



Proficiency Attainment Model  
(PAM)  
Training



## PAM Training

### ★ What is P.A.M.?

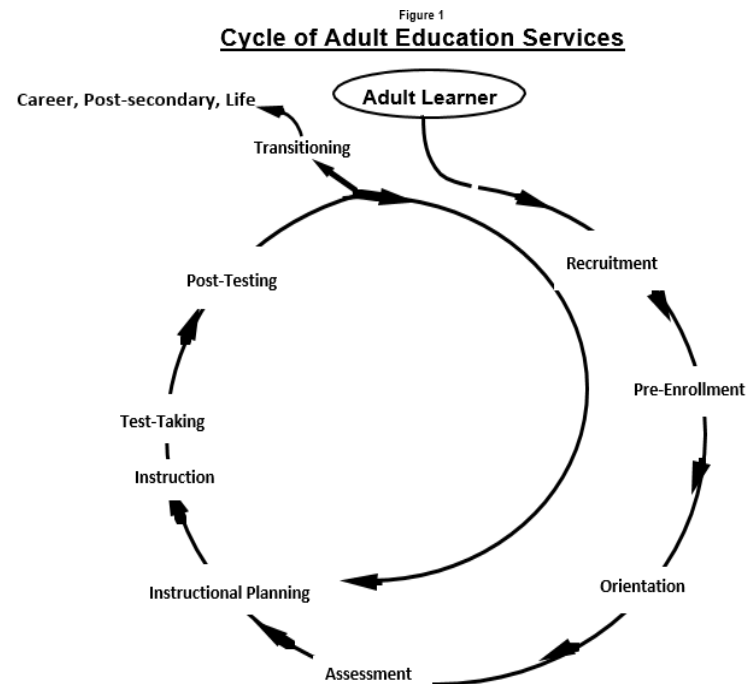
- Fundamental framework for all adult education programs in KS.
- The U.S. Department of Education with the Office of Specialized Education Programs developed PAM in conjunction w the University of Kansas' Division of Adult Studies in 1994.
- In 2015, the KAEPDC updated the document to reflect current practices.
- PAM outlines a framework & highlights resources for providing effective & efficient adult education services.



## PAM Training (Continued)

### ★ PAM Model

- The purpose is to give Adult Education staff a common goal of improving learners' knowledge and skills.
- PAM addresses the delivery of quality services identified below:





## PAM Training (Continued)

- ★ **Best Practice:** Effective PAM implementation requires program staff to understand the interrelationship of the components. Through collaboration, staff can tailor the components and activities to meet the individual needs of each program.
  
- ★ PAM Components:
  - **Pre-Enrollment:** applicant decides which service (GED or Adult Education) he/she wishes to receive.
  - **Orientation:** staff welcome adult learner(s) to the program & complete required paperwork and sign up student for assessment testing.
  - **Assessment:** provides learner and staff with education to accurately place learner in the correct educational level (National Reporting System Level 1 -12).
  - **Instructional Planning:** review available learner records and assessment results to identify instructional plan.



## PAM Training (Continued)

PAM Components (continued):

- **Instruction:** Staff provide instruction consistent with specific learning goals (i.e. pass GED, improve literacy skills, learn English as a Second Language).
- **High School Equivalency:** familiarize learners with the high school equivalency, diagnostic testing, or other exams and what to do after taking exam(s).
- **Transition Planning:** prepares learner for life outside of program by formulating an action plan to help learner achieve identified goals.

- ★ **Best Practice:** There are many job titles used to identify staff working with adults as they progress toward goal attainment. Navigator, transition coach, or career coach are a few of the job titles used in adult education programs.





## PAM Training (Continued)

### ★ Pre-Enrollment:

- Sensitivity/Warm Welcome are important during initial contact as taking this step may be difficult for many adult learners.
- Welcome the prospective student(s) regardless of delivery (i.e. in person, phone, email or social media).
- Inform them of services available and how to access those services.
  - ▶ Location of program, hours of operation, and identification of initial goals/service outcomes.
  - ▶ [NOTE: ESL may also be referred to as English Language Learners (ELL) or English Language Acquisition (ELA).



KS requires managed enrollment & a minimum of **6/six** hours of instruction per week for all programs.



## PAM Training (Continued)

- ★ Document if a student discloses that he/she has a disability. [NOTE: Staff cannot legally ask directly if a student has a disability but can encourage prospective students to bring in any supporting records re: past educational history or need for accommodations.]
  - [NOTE: Adult Education Programs are required to provide accommodations to individuals with disabilities as described in the American with Disabilities Act (ADA) ([www.ada.gov](http://www.ada.gov)).
- ★ Important Information for Learners under the age of 18:
  - KS Statute requires that prospective students who are less than 18 years of age, have not graduated, and are not enrolled in high school, provide an official attendance disclaimer and attendance exemption form(s) that must be signed by:
    - ▶ The school district in which the student resides, and
    - ▶ The student, and
    - ▶ The student's parent(s) or legal guardian(s).

<http://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Graduation%20and%20Schools%20of%20Choice/Sample%20Compulsory%20School%20Attendance%20Disclaimer%20Form%20rev120417.pdf>



## PAM Training (Continued)

- ★ Proof of Residency Statement

- ★ Adults are not required to show proof of residency in Kansas, nor may programs require adults to show a Social Security card, evidence of citizenship, or evidence of legal permission to reside in the United States. There is ONE exception – individuals in the United States on non-immigrant visas are **not** eligible for services in adult education programs in Kansas.

