KYAE PERFORMANCE GOALS

GED ATTAINMENT



HSE PERFORMANCE



MSG PERFORMANCE



RETAINED PARTICIPANTS



PERCENT OF TARGET POPULATION PARTICIPANT





Table of Contents

Waiting for services	1
2019 Jail Classifications and Locations	2
What Skills U Programs can provide to Corrections	3
Suggested Materials needed for success!	5
Introduction to NCRC	6
Why Bring the NCRC To My Jail?	7
Protocol for Obtaining an NCRC Certificate	8
Frequently Asked Questions	10
Sample Schedule	11
Tips for Teaching	12
Administering Assessments	13
Resources for NCRC	14
Appendix A	15
Appendix B	21
Appendix C	25
Appendix D	27
Appendix E	30
Appendix F	32
Appendix G	33
Appendix H	34
Appendix I	38
Appendix J	39
Appendix K	48
Appendix L	45

Why Serve Corrections?

Each Kentucky Skills U provider must use their awarded funding to establish and provide education programs, for criminal offenders, in correctional institution. To make the process a little easier we have devised this resource guide to help with the process.

In Kentucky, Skills U Programs will focus on adult education, HSE preparation, literacy, and English language acquisition education services that are contextualized, with concurrent enrollment where feasible. Services must be provided to incarcerated individuals who are likely to leave the correctional institution within five years of participation in the program. Local institutionalized classes must have the support of the warden/jailer and other administrative officers, and have the following available: 1. A description of correctional educational services (in both jails and/or state correctional facilities) shall be established and confirmed with a signed (by jailer/warden) agreement that is submitted with the eligible applicant's application. 2. Provision of services at local and full-service jails that do not meet the minimum criteria are made at the discretion of the local adult education provider.

Approved applicants shall deliver services at a minimum of 10 contact hours per week (e.g., six face-to-face instructional hours and four distance learning hours). This allows enough time for meeting the assessment guidelines. It is also important to have adequate instructional and assessment space that is conducive to learning. The space should have a low noise level, adequate lighting, a comfortable temperature, and appropriate furnishings, at no cost.

No incarcerated student shall be enrolled in WIN for the purpose of earning a Kentucky Career Readiness Certificate (KCRC); therefore, no incarcerated student shall be awarded a KCRC. The National Career Readiness Certificate (NCRC) shall be given in the corrections facilities instead of the WIN, Kentucky Essential Skills Certificate (KESC), or KCRC.

Below is information from the Kentucky Department of Corrections Statewide Population Report for 4/26/19. Also included is programming for inmates in each Kentucky jail (Appendix A).

COMMUNITY SERVICES PROGRAMS						
	PV	NC	CD	MALE	FEMALE	TOTAL
CONTROLLED INTAKE	921	1,773	94	2,299	489	2,788
PENDING				361	97	458
CLASS D PROGRAM				3,552	1,168	4,720
COMMUNITY CUSTODY PROGRAM				1,951	314	2,265
CLASS D-EXTENDED				797	121	918
OTHER				80	12	92
TOTAL JAIL POPULATION				9,040	2,201	11,241
TOTAL HALFWAY HOUSES				351	14	365
TOTAL COMMUNITY SERVICES				9,391	2,215	11,606

What Can Skills U Adult Ed Programs do in the Correctional Setting?

Kentucky Skills U instructors can provide the following services: conduct classes, offer TABE and NCRC tests, and work toward GED® attainment. The key is to work in a more expedient manner and plan to have low-duration classes due to the transient population.

WHO CAN GO IN THE CORRECTIONS INSTITUTION?

Skills U instructors and personnel that are trained to administer tests can go into the jail to provide services. The key ingredient to successful programming in the correctional facility (county or regional jail) is to have a good rapport with your Jailer and/or Chief Administrator.

WHAT IS THE BEST TIME TO OFFER CLASSES?

It is best to hold classes during the day. Learning during the day is much more effective for individuals AND the attendance numbers are shown to be larger during the day. If you must hold classes at night, don't let it utilize all your funding for this time.

Guidelines for Getting Started

1. The most important aspect of the correctional setting and the success of your program is **YOU**. The priority is to establish an excellent relationship with the jail. You must be able to assure the staff you will have a positive role in their facility, you will be able to help the jail in a positive manner, and you will not be a security risk. ALWAYS follow the rules of the correctional facility.

The instructor (and director if possible) should plan to meet with key staff members at the facility. During this meeting, make sure to detail the benefits of this partnership. You will also use this meeting to establish ground rules, expectations, and a class schedule.

These are some suggested talking points for this meeting:

- The state has started tracking the number of GED®'s in each facility,
- The individuals in jail will most likely be back in the community,
- Skills U Adult Ed programs are working with Probation and Parole Re-Entry officers,
- This is a great incentive for inmates to earn time off (NCRC-30 days, GED® -90 days) and begin positive steps to rehabilitation once they leave incarceration,
- Education programs help to promote positive behaviors within the jail, as well.

Ask the jail to formulate or survey the inmates to see who is interested. It is suggested you limit your class size according to your classroom. The amount of class time should be a maximum of two hours. After two hours, it becomes a talking session, and not much is accomplished.

2. Make sure BEFORE initiating the NCRC you check with your jail personnel to ensure you jail is an approved facility to administer this program/certificate.
3. Establish a schedule with the jail and post notices in the jail, where appropriate. **(Appendix B)**.

4. Your first class. Establish your class rules and regulations. This should take less than five minutes. The first day will be spent filling out admissions forms and starting the TABE locator. Hand score the TABE locator and test the student in their weakest subject. Start the TABE

INTAKE FORMS: Admissions form, WIOA sheet, homework sheet (have the students sign for all of their homework), attendance log also must be used. The attendance log will be given to a jail administrator. They will forward to the department of corrections (DOB) Or complete their own attendance document. Remember, the jail is the entity that communicates with DOC, unless otherwise advised by the jailer.

5. When you enroll students, if they start at a level six (6) you can still provide them with NCRC and/or GED® services. A level six GED® student **only**, can be administered the GED® ready test (ASAP), then once they pass; they may move on to taking the GED® Test. If a student comes in and is a level six and is wanting to test for the NCRC. You can still administer the NCRC, just mark the DO NOT COUNT in KAERS.
6. We have found that using GED® manager to register inmates is the most efficient way to manage testing in the jail. If you have questions concerning the GED® Manager, contact
Some facilities may want to use MyGED.Com and set up individual accounts. This requires an e-mail and personal information. We caution against this due to security issues.

Rae Smith, Kentucky GED® Administrator
Ky Skills U Education & Workforce Development Cabinet
Direct: 502-892-3058 FAX: 502-6963829 Main: 502-573-5114
GED® @Ky.gov

The key to success is to be quick and efficient in this setting. This is very important due to time constraints. Once the student has passed two GED Ready® tests, the next step is for them to take the GED® test. Typical test progression is RLA, SS, Science and Math. Generally speaking, if they score 147, test them. Administer only two tests per day, never more. **YOU MUST TEST OFTEN.** Work with the jail to plan the details of payment; they should pay for the GED® Test Administrator. Once the student gets their GED® it will then count for their level gain.

