Montana
Adult Education and Literacy Program

Assessment Standards and Guidelines

2017-18

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Part I – Introduction and Montana Context

The Adult Education and Literacy (AEL) accountability is defined through the National Reporting System (NRS) which was established to meet the requirements of Title II of the Workforce Innovation and Opportunity (WIOA). (Public Law 1113-128). The WIA authorizes the state grant program to deliver Adult Basic and Literacy Education in order to provide educational advancement opportunities for all enrolled students. The state sets performance standards to meet specific learner outcomes, and the state uses data results to determine a portion of local program funding.

As a necessity for ensuring program compliance, statewide accountability and accuracy for federal and state reporting, funded AEL programs are required to follow the state Assessment Standards and Guidelines. The Office of Public Instruction (OPI) AEL staff will review the data periodically to determine needs for technical assistance in adhering to the state Assessment Standards and Guidelines.

For the Montana Comprehensive Adult Student Education System (CASES) data to be meaningful on a statewide and national basis, data collection procedures must be standardized among all programs in the state; that is data must meet the definition of validity and reliability, and data must be defined and collected in the same way by all programs for comparability across state AEL programs. The local programs are central to data collection efforts.

- Local program effectiveness is judged, in part, by whether these standards are met.
- Local programs are held account for helping students determine appropriate educational advancement goals.
- Local programs are held accountable for helping students attain their goals.

Part II – Roles and Responsibilities

Program Director

A program director ensures a data process that collects and reports data with fidelity. A program director plans well, has staff members who are well trained and know their roles and responsibilities, and have needed tools and resources. The program director guarantees a quality system and has oversight by monitoring its operation and identifying problems promptly.

Staff

Staff has a clear description and understanding of its roles and responsibilities for data collection.

Trained, designated staff completes Student Intake Form, checks for accuracy, and places in secure files.

- Trained, designated staff assesses students using the TABE, BEST Plus2.0, or Best Literacy.
- Trained, designated staff completes a goal setting process with the student.
- Trained, designated staff enters student data accurately into the statewide database.

- Staff adheres to NRS definitions for each measure.
- Staff uses standard forms, tied to the statewide database, for collecting data.
- Staff regularly reviews data and checks for missing or inaccurate data that is identified through the statewide database error-checking and quality control system.

- Staff has ongoing training on data collection.
- Staff data entry procedures are clear and timely.
- Staff has timely or direct access to information from the database.

Staff uses assessment for instructional purposes and has a clear understanding of the distinction between assessment for instructional purposes and accountability.

- Staff supplements assessment for accountability with formative instruction-based assessment.

Note: Once yearly data are finalized by the Office of Public Instruction (OPI) local programs may not make any changes. The OPI AEL office will notify all local programs when data changes must cease.

Part III – Procedures

Section A – Procedures Overview

Use the following definition from the Workforce Opportunity and Investment Act to determine eligibility of learner for providing AEL services.

"…the term adult education refers to services or instruction in reading, writing, and math below the post-secondary level for individuals who have attained 16 years of age, who are not enrolled or required to be enrolled in secondary school under State law; and who lack sufficient mastery in reading, writing, and math and/or do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or who are unable to speak, read, or write the English language."

All AEL programs will use the Student Intake Form provided by the OPI AEL office to collect the information necessary for enrollment. Student demographics, locator scores, pretest scores, and post-test scores shall be entered in the statewide AEL database as completed.

A copy of the Student Intake Form is located in the Appendix of this document. The purpose of the uniform Student Intake Form is to assure the consistent collection of student information.

- Local programs must enter their local name and address at the top of this form.
- Local programs must not alter this form.
- Local programs may collect additional information as necessary or required.
- Local programs must securely file Student Profile Form.

- All AEL programs will designate and train staff to administer the common Student Intake Form according to the standards stated in this document.
- All AEL programs will train staff to use the information in this document so that all student profile information is collected using a common set of definitions and standards. (NRS Data Dictionary is located in the Appendix of this document.)

- All AEL programs will administer the assessment tests according to the standards stated in this document and according to the recommendations of the test developer.

- All AEL programs will administer a locator and pretest in reading, math, and language arts. The primary area of instruction shall be determined based on the scores of the administered pretests. A posttest in the primary area of instruction is required for education gain.

- All AEL programs will pretest students within 12 hours of instructional activity.

- All AEL programs will assist students in educational advancement, and each student will be guided in selecting additional individual goals that are appropriate according to the standards stated in this document.

- All AEL programs will designate staff to enter and verify the collected information into the statewide AEL database.

- All AEL programs will designate staff and a process to verify the accuracy of their data entries into the statewide AEL database.

Designated data entry staff and contact information will be provided to the OPI, and the OPI must be notified of any change in data entry staff.

Section B – Attendance Records

All AEL programs will keep AEL student attendance records.

AEL programs must record the hours of direct instruction or instructional activity the students receive from the program.

Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, including:

- intake;
- goal setting or counseling;
- assessment designed to inform instructional placement decisions, assess progress or inform
- instruction;
- classroom instruction;
- tutoring; and
- participation in a learning lab.

Time used to take HiSET tests is **not** counted as instructional activity.

Recording attendance includes the following:

Each program will designate the method used to record student attendance as defined by the statewide data base:

- Attendance by individual students;
- Attendance by class – same hours;
- Attendance by instructor; or
- Attendance by class – different hours.
- Attendance should be noted to the quarter hour.
- Attendance should be entered weekly, preferably daily.

Attendance cannot be entered after 30 days.

- Attendance records must be for 10 or fewer hours.
- Hours of attendance must be entered by class.

Exiting Students

-Students must be exited after no scheduled instructional activity for 90 days.

Section C – Goal Setting

Goal setting is a process that occurs over the time of attendance for each student. Quality goal setting practice is a critical process that cannot be overlooked or underestimated. For each program year of participation, students should review and revise their goals with program staff as necessary during the program year.

Each Montana AEL program will use the following guidelines while assisting students in setting goals.

Interview the student to determine reason(s) for studying at the AEL Learning Center.

Assess the student using the TABE 9/10, BEST Plus2.0, or Best Literacy.

Review the assessment with the student.

Review preliminary discussion about the student's reasons to study at the AEL Learning Center.

Inform students that in addition to an education gain following participation in an adult education program, they may choose to work toward one of the following:

- Obtain a job
- Retain job
- Earn a HiSET or secondary diploma, or
- Enter postsecondary education/training.