- ★ Orientation: if a student wants to proceed into the program then schedule them for Orientation.

- ★ Scheduling for Services

Enrollment and Scheduling for Adult Education classes (ABE/ASE)

1. No instructional fees are required.
2. Multiple entry points are offered throughout the program year.
3. Students must attend an orientation that includes explanation of the program services and are encouraged to bring in any supportive documentation from previous schooling.

English as a Second Language (ESL)

1. Students must be at least 16 years of age, not enrolled in high school, and not on a non-immigrant visa.

Additional Classes: Citizenship, Family Literacy, Workforce Preparation, AO –K etc.





## PAM Training (Continued)

### Pre-Enrollment Quiz

1. One of the goals/intended outcomes during pre-enrollment is to provide a general understanding of what services are available to students. T or F
2. KS requires managed enrollment and a minimum of 8 hours of instruction per week for all programs. T or F
3. When responding to phone inquiries, it is important to provide the following information: Location of the program (including address), hours of operation, and service options (Adult Education classes, ESL, Citizenship, GED information) T or F
4. ESL may also be referred to as English Language Learners (ELL) T or F
5. To best serve prospective students, it's ok to inquire if they have a disability. T or F
6. KS Statute requires that prospective students who are less than 18 years old provide official attendance disclaimer and attendance exemption form(s) that must be signed by the student's parent(s) or legal guardian(s). T or F
7. There are no state regulations designed to reduce the number of dropouts in KS. T or F
8. Due the craziness of peoples schedules it is ok for students to miss/skip orientation. T or F
9. Prospective students interested in ESL classes must be at least 18 years old. T or F
10. Additional classes that students can take are Workforce Preparation, AO –K etc. T or F



## PAM Training (Continued)

### ★ Orientation:

- Provides students a formal introduction to the adult education program.
- Students attend orientation as an entry to ABE, ASE, or ESL classes.
- Goals and Intended Outcomes. Staff will:
  - ▶ Ensure the enrollment and orientation materials are completed.
  - ▶ Educate learners on the relevance of assessments for accurate class placement & planning.
  - ▶ Orient learners on policies, procedures and facilities.
  - ▶ Identify the adult learners' interests, needs and expectations.
  - ▶ Acquaint learners with staff and other learners at the adult education center.
  - ▶ Introduce the relationship between the adult education program's services & learner's future options.
  - ▶ Ensure the meeting space is available and technology is functional (i.e. projector etc.)
  - ▶ Plan an agenda of orientation objectives to hand out to learners/students.
  - ▶ Check handout materials for accuracy and that there are a sufficient number of copies.
  - ▶ Create a learner file for EACH student! (IMPORTANT)



## PAM Training (Continued)

### ★ Orientation (continued):

- KS Adult Education Programs determine their own orientation agenda & schedule sessions to best fit the need of their students and the program.
- Orientation times vary by program but range from 6 to 15 hours.
- **Best Practice**: prior to Orientation, confirm that all 16 & 17 year olds seeking Adult Education services have the exemption & disclaimer documents.
- Sequence
  - ▶ Welcome the adult learners and provide an agenda, as determined by the program.
  - ▶ Assist learners to ensure accurate completion of the enrollment & orientation materials.
  - ▶ Double check learner documents for accuracy & signatures. [Note: Always maintain confidentiality]
  - ▶ Students are not required to sign a release in order to attend the program.
  - ▶ Explain the program specific policies & procedures, including but not limited to attendance, assessments, codes of conduct, and expectations. A facility tour could also be provided.
  - ▶ Provide big picture description of Adult Education including such topics as:
    - Reasons for attending classes.
    - How adult education services differ from postsecondary and high school.
    - Description of instruction
    - Learning styles
    - Information on learner and program expectations



## PAM Training (Continued)

### ★ Orientation (continued):

- Sequence (cont).
  - ▶ Provide big picture description of Adult Education including such topics as:
    - Kansas High School Equivalent credential issued by the KS Board of Regents.
    - Personal accountability
    - Transition planning options
    - Community involvement
  - ▶ Identify potential roadblocks and strategize ways to overcome them.
  - ▶ Administer assessments
  - ▶ Introduce goal setting and its relevance to learner achievement and postsecondary success.
  - ▶ Individually discuss assessment results and set goals during the educational planning meeting.
    - NOTE: **Goals should be reviewed with all students on a regular basis.**
  - ▶ Program administration will identify and share with all staff best practices re: serving students with disabilities. Students may not be aware that A.E. programs are required to provide accommodations to individuals with disabilities as described in the Americans with Disabilities ACT ([www.ADA.gov](http://www.ADA.gov)).
- Educational Planning Meeting
  - ▶ It is essential that programs regularly discuss instructional progress & program goals. This should be done at a minimum each session. EPMs allow staff to address attendance, productivity, as well as any student issues in a confidential setting. *It is critical to provide honest feedback with students regarding their goal progress.*



