Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

Montana Office of Public Instruction
Career, Technical and Adult Education

Request for Grant Application
Montana Adult Basic and Literacy Education
State Fiscal Year 2013

Authorized Under Title II of the Workforce Investment Act of 1998
Grant Period: July 1, 2012 – June 30, 2013

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SECTION I

Introduction
Accountability Requirements

INTRODUCTION

The information found in this section is intended to give applicants a general overview and to ensure that applicants understand the intent of this grant. Before beginning the application process, applicants should read this section to familiarize themselves with the following general information:

- **Purpose**: The purpose of Adult Basic and Literacy Education (ABLE) and this grant
- **Administration**: Who administers this grant and how funds are administered
- **Eligibility**: Who is eligible for funding under this grant
- **Application**: What applicants need to know about before applying

Important Note about the text: You will find *italicized* text in this section and throughout the application guidelines. *Italicized* text is meant to represent federal requirements. In some cases this text will be taken directly from the Adult Education and Family Literacy Act (AEFLA) (Federal Pub. L. 105-220 Title II of the Workforce Investment Act of 1998), and in other cases it will paraphrase information found in the act or other federal publications. All other information or requirements are provided by the State of Montana.

Purpose

The AEFLA is designed to provide opportunities for the improvement of educational programs and services for adults who lack the level of basic skills and literacy necessary for effective citizenship and productive employment. The Act states in Section 202:

It is the purpose of the AEFLA to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, Adult Education and Literacy Services in order to

- *Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;*
- *Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and*
- *Assist adults in the completion of a secondary school education.*

This grant is intended for Adult Education Literacy Programs and English as a Second Language, as defined in the AEFLA (see below). Funds obtained through this grant must be used to *establish or operate one or more programs that provide services or instruction in the area of Adult Education and/or English Literacy programs*.

Adult Education is defined as follows (Section 203.1):

Services or instruction below the postsecondary level for individuals who:

1. *Have attained 16 years of age*
2. *Are not enrolled, or are not required to be enrolled in secondary school under State law*
3. *And who fall under one or more of the following categories:*
    a. *Lack sufficient mastery of basic educational skills to enable them to function effectively in society*
    b. *Do not have a secondary school diploma or it's recognized equivalent, and have not achieved an equivalent level of education, or*
    c. *Are unable to speak, read, or write the English language.*

The priority populations for the Adult Education programs are as follows:

1. *Low-income, unemployed, and underemployed;*
2. *Rurally Isolated;*
3. *Currently employed who are not targeted by, or eligible for, educational services under other federally funded programs;*
4. *Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency;*
5. *Single parents and displaced homemakers;*
6. *Displaced workers; and*
7. *Individuals with disabilities.*

Administration and Funding Authorization

This grant is authorized under the Workforce Investment Act (WIA) of 1998, Title II: Adult Education and Family Literacy (WIA – Pub. L. 105-220). This authorization is referred to as the "Adult Education and Family Literacy Act" (AEFLA) in this application. The grant is administered at the state level by the Office of Public Instruction, Career, Technical and Adult Education Division, under the provisions of AEFLA and in compliance with the Montana State Plan for Adult Education.

The expenditure period for this grant is July 1, 2012 through June 30, 2014. If the Workforce Investment Act (WIA) is not reauthorized in 2012, the Division reserves the right to extend funding under this application on an annual basis. Approved grant recipients will continue under extensions until the WIA is reauthorized or replaced by new legislation or the state chooses to run a new competition. An extension application will be required each year after the grant is awarded.

Eligibility

This application is available to all eligible providers in all regions of Montana.
Eligible applicants (referred to as *Eligible Providers* in the Act) are defined in the AEFLA under section 203.5. Montana encourages applications from any/all types of eligible providers. An e*ligible provider* means*:*

A. A local educational agency;
B. A community-based organization of demonstrated effectiveness;
C. A volunteer literacy organization of demonstrated effectiveness;
D. An institution of higher education;
E. A public or private nonprofit agency;
F. A library;
G. A public housing authority;
H. A nonprofit institution that is not described in (A)-(G) and has the ability to provide literacy services to adults and families; or
I. A consortium of the agencies, organization, institutions, libraries, or authorities described in any of (A)-(H).

For-profit organizations are not eligible for funding under this grant, even as part of a consortium.

Application

Prior to beginning each applicant is encouraged to read the entire application. When reading through this application, an applicant will find the following information and materials:

- Section I: Introduction
  - Accountability Requirements
- Section II: Application Guidelines
  - Guidelines and Rules for Submission
  - General Financial Guidelines
- Section III: Required Application Materials
- Appendices

New applicants are advised to note the rigorous level of program administration and program accountability required by this grant. New applicants who decide not to apply for this grant as a result of these requirements are advised to contact a currently funded Adult Education program for information about adult literacy services in their area. They may also apply as part of a consortium. Programs interested in a consortium may call the Office of Public Instruction for current program information, or visit the Web site at www.opi.mt.gov.

Each applicant is required to submit their proposal as outlined in Section II of this application packet. All submissions will then be evaluated by a State review panel. This panel will consider the application based on the evaluation criteria set forth in the AEFLA as well as any additional criteria set forth by the state. More specific information about the evaluation process and the criteria can be found in Section II of this application.

ACCOUNTABILITY REQUIREMENTS

Recipients of funding from the Adult Education and Family Literacy Act (AEFLA) (Federal Pub. .L. 105-220 Title II of the Workforce Investment Act of 1998) are held to a high standard of accountability at both the state and local level. The elements of accountability are outlined in this section of the application. All recipients are expected to understand these elements and will be asked to demonstrate their ability to uphold this level of accountability in their program.

While Adult Education is a federally funded program, the administration of funding takes place at the state level through an *Eligible Agency (defined in AEFLA Section 203.4)*. The Eligible Agency administering AEFLA funds in Montana is the Division of Career, Technical and Adult Education at the Office of Public Instruction (OPI). As the Eligible Agency, the OPI must maintain a certain level of accountability as outlined in the AEFLA and the National Reporting System (described below). Local programs are expected to assist the state in this regard by maintaining a similar level of accountability.

As part of the accountability requirements for receiving funds under this grant, grantees are required to:

- Achieve performance measures based on the indicators of performance described in the AELFA;
- Adhere to the National Reporting System for Adult Education (NRS), including Montana's Assessment Policy; and
- Use the Montana Management and Accountability System (MABLE).

Applicants should be familiar with these aspects of accountability as they will be expected to adhere to and maintain the level of accountability set forth in all three requirements.

Performance Measures and Indicators of Performance

Applicants must understand and adhere to *the performance accountability* system set forth in the AEFLA (Section 212). The main aspect of the performance accountability system is the set of performance measures, which provide standards used to assess performance in an objective, quantifiable, and measurable way. The key elements of the AEFLA performance measures are the *core indicators of performance* outlined in Section 212.A. These core indicators are represented as the student goals (learner outcomes) listed below.

Core Indicators:

- *Demonstrate improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.*
- *Placement in, retention in, or completion of post-secondary education, training, unsubsidized employment or career advancement; and*
- *Receipt of a secondary school diploma or its recognized equivalent.*

These core indicators are delineated further in the National Reporting System (NRS) which is explained in more depth in the section below and in Appendix A.

Programs are measured by their success in meeting the performance targets. Performance targets in Adult Education are based on how many students are predicted to successfully complete their goal within one program year of instruction.

National Reporting System

The National Reporting System (NRS) is the accountability system used by the AEFLA Adult Education program to standardize how performance data is collected and used. The NRS was established in the late 1990's to ensure that learner outcomes are reported systematically across the country. It does this by setting the reporting requirements that states will use to report learner outcomes and participation. All states receiving funding under the Workforce Investment Act for Adult Education are required to use this system. *Please refer to Appendix A for additional information about the NRS.*

Montana Management and Accountability System

Each state is required to maintain a database for collecting NRS measures. The Montana Management and Accountability System is the Montana Adult Basic and Literacy Education (MABLE) database. MABLE is a comprehensive Internet-based data collection service which is used to collect and report learner outcomes, participation, and descriptive measures for the NRS. This data is used to provide information to meet NRS requirements, to guide both state and local program improvement and to communicate to various constituencies how program instruction and services affect learner outcomes. All programs receiving funding through this application process will be required to use MABLE to report their outcomes, and the state will provide training for using this system.

SECTION II

APPLICATION GUIDELINES

APPLICATION GUIDELINES

This section includes more specific information and guidelines about the application and evaluation process, as well as more specific information about funding and allowable uses for funds. The following guidelines appear in this section:

- General Guidelines and Submission Requirements
- General Financial Guidelines

Applicants are responsible for understanding the deadlines and submission requirements stated in this section. Applications that are not submitted by the deadline, or applications that are not submitted according to the submission requirements will not be reviewed for funding. All proposal requirements must be addressed by completing the forms in Section III in order for the application to be considered for funding.

General Guidelines and Submission Requirements

The following information will help applicants understand the application process by providing information about programs of operation, grant timetables and application deadlines, submission requirements, the evaluation process, and the evaluation criteria.

Programs of Operation

Each applicant is required to apply for General Adult Education. This includes ABE, ASE, and ESL. Applicants apply for this program by showing specific evidence regarding how the applicant will provide services under that program of operation.

- **General Adult Education** (GAE) for the purposes of this grant includes
    - Adult Basic Education (ABE) – Instruction for Adults functioning below grade 9.
    - Adult Secondary Education (ASE) – Instruction for Adults functioning below grade 12 but above grade 9.
    - English as a Second Language Acquisition for Adults (ESL) – Instruction for Adults for whom English is not the primary language and who speak, read, or write the English language below grade 12 level.

Applicants may apply under the GAE program of operation if they intend to provide only ABE and ASE services. Applicants do not need to have an ESL population or program to be eligible for the GAE funding. Each applicant will be required to demonstrate their program's effectiveness by filling out the tables and answering the questions found in Section III of this application.

Grant Timetable and Application Deadlines

Please note: Applications **will not** be accepted after the deadline. The following timetable shows the dates for important events or deadlines associated with this grant.

- Legal Notice Posted April 9, 2012
- Grant Application Released April 16, 2012
- Bidders' Conference April 23, 2012
- Submission Deadline May 18, 2012
- Application Review May 2012
- Final List of Accepted Applicants Released June 2012
- Budget and Program Negotiations June 2012
- Finalized FY12 budgets for accepted Programs due July-August 2012
- 2012 Fiscal Year Begins July 1, 2012

Submission Requirements

The following are general requirements for submitting an application. More specific instructions for completing the individual parts of the application can be found in Section III of this packet. The general submission requirements are bulleted below.

- **What to Include**: Applications must include (in order of their number), the following components.