7. When the students come back and you have looked over the prep NCRC packets they can now take the NCRC. Please note: the TABE and NCRC are not related. There is no correlation between TABE level and NCRC success (see **NCRC Section**). The students can look over their prep package and find the answers in the back of the packet. After the completion of the three tests, provide the individuals with additional materials (Distance Learning – **Appendix C**) to attain the level gain on the TABE. **Using the paper/pencil test gives you an advantage of time to have additional hours to help achieve the level gain.** This also eliminates any breach of internet usage by inmates. THIS WILL GAIN YOU TRUST and KUDOS with your corrections staff. You should have a level gain from your inmate prior to completion of the final NCRC (ACT WorkKeys®) Assessment shall not be administered until the student has successfully completed their course of study for their GED®, IF needed.

Suggested Materials

Below is a list of materials you will need while teaching classes to prepare for the GED® and NCRC Assessment. It is not all inclusive, as far as instructional materials, since all students' may need materials to meet their individual need for success.

Folders (one per inmate)

Pencils (approved by jail)

Distance Learning Material (**Appendix C**)

Calculators

Intake Packet

Jail Enrollment Form (**Appendix D**)

Homework (**Appendix F**)

TABE Locator (**Appendix G**)

Ready Score Form and Schedule GED® Test (**Appendix H**)

(Send these forms to Rae Smith)

ACT Site Header (**Appendix I**)

ACT WorkKeys® Prep Packages (**Appendix J**)

NCRC Assessment (**Appendix K**)

Introduction To NCRC

1. What is the Kentucky National Career Readiness Certificate (KY NCRC)?

This portable credential — powered by ACT WorkKeys® — verifies to employers anywhere in Kentucky and the United States that an individual has essential core employability skills in Applied Math, Graphic Literacy and Workplace Documents. These three core skills are highly important to the majority of jobs in the workplace. The certificate offers individuals, employers, and educators an easily understood and universally valued credential that certifies the attainment of these workplace skills.

2. Why is the KY NCRC based on the Applied Math, Graphic Literacy and Workplace Documents, skills?

ACT has profiled more than 30,000 individual jobs across the country to determine the skills and skill levels needed to succeed in them. ACT currently has nine different assessments. However, according to ACT findings, the three (3) skills assessed in the KY NCRC are highly important to the vast majority of jobs. A solid foundation of these core work skills is essential for a well-qualified workforce.

Applied Math — Applying mathematical reasoning to work-related problems.

Graphic Literacy — Using information from materials like diagrams, floor plans, tables, forms, graphs, and charts. Some level of Graphic Literacy shows up in almost 98% of profiled jobs.

Workplace Documents — Comprehending work-related reading materials, from memos, email chains and bulletins to policy manuals and governmental regulations.

3. What are employability skills?

Employability skills represent essential work habits, behaviors, and attitudes required in today's workplace. They include skill development in areas such as effective communication, teamwork, diversity, conflict resolution, problem solving, and critical thinking.

4. What are the certificate skill levels?

The WorkKeys® job profiling process has generated a database with occupational profiles for thousands of jobs across the country. A majority of the jobs in the database require certain skill levels in three core areas: Applied Math, Graphic Literacy, and Workplace Documents. The higher the skill levels, the more jobs for which the applicant qualifies. The certificates are awarded at four levels:

Platinum Level —Signifies an individual has scored at least a Level 6 in each of the three core areas.

Gold Level —Signifies an individual has scored at a Level 5 in each of the three core areas.

Silver Level —Signifies an individual has scored at least a Level 4 in each of the three core areas.

Bronze Level —Signifies an individual has scored at least a Level 3 in each of the three core areas. (*Bronze certificate not awarded in Kentucky*)

5. How are the certificate skill levels related to job skill requirements?

The WorkKeys® assessments contain situations, reading materials, problems, and messages directly related to activities in the workplace. The assessments are criteria-referenced to skills and skill levels that employers have determined are necessary for successful performance in the workplace.

6. Do individuals with a high school diploma or still need a KY NCRC?

Yes. The KY NCRC shows an individual's qualifications in essential workplace skills. It is not a replacement for the high school diploma or any other credential or certification. It is a reinforcement of the Kentucky high school standards and a portal to tutorial learning, remediation, post-secondary education, and work. The certificate is a meaningful achievement along the continuum of lifelong learning.

WHY BRING THE NCRC TO MY JAIL?

1. It allows inmates to learn and further their education.

A 2013 RAND Corporation study showed that participation in prison education, including both academic and vocational programming, was associated with an over 40 percent reduction in recidivism—saving \$4 to \$5 for each dollar spent.

2. Allows inmates to earn time off their sentence. The Department of Corrections will give State inmates 30 days off sentence for the NCRC and 90 days for a GED®.
3. Commissary money (if applicable) determined by each individual jail. Some jails offer a financial incentive to have students participate in the program, but not all.
4. **Does not** cost the jail money. All it requires is an area an instructor can hold class. The certificate is paid for by the state. Some jails assist in some of the prep materials/supplies.

Protocol for Obtaining an NCRC Certificate

1. Complete enrollment packet (Enrollment form/Attendance/Release of Info Form).
2. Take TABE LOCATOR. If an inmate has had a TABE test within four months we can enroll you with that test.
3. The instructor should select the weakest subject area and administer only one TABE test (This may take you one or two classes to complete).
4. ACT (NCRC) Prep Packages- (**Appendix J**) (additional homework maybe necessary). Instructors can order the ACT WorkKeys® pre-packages at: <https://readiness.act.org> This is also where you order the testing materials, and where you create your scoring sheet when you mail in the completed test.
5. NCRC Assessment (Three sections. **Appendix K**)-Graphic Literacy, Applied Math and Workplace Documents). This is the paper/pencil test which is recommended in corrections (even though electronic information is provided). Be sure to include the
 - FIPS code (This will go on the answer sheet on page two. Have all incarcerated individuals use YOUR counties Skills U Address, to ensure the certificates will be mailed to your center for you to take to the correctional facility.)If you need assistance or have questions please e-mail Joe Paul, NCRC Administrator joseph.paul@ky.gov
6. NCRC will be mailed to an Iowa (address below) to be graded. This process generally takes ten business days upon receipt. Mail certificates to:

ACT WorkKeys® Processing, Pearson
9200 Earhart Ln
Cedar Rapids, IA 52404

Please note tests are sent in once a week as a group. There may be multiple classes. Thus, if you complete your test on a Monday, it may not go out to be graded until the Friday. To check scores, go to: <https://ncrc.ky.gov/Default.aspx> You will need to sign up and create an account.

Mailing should include:

- computer generated scoring order
 - site header (make copy before sending-**Appendix I**) and
 - answer sheet
7. Once scores are generated (check score account/site) you will then order the certificates from the same site. You should receive certificates in a week.

The day the NCRC Certificates arrive complete the following:

- Make copies (approximately five, for the following: inmate (receives original & copy), Class D coordinator, commissary (remember some jails don't put money in form complete program), additional jail administrator and keep one copy at your center, in student folder).

Give the copies to the appropriate person at the jail. The jail then sends the certificate to the DOC (jail should be responsible to scan to DOC). Skills U Centers have no say as to when and how long the DOC takes to credit the time and/or accounts.

