

State Leadership Funds: Describe the major activities supported with state leadership funds during the reporting period and the extent to which these activities helped you in implementing the goals of the state plan. Specifically describe activities related to the implementation of career pathways.

Kentucky Adult Education's (KYAE) state leadership funds are primarily used for tuition reimbursement to further the postsecondary education opportunities for local staff (through a policy-driven application process) and a concentrated effort to provide intensive, standards-based instructional professional development (PD) that reflects feedback from the field during town hall meetings and focus groups to integrate GED® test content and instructional shifts.

KYAE continues to provide laser-focused professional development for program directors and instructors to integrate GED® test content and technology into relevant, contextualized academic instruction. Professional development is delivered in face-to-face sessions and online by PD contractors: Collaborative Center for Literacy Development at the University of Kentucky, the Adult Education Academy at Morehead State University, the National Center for Families Learning, and Kentucky Educational Television.

KYAE College and Career Readiness Standards-based Instruction – KYAE continued to focus professional development (PD) on standards-based instruction during 2014-15. To complement the previous three years' emphasis on the College and Career Readiness Standards (CCRS) and their implementation through the Standards-in-Action (SIA) Innovations, KYAE developed four required trainings for program directors and instructors in 2014-15:

1. Standards-Based Instruction (SBI): "Putting It All Together" (online, 15 hours, 429 participants)
2. One of five study circles based on SIA Effective Teaching and Learning Practices and identified in the local programs' classroom observations results (online, 15 hours):
 - Study Circle A: Content of Lessons Aligns to the CCR Standards (40 participants)
 - Study Circle B: Cognitive Level of Lessons Aligns to the CCR Standards (127 participants)
 - Study Circle C: Students' Understanding is Assessed and Instruction is Adjusted Accordingly (157 participants)
 - Study Circle D: Translating CCR Standards into Lessons Content Relevant to Adult Students (99 participants)
 - Study Circle E: Addressing the CCR Standards by a Coherent Progression of Learning (42 participants)
3. One Curriculum Collaboration: English/language arts (ELA) or mathematics (face-to-face, 7.5 hours)
4. One online study circle for program directors on Robert Marzano's Effective Supervision (online, 15 hours, 58 participants)

The "Putting It All Together" online course, developed and facilitated by the National Center for Families Learning (NCFL) was offered 13 times during the year. Each of the Study Circles A, B and C, developed by the Collaborative Center for Literacy Development (CCLD) at the University of Kentucky, were offered multiple times throughout the year, as were Study Circles D and E, which were developed and facilitated by the Adult Education Academy (Academy) at Morehead State University. English/language arts Curriculum Collaborations were developed and facilitated by CCLD. The collaborations for mathematics were developed and facilitated by the Academy and focused on lesson planning for:

- Algebra (90 participants)
- Geometry/Measurement and Data (84 participants)
- Decimals/Fractions/Ratios and Proportions (46 participants)
- Number Operations (21 participants)

All collaborations were held in a variety of locations across the state throughout the year. Instructors working less than 500 hours per year were required to take only the “Putting It All Together” online course. “Putting It All Together” was also a requirement for new instructors along with their other required courses.

Sustaining KYAE College and Career Readiness Standards-based Instruction – By the beginning of FY 2014-15, all KYAE programs had submitted mandated plans to implement standards-based instruction. KYAE staff worked with individual programs to ensure their plans met the prescribed criteria. Programs reported quarterly on their progress toward the goals and action steps set forth in their SBI plans. The SIA innovations most often identified by their plans were: 1) continued use of the observation tool; 2) regularly scheduled staff meetings to discuss and improve instruction; and 3) increased use of technology in the classroom.

KYAE Lesson Bank – Early in the year, KYAE recognized the need for instructors to be able to share their lessons created through the curriculum collaborations and the employability pilots. To address this need, the KYAE Lesson Bank was created. The lesson bank serves as an online repository of high-quality, standards-based lessons created by and for KYAE instructors. Instructors wishing to share their lessons were instructed to submit them for review on the official KYAE Lesson Planning Template. Third party reviewers vetted the submissions against the KYAE Lesson Plan Rubric to either accept the submission or offer comments to improve the lesson for resubmission. By the end of the program year, over 100 vetted lessons were available in the bank.

