

Adult Education and Literacy's Full Range of Services

Each funded Adult Education and Literacy (AEL) provider must maintain at least one learning center that provides the full range of services. The number of required full-service centers will depend on the local region's population and demand for services. For example, Chittenden County serves a large number of students and the funded provider for the county is required to maintain at least one full-service learning center in the county. Satellite offices may also be supported by grant funds and may be open less than full-time.

The AOE requires that each full-service AEL Center must provide the following range of ABE/ASE services.

- Systemic **outreach and recruitment** to AEL target populations.
- Ensure students meet **eligibility requirements**:
 - Students meet the age requirement, being 16 years of age or older and not required to be enrolled in secondary school.
 - Students do not have a high school diploma or equivalent or has not achieved an equivalent level of education; or is an English language learner.
- **Intake and enrollment** procedures that welcome learners and establish a strong commitment to, support of, and expectation for each learner's AEL participation, making full use of education plans and personalized learning plans to make fully informed decisions regarding program options. Orientations are given at flexible times to accommodate students' schedules. Procedures shall include:
 - outreach, intake, and orientation to information and other services available through the one-stop delivery system (career service);
 - information in a format learners can understand (ADA compliant);
 - provision of referrals to and coordination of activities with other appropriate programs and services, including programs and services within the one-stop delivery system and, when appropriate, other workforce development programs (career service); and
 - support services and an appropriate referral process (special needs, multiple barriers).
- **Skills instruction that is of sufficient intensity and duration and**:
 - utilizes research and/or evidence-based practices that include the essential components of reading;
 - adapts to allow for disability-related needs which include:
 - audio or enlarged materials;

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- computers for use with students that have print-related disabilities;
 - allowing students with disabilities to participate in all programs and activities; and
 - working with Vocational Rehabilitation’s Assistive Technology program as applicable.
 - integrates program components that train and better equip students to support the learning needs of children in the students’ families;
 - addresses the College and Career Readiness Standards;
 - addresses the [transferable skills](#) as described in Vermont’s [Education Quality Standards](#);
 - responds to learning needs of learners at each of the NRS skill levels;
 - offers structured and sequential programming in each of the following contexts:
 - basic literacy for lowest level (NRS 1-2) learners
 - goal-oriented educational services for intermediate and higher level (NRS 3-6) learners
 - transition to high school credential programs
 - High School Completion Program
 - GED preparation and transition to testing
 - Instructional support for project-based learning
 - English language acquisition for Speakers of Other Languages (ESOL)
 - College readiness
 - Work readiness
 - integrates the development of core literacy skills with transferable skills;
 - follows a coherent sequence of learning and is guided by curriculum framework developed by the state in collaboration with providers;
 - engages learners for continuous participation;
 - uses varied instructional approaches in response to varied learning abilities, styles, and preferences;
 - engages learners in ongoing assessment and documentation of their skill gains;
 - makes maximum use of small learning communities as appropriate; and
 - is provided by trained and qualified instructional staff.
- **ESOL instruction that:**
 - focuses on communication skills relevant to learners’ practical needs to function in their new culture;
 - integrates the four language skills (listening, speaking, reading, writing) and cultural/civic understanding;
 - uses authentic resources and materials;
 - uses group strategies and interactive tasks in class that require authentic communication and cooperative learning;
 - uses the variety of experiences, skills, and knowledge learners bring with them into the classroom and honors their native culture;
 - recognizes language learning is cyclical, not linear, so learning objectives are recycled in a variety of contexts;

- varies instructional techniques to meet the needs of non-speakers to advanced speakers and the needs of learners with pre-literate to high literacy levels in their native languages;
 - provides sufficient intensity and duration essential to language acquisition and uses various strategies to support retention;
 - sets measurable learning objectives and engages the learner in assessment of skill gains; and
 - is provided by trained, qualified ESOL teachers.
- **Student skill assessments and credentials through:**
 - initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs (career service).
 - State approved standardized testing in reading, writing, mathematics, ESOL for baseline and progress assessment of skill levels;
 - compliance with Vermont's Federally-approved assessment manual;
 - TABE 11/12 paper-based and/or online version in compliance with DRC rules;
 - formal and informal assessments used by teachers and learners during instruction for ongoing guidance and documentation of learning;
 - official GED testing in compliance with GEDTS regulations and state policy for earning a GED Certificate;
 - High School Completion Program in compliance with state statute, policy and structures for earning a high school diploma; and
 - other assessments and skill certificates as they become available and are approved by the AOE and DAEL.
- **Guidance, coaching, and support services** that support student persistence and progress, including:
 - ongoing educational planning that actively guides and sequences learning activities;
 - provisions of performance information and program cost of eligible providers of education, training, and workforce services by program and type of providers (career service);
 - tracking referrals in student files;
 - Provision of information, in usable and understandable formats and languages, relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including: child care; child support; medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program; benefits under SNAP; assistance through the earned income tax credit; and assistance under a State program for TANF, and other supportive services and transportation provided through that program (career service);

- direct provision of such support services, only when not available from another agency and/or when not doing so would severely inhibit learner participation in AEL services;
- individual learner follow-up and support to overcome barriers to AEL participation;
- services intended to promote the development and use of self-advocacy skills and leadership skills in learners;
- services that help learners transition into post-secondary education, training and the workforce; and
- protocols for engaging learner voice in program development.