

**Georgia Preparatory
Academy
Department of Juvenile
Justice
Adult Basic
EDUCATION/GED PROGRAM**



Georgia Preparatory Academy Adult Basic Education/GED Program

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Introduction:

Georgia Department of Juvenile Justice Office of Education Services offers an Adult Basic Education (ABE)/General Education Development (GED) Program which provides quality adult education and literacy services to eligible students at no cost. Adult Basic Education (ABE)/General Education Development classes provide a second opportunity for learners committed to improving their academic and life skills. Instruction is based on individual student need and may range from one-on-one tutoring to whole group instruction. Computer-based instructional programs will be offered, as well as test preparation classes, in various facilities conducive to adult learning.

Mission and Goal:

The mission of the Adult Basic Education(ABE)/General Education Development(GED) Program is to equip our students with the academic and social skills necessary to earn a General Education Diploma(GED) and to experience future academic, occupational/technical and personal success. In order that all students realize their full potential, our mission is to marshal resources and use relevant curriculum and best practices to provide education in a supportive yet challenging environment that allows for individual, self –paced instruction.

The goals for the ABE/GED programs are to:

- Increase student academic achievement in all courses of study, TABE Tests, GED Practice Test, and official GED Test scores by 10% using instructional accountability strategies.
- Improve student performance in behavior, organizational, test-taking and note-taking skills.
- Create a climate of high expectations and commitment that celebrates success and fosters community through collaboration with all stakeholders.

Program Overview:

The DJJ Adult Basic Education/General Education Development program provides direct services to eligible students. Services will be of sufficient intensity and duration for students to achieve substantial learning gains. DJJ ABE/GED programs are expected to provide structured, scheduled, instructor-led learning opportunities resulting in successful student and program outcomes. This program provides skills assessments, direct instruction in all subjects on the official GED exam, textbooks, computer-based software, standardized practice exams. All DJJ GED programs are required to incorporate the following managed program elements within each facility program design.

ABE/GED Program Components:

- Eligibility, Admission, and Orientation
- Curriculum and Instruction, Student Supports, Teacher Supports and Counseling Supports
- Program Performance Monitoring, Assessment/Benchmarking, and Evaluation
- Communication and Technical College System of Georgia Partnerships

Eligibility:

Georgia DJJ has designated criteria to determine if a student is a good candidate for success in the Adult Basic Education/General Education Development program. Students may be enrolled in the GED/ABE program by meeting the following criteria:

1. The student, parent, probation officer or court requests placement in the General Education Development/Adult Basic Education program. If this occurs, the counselor will ensure the following criteria is met.
 - a. The student must be at least 16 years old (no exceptions).
 - b. The student must be one (1) year off track for graduation.
 - c. Parental permission must be obtained. In the event a parent/guardian cannot be located, then permission must be obtained from the legal guardian for youth that are 16 and 17 years of age.
 - d. Once permission is obtained, the testing coordinator (Guidance Counselor) will review academic record (HS transcript/JTS/Infinite Campus) to determine if students meet eligibility.
 - e. If student is eligible, the testing coordinator (Guidance Counselor) will create an Education Advisement Plan, notify student and request the D-Level TABE test from the GED Coordinator at Central Office via e-mail.
(RelusLucear@djj.state.ga.us).
 - f. The testing coordinator (Guidance Counselor) will also administer the D-Level TABE (Test of Adult Basic Education: Form 9 or 10). Eligible students must score between a certain ranges for placement in a specific ABE/GED Course of Study.
 - * Those students that are designated felons and are on-track for a high school diploma should remain in the high school program. *
2. * The official Student Withdrawal Form, GED Program Admission Checklist, Parental Consent form and other important documents are kept on record in student's permanent academic folder and scanned into JTS under additional records.

Admission:

For admission into the Adult Basic Education (ABE)/General Education Development (GED) Program students must the do the following:

1. Complete an application for program admission(including a one page essay to determine eligibility)
2. Receive an appointment from the Guidance Counselor to review/complete an Education Advisement Plan and take the TABE placement exam.

3. Attend an Orientation session, receive TABE results, ABE/GED course of study placement and sign the GED/ABE compact.
4. Begin appropriate ABE/GED Course of Study.
5. Upon successful completion of the program, participants will receive post-secondary/career counseling and be immediately enrolled in the Graduate Education Program. If a student has not received a GED diploma before release from DJJ Facility, he/she should be given information on the state approved GED testing site most convenient to his/her future residence.