OTHER IMPORTANT INFORMATION

1. If classes are being delivered, as an instructor, you need to ensure inmates are not denied access to educational services and are served in an expedient manner.
2. Develop a protocol to prioritize a wait list or to allow students who previously were dismissed from class due to inappropriate behavior (i.e. stealing, language, etc.) to gain reentry to class (if jail allows).
3. Have each individual sign their answer book and make a copy of their answer sheet (this is done in case score sheets are lost in the mail).
4. Keep copied answer sheets secure until scores are posted.
5. Once scores are posted, shred the copied answer sheets and review policy book (pg. 69), to determine what to do with the test booklets.
6. Keep all of your extra unused tests and scoring sheets in a locked cabinet. Due to the nature of corrections and how quickly individuals switch jails keep at least 10-20 tests available at all times.
7. Once scored the scores are sent to the NCRC KY administration. They download the scores to a website about once a week.
8. Instructors should check website weekly (scores are uploaded each Wednesday) to see if scores have been posted. Once posted, the instructor orders the certificates. The state then mails the Skills U Center the certificates. Should there be a problem with the name on the certificate DO NOT send it to be printed. Send Joe Paul an email to correct this error.
9. If looking for a student that has switched jails, you can look their name up in (KOOL) Kentucky Online Offender Look up page. <http://kool.corrections.ky.gov/>

Frequently Asked NCRC Questions

1. Where is my certificate?

The certificate will be brought to your inmate at the jail by the teacher. A copy of the certificate will also be given to jail personnel, usually three (3) copies. The jail is responsible to send to Department of Corrections and Commissary. It's good to inform inmates that their family **SHOULD NOT** contact the Skills U Center regarding their certificates. This will not influence the speed of processing your scores. The scores are mailed off in an expedient manner and information will be forwarded as soon as possible. Should you have any questions please write your instructor or the regional or county jail staff.

2. Did they pass?

The instructor will let the inmate know if they passed. Once the score is received, the certificate will be ordered.

3. Where is the money? (if applicable)

We do not give the inmate any money. The money (if the jail so chooses) will be put on their books when the jail receives the copy of the certificate.

4. How long for results?

Once the ACT receives the scoring sheet it generally takes ten business days before the results are complete.

5. When will I get the time off my sentence?

We have no control of time off sentence. Once the jail gets the certificate, they send it to the DOC.

Typical Inmate Schedule (BASED on TWO HOUR CLASSES)

Below is a sample schedule that could be used for classes that are approximately two hours long. It's best to keep classes to a 2-hour limit, since attention span in this setting and frustration could prevent them from being successful for a longer period of time.

CLASS #1 Admissions/Orientation Administer TABE® Locator and initiate TABE® Test if time allows

Class #2 Complete TABE® Tests in Math and/or Reading (depending upon lowest level on Locator)

Class # 3+ Depending upon TABE® results, student path is either GED® prep, TABE® level gain, or NCRC only

Option 1: If GED® prep path, student needs to pass at least one GED Ready® test before starting NCRC work

Option 2: If TABE level gain path, student completes **40 instructional hours** and is post-tested for anticipated level gain before starting NCRC testing

Option 3: If the inmate tests at a level six with the TABE®, and does not need their GED®, they are still allowed to test for their NCRC. If the inmate is NCRC only and does not level gain, change them to DO NOT COUNT in KAERS

Review begins on Prep Package (either GED® prep or TABE level gain prep), inmates will take entire review package with them for homework

Class # 4+ Student passes at least one GED Ready® test or makes level gain on TABE® posttest.

Class #5+ Continue Review, administer **first NCRC Test**

Class #6+ NCRC Test #2 and #3

+ classes are individualized and student should work at their own pace; if homework is completed, they may be ready to test soon.

Tips for Teaching in Correctional Settings:

1. Inquire about whether you need specific safety or policy training in order to comply with the facility regulations. Confer with the facility/staff to determine what material the jail is willing to provide for each class.
 - Often times, you must remove all staples from paper
 - Use certain writing tools (e.g., rubber pencils/pens)
 - Count and collect EXACTLY the number of writing tools that you distribute to inmates
 - Account for all materials given to inmates (i.e. books, since inmates may try to leave messages or write notes to other inmates)
2. Maintain regular communication, updates, and celebrations of achievements obtained. You may
 - Ask for a graduation ceremony at the end of each semester for GED® graduates and/or NCRC graduates.
 - The jail may allow inmates to invite a guest. Invite the local newspaper and/or take pictures to submit to the newspaper for positive public news for the jail.
3. **Do not hand** out any items for “rewards” unless first cleared by the corrections staff.
4. Keep a master roster of your student’s progress and attendance (not just the signature log for KAERS). Please note:
 - Journaling brief notes for each class can come in handy later. Document!
 - The facility will likely need numbers of students served at least once per year for audit purposes and if KAERS is not always accessible at the facility you will have a general tally if you maintain good records.
5. Transfers and new intakes happen every few days at most facilities, so you can track this and be aware. Not updating the roster frequently prevents others from accessing services. This is a tracking system you may use if you are trying to locate an inmate.
<http://Kool.corrections.ky.gov/>
6. Maintain a file folder at the facility for student work in progress.
7. Do not take it personally if students have sporadic attendance. It is often loud in the housing areas during the day and common to not hear a name being called. Jail schedules can interfere with classroom attendance.
8. Try to schedule classes around regular court days, commissary delivery, and/ or visitation times. Day class hours **usually show higher attendance to classes**. It is hard for many to cope with incarceration and depression is common. We must be a positive influence for them and as non-judgmental as possible.

Administering Assessments in Corrections Setting

- 1) Administer the TABE Locator and TABE 11/12 Assessments according to the guidelines set forth in the Kentucky Skills U Implementation Guide – pages 28-32 (**Appendix L**).
- 2) GED® seekers who score at NRS education functioning level 4 and above in Math or Reading should be given the corresponding GED Ready® tests as soon as possible. Students scoring 145 or higher on any Ready test may proceed to take the GED® test in that area.
- 3) If there is no access to the online GED Ready® test and GED® tests in the corrections facility, contact Rae Smith. The GED Ready® tests and GED® test software can be downloaded to computers and taken on laptops.