    1. Cover Page
    2. Signed Assurances
    3. Signed Certifications
    4. Applicant Background
        a. Agency/Company Organizational Chart
        b. Response to questions
        c. Collaborations and Partnerships Table
    5. Statement of Need
    6. Program Design
        a. Response to Questions
        b. Class Locations Table
    7. Intensity and Duration Table Staff List and Duties -Qualifications
        a. Response to Questions
        b. Intensity and Duration of Services
    8. Performance Targets
        a. Completed Targets
        b. Response to Question
    9. Budget Information
        a. Budget Summary Explanation
        b. Projected Matching Funds

- **How to Complete an Application:** Applications must be completed as detailed by the instructions in Section III of this application. Section III begins on page 15.

- **How to Format the Application**
  - Applications must be typed. Please use no smaller than an 11-point font.
  - Applications will be submitted as hard copy.

- **How to Submit the Completed Application:** The original application with signatures and five additional copies, must be received by the OPI CTAE Division by 5:00 p.m. MST on May 18, 2012. Applications can be mailed or hand delivered to the addresses listed below. E-mailed or faxed applications will **Not** be accepted.

Mailing Address	**Delivery/Overnight Address**
Office of Public Instruction Attn: Margaret Bowles Career, Technical and Adult Education Division PO Box 202501 Helena, MT 59620-2501	Office of Public Instruction Attn: Margaret Bowles 1227 11th Avenue Helena, MT 59620-2501

ReviewProcess

The following process will be used to evaluate applications under this grant program.

1. Application packets will be pre-screened to verify the following Information (Applications not meeting all pre-screening requirements will not be read.):
   (a) Completed applications are received by the Division by the stated deadline, and
   (b) Applicant meets the requirements of an *eligible provider*.
2. Applications will be reviewed by a panel. The review panel will include a variety of agency, community, Workforce Development Council partners, and experts in Adult Education and literacy. This panel will evaluate and rate all applications according to a scoring system. The panel will assign numerical scores based on the scoring system and provide the Division with recommendations.
3. The OPI will negotiate final contracts with approved applicants. Issues that are open to negotiation by the OPI include: requested grant award, budget, intensity and duration of instruction, site selection; staffing; and/or program components not satisfactorily addressed by the applicant. The OPI will determine scope and budget.
4. Applicants who are recommended for funding shall be required to provide proof of fiscal solvency as requested by the OPI.
5. In this highly competitive grant process, it is anticipated that up to 20 proposals may be awarded.

Evaluation Criteria

Applications will be evaluated using a point scoring system. When awarding points for each area, the review panel will consider whether responses appropriately address the question and whether responses demonstrate the applicant's ability to meet general Federal and State criteria for an effective program.

The following *federal evaluation criteria* are from Section 231.e of the AEFLA:

1. *The degree to which the eligible provider will establish measurable goals for participant outcomes.*
2. *The past effectiveness of an eligible provider in improving the literacy skills of adults and families and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under Sec.212 (121) of AEFLA, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with lower levels of literacy.*
3. *The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills.*
4. *Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gain; and uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read.*
5. *Whether the activities are built on a strong foundation of research and effective educational practice.*
6. *Whether the activities effectively employ advances in technology, as appropriate, including the use of computers.*
7. *Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.*
8. *Whether the activities are staffed by well-trained instructors, counselors, and administrators.*
9. *Whether the activities coordinate with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies.*
10. *Whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.*
11. *Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures*
12. *Whether the local communities have a demonstrated need for additional English literacy programs.*

    In addition to the 12 federal criteria above, applications will be reviewed on the following state criteria:

1. The applicant demonstrates that the proposed activities are data-driven and based on actual need in the community. Additionally, proposed activities should be guided by evaluation, and consider community demographics, resources, and economic and technological trends.
2. The applicant's proposed budget effectively supports the proposed activities and services.
3. The applicant meets the standards set in the "Montana Adult Basic and Literacy Education Program Standards and Guidelines" (see Assessment Standards and Guidelines Appendix B).

Financial Guidelines

As applicants design their proposed projects and corresponding budgets, they should be aware of the regulations around the use of federal Adult Education funds. This section will give applicants information about the allowable use of funds which should be used as guidance when designing budgets.

Available Funding and In-State Distribution

The final FY13 federal funding amount for Adult Education in Montana is not available at this time. For the purposes of this application, the funding allocations from FY12 are used as estimates. In FY12 local programs in Montana were awarded approximately $1,077,107 in federal Adult Education funds. The Adult Education and Family Literacy Act (AEFLA) dictates how these funds will be generally distributed by the state in Section 222.

In addition to federal distribution requirements, many states use an approved funding formula to distribute funds to local programs throughout the state. In Montana, the funding formula is based on a number of factors such as need, performance, and base service requirements. If approved, an applicant will be subject to this funding formula and may be required to revise their budget accordingly.

Allowable Use of Funds

The following list outlines the main rules regarding use of these funds. Applicants should become familiar with these rules and use them as guidance when designing effective budgets. Please note that all budgets are subject to negotiation upon an applicant's acceptance, including changes to bring an applicant's budget into compliance with these rules.

- **General Use of Funds**: (paraphrased from AEFLA, Section 231.b) *each local program receiving funds under this grant must use those funds to operate one or more programs that provide services or instruction in Adult Education and Literacy Services, including workplace literacy services.*
- **Supplementing not Supplanting**: (AEFLA, Section 241.a) *Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.* This means that any funds received from this grant shall be used to expand existing services offered by the applicant. Applicants shall not use these funds to replace state or local funds already paying for services.
- **Local Administrative Cost Limits**: When local programs submit their budgets, their administrative costs should be limited to direct administration only. Indirect costs are not allowable. In general, *administrative costs shall not exceed 5%, shall be used for planning, administration, personnel development, and interagency coordination.* (AEFLA, Section 233). On a case-by-case basis local providers can negotiate a higher figure.
- **Matching and Other Funds**: The state asks that applicants report funds made available through other sources for informational purposes. Program income must be reported to the OPI and used to support AEFLA activities.
- **Other Allowable and Non-Allowable Uses**: Please refer to OMB Circular A-87, 2004 edition. This circular can be found at http://www.whitehouse.gov/omb/circulars/a087/a87_2004.html I and contains additional specific information about allowable uses of federal funds.

SECTION III
Required Application Materials

Cover Page
Assurances
Certifications
Applicant Background
Statement of Need
Program Design
Intensity Duration/Staff
Performance Targets
Budget Information
Budget Summary Explanation
Projected Matching Funds

COVER PAGE

Applicant Name: _____ **Fiscal Agent** _____

County(s) Served: _____ **City(s) Served** _____

	Name	Telephone	Fax	E-mail Address
Program Director:				
Additional Contact:				

Main Address: _____ **Website Address:** _____

Type of Eligible Applicant (please place an "X" in the appropriate box):

- ☐ Local Educational Agency
- ☐ Library
- ☐ Public Housing Authority
- ☐ Higher Education Institution
- ☐ Public or Private Nonprofit Agency
- ☐ Community-based Organization of demonstrated effectiveness
- ☐ Volunteer Literacy Organization of demonstrated effectiveness
- ☐ Other Nonprofit Institution with the ability to provide literacy services to adults and families
- ☐ Consortium of agencies, organizations, institutions, libraries, or any authorities described above

Population Served (Check those that apply):	**Projected No. of Students to be Served From this Population**	**Amount of Funding Requested to Serve this Population**
☐ Adult Basic &Secondary (ABE/ASE)		
☐ English as a Second Language (ESL)		
☐ English Language Civics (ELC)		
Total Number of Students		Total Funding Request

Will any portion of the requested funds be used to provide services to incarcerated adult learners? (Y/N): ☐

Signature of Agency/Organization Administrator (blue/black ink): _____

Montana FY13 Adult Education

ASSURANCES

_____, an eligible applicant provider that has demonstrated the ability and the capacity to provide quality Adult Education and Literacy Services within Montana and with a clearly defined plan to provide higher quality and/or expanded services to adult education and literacy learners in Montana, does hereby make application for FY13 Adult Education funding.

Each item must be initialed in blue/black ink by the head of the applicant's agency, division, or organization. Initialing each item will confirm agreement and the applicant's willingness to comply with the statement. Please read these assurances carefully. Initial next to each statement and sign and date at the bottom.

_____ 1. We understand and agree to the federal requirements as outlined in the Workforce Investment Act of 1998 (Title II—Adult Education and Family Literacy Act: Subtitle A—Adult Education and Literacy Programs), subsequent federal requirements, and state policies for receipt of adult education funding.

_____ 2. We understand and will observe the service priorities under the Act; that is, serving those most in need.

_____ 3. We understand and accept that each program receiving a grant under this subtitle may not charge any eligible AEFLA participant a fee for instructional services.

_____ 4. We understand and accept that funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other state or local funds expended for adult education and literacy activities.

_____ 5. We understand and accept that all funds are allocated for FY13 and must be spent within the fiscal year for which they are approved or allocated to be spent. We understand that the fiscal year for the purposes of this application is July 1, 2012 – June 30, 2013.

_____ 6. We understand and accept that not more than 5% of funds secured through this application process may be used to fund administrative expenses unless negotiated with the OPI.

_____ 7. We understand and accept that the budget allotted to us by the state in our official grant award letter is our approved budget for the fiscal year and that revisions resulting in a change greater than 10% in any budget line item from the originally approved budget must be approved by the state.

_____ 8. We understand that each program receiving a grant under this subtitle must maintain a record of actual expenditures of local, state, and federal funds for activities allowed under this subtitle.

_____ 9. We will submit all reports to the OPI in accordance with the guidance provided and on the required due dates.

_____ 10. We understand and accept that the program must support the performance goals that the state negotiates with the U.S. Department of Education.

_____ 11. We understand and accept that continued funding, and the level of funding for our program, is based on our performance. If we don't show improvement in our performance, we may be subject to reduced or discontinued funding.

_____ 12. We understand and accept that all staff development activities will directly relate to program performance improvement. Furthermore, we agree to participate in and support required professional development activities scheduled during the term of this grant and to provide paid professional development time for attendees.

_____ 13. We understand and accept that the program will adhere to the state's formal assessment policy. This includes pre and posttesting with the approved instruments (TABEand BEST PLUS). We accept the responsibility to train staff annually in the administration and use of these assessment instruments and the Montana Assessment policy to ensure compliance.

_____ 14. We will maintain and use the Montana Management and Accountability System (MABLE), and provide continuous training for appropriate staff in that system to report student characteristics, enrollment, progress and goals.

_____ 15. We will operate our program in compliance with the following federal non-discrimination laws:

- Americans with Disabilities Act of 1990
- Section 427 of the General Education Provisions Act
- Title VI and VII of the Civil Rights Act of 1964

_____ 16. We will maintain the privacy of all student and staff records in compliance with all state and federal regulations.

_____ 17. We will maintain time and effort charts for all services paid with funds from this grant.

_____ 18. We will collaborate and create community partnerships with other literacy, educational, and service organizations in our area. We will eliminate, to the best of our ability, any unnecessary duplication of services for Adult Basic Education and Literacy.