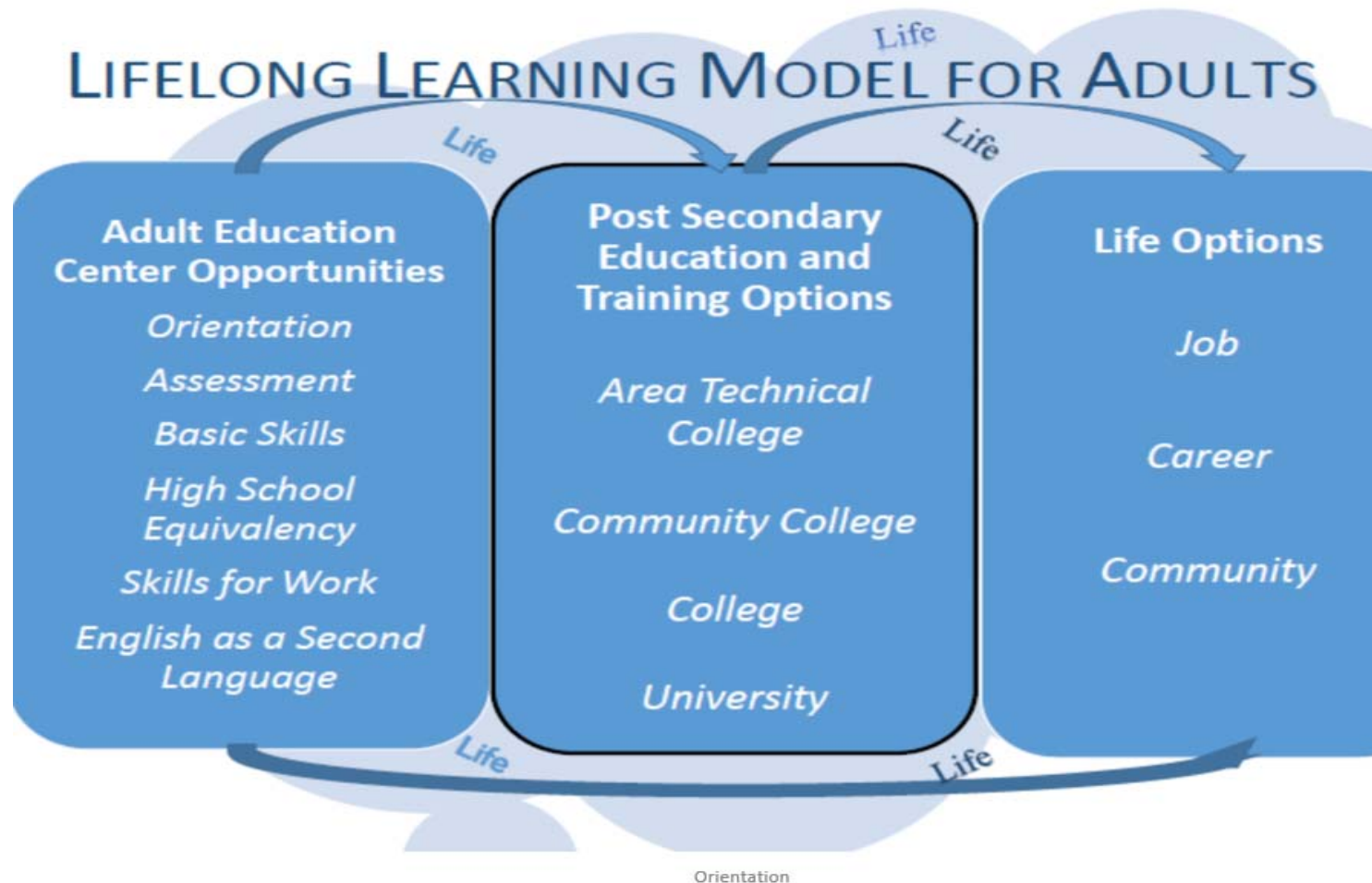
## PAM Training (Continued)

### ★ Orientation (continued):

- Persons with Disabilities Resources
  - ▶ Students must be informed that the Adult Education program is required to provide an otherwise qualified individual with a documented disability “reasonable” accommodations when requested.
  - ▶ Staff should never single out an individual within a group to ask about disability status.
  - ▶ Staff should make a general announcement that, with documentation of a disability, “reasonable” accommodations will be made upon request.
    - Programs may make accommodations for instruction at the local level.
    - GED testing/other assessments require extensive documentation through an external entity
  
- Tips for Student Success – Teach them to do THESE Things:
  - ▶ Arrive at class or at work five to 10 minutes early.
  - ▶ Miss class or work ONLY when sick or in an emergency
  - ▶ Arrive to class or work ready to begin
  - ▶ Inform your instructor or ask permission when it is necessary to leave early.



## PAM Training (Continued)





## PAM Training (Continued)

### ★ ROADBLOCKS to Student Success

I don't know anyone in class.

I have too many family problems.

It will take too long to finish.

None of my friends are going to school.

I need to get a job.

I can't pay for child care.

My kids are sick.

I can't learn.

I don't have time.

I'm not smart enough.

I'm too old.