- Discuss long-term goals and short-term goals with the student.

  - Identify the goal as long-term if assessment and interview indicate the goal is not attainble within one program year.

  -Identify the goal as short-term if the assessment and interview indicate the goal is attainable within one program year.

  -Break long-term goals into short-term goals, which are attainable within the program year. Consider that for some students, the goal of educational gain will become the most reasonableL short-term goal.

Assist the student in selecting other appropriate goals. Additional goals include:

- Achieve citizenship skills;
- Meet work-based project learner goal;
- Improve English language skills;
- Involvement in children's education;
- Involvement in children's literacy – related activities;
- Improve math skills;
- General involvement in community activities;
- Reduction in receipt of public assistance;
- Vote; and
- Improve reading skills.

Note: Additional outcome measures (1-11) are reported on NRS Table 11 (optional). Additional goals are not a measurable outcome for local program performance.

Additional secondary goals will be measured through direct communication with students to determine if they attained the goal.

It is the responsibility of each AEL program to determine student attainment of additional secondary goals listed above.

General Assessment Information

All AEL programs will administer the assessment tests according to the standards stated in this document and according to the recommendations of the test developer.

The approved assessments for MT are as follows:

- TABE 9 & 10
- Best Plus2.0
- Best Literacy

It is required that all eligible students being served with adult education funding are to be pretested after orientation. At the latest a student should be pretested before 12 hours of attendance (instructional activity). Attendance hours cannot be accrued after 12 hours if pretests have not been administered.
All AEL programs will administer a locator and pretest in reading, math, and language arts. The primary area of instruction shall be determined based on the scores of the administered pretests. A posttest in the primary area of instruction is required for education gain.

All programs must ensure the following procedures are in place and implemented.

Pretesting

- All TABE students are to be administered the locator to identify the level for initial pre-testing.
- All students enrolled in an ABE or ASE level program must be assessed using **TABE** 9 & 10 (levels L, E, M, D or A. ELA students must be assessed using one of the approved assessments including **BEST or Best Literacy.** These are the only assessments that can be used for student placement and to document the Educational Functioning Level (EFL).
- Programs should follow publisher guidelines and state policy for test administration.
- Pre-testing must occur at student orientation or prior to the completion of 12 hours of participation in an ABE or ELA program, ideally, at intake or soon thereafter and utilized when setting goals.
- **All students shall be officially enrolled in CASES upon completion of the registration/intake form.**
    - The hours spent in orientation, assessment, goal setting, working in the classroom, and working with the instructor or in online approved distant learning curriculum shall count toward the student's total attendance hours.
- Allowable attendance is any time a student is working in the AEL center, in an approved online distance learning program, or spending time with an instructor, other than other HISET testing time.
- Within a program year, if a student is exited (no instructional activity for 90 days) and then returns within the program year, the student should be re-enrolled, and no pretests should be administered.
- Pre- and post-testing must use different test forms of an approved assessment (for example, TABE Form 9, Level D for pre-test and TABE Form 10, Level D for post-test).
- Upon the completion of three pretests, the student's primary area of instruction (PAI), the students' lowest performance area will be identified. The PAI is the area in which instruction will be focused to facilitate student educational gain. To obtain an educational gain a post-test must be given in the student's PAI (reading, language, or math) that was determined by the pretest and used to establish the students' educational functioning level (EFL).
    - When a student wants to work on a subject area that is not the lowest EFL, then the instructor/student will decide at the beginning of the year and that subject area will be chosen in CASES. For example, if a student receives a low score in reading and writing but wants to work on math, then math will be the subject tracked and assessed in CASES.
        - If a subject area is different from the lowest assessed area, it is recommended that a notation be made in the student's comment section of CASES and in the student's hard copy permanent file.

Post-testing

The length of time between the pre- and post-tests must be long enough to allow the test to measure educational gains according to the test publisher's guidelines. Students who need to be post tested more than once in a program year to demonstrate a gain many not use the same TABE form within any six month period or before a 120 hours of instruction has been completed.

New Program Year

Students must take a new locator and pretest to establish a new EFL and PAI for the new program year.

Students enrolling in April, May, or June will be considered carry-over students. Carry over students will carry over the locator and all three pre-tests from April-June.

All programs must strive to achieve or exceed the State's post-test standard. For program year 2016-17, the **post-test rate standard is 65%.**

Part IV – TABE Assessment

Section A- Purpose of Montana TABE Assessment Policy

The TABE assessment is administered consistently throughout Montana AEL programs to manage and monitor student education gains and to identify areas for program improvement.

AEL funded programs are to use the Tests of Adult Basic and Literacy Education (TABE) to measure the pre-post progress of adult learners enrolled in AEL programs. Beginning July 1, 2005, all Montana AEL programs are exclusively using TABE 9 and 10. TABE testing materials can be purchased with Adult Education and Family Literacy ACT (AEFLA) funds.

Section B – Overview of TABE

The Tests of Adult Basic and Literacy Education (TABE) have content areas that measure reading, language, mathematics and spelling. There are five overlapping levels for the TABE 9 and 10.

Test Level	Grade Range
L (Literacy)	0-1.9
E (Easy)	2-3.9
M (Medium)	4.0-5.9
D (Difficult)	6.0-8.9
A (Advanced)	9.0-12.9

There are four types of TABE 9 and 10 Instruments:

The TABE Locator Test: The Locator is administered to determine the appropriate level of the TABE Battery to administer to the individual student.

TABE Level L (Literacy): The Level L Test is a Word List located in the Examiners Manual for the Complete Battery. The Word List is designed to help assess the reading level of examinees whose reading abilities are weak or unknown. Typically the Word List could be used when an examinee has difficulty reading while taking the TABE Locator Test.

TABE Survey: A short form of the Complete Battery. The Survey is designed to provide maximum information in a minimum amount of testing time.

TABE Complete Battery: The Complete Battery is comprehensive, including almost twice as many questions as the Survey.

Section C – Use of the TABE Instruments

Montana will require the use of the TABE Forms 9 and 10, Complete Battery or Survey, Levels L, E , M, D, or A for assessment of AEL reading, writing, language and math.