KYAE Mathematics Instruction Initiatives – In the spring of 2015, KYAE offered an online course titled *Developing Mathematical Reasoning Skills* (20 participants). Carson Consulting and Training contracted with Dr. Lynda Ginsburg, Rutgers University, and Brooke Istas, Cowley Community College, Kansas, to develop and facilitate training. The course presents ways to promote the development of mathematical reasoning skills in adult learners and concentrates on instructional approaches to teach mathematics for deep conceptual understanding rather than solely procedural approaches. The course also emphasizes the key shifts and the eight mathematical practices in the CCR Standards for Mathematics.

Ginsburg and Istas also developed *Algebraic Thinking*. The new course was piloted in 2015 with adult educators in Kansas in preparation for a 2015-16 KYAE implementation. The algebra course will equip instructors with the strategies and tools needed to foster algebraic reasoning skills in their students, teach instructors to probe student thinking and build upon it, and help instructors understand the connections between equations and graphs and use them to investigate mathematic relationships.

KYAE also offered instructors the math courses from World Education as elective professional growth opportunities. Based on feedback from the participants, KYAE decided to offer the courses as part of the required PD options for 2015-16.

During 2014-15, KYAE was pleased to continue to offer face-to-face math workshops developed and presented by Steve Hinds, curriculum developer and adult numeracy expert with City Colleges of

Chicago. Mr. Hinds delivered a one-day workshop on Functions titled, *Strengthening Adult Numeracy Teaching and Learning* (36 participants), in three locations. The final session was delivered at the Kentucky Educational Television (KET) studios where it was filmed. Five video segments were taken from the day's training and eventually published on PBS Learning Media along with background essays and discussion questions. Mr. Hinds built on his work of the previous year with KYAE to again facilitate his *Active Learning in Adult Numeracy* (ALAN) face-to-face sessions.

Local programs applied to participate in the ALAN initiatives, which includes a series of sessions on Number Sense and Measurement during fall 2014 and Fractions during spring 2015. A total of 29 instructors participated in these series of active learning lessons developed by Mr. Hinds. The ALAN sessions presented participating instructors with an opportunity to improve their own math content knowledge and gain an advanced understanding of how high-quality lessons are designed and implemented.

Mathematics Blog –During the spring of 2015, KYAE launched a KYAE Math Matters initiative. This initiative combined a blog site and a distribution list for the purpose of disseminating instructional math strategies and resources to interested parties, particularly KYAE math instructors. KYAE Math Matters serves as a means for additional communication between the KYAE and KYAE instructors who opt into the group. As the lead KYAE state staff member discovers articles, research, resources, etc., pertaining to CCR Standards-based mathematics instruction, that information is sent to the distribution list and archived on the blog site for permanent availability. Instructors may opt in or out of the group at any time so that participation is strictly voluntary. The current distribution list is 105.

PowerPath – KYAE contracted with a nationally certified PowerPath trainer to visit KYAE's 55 PowerPath-trained county programs to determine if those counties had implemented the required research-based components of PowerPath. The trainer also reviewed the following PowerPath processes with each visited county:

- Screen students for learning challenges and helping students select and implement adaptations and strategies to manage their own learning challenges;
- Provide techniques in best practices targeting the special learning needs and differences in adult education students;
- Engage students in group and individual SMARTER plans. SMARTER plans are a set of steps for the students to learn to co-create their own learning and to build a framework for learning that is used by successful learners;
- Key resources about how the brain works and why some learners struggle with learning; and
- Redesign classrooms or learning centers into learning communities using participatory learning. Participatory learning is a set of methodologies for instructors to 'host learning' by learning situations that are engaging and student-driven.

Literacy Resources – KYAE is a member of the Southern LINCS consortium and regularly promotes LINCS resources and suggested innovative techniques through the KYAE e-newsletter. KYAE staff members actively participate in LINCS conference calls to network with other participating states regarding PD initiatives and use the LINCS website to research a multitude of adult education issues and practices. The LINCS Learning Portal has been an integral component of the KYAE Employability Skills Pilot. Early on, participants completed the course "Designing Contextualized Instruction" as an introduction to the integration of employability skills with academic instruction. Midway through the

pilot, participants also completed the course “Building Strategic Partnerships” to better equip staff to engage with local career centers, employers, and other stakeholders.