_____ 19. We will provide state and/or local matching expenditures equal to or greater than the aggregate amount expended during the preceding fiscal year. State and/or local matching will be a minimum of 25 percent of the federal funding per year. For current providers, the local match must be maintained.

_____ 20. We will prepare reports, containing such formation as the state Superintendent of Public Instruction may reasonably require, to determine the extent to which funds have been effective in carrying out AEFLA and legislative purposes and project objectives.

_____ 21. We assure that the program will:

a. provide guidance and counseling services;
b. provide year-round instruction as feasible;
c. develop effective recruitment and retention strategies; and
d. provide services at a reasonable cost/benefit.

_____22. We assure that resources will be available, and a process established, to develop a students' Personal Employment Plan (PEP Talk) and provide transition curriculum when appropriate.

_____23. We assure incorporation of Montana Adult Basic and Literacy Education Learning Standards into all eligible instructional activities.

_____24. We assure that the state-approved standards for English for Speakers of Other Languages (ESOL) will be used throughout the duration of the grant.

_____25. We assure that state-required program data (including students' social security number), will be collected and entered into the state-developed management information system (MABLE). Social security numbers are used for data matches with the Montana Department of Workforce Services, the Montana Office of the Commissioner of Higher Education and the U.S. Department of Education data warehouse.

_____26. We assure that receipts and expenditures of all funds associated with Adult Education will be documented and accounted for, and available to review as required by the U.S. Department of Education

Name	Title

Signature (in blue/black ink) Date

Montana FY13 Adult Education

CERTIFICATIONS

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ACertification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,≅ without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non procurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment

.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE (blue ink only)	DATE

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

CERTIFICATIONS

Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements

Applicants shall refer to the regulations cited below to determine the certification to which they are required to attest. Applicants shall also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. **LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 8s, for persons entering into a grant or cooperative agreement of $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement:

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts) and that all sub recipients shall certify and disclose accordingly.

2. **DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Section 85,102 and 85.110-

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statement, or receiving stolen property.

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; or

B. Where the applicant is unable to certify any of the statements in this certification, he or she shall attach an explanation to this application.

3. **DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee’s workplace and specifying the actions that will be taken against employees for violation of such prohibition:

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;
(2) The grantee’s policy of maintaining a drug-free workplace;
(3) Any available drug counseling, rehabilitation, and employee assistance programs; and
(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and
(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Policy and Oversight Staff, U.S. Department of Education, 400 Maryland

Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days or receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted;

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraph (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Street Address	
City	**County**
State	**Zip Code**

☐ Check here if there are any workplaces on file that are not identified

DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented as 34 CFR Part 85, Subpart F, for grantees, as defined at 34 DFR Part 85, Section 85.605 and 85.610 -

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation during the conduct of any grant activity, I will report the convictions, to: Director, Grants and Contracts Services, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	**PR/AWARD NUMBER AND/OR PROJECT NAME**
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE (blue ink only**)**	**DATE**

Montana FY13 Adult Education

APPLICANT BACKGROUND
Collaborations & Partnerships

Applicant Name: _____

Instructions for Completing the Applicant background

In this section you must demonstrate your agency/organization's background and history of providing, or your ability to provide Adult Education and Literacy Services.

Respond to the following three items for the "Applicant Background" section of your application. Use this page as a cover page for the applicant background section. Be sure to include your agency/organization in the footer of each page of your written response to question 2.

1. Provide an organizational chart for your agency/organization. (1 pt.)

2. **In no more than five pages of 11-point font and 1-inch margins, describe your agency/organization's history as it relates to your effectiveness at providing adult literacy, or your ability to provide adult literacy. Please put the letter and title of each section above your response (e.g., (a.) Your agency/organization background followed by your response.)**

   You must address the following areas when describing your past effectiveness:

   a) **Your agency's demonstrated effectiveness or anticipated effectiveness (please provide examples/data as support**) (5 pts.)
      - your effectiveness, or anticipated effectiveness, at meeting the adult education and literacy needs of your community
      - your effectiveness, or anticipated effectiveness, at providing Adult Education and Literacy Services
      - your effectiveness, or anticipated effectiveness, at meeting the goals and objectives (for organizations that previously had an AEFLA grant, how well were performance measures met or exceeded? For organizations without data, describe how your program will determine effective skill progression.)

   b) **The qualifications of your key personnel** (5 pts.)
      - the experience and qualifications of your management/administrative personnel
      - the experience and qualifications of your teaching staff
      - the experience and qualifications of other staff members who work with the program

   c) **The delivery system for your services** (5 pts.)
      - what methods (classroom, distance learning, open enrollment, managed enrollment, etc.) you have used to provide educational services to students
      - what curriculum(s) (GED® prep, contextualized learning, transition courses, etc.), and subject matters you have taught as part of your services

3. Complete the table on the following page listing your current collaborations and partnerships with other community organizations. Attach any Memoranda of Understanding or Letters of Agreement. (4 pts.)

Montana FY13 Adult Education

APPLICANT BACKGROUND

COLLABORATIONS and PARTNERSHIPS

Applicant Name: _____

Complete this table to briefly describe your agency/organization's current major partnerships/collaborations. Make multiple copies of this table if needed to accommodate all your partnerships/collaborations. Each copy must include your name.

Name of Partner or Collaboration	What do you provide to the partnership or collaboration?	What do the other members provide to the partnership or collaboration?	Formal or Informal Agreement (Attach agreement)
			f ☐ i ☐
			f ☐ i ☐
			f ☐ i ☐
			f ☐ i ☐
			f ☐ i ☐
			f ☐ i ☐
			f ☐ i ☐
			f ☐ i ☐
			f ☐ i ☐

Montana FY13 Adult Education

STATEMENT OF NEED

Applicant Name: _____

Instructions for Completing the Needs Assessment
Use actual data, provided in Appendix C of this application or from other sources if necessary, to support your answers to the following three questions. This data should be used to assess and support the need for additional or expanded services to target populations in the area.

Use no more than three pages of 11-point font and 1-inch margins. Respond to the following three questions. Use this page as the cover page for your responses to "Needs Assessment." Be sure to include your agency/organization name in the footer of each page of your response. Please put the number and title of each section above your response

1. What is the need based on the regional data? Please be specific. (5 pts.)

2. What population will be served with these funds and how is this supported by the data? Please note the priority populations for Montana listed below. (5 pts.)

Priority populations are as follows:

1. Low-income, unemployed, and underemployed;
2. Rurally isolated;
3. Currently employed who are not targeted by, or eligible for, educational services under other federally funded programs;
4. Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency;
5. Single parents and displaced homemakers; and
6. Displaced workers; and individuals with disabilities.

3. Give a brief overview of how you will expand your existing services with these funds to address the statement of need from question one, and serve the population described in question two. You will have a chance to describe these services in detail later in the application, so please limit this response to a general overview. (10 pts)

Montana FY13 Adult Education

PROGRAM DESIGN

Applicant Name:_____

Instructions for completing the program design.
When describing your program design, you will need to complete several parts. First, you will answer a set of seven questions found below. You will also need to complete the table for "Program Locations".

Use this page as the cover page for the "Program Design" portion of your application. Respond to the following seven questions in no more than 10 pages of 11-point font and 1-inch margins. Be sure to include your agency/organization name in the footer of each page of your response. Please put the number and title of each section above your response.

1. **Student Recruitment** (5 pts.)
   - Describe how you will recruit the target population(s) addressed in your statement of need.
2. **Student Intake and Assessment** (10 pts.)
   - Describe the student intake, goal setting, and assessment processes that will be used to ensure that students can successfully participate in the instructional program and meet their goals.
   - List the ways in which assessment results will be used to:
     - provide feedback to learners,
     - provide feedback to instructional staff, and
     - provide information to the program/agency leaders.
3. **Instruction and Curriculum** (15 pts.)
   - List the focus/content/topics of the instruction you will deliver (ABE, ESL, GED®, Bridge, etc.).
   - List the main teaching strategies, based on research, that will be used in the classroom.
   - Describe the instructional practices, based on research, you will use to address phonemic awareness, phonics, and reading comprehension.
   - Describe how you will incorporate advances in technology into your curriculum, including the use of computers, i-pods, smart boards, etc.
   - Describe how you will use distance learning.
   - Describe how you will use a Bridge program, or provide transition curriculum.
4. **Student Transition** (5 pts.)
   - Describe your effectiveness in integration of career pathway instruction.
   - Describe how you are using PEP Talk.
   - Describe other career pathway curriculum you are using and/or learning activities in real life ensuring students develop skills needed to compete in the workplace or post-secondary education or training.
5. **Support Services** (5 pts.)
   - List any agencies and/or institutions that are used to provide support services to learners.
   - Describe the process that is used to refer learners to services.
6. **Interagency Collaboration** (5 pts.)
   - Describe how you will coordinate with other agencies, organizations, or community partners (such as a Community Management Team or One-Stop Center) in your area to avoid duplication of services and assist learners in achieving their goals.
7. **Quality Data** (15 pts.)
   - Describe how you collect, store, and manage student data to ensure that it is reliable and of high quality.
   - Describe how data will be used to promote continuous program improvement.

Montana FY13 Adult Education

PROGRAM DESIGN

Class Location Table

Applicant Name: _____

Please list your ABE Center and all Satellites where you plan to offer classes funded by this grant. Indicate if this is a currently used location (C) or a proposed new location (N). If you plan a satellite for a corrections location, please submit an additional budget sheet.

ABE Center/Satellites	Current (C) or New (N)
ABC Learning Center, Two Dot, MT	C

Montana FY13 Adult Education

Intensity and Duration Table
Staff List and Duties – Qualifications

Applicant Name:_____

Instructions for completing Intensity and Duration of Services Table and Staff Duties and Qualifications
Complete the proposed Intensity and Duration of Services Table on the following page. Use multiple copies of this table as needed to accommodate all classes. Fill out each column as follows to the best of your ability, estimating where needed. Only include proposed classes that will be paid with this grant.

Please respond to the following question in no more than a 1-page, 11-point font with 1-inch margins. **Use this page as a cover page for Intensity and Duration of Services and Staff. Be sure to include the agency/organization name in the Footer**.

1. List your total staff (full and part-time) and their main duties (teacher, counselor, administrator, volunteer, data management, certifications), and years of experience. Only include staff paid by this grant. (5 pts.)
2. Intensity and Duration table appears on the next page. (5 pts.)

INTENSITY AND DURATION OF SERVICES

INSTRUCTIONS: Indicate your organization's/agency's proposed service pattern, including all satellites.

AEFLA Section 231(3)(10) and 231(3)(4)

Program Year: Begin Date: End Date:

Site by name and address:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered							
Time offered							

Site by name and address:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered							
Time offered							

Site by name and address:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered							
Time offered							

Site by name and address:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered							
Time offered							

Site by name and address:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered							
Time offered							

Montana FY13 Adult Education

PERFORMANCE TARGETS

Applicant Name: _____

Instructions for Completing Performance Targets:

Complete the Performance Target estimates.