> **TABE Locator:** The TABE Locator is to be used during the learner intake process to determine which level of the TABE to give learners at pretest. It is critical to use the locator in order to be AEL to conduct a valid assessment of learners' skills at pretest with the TABE. The locator test assesses reading, mathematics, and language to determine which level of the pretest to administer in each area.
>
> **TABE Forms and Levels**: AEL programs are to use the TABE Test Forms 9 and 10, Levels L, E, M, D, or A to measure the progress of learners enrolled in AEL reading, language and math instruction.

Section D – TABE Complete Battery or Survey – Reading, Language and Math

Upon completion of three pretests, the student's primary area of instruction (student's lowest performance area) will be identified. This is the baseline from which programs will measure student gains. Gains in the primary area of instruction count for educational gains. To obtain an educational gain, a posttest must be administered in the primary area of instruction (reading, language or math) that was determined by the pretest and used to establish the student's EFL. Programs may posttest in additional content areas (reading, language or math). See PAI details in Pre-testing Testing Requirements Section III

Students must be pre and posted to complete and advance EFLs, except for the possible completion of ASE, where state policy allows completion of the GED to indicate completion of ASE.

Section E – Test Forms and Levels

The OPI recommends that Form 9 be administered as the pretest with all learners entering AEL programs. Form 10 would then be used as the posttest with Form 9. The same form cannot be used for both pre and post testing.

All assessment scores must be entered into the statewide database within 30 days of test administration.

Test Levels

Pretest: the Level (L, E, M, D, A) of the Survey or Complete Battery sub-test to be administered at pretest is determined by the learner's score on the TABE Locator. Below are the levels for TABE 9 and 10.

Locator Test Scores Reading	Locator Test Scores Language	Evaluation Chart Mathematics	TABE Level To Administer
6 and below* 7-8 9-10 11-12	6 and below* 7-8 9-10 11-12	4-6* 7-8 9-11 12-16	E (Easy) M (Medium) D (Difficult) A (Advanced)

*If an examinee scores fewer than 7 correct on the Reading section of the Locator Test, use any previous knowledge of examinee's performance to determine the appropriate TABE Reading level to administer.

TABE Level L (Literacy) assesses pre-reading and beginning reading skills. The Level L Word List may be administered as a guide to placement of examinees in Level L or Level E.

** If an examinee scores fewer than 4 items correct in Mathematics, it may indicate that TABE Level L Mathematics should be administered. Use any previous knowledge of examinee's performance to determine the appropriate TABE Mathematics level to administer.

If an examinee's Locator Test scores indicate significant differences (more than two TABE levels apart) in reading, language and mathematics, it is appropriate to assign the examinee varying TABE level test books for reading, language and mathematics.

Posttest: Measures student progress

Use the alternate level of the Complete Battery or Survey that was administered at the pretest (e.g., Form 9, Level M at pretest; Form 10, Level M at posttest). Based on instructor input and/or a pretest score near the top of a level, the student may be post tested with the next level (e.g. student tests near the end of range at Level M and good progress in classroom, posttest with Level D). Caution: before moving a student up from one level of the TABE to the next, make sure he/she is scoring at the top of the range on the lower level of the test.

All adult learners are to be pre and post tested

At the beginning of a new program year, new and continuing students (except carry over students) will take a locator and pretest.

Montana AEL goal is to have a statewide pre-posting rate of at least 65 percent within five years. Beginning with the 2008 fiscal year, AEL programs must show an annual increase in their pre-post test rate of at least 10 percent until the program reaches a 65 percent pre-post test rate. The phased implementation of the 65 percent pre-posttest rate should enable programs to implement procedures to increase learners' persistence and thus their pre-post test rates.

Post testing students at the High ASE level may determine student gains within the level.

Retesting

In some instances students may be tested more than once to determine progress gains as they work toward meeting goals. The TABE 9 and 10 user's guide recommends a minimum of six months between testing to avoid the "practice effect" in which a student scores artificially high because of familiarity with the test items. Students completing 120 hours of instruction have committed to attending regularly and may have received sufficient remediation to successfully demonstrate academic gain on a retest. Teacher discretion required.

If administering progress assessments, follow these guidelines:

> The initial posttest should be an alternate of the test used at pretest (e.g., if Form 9 was used at the pretest, then use Form 10 at progress). After six months has transpired, use Form 9 for a posttest. Alternate between Forms 9 and 10, always making sure that the same form is not used within a six-month period.

If more than one assessment is given, the most recent assessment should be used to determine completion or advancement.

Section F – Timed Administration

Each program will have a TABE Administrator's Guide. Follow the recommendations of the test maker to correctly use the TABE 9 and 10 Assessments which must be timed.

TABE Locator: The Locator reading, language and math tests take approximately 37 minutes to administer. The time limits are generous and allow most examinees time to finish.

- Locator Reading takes approximately 12 minutes.
- Locator Mathematics takes approximately 13 minutes.
- Mathematics Computation takes 5 minutes.
- Applied Mathematics takes 8 minutes.
- Locator Language takes approximately 12 minutes.

TABE Complete Battery and Survey: Each sub-test needs to be administered using the directions in the TABE manual. The following are times for the sub-tests:

Test	Complete Battery	Survey
Reading	50 min.	25 min.
Mathematics Computation	24 min.	15 min.
Applied Mathematics*	50 min.	25 min.
Language	55 min.	25 min.

*Use of calculators is allowed on the applied math sub-test.

Section G – Post testing Administration

Levels 1-4 (ABE)

The recommended number of instructional hours between a pre and post test for Levels 1-4 (ABE) is 50-60 hours of instruction, with **a minimum of 40 hours.**

Levels 5-6 (ASE Low and High)

The recommended number of instructional hours between a pre and post test for Levels 5 and 6 is **30-59** hours of instruction.

Program directors are required to verify that correct testing procedures are being followed Student files will be reviewed during onsite monitoring.

Section H – Administration Requirements

The state will provide TABE training through a train-the-trainer model for each program. The training will include: NRS policy, accountability policies, data collection procedures, and the guidelines for administering TABE 9 and 10. Program directors, or lead instructors, that complete the state training will be designated program assessment trainers who will provide initial training for new staff. A list of all trained staff must be submitted to the state as individuals are trained. Only staff who has completed the TABE training can administer the tests. The state will monitor appropriate testing protocol through desk monitoring and/or site monitoring.

Administering the TABE tests:

Each program will have a TABE Administrator's Guide and follow the recommendations of the test maker to correctly use the TABE 9 and 10. Assessments must be timed.

Programs are responsible for documenting that all assessment staff have read and understood administration guidelines.