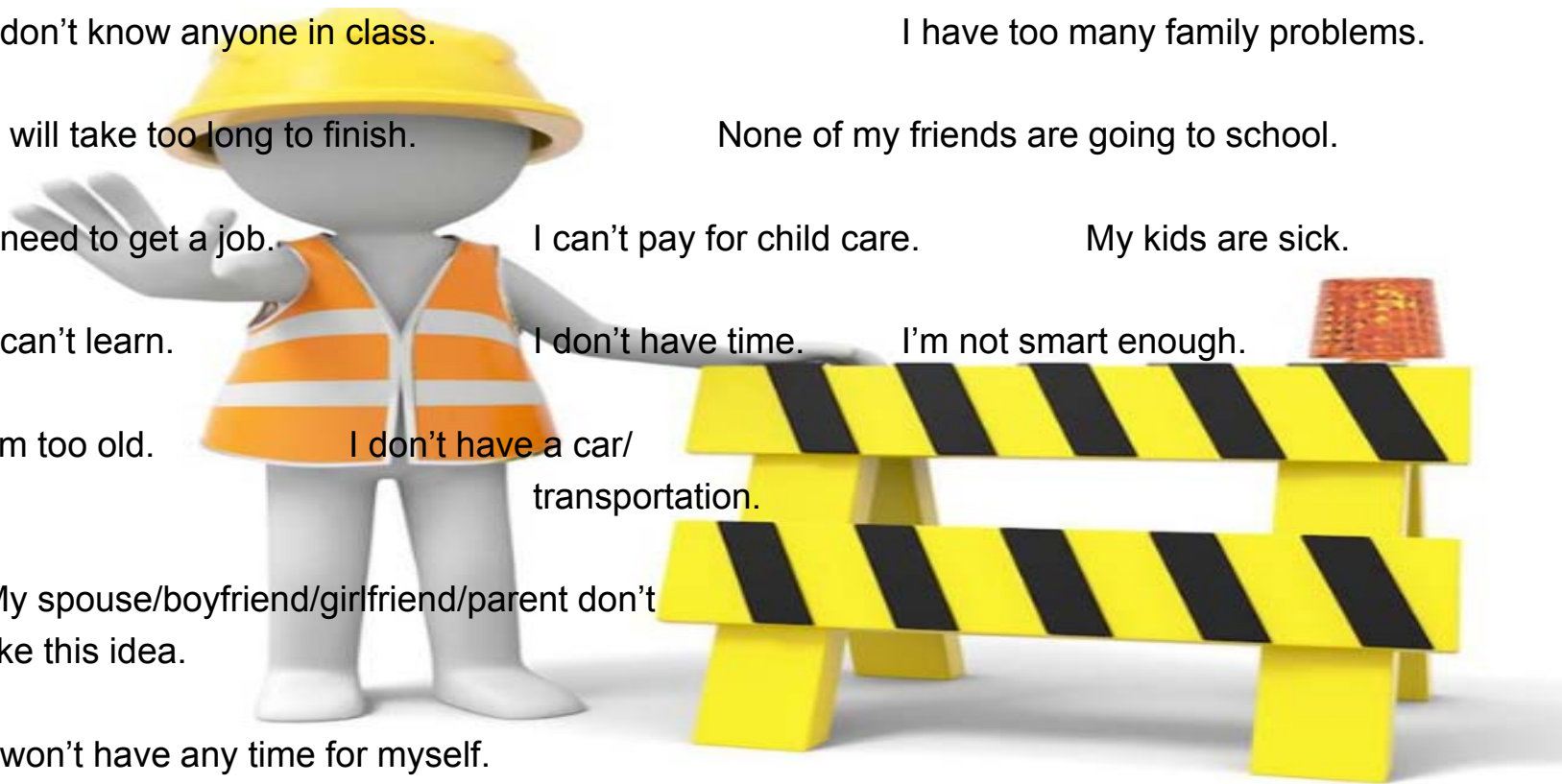
I don't have a car/  
transportation.

My spouse/boyfriend/girlfriend/parent don't  
like this idea.

I won't have any time for myself.

I don't like school.

My car broke down.





## PAM Training (Continued)

### Orientation Quiz

1. Orientation provides students a formal introduction to the adult education program. T or F
2. Staff will orient learners on policies, procedures and facilities. T or F
3. During orientation it is not important to create a 'learner file' as there will be plenty of time to do that later. T or F
4. Orientation times vary by program but range from 6 to 15 hours. T or F
5. Staff should double check student's documents for accuracy & signatures while always maintaining confidentiality. T or F
6. Students are required to sign a release in order to attend the program. T or F
7. After the Educational Planning Meeting at the start of the year, it is not important to meet again with the student until the end of the year to see how they did. T or F
8. Students must be informed that the Adult Education program is required to provide an otherwise qualified individual with a documented disability "reasonable" accommodations when requested. T or F
9. It is ok for students to arrive to class late because they'll learn to arrive to work on time. T or F
10. Student concerns on why adult education won't work for them aren't valid. T or F

