

# Ability-to-Benefit (ATB) FICAPS Institute January 28-29, 2016

Julie Falt  
Santa Fe College  
Adult Education Program Coordinator

# Ability-to-Benefit (ATB)

Under Pub. L. 113-235, students who are enrolled in an eligible career pathway program, on or after July 1, 2014, and who are not high school graduates, may be eligible to receive Title IV aid if the student meets one of the following ATB alternatives:

- Passes an independently administered Department of Education approved ATB test, **or**
- Completes at least 6 credit hours or 225 clock hours that are applicable toward a degree or certificate offered by the postsecondary institution (**paid for by the student**)
- Completes a State process approved by the Secretary of Education. *Note: To date, no State process has ever been submitted for the Secretary's approval*

# Ability-to-Benefit (ATB)

Practitioners should be aware of several important documents as they implement ATB Programs.

- Dear Colleague Letter-DCL ID: GEN-15-09,  
Publication Date: May 22, 2015  
<http://www.ifap.ed.gov/dpcletters/GEN1509.html>
- IFAP-Electronic Announcements-Subject: Approved Ability-to-Benefit (ATB) Tests and Required Scores  
<http://ifap.ed.gov/eannouncements/062415ATBTests.html>

# Eligible Career Pathway Programs

Career Pathways refer to a combination of rigorous and high-quality education, training, and support services that are aligned with the skill needs of industries in State or regional economies, preparing individuals to be successful in secondary or postsecondary education programs and the labor market.

Any institution, whether public, nonprofit, or for-profit, may offer an eligible career pathway program.

# Eligible Career Pathway Programs

- Concurrently enroll students in connected adult education and eligible postsecondary programs;
- Provide students with counseling and supportive services to identify and attain academic and career goals;
- Provide structured course sequences that—
  - Are articulated and contextualized; and
  - Allow students to advance to higher levels of education and employment;

# Eligible Career Pathway Programs

- Provide opportunities for acceleration for students to attain recognized postsecondary credentials, including degrees, industry relevant certifications, and certificates of completion of apprenticeship programs;
- Be organized to meet the needs of adults;
- Be aligned with the education and skill needs of the regional economy; and
- Have been developed and implemented in collaboration with partners in business, workforce development, and economic development.

# Two Components of an Eligible Career Pathway Program

- An Adult Education Component, which includes academic instruction and education services below the postsecondary level that increase an individual's ability to:
  - Read, write , and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
  - Transition to postsecondary education and training; and
  - Obtain employment
- A Title IV Eligible Postsecondary Component, which is a program eligible for financial aid.

# Approved Tests and Test Scores to Determine ATB Eligibility

- Refer to IFAP-Electronic Announcements released on 6/25/15 for a list of Approved Ability-to-Benefit (ATB) Tests and Required Scores. Make sure the test used is also approved by your institution and the State of Florida.

<http://ifap.ed.gov/eannouncements/062415ATBTests.html>

- The Accuplacer, or CPT, published by The College Board is an approved test commonly used in Florida. Approved ATB Scores follow:
  - Reading Comprehension-55
  - Sentence Skills-60
  - Arithmetic-34



# Timing of ATB and Completed Credits on Eligibility for Title IV Aid

- The timing of the meeting ATB eligibility affects the amount of awards. There are different categories of students with differing requirements for each:
  - Prior to July 1, 2014
  - On or after July 1, 2014
  - On or after July 1, 2015

Refer to the chart on page 9 of the Dear Colleague Letter:

DLC ID: GEN-15-09

<http://www.ifap.ed.gov/dpcletters/GEN1509.html>

# SF College Progress Toward Approving ATB Program

- The Director of Financial Aid is heading up a committee made up of representatives from the following departments:

- Financial Aid
- Career and Technical
- Adult Education
- Admissions
- Registration
- ITS

A policy has been drafted, and duties have been assigned to department representatives.

# SF College Progress Toward Approving ATB Program

## Identified Programs

- Automotive Service Technology (has CPP articulation info)
- Heating and Air Conditioning Technology
- Welding (CPP articulation in progress)
- Plumbing