AOKY Train-the-Trainer Team Teaching PD – To continue to build on the successes of AOKY, state staff at KYAE and KCTCS collaborated to develop and execute training to further enhance team teaching efforts. The *Washington State I-BEST Team Teaching Cadre Facilitation Handbook* provided a framework that was used to customize the training for Kentucky AOKY educators. Teams of adult education and technical instructors from all 16 community colleges participated in the full-day training. Teams were grouped homogenously by career pathway (e.g., advanced manufacturing, healthcare, etc.) so that instructors could network and problem solve with each other working. The day also included opportunities to practice specific techniques and apply strategies that could be used immediately following the training.

Online Courses		
Course Code	Title	Completions
KYAE133MAR	Developing Mathematics Reasoning Skills	3
KYAE333OCT	Foundations of Teaching Adult Numeracy (World Education)	3
KYAE130Aug15	Strengthening Adult Numeracy Teaching and Learning (World Education)	36
KYAE336FEB	Geometry: Teaching About Shapes and Measures (World Education)	3
KYAE124OCT	Helping Students Stay: Exploring Program and Classroom Persistence Strategies (World Education)	1
KYAE334JAN	Teaching Reasoning and Problem Solving Skills (World Education)	1
KYAE202JAN	Introduction to the Online Tests of Adult Basic Education (TABE)	83
KYAE911APR	The Online Tests of Adult Basic Education (TABE) Refresher Course	110
KYAE200AUG	Orientation to Adult Education	74
KYAE102APR	The GED Ready™ Test Online Course	77
KYAE103MAY	The GED Ready™ Test Online Refresher Course	14
KYAE153SC1	Study Circles on Translating CCR Standards into Instruction	277
KYAE326	CASAS Implementation Training	10
KYAE137FEB	Standards-Based Instruction for ESL: "Putting it All Together"	65
KYAE138OCT	Incorporating CASAS Competencies and Standards in ESL Instruction	57
KYAE147	Study Circle for Program Directors: Robert Marzano's Effective Supervision	58
KYAE325	Fundamentals of English Language Teaching (Teacher Development Interactive)	3
KYAE134	Teaching Listening Skills for English Language Learners (Teacher Development Interactive)	12
KYAE354	Teaching Reading Skills for English Language Learners (Teacher Development Interactive)	2
KYAE353	Teaching Speaking Skills for English Language Learners (Teacher Development Interactive)	4
WIN100	WIN Career Solutions	32
Total completions:		925

Blended or Face-to-Face Trainings		
Course Code	Title	Completed
KYAE135C2	Active Learning in Adult Numeracy (ALAN) Initiative : Number Sense, Fractions and Measurement	29
KYAE135C3	Active Learning in Adult Numeracy (ALAN) Initiative Cohort 3: Early Fractions Concepts and Operations	12
KYAE099ALG1	Algebra Curriculum Collaborations	90
KYAE152	CCRS and 2014 GED® Science and Social Studies Pedagogy	127
KYAE123MAR	College Readiness for Adults: Beyond Academic Preparation	0
KYAE099DECI1	Decimals, Fractions, Ratios and Proportions Curriculum Collaborations	46
KYAE099GEOM1	Geometry, Measurement and Data Curriculum Collaborations	84
KYAE138SEP	Incorporating CASAS Competencies and Standards in ESL Instruction	23
KYAE202JAN	Introduction to the Online Tests of Adult Basic Education (TABE)	98
KYAE352	Multimedia Day	20
KYAE099NUM1	Number Operations Curriculum Collaboration	21
WIN100	WIN Career Solutions	32
Total Completions:		582

Performance Data Analyses

Describe any significant findings from the evaluation of your performance data for the reporting period and efforts to improve outcomes for the core indicators of performance.

Performance Data Analysis – After evaluating KYAE’s performance data for the 2014-15 program year, KYAE has made the following findings and has taken the following steps to improve academic success. Program performance data indicate targets were met or exceeded in three of eleven levels; however, in eight levels in which targets were not met, the goal was foregone by a total of 37 percentage points and no level realized more than six percentage points from goal. Therefore, KYAE anticipates these goals will be obtained by enacting the following efforts: KYAE is placing a greater emphasis on level gains and academic performance in our state’s performance funding model; and a post-testing target of 66% has been established in the model, which exceeds the goal for any of the aforementioned eleven levels. Student contact hours are tracked and a report is generated of all students (ABE and ELL) who meet publisher guidelines for being eligible to post-test. This report updates daily.