All programs will document and submit a list of staff that has been trained to administer the tests.

Program staff is required to attend assessment training when offered by the OPI to refresh skills of previously trained staff. The OPI will offer yearly refresher assessment training.

Instructors should not administer or score their own learners' tests.

Section I – Use of Accommodations

Accommodations for testing must adhere to the recommendations described by the test publisher for each test used in the state. Refer to Guide to Administering TABE 9 & 10, Appendix A.

Students requesting accommodations other than category 1 accommodations listed in Appendix A of the Guide to Administering (visual magnifying equipment, large print, audio amplification, markers to maintain place, testing alone, testing in a small group, using adaptive furniture, or use of special lighting and/or acoustics) must provide verification of disability from an appropriate professional.

When students self-report the need for category 1 accommodations, programs must document and maintain a record accommodations provided.

Programs are responsible for submitting to the state a list of all disabled students and types of accommodations provided.

The state will monitor accommodation documentation through desk monitoring/and or site monitoring visits.

Section J – Recording of the TABE Data

Record scale scores, not Grade Level Equivalencies (GLE) in the statewide AEL database. The scale score is the basic or "main" score for the TABE and is used to compute and derive all other scores. Since GLE scores are derived from scale scores, using scale scores to report educational gain gives more accurate results of student achievement. Use the TABE Norms Book (Forms 9 and 10) to convert the number-correct score (the number of test items a student answers correctly on a test) to scale scores. The Norms Book also gives the GLE level for each scale score.

TABE® Form 9 & 10 – Normed Scale Scores for NRS – Educational Functioning Levels

Educational Functioning Level	Grade Equivalent	Reading Scale Scores	Total Math Scale Scores	Language Scale Scores
ABE Beginning Literacy	0-1.9	At or below 367	At or below 313	At or below 389
ABE Beginning Basic Education	2.0-3.9	368-460	314-441	390-490
ABE Intermediate Low	4.0-5.9	461-517	442-505	491-523
ABE Intermediate High	6.0-8.9	518-566	506-565	524-559
Low Adult Secondary Education	9.0-10.9	567-595	566-594	560-585

High Adult Secondary Education	11.0-12.9	596-above	595—above	586-above

Part V – ESOL Assessment Policy
Best Plus2.0

Section A – Purpose of Montana BEST Plus2.0 Assessment Policy

This policy describes the conditions under which AEL funded programs are to use the Basic English Skills Test (BEST Plus2.0) to measure the pre-post progress of all adult learners enrolled in Adult Basic and Literacy Education programs as learners of English as a second language. BEST PLUS2.0 testing materials can be purchased with Adult Education and Family Literacy Act (AEFLA) funds after a program has trained test administrators.

This policy became effective July 1, 2005.

Section B – Overview of the BEST Plus2.0

The BEST Plus2.0 is a performance-based individually administered face-to-face scripted oral interview. BEST Plus2.0 has either a print-based or a computer-adaptive version. BEST Plus2.0 measures oral communication and listening comprehension simultaneously.

Note: The print-based version requires the use of BEST Plus2.0 software for scoring and student reporting purposes.

Section C – BEST Plus2.0 Instruments

BEST Plus2.0 Administration

- Use as both pre and posttest.

- Test scores are valid for one year. If a student "stops-out" for a period longer than one year tests administered in the prior year are no longer valid; a new pretest must be administered. Assessments are good the program year in which the test are administered when used for eligibility for entrance into the program.

Note: If a non-native speaking student is assessed at or above the exit criteria using a BEST instrument, the student can be assessed with *Best Literacy* as an option, not a requirement. Programs may continue to use the TABE for ELA students who score above a 540 on the BEST Plus2.0.

Section D – Administration Procedures

Use of Timed Administration

- BEST Plus2.0- Individually administered but is not a timed test.

- Examiner should allow at least 20 minutes for each Oral Interview.

- Testing can take longer depending on the response time.

Schedules for Administration of Oral Pre-Post test

- BEST Plus2.0 pre-test should be administered within three weeks of a learner's enrollment.

- Post testing should take place after 60 hours of instruction, or after the completion of one continuous term of instruction. Students who are unable to attain 60 hours of instruction may post test after 40 hour, if it clear the student must exit the program and cannot meet the 60 hour requirement.

Program directors are required to verify that correct testing procedures are being followed. Student files will be reviewed during onsite monitoring.

Section E – Administration Requirements

Administering the BEST PLUS2.0

The state will provide BEST PLUS2.0 training. The training will include: NRS policy, accountability policies, data collection procedures, and the guidelines for administering BEST PLUS2.0. A list of all trained staff will be maintained at the state as individuals are trained. Only staff who has completed the BEST PLUS2.0 training can administer the tests. The state will monitor appropriate testing protocol through desk monitoring and/or site monitoring.

Only trained staff may administer BEST Plus2.0.

Instructors should not administer or score their own learner's tests.

Program staff is required to attend assessment training when offered by the OPI AEL office for new staff or to refresh previously trained staff. The OPI will offer yearly assessment training.

Section F – Use of Accommodations

An adult learner with a disability must provide the AEL program with a disability-related documentation if he/she requires accommodation(s). If a counselor or other program staff person determines through a screening that there is a strong possibility that the learner has learning, or other disability, a formal assessment may be undertaken. A formal assessment of a learning disability must be administered by a licensed professional (e.g., psychologist, school psychologist, or psychiatrist) and is valid for 5 years from the date of the formal assessment. In some cases, a “licensed professional” may be a speech, vocational, physical, or occupational therapist with verification by a licensed medical doctor, psychiatrist or psychologist.

Programs are responsible for submitting to the state a list of all disAELd students and types of accommodations provided. The state will monitor accommodation documentation through desk monitoring/and or site monitoring visits.

Section G- BEST Plus2.0 Data

Enter scale scores in the statewide AEL database. The scale score is the basic score for BEST Plus2.0 and is used to compute and derive all other scores (see TAEL below). Use the BEST Plus2.0 manual (Section III: Scoring BEST Plus2.0) Updated June 2006 to correlate the scale scores to the NRS levels. The statewide AEL database will translate the scale score into the federal NRS levels. Programs will be AEL to generate reports that portray student functioning levels and gains using this database.