Resources for NCRC in Corrections

- 1) WorkKeys® ONLINE Assessment Guide (to administer test online)
<http://www.act.org/content/dam/act/unsecured/documents/SingleExaminee.pdf>

- 2) WorkKeys® Paper Testing Guide to Ordering WorkKeys® Assessments and Study Guides
[http://www.act.org/content/act/en/products-and-services/WorkKeys®\)-foreducators/assessments/administration.html](http://www.act.org/content/act/en/products-and-services/WorkKeys®)-foreducators/assessments/administration.html)

- 3) Shortcut to ordering once account is established:
<http://readiness.act.org/>

- 4) KY SKILLS U WORKKEYS® Administration Guidelines
Kentucky Skills U Implementation Guidelines 18/19 - pages 44-45 (**Appendix E**)

Electronic administration of the NCRC

1. Enroll students
2. Locate and TABE test the student in the lowest level.
3. Give the student the three-part study packet
4. Packet is returned, reviewed, then 21 hours are recorded for low duration class.
5. The NCRC is then administered through the Validus Testing System.
Instruction manual can be found here:

[https://www.act.org/content/dam/act/unsecured/documents/ACTWorkKeys®\)TestDeliverySystem-TAOUUserGuide.pdf](https://www.act.org/content/dam/act/unsecured/documents/ACTWorkKeys®)TestDeliverySystem-TAOUUserGuide.pdf)

Jail Programming by County

PROGRAM	Adair	Allen	Ballard	Barren	Bourbon	Boyd	Boyle	Breckinridge	Bullitt	Butler	Calloway	Campbell
MRT Moral Reconation Therapy		X		X				X		X	X	X
MRTMentor								X				
MRT Untangling Relationships												
MRT Anger Management		X		X				X		X		
MRT Anger Management Mentor												
MRT Parenting for Women		X		X								
MRT Parenting for Men		X		X				X				
MRT Relapse Prevention		X										
MRT Reentry to the Community		X										
Thinking for Good								X				
MRTTrauma for Men/Women												
NCRC	X	X	X	X	X	X	X	X	X	X	X	X
Nurtering Fathers												
InsideOut Dads											X	
24/7 Dads												
PORTAL New Direction		X		X				X			X	
SAP Male							X	X	X			
SAP Female												
SAP Mentor Male							X	X	X			
SAP Mentor Female												
REACH												

Jail Programming by County

PROGRAM	Carter	Casey	Christian	Clark	Clay	Crittenden	Daviess	Fayette	Franklin	Fulton	Grant	Graves
MRT Moral Reconciliation Therapy			X		X	X	X	X	X	X	X	X
MRT Mentor					X	X						
MRT Untangling Relationships						X						
MRT Anger Management			X		X	X		X	X	X		
MRT Anger Management Mentor						X						
MRT Parenting for Women			X		X	X						
MRT Parenting for Men			X		X	X						
MRT Relapse Prevention			X		X	X						
MRT Reentry to the Community			X		X							
Thinking for Good					X	X						
MRT Trauma for Men/Women						X						
NCRC	X	X	X	X	X	X	X	X	X	X	X	X
Nurturing Fathers												
InsideOut Dads								X				
24/7 Dads				X		X						
PORTAL New Direction					X	X		X		X		X
SAP Male			X				X	X		X		
SAP Female												
SAP Mentor Male			X				X	X		X		
SAP Mentor Female												
REACH												

Jail Programming by County

PROGRAM	Grayson	Greenup	Hardin	Harlan	Hart	Henderson	Hopkins	Jackson	Jessamine	Kenton	Laurel	Larue	Leslie
MRT Moral Reconciliation Therapy	x		x			x	x	x	x	x	x		x
MRT Mentor							x			x			
MRT Untangling Relationships													
MRT Anger Management	x						x	x			x		x
MRT Anger Management Mentor													
MRT Parenting for Women	x						x	x			x		x
MRT Parenting for Men	x						x	x			x		x
MRT Relapse Prevention								x			x		
MRT Reentry to the Community													
Thinking for Good													
MRT Trauma for Men/Women								x			x		
NCRC	x	x	x	x	x	x	x	x	x	x	x	x	x
Nurturing Fathers													
InsideOut Dads	x								x				
24/7 Dads													
PORTAL New Direction	x					x		x	x		x		
SAP Male	x		x	x			x			x			
SAP Female			x			x							
SAP Mentor Male	x		x	x			x			x			
SAP Mentor Female			x			x							
REACH													

Jail Programming by County

PROGRAM	Lewis	Lincoln	Logan	Madison	Marion	Marshall	Mason	McCracken	Meade	Montgomery	Muhlenberg
MRT Moral Reconciliation Therapy			X		X	X		X	X	X	X
MRT Mentor					X			X	X		
MRT Untangling Relationships								X			
MRT Anger Management			X		X	X		X		X	X
MRT Anger Management Mentor								X			
MRT Parenting for Women			X			X		X	X	X	
MRT Parenting for Men			X					X		X	
MRT Relapse Prevention					X	X		X		X	
MRT Reentry to the Community								X			
Thinking for Good										X	
MRT Trauma for Men/Women								X		X	
NCRC	X	X	X	X	X	X	X	X	X	X	X
Nurturing Fathers							X				
InsideOut Dads						X					
24/7 Dads											
PORTAL New Direction	X		X					X		X	
SAP Male					X		X				
SAP Female											
SAP Mentor Male					X		X				
SAP Mentor Female											
REACH					X						

Jail Programming by County

PROGRAM	Pike	Powell	Pulaski	Rockcastle	Rowan	Russell	Scott	Shelby	Simpson	Taylor	Three Forks	Todd	Union
MRT Moral Reconation Therapy	X	X	X	X			X	X	X		X		X
MRTMentor		X									X		
MRT Untangling Relationships													
MRT Anger Management		X	X						X		X		X
MRT Anger Management Mentor													
MRT ParentingforWomen			X						X				X
MRT Parenting for Men		X	X						X		X		X
MRT Relapse Prevention		X							X		X		X
MRT Reentry to the Community		X									X		X
Thinking for Good									X		X		
MRTTrauma for Men/Women									X				
NCRC	X	X	X	X	X	X	X	X	X	X	X	X	X
Nurturing Fathers													
InsideOut Dads							X	X	X				
24/7 Dads							X	X					
PORTAL New Direction		X	X		X				X		X		
SAP Male	X	X						X			X		
SAP Female	X												
SAP Mentor Male	X	X						X			X		
SAP Mentor Female	X												
REACH			-										

Jail Programming by County

PROGRAM	Warren	Wayne	Webster	Whitley	Woodford
MRT Moral Reconciliation Therapy	X	X	X	X	X
MRTMentor					
MRT Untangling Relationships					
MRT Anger Management	X		X	X	
MRT Anger Management Mentor					
MRT Parenting for Women	X		X	X	
MRT Parenting for Men	X		X	X	X
MRT Relapse Prevention				X	
MRT Reentry to the Community					
Thinking for Good					
MRTTrauma for Men/Women				X	
Nurturing Fathers					
NCRC	X	X	X	X	X
InsideOut Dads					X
24/7 Dads					
PORTAL New Direction	X	X			X
SAP Male					
SAP Female					
SAP Mentor Male					
SAP Mentor Female					
REACH					

ARE YOU LOOKING TO GET 30 DAYS OFF YOUR SENTENCE?

SIGN UP FOR THE NCRC/GED

Get 30 days off your State sentence and get valuable job skills for life after incarceration.