You will find in **Appendix A** descriptions for the National Reporting System; Educational Functioning Level Descriptors; Core Outcome Measures; and Montana ABLE 2012-2013 Performance Projections. These descriptions will help applicants estimate their performance measures, if they do not have previous measures to use as a basis.

1. Please use the tables on the following pages to provide projected performance targets for each applicable program of operation (GAE). Projected Performance Targets are calculated as follows: (5 pts.)
    a. Estimate the total number of students who will have that indicator as their goal. (Projected Number)
    b. Estimate the number of students who will complete that goal within one program year of instruction. (Number who will attain goal)
    c. Divide the number in (b) by the number in (a) and multiply by 100. This will give you the percentage that is your estimated performance target (percent who will attain the goal).

Respond to the following question in not more than two pages, 11-point font with 1-inch margins. Use the page as a cover page for the Performance Targets portion of your application. Be sure to include your agency/organization name in the footer.

2. Give a brief description of how your program's instructional activities will help meet state performance targets. (15 pts.)

PERFORMANCE TARGETS

General Adult Education (ABE/ASE)

Applicant Name:_____

Educational Functioning Levels	FY13
ABE Beginning Literacy The number and percent of **ABE Beginning Literacy** learners who will acquire the level of skills needed to complete the educational functioning level.	Projected number _____ # who will attain goal _____ % who will attain goal _____%
ABE Beginning Basic Education The number and percent of **ABE Beginning Basic Education** learners who will acquire the level of skills needed to complete the educational functioning level.	Projected number _____ # who will attain goal _____ % who will attain goal _____%
ABE Low Intermediate The number and percent of **ABE Low Intermediate** learners who will acquire the level of skills needed to complete the educational functioning level.	Projected number _____ # who will attain goal _____ % who will attain goal _____%
ABE High Intermediate The number and percent of **ABE High Intermediate** learners who will acquire the level of skills needed to complete the educational functioning level.	Projected number _____ # who will attain goal _____ % who will attain goal _____%
Low Adult Secondary Education (ASE) The number and percent of **ASE Low** learners who will acquire the level of skills needed to complete the educational functioning level.	Projected number _____ # who will attain goal _____ % who will attain goal _____%
ASE High The number and percent of **ASE High** learners who will acquire the level of skills needed to complete the educational functioning level.	Projected number _____ # who will attain goal _____ % who will attain goal _____%

Applicant Name: _____

Educational Functioning Levels	FY13
ESL Beginning Literacy The number and percent of **ESL Beginning Literacy** learners who will acquire the level of skills needed to complete the educational functioning level.	Projected number _____ # who will attain goal _____ % who will attain goal _____%
ESL Low Beginning The number and percent of **ESL Low Beginning** learners who will acquire the level of skills needed to complete the educational functioning level.	Projected number _____ # who will attain goal _____ % who will attain goal _____%
ESL High Beginning The number and percent of **ESL High Beginning** learners who will acquire the level of skills needed to complete the educational functioning level	Projected number _____ # who will attain goal _____ % who will attain goal _____%
ESL Low Intermediate The number and percent of **ESL Low Intermediate** learners who will acquire the level of skills needed to complete the educational functioning level.	Projected number _____ # who will attain goal _____ % who will attain goal _____%
ESL High Intermediate The number and percent of adult learners **ESL High Intermediate** learners who will acquire the level of skills needed to complete the educational functioning level.	Projected number _____ # who will attain goal _____ % who will attain goal _____%
ESL Advanced The number and percent of adult learners enrolled in **ESL Advanced** who will acquire the level of skills needed to complete the educational functioning level.	Projected number _____ # who will attain goal _____ % who will attain goal _____%

Core Indicator	
Entered Employment The number of all adult learners who set the goal of **entering employment** and the number and percent projected to attain that goal.	Projected number _____ # who will attain goal _____ % who will attain goal _____%
Retained or Improved Employment The number of all adult learners who set the goal of **retaining or improving employment** and the number and percent projected to attain that goal.	Projected number _____ # who will attain goal _____ % who will attain goal _____%
Placement in Postsecondary Education or Training The number of all adult learners who set the goal of **entering postsecondary education or training** and the number and percent who are projected to attain that goal.	Projected number _____ # who will attain goal _____ % who will attain goal _____%
Receipt of a secondary school diploma or GED® The number of all adult learners who set the goal of earning a secondary school diploma or GED® and the number and percent who are projected to attain that goal.	Projected number _____ # who will attain goal _____ % who will attain goal _____ %

Montana FY13 Adult Education

BUDGET INFORMATION

General Budget Information

Budget Instructions

Each applicant is required to submit a general budget summary explanation, employees paid and projected matching funds budget form. Please use this page as a cover page for the budget portion of your application.

If your application is approved, you will be asked to revise your budget(s) to adjust for finalized funding amounts.

This section details the budgeting codes, followed by the forms to be used.

1. Budget Summary Explanation

Detail the proposed budget allotments in the spaces provided on the Budget Summary Explanation Form. It is not necessary to use all budget categories. Refer to the budget codes for specific descriptions of budget categories. Fill out the table. **(15 pts)**

2. Projected Matching Funds (5 pts)

Object Codes

100 Personal Service Salaries – Salaries. Amounts paid to employees of the school district or other providers who are considered to be in positions of a permanent nature or hired temporarily, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the school district or other providers.

110 Regular Salaries. Full-time, part-time, and prorated portion of the costs for work performed by employees of the school district or other providers who are considered to be in positions of a permanent nature. Amounts paid to employees for holidays, sick leave, vacation leave, and personal leave should be included as regular salary. Amounts paid for unused sick or vacation leave upon termination of employment should be coded to object codes 160 or 170, respectively. References: Certified Staff – Title 20 Chapter 4, MCA, School Clerk – Title 20 Chapter 3 MCA, References: Certified Staff – Title 39, MCA, Holiday and Vacation and Sick Leave Pay – Title 2 Chapter 1 and Chapter 18.

111 Administrative – Certified (Business Managers/Clerks if duties are considered administrative)

112 Professional – Educational (Certified Teaching Staff)

113 Professional – Other Certified Staff (Librarians, Counselors, Psychologists, Physical and Speech Therapists)

114 Custodial/Maintenance

115 Office/Clerical/Technology

200 Employee Benefits – Benefits

300 Purchased Professional and Technical Services – Contracted services for administrative, professional, educational, technical and cooperative services.

400 Purchased Property Services – Utilities, building usage charges, repairs and maintenance services, rent, minor construction.

500 Other Purchased Services – Student travel, employee travel, professional development, registrations, communications, printing.

600 Supplies – Instructional supplies and materials, textbooks, library materials, software, minor equipment.

700 Property – Capital outlay, including major construction and equipment usually greater than $5,000 (Requires Pre-Approval by the OPI)

800 Other Objects – Rare Dues or fees

Purpose Categories

10 Instruction – Activities dealing directly with the interaction between teachers and students.

20 Support Services –

a. Instructional staff – Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students (i.e., improvement of instruction services, designing curriculum).

b. Students – Activities designed to assess and improve the well-being of students and to supplement the teaching process. Non instructional paraprofessionals should be recorded here.

21 Professional Development – Activities associated with high-quality professional development and training of the program's personnel, including in-service learning and workshops.

22 Administration – Includes support services for general administration, school administrators (i.e., federal program staff at the district office, district facilitators), and business office.

33 Programs and Community Support – Activities concerned with providing community service to students, staff, or other community participants. Activities performed by students that address a given community need and provide for structured opportunities linking tasks to the acqusition of values, skills, or knowledge by participating students.

BUDGET SUMMARY EXPLANATION

INSTRUCTIONS: In the spaces provided, detail proposed budget allotments. It is not necessary to use all budget categories. Refer to the funding codes for specific descriptions of budget categories.

Total Requested Budget

Budget Category	Federal Grant Share		State Grant Share		Explanation/Detail
	Direct Student Services (At least 95%)	Administrative Services (No more than 5%)	Direct Student Services	Administrative Services	
A. Salaries (100) **Total Salaries**					List, by name, each person paid a salary from this grant on page 12. Show calculations by "category" here.
B. Employee Benefits (200) **Total Benefits** ***Total A+B***					List, by name, each person receiving benefits from this grant on page 12. Show calculations by "category" here.
C. Purchased Professional and Technical Services (300)					
D Purchased Property Services (400)					

Budget Category	Federal Grant Share		State Grant Share		Explanation/Detail
	Direct Student Services (At least 95%)	Administrative Services (No more than 5%)	Direct Student Services	Administrative Services	
E. Other Purchases (500)					
F. Travel (500)					
G. Supplies, Materials, and Property less than $5,000 (600)					
H. Other (800)					
I. Total Direct Costs (Lines A through H)					

Budget Category	Federal Grant Share		State Grant Share		Explanation/Detail
	Direct Student Services (At least 95%)	**Administrative Services (No more than 5%)**	**Direct Student Services**	**Administrative Services**	
J. Property (700) Note: only items with an individual value of $5,000 or greater are defined here.					
K. TOTAL (Lines I through J)		(this amount must be equal to or less than 5% of total budget)			
L. GRAND TOTAL			The Grand Total must match the budget total from the top of the Budget Summary Explanation page.		

Based on all budget figures and the number of students to be served from the Measurable Goals chart, what is the cost per student?

1. Using federal funds from this project only: _____

2. Combined with all other available resources applied to this project: _____

PROJECTED MATCH FUNDING

1. Federal grant amount requested. Federal Funds Awarded
   (For State Office Use Only)

   $

2. Other funding intended to be used in the project. It is a state requirement that applications must include at least a minimum 25 percent match from non-federal funding sources. Current programs must maintain the match they currently have. Note: In-kind program support can be used in fulfilling the 25 percent matching requirement. In-kind support should include a brief statement as to how the dollar value is calculated. In-kind activities must be AEFLA eligible activities. Complete the grid below.

Source/In-kind	Dollar Amount	How will other funding be used to support this project? Description defining In-kind match.
2-A.	$	
2-B.	$	
2-C.	$	
2-D.	$	
2-E.	$	
2.F.	$	

APPENDIX A

- *National Reporting System*
  - *Additional Information A-1*
  - *Educational Functioning Level (EFL) Descriptors Table A-2*
  - *NRS Core Outcome Measures A-3*
  - *Montana ABLE Performance Projections A-4*

NATIONAL REPORTING SYSTEM

The following National Reporting System (NRS) information is intended to supplement the information provided in the actual FY2013 application. Additionally, the information provided in the Educational Functioning Levels table will assist applicants in their response to various parts of the application.

For more information on the NRS, visit their website at www.nrsweb.org.

The Adult Education and Family Literacy Act states that the core indicators of performance are:

- Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.
- Placement in, retention in, or completion of post-secondary education, training, unsubsidized employment or career advancement.
- Receipt of a secondary school diploma or its recognized equivalent.

