

Eligible Participants in Adult Education:

4/17/19

Who is Eligible:

“Eligible Individual and Target Populations for Adult Education under WIOA Title II: The term “eligible individual” means an adult requiring services or instruction below the postsecondary level:

- Who has attained the age of 16 at the time of enrollment;
- Who is not enrolled or required to be enrolled in secondary school under state law; and must have at least **one** of the following:
 - Who
 - Is basic skills deficient;
 - Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - Is an English language learner.

Target populations for the State of Wyoming adult education programs include individuals with multiple barriers to employment and educational attainment, including individuals with disabilities, criminal offenders, single parents, and individuals with limited English proficiency or low levels of literacy.”

Recommendations for handling possible populations that fall in the grey area of this definition.

How do we determine if the potential student is eligible for our services?

The high level student must:

1. Place at a maximum of NRS Level 5 [10th Grade Level Equivalent (GLE)] if they have a high school diploma or equivalency. This will allow the student to make a measurable skill gain for performance.
2. Place at a maximum of NRS level 6 if they have do not have a diploma or equivalency. The High School Equivalency Certificate (HSEC) will count as the measurable skill gain for this cohort.

The intellectually challenged student:

1. Who is not able to take an approved placement test, should not be required to take a test.
2. If educational services appropriate for the student’s needs are available, the student may be placed at the lowest NRS level. It is preferable for the instructor to have special education training to be able to develop appropriate educational services. It is recommended that there be a staff from the placing agency to accompany their students and co-teach in the classroom. There must be an agreement in place that develops appropriate and specific attainable goals for each student. The maximum number of students to instructor is determined by the program. Specific class times are to be established to provide students with the appropriate attention needed to attain specific goals.
3. If the student receives 12 or more hours of services, the student must be included in the annual NRS reporting tables.
4. Programs may not discriminate based on disability – not in registration or classroom and learning access.

The Adult Education Provider may:

1. Establish a priority of services in scheduling classes
2. Establish a partnership which may pay for additional instructional hours
3. Determine if they have or can provide educational services appropriate to the student's needs including staff with appropriate skills
4. Develop student educational plans with attainable goal appropriate to student needs in partnership with the referring agency or program
5. Establish curricula that is contextualized and prepares learners to meet their goals
6. Establish partnerships with core and/or required partners to ensure enhanced student support services to smoothly transition to their next education/training or employment goal.
7. Collaborate with community college admissions staff to clarify which students qualify for Adult Education services.