Earn your National Career Readiness Certificate or GED

Sign up by sending a letter to: _____ or

Contact your Jail Educational Advisor

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Sign up by sending a letter to: _____ or

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SIGN UP FOR THE NCRC OR GED

Earning your NCRC will take 30 days off your sentence. The GED will take 90 days off for State Inmates

SCHEDULE OF CLASSES AND SIGN UP

CLASS#1- MONDAY and WEDNESDAY (9:00am-11:00pm)-

MEN Secure (8 max)-GED ONLY

NAME	POD/LOCATION

CLASS#2- MONDAY AND WEDNESDAY (1:00pm-3:00pm)-

Men SECURE (8 max)-NCRC ONLY

NAME	POD/LOCATION

SIGN UP FOR THE NCRC OR GED

Earning your NCRC will take 30 days off your sentence. The GED will take 90 days off for State Inmates

SCHEDULE OF CLASSES AND SIGN UP

CLASS #3 -TUESDAY and THURSDAY (1:00pm-3:00pm)-

Women Secure (8 max)-GED ONLY

NAME	POD/LOCATION

CLASS#4- MONDAY AND WEDNESDAY (3:00pm-5:00pm)-

Men Dorm (8 max)-NCRC and GED

NAME	POD/LOCATION

List Distance Learning Materials

Pre-High School Equivalency GED, TASC, HiSET Math 1 & 2 from New Reader's Press {NRP}

Pre-High School Equivalency GED, TASC, HiSET Social Studies {NRP}

Pre-High School Equivalency GED, TASC, HiSET Science {NRP}

Pre-High School Equivalency GED, TASC, HiSET Reading {NRP}

Pre-High School Equivalency GED, TASC, HiSET Writing 1 & 2 {NRP}

Scoreboost for the 2014 GED Test, Mathematics: Algebraic Thinking {NRP}

Scoreboost for the 2014 GED Test, Math: Fractions, Decimals, Percents, and Proportions {NRP}

Scoreboost for the 2014 GED Test, Math: Measurements & Geometry {NRP}

Scoreboost for the 2014 GED Test, Math: Graphs, Data Analysis and Probability {NRP}

Scoreboost for the 2014 GED Test, Thinking Skills {NRP}

Scoreboost for the 2014 GED Test, Writing Across the Test: Sentence Structure, Usage & Mechanics {NRP}

Scoreboost for the 2014 GED Test, Writing Across the Test: Responding to the Text: RLA, Soc. St, Sci {NRP}

Visual Literacy: Scales, Charts & Diagrams {NRP}

Visual Literacy: Tables & Graphs {NRP}

Visual Literacy: Maps, Photographs & Editorial Cartoons {NRP}

Student Edition Mathematical Reasoning Test Prep for the 2014GED test from Steck-Vaughn (SV)

Student Workbook Mathematical Reasoning Test Prep for the 2014GED test {SV}

Student Edition Reasoning Through Language Arts Test Prep for the 2014GED test {SV}

Student Workbook Reasoning Through Language Arts Test Prep for the 2014GED test {SV}

Student Edition Science Test Prep for the 2014GED test {SV}

Student Workbook Science Test Prep for the 2014GED test {SV}

Student Edition Social Studies Test Prep for the 2014GED test {SV}

Student Workbook Social Studies Test Prep for the 2014GED test {SV}

Scoreboost TAFE 11/12 TAFE D Mathematics 1: Number System & Functions {NRP}

Scoreboost TAFE 11/12 TAFE D Mathematics 2: Ratios & Proportional Relationships {NRP}

Scoreboost TAFE 11/12 TAFE D Mathematics 3: Geometry, Measurements & Data {NRP}

Scoreboost TAFE 11/12 TAFE D Mathematics 4: Statistics & Probability {NRP}

Scoreboost TABE 11/12 TABE M Mathematics 1: Numbers & Operations (NRP)

Scoreboost TABE 11/12 TABE M Mathematics 2: Measurements, Data & Geometry (NRP}

Scoreboost TABE 11/12 TABE M Mathematics 3: Algebraic Thinking & Statistics (NRP}

Scoreboost TABE 11/12 TABE D Reading (NRP}

Scoreboost TABE 11/12 TABE M Reading (NRP}

Scoreboost TABE 11/12 TABE M Language(NRP}

ACT Workkeys Prep Package: Graphic Literacy

ACT Workkeys Prep Package: Applied Math

ACT Workkeys Prep Package: Workplace Documents

Release of Information

I grant permission to Skills U Adult Education to use any images of my likeness for purposes of education, advertisement and community information.

Student Signature

Printed Name

I agree to Skills U Adult Education's technology policy in that I will not abuse the equipment and resources provided nor will I use them for anything other than education purposes.

Student Signature

Date

I give Kentucky Council on Postsecondary Education (CPE) and Kentucky Skills U Adult Education permission to release my postsecondary enrollment/attendance and GEDTS information in the following way(s). (Check one or both options)

A copy of my attendance/enrollment may be sent to DOC (Dept. of Corrections) via paper or Electronic method.

I would like a copy of my attendance to keep and give to whomever I feel needs access.

Student Signature

Date



Kentucky Skills U Partners

KAERS ID: _____

INTAKE INFORMATION

1 STUDENT INFORMATION

SSN: _____ Driver's License #: _____
 Last Name: _____ First Name: _____ MI: _____
 Cell Phone: _____ Date of Birth: _____ Email: _____

2 ADDRESS

County of Residence: _____
 Street: _____ City: _____
 State: _____ ZIP: _____

3 OTHER

Last grade completed: _____ Check if Completed Outside U.S. Gender: Male Female
 Living Area: Rural Urban Years out of school? : _____ Hispanic Origin? : Yes No

4 CURRENTLY RECEIVING:

Unemployment Insurance
 Disability SSI
 TANF
 SNAP
 Medicaid

5 RACE:

American Indian/Alaskan Native
 Black, or African American
 Asian
 Hispanic or Latino
 White, Not of Hispanic Origin
 Native Hawaiian or Pacific Islander

6 OTHER STUDENT INFORMATION:

Homeless
 U. S. Citizen
 Veteran
 Immigrant

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning (8am to 12PM)							
Afternoon (12pm to 4PM)							
Evening (4pm to 8PM)							

When is the best time for you to attend classes? (Please check all that apply.)

I give the Kentucky Education and Workforce Development Cabinet and Kentucky Skills U (Office of Adult Education) permission to release my post-secondary enrollment, GED Testing Service® information, and employment status to Kentucky Skills U providers as well as this enrollment information to the Council on Postsecondary Education, the Kentucky Community and Technical College System, or any other public postsecondary institution.

ENROLLMENT INFORMATION (STAFF USE ONLY)

Enroll
Date: _____
Site: _____

EMPLOYMENT STATUS
 Correctional Facility
 Not in Labor Force
 Employed but Notice Termination
 Employed FT/PT
 Unemployed

SECONDARY EDUCATION CREDENTIAL
 GED/High School Equivalency
 High School Diploma
 Other High School Equivalency
 None
 Non U.S.-based High School Diploma

ENROLLMENT SOURCE
 Community Agencies
 County Jail
 Court Ordered
 Employer/Business
 Other Correctional Inst. /Program
 Personal Referral (Word of Mouth)
 Post-Secondary School Referral
 Probation and Parole
 Secondary School Referral
 State Institution
 Walk-In Media Influence
 WIOA Core Partner

PROGRAM TYPE
 Adult Education or ESL
 AE/ESL Carry-Over Achievements
 Official Practice Test (OPT)/
 Paraeducator

