The mission of the Alaska Adult Education Program is to provide instruction in the skills of reading, writing, and mathematics to adult learners to better prepare them for transitioning into the labor market, collegiate level academe, or vocational training.
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Overview

The Alaska Adult Education (AK Adult Ed or AAE) program is a statewide instructional program for adults seeking to enhance their postsecondary education skills in order to transition into employment. The AK Adult Ed Program has been an institution in Alaska for over 45 years.

Alaska Adult Education was previously referred to as Adult Basic Education (ABE).

The Workforce Innovation and Opportunity Act (WIOA)

The Workforce Innovation and Opportunity Act (WIOA) was signed into law by President Obama on July 22, 2014. WIOA brought about changes to the workforce development integrated system and related programs through increasing collaboration. The law now requires the six mandatory core programs to coordinate efforts so that job seekers acquire both skills and credentials to meet the needs of employers. The core partners are:

- Title IB: Adult, Dislocated Workers and Youth
- Title II: Adult Education and Literacy
- Title III: Wagner-Peyser
- Title IV: Vocational Rehabilitation

The AK Adult Ed Program follows the requirements set forth in WIOA (Public Law 113–128) and the regulations in Adult Education and Family Literacy Act (AEFLA) (34 CFR 462-463); Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200); Education Department General Administrative Regulations (EDGAR) (34 CFR 75-99); and State of Alaska Administrative Codes (ACC 99.100-99.200).

There are 13 considerations that adult education programs are required to use in providing funding to local programs outlined in AEFLA (Appendix A). These considerations guide policies and procedures, including evaluating regional Adult Education proposals.

Combined Alaska State Plan

Under WIOA requirements, the State of Alaska Department of Labor and Workforce Development (DOLWD) has elected to write a Combined State Plan that includes mandatory and optional programs. The purpose of the State Plan is to better align agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy.

Funding

The Alaska DOLWD, Division of Employment and Training Services (DETS) annually receives general funds from the State of Alaska and a grant from the U.S. Department of Education to fund the Adult Education Regional Programs. AEFLA and WIOA require the State of Alaska to provide eligible agencies a multiyear grant award. The competitive three year grant cycle enables eligible providers to develop, implement, and improve adult education and literacy activities within Alaska. Eligible providers must use funds to establish or operate programs that provide adult education and literacy activities, including programs that provide these activities concurrently.
The Alaska Adult Education Student

An Adult Education student refers to students who are English language learners and/or studying to increase their ability to:

- read, write, and speak (in English) and perform mathematics or other activities necessary for attainment of a secondary school diploma by examination;
- transition to postsecondary education and/or training; and/or
- obtain employment.

An “English language learner” refers to a student who has limited ability in reading, writing, speaking, or comprehension of the English language, and--

- whose native language is a language other than English; or
- who lives in a family or community environment where a language other than English is the dominant language

Adult education and literacy activities refers to programs, activities, and services including:

- adult education (reading, writing, mathematics, science, social studies, etc);
- workplace adult education and literacy activities;
- family literacy activities;
- English language acquisition activities;
- integrated English literacy and civics education;
- workforce preparation activities; or
- integrated education and training.

Eligibility

Alaska requires adults meet the following criteria to be eligible for Adult Education services:

The student:

- is 18 years of age or older;
- is physically present in the state; and
- is not enrolled in a high school program;

To assess an individual for the GED, they must meet the above criteria and

- have not received a diploma or certificate through a high school or GED program in another state, province, or U.S. possession.

If a student is 16 or 17 years old, they must meet all of the above eligibility guidelines, with the following additional documentation:

- a legal emancipation document or a signed and notarized statement of consent from a parent or legal guardian; and
- official documentation of withdrawal from the last school attended in Alaska.

If youth are incarcerated in prison, and have been placed into the custody of the state, they do not need additional documentation to meet eligibility requirements.
College & Career Readiness

The goal of the Alaska Adult Education Program is to meet student where they are at educationally and facilitate a successful transition to postsecondary education, training, and/or employment. Adult Ed Programs work with student on Basic Skills, High School Equivalency Diploma Attainment, English Language Acquisition, and Workforce Preparation Courses.

Basic Skills & Pre-Secondary Education
The goal of basic skills (NRS Level 1 & 2) & pre-secondary education (NRS Level 3 & 4) is to provide instruction and improve students’ skills in preparation of higher education or obtain/retain employment. Curricula includes, but is not limited to, reading, writing, mathematics, science, and social studies. Basic skills & pre-secondary education is instruction comparable to educational levels first through eighth grade and are designed to prepare students for secondary education courses.

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>High School Grade Level Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS Level 1</td>
<td>0-1.9</td>
</tr>
<tr>
<td>NRS Level 2</td>
<td>2-3.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-Secondary Education</th>
<th>High School Grade Level Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS Level 3</td>
<td>4-5.9</td>
</tr>
<tr>
<td>NRS Level 4</td>
<td>6-8.9</td>
</tr>
</tbody>
</table>

Secondary Education & High School Equivalency Preparation
The secondary education (NRS Level 5 & 6) & high school equivalency preparation is aimed at providing instruction to improve students’ skills for transition into higher education, training, or employment. Curricula is rigorously aligned with the functional level of high school ninth through twelfth grade students. Subjects taught included, but are not limited to, reading, writing, mathematics, science, and social studies.

The State of Alaska utilizes GEDTS® to assess students interested in obtaining their High School Equivalency Diploma.

<table>
<thead>
<tr>
<th>Secondary Education</th>
<th>High School Grade Level Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS Level 5</td>
<td>9-10.9</td>
</tr>
<tr>
<td>NRS Level 6</td>
<td>11-12.9</td>
</tr>
</tbody>
</table>

English as a Second Language (ESL) Instruction
The goal of ESL is to provide instruction to students whose first language is not English. ESL classes improve students’ level of English by assisting with reading, writing, speaking, and comprehension of the English language. Curricula includes, but is not limited to, listening comprehension, oral communication, reading, and writing. ESL students are immersed in the language to help them achieve personal, employment, and/or academic goals.
<table>
<thead>
<tr>
<th>English as Second Language Educational Functional Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS ESL Level 1</td>
</tr>
<tr>
<td>NRS ESL Level 2</td>
</tr>
<tr>
<td>NRS ESL Level 3</td>
</tr>
<tr>
<td>NRS ESL Level 4</td>
</tr>
<tr>
<td>NRS ESL Level 5</td>
</tr>
<tr>
<td>NRS ESL Level 6</td>
</tr>
</tbody>
</table>

Integrated English Literacy and Civics Education (IELCE)
Alaska has one IELCE program that assists English language learners, including professionals with degrees and credentials in their native countries, to achieve competency in the English language and acquire the basic and more advanced skills needed for employment. IELCE includes instruction in literacy, the rights and responsibilities of citizenship, and civic participation.

Program Delivery Methods
Regional programs cover a vast area and travel to instructional centers may not be an option. There are multiple learning modes available to students.

Student-Centered Traditional Instructions
Student-centered instruction and teaching are delivered face-to-face in a classroom setting. Instruction focuses on the needs, abilities, interest, and learning style of the student. Methods of instruction include, but are not limited to, lecture, interactive activities, hands-on learning, whole group and one-on-one instruction, and workshops.

Distance Learning Models
- **Independent Distance Learning** refers to online lessons or distance learning independent of traditional or web face-to-face classroom instruction. Students must be enrolled in an educational distance learning model that is approved by the AK Adult Ed office.
- **Blended Instruction** integrates any combination of traditional face-to-face classroom instruction, face-to-face web classes, and/or distance learning activities designed to meet the needs of the student. Blended instruction must be supported by well-developed lesson plans intended to scaffold learning. Traditional and/or web class instruction supported by distance activities must be coordinated through follow-up lesson plans.

