Montana
Adult Basic and Literacy Education Program

Assessment Standards and Guidelines

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

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For Technical Assistance Contact:

Carol Flynn	cflynn@mt.gov	406-444-1691
Linda Gardner	lgardner@mt.gov	406-444-0281

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 an 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 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.

Posttest: Measures student progress

Use the alternate level of the Complete Battery or Survey that was administered at the pretest (e.g., Form 9, Level M at pretest; Form 10, Level M at posttest). Based on instructor input and/or a pretest score near the top of a level, the student may be posttested 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

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 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 pretests for the new instructional year. If the student has completed a minimum of 50 hours during the term of instruction, the test in the primary area of instruction will also count as a post test for an educational gain when a gain has been demonstrated.

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. 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.

Exception to the 60 instruction hour rule:

> The OPI may "except" down to 50 instructional hours. Do not go below 50 hours for the TABE under any circumstances. Tests prior to 50 hours are considered to have no validity whatsoever.
>
> All exceptions must be predicated on unexpected gains in academic programs.
>
> Each exception must be approved by the local program director, who will agree to the specific academic reasons for the early test and sign each exception. The state Exception to Instructional Hours Rule Form must be signed and filed with documented evidence.

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, that complete the state training will be designated program assessment trainers who will provide initial training for new staff. A list of all trained staff must be submitted to the state as individuals are trained. Only staff who has completed the TABE training can administer the tests. The state will monitor appropriate testing protocol through desk monitoring and/or site monitoring.

Administering the TABE tests

> Each program will have a TABE Administrator's Guide and follow the recommendations of the Test maker to correctly use the TABE 9 and 10. Assessments must be timed.
>
> Programs are responsible for documenting that all assessment staff have read and understood administration guidelines.
>
> All programs will document and submit a list of staff that has been trained to administer the tests.
>
> Program staff is required to attend assessment training when offered by the OPI to refresh skills of previously trained staff. The OPI will offer yearly refresher assessment training.
>
> Instructors should not administer or score their own learners' tests.

Section I – Use of Accommodations

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

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

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

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

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

Section J – Recording of the TABE Data

Record scale scores, not Grade Level Equivalencies (GLE) in the statewide 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

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 should be administered within three weeks of a learner's enrollment.

- Post testing should take place after 60 hours of instruction, after the completion of one continuous term of instruction.

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 database.

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 (postsecondary education or training only)

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 GED 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- Learner who has 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.

Denise Juneau, Superintendent
Montana Office of Public Instruction
P.O. Box 202501
Helena, Montana 59620-2501
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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: Are you Hispanic/Latino? (choose only one)

☐ No, not Hispanic/Latino

☐ Yes, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin,regardless of race)

The above question is about ethnicity, not race. ***No matter what you selected above,*** please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

What is your race? (choose one or more)

☐ Asian. (A person having origins in any of the 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. (A person having origins in any of the Black racial groups of Africa.)

☐ Native Hawaiian or Other Pacific Islander. (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)

☐ White. (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)

☐ American Indian or Alaska Native. (A person 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.)

Affiliation: ☐ Enrolled ☐ Not Enrolled

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

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

Labor Force Status Definitions:

Employed-Learners who work as paid employees, work at their own business or farm, or who work 15 hours or more per week as unpaid workers at a farm or business operated by a member of their 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, make 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.

Once students have communicated their labor force status, their goals should be selected according to the following guidelines:

- Unemployed students should have the goal of gain employment if they are jobless, looking for a job, and available for work.
- Not in the labor force students not looking for work or available for work should have the goal of obtain a GED or enter postsecondary when applicable.
- Employed students should have the goal of retain employment.
- When applicable, students should have two-core follow-up goals.
  - Remind students that education gain is a core outcome, not a follow-up goal.

Housing Status:

- ☐ Confined 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 Mental Health 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?

- ☐ Employer
- ☐ 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
- ☐ Corrections
- ☐ 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 GED*
- ☐ 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
- ☐ Career planning
- ☐ Counseling
- ☐ Parenting
- ☐ Resume writing
- ☐ Study skills
- ☐ Job interviewing
- ☐ Self esteem
- ☐ Other _____

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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 GED 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 specific or personal information about me will appear in this report.

_____
Signature of Student or Parent/Guardian

_____
Date

02/2010

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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/GED Office.

The State Office will correlate the results.

02/2010

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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.		

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ASSESSMENT STANDARDS & GUIDELINES
TRAINING SCHEDULE

DATE	TRAINING	WHERE
May 12, 2010	TABE Training/Assessment Policy	Red Lion Colonial Hotel, Helena
May 19, 2010	Best Plus Training	Helena College of Technology, Helena
May 20-21, 2010	Second Annual ESOL Conference	Red Lion Colonial Hotel, Helena

02/2010