Orientation:

Research indicates that the first three weeks of a student's participation in adult education are critical to the student's continued motivation and persistence. Therefore, ensuring that students have a good start through a welcoming, attentive and thorough intake, orientation/assessment process is extremely important. A scheduled orientation allows the school counselor to provide a certain level of attention to the process, the orientation sessions will be facilitated as needed and help students understand the program expectations. ABE/GED Orientations will include a standard PowerPoint/brochure etc. which explains:

- Overview and expectations of the ABE/GED Program
- TABE Assessment results
- Registration paperwork(Education Advisement Plan, ABE/GED Compact)
- ABE/GED Class placement
- Learning Styles Assessment
- Goal Setting and Career/College Awareness

Course of Study:

Earning a General Development Diploma (GED) can be intimidating, especially when students lack confidence in basic skills such as math, reading, computing and study skills. DJJ ABE/GED offers two courses of study for students demonstrating various readiness levels. The courses of study help students gain the basic skills they need to experience success on the TABE Test, GED Practice test(GED-Ready Exam) , and the Official GED Exam. **The courses of study currently offered are: Level 1- Pre-GED course and Level 2-General Education Development (GED) course. Courses of Study Descriptions are as follows:**

Level 1: Pre-GED Course of Study

The Pre-GED course of study is designed for students who test between a sixth-eighth grade level (6.0- 8.9) in Reading or Math. This course is designed to further develop basic skills to improve their ability to be successful in the GED course. The Pre-GED developmental course will improve students' reading, writing, spelling, mathematics and computer skills. Usually , students who take developmental courses will be advised that they can take one or two of their regular GED Program courses at the same time permitting they have earned a passing score. **For example, if a student has made a 9.5 on the TABE Math part and a 7.2 in Reading, that student will be able to enroll in the GED Math class, however, he will be enrolled in Pre-**

GED Social Studies, Science and Reading Course. Students will receive a completion certificate upon meeting the promotion criteria for Pre-GED Course of study.

Level 2: General Education Development (GED) Course of Study

The GED course of study is designed for students who test at or above a ninth grade level (9.0-12.9) in math and reading but have not obtained a high school diploma or GED. The GED course of study will prepare students to successfully pass the Official General Education Development (GED) test. Passing the GED test will allow students to be awarded a General Education Diploma, which is nationally recognized as equivalent to a traditional high school diploma. The GED program covers Social Studies, Science, Mathematical Reasoning and Reasoning through Language Arts. Whole group instruction, one on one instruction, peer tutoring, computerized instruction will be provided.

Instructional Design:

Instruction is planned to meet all student readiness levels within each course of study. Through small and whole group instruction, cooperative learning, project-based learning, computer-assisted instruction, and individualized instruction, deficiencies in writing, math or reading are addressed under the guidance of an instructor. Schedules are structured to give students sufficient time to demonstrate measurable gains. Progression through the program is monitored closely by instructors with frequent and periodic feedback provided to students. In addition to the required standardized pre-and post-assessment instruments, the ABE/GED program should use a variety of formative assessments and procedures to collect valid on-going information regarding student instructional needs and progress. Some examples include, but are not limited to:

- Computerized assessments
- End of unit tests from textbooks
- Individual projects or products with clearly defined criteria or performance standards
- Small group projects
- Educator-made common assessments(tests/quizzes)
- Dated anecdotal records of teaching observations
- Performance samples, including writing samples, journals and worksheets
- Role playing
- Student interviews and self-evaluations

Student Supports:

Pre-GED: Student Education Plan (SEP)

To be successful in the ABE/GED program, students will need a positive attitude, active participation and the ability to communicate and work independently and in small groups. The ABE/GED program is open to any eligible student; however, continued enrollment in the program is based on each student's ability to demonstrate steady measurable academic gains. Once students demonstrate the required proficiencies, they are transitioned into higher level academic tracks/levels/course of study.

A student's academic history is assessed to determine if any sections of the GED have previously been passed by the GED instructor and/or Guidance Counselor. GED Instructors will develop and maintain the Student Education Plan (SEP) in collaboration with the student. Starting with the TABE test prescriptions are consulted to determine which skills have not been mastered in each subject area.

The Student Education Plan (SEP) should be individualized according to the needs and skills of each student based on his/her TABE Results.

- The Pre-GED students will have a Student Education Plan based from their TABE Exam.
- The plan will be developed from the McGraw Hill publishing company.
- The GED Instructor will identify every incorrect answer on the students' TABE Exam; each incorrect answer is correlated with a subject matter on the TABE exam.
- The student/instructor will circle the question number in the reading and math parts of the TABE Exam.
- Each question number correlates to a subject area.
- Once all of the students' weak areas have been identified, the student's education plan will be developed.
- GED Instructors will work on students' weak areas in the classroom setting.
- GED Instructors will give students a 20 question assessment to ensure that the student has mastered each identified weak areas according to the students TABE Exam and Student Education Plan(SEP)
- Once all 20 questions assessment has been passed with an 80% or better, the students will re-take the Survey TABE D- Exam to check for progression.