Federal Reporting of Attendance
Students receiving both distance education and traditional classroom instruction will be entered into the AlaskaJobs System one time. At the end of the fiscal year, based on the number of attendance hours, the student will be classified as either a traditional or distance education student for federal reporting. If the student has more than 50% of their learning time in one or the other modalities, they will be classified and counted in that subgroup. This will be done automatically in the AlaskaJobs System.
Distance Education Guidelines

The AK Adult Ed Program understands the need to connect students with instruction that cannot be served face-to-face. Distance learning is an approved method to increase students’ adult education and literacy activities.

All students enrolled in distance learning courses must sign a Student Contract (Appendix B).

Definition

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

Participants in distance education must have at least 12 hours of contact with the program before they can be counted in Federal reporting. Contact hours for distance learners can be a combination of in person and contact through telephone, video, teleconference, or online communication, where participant and program staff interact and the participant identity is verifiable.

Instructional Methodology

Distance learning is supported through an online instructional platform, such as zoom; teacher lead instruction using voice over Internet Protocol (VoIP) software, such as Skype; or instructor lead correspondence lessons. To utilize distant learning, programs must:

- enroll students in a Regional Adult Ed program;
- provide educational services to students who cannot attend classes due to conflicting work schedule, travel restraints, health issues, or WIOA self-identified employment barriers (Appendix E, Section D);
- use a clock in/out system or program that tracks student attendance;
- establish a clear communication method (phone, email, texting or other technologies, and/or software) between the student and teacher;
- not be self-learning, but rather able to provide clear lesson planning that is carried out through instruction; and
- establish learning groups comprised of the student, teacher, and instructional resources.

Approved Curricula

Curricula used to support students in distance education must be approved by the AK Adult Ed office. A current list of approved curricula may be found on the AK Adult Ed website.

The AK Adult Ed office may approve additional curricula after a vetting process. Programs wishing to recommend distance education curriculum for approval may submit an AK Adult Ed Distance Education Curriculum Approval Form (Appendix C).

Distance Education Classes

When completing a student intake and selecting their classes in the AlaskaJobs System, a determination must be made if students are face-to-face learners, distance education students, or both. Teachers or Data Entry Clerks must differentiate between face-to-face and distance education hours for attendance purposes.

DE students will be counted in programs’ Annual Performance Reports (APRs) as part of the unduplicated count of all enrolled students.
Distance Education Instructional Proxy Contact Hours

Instructional hours earned via online, computer instruction that occurs at a site other than in the AK Adult Ed classroom (e.g., a student’s home, a library, a learning center), will be considered as proxy contact hours. There are three models used with Alaska DE-approved curricula to report proxy contact hours:

- **Clock Time Model**, which assigns contact hours based on the elapsed time that a student is connected to or engaged in an online or stand-alone software program that tracks time.

- **Learner Mastery Model**, which assigns a pre-determined and fixed number of hours of credit based on the student passing a test on the content of each lesson. Students work with the curriculum and materials and when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%-80%) earn the credit hours attached to the material. Students are required to take a mastery test at the completion of each instructional unit. Proxy hours are awarded for each test the student passes with a score of 70%-80%.

- **Teacher Verification Model**, which assigns a pre-determined and fixed number of hours of credit for each assignment/task based on teacher determination of the extent to which a student engaged in, or completed, the assignment. Proxy hours are awarded for activities completed by the participant and verified by the instructor. For example, programs that do not have a clock time model, but rather a point system. Another example includes students completing additional components of an online course that do not follow a clock time model nor have an assessment at the end. Examples may include:
  - Synchronous learning activities
    - Broadcast via video, phone, chat
    - Classroom instruction delivered via online technology such as Google Hangout, Canvas
    - DE synchronous scenario:
      An instructional class that is offered live and virtually which delivers content via online technology such as Google Classroom, Zoom, Canvas, etc. must be reported as distance education hours. In this example, students are separated by geography, which allows the class to still be coded as distance education. If the virtual class meets 2x per week, from 1:00-3:00pm, then those hours would be reported as DE in the AlaskaJobs System. It is not necessary to have the curriculum vetted for DE approval during the timeframe of the class. If students are encouraged to work on additional assignments outside of the scheduled virtual class, curricula that is already on the approved curriculum list must be used, or programs can submit a new curriculum approval application to the state AK Adult Ed office for approval.
    - At this time, standard follow-up with students, even if virtual, should not be counted as distance education hours as this is not a formal learning activity. If a live virtual class is hosted for an hour where an instructor offered advising, career pathways information, etc., this activity would be classified as Distance Education.
  - Asynchronous learning activities
    - Moodle and other self-directed, AK Adult Ed created courses
    - Student instruction and support delivered through any means

**Pre and Post Assessment with Distance Education Students**

Formal educational functioning level (EFL) assessment, including pretests and progress tests, must occur for individuals enrolled in a distanced education programs. Programs must establish procedures for notifying
students as to when and where post-testing should occur. Decisions about post-testing should be made based upon evidence of student progress within the curriculum, hours of instruction the student has received and/or days of enrollment.

The AK Adult Ed Assessment Policy applies to all adult learners, including Distance Education students. Post-testing must occur according to test publisher guidelines as indicated in the TABE and/or BEST Assessment sections and programs must follow the publisher’s recommendations.

Administering Virtual Testing
Local programs may implement virtual test proctoring using the assessments identified in this policy, in accordance with the test publisher’s procedures for virtual testing.
Regional Program Responsibilities

Regional Adult Education Programs provide foundational skills and English literacy instruction to assist students who are studying to improve their reading, writing, and math skills. AK Adult Ed includes 13 Regional education grants, an integrated Correctional system, and a grant for Integrated English Literacy and Civics Education (IELCE).

Intake Process
Alaska requires all students be enrolled in a Regional Adult Education Program to receive Adult Education services. AK Adult Ed Programs have a universal intake form (currently under revision). All students must complete an intake form within 10 days of starting program instruction.

Individual Programs may add to the intake document (logo, program name, company name, address, informational block, etc.), but the body, job center logo, and format must remain intact.

Attendance Guidelines
Instructional activities are designed to promote student learning through research based practices. For reporting purposes, the following is considered attendance:

- Student Instruction - time the student is physically present in a classroom learning environment.
- Distance Learning - teacher lead instruction time, proxy seat time, and/or instructional communication between student/teacher.
- Assessments (TABE/BEST) - time the student is physically present in the testing environment.
  - Time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress, or inform instruction.
  - *GED Testing does not count towards instructional time and is not accounted for in attendance records.
- One-on-One or Group Tutoring Sessions - time spent in learning outside of regular scheduled class time.
- Learning Lab Participation - time the student is physically present in the learning lab engaged in instructional activities or through proxy seat time.

Recording Attendance
Hours of instruction or instructional activity that the student receives from the program are recorded as attendance. Electronic records must be consistent with grantee’s records on file. Attendance records must be entered accurately and timely into the AlaskaJobs System.

- AK Adult Ed programs are required to have written policies for collecting the attendance of students.
- Weekly or monthly attendance can be entered as a sum. It is designated by the last day of the week or month in which the student had attendance.
  - Example: from Sept. 1-19 the student attended 22.25 hours with no more attendance that month. Attendance must be entered as: date: Sept. 19th, period: monthly; hours: 22.25.
- Attendance must be noted only in quarter segments. Every fifteen minute will result in .25 hours.
  - 15 minutes = 0.25; 30 minutes = 0.50; 45 minutes = 0.75
- Attendance is calculated by fiscal year. Months must stand alone and should never be calculated together.
- Student’s instructional activities must be recorded and maintained for a minimum of five years.
Full Time Students
All full-time students must have at least 12 hours of direct instruction before they can be counted for Federal reporting.

Students in distance education must have at least 12 hours of contact with the program before they can be counted for Federal reporting purposes. Contact hours for distance learners can be a combination of in-person attendance and contact through telephone, video, teleconference, or online communication, where participant and program staff interact and through which student identity is verifiable. In addition to these 12 hours, if students are studying with a computer based program which assigns contact hours based on the elapsed time that a student is connected to, or engaged in, an online or stand-alone software program that tracks time, then those hours count as hours of instruction.