BEST Plus2.0 Scale Scores to NRS Levels

NRS Level	Scale Scores BEST Plus2.0

Beginning ESL Literacy*	88-361
Low Beginning ESL *	362-427
Beginning ESL High*	428-452
Intermediate ESL Low*	453-484
Intermediate High*	485-524
Advanced ESL	525-564
Exit Criteria*	565 and above

*Data for this table came from this site: http://www.cal.org/aea/bp/

Best Literacy

Section A – Purpose of Montana BEST Plus2.0 Assessment Policy

This policy describes the conditions under which AEL funded programs are to use the *Best Literacy.* Unlike the Best Plus2.0 test, which is a test of English speaking and listening comprehension ability, the Best Literacy is a test of English reading and writing ability. Detailed information about the *BEST Literacy* is available from the Center for Applied Linguistics (CAL) at http://www.cal.org/aea/bp/or 1-866-845-BEST (2378).

Section B – Overview of the Best Literacy

The *BEST Literacy* is a written paper-and-pencil test that can be administered either individually or in groups. Test administration takes one hour or less and requires no special training. To ensure the accurate use and scoring of *BEST Literacy* as a standardized assessment, all test administrators should read and follow the instructions in the *BEST Literacy Test Manual*

Section C – BEST Literacy Instruments

Programs will have the option of using the *BEST Literacy* to assess only those students who have exited ESL level 6 by scoring 565 or higher on the *BEST Plus2.0.* The *BEST Literacy* cannot be used alone as an initial assessment.

Students who score 565 or over on a BEST Plus2.0 posttest have demonstrated gain in that year. Therefore, it is not necessary to test these students again until July 1 of the next program year. At that point, the *BEST Literacy* can be administered. That would become the pretest for the subsequent year and gains would be reported based on a *BEST Literacy* posttest. *BEST Literacy* can be administered as a pretest and posttest.

Students who score (pre or posttest) on NRS level 6 on the *BEST Literacy* should be transferred to AEL and tested with the TABE.

Test scores are valid for one program year. If a student "stops-out" for a period longer than one year tests administered in the prior year are no longer valid; a new pretest must be administered.

Section D – Administration Procedures

Examiner should allow one hour for test administration.

BEST Literacy be given as a posttest after a minimum of 60 hours of instruction following pretesting. However, 80 to 100 hours of instruction may be preferable given certain learner- and program-related factors such as length of course and student attendance.

Program directors are required to verify that correct testing procedures are being followed. Student files will be reviewed during onsite monitoring.

Section E – Administration Requirements

The state will provide BEST PLUS2.0 training and *Best Literacy* assessment will be included in the ESL assessment overview. The overview will include: NRS policy, accountability policies, data collection procedures, and the guidelines for administering

Instructors should not administer or score their own learner's tests.

The OPI will offer yearly assessment training.

Section F – Use of Accommodations

Users of *BEST Literacy* are responsible for providing accessible services and for ensuring that requests for accommodations are considered and handled in a manner consistent with applicable laws and regulations. Program and test administrators may provide and allow accommodation in test administration procedures or in the testing environment for individuals with disabilities, provided that the accommodation does not compromise the purpose or results of the test. The test is not designed to assess the functional literacy skills of visually-impaired students, unless reasonable accommodations can be made that will not interfere with the measurement of functional literacy skills and therefore invalidate the test results. For example, the test administrator cannot read the question to the examinee as *BEST Literacy* is a test of reading and writing, not listening. Permissible accommodations related to test administration procedures include the use of eyeglasses or magnifying glasses, earplugs, color overlays, or rulers. Testing environment accommodations might include frequent breaks or individual administration.

An adult learner with a disability must provide the AEL program with a disability-related documentation if he/she requires accommodation(s). If a counselor or other program staff person determines through a screening that there is a strong possibility that the learner has learning, or other disability, a formal assessment may be undertaken. A formal assessment of a learning disability must be administered by a licensed professional (e.g., psychologist, school psychologist, or psychiatrist) and is valid for 5 years from the date of the formal assessment. In some cases, a “licensed professional” may be a speech, vocational, physical, or occupational therapist with verification by a licensed medical doctor, psychiatrist or psychologist.

Programs are responsible for submitting to the state a list of all disable students and types of accommodations provided.

The state will monitor accommodation documentation through desk monitoring/and or site monitoring visits.

Section G- BEST Literacy Data

Enter scale scores in the statewide AEL database. The scale score is the basic score for *Best Literacy* and is used to compute and derive all other scores (see TAEL below). *BEST Literacy* scores have been aligned with both the Student Performance Levels (SPLs) and the National Reporting System ESL Educational Functioning Levels (NRS Levels). Therefore, the NRS and SPL descriptors are the only ones that can be used to interpret *BEST Literacy* scores. (For more detailed information on score interpretation and NRS and SPL alignment, see the *BEST Literacy Test Manual* (June 2008), pages 53-60). The

statewide AEL database will translate the scale score into the federal NRS levels. Programs will be able to generate reports that portray student functioning levels and gains using this database.

NRS Levels and *BEST Literacy* Scale Scores[a]

NRS Level	New *BEST Literacy* Scale Score Range Effective July 1, 2008
Beginning ESL Literacy	0 - 20
Low Beginning ESL	21 - 52
High Beginning ESL	53 - 63
Low Intermediate ESL	64 - 67
High Intermediate ESL	68 - 75
Advanced ESL	76 - 78[b]

Goals are not a measurable outcome for local program performance.

Part VI – Student Follow-Up

Section A – Procedures

Data Match

Attainment of gain employment or retain employment will be determined by the OPI AEL office through data matching with the state of Montana Department of Labor and Industry.

Attainment of a HiSET will be determined by the OPI AEL office through data matching with the Educational Testing Service/HiSET.

Data Match/Survey

Attainment of entering postsecondary education or training will be determined two ways:

The OPI AEL office will conduct a data match with the Montana University System enrollment data base.

Local programs will survey those students who are not enrolled in a member campus of the Montana University System.

Part VII – Data Matching/Survey Procedures

Section A

Data Matching

Every fall, the state will conduct a data match to track outcomes for the following: employment, retain employment, HiSET, and/or entrance into postsecondary education or training.

The employment information from the Montana Department of Labor is reported a year later than AEL data. The OPI will match employment and retain employment outcomes for the previous program year (i.e. after completing program year, 2007, data match employment outcomes for program year 2006). The

data match outcomes will show in the CASES database on Table 5 (i.e., if completing program year 2007, the employment data matching results would be for 2006).