ENROLLMENT SUBJECT
 Reading
 Math
 Language

SERVICE TYPE

<input type="checkbox"/> Adult Ed at the Workplace	<input type="checkbox"/> AOKY Fall
<input type="checkbox"/> Family Literacy	<input type="checkbox"/> AOKY Spring
<input type="checkbox"/> Corrections	<input type="checkbox"/> AOKY July
<input type="checkbox"/> EL/Civics	<input type="checkbox"/> AOKY June
<input type="checkbox"/> SNAP E&T Treatment	<input type="checkbox"/> GED Plus (Fall)
<input type="checkbox"/> SNAP E&T Control	<input type="checkbox"/> GED Plus (Spring)
<input type="checkbox"/> IET	

ASSIGNED STAFF

INTENT

<input type="checkbox"/> Basic Skills Acquisition	<input type="checkbox"/> Learn English Language
<input type="checkbox"/> Gain Employment	<input type="checkbox"/> NCRC
<input type="checkbox"/> GED	<input type="checkbox"/> Transition to College
<input type="checkbox"/> KESC	

BARRIERS OF EMPLOYMENT

Individual with a Disability? Yes No

CATEGORY OF DISABILITY (Check all that apply)

<input type="checkbox"/> Physical/Chronic Health Condition	<input type="checkbox"/> Physical/Mobility Impairment	<input type="checkbox"/> Mental or Psychiatric
<input type="checkbox"/> Vision-related Disability	<input type="checkbox"/> Hearing-related disability	<input type="checkbox"/> Learning Disability
<input type="checkbox"/> Cognitive/Intellectual Disability	<input type="checkbox"/> No Disability	

Exhausting TANF within 2 Years? Yes No

Homeless Participant, Homeless Children and Youths or Runaway Youth? Yes No

Single Parent? Yes No

Low Income Status? Yes No

Cultural Barriers? Yes No

Foster Care Youth Status? Yes No

Ex-Offender? Yes No

Migrant and Seasonal Farmworkers? Yes No

Displaced Homemaker? Yes No

Long-term Unemployed? Yes No

Regular Transportation? Yes No

Custody of at Least One Child under the Age of 6? Yes No

STATE ASSESSMENTS

COURSES OF STUDY

A student's course of study is determined by a student's National Reporting System (NRS) functioning level (i.e., ABE 1-5/ESL 1-6) at entry. The following is the minimum amount of contact time to constitute a course of study for the purpose of the following assessment guidelines:

- Students who enter at NRS functioning ABE levels 1-4/ESL levels 1-6 shall accrue at least 40 hours of contact time and be administered the appropriate posttest, or earn a measurable skill gain.
- Students who enter at NRS ABE level 5 shall accrue at least 30 hours of contact time and be administered the appropriate posttest, or earn a measurable skill gain.

The following assessments/completed courseware may not be fully administered until a student has completed a course of study: non employer-requested NCRC, KESC, and KCRC. If a student makes a measurable skill gain, s/he may be administered the aforementioned assessments/courseware prior to completing the course.

ACT WORKKEYS® AND NATIONAL CAREER READINESS CERTIFICATE (NCRC)

No more than six ACT WorkKeys® modules shall be administered to any one student free-of-charge in any one fiscal year. Also, once a student has successfully earned an NCRC (Silver or higher), no additional ACT WorkKeys® assessments shall be administered.

All NCRCs earned in a month shall be "approved to print" (as appropriate) prior to the last day of the month. The bronze NCRC shall not be printed.

When possible, ACT WorkKeys® testing shall be administered online. If a paper-and-pencil test is administered, the test shall be sent to be scored immediately following the completion of the test.

No ACT WorkKeys® tests should be administered by paper-and-pencil between June 15 and the end of the program/fiscal year.

No correctional student who currently holds an NCRC is eligible for additional programs of study that include an NCRC. Local providers are required to verify (via KYNCRC) that the student does not already hold an NCRC prior to enrolling the student in the course of study to earn an NCRC.

The administration of the ACT WorkKeys® assessments, to issue an NCRC, shall be administered free of charge to adult education participants with an NCRC-attainment goal. The final ACT WorkKeys® assessment shall not be administered until the student has successfully completed their course of study (e.g., student has scored a Silver or higher on ACT WorkKeys® Workplace Documents and ACT WorkKeys® Applied Math, but has not taken ACT WorkKeys® Graphic Literacy) and the student should demonstrate academic readiness related to WorkKeys assessment content prior to last test administration.

Adult Education Students with intent to earn an NCRC

- Student with the intent to earn an NCRC who has not passed any of the three parts of the ACT WorkKeys® test or has passed WorkKeys Graphic Literacy only shall be administered the TABE Locator in mathematics and reading. The Language Locator may be administered at program discretion.
- Student with the intent to earn an NCRC who has passed WorkKeys Applied Math shall be administered the TABE Locator in reading. The Language and Math Locator may be administered at program discretion.
- Student with the intent to earn an NCRC who has passed WorkKeys Workplace Documents shall be administered the TABE Locator in math. The Language and Reading Locators may be administered at program discretion.

Employer-Requested NCRC

Individuals who are seeking an employer-requested National Career Readiness Certificate may be administered an ACT WorkKeys® assessment without completing a course of study. If the test taker does not achieve the desired or employer-requested necessary level of certification (i.e., silver, gold, platinum), then the individual may enroll in and complete a course of study and be administered a second ACT WorkKeys® assessment.

The ACT VALIDUS realm has two drop-down fields: “Standard” for students who have completed a KYAE Skills U course of study and “Employer” for assessment-only individuals. For individuals who are solely testing for the International Union of Operating Engineers Local 181, choose “Employer” from the drop-down field.

For assessment-only individuals to qualify for employer-requested ACT WorkKeys® assessments, they must meet the following criteria:

1. The job must be posted in Focus Career.
2. The employer must require an NCRC as a condition of employment.

WORLDWIDE INTERACTIVE NETWORK (WIN)

Worldwide Interactive Network (WIN) Learning is a source for online career and college readiness instruction, resources, and assessments including academic and essential soft skills. Kentucky Adult Education Skills U, in partnership with the Kentucky Department of Workforce Investment, contracted to provide access to the WIN courseware and assessments through 2025, at no charge to individuals who are eligible for services through their local Skills U center. Those who are not eligible for adult education services may access the WIN courseware and assessments through the Kentucky Career Centers. WIN resources and more information is available at <http://www.kyae.ky.gov/educators/resources/win.html>

The WIN courseware is available, via a joint purchase by Kentucky Skills U and the Department of Workforce Investment, to all state agencies with the exception of Kentucky Department of Education (many school districts already have contracted for this service).