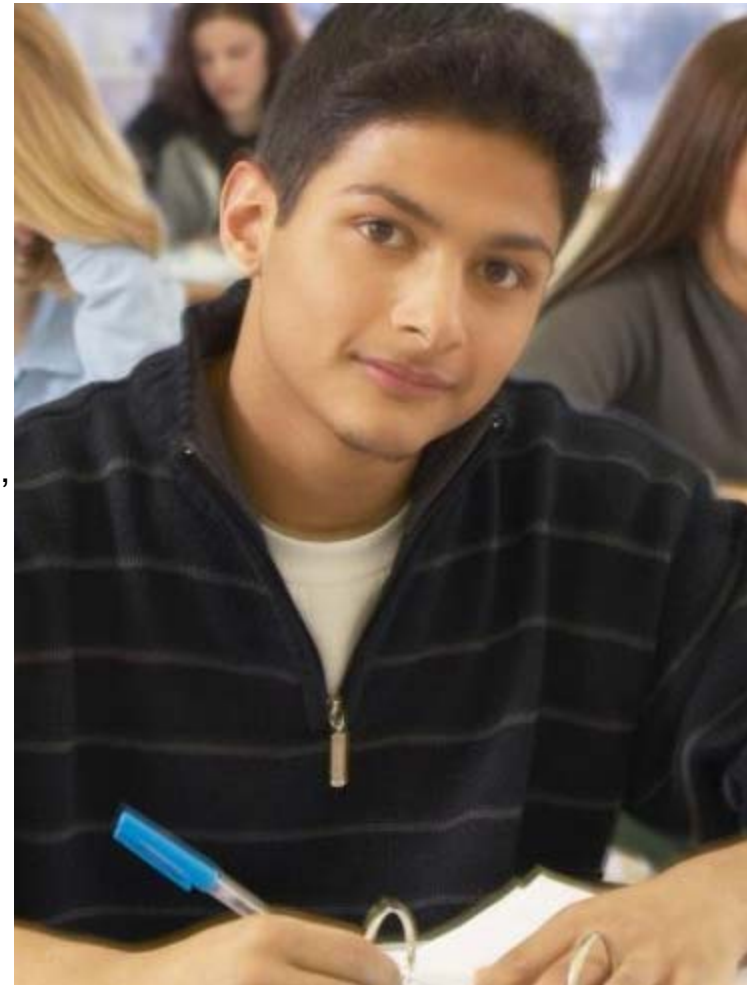




## PAM Training (Continued)

### ★ Assessment:

- Provides the student and instructor(s) with information for accurately matching students' knowledge, skills and abilities to appropriate curriculum and instructional services.
- The goal for each adult education program is to determine the curriculum, instruction, and services appropriate for each learner.
- Adult learners typically report some nervousness, apprehension or even anger based off experiences from the past.
  - ▶ Instructors need to emphasize that assessment is a tool to identify the student's individual needs.
- NOTE: If a learner has disclosed any type of disability and provided documentation, staff **must** ensure that any "reasonable" accommodation requested is provided and documented.





## PAM Training (Continued)

### ★ Instructional Planning

- The Instructional Planning Component includes reviewing goals and assessment data, developing standards-based instructional plan/curriculum and determining programming.
- One goal for instructors is to develop a *targeted* instructional plan with the learner.
- Instructional options may include individualized and self-directed activities, distance learning, learning strategies, and small and large classes.
- Instructional considerations may include:
  - ▶ Student goals (short and/or long-term)
  - ▶ Student learning styles
  - ▶ Student skill level
  - ▶ Student commitment (i.e. time able to devote to learning)
  - ▶ Student roadblocks (if any)
- Instructors will introduce and develop the Adult Learning Plan which includes:
  - ▶ Learner Agreement
  - ▶ Attendance Policy
  - ▶ Dress Code
  - ▶ Pre and post-testing policy
  - ▶ Specific program requirements
  - ▶ Adult Education Progress Map



## PAM Training (Continued)

### ★ Instruction

- Adult Education programs deliver services that:
  - ▶ provide instructional options to meet the adult student's short and/or long range goals consistent with learning goals identified during the student's individual planning meeting.
  - ▶ Continuously monitor student progress and adjust instructional plans accordingly.
  - ▶ Provide an environment conducive for meeting varying needs and abilities.
  - ▶ Help students pass specific outcomes (i.e. pass GED tests, improve literacy skill, learn English as a Second Language (ESL) or transition to employment).
- Organizational systems may vary by program but must include a permanent file for each student that contains materials from orientation, assessment, adult learning plan meetings and local program documentation as identified by the program or sponsoring institution.
  - ▶ This data ***MUST*** match what is submitted/stored in PABLO.
- Kansas Adult Education adopted the national College and Career Readiness Standards (CCRS) for Adult Education in April 2013. The CCR Standards can be found at:  
<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- The amount of time that students spend in instruction depends on several factors:
  - ▶ Instructional strategies and formats,
  - ▶ Attendance,
  - ▶ Rate at which students progress toward their goals.



## PAM Training (Continued)

### ★ Instruction (cont.)

- College and Career Readiness Standards (CCRS)
  - ▶ Standards for Mathematical Practice
    - Describes the types of practices or behaviors that are essential to the mastery of mathematical content.
    - These standards form the basis of the GED mathematical practice standards, which assess important mathematical proficiencies, including modeling, constructing and critiquing, reasoning, and procedural fluency.
  - ▶ Standards for English Language Arts and Literacy (ELA/L)
    - Demand robust analytical and reasoning skills and strong oral and written communication skills.
    - The CCRS define requirements not only for ELA but also for literacy in history/social studies, science, and technical subjects.