Teacher Supports:

Teacher empowerment is a major component of positive student leaning. In order to establish high expectations, teachers must take steps to improve the quality of student learning within each course of study. The question remains, "Are teachers given the tools needed to empower them and positively affect student achievement?" The ABE/GED program must create time for teachers to share and discuss student work and behavior together for the purpose of improving the quality of their teaching and student learning. Teachers will also be provided with continuous on-site professional development presented by the GED Education Curriculum Specialists and other educational consultants. Teachers will be provided outside Professional Development Courses outside of DJJ.

Counseling Supports:

The role of the Guidance Counselor will be to provide direct and continuous guidance throughout the school year for all ABE/GED students and their parents/guardians. The Guidance Counselor will assist students and create an Education Advisement Plan. This will take place during orientation. The best time for this process to occur is when the student first enters the program. The goal-setting process should help students set both a realistic timeline for attaining each goal and a means for determining whether the goal is achieved. Since students often change their goals

after they begin instruction, it is often advisable to review goal setting the first few weeks of class.

Setting a timeline and evaluating achievement will help the student realize whether the goal is short-or long –term and whether it is achievable. For example, when a student enters a course of study, many of them state very broad goals, such as attaining a GED test credential or transitioning to postsecondary education by breaking the goal down into discrete steps with short- and long –term milestones along the way establishes a series of goals that help students and teachers design instruction and identify the appropriate goals.

Program Performance Monitoring:

Establishing a scheduled routine for ABE/GED Program Performance monitoring is critical to student achievement and overall program success. A scheduled assessment process will increase efficiency and ensure appropriate administration and protocols of required assessments within a specified timeframe. In addition, program performance monitoring will:

- Provide accurate student placement into appropriate program and instructional level
- Diagnostic information to guide individual and whole group instruction
- Implement Pre-and Post-testing to monitor progress toward goals
- Verify level and program completion

For assessment to be valid and provide accurate information on which a student’s learning plan is based, they must be proctored in a quiet and calm environment when a student is prepared to take the assessment. A scheduled assessment process can reduce over testing of students and reduce test anxiety.

The Official GED Practice Test:

The GED Testing Services has an on-line GED Practice test called the GED-Ready; however, DJJ Facilities do not have on-line access to their facilities at this time. DJJ has been approved to use the GED Post Test in the GED Common Core Achieve Books. All students must make a passing score of 80% on each subject matter on the GED Post Test in order to qualify to take the Official GED Exam. **Note: A student can qualify for individual parts depending on their Common Core Achieve post test results.**

The Official GED Test:

The 2014 GED test was built from the ground up to provide adult learners with the best standards-based and technology-enhanced test available. The benefits of the new 2014 GED Exam is as followed:

- Nationally recognized and respected for more than 70 years
- Measures critical thinking and problem-solving skills identified as critical for success in college and careers.
- Requires students to demonstrate basic computer skills, the same skills now considered fundamental to basic literacy.
- The GED test is the only test fully aligned with the knowledge and skills requested by employers and colleges.

Underage Students (students 16 and 17 years old) GED Testing Requirement:

- Attend a minimum of 40 hours of instruction
- Earn at least an 8.0 on the TABE D-Level Survey in the areas of Reading, Total Math, and Language.
- Must register for the GED 2014 Exam
- Must pass the GED Post Test in the Common Core Achieve Books per subject matter.
- An Underage Application is submitted to local Technical Colleges.

Registering for the GED 2014:

The GED Instructor will input the student's information into the GED Testing Service online registration, which creates a profile for the test-taker. The profile created during registration is the same profile used to schedule the test, too. The test administrator (GED Education Curriculum Specialist) pulls up the test taker profile and can schedule any of the content areas.

Test Delivery for Georgia Department of Juvenile Justice System:

- **Onsite Administrator Laptop:** The test administrator will download the test content to an administrator laptop in the staff area of the facility and bring the laptop into the student's area for testing
- **No Onsite Administrator Laptop:** The test administrator must download the test content to a laptop in a separate location, bring the test into the facility on the laptop, and network to the students testing computers

GED Testing Process:

- Download scheduled tests from the administrators laptop and network to the students computer
- Delever the test and capture the responses
- Remove the test administrator laptop from the student area and return to the staff area or outside testing center to upload the results
- Generally scores are returned within 3 hours of testing upload in the GED Manager System.

Note: Georgia Department of Juvenile Justice Youth Development Campuses(YDC) have the GED Pearson VUE Software installed at their facilities.

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