

**ARKANSAS ADULT EDUCATION
ASSESSMENT POLICY
AND DISTANCE EDUCATION
GUIDELINES**

The Office of Adult Education

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Introduction

The *Arkansas Assessment Policy and Distance Education Guidelines* provide essential guidance for Title II Adult Education and Family Literacy Act (AEFLA) providers on the state and local program requirements for student assessment. This policy is aligned with the National Reporting System (NRS) requirements, the Workforce Innovation and Opportunity Act Title II Adult Education Grant Contract, and the guidelines set forth by publishers of the Office of Career, Technical, and Adult Education (OCTAE) approved standardized assessments.

The NRS is the accountability system for the federally funded, State-administered adult education program. It addresses the accountability requirements of the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA). The assessment policy describes 1) the NRS measures that assess the impact of adult education instruction, 2) methods for collecting the measures, 3) reporting forms and procedures, and 4) training and technical assistance in collecting and reporting the measures.

NRS measures are reported through the performance indicators presented in “Section 116 of WIOA [which] establishes performance accountability indicators and performance reporting requirements to assess the effectiveness of States and local areas in achieving positive outcomes for individuals served by... “the Adult Education and Family Literacy Act (AEFLA). The Arkansas Assessment Policy and Distance Learning Guidelines are based on the federal manual” [“Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act”](#) by the National Reporting System (NRS) for Adult Education (April 2024) and the Arkansas Adult Education Policies.

The policy includes mandatory procedures for programmatic reporting of Measurable Skill Gains (MSGs) in compliance with National Reporting System (NRS) requirements. Programs must adhere to the assessment policy requirements per the WIOA Title II Adult Education Grant Contract to provide fair and equitable access to educational services for learners; identify areas for instruction and program improvement; and use the data for learner placement, progress, and goal setting at the instructional and program levels.

Literacy, Adult, and Community Education System (LACES)

The Office of Adult Education (OAE) requires providers to enter student data in the Literacy, Adult, and Community Education System (LACES). LACES allows users to seamlessly track program progress and student goals and streamline data reporting to state and federal agencies. To access LACES, contact your program director.

Validity and Reliability

Programs must administer all assessments to learners in a proctored environment, remotely or in-person, including participants enrolled in Distance Learning. Uniform implementation of the assessment procedures outlined in this policy is necessary to compare local program outcomes successfully. Deviance from the requirements and procedures outlined herein will be deemed a compliance issue, and interventions will be applied. Test for Adult Basic Education (TABE) 13/14 and TABE CLAS-E C/D are standardized assessments. The administration of standardized assessments must follow a standardized delivery process to ensure the validity and reliability of the assessment data across the state.



Test administration must follow the procedures described by the publisher, Data Recognition Corporation (DRC), and adhere to copyright regulations for published materials. Only state-approved assessments are allowed for NRS reporting.



Section 1. Data Quality and Collection

1.1 Data Quality

A program's reliable and valid data are essential to maintaining the integrity of NRS and Arkansas' data. The reported assessment data are used to measure not only the educational progress of participants but also the performance of all programs and the state.

Data to be entered in LACES include, but are not limited to:

- Assessment Scores (pre-and post-tests with or without an EFL gain and GED®)
- Attendance Hours
- Credentials and Certifications
- Manual Outcomes for Follow-up Measures

The pre-and post-testing of participants using approved assessments is the method used to measure the completion of an Educational Functioning Level (EFL). This data is used to assess a program's performance and used in future funding. Therefore, the reliability and validity of data collection are essential.

To ensure all data is reliable and valid, programs must consistently administer assessments according to test publisher and state guidelines and enter data accurately. Documentation of data entered, including assessments and scores, must be uploaded into the Literacy, Adult, and Community Education System (LACES). Original documentation should be kept in participants' folders or an electronic file and accessible upon request. In addition, programs should have a system of quality control to catch potential errors.

In addition to following a transparent data collection model, local programs must establish policies and procedures for data collection that comply with State NRS requirements. The following section presents the policies and procedures that local programs need to have in place.

1.2 Collecting Student Data Upon Entry

All adult education and literacy programs receiving federal and state funds through the Arkansas Office of Adult Education must report participant data through the intake process and student performance for NRS individuals who may be reported as Reportable Individuals or Participants using LACES. Non-NRS individuals are not reported on federal tables and are exempt from performance requirements.

Reportable Individuals: Individuals who intend to receive services from adult education and literacy programs, meet eligibility requirements, and complete the intake process with program staff. All Reportable Individuals must be entered into the database management system.