## PAM Training (Continued)

### ★ Instruction (cont.)

- Delivery Methods are determined by program funding, size and staffing but may include:
  - ▶ Tutoring/One-on-One
  - ▶ Small Group/Large Group
  - ▶ Computer-Aided Study
  - ▶ Self-Directed with Facilitation\* (requires a carefully-designed study plan)
  - ▶ Distance Learning
- Content and Skill Classes may be offered in the areas of:
  - ▶ Reading, Writing, Math, Social Studies, Science, Speaking, Listening, Citizenship, Employability/Career, Digital Literacy, College and Career, Integrated Education and Training (IET).
  - ▶ Classes are offered at one of three levels: Basic, Intermediate or Advanced levels
- Progress Reviews
  - ▶ At pre-determined intervals, staff meet individually with students to review goals and progress made at achieving those goals.
  - ▶ Decisions regarding continuation or alternative learning strategies are determined (if necessary).
  - ▶ One-on-one counseling sessions/progress reviews are effective student persistence tools, especially when the instructor links what is being taught to students' goals.
  - ▶ NOTE: It is important for Adult Education Program Centers to document student's progress.
- Prematurely leaving the program.
  - ▶ When such a change in status occurs, students should, if at all possible, participate in an exit interview. Staff should attempt to administer any post-testing and gather student feedback.



## PAM Training (Continued)

### ★ Instruction (cont.)

#### What Is Andragogy?

“Treat adults like adults”

*In attempting to document differences between the ways adults and children learn, Malcolm Knowles (1980) popularized the concept of **andragogy** (“the art and science of helping adults learn”), contrasting it with **pedagogy** (“the art and science of teaching children”).*

Knowles posited a set of assumptions about adult learners—namely, that the adult learner:

1. Moves from dependency to increasing self-directedness as he/she matures and can direct his/her own learning;
2. Draws on his/her accumulated reservoir of life experiences to aid learning;
3. Is ready to learn when he/she assumes new social or life roles;
4. Is problem-centered and wants to apply new learning immediately; and
5. Is motivated to learn by internal, rather than external, factors.

[https://teal.ed.gov/sites/default/files/Fact-Sheets/11\\_%20TEAL\\_Adult\\_Learning\\_Theory.pdf](https://teal.ed.gov/sites/default/files/Fact-Sheets/11_%20TEAL_Adult_Learning_Theory.pdf)



## PAM Training (Continued)

### ★ Instruction Quiz:

1. Adult Education programs deliver services that provide an environment conducive for meeting varying needs and abilities of students. T or F
2. Programs may vary, but all programs must include a permanent file for each student. T or F
3. Data from orientation, assessment etc. must match what is stored in PABLO. T or F
4. Kansas Adult Education adopted the national College and Career Readiness Standards (CCRS) for Adult Education in April 2010. T or F
5. There are two educational strands in CCRS – ELA and Math T or F
6. Delivery Methods are determined by program funding, size and staffing but may include Tutoring/One-on-One and/or Small Group/Large Group T or F
7. Staff meet individually with students to review goals and progress made at achieving those goals only at the beginning of the semester. T or F
8. One-on-one counseling sessions/progress reviews are ineffective student persistence tools, especially when the instructor links what is being taught to students' goals. T or F
9. In attempting to document differences between the ways adults and children learn, Malcolm Knowles (1980) popularized the concept of andragogy (“the art and science of helping adults learn”) T or F
10. Adult learners draw on his/her accumulated reservoir of life experiences to aid learning. T or F



## PAM Training (Continued)

### ★ High School Equivalency

- The Kansas Board of Regents (KBOR) issues the Kansas State High School Diploma through the successful completion of the GED® 2014 (GED).
- GED® is a four-subject (Mathematical Reasoning, Reasoning through Language Arts, Social Studies, Science) high-school equivalency test that measures skills required by high schools and requested by colleges and/or employers.
- Electronic diplomas are issued by the State of Kansas, via a third-party vendor (Parchment).
- Adult Education programs deliver services that :
  - ▶ Familiarize adult learners with the GED® 2014 (GED).
  - ▶ Advise learners of their options after taking the GED exams.
  - ▶ Introduce learners to successful test taking strategies.
  - ▶ Help GED candidates determine when they are ready to attempt the GED exams through the use of the GED Ready (which is not required).
  - ▶ Assist potential exam takers with the administrative procedures for taking the GED exams ([www.MyGED.com](http://www.MyGED.com)).





## PAM Training (Continued)

### ★ High School Equivalency (Cont.)

#### Staff Preparation

- ▶ In order to gain greater understanding of the GED exams and insight into a test taker's experience with GED tests instructors should access the following resources:
  - [www.ged.com/gedmanagerLogin](http://www.ged.com/gedmanagerLogin)
    - » GED Prep Connect
    - » See student scores on GED Ready and GED tests
    - » View enhanced score report
  - [www.gedtestingservice.com/educators/2014training](http://www.gedtestingservice.com/educators/2014training):
    - » MYGED™ How-to-Guide,
    - » Frequently Asked Questions,
    - » Demonstration Videos, and
    - » Additional informational resources to discuss them with potential test takers.
  - [www.MyGED.com](http://www.MyGED.com)
  - [www.gedtestingservice.com/educators/freepracticetest](http://www.gedtestingservice.com/educators/freepracticetest) .
    - » Access information and a free practice test at the portal (study tab).
  - [www.gedtestingservice.com/testers/rlalink](http://www.gedtestingservice.com/testers/rlalink),
  - [www.gedtestingservice.com/testers/mathlink](http://www.gedtestingservice.com/testers/mathlink),
  - [www.gedtestingservice.com/testers/sciencelink](http://www.gedtestingservice.com/testers/sciencelink),