The NRS expands on the core indicators of performance and lays out a set of core measures. These core measures are broken into the following three categories:

- **Outcome measures** (learner outcomes for the core indicators in the AEFLA) include:
  - educational gain(s) (improvement in Educational Functioning Level),
  - entered employment,
  - retained employment,
  - receipt of secondary school diploma or general education development (GED®) and
  - placement in postsecondary education or training
- **Descriptive measures** include:
  - student demographics,
  - reasons for attending (student goals) and
  - student status
- **Participation measures** include:
  - contact hours received and
  - type of enrollment

Of the core measures defined by the NRS, student *outcome measures* are the central component of the NRS. The five outcome measures were selected to address the requirements for core indicators of performance in the AEFLA. The most important of these measures is "educational gain," which is considered a key outcome in the NRS and is a critical indicator of how well Adult Education programs fulfill their primary mandate of providing an educational literacy program. Educational gain is measured by the Educational Functioning Levels (EFLs), which are described in more detail in the attached table.

The following passage from the NRS guidelines provides more detail about educational gain and the EFLs:

Educational gain, a key outcome in the NRS, provides a measure of student literacy gains resulting from instruction. This measure applies to all students in the program (except pre designated "work-based project learners," which is described below under "Secondary Measures"). To determine this measure, local programs assess students on intake to determine their educational functioning level [EFL]. *There are four levels for adult basic education (ABE), two for adult secondary education (ASE), and six levels of ESL. Each level describes a set of skills and competencies that students entering at that level can do in the areas of reading, writing, numeracy, speaking, listening, and functional and workplace areas. Using these descriptors as guidelines, programs determine the appropriate initial level at which to place students using a standardized assessment procedure (i.e., a test or a standardized performance-based assessment). The program decides the skill areas in which to assess the student based on the student's instructional needs and goals.*

After a predetermined amount of instruction or time period determined by each State, the program conducts follow-up assessments of students in the same skill areas and uses the test scores aligned to the educational functioning levels to determine whether the students have advanced one or more levels or are progressing within the same level. The State has discretion to establish the standardized student assessment method used within the State, as well as procedures for progress assessment, and must develop a written statewide assessment policy describing assessments and procedures for approval from DAEL. All assessments and procedures must conform to standard psychometric criteria for validity and reliability as defined by DAEL. Upon DAEL approval, States may also use additional educational levels and skill area descriptors, as long as they are compatible with NRS levels and skills.

The remaining core outcome measures are follow-up measures that are reported some time after the student leaves the program. However, the follow-up measures apply only to students who enter the program with goals related to the measures. For unemployed students who enter the program with a goal of obtaining employment, there are two follow-up measures: entered employment (whether the student obtained a job by the end of the first quarter after leaving) and retained employment (whether the student still has the job in the third quarter after exit). This measure also applies to employed students who have a goal of improved or retained employment. For students whose goal is to advance to further education or training, there is a measure of entry into another such program. For students who entered with a goal of obtaining a secondary school diploma or GED®, there is a measure of whether the student obtained the credential.

In summary, completion of, or progress within, an EFL is determined by pre-testing and progress-testing a learner with a standardized assessment tool and comparing the results. In Montana, the approved assessment tools are the Test of Adult Basic Education (TABE) for general Adult Education students and the BEST Plus for ESL students. The NRS levels provide standardized assessment benchmarks which allow program staff to place learners into a particular EFL according to test scores from the TABE or BEST Plus. Using the NRS benchmarks, program staff can determine when learners have made progress within a level, completed a level, and are ready to move to the next level.

Exhibit 2.1
Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	**Basic Reading and Writing**	**Numeracy Skills**	**Functional and Workplace Skills**
Beginning ABE Literacy ***Test Benchmark:*** TABE (9–10) scale scores (grade level 0–1.9): Reading: 367 and below Total Math: 313 and below Language: 389 and below CASAS scale scores: Reading: 200 and below Math: 200 and below Writing: 200 and below Wonderlic GAIN scale scores: English: 200-406 Math: 200-314	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
Beginning Basic Education ***Test Benchmark:*** TABE (9–10) scale scores (grade level 2–3.9): Reading: 368–460 Total Math: 314–441 Language: 390–490 CASAS scale scores: Reading: 201–210 Math: 201–210 Writing: 201–225 Wonderlic GAIN scale scores: English: 407-525 Math: 315-522 MAPT scale scores: All tests: 200-299	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System TABE = Test of Adult Basic Education MAPT= Massachusetts Adult Proficiency Tests Wonderlic GAIN = Wonderlic General Assessment of Instructional Needs

Exhibit 2.1 (Continued)
Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	**Basic Reading and Writing**	**Numeracy Skills**	**Functional and Workplace Skills**
Low Intermediate Basic Education ***Test Benchmark:*** TABE (9–10) scale scores (grade level 4–5.9): Reading: 461–517 Total Math: 442–505 Language: 491–523 CASAS scale scores: Reading: 211–220 Math: 211–220 Writing: 226–242 Wonderlic GAIN scale scores: English: 526-661 Math: 523-669 MAPT scale scores: All tests: 300-399	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.
High Intermediate Basic Education ***Test Benchmark:*** TABE (9–10) scale scores (grade level 6–8.9): Reading: 518–566 Total Math: 506–565 Language: 524–559 CASAS scale scores: Reading: 221–235 Math: 221–235 Writing: 243–260 WorkKeys scale scores: Reading for Information: 75–78 Applied Mathematics: 75–77 Wonderlic GAIN scale scores: English: 662-746 Math: 670-775 MAPT scale scores: All tests: 400-499	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
CASAS = Comprehensive Adult Student Assessment System TABE = Test of Adult Basic Education MAPT: Massachusetts Adult Proficiency Tests Wonderlic GAIN = Wonderlic General Assessment of Instructional Needs

Exhibit 2.1 (Continued)
Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	**Basic Reading and Writing**	**Numeracy Skills**	**Functional and Workplace Skills**
Low Adult Secondary Education ***Test Benchmark:*** TABE (9–10): scale scores (grade level 9–10.9): Reading: 567–595 Total Math: 566–594 Language: 560–585 CASAS scale scores: Reading: 236–245 Math: 236–245 Writing: 261–270 WorkKeys scale scores: Reading for Information: 79–81 Applied Mathematics: 78–81 Wonderlic GAIN scale scores: English: 747-870 Math: 776-854 MAPT scale scores: All tests: 500-599	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.	Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.
High Adult Secondary Education ***Test Benchmark:*** TABE (9–10): scale scores (grade level 11–12): Reading: 596 and above Total Math: 595 and above Language: 586 and above CASAS scale scores: Reading: 246 and above Math: 246 and above Writing: 271 and above WorkKeys scale scores: Reading for Information: 82–90 Applied Mathematics: 82–90 Wonderlic GAIN scale scores: English: 871-1000 Math: 855-1000 MAPT scale scores: All tests: 600-700	Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
CASAS = Comprehensive Adult Student Assessment System TABE = Test of Adult Basic Education MAPT: Massachusetts Adult Proficiency Tests Wonderlic GAIN = Wonderlic General Assessment of Instructional Needs

Exhibit 2.1 (Continued)
Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	**Listening and Speaking**	**Basic Reading and Writing**	**Functional and Workplace Skills**
Beginning ESL Literacy ***Test Benchmark:*** CASAS scale scores: Reading: 180 and below Listening: 180 and below BEST Plus: 400 and below (SPL 0–1) BEST Literacy: 0–20 (SPL 0–1) TABE CLAS-E scale scores:* Total Reading and Writing: 225-394 Total Listening and Speaking: 230-407	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
Low Beginning ESL ***Test benchmark:*** CASAS scale scores Reading: 181–190 Listening: 181–190 Writing: 136–145 BEST Plus: 401–417 (SPL 2) BEST Literacy: 21-52 (SPL 2) TABE CLAS-E scale scores:* Total Reading and Writing: 395-441 Total Listening and Speaking: 408-449	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
CASAS = Comprehensive Adult Student Assessment System BEST= Basic English Skills Test TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

* Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows total scores.

Exhibit 2.1 (Continued)
Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	**Listening and Speaking**	**Basic Reading and Writing**	**Functional and Workplace Skills**
High Beginning ESL ***Test benchmark:*** CASAS scale scores Reading: 191–200 Listening: 191–200 Writing: 146–200 BEST Plus: 418–438 (SPL 3) BEST Literacy: 53–63 (SPL 3) TABE CLAS-E scale scores:* Total Reading and Writing: 442-482 Total Listening and Speaking: 450-485	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.
Low Intermediate ESL ***Test Benchmark:*** CASAS scale scores: Reading: 201–210 Listening: 201–210 Writing: 201–225 BEST Plus: 439–472 (SPL 4) BEST Literacy: 64– 67 (SPL 4) TABE CLAS-E scale scores:* Total Reading and Writing: 483-514 Total Listening and Speaking: 486-525	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
CASAS = Comprehensive Adult Student Assessment System BEST= Basic English Skills Test TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

* Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows total scores.

Exhibit 2.1 (Continued)
Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	**Listening and Speaking**	**Basic Reading and Writing**	**Functional and Workplace Skills**
High Intermediate ESL ***Test Benchmark:*** CASAS scale scores: Reading: 211–220 Listening: 211–220 Writing: 226–242 BEST Plus: 473–506 (SPL 5) BEST Literacy: 68-75 (SPL 5) TABE CLAS-E scale scores:* Total Reading and Writing: 515-556 Total Listening and Speaking: 526-558	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
Advanced ESL ***Test Benchmark:*** CASAS scale scores: Reading: 221–235 Listening: 221–235 Writing: 243–260 BEST Plus: 507–540 (SPL 6) BEST Literacy: 76-78 (SPL 6) ** TABE CLAS-E scale scores:* Total Reading and Writing: 557-600 Total Listening and Speaking: 559-600	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
CASAS = Comprehensive Adult Student Assessment System BEST= Basic English Skills Test TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

* Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows only total scores
** Students can be placed into advanced ESL using Best Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended

Exhibit 1.2
Goals and Core Indicators of the WIA Adult Education and Family Literacy Act and
NRS Core Outcome Measures

Goals of Adult Education Described in the Adult Education and Family Literacy Act of WIA	Core Indicators Required by the Adult Education and Family Literacy Act of WIA	NRS Core Outcome Measures
Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency	Improvements in literacy skill levels in reading, writing, and speaking the English language; numeracy; problem solving; English-language acquisition; other literacy skills	Educational gains (achieve skills to advance educational functioning level)
Assist parents to obtain the skills necessary to be full partners in their children's educational development	Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement	• Entered employment • Retained employment • Placement in postsecondary education or training
Assist adults in the completion of secondary school education	Receipt of a secondary school diploma or its recognized equivalent	Receipt of a secondary school diploma or GED®

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

MONTANA 2012-2013

ADULT BASIC AND LITERACY EDUCATION PERFORMANCE PROJECTIONS

Negotiated State Projections

Level	2012-13
ABE Beginning Literacy	38%
ABE Beginning Basic Education	34%
ABE Intermediate Low	35%
ABE Intermediate High	23%
ASE Low	26%
ESL Beginning Literacy	53%
ESL Beginning Low	62%
ESL Beginning High	68%
ESL Intermediate Low	51%
ESL Intermediate High	48%
ESL Advanced	39%
High School Diploma/GED®	78%
Enter Post Secondary Ed/Training	65%
Enter Employment	15%
Retain Employment	26%

APPENDIX B

- *Montana Adult Basic and Literacy Education Assessment Standards and Guidelines B-1*
- *Montana Adult Basic and Literacy Education Distance Learning Policy B-2*

Montana
Adult Basic and Literacy
Education Program

ASSESSMENT STANDARDS AND GUIDELINES

June 8, 2011

Denise Juneau
Superintendent of Public Instruction
PO Box 202501
Helena, MT 59620-2501

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Appendices

- Student Profile Form
- Consent to Release Personal Information
- ABLE Postsecondary Enrollment Survey Form
- ABLE Postsecondary Enrollment Telephone Log
- Assessment Standards and Guidelines Training Schedule

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Part I – Introduction and Montana Context

The Adult Basic and Literacy Education (ABLE) accountability is defined through the National Reporting System (NRS) which was established to meet the requirements of Title II of the Workforce Investment Act (WIA). (Public Law 105-220). 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 ABLE programs are required to follow the state Assessment Standards and Guidelines. The Office of Public Instruction (OPI) ABLE staff will review the data periodically to determine needs for technical assistance in adhering to the state Assessment Standards and Guidelines.