Data Entry
Every staff member in an Adult Education Program plays a role in the data collection process. Regional Programs must have data collection processes in place that includes staff who are trained, understand their roles and responsibilities, and have the necessary tools and resources (Appendix G).

Alaska Adult Education Programs will ensure that data is entered into data management system in a timely manner.

- Programs are required to enter student information (intakes, attendances, assessments, etc.) by the 15th of the following month. (i.e., March’s data must be entered by April 15th);
- Request for personnel staff accounts must be received within 15 days of the employees start date; and
- July 15th is the deadline to enter information prior to fiscal year reporting.

Before entering student information, Data Entry Staff must search the State and GEDTS Databases for previous records.

Periods of Participation
A Period of Participation (POP) begins each time a participant (students with at least 12 contact hours) enrolls in an adult education program and then exits; even when multiple enrollments occur during the same program year. Subsequent enrollments and exits during a program year result in a new POP. A student may have more than one POP in a program year. If the student does not exit, the PoP remains active.

Every PoP is treated as a separate event. Intake documents, student records, and data entry must be updated appropriately with each new POP.

Co-enrollment
Co-enrollment of students in WIOA core and optional partners are mandated by our WIOA State Combined Plan. Students that are co-enrolled in more than one program can benefit from wraparound supports and services. Examples of co-enrollment include, but are not limited to:

- WIOA Title I Adult, Dislocated Worker, and/or Youth Programs to receive case management, training and support services to assist with employment related goals;
- WIOA Title III students utilizing the Alaska Job Centers for job search and placement assistance; and
- WIOA Title IV students with disability receiving educational and employment supports.
Staff Training and Professional Development

Regional Adult Education Programs are responsible for the professional development of all staff. Programs are to use training methods that enhance roles and responsibilities for Teachers and Program Coordinators; including data collection procedures.

Annual Professional Development

Each year, AK Adult Ed staff are required to attend a specific number of hours of professional development (PD) courses. See chart below for required hours. Program Coordinators must report the following information at close out to the State AK Adult Ed Office:

- Annual Professional Development hours;
- Date(s) of training;
- Title of training; and
- Trainers name

<table>
<thead>
<tr>
<th>Employment Role and Status</th>
<th>Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Coordinator</td>
<td>16 hours per year</td>
</tr>
<tr>
<td>Full-time Teacher</td>
<td>12 hours per year</td>
</tr>
<tr>
<td>Part-time Teacher</td>
<td>9 hours per year</td>
</tr>
<tr>
<td>Full or part-time Instruction Assistant / Paraprofessional</td>
<td>6 hours per year</td>
</tr>
<tr>
<td>Full or part-time Data Entry Staff / Paraprofessional</td>
<td>3 hours per year</td>
</tr>
</tbody>
</table>

- In addition to professional development hours, Data Entry staff must be up-to-date on all relevant NRS training, policies, and regulations.

Volunteers: Determined by regional programs

*Professional Development hours must be recorded on the Excel Worksheet provided by the AK Adult Ed Office.*

Annual Professional Development Requirements:

- Professional Development hours must be completed within the fiscal/program year (July 1-June 30).
- Employees who hold more than one role must complete the higher of the PD hours. They do not have to combine required hours.
  - Example: Part-time Teacher also in charge of Data Entry – Required PD: 9 hours per year.
- If hired after December 31st, hour requirement is ½ the time above.
- Professional Development hours may only be used in the fiscal/program year they were acquired. Hours may not be “banked” or “credited” in following years.
- Professional Development is used to enhance programs. Program Coordinators must approve staff professional development hours.

Professional Development opportunities:

- Annual AK Adult Ed Professional Development/Training Conferences
- LINCS Professional Development Center: [https://lincs.ed.gov/state-resources/professional-development-center/training-catalog](https://lincs.ed.gov/state-resources/professional-development-center/training-catalog)
- Tuesdays for Teachers: [https://ged.com/educators_admins/teaching/professional_development/webinars/](https://ged.com/educators_admins/teaching/professional_development/webinars/)
- Adult Education Specific Conferences
  - All out-of-state travel to conferences using AK Adult Ed funding must be approved by the State Adult Ed Director
- Regional Program developed training opportunities administered by Program Coordinators
Required Training Topics
AK Adult Ed Regional Programs are responsible for training staff on the required elements of their position. Although training is individual to each program, the following are required topics that must be included in new AK Adult Ed training orientation and refresher courses (as needed):

<table>
<thead>
<tr>
<th>Title</th>
<th>Training Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake Form Completion</td>
<td>Staff assisted completion process</td>
</tr>
<tr>
<td>(currently under revision)</td>
<td>Accuracy of data capture</td>
</tr>
<tr>
<td>Must be completed by all new staff</td>
<td>AlaskaJobs System student intake procedures</td>
</tr>
<tr>
<td></td>
<td>AK Adult Ed Student Intake Form Definitions (Appendix F)</td>
</tr>
<tr>
<td></td>
<td>Timeliness</td>
</tr>
<tr>
<td>Assessment Guidelines</td>
<td>Pre-testing policies</td>
</tr>
<tr>
<td>Must be completed by all new staff</td>
<td>Post-testing policies</td>
</tr>
<tr>
<td></td>
<td>Alaska approved assessments</td>
</tr>
<tr>
<td></td>
<td>Virtual testing policies</td>
</tr>
<tr>
<td>High School Equivalency</td>
<td>Alaska GED® testing requirements (all new staff)</td>
</tr>
<tr>
<td></td>
<td>GED® Virtual Administration Training (Program Coordinators and any designated individual)</td>
</tr>
<tr>
<td></td>
<td>GED® Manager Training (Program Coordinators and any designated individual)</td>
</tr>
<tr>
<td></td>
<td>GED® Test Administrators (all test administrators and Program Coordinators)</td>
</tr>
<tr>
<td></td>
<td>• Pearson VUE administrative policies and procedures</td>
</tr>
<tr>
<td></td>
<td>• Examiner training</td>
</tr>
<tr>
<td>TABE Training (AK Adult Ed Programs)</td>
<td>TABEL Administration Training</td>
</tr>
<tr>
<td>Program Coordinators and all staff</td>
<td>Virtual TABEL Administration Training</td>
</tr>
<tr>
<td>administering TABEL Assessments</td>
<td>Certification Process (optional by recommended):</td>
</tr>
<tr>
<td></td>
<td>• Understand and follow general TABEL 11/12 test best practices</td>
</tr>
<tr>
<td></td>
<td>• Implement correct forms and levels</td>
</tr>
<tr>
<td></td>
<td>• Securely administer and handle test resources</td>
</tr>
<tr>
<td></td>
<td>• Follow student privacy protocols</td>
</tr>
<tr>
<td></td>
<td>• Score and interpret the TABEL 11/12 test results</td>
</tr>
<tr>
<td></td>
<td><a href="https://tabetest.com/tabe-1112-certification-process/">https://tabetest.com/tabe-1112-certification-process/</a></td>
</tr>
<tr>
<td></td>
<td>Regional AK Adult Ed Program Coordinators will train all staff in TABEL test administration.</td>
</tr>
<tr>
<td></td>
<td>Staff are trained according to the directions and test policies stated in the TABEL Test Administration Manual.</td>
</tr>
<tr>
<td></td>
<td>Only trained test administrators may administer TABEL</td>
</tr>
<tr>
<td>BEST Plus / Literacy Training (ESL Programs)</td>
<td>BEST Plus User Agreement (optional)</td>
</tr>
<tr>
<td>Program Coordinators and all staff</td>
<td>BEST Administration Training – available annually or more frequently as needed</td>
</tr>
<tr>
<td>administering BEST Plus and Literacy</td>
<td>• Only trained test administrators may administer BEST Plus</td>
</tr>
<tr>
<td>Assessments</td>
<td>• Regional AK Adult Ed Program Coordinators will train staff in BEST Plus test</td>
</tr>
<tr>
<td></td>
<td>administration. Trained staff MUST be noted on personnel page. Must include date of</td>
</tr>
<tr>
<td></td>
<td>training and name of trainer.</td>
</tr>
<tr>
<td></td>
<td>• Virtual BEST Plus Administration Training</td>
</tr>
<tr>
<td></td>
<td>BEST Literacy</td>
</tr>
<tr>
<td></td>
<td>• Only trained test administrators may administer BEST Literacy</td>
</tr>
<tr>
<td></td>
<td>• Test manual overview</td>
</tr>
<tr>
<td></td>
<td>• Test administration procedures (annual training or more frequently as needed)</td>
</tr>
<tr>
<td>AlaskaJobs System / Data Entry (ongoing</td>
<td>Staff account request procedures and log in guidelines</td>
</tr>
<tr>
<td>training)</td>
<td>Data entry requirements and procedures</td>
</tr>
</tbody>
</table>
All new staff must be familiar with AlaskaJobs System and Data Entry Requirements
Program Coordinators, Teachers and Data Entry staff are required to have ongoing training associated with data entry procedures