Data matching for HiSET and postsecondary outcomes for the previous program year will be reflected on Table 5 for that year. Table 5 will show data match results for HiSET and postsecondary. Data matching will occur for all of the students that have signed waivers, a separation date, and meet appropriate demographics indicators that is data-matched. Only those students with 12 hours or more will be included on the federal reports.

All data that is matched must have a signed release form on file that indicates the AEL student agrees to the use of their social security number for data matching purposes. Local programs must use the signed release provided by the OPI office.

All AEL students will be accurately entered into the appropriate statewide AEL database.

At the close of the fiscal year, the statewide AEL database will be queried for lists of social security numbers and signed release forms to be used for data matching purposes.

For the goals of attain and retain a job, the Department of Labor and Industry will match the data to the appropriate quarter to determine employment and retention.

For the goal of obtain a high school equivalency diploma the OPI office will match the social security numbers of the students against the social security numbers of successful HiSET graduates from a list of same obtained from Montana's HiSET database.

For the goal of entered postsecondary education, the OPI office will request the Montana University System to match the social security numbers of the students against the system's student enrollment information.

Survey will also be used for postsecondary education or training. Local AEL programs are responsible for contacting their students who could not be matched with the Montana University System enrollment data.

Contact will be made with each student who did not match as a Montana University System student.

During the follow-up the following questions will be asked:

Since you left the Adult Basic and Literacy Education program, have you enrolled in any other educational or training programs?

If yes, where are you enrolled?

Each interviewer will keep a contact log on each student that includes:

Date and Time;
Name;
Contact (who, nature of conversation, any messages left, etc.); and
Status (interview completed, scheduled recall, etc.).

Documentation

The results for each surveyed student will be recorded on the state developed telephone log and submitted to the OPI AEL office.

The OPI AEL office will correlate the results.

Part VIII – NRS DATA DICTIONARY

Main Student Demographics

Ethnicity

Alaskan Native or American Indian – a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition. Students will self-select American Indian or Alaskan Native distinction, including Tribal Affiliation.

Asian- a person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent. These areas include, for example, China, India, Japan and Korea.

Black or African American – a person having origins in any of the Black racial groups of Africa, but not Hispanic culture or origin.

Hispanic or Latino – a person of Mexican, Puerto Rican, Cuban, Central or South American, or any other Spanish culture or origin, regardless of race.

Native Hawaiian or Other Pacific Islander – a person having origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands and Samoa. Students will self- select Native Hawaiian or Pacific Islander.

White – a person having origins in any of the original peoples of Europe, North Africa, or the Middle East, but not of Hispanic culture or origin.

Student Core Outcome Measures

A student can have as many core goals as are appropriate for their individual needs.

Obtain a Job (enter employment): This outcome is measured in the second and fourth quarter after exit.

Median Earnings: This outcome is measured second quarter

Measurable Skill Gain: Applicable to all learners. For a small minority of the learners, this may be the only applicable outcome measure. For most of the learners, one of the other outcome measures may also be appropriate.

Earn a Hiset. This measure is collected only for students who exit during the program year, and enroll in postsecondary or enter employment within one year of exit.

Attain a postsecondary credential: This measure is collected while enrolled or within one year of exit.This measure is only collected for students who exit during the program year.

If the learner chooses one or more of the following as their self-identified additional goals, it will be reported on an optional report.

A student can identify one of the following goals:
Achieve citizenship skills;
General involvement in community activities;
Improve English language skills;
Involvement in children's education;
Involvement in children's literacy related activities;
Meet work-based project learner goals;

Reduction in receipt of public assistance; or
Voting behavior.

Student Main Status Measures

Disabled- Learners who have a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning and working. At intake, referring agency or individual learner reports disability.

Employed- Learners who work as paid employees, work in their own business, or who work 15 hours or more per week as unpaid workers in a business operated by a member of the family. Also included are learners who are not currently working, but who have jobs or businesses from which they are temporarily absent.

Unemployed- Learners who are not working, but are seeking employment or have made specific efforts to find a job, and are available for work.

Not in the Labor Force- Learners who are not employed and are not seeking employment.

Program Participation- Learners are participating in federal, state or local government programs, including Foster Child Payment, Fuel Assistance, Homeless, Housing Assistance, Medical Assistance, Refugee Assistance, SSDI or other Disability, SSI only, TANF, Tribal New, Unemployed Benefits, Vocational Rehabilitation, WIC, Workers' Compensation.

Living in Rural Area- Learner resides in a place with a population less than 2,500 that are not near any metropolitan area with a population greater than 50,000, or in a city and adjacent areas of high density.

Student Secondary Status Measures

Single Parent – Learner has sole custodial support of one or more dependent children.

Residence-Learner is confined to an adult correctional facility (not AEL to leave facility); confined to a youth correctional facility (not AEL to leave facility); living in a community correctional facility (AEL to leave facility); resident of a mental facility; resident of a community group home; resident of a subsidized housing program; living with friends/family; own, rent or are purchasing residence; homeless.

Data

Validity-The degree to which the item measures what is supposed to be measured.

Reliability-The degree to which test scores for a group of test takers are consistent over repeated applications of measurement procedure and hence are inferred to be dependable and repeatable for individual test takers.

Assessment Standards and Guidelines Training Schedule		
Date	**Training**	**Where**
May (annually)	TABE Training and Assessment Policy	Helena
May (annually)	Best Plus2.0 Training	Helena

Montana's Distance Learning Policy for Adult Basic and Literacy Education

2016-2017

Attention: Language changes shown with strikethrough.

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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I. INTRODUCTION

This policy is intended to define distance learning delivery for all Montana AEL programs that integrate distance learning into their Adult Education & Literacy Programs. The goal of this document is to provide guidelines by which programs can report adult learners' distance education hours to the National Reporting System (NRS) using the state approved data management system (CASES).

A. The Need

Montana began using distance learning in the 2007-2008 Program Year. In our increasingly technological world, distance learning has provided our state with another means to assist learner's successful achievement gains and increase our program outcomes. The vastness of Montana often prevents those most in need of literacy services from accessing AEL programs. Of the 56 counties in the state, 18 offer AEL services, leaving 38 counties with no AEL services. Distance education provides a viable option for instruction and a way to recruit a large population of students that previously may not have had access to AEL services.