Integration with Other Programs

Describe how you have integrated activities funded under the Adult Education and Family Literacy Act (AEFLA) with other adult education, career development, and employment and training activities. Describe your efforts to develop or advance career pathway systems that include career and technical education, postsecondary education, employers, and economic and workforce development. Include a description of how your agency is being represented on the state and local Workforce Investment Boards, the provision of core and other services through the One-Stop system and an estimate of the AEFLA funds being used to support activities and services through the One-Stop delivery system.

Council on Postsecondary Education (CPE) – As a unit of the Kentucky CPE, KYAE is strategically positioned to create significant postsecondary education linkages. These linkages are important in recruiting students and helping them transition to postsecondary education, as well as to assist with planning and providing professional training and development for adult educators. (See also State Leadership.)

AOKY – The Accelerating Opportunity (AO) program of services were initiated with grant funds from Jobs for the Future (JFF), and accelerate adult education by concurrently enrolling eligible students in postsecondary education and adult education; integrating foundational academic and technical skills. Together with its partners, Department for Workforce Investment (DWI) and Kentucky Community and Technical College System (KCTCS), KYAE created and vetted a modified AO framework, coined AOKY, which all sixteen colleges have committed to offering.

While some elements of the JFF framework were tailored to improve program efficiencies (e.g., team teaching at least one of the initial technical courses team versus mandatory faculty and adult education instructors' physically present in the classroom 35 or 50 percent of the time, efforts focused on preserving the efficacy of the model. Unique and recognized as effective characteristics of the model includes: the working relationship between adult educators and technical faculty, comprehensive and intensive wraparound services to ensure students' successful navigation of the systems, the renewed foci of improving students' opportunities to participate in work-based activities, and to access job placement services.

Workforce Preparation – As a result of the extended pilot for Employability Skills, nearly one-third of the state's local adult education programs received contextualizing instruction training. KYAE dedicated multiple resources to support this training, including Career and Technical Education's Perkins leadership grant funds. Consequently, within an individualized program of study, every student has multiple opportunities to practice and perfect the essential skills (often referred to as "soft" skills, e.g., collaboration, communication, critical thinking) employers seek.

At the end of the program-year, through the use of WIA Workforce Incentive Funds, KYAE and DWI renewed their contract for Workforce Interactive Network's (WIN) online curricula courseware that now provides not only WorkKeys/NCRC preparation, but "soft" skills and CCRS-based curricula tracks. Along with the administration of badge-supported curricula and assessments, the essential skills track concludes with a Kentucky Essential Skills Certificate (KESC).

KWIB – As a Kentucky Workforce Investment Board (KWIB) member, the vice president actively participates in quarterly KWIB meetings and commits to initiatives to collaboratively advance workforce education and skill development in the Commonwealth (e.g., GED Express*).

*A framework developed by and vetted through an adult educator work group intended to accelerate students' pathways to passing the GED Ready™ test and GED® test content areas in the most efficient and effective manners, potentially working in different venues (e.g., classes, labs, Ready™ test diagnostic skill refreshers) on different academic skills (e.g., mathematics, English language arts, etc.) simultaneously.

A KYAE state staff member serves on the Work Ready (WR) Communities Steering Committee promoting adult education programs' participation in the local application to become certified WR communities by: decreasing the population without a high school diploma or its equivalent; increasing National Career Readiness Certificate awards; and contextualizing academic skills with employability skills (beginning with pilot programs and an expedited roll out in 2014-15 to Work Ready Communities In Progress as a priority).

KYAE programs prepare students to take the ACT WorkKeys assessment to earn the NCRC, a standardized credential that validates reading, mathematics, and locating information skills for specific occupations. KYAE avails programs the use of WIN online curriculum aligned with the WorkKeys assessment by defraying the cost of the certificate for adult education students. In 2014-15, 1,962 NCRCs were awarded in Kentucky.