- Participation and enrollment information
- Entering student information
- Accuracy of attendance
- Assessment data: TABE, GED Ready, GED, BEST, etc.
- Creating and maintaining classes
- Follow up services

Timeliness
Quality control guidelines
Data review procedures
Entering and updating student information
Duplication of records and how to avoid occurrences
Requesting information change from the State AK Adult Ed office

<table>
<thead>
<tr>
<th>NRS Tables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be completed by all new staff</td>
</tr>
<tr>
<td>Program Coordinators must provide training to all staff members as policies change dictate</td>
</tr>
</tbody>
</table>

Overview of NRS Tables
NRS Definitions of measures
NRS Level to Scale Score Range
Conducting assessments
NRS policy, accountability policies, and data collection process

Data entry staff must stay up-to-date on all relevant NRS training, policies, and regulations

<table>
<thead>
<tr>
<th>Confidentiality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be completed by all new staff</td>
</tr>
</tbody>
</table>

FERPA Regulations
Personal Identifiable Information (PII)
AlaskaJobs System accessibility and information sharing

Confidential Information

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Alaska Adult Education has strict guidelines regarding confidentiality of student records.


- All student records and confidential information must be maintained in a secure location with limited access.
- Only essential personnel will have access to confidential information.
- Programs must maintain a confidential agreement with the state and establish guidelines and procedures related to access.
- FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18.

Students’ education records, including intake forms, assessment information, attendance, AlaskaJobs System information, etc. are protected by FERPA law. AK Adult Ed programs are required to have a signed consent to disclose personally identifiable information (PII).
General Assessment Policy

Students enrolled in AK Adult Ed must be assessed with a pre/post assessment approved for use through the State AK Adult Ed Office. Currently the Test of Adult Basic Education (TABE) 11/12 and the Basic English Skills Test (BEST) Literacy and Plus 2.0 are approved assessments.

National Reporting System (NRS) Tables

The National Reporting System (NRS) is the accountability system for the federally funded, State-administered adult education program. The goals of the NRS project is to maintain a national accountability system for adult education programs and establishing data collection procedures. NRS Reporting Tables are a series of mandated data points that programs collect from students. The data is then submitted to the Office of Career, Technical, and Adult Education (OCTAE) in a Statewide Performance Report. The State of Alaska must report performance for the required indicators and measures on all participants, who are defined as students who receive 12 hours or more of service.

The NRS tables report outcome measures that assess student success as measured by educational gains, completion of secondary school, entering post-secondary, and gaining and retaining employment. The AK Adult Ed office negotiates with OCTAE the state’s performance standards each year. Regional Adult Ed programs are guided by these standards and are expected to meet or exceed the targets.

Measurable Skill Gains (MSG)

MSGs are used to demonstrate student progress toward achieving a credential or employment. For AK Adult Ed Programs, students can demonstrate MSG in one of three ways: educational functioning level (EFL) gain, receipt of an AK High School Equivalency Diploma, and entry into postsecondary and/or training after exit.

- EFL gain can be demonstrated by comparing a student’s pretest with their posttest, using either the TABE or BEST.
  - Students must complete one or more educational functioning levels as measured by TABE (Reading or Math) or BEST (Listening, Speaking, Reading, or Writing). Gain in any subject area on the posttest compared to pretest is permitted.
- Attainment of a secondary school diploma, can be demonstrated by achieving a passing scores (145 or higher) on all four subsections of the GED® and obtaining an Alaska High School Equivalency Diploma. The student must obtain the diploma by the end of the program year to demonstrate MSG.
- Enrollment in postsecondary education and/or training within one year after program exit. Students can enroll in Vocational/Technical training; certificate programs; or college/university courses.

Standardized Assessment

The NRS require local programs to use standardized assessments to evaluate students upon entry into the program and after a set number of instructional hours to document and report progress and completion of educational functioning levels.

To ensure comparability of the EFLs across all programs, standardized assessments must be used statewide. OCTAE conducts the review process annually using panels of independent experts in assessment, who evaluate assessments according to a rigorous process. Alaska has chosen to utilize the TABE and BEST assessments for students entering Adult Education.

Validity and Reliability

Overall assessment instruments are not inherently valid or invalid; rather, their validity hinges on how they are used. The TABE and BEST assessments must be given following the standardized test administration procedures designed by the publishers. If administered following standardized procedures, the tests are valid.
and reliable instruments. If Adult Ed Programs across Alaska administer the TABE and BEST following the written instructions, then students will score consistently no matter which program tests them.

- Validity: the extent at which an assessment is designed to measure what it is supposed to measure.
- Reliability: the degree with which an assessment produces consistent results.

Pre- and Post-Testing

Students enrolled in AK Adult Ed must be assessed with a pre/post assessment approved for use through the State AK Adult Ed Office.

- The Test of Adult Basic Education (TABE) 11/12 will be administered to all Adult Education Students. Students must be assessed on both the reading and math tests. Subject specific assessments are allowable for the following students (Justification must be provided in the student’s case note section of the AlaskaJobs System):
  - Instructed in only one subject area, or
  - Have a high school diploma or GED and need basic skill improvement for employment, or
  - Passed subject-specific portions of the GED.

- Basic English Skills Test (BEST) Literacy and Plus 2.0 will be administered to all English Language Learners. Students must be assessed in both the oral and literacy tests, with the following exception:
  - Adults entering ESL Programs with limited knowledge of written English and who may struggle with or be unable to complete a literacy assessment.
    - If the student is unable to complete that screening tool, the AK Adult Ed Program is to give the BEST Plus 2.0 only.
  - If a student has tested out of the oral or literacy test and they are not yet ready to move on to the TABE, students should only be assessed in the assessment that has yet to be mastered.

- Any test administered within a fiscal year (i.e., July 1 to June 30) may be used as a pre-test for students who leave and return during that year. Students exited (inactive for 90 or more days) do not need a new test administered for each new period of participation (POP) as long as the POP remains in the same fiscal year.
  - If a student is returning, after 90 days of inactivity and it crosses over into a new fiscal year, programs MUST administer a new pre-test, unless administered after March 1st (see below).

- Assessments administered after March 1st may be carried forward into the next fiscal year if the student has not been absent for more than 90 days. Carry forward test will count as pre-test assessment scores in the new fiscal year.

- Students given post-assessments must be given the alternate form of the last test given.
  - Example: A student was given TABE 11 at intake. After recommended hours of instruction, he must be assessed with TABE 12.

- Students must be assessed at intake within the first 12 hours of attendance.

- Students will only be post-tested after completion of recommended instructional hours by the TABE/BEST publishers (exceptions can be made with signed waiver from the Regional Adult Ed Coordinator). Appendix D

- AK Adult Ed programs will pre-/post-test a minimum of 70% of their students.