Distance education is a reality within all educational platforms, from K-12 systems, to higher education institutes, and also adult education programs. By developing information and communication technology (ICT) within the classroom and through the various modes of distance learning, AEL programs are increasing educational access and providing options for adult learners. These options allow flexibility and offer a multitude of instructional strategies that will enhance educational gains, engage 21st century learning skills, promote workforce development, and improve the state's adult basic literacy outcomes.

B. Going to Scale

All AEL Programs in the state of Montana can offer distance learning as a means of instruction. Distance learning provides students the opportunity to engage in instruction during hours when AEL programs are not open and provides students in communities without AEL programs access to instruction. The purpose of this policy is to provide standardization for programs who offer distance learning.

Programs that wish to offer distance learning will have the opportunity to contact the state AEL director, participate in all statewide required trainings, use state approved curriculum, and manage distance

learning according to state policy and NRS guidelines. Distance learning will be a voluntary delivery option, as AEL programs must be willing to incur increased costs as well as maintain traditional classroom instruction.

Information and technical assistance for local program distance learning implementation is available by contacting the state office or the state's distance learning coordinator:

Margaret Bowles
State Director Adult Education and Literacy
Education
(406) 444-4443

Carol Flynn
Distance Learning Contact
(406) 444-1691

Office of Public Instruction
PO Box 202501
Helena, MT 50620-2501
Fax: (406) 444-1373

II. DEFINITIONS AND REQUIREMENTS

A. Distance Education Defined

The federal office of Vocational and Adult Education (OVAE) defines distance education for adult basic education programs as follows:

Distance education is a formal learning activity where students and instructors are separated by geography, time, or both, for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to: print, audio, recording, videotape, television broadcasts, computer software, web-based interaction, and other online technologies. Teachers support distance learners through communication via mail, telephone, e-mail, or other web-based technologies or software*

** Completion of instructional activities in a computer lab for traditional classes does not qualify as distance education.*

B. Adult Basic Literacy Education (AEL) Learners Defined

AEL learners are identified in three ways:

Traditional Learners *are* students who receive the majority of their instruction through traditional, face-to-face instruction.

Distance Learners *are* students who receive the majority of their instruction (51% or greater) through state approved distance education services.

Blended Learners *are* students who receive a majority of their instruction through traditional face-to-face instruction and also participate in distance education activities. For NRS reporting purposes, blended learners are usually classified and reported as traditional learners. However, at the end of a program year, if a student's attendance hours are logged as 51% or higher in distance education then the student will be classified as a distance learner.

All programs will keep track of student time in the Montana Student Information System (CASES). Attendance hours will be entered in CASES for distance learning classes and traditional classroom settings. Students will be classified as either a traditional learner or a distance learner depending on where the majority of the student's time was spent (51 % or greater) during the program year.

C. Approved Distance Education Hours

All students must have at least 12 hours of contact with an AEL program before they can be counted for federal reporting purposes. There are two types of student hours that may be counted: *contact hours* and *proxy hours*.

Contact Hours: are defined as time spent interacting with the learner. Contact hours for distance education students can be a combination of direct contact and distance activities

such as face-to-face contact and contact by telephone, video, teleconference, or other online communication where identity of the learner can be verified. Face-to-face interaction includes student intake, orientation, assessment, goal-setting, advising, and classroom based skills training.

Proxy Hours: are defined as the time distance education students spend engaged in state approved distance education activities. The hours are calculated using one of three approved distance learning models of instruction - the model used in Montana AEL programs will vary depending upon the approved curricula:

- *Clock Time Model:* assigns contact hours based on time that a learner is engaged in a software program that tracks time.
- *Teacher Verification Model:* assigns a fixed number of hours based on teacher determination of the extent to which a learner engaged in, or completed, the assignment.
- *Learner Mastery Model:* assigns a fixed number of hours based on the learner passing a test on the content of the lesson.

While using proxy hours, it is important to understand that the identity of the learner and the exact time spent on a learning activity cannot always be verified directly. Proxy hours are an approximation of what the "average" student needs in order to reach a mastery level.

D. Approved Distance Education Curricula

Montana recognizes a variety of sources as distance learning curricula.

See ***Appendix A*** for a complete list of current state approved distance education curricula and their respective, approved proxy-hour models. The state will approve additional curricula based on investigation and data analysis and as new distance education materials become available. If additional curriculum is approved Appendix A will be updated.

Each AEL program that utilizes Missouri Learns seats purchased by the State AEL grant must:

- *Maintain communication with state staff via e-mail or telephone if challenges arise with distance learning software.*
  - *On the first Monday of each month send an e-mail to the distance learning contact with the following information: names of students who need to be removed from Missouri Learns online.*

Programs wishing to use or develop curricula and/or materials not identified in Appendix A, must submit a request to the state agency and the request must be approved before proxy hours can be reported for students using the proposed new distance education curricula.

III. ASSESSMENT AND REPORTING

A. Assessing Distance Education Learners

All Montana AEL sites utilize the Test of Adult Basic Education (TABE) to assess its learners. Administration for the TABE is required to be on-site, face-to-face and in a proctored environment. The TABE assessment tool must be administered in person by an individual certified by TABE. All students must be pretested prior to 12 hours of instruction. Distance Education students are subject to the same post-test instructional hour intervals as traditional learners which is upon completion of 30-60 hours of instruction, depending on the student's EFL at entry.

B. Reporting Distance Education Learners

All programs must report all required NRS data in the state approved CASES system to include both distance and classroom instruction. All students must have at least 12 hours of contact with an AEL program before they can be counted for federal reporting purposes. Instructors will count and record both direct contact hours and proxy hours into CASES. Contact hours and proxy hours are recorded separately. At the end of each program year, CASES will classify students as either a distance learner or a traditional learner, depending on where the majority of their time (51 % or more) was spent.

Under NRS reporting requirements, students in distance education will be reported in Table 4C (***Appendix B***) and Table 5A (***Appendix B***). These tables demonstrate the program's performance each fiscal year specific to distance education activities.

- ***TABLE 4C*** reports educational gains and attendance for distance learners. This table is identical to Table 4 with the exception that only students identified as distance education learners will be reported. No traditional students will be reported on this table.
- ***TABLE 5A*** reports follow-up outcomes on distance learners. This table is identical to Table 5 with the exception that only students identified as distance education learners will be reported. No traditional students will be reported on this table.