For the Montana Adult Basic and Literacy Education (MABLE) 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 ABLE 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 accountable 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 Profile Form, checks for accuracy, and places in secure files.

- Trained, designated staff assesses students using the TABE and BEST Plus.
- 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 OPI ABLE office local programs may not make any changes. The OPI ABLE office will notify all local programs when data changes must cease.

Part III – Data Collection Procedures

Section A – Procedures Overview

Use the following definition from the Workforce Investment Act to determine eligibility of learner for providing ABLE 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 ABLE programs will use the Student Profile Form provided by the OPI ABLE office to collect the information necessary for enrollment. Student demographics, locator scores, pretest scores, post-test scores and goal setting shall be entered in the statewide ABLE database as completed.

A copy of the Student Profile Form is located in the Appendix of this document. The purpose of the uniform Student Profile 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 ABLE programs will designate and train staff to administer the common Student Profile Form according to the standards stated in this document.
- All ABLE 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 ABLE programs will administer the assessment tests according to the standards stated in this document and according to the recommendations of the test developer.
- All ABLE 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 ABLE programs will pretest students within 12 hours of instructional activity.
- All ABLE 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 ABLE programs will designate staff to enter and verify the collected information into the statewide ABLE database.
- All ABLE programs will designate staff and a process to verify the accuracy of their data entries into the statewide ABLE database.

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

Section B – Attendance Records

- All ABLE programs will keep ABLE student attendance records.

ABLE 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 GED® 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.

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 ABLE program will use the following guidelines while assisting students in setting goals:

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

Assess the student using the TABE 9/10 or BEST Plus.

Review the assessment with the student.

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

- Set goals within 30 days of enrollment;
- Inform students that, in addition to an education gain, following participation in Adult Education program, they may choose to work toward one of the following goals:

- Obtain a job
- Retain job
- Earn a GED® or secondary diploma, or
- Enter postsecondary education.

Students may select one or more of the above goals.

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

Identify the goal as long-term if the assessment and interview indicate the goal is not attainable 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 reasonable 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 ABLE program to determine student attainment of additional secondary goals listed above.

Part IV – TABE Assessment

Section A- Purpose of Montana TABE Assessment Policy

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

ABLE funded programs are to use the Tests of Adult Basic and Literacy Education (TABE) to measure the pre-post progress of all adult learners enrolled in Adult Basic and Literacy Education programs. Beginning July 1, 2005, all Montana ABLE 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 ABLE 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 able 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: ABLE 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 ABLE 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).

NRS guidelines require that the PAI must be in the area of the lowest pretest taken. An exception would be in the event a student requests instruction in a specific content area. In this case, the program instructor can declare that the primary area of instruction will be the requested specific content area. Prior to selecting the primary area of instruction based on student preference, it is important to review all three pretests to discuss and clarify the student's academic needs. This provides an opportunity for the student to make an informed decision that will guide his/her instruction. If the student does not voice a preference, the lowest area of performance must be selected as the PAI. MABLE will automatically calculate to the lowest and suggest instruction in the lowest area.

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 ABLE 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*	6 and below*	4-6*	E (Easy)
7-8	7-8	7-8	M (Medium)
9-10	9-10	9-11	D (Difficult)
11-12	11-12	12-16	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.

Post test: 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

Montana ABLE's goal is to have a statewide pre-posting rate of at least 65 percent within five years. Beginning with the 2008 fiscal year, ABLE 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-post test 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. 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.

Each student's term of instruction is unique. It begins at the date of enrollment and concludes one year from the date of enrollment. At the end of one continuous term of instruction all TABE tests taken during the term will be expired**.** However, if a student post tests within 30 days prior to the end of the continuous term of instruction, test scores may be reentered as pre tests for the new instructional year.

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; locator and pretests must be administered again.

The state will ensure post testing requirements are adhered to through a quality control test validity report in the statewide ABLE database.

Program directors are required to verify that correct testing procedures are being followed. Waivers must be kept in the students' academic file. Student files will be reviewed during onsite monitoring.

The state will run the test validity report three times per year to verify all programs are following the testing requirements.

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 who 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 ABLE 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 – BEST Plus Assessment Policy

Section A – Purpose of Montana BEST Plus Assessment Policy

This policy describes the conditions under which ABLE funded programs are to use the Basic English Skills Test (BEST Plus) 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 PLUS 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 Plus

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

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

Section C – BEST Plus Instruments

BEST Plus 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.

Note: If a non-native speaking student is assessed at or above the exit criteria using a BEST instrument, the student should be placed in ABE or ASE instruction and assessed with the TABE.

Section D – Administration Procedures

Use of Timed Administration

- BEST Plus- 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 Plus 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.

Each student's term of instruction is unique. It begins at the date of enrollment and concludes one year from the date of enrollment. At the end of one continuous term of instruction all BEST tests taken during the term will be expired**.** However, if a student post tests within 30 days prior to the end of the continuous term of instruction, test scores may be reentered as pretests for the new instructional year.

The state will ensure post testing requirements are adhered to through a quality control test validity report in the statewide ABLE database.

Program directors are required to verify that correct testing procedures are being followed. Directors must sign a post test waiver for any student being tested prior to 60 hours of instruction. Waivers must be kept in the students' academic file. Student files will be reviewed during onsite monitoring.

The state will run the test validity report three times per year to verify all programs are following the testing requirements

Section E – Administration Requirements

Administering the BEST PLUS

The state will provide BEST PLUS training. The training will include: NRS policy, accountability policies, data collection procedures, and the guidelines for administering BEST PLUS. A list of all trained staff will be maintained at the state as individuals are trained. Only staff who has completed the BEST PLUS 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 Plus.

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

Program staff is required to attend assessment training when offered by the OPI ABLE 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 ABLE 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 a 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 disabled students and types of accommodations provided.

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

Section G- BEST Plus Data

Enter scale scores in the statewide ABLE database. The scale score is the basic score for BEST Plus and is used to compute and derive all other scores (see Table below). Use the BEST Plus manual (Section III: Scoring BEST Plus) Updated June 2006 to correlate the scale scores to the NRS levels. The statewide ABLE 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.

BEST Plus Scale Scores to NRS Levels

NRS Level	Scale Scores BEST Plus
Beginning ESL Literacy*	400 and below (SPL 0-1)
Low Beginning ESL *	401 - 417 (SPL 2)
Beginning ESL High*	418 – 438 (SPL 3)
Intermediate ESL Low*	439 – 472 (SPL 4)
Intermediate High*	473 – 506 (SPL 5)
Advanced ESL	507 – 540 (SPL 6)
Exit Criteria*	541 and above

*Data for this table came from this site: http://www.nrsweb.org/reports/NewESLdescriptors.pdf

Part VI – Student Follow-Up

Section A – Procedures

For each student, identified goals are entered into the statewide ABLE database.

Goals will be measured in the following manner:

Data Match

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

Goal attainment of a GED® or secondary diploma will be determined by the OPI ABLE office through data matching with the GED® records kept by the Oklahoma Scoring Service.

Data Match/Survey

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

The OPI ABLE 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.

Note: The OPI ABLE office will explore the possibility of data matching with campus enrollment data not currently reflected in the Montana University System enrollment database.

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 goals: employment, retain employment, GED® or secondary diploma, and/or entrance into postsecondary education or training.

The employment information from the Montana Department of Labor is reported a year later than ABLE 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 MABLE database on Table 5 (i.e., if completing program year 2007, the employment data matching results would be for 2006).

Data matching for GED® and postsecondary outcomes for the previous program year will be reflected on Table 5 for that year. (Table 5 for 2005-06 will show data match results for GED® and postsecondary. Data matching will occur for all of the students that have signed waivers, have a separation date, have goals of employment, and retain employment, GED® and/or postsecondary regardless of how many hours they have. 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 ABLE 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 ABLE office.

All ABLE students and their goals will be accurately entered into the statewide ABLE database.

At the close of the fiscal year, the statewide ABLE 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 GED® the OPI ABLE office will match the social security numbers of the students with this goal against the social security numbers of successful GED® graduates from a list of same obtained from Montana's GED® database kept with the Oklahoma Scoring Service.

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

Survey will also be used for postsecondary education or training. Local ABLE programs are responsible for contacting their students who had this goal and 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 ABLE office.

The OPI ABLE 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): A learner who is not employed at time of entry into the ABLE program can state a goal of obtaining employment. This goal is measured in the first quarter after exit.

Retain Current Job and Improve Current Job (retain employment): A learner who is employed at entry and has a goal of improving employment or retaining their employment. This goal is measured in the third quarter after exit.

Educational Advancement: 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 four outcome measures must be designated, as appropriate.

Earn a GEDÈ or Secondary School Diploma: A learner who has a goal of passing the GED® tests or obtaining a secondary school diploma or its recognized equivalent. This measure is collected only for students who exit during the program year.

Enter Postsecondary Education or Job Training: A learner with a goal of placement in postsecondary education or training. 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.