Student Homework Assignments



Name: _____

Teacher: _____

Book	Content Area	Pages/Hours	Date	Teacher Signature	Student Signature
Orientation + Admissions +		2 hrs			
TABE TESTING		4 hrs			
PREP PACKAGE Workplace Documents		4 hrs			
PREP PACKAGE Graphic Literacy		4 hrs			
PREP PACKAGE Applied Math		4 hrs			
TABE SCOREBOOST GEOMETRY		4 hrs			
CONTEMPORARY MATH BOOKLET		4 hrs			
NEW READERS PRESS MATH		4 hrs			

**Thorn Hill Skills U Center
TABE Locator
Test Form 11 and 12**

Name _____

Date _____

Reading (Time–45 minutes)	Mathematics Part 1 No Calculator Allowed (Time–15 minutes)	Mathematics Part 2 Calculator Allowed (Time–15 minutes)	Language (Time–25 minutes)																				
1.	1.	9.	1.																				
2.	2.	10.	2.																				
3.	3.	11.	3.																				
4.	4.	12.	4.																				
5.	5.	13.	5.																				
6.	6.	14.	6.																				
7.	7.	15.	7.																				
8.	8.	16.	8.																				
9 Part A.	Score _____/8	Score _____/8 Total Math _____/16 TABE Level _____	9.																				
Part B.			10.																				
10.			11.																				
11.	FOR INSTRUCTOR USE ONLY Locator Test Scores Evaluation Chart <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Reading</th> <th>Mathematics</th> <th>Language</th> <th>TABE Level</th> </tr> </thead> <tbody> <tr> <td>0-5</td> <td>0-5</td> <td>0-5</td> <td>E</td> </tr> <tr> <td>6-11</td> <td>6-9</td> <td>6-10</td> <td>M</td> </tr> <tr> <td>12-15</td> <td>10-12</td> <td>11-13</td> <td>D</td> </tr> <tr> <td>16-19</td> <td>13-16</td> <td>14-16</td> <td>A</td> </tr> </tbody> </table>		Reading	Mathematics	Language	TABE Level	0-5	0-5	0-5	E	6-11	6-9	6-10	M	12-15	10-12	11-13	D	16-19	13-16	14-16	A	12.
Reading			Mathematics	Language	TABE Level																		
0-5			0-5	0-5	E																		
6-11			6-9	6-10	M																		
12-15			10-12	11-13	D																		
16-19			13-16	14-16	A																		
12 Part A.			13.																				
Part B.			14.																				
13.			15.																				
14.			16.																				
15 Part A.																							
Part B.																							
16.																							
Score _____/19 TABE Level _____			Score _____/16 TABE Level _____																				

Kentucky Test Readiness Certification for Offline Ready Test

This certifies the applicant has passed the GED Ready™: The Official Practice Test and is eligible to take the GED Test.

Signature of Adult Education Provider X	Program Name 	
Print Name 	County 	Provider Phone Number <input type="text"/> <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Provider E-mail 		

Applicant Name (Last, First, Middle Initial or Maiden Name)

Date of Birth (Month/Day/Year) <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Age at application <input type="text"/>	Social Security Number <input type="text"/> <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
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GED Ready™ Test Scores

Date	Reasoning Through Language Arts	Social Studies	Science	Math	Total Points

Sent by FAX 502-696-5863 or email GED@ky.gov

Schedule GED® Test

NAME:

School History

What is the highest grade you completed in school?
("Completed" means you successfully attended the full school year and went on to the next grade; all options include home-schooling.)

- I never attended school
- Pre-school – 5th grade
- 6th – 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade but did not graduate
- I don't remember the highest grade I completed

What year did you complete your highest grade in school? type year

Please indicate the reason you did not complete school.

- Academic (e.g., had low attendance, struggled with schoolwork, etc.)
- Personal (e.g., cared for a family member, I had to get a job, etc.)
- Both personal and academic
- Neither personal nor academic
- This does not apply to me, I was home schooled
- This does not apply to me, I have a high school diploma from another country

What is your current work status?

- Working full time
- Working part time
- Not employed – but actively looking for work
- Not employed – not looking for work
- Not employed – permanent disability
- Retired – not working

What was your total personal income over the past twelve months?

- Under \$5,000 or unemployed
- \$5,000 - \$9,999
- \$10,000 - \$19,999
- \$20,000 - \$29,999
- \$30,000 - \$39,999
- \$40,000 - \$49,999
- \$50,000 - \$74,999
- \$75,000 or more

Did you study to take the GED® test (e.g., on your own or in a classroom)?

- Yes
- No

What is your *main* reason for taking the GED® test? Please choose only one.

- Personal Gain (e.g., gain personal satisfaction, serve as a positive example, etc.)
- Work-related (e.g., get a new or better paying job, keep current job, etc.)
- Educational Gain (e.g., to enter a technical college, 2 - 4 year degree program, etc.)
- Special Requirement (e.g., court or corrections requirement, for public assistance, etc.)
- Entrance to the military

Who or what was the *main* factor that convinced you to take the GED® test? Please choose only one.

- GED Testing Service Website
- Other Online Site
- E-mail
- Print Media (magazine, newspaper, brochure, flyer, or poster)
- Broadcast Media (television, radio)
- Friend
- Family Member
- Coworker or Boss/Employer
- High School Counselor, Teacher or Official
- Adult Education Teacher or Staff Member
- Social Worker or Employment Counselor
- Court or Corrections Official; Probation or Parole Officer
- E-mail
- Other (please specify)

Please provide your Social Security or Tax Identification Number:

What is your gender?

- Male
- Female
- Decline to answer

What is the primary language you speak at home?

What is your ethnicity?

- Hispanic or Latino
- Not Hispanic or Latino
- Decline to answer

What is your race?

Select all that apply.

- Black or African American
- Asian
- Native Hawaiian or Other Pacific Islander
- Decline to answer
- American Indian or Alaskan Native
- None
- White

Can GED Testing Service contact you for future research participation? All information collected will be anonymous and kept confidential.

- Yes
- No

Terms and Conditions

By accessing this website and checking “I agree” below, you indicate your acceptance of GED Testing Service LLC’s Privacy Policy, Terms and Conditions, and Use of cookies to support your GED Testing Service LLC experience and by providing your personal information you consent to the collection, use, transfer and disclosure of your personal information to GED Testing Service LLC, including transfer and disclosure of your personal information outside of the jurisdiction where you are located. You agree GED Testing Service LLC may transfer your personal information to its authorized third parties, the state or jurisdiction programs, adult education centers, test centers and the state or jurisdiction authorized third parties. Adult education centers and testing centers main purposes for using your test scores are to improve their educational programs, work with individuals to assist them in improving their scores, and to plan graduation ceremonies. In addition, some states or jurisdictions may have their own, possibly different, privacy policies that you should review.

- Yes, I agree to the statements and policies listed directly above.
- No, I do not agree to the statements and policies listed directly above.

By checking this box you signify that you have read, understand and agree to the terms of the GED Test Non Disclosure Agreement (“NDA”). If you have any questions, please contact contracts@GEDtestingservice.com or call 1-952-681-3444.

GED Readiness Test Scores Sheet

Student's Name

Math Score _____ Date _____

Science Score _____ Date _____

Reading Score _____ Date _____

Soc. Stud. Score _____ Date _____

Site Header

A	NAME AND SITE ADDRESS		
_____ Test Coordinator Name			
_____ Site Name			
_____ City		_____ State	_____ ZIP Code
_____ Telephone Number			

B	INSTITUTION/ SITE CODE																																																																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>							0	0	0	0	0	0	1	1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	6	6	7	7	7	7	7	7	8	8	8	8	8	8	9	9	9	9	9	9
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DIRECTIONS: A Site Header is required for all answer documents being returned to ACT for scoring.

INSTRUCTIONS: Use a soft lead No. 2 pencil only. Enter the information requested and fill in the appropriate ovals below each box. Erase any errors completely. Place this completed form on the top of your answer documents and return in your first return envelope. Follow the directions below or refer to the manual of instructions.