IV. APPLICATION, APPROVAL and TRAINING PROCESS To OPERATE A DISTANCE LEARNING PROGRAM

Montana will allow AEL programs the option of implementing a distance learning program at their centers in addition to maintaining the traditional classroom setting. Each AEL program interested in offering a distance learning program will follow these procedures:

- Send the program director and any staff members directly involved to any distance learning professional development training offered by the Office of Public Instruction (OPI).
- Maintain communication with state staff via email or telephone if challenges arise with Web-based programs that the state provides funding for.
- Develop a yearly distance learning continuous improvement plan to include; assessment of student's successes, and intended goals to increase the number of distance learners served.
- Provide student intake, assessment, and goal setting activities on-site, face-to-face.

V. FUNDING FOR DISTANCE LEARNING

A. State Contribution

No additional funding will be provided. A reallocation of existing resources may be necessary. Programs that implement distance learning have the potential to increase their total students served and receive additional state monies accordingly.

B. Program Contribution

Programs that wish to implement distance learning must adhere to the Montana Distance Learning Assessment Policy and Protocol Guidelines. Programs may need to fund additional time and resources to implement distance education. Adjusting budgets accordingly during the first year of implementation is advised.

APPENDIX A

The state of Montana has approved the following curricula for distance learning

Curriculum	CASES Class Name	Model	Delivery Mode/Criteria for Awarding PCH	Description/PCH Credit	Publisher/Developer Information
GradPoint/ Nova Net	GradPoint/ Nova Net	Clock Time Model	Web-based program offered through the internet where the system keeps track of time and logs students out after	Students log in with their assigned passwords, the software program tracks their time which is recorded into	Pearson Learning 3075 W. Ray Road Suite 200 Chandler, AZ 85226 888-827-0772

			preset period of inactivity	CASES	http://www.pearsonschool.com
PLATO	PLATO-PLATO	Clock Time Model	Web-based program offered through the internet where the system keeps track of time and logs students out after preset period of inactivity	Students log in with their assigned passwords, the software program tracks their time which is recorded into CASES	PLATO Learning 5600 West 83rd St, Suite 300, 8200 Tower Bloomington, MN 55437 800-427- 5286 http://www.plato.com
Skills Tutor	SKILLSTUTOR -Skills Tutor	Clock Time Model	Web-based program offered through the internet where the system keeps track of time and logs students out after preset period of inactivity	Students log in with their assigned passwords, the software program tracks their time which is recorded into CASES	Houghton Mifllin Harcourt 181 Ballardvale St Wilmington, MA 01887 877-219-1537 http://www.skillstutor.com
GED Connections	GEDCONN-Ged Connections	Teacher Verification	Video: student self-report to teacher Workbook: teacher determines % of work completed Internet Activities: teacher determines work completed Modules: teacher validates w/questioning whether student has engaged Practice Tests: online and print based	Video = .5 hours Workbook = greater than 75% of activities completed = 4 hours 50-74% = 2 hours Internet Activities = 1 hour per activity (total possible 43 hours) Modules = 3 hours per module Practice Tests = 1 hour per test	Kentucky Educational Television, Enterprise Division 560 Cooper Drive Lexington, KY 40502 800-354-9067 http://www.ketadultlearning.org
Missouri Learns Online	Missouri Learns-online	Teacher Verification/ Learner Mastery	Web-based program offered through the internet where students demonstrate on a quiz that they have mastered the instructional content.	A fixed number of hours have been identified for each assignment based on teacher verification (*complete list available on page 9*). Proxy hours are assigned once students have demonstrated on a quiz that they have mastered the instructional content at 75 percent or higher. The actual assignment of proxy contact hours varies by instructional unit *(see chart on page 9 below*). Proxy hours are an approximation of what the "average" student needs to reach a mastery level.	Rockwood School District 500 North Central Eureka, MO 63025 636-733-2161
Khan Academy	Khan Academy	Clock Time Model	Web-based program offered through the internet with teacher guiding students to lesson/serve assessments.	Students log in with their assigned passwords, the teacher tracks their time which is recorded into CASES.	Khan Academy www.kahnacademy.org

Time Approved for Each Missouri Learns Online Assignment

LA, Reading &Writing Units

Interpreting What You Read	1.5
Interpreting Info from Graphs	1.5
Punctuation	1.75
Capitalization	1.0
Pronouns	1.5
Modifiers	1.5
Verbs	1.5
Subject – Verb Agreement	1.75
Poetry	1.5
Sentence Structure	1.5
Writing Clear Sentences	1.5
Paragraph Organization	1.5
Writing an Essay	1.5

Social Studies Units

Social Studies Assessment	1.25
U.S. History	1.25
Geography	1.0
Political Cartoons	1.25
Additional Work 1 Hour	1.0
Additional Work 1.5 Hours	1.5
Additional Work 2.0 Hours	2.0

Science Units

Science Assessment	1.25
Special Topics	2.0
Earth Science	2.0
Life Science	2.0
Chemistry	2.92

Math Units

Whole Number Word Problems	1.0
Intro to Decimals	2.17
Decimals	2.0
Decimal Word Problem	1.23
Intro to Fractions	2.5
Adding and Subtracting Fractions	1.5
Multiplying and Dividing Fractions	1.5
Fraction Word Problems	1.5
Estimating and Rounding	2.0
Ratio and Proportions	1.5
Percents	2.0
Percent Word Problems	1.5
Integers	1.14
Integer Word Problems	.8
Pre-Algebra	3.0
Algebraic Equations	2.37
Algebra Word Problems	2.8
Geometry I	2.15
Geometry II	2.09

APPENDIX B

TABLE 4C

Educational Gains and Attendance for Participants in Distance Education

Enter number of distance education participants for each category listed, calculate percentage of participants completing each level, and enter total proxy and direct attendance hours.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one educational functioning level gain (D)	Number who attained a secondary school diploma or its equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total number of Periods of Participation (I)	Total number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1										
ABE Level 2										
ABE Level 3										
ABE Level 4										
ABE Level 5										
ABE Level 6										
ABE Total										
ESL Level 1										
ESL Level 2										
ESL Level 3										
ESL Level 4										
ESL Level 5										
ESL Level 6										
ESL Total										
Grand Total										

Include in this table only participants who are counted as distance education participants . This table is a subset of the participants reported in Table 4.

TABLE 5A

Core Follow-up Outcome Achievement for Participants in Distance Education

Include in this table only participants who are counted as distance education participants . This table is a subset of the participants reported in Table 5.

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit						
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit						
Attained a Postsecondary Credential while enrolled or within one year of exit						