In addition to a core goal 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 Even Start, 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 able to leave facility); confined to a youth correctional facility (not able to leave facility); living in a community correctional facility (able 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 Plus Training	Helena

Denise Juneau, Superintendent
Montana Office of Public Instruction
P.O. Box 202501
Helena, Montana 59620-2501
In-State Toll-Free 1-888-231-9393, Local (406) 444-3095
www.opi.mt.gov

STUDENT PROFILE FORM

Montana Adult Basic and Literacy Education

Site Name: _____ **Program Year:** _____
Satellite Site: _____ Enrollment Date: __/__/__

Student Name: _____
Last First MI Age (at enrollment)

Street Address or PO Box: _____

City: _____ **State:** _____ **Zip Code:** _____

Social Security Number: _____ **SSN Waiver:** _____

Date of Birth: _____ **Live in Rural Area:** ☐ Yes ☐ No

Gender: ☐ Female ☐ Male **Student E-mail Address:** _____

Telephone: _____ Home _____ Cell
_____ Work _____ Other

Primary Instructor: _____

Ethnicity:
- ☐ American Indian or Alaskan Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White, Non-Hispanic

Tribe:
- ☐ Assiniboine
- ☐ Blackfoot
- ☐ Chippewa
- ☐ Cree
- ☐ Crow
- ☐ Gros Ventre
- ☐ KT/CS
- ☐ Little Shell
- ☐ Northern Cheyenne
- ☐ Sioux
- ☐ Other

Affiliation: ☐ Enrolled ☐ Not Enrolled

Last Grade Completed: ___ **Last School Attended Name/City/State:** _____

Is the student a single parent with dependent(s) under the age of 18? ☐ Yes ☐ No

If yes, number of children under 18: _____

Disability: ☐ Yes ☐ No ☐ Not Sure

If the student has a diability, check all that apply:
- ☐ Blindness or vision impairment
- ☐ Learning disability
- ☐ Physical impairment
- ☐ Mental illness (depression, anxiety, mood)
- ☐ Disorder (personality disorder)
- ☐ Other (please explain) _____
- ☐ Hearing loss or impairment
- ☐ Epilepsy
- ☐ ADD/ADHD
- ☐ Traumatic Brain Injury
- ☐ Psychosocial (behavior, coping or relationship difficulty)

_____
_____

Employment Status: ☐ Employed ☐ Unemployed ☐ Not in the labor force

02/2008

Housing Status:

- ☐ Confirmed to an Adult Correction Facility (not able to leave facility)
- ☐ Confined to a Youth Correction Facility (not able to leave facility)
- ☐ Living in a Community Correctional Facility (able to leave facility)
- ☐ Resident of a Community Group Home
- ☐ Resident of a Subsized Housing Program
- ☐ Living with friends/family
- ☐ Own, rent or are purchasing residence
- ☐ Homeless

Emergency Contact: Name _____ **Phone** _____
Street Address or PO Box:: _____
City: _____ **State:** _____ **Zip Code:** _____

How did you hear about the ABE?

- ☐ Friend or family member
- ☐ Newspaper or magazine ad
- ☐ Pamphlet or brochure
- ☐ Referral by agency/program or institution
- ☐ Former student
- ☐ High school or college student
- ☐ Other
- ☐ Radio or tv advertisement
- ☐ Self referral
- ☐ Other Reference _____

Referral Agency Type

- ☐ Educational Institution
- ☐ Governmental Agency/Program
- ☐ Private Business
- ☐ Other

Referral Agency Name _____
Agency Contact _____
Reason for Referral:

- ☐ Assessment only
- ☐ Enrollment in ABE

Program Classification: (check all that apply)

- ☐ Even Start
- ☐ Foster child payment
- ☐ Fuel assistance
- ☐ Homeless
- ☐ Housing assistance
- ☐ Medical assistance
- ☐ Refugee assistance
- ☐ SSDI or other disability
- ☐ BIA Public Assistance
- ☐ SSI only
- ☐ TANF ☐ Tribal TANF
- ☐ Tribal new
- ☐ Unemployment benefits
- ☐ Vocational rehabilitation
- ☐ WIA
- ☐ WIC
- ☐ Workers compensation
- ☐ Food Stamps

Choose one or two of the following educational advancements:

- ☐ Enter employment*
- ☐ Enter post secondary education or training*
- ☐ Receipt of post secondary school diploma or GEDÈ *
- ☐ Retain employment*
- ☐ Achieve citizenship skills
- ☐ General involvement in community activities
- ☐ Improve math skills
- ☐ Improve reading skills
- ☐ Improve English language skills
- ☐ Involvement in children's education
- ☐ Involvement in children's literacy-related activities
- ☐ Meet work-based project learner goal
- ☐ Reduction in receipt of public assistance
- ☐ Voting behavior

What other areas do you need help in? (Check all that apply)

- ☐ Getting a drivers license
- ☐ Resume writing
- ☐ Career planning
- ☐ Study skills
- ☐ Counseling
- ☐ Job interviewing
- ☐ Parenting
- ☐ Self esteem
- ☐ Other _____

(02/2008)

Denise Juneau, Superintendent
Montana Office of Public Instruction
P.O. Box 202501
Helena, Montana 59620-2501
In-State Toll-Free 1-888-231-9393, Local (406) 444-3095
www.opi.mt.gov

Consent to Release Personal Information

I, _____, a student age 18 or older, consent to the release of personally identifiable information from my student record.

OR

I, _____, the parent or guardian of

_____, a student under the age of 18, consent to the release of personally identifiable information from the student record of my son/daughter.

Dependent on my identified goal, I understand that the student record includes my social security number, which may be released to the following:

- ☐ the Montana Department of Labor and Industry,
- ☐ a postsecondary institution identified by me, or
- ☐ the GEDÈ Testing/Scoring Program.

I understand that the purpose of the release of my social security number is to assist the Montana Office of Public Instruction in obtaining and reporting information concerning the outcome of students as required by Section 212 of the Adult Education and Family Literacy Act.

I understand that the Montana Office of Public Instruction will share my personally identifiable information with the agency(ies) identified above, no other agency(ies) or individual(s) will have access to it, and the information will be destroyed when the report for which it was used is completed or when the information is no longer needed, whichever date comes first.

I understand that the report will contain information and statistics about the employment and further education or adult education students in Montana, and that no s pecific or personal information about me will appear in this report.

_____
Signature of Student or Parent/Guardian

_____
Date
02/2010

Submit

Denise Juneau, Superintendent
Montana Office of Public Instruction
P.O. Box 202501
Helena, Montana 59620-2501
In-State Toll-Free 1-888-231-9393, Local (406) 444-3095
www.opi.mt.gov

ABLE Postsecondary Enrollment Survey Form

Student:	**Program:**
	Exit Date:

Since you left the ABLE Program, have you enrolled in any other educational or training programs?

☐ Yes ☐ No

If yes, where are you enrolled?

Date of enrollment:

Contact Notes:

Date and Time:

Name:

Contact (who, nature of conversation, any messages left., etc.)

Status (interview completed, scheduled recall, etc.)

Documentation:

The results of each surveyed student will be recorded on the state developed enrollment log and the logs will be submitted to the State of Montana ABLE/GEDÈ Office.

The State Office will correlate the results.

02/2010

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www.opi.mt.gov

ABLE Postsecondary Enrollment Telephone Log

Program:	**Program Year:**

Student Name:	**Date Contacted:**	**Enrolled: Indicate Yes or No for each student**
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

MONTANA'S DISTANCE LEARNING POLICY
FOR ADULT BASIC AND LITERACY EDUCATION

June 12, 2011

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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Montana's Distance Learning Assessment Policy

This policy is intended to define distance learning delivery for all Montana ABLE programs that integrate distance learning into their Adult Basic and Literacy Programs.

This document is based on the National Reporting System (NRS) distance learning guidelines and the incorporation of ideas and procedures developed by the 2007-2008 distance learning pilot teams: Miles City, Lewistown/Roundup, and Crow Agency/Hardin.

Setting the Context for Distance Learning

THE NEED

Montana welcomes distance learning as a means to improve the state's Adult Basic and Literacy Education (ABLE) outcomes. Seventeen percent of the adult population (16 years and older) are in need of a high school education and/or skills to function in the workplace. The vastness of Montana often prevents those most in need of literacy services from accessing ABLE programs. Of the 56 counties in the state, 20 offer ABLE services, leaving 36 counties with no ABLE 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 ABLE services.

Through the implementation of distance learning, ABLE programs will be able to reach the under-skilled employed and unemployed by offering flexible hours and instruction through various types of media. Through the variety of instructional strategies available through distance learning, instructors will be able to engage students previously not attracted to the traditional classroom delivery. Students enrolled in distance education now have the same opportunity as the traditional students to receive quality instruction taught by trained, knowledgeable instructors as students as the traditional student. The greatest attraction to distance learning is the ability of instructors to design delivery around student schedules and life circumstances, enhancing engagement and retention.

PILOT PROJECT

Montana ABLE piloted distance learning in five learning programs spanning several counties which included the largest Indian Reservation in the state. Distance learning was introduced to students during the second semester of 2007-2008 program year in order to develop protocol and instructional methodologies prior to implementing distance learning statewide. The pilot project focused on recruitment through employer contact, student persistence, best practices for distance delivery, and analysis of pilot data to create state policy.

PILOT PROJECT DATA FROM JANUARY 2008 TO MAY 2008

GOING TO SCALE

Programs that wish to offer distance learning will have the opportunity to contact the state ABLE 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 ABLE 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.

CONTACT INFORMATION

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Distance Learning Contact
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
Telephone: 406-444-1691
Fax: (406)-444-1373

General Distance Learning Requirements

DEFINITION OF DISTANCE EDUCATION

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**
- **Videotape or DVD**
- **Audio Recordings**
- **Broadcasts**
- **Computer software**
- **Web based programs**
- **Other online technology**
- **Video tapes**

Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

DEFINITION OF DISTANCE LEARNERS

Distance learners are students who receive distance education services as defined above. However, it is not uncommon for adult learners to receive both distance education and traditional classroom education during the course of the program year. Students who receive a blended approach of instruction can only be classified in one or the other at year's end.

Instructors will keep track of student time in the Montana Student Information System (MABLE). Attendance hours will be entered in MABLE in distance learning classes and the traditional classroom setting. As students complete their study, the data system will classify students as either distance learners or traditional learners, depending on where the majority of the student time was spent (51% or greater).

REQUIREMENTS FOR MEASURING CONTACT HOURS

Students in distance education must have at least 12 hours of contact with an ABLE program before they can be counted for federal reporting purposes. Contact hours can be a combination of direct contact and distance activities. Distance learning instruction may include a wider range of activities accepted for traditional classroom, which may include:

- Face-to-face contact: orientation, intake, pre-testing, post testing, goal setting, career counseling
- Live online discussions
- Telephone conversations
- Live video broadcast to remote location

Direct contact hours must involve interaction between the learner and the staff in real time where the identity of the learner can be verified.

APPROVED CURRICULA

Montana recognizes GED® Online, GED® Connections and Skills Tutor as distance learning curricula. As instructors become more experienced and skilled at delivering distance education, Montana will draw from multiple sources to best support instructors and the needs of their students.