## PAM Training (Continued)

### ★ High School Equivalency (Cont.)

Staff Preparation/GED continued

- ▶ [www.gedtestingservice.com/testers/socialstudieslink](http://www.gedtestingservice.com/testers/socialstudieslink)
  - Become familiar with the nature of the GED® or other exam subtests and exam regulations and scoring.
- ▶ [www.gedtestingservice.com/educators/exploring-the-2014-ged-test-webinar-archive](http://www.gedtestingservice.com/educators/exploring-the-2014-ged-test-webinar-archive)
  - For the Educators: A wide range of archived webinars for instructors with resources on GED testing knowledge and skills.





## PAM Training (Continued)

### ★ High School Equivalency (Cont.)

- Throughout the instructional period, staff inform prospective test takers of the registration process timeline and testing strategies specific to GED testing.
- Those who successfully complete the GED are encouraged to continue college readiness instruction and are urged to attend GED graduation.
- A candidate enrolled in [www.MyGED.com](http://www.MyGED.com) will have access to the following tabs on the “dashboard” of the site:
  - ▶ About the Test
  - ▶ Study (access to GED Ready and other links)
  - ▶ Test Tips
  - ▶ Find a Center
  - ▶ Schedule Test
  - ▶ My Scores
  - ▶ College & Careers
- Exam Results
  - ▶ Test-takers will obtain their scores by logging into their MyGED portal account on [www.MyGED.com](http://www.MyGED.com).
  - ▶ Test-takers who are age 18 and older have the option to share their GED test results with an adult education center, and should be encouraged to do so.
  - ▶ The individual test items or content cannot be discussed. Revealing the answers or further discussion of individual items would violate the Non-Disclosure Agreement.
  - ▶ Students who decide to leave the center after taking their exam should be encouraged to participate in an exit interview and continue the transition process.



## PAM Training (Continued)

### ★ High School Equivalency (Cont.)

- Eligibility to Take the GED® Tests
  - ▶ Persons are eligible to take the GED Tests if they are:
    - Adults 18 years of age or older not enrolled in an accredited high school, or have not already graduated from an accredited high school nor received a GED® high school equivalency diploma.
    - Students who are 16 or 17 years of age with a completed Compulsory Attendance Exemption form from their high school of residence. OR
    - Are Emancipated Minors: Must present a completed Compulsory School Attendance Disclaimer and/or a completed Compulsory Attendance Exemption form from the school district in which the candidate currently resides, AND documentation regarding one of the following:
      - » Court order
      - » Legal documentation of emancipation
      - » Adjudication and still under court authority OR
    - Are Home Schooled:
      - » Present a graduation certificate or a letter of disenrollment from the home school, signed by the parent or person in charge of the home school.
  - ▶ In order to take the GED® exam, 16 and 17 year-old candidates must be able to satisfy one of the special conditions (above). The test taker will create a MyGED™ portal account at [www.MyGED.com](http://www.MyGED.com). Appropriate document(s) must then be **faxed** to the High School Equivalency State Administrator to **888.975.8313**. Once received and accepted, the hold on the account will be removed and a confirmation will be sent to the email address associated with the student's MyGED.com account. Test-takers can then schedule their tests by logging back into their MyGED™ portal account at [www.MyGED.com](http://www.MyGED.com).



## PAM Training (Continued)

### ★ Credentialing (Diplomas and Transcripts)

- Students who have passed all four content areas of the GED® test, earn the *Kansas State High School Diploma* and will automatically receive a free electronic secure Diploma and Smart Transcript, delivered to their email address. Test-takers may request a free, professionally printed copy of their Diploma from GED Credentialing. This is available through the [www.kansasGED.org](http://www.kansasGED.org) website.
- Each additional paper and/or electronic copy of the Diploma and Transcript are \$20 and are available through the [www.MyGED.com](http://www.MyGED.com) website or by following the links at [www.kansasGED.org](http://www.kansasGED.org).

### ★ Requesting Accommodations

- *The following guidance will always be superseded by the guidelines described in the materials posted on the GED Testing Service's website at [www.gedtestingservice.com/accommodations](http://www.gedtestingservice.com/accommodations); the website always includes the most up-to-date information and guidelines.*
- POLICY: Official GED® testing centers will provide appropriate accommodations for Test-takers with documented disabilities in accordance with the applicable law including, but not limited to the American with Disabilities Act as Amended (ADAAA) and the Canadian Charter on Rights and Freedoms.
- *[State] GED Administrators™ may not approve accommodations for Test-takers who request accommodations for the computer-based GED® test. GED Testing Service will review and decide-upon all such requests.*



## PAM Training (Continued)

### ★ Requesting Accommodations (cont.)

- Students can request accommodations at any time but it is strongly recommended that they do so **at least 60 days** in advance of their desired test date to allow sufficient time to review all documentation and make sure that all information is complete.
- POLICY: A Test-taker's request for accommodated testing and supporting documentation shall be held in confidence. A Test-taker's GED® test results or GED® credential will not identify the Test-taker as a person with a disability.
- If a Test-taker checks the box on the registration screen indicating they would like to consider applying for accommodated testing, they will receive a notification on their MyGED™ portal.
- Minor Modifications that do not require Prior Approval
  - ▶ The items are listed on the Pearson VUE Comfort Aid List at [http://pearsonvue.com/accommodations/pdfs/pvue\\_comfort\\_aids.pdf](http://pearsonvue.com/accommodations/pdfs/pvue_comfort_aids.pdf).
  - ▶ Items include: earplugs, noise cancelling headphones, tissues/Kleenex, mobility devices (cane, walker, etc.), medicine/medical devices, see list for additional items and limitations on all items.