Pre-and post-testing are reported on the NRS Tables as follows: basic skills (NRS Level 1 & 2), pre-secondary education (NRS Level 3 & 4), secondary education (NRS Level 5 & 6), and six levels for English as a second language (ESL Level 1-6). Each level is comprised of a set of skills and competencies that students at that level can do in the areas of reading, writing, numeracy, speaking, listening, and functional and workplace areas.
Accommodation

Students with disabilities many require accommodations to be successful both in the learning and testing environments. The Americans with Disabilities Act (ADA) ensures students with disabilities have the opportunity to fairly compete for and pursue opportunities by requiring testing entities to offer exams in an accessible manner. Regional programs are required to identify and provide appropriate full accessibility to services and accommodations to learners as needed.

Students with disabilities are responsible for requesting their own accommodations and submitting documentation, if needed, at intake, after diagnoses, or if required. Test administrators may approved standard accommodations, without documentation, to provide access to either the classroom, TABE, or BEST assessments. Standard accommodation include, but are not limited to:

- Magnifying equipment
- Screen color equipment
- Computer screen amplification
- Large Print booklets
- Audio amplification equipment
- Markers to maintain place
- Marked responses in test book
- Indicate responses to a scribe
- Desk, Keyboard, Mouse alteration
- Reduced lighting

Accommodations required that may have an effect on the student’s performance in the classroom or on an assessment, must be approved by the Regional Program Coordinator and documentation may be required. Documentation must show the student has a disability that interferes with their ability to learn and requires modifications to the learning environment or assessment to achieve success. Accommodation must be documented in the student's file and noted in the MIS system.

Regional Program Coordinators may not approval accommodations for GED testing. All accommodations for GED must be approved by the GEDTS Accommodations team.

To provide reasonable accommodations for testing, programs should follow the recommended testing accommodation policies of the appropriate publisher.


GED: [https://ged.com/about_test/accommodations/](https://ged.com/about_test/accommodations/)

Mandated Reporting

AK Adult Ed staff are considered mandated reporters and are required by law to report cases of suspected abuse. State law (A.S. 47.17.020) requires school teachers and school administrative staff members (public and private schools) report child maltreatment. It is important to note:

- Mandated reporters must report suspected abuse or neglect immediately, which means as soon as reasonably possible, and no later than within 24 hours.
TABEL Assessment Guidance

AK Adult Ed Programs use the Test of Adult Basic Education (TABEL) 11/12 to measure the content areas of reading and mathematics. Programs will administer the locator test before administering the appropriate TABEL 11/12 level assessment.

Use of the TABEL Locator

To obtain the most reliable test results, it is important to administer the TABEL assessment that best targets the examinee’s skill level in each content area. The scores an examinee receives on the Locator test indicates the level(s) of TABEL the examiner should administer. The TABEL Locator is to be administered during the student intake process to all new AK Adult Ed students who have never taken a TABEL.

If an examinee’s Locator Test scores indicate significant differences in Reading, Mathematics, and Language skills (e.g., more than two TABEL levels apart), the examinee could be administered TABEL tests from different levels. (For example, an examinee’s Locator Test scores might indicate that an examinee should take Level M Reading, but Level D Mathematics.)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
<th>TABEL Level to Administer</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>0-5</td>
<td>E</td>
</tr>
<tr>
<td>6-11</td>
<td>6-9</td>
<td>M</td>
</tr>
<tr>
<td>12-15</td>
<td>10-12</td>
<td>D</td>
</tr>
<tr>
<td>16-19</td>
<td>13-16</td>
<td>A</td>
</tr>
</tbody>
</table>

If an examinee scores fewer than 6 points on the Locator Test, it may indicate that Level L tests should be administered. Use any previous knowledge of the examinee’s performance to determine the appropriate TABEL levels to administer.

TABEL 11/12 Scale Score Range

The following chart shows how TABEL has correlated NRS Level to Scale Score Range to TABEL Level:

<table>
<thead>
<tr>
<th>NRS Level</th>
<th>Reading Scale Score</th>
<th>Math Scale Score</th>
<th>TABEL Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAE Level 1</td>
<td>300-441</td>
<td>300-448</td>
<td>L</td>
</tr>
<tr>
<td>AAE Level 2</td>
<td>442-500</td>
<td>449-495</td>
<td>E</td>
</tr>
<tr>
<td>AAE Level 3</td>
<td>501-535</td>
<td>496-536</td>
<td>M</td>
</tr>
<tr>
<td>AAE Level 4</td>
<td>536-575</td>
<td>537-595</td>
<td>D</td>
</tr>
<tr>
<td>AAE Level 5</td>
<td>576-616</td>
<td>596-656</td>
<td>A</td>
</tr>
<tr>
<td>AAE Level 6</td>
<td>617-800</td>
<td>657-800</td>
<td></td>
</tr>
</tbody>
</table>

If a student scores out of range on a reading or math test, a scale score will not be given. At that point, the program must administer a different level of the TABEL to the student. Scoring out of range may potentially be avoided by looking at the Locator score and using that score and the program’s previous knowledge of the student when deciding which TABEL level to administer. If a student is scoring in the top one-third range for a given level, they should be re-tested at the next level.

Administration of TABEL Pre-Post Test

According to recommendation from the Data Recognition Corp, students should be post-tested using the TABEL at the end of their period of instruction as indicated in the table below. When administering a TABEL post-test, the test administrator must alternate forms (e.g. if pre-tested on TABEL 11, student must post-test on TABEL 12).
TABE 11/12
Alternate Form:
i.e. 11 M to 12 M

<table>
<thead>
<tr>
<th>Students in basic skills (NRS Level 1 &amp; 2) &amp; pre-secondary education (NRS Level 3 &amp; 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recommended 50 to 60 hours of instruction before post-testing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student in secondary education (NRS Level 5 &amp; 6) &amp; high school equivalency preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 30 to 59 hours of instruction are recommended</td>
</tr>
</tbody>
</table>

TABE (11/12)
Same Form Testing:
i.e. 11 M to 11 M

| 60-80 hours of instruction is recommended |

**A minimum of 40 hours is necessary to show educational gain. Student may not be post-tested prior to reaching 40 hours of instruction.**

**Administration of TABE Pre-Post Test Virtually (Remote Testing)**
The TABE 11/12 may be administered virtually to students. TABE tests, when administered remotely, should follow as closely as possible the requirements for onsite administration. The following must be taken into account:

- The Test Examiner must be trained and familiar with using TABE Online.
- The Test Examiner must use a supported web conferencing platform and be familiar with the use of that platform. Possible options are Zoom, Webex, Google Meet, Microsoft Teams, Skype, GoTo-Meeting, Blackboard Collaborate.
  - Computer audio and webcam capabilities are required for both Test Examiner and student
- There is a limit of five students for each Web Conferencing Session.
- All tests and test materials must be kept secure.
- All tests must be proctored.

**Reporting TABE Scores**
TABE scores will be automatically uploaded to the AlaskaJobs System through a nightly interface. However, programs must verify the score and reach out the AK Adult Ed Office if a discrepancy is noticed. TABE 11/12 Scale Scores are used to track educational gains under the U.S. Department of Education’s National Reporting System (NRS). The AlaskaJobs System uses the following TABE information: date of assessment, TABE level, NRS Level, and assessment form.

**TABE Online Resources**
- Pre and Post Testing Recommendations for NRS Reporting
- TABE Frequently Asked Questions
- TABE 11/12 Maximum Allowable Testing Times
- TABE 11/12 Grade Range Scale Score Guidance

**Remote Testing Resources**
- Pre TABE Remote Testing Frequently Asked Questions
- TABE Examiner Instruction for Locator Testing
- TABE Examiner Instructions for Remote Testing
- TABE Student Instructions for Remote Locator Testing
- TABE Student Instructions for Remote Testing
**BEST Plus and BEST Literacy Assessment Guidance**

The AK Adult Ed Program utilizes the Basic English Skills Tests (BEST), published by the Center of Applied Linguistics, to measure pre-/post-test progress of adult learners enrolled in English as a Second Language (ESL) and Integrated English Literacy and Civics Education (IELCE) courses.