KYAE is fully supportive of the Kentucky Career Center (KCC) system vision and participants in KCCs across the Commonwealth (e.g., co-location, robust referral processes, etc.). The Kentucky Skills Network is a unique partnership between the Cabinet for Economic Development (CED), Education and Workforce Development Cabinet (EWC), Labor Cabinet (LC), and KCTCS. The network is dedicated to assessing employer skills needs and designing and delivering effective workforce solutions. Local KYAE programs are available to provide services in cases where potential or current employees are eligible for adult education.

BSSC – KYAE is also represented on the board of the Bluegrass State Skills Corporation (BSSC), which was established in 1984 by the General Assembly of the Commonwealth of Kentucky as an independent, de jure corporation to stimulate economic development through programs of skills training to meet the needs of business and industry.

DOC – KYAE partners with Department of Corrections (DOC) to serve both full-service jails' correctional offenders and state adult institution inmates. Adult educators provide educational services to jails based on cooperative agreements with the jailers. KCTCS faculty are commissioned to serve state adult correctional institution populations, however, adult educators support those educational experiences by offering evening classes for offenders. DOC decided state correctional institutions would become their own high school equivalency testing sites. KYAE and DOC have worked together to surmount test administration challenges and continue a collaborative effort to set realistic goals for academic gains and high school equivalency graduates.

Other Strategic Alliances – KYAE's vice president and the Kentucky Department for Library and Archives' (DLA) Commissioner distributed a memorandum encouraging local adult education and libraries to strategically partner in their attempts to reach our target population in alternate venues. KYAE also coordinated with (DLA) during a pilot program to explore best practices of forging these partnerships and promoting use of Kentucky Educational Television's (KET) *Fast Forward* online GED® test preparation.

Additionally, KYAE partnered with the Kentucky Virtual Library (KVL) and KCTCS to contract with the National Resources Open College and Career project to offer customized tracks of EdReady, including GED® testing, Kentucky Online Testing (KYOTE), and ACT COMPASS placement testing.

One of KYAE's keys to success is the breadth and depth of its partnerships. The charge of increasing the knowledge and skills of undereducated Kentucky adults is too broad for one state government agency's work alone; therefore, partnerships with public and private entities are critical to

KYAE's success. Local programs partner with various community-based service organizations, colleges, employers, etc. The state office has partnerships with the following agencies/organizations to write grants, serve as fiscal agents of program services, plan and deliver adult educator professional development, provide career pathways opportunities, contribute to Work Ready Communities criteria and objectives, serve as board members, provide locations for satellite sites, offer student career counseling and job exploration, grow state staff with professional develop and/or technical assistance, generate outreach and marketing, among other efforts to leverage resources and extend services: Kentucky Council on Postsecondary Education (KYCPE), Eastern Kentucky University; Economic Development Cabinet, Bluegrass State Skills Corporation; Educational Cooperatives; Kentucky Broadcasters Association; Kentucky Community and Technical College System; Kentucky Department for Workforce Investment (Office of the Blind, Office of Employment and Training, Office of Vocational Rehabilitation, Kentucky Career Centers); Kentucky Department of Corrections; Kentucky Libraries and Archives; Kentucky Education and Workforce Development Cabinet; Kentucky Educational Television; Kentucky Higher Education Assistance Authority; Kentucky Virtual Library and Campus; Kentucky Workforce Investment (Innovation) Board; Local Boards of Education; Local Workforce Investment Boards; McDonald's Restaurants; Morehead State University; National Center for Families Learning; University of Kentucky, Collaborative Center for Literacy Development; and U.S. Department of Education, Office of Career, Technical, and Adult Education.

English Literacy/Civics (EL/C) Program

Describe the activities and services supported with EL/C funds, including the number of programs receiving EL/C grants and an estimate of the number of adult learners served. (Only states receiving EL/C funds should respond to question #4).

Kentucky served 1,695 students in EL/Civics programs through 20 grants to local programs in the 2014-15 program year. The grant awards are as a result of a direct and equitable, competitive bid process based on population in need.

EL/Civics programs in Kentucky continue to use a variety of activities and instructional methods to enhance non-English speaking student's effective communication skills and civic practices. Most programs use a combination of field trips to local merchants, local county and government agencies, public libraries; science, art or history museums; local historical landmarks; and the Kentucky Capitol. Additionally, programs sponsor cultural activities, such as holiday and international celebrations, and invite students to bring food and share their own cultural traditions.