**Learning Knows No Bounds**



## PAM Training (Continued)

### ★ High School Equivalency Quiz:

1. Electronic diplomas are issued by the State of Kansas, via a third-party vendor (Parchment). T or F
2. Adult Education programs deliver services that familiarize adult learners with the GED® 2014 (GED). T or F
3. Throughout the instructional period, staff should not inform prospective test takers of the registration process timeline and testing strategies specific to GED testing. T or F
4. Test-takers will obtain their exam results scores by logging into their MyGED portal account on [www.MyGED.com](http://www.MyGED.com). T or F
5. Students are eligible to take the GED exam if they are 15 years old and have a completed Compulsory School Attendance Disclaimer and/or a completed Compulsory Attendance Exemption form from the school district in which the candidate currently resides. T or F
6. Students may request a free printed copy of their Diploma from GED Credentialing. T or F
7. [State] GED Administrators™ may approve accommodations for Test-takers who request accommodations for the computer-based GED® test. T or F
8. Students are strongly recommended that they request accommodations at least 60 days in advance of their desired test date. T or F
9. A Test-taker's request for accommodated testing and supporting documentation shall not be held in confidence. T or F
10. Minor Modifications that do not require Prior Approval are such items as Kleenex. T or F



## PAM Training (Continued)

### ★ Transition Planning

- Prepares learners to identify goals and develop an action plan to achieve them.
- Transition planning is appropriate for all learners and is a critical component of student success throughout the adult education program.
- Transition planning helps students successfully achieve A.E. goals as well as:
  - ▶ Career, Post-secondary education, Family, Community Involvement, Military, English as a Second Language (ESL\*).
- Staff will regularly meet with students to formulate an action plan to achieve identified goals.
  - ▶ Program leadership will provide staff access to the Transition Planning Meeting Checklist.
- When conducting an Individual Transition Planning Meeting, staff will:
  - ▶ Identify or review short and long-term goals.
  - ▶ Identify potential roadblocks to goal attainment.
  - ▶ Identify and plan steps needed to acquire resources, including financial, to overcome roadblocks to achieve goals.
  - ▶ Develop or update an action plan to meet goals.

### ★ Transition Classes

- Some programs may choose to offer a transition class. This class should be tailored to meet the needs of students but may include: preparing for college and/or seeking or maintaining employment.





## PAM Training Quiz

1. P.A.M. is the fundamental framework for all adult education programs in KS. T or F
2. The purpose of P.A.M. is to give Adult Education staff a common goal of improving learners' knowledge and skills. T or F
3. Sensitivity/Warm Welcome are not as important during initial contact as is reminding adult learners that if they quit at this they will be quitters for the rest of their life. T or F
4. KS requires managed enrollment & a minimum of 8/eight hours of instruction per week for all programs. T or F
5. It is ok for staff to legally ask a student directly if he/she has a disability. T or F
6. KS Statute requires that prospective students who are less than 18 years of age, have not graduated, and are not enrolled in high school, provide an official attendance disclaimer and attendance exemption form(s) T or F
7. Orientation times vary by program but range from 6 to 15 hours. T or F
8. Students must be informed that the Adult Education program is required to provide an otherwise qualified individual with a documented disability "reasonable" accommodations when requested. T or F
9. It is ok for students to arrive to class late because they'll learn to arrive to work on time. T or F
10. Assessment provides the student and instructor(s) with information for accurately matching students' knowledge, skills and abilities to appropriate curriculum and instructional services. T or F



## PAM Training Quiz

11. If a learner has disclosed he/she has a disability, to avoid a lawsuit, staff should automatically believe them. T or F
12. The Instructional Planning Component includes reviewing goals and assessment data, developing standards-based instructional plan/curriculum and determining programming. T or F
13. Adult Education programs deliver services that continuously monitor student progress and adjust instructional plans accordingly. T or F
14. Data from orientation, assessment etc. must match what is stored in PABLO. T or F
15. Kansas Adult Education adopted the national College and Career Readiness Standards (CCRS) for Adult Education in April 2010. T or F
16. In attempting to document differences between the ways adults and children learn, Malcolm Knowles (1980) popularized the concept of andragogy (“the art and science of helping adults learn”) T or F
17. Adult Education programs deliver services that familiarize adult learners with the GED® 2014 (GED). T or F
18. Students are eligible to take the GED exam if they are 15 years old and have a completed Compulsory School Attendance Disclaimer and/or a completed Compulsory Attendance Exemption form from the school district in which the candidate currently resides. T or F
19. Students are strongly recommended that they request accommodations at least 30 days in advance of their desired test date. T or F
20. Transition Planning prepares learners to identify goals and develop an action plan to achieve them. T or F