**Basic English Skills Tests (BEST) 2.0**

BEST Plus 2.0 is available in a computer-adaptive and semi-adaptive print-based format. It is an individually administered, face-to-face oral interview requiring about 15 to 20 minutes and consists of a series of simulated real-life listening comprehension and speaking tasks. The assessment is designed to assess the English language proficiency of adult English language learners.

*Computer-adaptive version:* selects the test items appropriate for the examinee and produces an immediate scored report. The test duration is dependent on the proficiency level of the examinee. The first six questions on the locator are asked of all examinees. After the completion of the locator, the BEST Plus computer test administrators consists of randomly selected topic areas and questions at varying degrees of difficulty levels determined by the scores the examinee received on the previous questions. Therefore, each test administration is unique thus eliminating the need to track different forms from the pre to post-test.

*Print-based version:* there are three parallel forms (D, E, and F) that provide different pre and post-testing. The test consists of a locator and three leveled tests self-contained within each form. The items found are drawn from the item pool of the computer-adaptive version. The test administrator gives the locator to determine which of the three leveled tests would be most appropriate. Depending on the locator score, administers choose an appropriate level test and mark the scores in the test booklet. The BEST Plus Score Management Software is used to convert the raw scores into scale scores. For reliability and validity, print-based test booklet includes a complimentary computer administration software that must be used to score the print-based version assessment.

**Basic English Skills Tests (BEST) Literacy**

BEST Literacy is a print-based, combined test of reading and writing skills. The test uses authentic situations specifically geared for adult English language learners in the United States as the basis for test questions.

- **Reading tasks** include reading dates on a calendar, labels on food and clothing, bulletin announcements, and newspaper want ads.

- **Writing tasks** include addressing an envelope, writing a rent check, filling out a personal background form, and writing personal notes.

The BEST Literacy may be administered to a group or individually in one hour or less. The assessment has three forms: B, C, and D. The examinee is given one test booklet which contains instructions and the test questions. The test administrator verbally provides test directions. The examinee writes their answers directly into the test booklet. This eliminates the need to understand how to fill out an answer sheet, a common standardized testing practice in the U.S., but one that may be unfamiliar to many refugee and immigrant adults.

All scoring is done after the testing is complete, either by the test administrator or by a designated test scorer. Scoring instructions are provided in the BEST Literacy Test Manual.
Virtual Administration of the Basic English Skills (BEST) Tests

Virtual administration of BEST Plus 2.0 may be used to providing virtual adult education services during COVID-19 and need to conduct pre- and post-testing of gains, or for programs that are conducting intake testing remotely.

Programs must use video technology to connect test administrators and students in order to closely reflect face-to-face conditions. Virtual test administration should only be conducted by trained BEST Plus 2.0 administrators.

For the computer-based version of BEST Plus 2.0, test administrators must use two devices: one to display the video-based connection (e.g., call or conference) with the student, and a second device to run the BEST Plus 2.0 software. If two devices aren’t available to the test administrator, then a single device can be used. Students must also use a video-enabled device.

Administrators must read CAL’s COVID-19 Frequently Asked Questions (FAQs) for BEST assessments, which include information about virtual testing and training.

BEST Literacy Tests may not be administered virtually to either pre or post-test students at this time.

Administration of BEST Plus and BEST Literacy Pre-Post Test

According to recommendation from the Center for Applied Linguistics, students should be post-tested using the BEST Plus and BEST Literacy at the end of their period of instruction, with 60 hours minimum (80-100 hours recommended) of instruction prior to re-testing. When giving a post-test for the BEST Plus (print version) and BEST Literacy, the test administrator must alternate forms (e.g., use Form D as the pretest BEST Plus, then use B or C as the posttest). If the student receives more than three BEST Literacy assessments, test booklets (B, C, and D) will be used again.

For programs with a schedule of less than four hours of instruction per week, the post-test can be administered four months after the pre-test. However, the administration of a post-test less than 60 hours after a pre-test is not likely to show valid progress.

A minimum of 40 hours of instruction is necessary to show educational gain. Student may not be post-tested prior to reaching 40 hours of instruction.

Reporting BEST Plus and BEST Literacy

Programs must enter scale scores in the AlaskaJobs System. The scale score is the basic score for the BEST and is used to compute and derive all other scores.

If an AK Adult Ed Program chooses to give an ESL student both the BEST and TABE assessments, the AlaskaJobs System will automatically place the student according to their TABE on the NRS tables.

<table>
<thead>
<tr>
<th>Correlation of BEST Scale Scores to NRS Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scale Scores BEST Plus 2.0</strong></td>
</tr>
<tr>
<td>ESL Level 1</td>
</tr>
<tr>
<td>ESL Level 2</td>
</tr>
<tr>
<td>ESL Level 3</td>
</tr>
<tr>
<td>ESL Level 4</td>
</tr>
<tr>
<td>ESL Level 5</td>
</tr>
<tr>
<td>ESL Level 6</td>
</tr>
<tr>
<td><strong>Exit criteria from BEST:</strong></td>
</tr>
</tbody>
</table>

*Students can be placed into advanced ESL using BEST Literacy, but the test does not assess skills beyond this level.*
BEST Online Resources

- BEST Plus 2.0
- BEST Plus 2.0 Test Usage Policy
- BEST Literacy
- BEST Literacy Test Usage Policy

Remote Testing Resources

- CAL’s COVID-19 Frequently Asked Questions (FAQs)
- BEST PLUS 2.0 Virtual Administration Guidance
- BEST 2.0 Virtual Testing Guidelines
Appendix A: WIOA’s 13 Considerations

1. The degree to which the eligible provider would be responsive to —
   a. regional needs as identified in the local plan; and
   b. serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills; or who are English language learners;

2. the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

3. past effectiveness of the eligible provider in improving the literacy of eligible individuals to meet State-adjusted performance levels, especially with respect to eligible individuals who have low levels of literacy;

4. the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan, as well as the activities and services of the one-stop partners;

5. whether the eligible provider's program—
   a. is of sufficient intensity and quality, and based on the most rigorous research available, so that participants achieve substantial learning gains; and
   b. uses instructional practices that include the essential components of reading instruction;

6. whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

7. whether the eligible provider's activities effectively use technology services and delivery systems including distance;

8. whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

9. whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality development, including through electronic means;

10. whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;
11. whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

12. whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance; and

13. whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.
Appendix B: Distance Learning Student Contract

State of Alaska AK Adult Ed Programs
Distance Learning Student Contract

All individuals enrolled in distance learning must complete AK Adult Ed Student Intake Form.

Individuals must agree to the following to participate in the distance learning program.

♦ All students must complete all work in a timely and appropriate manner.
♦ Study time per week is required and minimum hours must be completed.
♦ Appointments with teachers must be kept. Failure to keep appointments will result in withdrawal from distance learning courses. If you will be late for, or unable to keep appointments, you must notify your teacher.
♦ Maintain contact with teacher, as agreed upon, by phone, email, Skype, or in person.
♦ Complete all assessments, including all pre- and post-tests.
♦ Return all loaned items (calculators, books, software, etc.) at the completion of the program and/or at the request of the Adult Education Program.

By signing this contract, you agree to follow all program rules and policies, as outlined above.

Date: ___________________
Student Name: ________________________________________________  DOB ____________

Justification for Distance Learning: __________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

_______________________________________________  _____________
Signature of Staff  Date

________________________________________
Staff Name Printed
☐ Approved  ☐ Denied

_______________________________________________  _____________
AK Adult Ed Regional Coordinator  Date
# Appendix C: AK Adult Ed Distance Education Curriculum Approval Form

## Alaska Adult Education

### Distance Education Curriculum Approval Form

<table>
<thead>
<tr>
<th>AE Regional Program</th>
<th>Today's Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Coordinator</td>
<td>Email</td>
</tr>
</tbody>
</table>

### Publisher Information

<table>
<thead>
<tr>
<th>Curriculum Product Name</th>
<th>Publisher</th>
</tr>
</thead>
</table>

### Representative's Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email Address</td>
<td>Website</td>
</tr>
</tbody>
</table>

### Instructional Model

- **Clock Time Model**: assigns contact hours based on the elapsed time that a student is connected to or engaged in an online or stand-alone software program that tracks time.