Participants: Individuals who meet eligibility requirements and receive 12+ contact hours without a 90-day break-in service. Individuals must be assessed with a state-approved assessment, the (TABE) 13/14 or TABE CLAS-E C/D for English Language Learners, before acquiring 12 hours of instruction.



NRS vs. Non-NRS

NRS hours count federally for a participant who has been assessed and received 12 instructional hours. Participants will reflect on Federal Table 4.

Non-NRS hours should be used for students who will not receive Adult Education services. Non-NRS hours include hours that do not have the word “instruction” indicated; examples of entering students in LACES as “Non-NRS” include SNAP clients only or Career Coach Services. Non-NRS hours will not show up on the federal tables.

LACES Intake Form

Participant data is collected during the intake process. The *Intake Form*, which is in both English and Spanish, is a questionnaire that collects information from prospective students or individuals seeking services. The intake form serves multiple purposes, such as gathering relevant information and starting a conversation to understand a potential student’s needs, preferences, and goals.

Programs can use multiple ways to collect student data, including a printed or electronic version of the Intake Form, or enter it directly into LACES by program staff. Information collected includes, but is not limited to, name, address, demographics, educational level, barriers to employment, and other sources. The Intake Form can be found on the Office of Adult Education’s website under Data Management System: [Adult Education Information Forms](#).

Prospective students must give permission to the following: 1) Data Sharing Agreement, 2) Authorization for Release of Strictly Confidential Information to Local Staff or Volunteers, and 3) Release of Confidential and/or Academic Information.

**Social Security Numbers (SSNs) are not required to participate in the Title II Adult Education and Family Literacy Act (AEFLA) program. Identification, including one with a photo, must be presented to show the student’s identity and proof of residence. This can be accomplished by providing a driver’s license/state-issued ID or a combination of mail, lease, insurance, etc., with the student’s name, address, and photo identification.

Note: Students with a valid Social Security Number entered in LACES can be data matched, in most cases, for the program’s performance data. There are times when Manual Outcomes or Surveys must be conducted as follow-up measures when participants exit the program even with a valid social security number. For more information, please see [Section 6.6 Data Match](#).

Barriers to Employment

Programs are required to report on the performance of participants who are considered to have barriers to employment. Barriers to employment are conditions that can make it difficult for someone to get or keep a job. Individuals with barriers to employment include the economically disadvantaged/low-income, the basic skills deficient, individuals with disabilities, foster care youth, and English Language Learners, to name a few. Intake staff should mark all the barriers to employment that apply on the Intake Form and in LACES. In adult education, all learners should have the following barriers selected: basic skills deficient, cultural barriers, and low levels of literacy.



Special Populations

i. Students with Disabilities

All programs must begin the process of screening for learning barriers during student intake. The ADA Coordinator will facilitate the process, and trained personnel will administer all testing. This process includes, but is not limited to, using a validated learning barriers screening tool and entry data. A follow-up interview will be conducted to review the screening tool results and appropriate further steps for diagnostic referrals, if warranted, by the screening process. If an individual has an Individual Educational Plan (IEP) or 504 Plan dated within the last five years, the IEP/504 can be used to determine eligibility for accommodations. In addition, if a learner needs accommodations but does not have access to medical professionals, they can be referred to Arkansas Rehabilitation Services as long as they seek employment or increase skills for more gainful employment.

For further information regarding learning disabilities screening, professional development training, and accommodations, programs should contact Mrs. Wendy Bryant, the state Disabilities Coordinator, at wendy@aalrc.org (501-907-2490 or 800-569-3539).

The following accommodations do not require disability documentation. They can be provided during testing: use of a large-print version, use of a straight edge, use of colored overlays, request to sit near a window (away from fluorescent lights), use of graph paper, or taking individual tests on alternative days.

ii. Sixteen and Seventeen-Year-Old Participants

Before a program may enroll a 16 - 17-year-old student, proper documentation and assessment determined grade level must be presented. Acceptable documentation includes a Home-School Waiver, Public-School Waiver, or a Court Order. The 16–17-year-old student must provide appropriate documentation before they are allowed to enroll in adult education. If the local high school/school district cannot assess the student before enrolling in adult education, the adult education provider can administer the TABE/TABE CLAS-E test to determine eligibility.

While researching the minimum TABE/TABE CLAS-E score requirements for 16–17-year-old students, the Office of Adult Education is waiving the minimum 535 TABE score of interested 16-17-year-olds until further written notice. An individual who scores a 535 on the TABE must be given the GED Ready®. Court-ordered students will be allowed to enroll in Adult Education regardless of their scores.

Programs with participants who are 16-17 years old must follow the guidelines outlined in Arkansas Act 1659 of 2001 and Act 604 of 2003. Refer to the [Table of Contents \(arkansas.gov\)](#) for further information on serving 16-17-year-old participants.