# SF College Progress Toward Approving ATB Program

## Documentation Necessary

Requirement	Program Level Documentation	Process Level Documentation
<ul style="list-style-type: none"> <li>Concurrently enroll students in connected adult education and eligible postsecondary programs</li> </ul>	<ul style="list-style-type: none"> <li>Registrar / ERP System record (Program Code 4100 and 7xxx)</li> </ul>	<ul style="list-style-type: none"> <li>Process for identifying, documenting and providing support services to students coded in 4100 &amp; 7xxx</li> <li>ABE Reports that identify outcomes of program</li> <li>AS, AAS, &amp; Certificate Programs document</li> <li>Institution's Program Participation Agreement</li> </ul>
<ul style="list-style-type: none"> <li>Provide students with counseling and supporting services to identify and attain academic career goals</li> </ul>	<ul style="list-style-type: none"> <li>CTE Advisor/Coordinator job descriptions</li> <li>ABE Advisor/Coordinator job descriptions</li> <li>Information about Advising and Counseling that is given to CTE students</li> </ul>	<ul style="list-style-type: none"> <li>ABE grants/reports that document support services provided</li> <li>CTE grants/reports that document support services provided</li> </ul>
<ul style="list-style-type: none"> <li>Provide structured course sequences that</li> </ul>		
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Are articulated and contextualized; and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Articulation document for each CPP</li> <li>Degree Audits/Graduation Checklist for each CPP program</li> <li>Road Map for each CPP program</li> </ul>	<ul style="list-style-type: none"> <li>Articulation Template document</li> <li>Road Map Template</li> <li>Perkins Requirements for Implementing Career Pathways Programs of Study document</li> </ul>
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Allow students to advance students to higher levels of education and employment;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Articulation document for each CPP</li> <li>Road Map for each CPP program</li> <li>Demand Occupation List for each CPP Program</li> <li>Perkins Requirements for Implementing Career Pathways Programs of Study document</li> </ul>	<ul style="list-style-type: none"> <li>Articulation Template document</li> <li>Road Map Template</li> <li>Perkins Requirements for Implementing Career Pathways Programs of Study document</li> </ul>

# SF College Progress Toward Approving ATB Program

## Documentation Necessary Continued

<ul style="list-style-type: none"> <li>• Provide opportunities for acceleration for students to attain recognized postsecondary credentials, including degrees, industry relevant certifications, and certificates of completion of apprenticeship programs;</li> </ul>	<ul style="list-style-type: none"> <li>• Articulation document for each CPP</li> <li>• Road Map for each CPP program</li> <li>• Demand Occupation List for each CPP Program</li> </ul>	<ul style="list-style-type: none"> <li>• Articulation Template document</li> <li>• Perkins Requirements for Implementing Career Pathways Programs of Study document</li> </ul>
<ul style="list-style-type: none"> <li>• Are organized to meet the needs of adults;</li> </ul>	<ul style="list-style-type: none"> <li>• Course schedule for each CPP?</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Are aligned with the education and skill needs of the regional economy; and</li> </ul>	<ul style="list-style-type: none"> <li>• Articulation document for each CPP</li> <li>• Road Map for each CPP program</li> <li>• Demand Occupation List for each CPP Program</li> </ul>	<ul style="list-style-type: none"> <li>• Articulation Template document</li> <li>• Road Map Template</li> <li>• Perkins Requirements for Implementing Career Pathways Programs of Study document</li> </ul>
<ul style="list-style-type: none"> <li>• Have been developed and implemented in collaboration with partners in business, workforce development, and economic development.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulation document for each CPP</li> <li>• Road Map for each CPP program</li> <li>• Demand Occupation List for each CPP Program</li> </ul>	<ul style="list-style-type: none"> <li>• Articulation Template document</li> <li>• Road Map Template</li> <li>• Perkins Requirements for Implementing Career Pathways Programs of Study document</li> </ul>

# SF College Progress Toward Approving ATB Program

## Documentation Tracker

Documentation Tracker:

Status	Documentation	Responsible	Type
	CTE Advisor/Coordinator job descriptions	John	General/Institutional
	ABE Advisor/Coordinator job descriptions	Julie/Harold	General/Institutional
	Information about Advising and Counseling that is given to CTE students	John/Tom	General/Institutional
	Articulation document for each CPP	Mable/Priscilla	Specific (to each CPP)
	Degree Audits/Graduation Checklist for each CPP program	John/Tom	Specific (to each CPP)
	Road Map for each CPP program	John/Tom	Specific (to each CPP)
	Demand Occupation List for each CPP Program	John/Tom	Specific (to each CPP)
	Course schedule for each CPP?	Volunteer	Specific (to each CPP)
	Articulation Template document	Mable/Priscilla	General/Institutional
Received	Perkins Requirements for Implementing Career Pathways Programs of Study document	Priscilla	General/Institutional
	ABE Reports that identify outcomes of program	Julie/Harold	General/Institutional
Received	ABE grants/reports that document support services provided	Julie/Harold	General/Institutional
	CTE grants/reports that document support services provided	John	General/Institutional
Started	Process for identifying, documenting & providing support services to students coded 4100 & 7xxx	Mia / IT	General/Institutional
Received	Road Map Template	John	General/Institutional
Need Updated Copy	AS, AAS, & Certificate Programs document	Korona	General/Institutional
Received	Program Participation Agreement	Mia	General/Institutional

Thank you, and please  
contact me if you have any  
questions.

Julie Falt  
Santa Fe College  
Adult Education Program Coordinator  
352-395-5967  
[julie.falt@sfccollege.edu](mailto:julie.falt@sfccollege.edu)