- **Teacher Verification Model**: assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a student engaged in, or completed, the assignment.

- **Learner Mastery Model**: assigns a fixed number of hours of credit based on the student passing a test on the content of each lesson. Students work with the curriculum and materials and take a test when they feel they have mastered the material. A high percentage of correct answers (typically 70%-80%) earn the credit hours attached to the material.

### Programmatic Cost

- **Approximate Cost per Student**: $
- **Approximate Cost to the Program**: $

**Other Information Regarding Pricing or Overall Cost:**

### Curriculum Information

---

State of Alaska Adult Education Program
<table>
<thead>
<tr>
<th>Educational Functional Level</th>
<th>Instructional Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE Levels:</td>
<td>i.e. Speaking, Listening, Social Studies, etc.</td>
</tr>
<tr>
<td>ESL Levels:</td>
<td></td>
</tr>
</tbody>
</table>

Describe the anticipated impact/effectiveness with adult students:

Describe the anticipated ease of use for the student:

What reports are available for teacher to monitor attendance and progress? (Please attach a sample)

Is training provided?  ☐ Yes  ☐ No
If so, who provides the training?  ☐ Publisher/Representative  ☐ Program  ☐ Other:

---

**Additional Information for Learner Mastery or Teacher Verification Models**

Please attach a full course syllabus

What online platform will you be using?

**Learner Mastery Model**

How do you plan to administer assessment and provide feedback in frequent cycles as the student progresses through each stage of the curriculum?

How many proxy hours will be assigned per proof of mastery through assessment?

**Teacher Verification Model**

What types of activities are included for the teacher verification model? What amount of proxy hours will be assigned per activity?

What is your rational as to what assignments are worth what amount of proxy hours?

---

**AAE Office Only**

Approved ☐ Yes  ☐ No  Model:  Date: Click or tap to enter a date.
Approved By:  Comments:
Appendix D: Waiver Form to Test before Completion of Recommended Hours
State of Alaska AK Adult Ed Programs
Waiver Form

Request for TABE or BEST Post-testing
Before Completion of Recommended Hours of Studies

SCHEDULE FOR TABE POST-TEST
- If the pre- and post-test are from the same level but using a different form (e.g., TABE 11 level M to TABE 12 Level M): 60 hours of instruction are recommended, with a minimum of 40 hours before post-testing student in Adult Ed Levels 1-4.
- 30-59 hours of instruction are recommended for students in AK Adult Ed Levels 5-6.
- If the pre- and post-test are with the same level and use the same form (e.g., TABE 11 level M to TABE 11 level M): 120 hours of instruction are recommended before post-testing.

SCHEDULE FOR BEST POST-TEST
- Post-test administered after a minimum of 60 hours of instruction; 80-100 hours recommended.

Program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains. Programs should consider these factors when determining timing for pre- and post-testing.

At the discretion of the local Regional AK Adult Ed Coordinator, a student may be post-tested before reaching 60 hours of instruction. However, this document must be completed, reasons listed, and signed document kept in student's Adult Ed file.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>DOB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today’s Date</td>
<td>Date of last TABEL/BEST test</td>
</tr>
<tr>
<td>Number of hours since last TABEL/BEST test</td>
<td>☐ Approved  ☐ Denied</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TABE</th>
<th>BEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Form/Level Score</td>
<td>Best Plus Score</td>
</tr>
<tr>
<td>Math: Form/Level Score</td>
<td>Literacy Score Form</td>
</tr>
</tbody>
</table>

Justification for Waiver:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Signature of Staff Requesting Waiver | Staff Name Printed
______________________________ | ________________________

AK Adult Ed Regional Coordinator | Date
Appendix E: Definitions for the WIOA PIRL
(Participant Individual Record Layout)

The Participant Individual Record Layout (PIRL) was developed collaboratively by the U.S. Departments of Labor and Education as a part of the Workforce Innovation and Opportunity Act (WIOA) performance accountability related provisions. The PIRL represents a set of common definitions that are shared across multiple programs for performance reporting.

Common Performance Reporting PIRL defines elements that are common across the Department of Labor and Department of Education core WIOA programs, including Title II Adult Education Programs. PIRL data elements are captured at intake and exit by AK Adult Ed Programs.

**Credential Attainment:** Percentage of participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attained a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program.

- A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

**Date of Exit:** Student is considered “exited” after 90 days have elapsed since the last date of service and no future services are planned.

**English Language Students, Low Levels of Literacy, and/or Cultural Barriers:** Data is captured in NRS Table 1. The given definition states this category of students includes those who either (a) have limited ability in speaking, reading, writing, or understanding the English language; (b) have an inability to compute and solve problems, or read, write, or speak English at a level necessary to function on the job in the participant’s family or in society; or (c) have a perception of themselves as possessing attitudes, beliefs, customs, or practices that influence a way of thinking, acting, or working that may serve as a hindrance to employment.

**Exit Criteria:** The date of exit from the program is the last date of service.

- Reportable individual must be considered “exited” when 90 days have elapsed since the last date of service and no future services are planned. This means the individual has had 90 days of no services, including self-service and information-only service, since being identified as a reportable individual.

**Intake Form Required for New Period of Participation** – Under WIOA Regulations, if a student is gone for 91 or more days and returns to study, the student is in a new Period of Participation (see below). AK Adult Ed Programs must have the student complete a new intake form (currently under revision). Changes in the student’s information must be changed in the AlaskaJobs System.

**Integrated Education and Training Program (IET):** A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
**Measurable Skill Gains:** Percentage of students who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:

- Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
- Documented attainment of a secondary school diploma or its recognized equivalent;
- Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit’s academic standards;
- Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
- Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

**Participant:** Students who have completed 12 or more contact hours, have current intake forms reported, and have current TABE or BEST assessment.

**Participant Individual Record Layout (PIRL):** Data layout that provides a standardized set of data elements, definitions, and reporting instructions that will be used to describe the characteristics, activities, and outcomes of WIOA participants.

**Periods of Participation:** Any break in AK Adult Ed services greater than 90 days is the start of a new Period of Participation (POP). The AlaskaJobs System tracks the number of POPs a student has within one fiscal year.

**Reportable Individual:** Any student who completes an intake form and the TABE or BEST tests. These individuals are part time students whose total attendance in the fiscal year is less than 12 hours.
Appendix F: Definitions for AK Adult Ed Student Intake Form

Program staff collect demographic information directly from students upon entry into the program. Students self-report or staff may determine demographic measures through observation, when participants decline to self-identify. Data elements are entered into the AlaskaJobs System for PIRL Reporting purposes.

A. Student Race: Race or ethnicity is indicated by one or more of the following categories to which the person self-identifies, appears to belong to, or is regarded in the community as belonging.

- **Alaskan Native or American Indian** – having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- **Asian** – having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American** – having origins in any of the Black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander** – having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific islands.
- **White** – having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **More than one race** – having origins in two or more race categories and not Hispanic/Latino. Persons who identify themselves as Hispanic/Latino are reported only in that category.

B. Ethnicity:

- **Hispanic/Latino** – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic/Latino or Latino.”

C. Employment Status:

Determine labor force status for all AK Adult Ed students.