Act 478 of the State of Arkansas 91st General Assembly requires a person seeking a high school diploma or equivalency diploma to pass the Civics portion of the Naturalization Test used by U.S. Citizenship and Immigration Services. This requirement applies to all adult education students seeking a GED® credential who are ages 16, 17, or 18. If a student passes the Civics Exam while in a traditional high school, the student may present his high school transcript, which will show a pass/fail rating for the exam and will not be required to retake an exam that was passed. If the student has not taken or failed the exam, the student may do so at any



Arkansas Adult Education Center. The Civics Exam must be passed before GED® testing may begin. The adult education center must email the State Adult Education office at ged@arkansas.gov that a student has passed the Civics Exam. The notification should include the student's legal name and date of birth.

1.3 Staff Roles and Responsibilities for Data Collection

Every staff member in an adult education program plays a role in the data collection process. Intake staff collects student demographic data, teachers report attendance and may administer tests and report other outcomes. Administrators must review and make decisions based on data tables, and administrative staff may be involved in checking forms and data entry. Each local program must have clear, written descriptions of the data collection process in addition to the staff's role in the process.

Standard Forms for Collecting Data

Staff must record information on intake and other data forms. Then, the administrative staff keys the information from these forms into LACES. Consequently, the program should use standard forms for data collection that include all the data elements and categories that are referenced in the database system. Staff should neither need nor be allowed to enter their own codes or variables because this will cause data entry errors and hurt reliability and validity.

Error Checking and Quality Control Systems

Data collection is a complex activity—mistakes and missing data are inevitable. For example, staff may fail to complete forms fully because of a high workload, simple oversight, or the required information may not be available when needed. The data collection system must have written procedures for checking data for completeness and accuracy at several points during the process. Data checking should follow a regular, prescribed schedule with clear deadlines. More than one staff person should be assigned to perform these data-checking functions, which should be explicit in the staff job descriptions and throughout the program. Data checkers should review all data forms as soon as possible for completeness and accuracy and receive error reports from the database to check immediately after data entry. To do their job, data checkers must have access to all staff, including teachers, intake staff, counselors, and administrative staff, and the authority to obtain cooperation from them.

Ongoing Training on Data Collection

Staff must understand and follow data collection procedures to ensure valid and reliable data. To this end, training should be provided to staff to clarify their roles and responsibilities and to highlight the importance of data collection. The program should provide this training to all staff. Training should be offered several times during the year to accommodate new staff and allow existing staff to take follow-up training. Regularly scheduled staff meetings or in-service training on data issues also allow staff to discuss problems and issues arising during data collection. Addressing these issues promptly helps the program avoid more serious data problems later.

Student-level, Relational Database

To use data for program improvement, staff must be able to look at outcomes and demographics for individual students. Such variables include the number of instructional hours received,



length of enrollment, the teachers and classes enrolled, and the student’s educational functioning level. This type of analysis requires a database that stores information by individual students and links the different pieces of data for each student in reports or other output—a system known technically as a relational database.

Timely or Direct Access to Database

Local program staff members must have access to data for program improvement and management. The data management system allows local program staff to access their data in valuable ways.

Regular Data Reviews

The program’s data collection procedures should include a regular data review by staff soon after entry into the database. Regular data reviews allow staff to identify errors, missing data, and other anomalies that don’t make sense. Data reviews are also helpful as a staff development opportunity to examine problems and issues supporting program improvement. Data can help staff understand issues such as the impact of instructional arrangements, learner retention, and learner progress. This will foster program improvement and improve data quality as staff recognizes the importance of data collection in producing accurate and valuable information.

1.4 Deadlines for Entering Data in Laces

All participant data must be entered, reviewed, and verified by the 10th of each month for the previous month’s data.

The Importance of Clear and Timely Data Entry

The written procedures for data entry should specify at least one role to enter the information from data collection forms into the program’s database. All staff members should know this person’s role, and s/he should be able to request clarification and resolve errors. In addition, data entry should be scheduled at frequent, regular intervals, weekly, or bi-weekly at the latest. Without frequent data entry, the program may have a significant backlog of information, and staff may not be aware of errors and missing data on forms until it is too late to correct them. Part of the data entry procedures should include a prompt, organized way to identify and resolve errors. For example, soon after data are entered, staff should be able to print out an error report for review. Staff should then use the error report to resolve missing data issues and correct errors as soon as possible after data entry.

Follow-up measures for meeting performance indicators have reporting quartile deadlines that must be adhered to for valid data entry. Tools in LACES Dashboard Widgets “Student PoP Eligible for Survey” and “All PoP Summary” exit dates include participants eligible for Follow-Up surveys for manual outcomes. Similarly, programs are encouraged to maintain additional contact lists that include contact information for those with and without SSNs for outcomes that may not data match.