Secondary School Credentials and Equivalencies

Describe your state's policies related to how it awards a secondary school diploma or its equivalent to individuals who are no longer enrolled or required to be enrolled in secondary school under state law. Include state recognized tests that are used to award the diploma as well as other criteria that may be recognized, such as competency-based or credit-based methods.

KYAE awards High School Equivalency Diplomas based on passing the GED® test. Kentucky uses the passing score requirements established by GED Testing Service® (GEDTS®). The test is administered at Pearson VUE GED® Testing Centers, which are located in non-profit educational institutions, state prisons, and local correctional facilities. The fee to take the test is the cost set by GEDTS®; Kentucky charges no additional state administrative fee for the test.

The test can be administered to anyone without an accredited high school diploma who has a Kentucky address, passes the GED Ready™ Test: The Official Practice Test, and is 19 years old or older. Those younger than 19 can take the GED® test if they have reached the legal age to withdraw from school, as established by the local school district where they reside, and have been withdrawn from school for 90 days or more as certified by the local school district.

The local school superintendent may waive the 90-day wait period for employment, postsecondary education enrollment, medical justification, family circumstances, or other reasons. There are exemptions for presenting proof of withdrawal from school for those who have reached the legal age of withdrawal, but are younger than 19, and are incarcerated, in Job Corps programs, or are considered state agency children. Additional permissions and documentation may be required for these special populations.

Some of the key considerations in continuing with the GED® test were, upon introduction, its full alignment to college- and career-ready state standards, national recognition and portability, and access to a computer-based testing footprint based on proactive efforts by KYAE. KYAE requires students to be certified test ready (13 KAR 3:050 High School Equivalency Eligibility Requirements) by passing the GED Ready™ Test with the same standard scores as expected on the official test. This has resulted in one of the three highest pass rates (80% and above) of the states offering the GED® test and exceeds the national average.

To achieve educational gains, state standards alignment must be accompanied by fervent and sufficiently challenging professional development to ensure instructors understand the standards and have appropriate resources to inform curricular content and instructional strategies; e.g., Kentucky Education Television's *Fast Forward* online GED® preparation curriculum licenses provided to all programs.

Adult Education Standards

Describe your state's progress toward implementation of adult education college and career readiness (CCR) standards, including whether your state has formally adopted a validated set of CCR standards. Describe how the state has determined the standards to be representative of CCR and the timeline by which such standards will be or have been implemented by all local programs. Describe how the state is supporting the use of standards by local programs and state leadership funds that are being used to support implementation.

CCR SIA – To continue to support standards-based instruction specific to the College and Career Readiness Standards, KYAE applied to participate in the College and Career Readiness Standards-in-Action (CCR SIA) initiative from the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE). The application was accepted and a five-member state team consisting of one KYAE state staff member, two PD contractors and two programs directors, who collectively lead twelve programs, was formed.

In March of 2015, Kentucky’s state team, along with the teams from eleven other states, convened in Washington, D.C., for the first of two national workshops. These workshops were designed to “delve into the instructional and institutional implications of CCR Standards and help to shape the approach that teachers and program leaders should take.” In the March workshop, the team learned to evaluate instructional resources by determining their alignment to the key advances in the CCRS. Core instructional actions to effectively implement the CCRS’ key advances in adult education classrooms were presented as the second part of the initial workshop.

Two national coaches were assigned to the Kentucky team to assist in planning for a pilot implementation of these activities with instructors from the twelve participating programs. Workshops for evaluating and aligning both mathematics and English/language arts resources were completed for a total of 48 instructors. The pilot continues into FY2015-16 with the impact of the activities being evaluated and feedback given to the program directors in response to submitted assignments. The purpose of the pilot is to determine which activities and tools from the workshops will be incorporated into future PD.

KYAE recognizes the critical need for aligning adult education curricula to meet the higher demands of the CCRS sanctioned by the Office of Career, Technical, and Adult Education, U.S. Department of Education. It is also crucial that these curricula be aligned to a more relevant GED® test and representative of current expectations of college- and career-ready graduating seniors. CCRS provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge, skills, and abilities needed for continued success. KYAE is part of an effort to create a seamless system for students to move from adult education to earning stackable credentials, including the KESC, NCRC, and a High school Equivalency Diploma, based on the GED® test. With students fully prepared, Kentucky will be positioned to compete successfully in the global culture and economy.