- **Employed** – Working as paid employees; working at their own business or farm; or working 15 hours or more per week as unpaid workers at a farm or business operated by a member of their family. Also included are those who are not currently working, but who have jobs or businesses from which they are temporarily absent.
- **Unemployed** – Not employed but are seeking employment, are making specific efforts to find a job, and are available for work. Unemployed status is determined by answering yes to being available for work and yes to making specific efforts to find a job.
- **Not in the labor force** – Not employed and are not seeking employment nor are they available for work.
- **Unemployed for 27 or More Consecutive Weeks** – Have been unemployed for 27 or more consecutive weeks, about six to seven months.
- **Employed but Received Notice of Termination of Employment or Military Separation is Pending** – Having received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or a transitioning service member (i.e., within 12 months of separation or 24 months of retirement.)
- **All full time fiscal year students are reported on NRS Table 6 as employed, employed but received notice of termination (see above), unemployed, or not in the labor force.**
- **All full time students who exited during the applicable program year, excluding incarcerated individuals under section 225 of WIOA who exited the AK Adult Ed program but are still
incarcerated, are measured and reported on NRS Table 5. Students will be data matched to
determine if they are employed in the second quarter after exit quarter and fourth quarter after
exit.

D. Highest Degree or Level of School Completed:
- Defined as the highest number of years of formal schooling completed or the highest credential or degree
  the participant has achieved. Schooling in the United States or abroad is included. The highest degree is
  the person’s status at the time of the most current enrollment into an AK Adult Ed Program.
- All full time fiscal year students are reported on NRS Table 6 as to the schooling they had upon
  entering for the program year.

E. Barriers to Employment:
WIOA requires core programs to report the performance indicators disaggregated by the following 11
barriers to employment. These barriers are presumed to affect placement of the participant in unsubsidized
employment and are self-identified by the participant at entry. Programs must report all categories to which
the participant identifies. All categories are in turn reported on the Statewide Performance Report, a joint
report with WIOA Titles I, II, III, and IV.
- **Veteran** - Identified as having served honorably on active duty in the US Armed Forces. *(Not a barrier
  to employment, but a status which AK Adult Ed is asked to report in the tables for Federal DOL)*
- **Individual with a Disability** - Indicates that he or she has any disability, defined as a physical or mental
  impairment that substantially limits one or more of the person’s major life activities, as defined under the
- **Displaced Homemaker** - An individual who has been providing unpaid services to family members
  in the home and (a) has been dependent on the income of another family member but is no longer
  supported by that income; (b) is the dependent spouse of a member of the armed forces on active duty
  whose family income is significantly reduced because of (i) a deployment or a call or order to active duty
  pursuant to a provision of law, (ii) a permanent change of station, or (iii) the service-connected death or
  disability of the member, and (c) is unemployed or underemployed and is experiencing difficulty in
  obtaining or upgrading employment.
- **Low Income** - (definition includes being on public assistance) – (a) receives, or in the 6 months prior to
  application to the program has received, or is a member of a family that is receiving in the past 6 months
  assistance through the Supplemental Nutrition Assistance Program (SNAP), the TANF program, the
  Supplemental Security Income (SSI) program, or State or local income-based public assistance; (b) is in
  a family with total family income that does not exceed the higher of the poverty line or 70% of the lower
  living standard income level; (c) is a youth who receives, or is eligible to receive, a free or reduced-price
  lunch; (d) is a foster child on behalf of whom State or local government payments are made; (e) is a
  learner with a disability whose own income is the poverty line but who is a member of a family whose
  income does not meet this requirement; (f) is a homeless participant or homeless child or youth or
  runaway youth; or (g) is a youth living in a high-poverty area.
- **Single Parent** – A single, separated, divorced, or widowed individual who has primary responsibility for
  one or more dependent children under age 18 (including single pregnant women.)
- **Ex-Offender** – A person who either (a) has been subject to any stage of the criminal justice process for
  committing a status offense or delinquent act, or (b) requires assistance in overcoming barriers to
  employment resulting from a record of arrest or conviction.
  - *If an AK Adult Ed student is currently in a correctional center, they are not an ex-offender.*
• **In Foster Care or Aged Out of the System** – Is currently in foster care or has aged out of the foster care system.

• **Exhausting TANF within Two Years** – Is within 2 years of exhausting lifetime eligibility under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.), regardless of whether he or she is receiving these benefits at AK Adult Ed program entry.

• **Homeless Adult or Youth, or Runaway Youth** – Lacks a fixed, regular, and adequate nighttime residence; has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent’s or parent’s spouse’s seasonal employment in agriculture, dairy, or fishing work; or is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e. Runaway youth). However, a participant who may be sleeping in a temporary accommodation while away from home should not, as a result of that fact alone, be recorded as homeless.

• **Migrant and Seasonal Farmworker** – A low-income individual who for 12 consecutive months out of the 24 months prior to application, has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment and faces multiple barriers to economic self-sufficiency.

F. **Institutional Programs:**

• **Correctional Facility** – The AlaskaJobs System automatically notes if an AK Adult Ed student is receiving instruction in one of the Alaskan Correctional Centers. However, correctional centers must manually check the status when entering intake information.

• **Community Correctional Program** – Refers to a community-based rehabilitation facility or halfway house. This category should be checked if student self-discloses they are in the community facility or the Adult Ed program staff member can mark the category if they know student is coming from a halfway house.

• **Other Institutional Settings** – Student who identifies they are in any other medical or special institution.

G. **Other Measurements reported on NRS Tables:**

• **Educational Gain:** Applicable to all full time students and is measured by post-testing after 60 hours of direct instruction. *Reported on NRS Tables 4 and 4B.*

• **Earned a GED or Secondary School Diploma:** Students who obtain their GED during the fiscal year must be reported on *NRS Table 4* as an educational gain. Table must be manually updated.
  - **NRS Table 5**: Total number of students without a secondary school credential or recognized equivalent and who exited during the program year will be data matched for the measurement of enrolling in postsecondary education and training and/or were employed within one year of exit from the AK Adult Ed Program.

• **Employed Second Quarter After Exit and Fourth Quarter After Exit (reported on NRS Table 5):** Students who exited during the program year will be data matched for employment second quarter and fourth quarter after exit. (excludes incarcerated individuals who exited AK Adult Ed but are still incarcerated)
Appendix G: Data Collection Model

Appendix H: Adult Education Staff Account Request Form-AlaskaJobs System

<table>
<thead>
<tr>
<th>Current MyAlaska User Name</th>
<th>Today’s Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
<td>First Name</td>
</tr>
<tr>
<td>Cell Phone</td>
<td>Job Title</td>
</tr>
<tr>
<td>Email Address</td>
<td>Date of Hire</td>
</tr>
</tbody>
</table>

**Select All that Apply:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Unpaid Volunteer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Administrator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraprofessional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutor</td>
<td></td>
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</tr>
</tbody>
</table>

**Agency Information**

<table>
<thead>
<tr>
<th>Agency</th>
<th>AE Regional Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AE Regional Program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City, Zip</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>Fax Number</th>
</tr>
</thead>
</table>

**Teaching Experience**

<table>
<thead>
<tr>
<th>Enter Date Teaching Began: Click or tap to enter a date.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter Date Teaching Ended: Click or tap to enter a date.</td>
</tr>
<tr>
<td>Or Currently Teaching ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years of Teaching Experience in Adult Education</th>
<th>Teacher Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>No Certification</td>
</tr>
<tr>
<td>One to three years</td>
<td>Adult Education Certification</td>
</tr>
<tr>
<td>More than three years</td>
<td>K-12 Certification</td>
</tr>
<tr>
<td></td>
<td>Special Education Certification</td>
</tr>
<tr>
<td></td>
<td>TESOL Certification</td>
</tr>
</tbody>
</table>
Alaska Adult Education State Office Contacts

AK Adult Ed State Director
GED State Administrator
Windy Swearingin
Education Specialist II
907-465-8714
windy.swearingin@alaska.gov

AK Adult Ed Grant Technical Assistance Administrator
GED Testing Service Coordinator
Donna Collins
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Fax: 907-465-4186

Mailing Address:
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Division of Employment and Training Services
AK Adult Ed/GED Office
PO Box 115509
Juneau, Alaska 99811-5509

Physical Address:
1111 West 8th Street
Juneau, Alaska 99801

Website:
http://jobs.alaska.gov/aae/

Teacher Resources and PDF Fillable Documents:
http://jobs.alaska.gov/aae/teacher_resources.htm