- BLOCK A:** Enter the information requested.
- BLOCK B:** Enter the 6-digit Institution/Site Code. See your packing list for the appropriate code.
- BLOCK C:** Enter the information requested, if applicable.
- BLOCK D:** Enter the information requested, if applicable.
- BLOCK E:** Record your 3-digit Contract/Cycle Code. See your packing list for the appropriate code.
- BLOCK F:** Enter the month and year that best reflect your administration period.
- BLOCK G:** Enter the number of answer documents to be scored. DO NOT include unused answer documents or this form in your count. If the number is less than 10000, enter the appropriate number of zeros (e.g., 00200).

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Workplace Documents

Assessment

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All corresponding answer documents must be scored on or before the expiration date.

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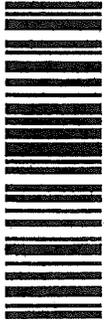
Applied Math

Assessment

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Graphic Literacy

Assessment

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be given to the options requested by the student [see also Section 504, Americans with Disabilities Act (ADA)]; or

B. Skills U local provider staff has administered an informal assessment/pre-screening instrument and determined that accommodations are warranted [e.g., TABE's Word List and/or TABE L (pictures)].

- Accommodated assessments shall be in compliance with accommodated testing guidelines, policies, and procedures established by the program's fiscal agent.
- Accommodated assessments shall be in compliance with test publisher guidelines.
- Typical assessment accommodations for students with a documented disability include large print, extended time, audio cassette, calculator for math, private room, and break time.
- The accommodation shall be specific to the disability and address only the documented functional limitations.

If an adult student has a documented disability and these additional instruments still cannot accurately measure the student's ability, documentation showing an attempt was made to assess the learner and the result of this attempt shall be kept in the learner's record.

Placing Students in Educational Functioning Levels (EFLs)

Local providers are required to assess and place all students into an educational functioning level. The post-assessment shall conform to the test publisher's guidelines for the amount of time needed for a student to show a level gain.

Use of Different Assessment Forms

Assessments designed for multiple administrations with the same students, such as for initial testing and posttesting, have *different, but equivalent versions or forms*. In addition, TABE has different forms for student proficiency levels (e.g., "easy" and "advanced"). When using such a test, providers must *follow the test publisher's guidelines in selecting the correct test form for each student*.

Initial Assessment

The initial assessment is the basis for placing students in an initial educational functioning level according to NRS. It is the baseline on which providers' measure student level gains. Providers should administer a locator test for guidance on the appropriate initial test to use. (Also see TABE Locator and Initial Assessment section.)

1. Kentucky Skills U providers may accept any initial TABE test administered by a certified TABE Administrator within the One Stop Delivery System or a KCTCS Testing Center for initial placement.

2. Students and test administrators shall sign, date, and include the printed online diagnostic profile in the student's file when TABE/CASAS is administered online or the paper test form (e.g., Scantron sheet) when TABE/CASAS is administered offline.

Placement Policy Based on Initial Assessment

Using the results of the initial assessment, providers shall place students at the appropriate NRS educational functioning level. However, if multiple skill areas are assessed and the student has differing abilities in each area, NRS guidelines require that the provider place the student according to the lowest skill area for reporting purposes. [Click here](#) for criteria placing ABE, ELA/ESL, and ASE students at each educational functioning level, using TABE, and CASAS as initial assessments for intake placement.

Established Time for Posttest/Progress Assessment

Providers shall administer a posttest/progress assessment to students at a uniform time based on assessment publisher's recommendations for instruction time. This is to ensure that the time for administering the posttest is long enough to allow the test to measure a level gain. *Additionally, local providers must conduct posttests with the parallel form of the same assessment used to place the student.* (See [Kentucky Skills U-Approved Assessment Guidelines including posttesting timeframes.](#))

Level Advancement Policy Based on Post-Assessment

Level gain is determined by comparing the student's initial educational functioning level with the educational functioning level measured by the posttest.

It is important to note that, if a student is not posttested, then no advancement can be determined for that student. The student must remain in the same level as initially placed for NRS reporting.

TABE RETESTING BASED ON OUT-OF-RANGE TABE TEST SCORES

According to the Norms Books for the TABE tests, the Standard Error of Measurement (SEM) escalates rapidly at the extreme range for each test. The increased SEM indicates that test scores occurring at the high and low ends of each range of scores are unreliable. This means that high and low scores on each of the tests are less likely to be a true indication of the student's ability.

Therefore, students scoring out of range shall be retested. When a student's test score on the TABE falls outside of an acceptable range as identified in the TABE 9/10 table below, retesting shall occur with a higher or lower level of the test.

Out-of-Range TABE Test Scores

The following table shall be used to determine whether the student's score is within the acceptable range of scores on that test and level. If the score is within the acceptable range, the test can be considered valid. If the score is outside of the acceptable range, the test

TABE LOCATOR

“Programs should administer a locator test for guidance on the appropriate initial test to administer” (*NRS Implementation Guidelines*, February 2016).

High school equivalency diploma-seekers

- High school equivalency diploma-seeker who has not passed any GED Ready® tests shall be administered the *TABE Locator* in mathematics and reading. The Language Locator *may* be administered at program discretion.
- High school equivalency diploma-seeker who has passed the GED Ready® mathematics test shall be administered the *TABE Locator* in reading. The Language and Math Locator(s) *may* be administered at program discretion.
- High school equivalency diploma-seeker who has passed the RLA GED Ready® test shall be administered the *TABE Locator* in math. The Language and Reading Locators *may* be administered at program discretion.
- High school equivalency diploma-seeker who has passed the RLA GED Ready® test and GED Ready® mathematics test shall be administered the *TABE Locator* in at least one content area at program discretion.

While the *Locator* is an important tool, information from a *Locator* should be viewed only as a formative assessment (rough estimate) of the student’s functioning level, not as a summative or predictive assessment.

When possible (i.e., Internet access is available), TABE testing shall be administered online. When TABE is administered on paper, score sheets must be scanned and uploaded through DRC database.

TABE 11/12 ACCEPTABLE SCORE RANGES

TEST LEVEL	GRADE LEVEL RANGE	MATH	READING	LANGUAGE
L (LIMITED LITERACY)	K - 3 RD GRADE	300 - 489	300 - 498	300 - 507
E (EASY)	1 ST - 5 TH GRADE	376 - 530	389 - 533	358 - 544
M (MEDIUM)	2 ND - 8 TH GRADE	454 - 589	443 - 572	460 - 580
D (DIFFICULT)	4 TH - 10 TH GRADE	502 - 654	504 - 615	515 - 625
A (ADVANCED)	7 TH - 12 TH GRADE	541 - 800	540 - 800	552 - 800

TABE 11 – 12 LOCATOR TEST CLASSIFICATION

Number of Points Obtained	TABE LEVEL		
	Mathematics	Reading	Language
0	E	E	E
1	E	E	E
2	E	E	E
3	E	E	E
4	E	E	E
5	E	E	E
6	M	M	M
7	M	M	M
8	M	M	M
9	M	M	M
10	D	M	M
11	D	M	D
12	D	D	D
13	A	D	D
14	A	D	A
15	A	D	A
16	A	A	A
17		A	
18		A	
19		A	