Montana Recognizes the following Curricula:
GED® Connections, PLATO, Nova Net,
Missouri GED® Online and Skills Tutor

The state will approve additional curricula based on investigation and data analysis. Programs wishing to develop distance learning courses may submit a request to the state agency specifying who is able to develop and teach these courses and provide investigation into how these courses can be approved by the state. This might include information about the training needed for teachers to develop and offer courses, how proxy contact hours will be determined, and what instructional strategies will be utilized.

PROXY CONTACT HOURS

Proxy contact hours must be associated with one of three approved distance learning models of instruction:

Clock Time Model – Assigns contact hours based on time that a learner is engaged in a software program that tracks time.

Teacher Judgment 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.

The model used in Montana ABLE programs will vary depending upon the approved curricula. The Web based program, Missouri GED® Online, uses the **Learner Mastery Model** to assign proxy hours. In this model, when students demonstrate on a quiz that they have mastered the instructional content at 75 percent they are assigned proxy hours. Students are allowed to retake a quiz after supplemental and/or in class instruction has taken place. After the second attempt diagnostic intervention must take place. After the third unsuccessful attempt students must be redirected. No more that 3 quizzes of the same content are counted. Quizzes one through three may be entered into the MABLE student information system. In the case of Missouri GED® Online, the actual assignment of proxy contact hours varies by instructional unit (see chart below).

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 to reach a mastery level. Montana utilizes the proxy hours determined by Missouri GED® Online calculated in the section below.

Time Approved for Each GED® Online Assignment

LA, Reading &Writing Units	
Interpreting What You Read	1.34
Interpreting Info from Graphs	.97
Punctuation.	1.42
Capitalization	.89
Pronouns	1.00
Modifiers	1.5
Verbs	1.5
Subject – Verb Agreement	1.75
Poetry	1.36
Sentence Structure	1.0
Writing Clear Sentences	1.0
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	1.71
Earth Science	.75
Life Science	1.03
Chemistry	2.92

Math Units

Whole Number Word Problems	.82	Ratio and Proportions	1.5
Intro to Decimals	2.17	Percents	1.98
Decimals	1.98	Percent Word Problems	1.2
Decimal Word Problem	1.23	Integers	1.14
Intro to Fractions	2.11	Integer Word Problems	.8
Adding and Subtracting Fractions	1.08	Pre-Algebra	3.0
Multiplying and Dividing Fractions	1.44	Algebraic Equations	2.37
Fraction Word Problems	1.18	Algebra Word Problems	2.8
Estimating and Rounding	2.02	Geometry I	2.15
		Geometry II	2.09

Proxy Contact Hours Continued…

The Web based program, Skills Tutor, uses the **Clock Time Model** to assign proxy hours. When students log into Skills Tutor with their assigned passwords, the software program tracks their time until they log out of the program completely. The time allotted for each assignment will vary with every student.

REPORTING PROXY HOURS

Montana ABLE has incorporated Missouri GED® proxy hour units, as listed above, into MABLE. This incorporation has simplified reporting proxy hours for Montana distance learning instructors. Instructors enter units completed, attendance hours, and pretest and posttest results into MABLE for managing and monitoring student learning.

MABLE contains a class set up titled, "Skills Tutor," which requires instructors to enter the time tracked by the software for each unit the student completes.

All distance learner data will be reported on TABLE 4C (see Appendix A).

DISTANCE LEARNING-STUDENT TRACKER TIME SHEET

State ABLE programs that implement distance learning will have the option of using a student tracker timesheet to assist with data collection. Students can be taught how to use the timesheet to record :

- Hours studied
- Subject studied
- Web sites used
- E-mailed instructor

The student tracking sheet is a time management tool for students, the hours on this sheet are not the hours entered into MABLE. The data collected from this tool can be used to analyze distance learning and help instructor's monitor student progress and plan for future success.

ASSESSMENT OF STUDENTS IN DISTANCE EDUCATION

TABE Administration

On-site assessment administration for the TABE pretest and posttest is required. Student contact hours will be tracked in the MABLE data system. Upon completion of 50 hours of instruction, instructors will be automatically advised that it is time to administer a post test.

- Intake, goal setting, and pretest and post testing must be administered on-site at the Montana ABLE centers.
- The TABE assessment tool will be administered in person by a certified TABE instructor.

Instructional Time

Instructors will count both direct contact hours and proxy hours and report these count hours into MABLE to calculate instructional time.

Note

Traditional class hours and proxy hours are recorded separately. At the end of each program year, MABLE will classify students as either distance learners or as traditional learners, depending on where the majority of their time has been spent.

Application and Approval Procedures to Operate a Distance Learning Program

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

- Send the Program Director, and any staff members directly involved, to a distance learning professional development training offered by the Office of Public Instruction (OPI.).
- Select one individual to become the lead distance learning instructor for the center. This individual must be able to perform a variety of duties, as described in the ABLE Distance Learning Protocol Guide.
- Complete the activities, as a team (program director, lead instructor and other identified distance learning staff), in order to understand the process of distance learning.
- Coordinate marketing efforts to recruit additional partner agencies/employer partners and potential distance learning students.
- Attend and contribute in a monthly distance learning conference call organized by the state agency (program director, lead instructor and identified staff representative).
- 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 cflynn@mt.gov with the following information: names of students that need to be deleted from GED® online, and names of students that your programs has deleted from Skills Tutor.
- Develop a yearly distance learning continuous improvement plan including:
    - Analysis of employer's needs;
    - An assessment of students' successes; and
    - A goal to increase the number of distance learners served with an accompanying marketing plan.

*Note: The Montana pilot project was based on bridging the gap between local employers and Montana ABLE programs. Ideally, all programs will continue to use this format as a means of recruiting distance learning students, as described in the ABLE Distance Learning Protocol Guide).

Funding for Distance Learning

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 for numbers served. Programs may receive reimbursements to cover the cost of travel to the required distance learning training sessions

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 distance education. It is also imperative to budget for increased marketing costs during the first year of implementation.

Training Requirements

ABLE programs interested in providing distance education must complete the required state training program. Montana will use the DL 101 course from Project Ideal, which includes a one day face-to-face training followed by 4-8 weeks of transition and program development. Program director and staff will participate in monthly conference calls offered by the state to explore the issues related to distance learning. Program director and staff will also be expected to participate in all state required trainings as additional online resources and curricula are added to the state's distance delivery system

Appendices

1. Table 4C- Educational Gains & Attendance for Participants in Distance Education
2. Table 5A-Core Follow-up Outcome Achievement for Participants in Distance Education (Program Yr. 2011)

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 In Distance Education (B)	Total Estimated and Actual Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning							
ABE Beginning							
ABE							
ABE							
ASE Low							
ASE High*							
ESL Beginning							
ESL Low							
ESL High							
ESL							
ESL							
ESL Advanced							
Total							

Include in this table only students who are counted as distance education students.

Column *D* is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.
Column *E* represents a subset of Column *D* (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.
Column *F* is students who left the program or received no services for 90 consecutive days and have no scheduled services.
Column *D* + *F* + *G* should equal the total in Column *B*.
Column *G* represents the number of learners still enrolled who are at the same educational level as when they entered.

Each row total in Column *H* is calculated using the following formula: $H = \frac{ColumnD}{ColumnB}$

Work-based project learners are not included in this table
.*Completion of ASE high level is attainment of a secondary credential or passing GED® tests.
OMB Number xxxx-xxxx, Expires xx/xx/xx

Table 5A (for Program Year 2011)
Core Follow-up Outcome Achievement for Participants in Distance Education

Core Follow-up Outcome Measures	Number of Participants With Goal	Number of Participants Included in Survey Sample	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment						
Retained Employment**						
Obtained a GED® or Secondary School Diploma***						
Entered Postsecondary Education or Training****						

Include in this table only students who are counted as distance education students.

Follow the same instructions for Completing Table 5 to complete Table 5a, repeated below.

* Report in Column B the number of participants who were unemployed at entry and who had a goal of obtaining employment and who exited during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

** Report in Column B: (1) the number of participants who were unemployed at entry and who had a goal of employment who exited and who entered employment by the end of the first quarter after program exit and (2) the number of participants employed at entry who had a goal of improved or retained employment who exited during the program year.

*** Report in Column B the number of participants with a goal of passing GED® tests or obtaining a secondary school diploma or its recognized equivalent who exited during the program year.

**** Report in Column B the number of participants with a goal of placement in postsecondary education or training who exited during the program year.

If survey is used, then the number in Column C should equal the number in Column B unless random sampling was used. If one or more local programs used random sampling, then enter in Column C the total number of students included in the survey. If data matching is used, then Column C should be left blank.

If survey is used, then the number in Column D should be less than Column C, unless there was a 100-percent response rate to the survey. If data matching is used, then the number reported in Column D should be the total number of records available for the data match. That number is normally less than the number in Column B. (If the numbers in these two columns are equal, then it means that all Social Security numbers are valid and that there are no missing Social Security numbers.)

Column E $= \frac{ColumnD}{ColumnB}$, *unless one or more programs used random sampling*. If random sampling was used, see Appendix C of the NRS Survey Guidelines for further instructions on reporting.

In Column F, the number should be equal to or less than the number in Column D.

Column G is the number in Column F divided by the number in Column D. Column G should never be greater than 100 percent. If the response rate is less than 50 percent (Column E), then the percent reported in Column G is not considered valid.

OMB Number 1830-0027, Expires 8/31/14.

APPENDIX C

- *Montana Statistics and Census Information C-1*

ADULT EDUCATION CENSUS DATA AND RESEARCH WEBSITES

Applicants may find the following list of websites useful for obtaining additional statistics for this application. The Montana Career of Technical and Adult Education (MTAE) is committed to ensuring that all information is accessible to all interested applicants. If you cannot fully access the information on these links, please contact the OPI and we will provide you with a printed copy of the information.

- **Montana Census Data:** Data for Montana can be obtained from the following websites:

http://ourfactsyourfuture.mt.gov/ : State Web site providing workforce information.

http://commerce.mt.gov/censusresources.mcpx: State Web site providing Census and Economic resources.

http://quickfacts.census.gov/qfd/: Federal Web site that provides census information about Montana.

http://www.workingpoorfamilies.org/indicators.html#: Provides information about working poor populations.

http://www.bing.com/search?q=american+community+survey&src=IE-SearchBox&FORM=IE8SRC&adlt=strict: U.S. Census Bureau Web site providing ongoing survey data.

- **National Coalition for Literacy:**
  http://www.national-coalition-literacy.org/recentres.html: provides annotations of completed research studies as well as research studies in progress.

- **OVAE:** The Office of Vocational and Adult Education
  http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/facts-figures.html

- **NIFL:** The National Institute for Literacy
  http://www.nifl.gov

- **ERIC:** Education Resources Information Center
  http://www.eric.ed.gov

- **NCSALL:** The National Center for the Study of Adult Learning and Literacy
  http://www.ncsall.net

- **CAELA:** Center for Adult English Language Acquisition (an excellent resource for ESL models and research.)
  http://www.cal.org/caela/