Attendance and Assessment Data Entry Procedures

- All attendance and assessment scores must be dated (not necessarily entered on) the exact date of the corresponding documentation, which must be accessible



and available upon request during desk audits and onsite visits/reviews.

- Attendance must be recorded via dated sign-in sheets with the participants' first and last names, times in and out in the participants' own signatures. (**Ink is required**).
- Attendance may also be captured electronically by signing in and out using an approved digital attendance process.
- Attendance for Distance Learning classes must be documented through Distance Learning approved methods (i.e., software records, textbook exercises, etc.),

NOTE: Programs must have a written Data Entry Process with step-by-step procedures and specific checks and balances to ensure data accuracy.



Section 2. Administering Assessments

2.1 National Reporting System (NRS) Assessment Requirements

All students must be administered an NRS-approved assessment within 12 hours of attendance.

The state-approved assessment for Adult Basic Education (ABE) learners is TABE 13/14. For English Language Learners (ELLs), TABE CLAS-E C&D programs should consult prospective learners regarding their academic and career goals to determine the most appropriate assessment.

All assessment scores, including The TABE Locator, must be recorded in LACES.

All students must be given the TABE Locator or TABE CLAS-E C/D Locator to determine the correct assessment tool before administering the TABE 13/14 or TABE CLAS-E C/D assessment. If learning English is the learner's primary reason for attending classes, then the TABE CLAS-E C/D Locator should be given first. If the English Language Learner is interested in other content areas such as math, then the TABE Locator pre-test function points the learner to the most appropriate Educational Functioning Level (EFL) and appropriate TABE testing level.

For information on TABE Locator Examiner information, please see the resource at:

[TABE Examiner Instructions for Locator Testing](#)

All assessment scores must be recorded and verified in LACES.

Upon completion of administering the TABE assessment tool, program staff must verify scores in LACES to correct possible errors through the importation of test scores by the Data Recognition Company. If incorrect or invalid scores are identified, staff must contact the responsible staff at AALRC and the State Office to notify them of the corrections that need to be made.

When interpreting Locator test scores and validating TABE Locator scores in LACES, please use this reference table if there are any questions on which TABE assessment tool to administer after using a Locator test.

Recommended TABE Locator Test Cut-Scores			
Reading	Mathematics	Language	TABE Level to Administer
0-5*	0-5*	0-5*	E
6-11	6-9	6-10	M
12-15	10-12	11-13	D
16+	13+	14+	A
*For scores achieved below this score point, consider administering TABE Level L			

Recommended TABE CLAS-E Locator Test Cut-Scores



Cut-Scores	Reading & Writing (Part 1) Level to Administer	Listening & Speaking (Part 2) Level to Administer
6 and below	1	1
7-9	2	2
10-12	3	3
13 and above	4	4
NOTE: The TABE CLAS-E Online Locator does not include the Locator Interview.		

2.2 Minimum Test Score Requirements: TABE 13/14 to the GED® Official

- The passing score on any GED® Official subtest area is 145.
- If enrolled participants score at least 535 in any area on the TABE, they should be given the appropriate GED Ready® subject area test.
- If a student is a walk-in and does not want to enroll in adult education but wants to take the GED® test, that individual should be given the GED Ready®.
- If the test taker, either an enrolled student or a walk-in, earns at least the minimum passing score of 145 on the GED Ready®, then the test taker is eligible and must be given the GED® Official test. GED® Testing recommends that the GED® Official test be scheduled within two weeks of passing the GED Ready®, which increases the chances of passing the GED® Official test.

2.3 State-Approved Assessment Guidelines

TABE Locator

The local program must decide the skill areas most relevant to each participant’s needs or the program’s curriculum and assess participants in these areas. The TABE Locator Test must be used to determine the TABE level to be administered and be reflected in LACES: Literacy, Easy, Medium, Difficult, or Advanced levels (L, E, M, D, or A). The Locator may indicate that a learner should be administered different levels in one or more content areas.

Test of Adult Basic Education (TABE) 13/14

The TABE 13/14 comprises three content areas (Reading, Language, and Mathematics). It is appropriate for all levels of adult basic education and literacy participants, from non-readers to learners preparing to take a secondary school diploma or equivalent. Program staff administering TABE 13/14 must be trained/certified in all applicable TABE courses. Only trained



and certified staff members can administer the TABE 13/14 test.

Programs should administer the computer-based TABE 13/14 only. Paper-based administration should be limited to environments that lack technological requirements, such as correctional or institutional settings. Prior approval by the Office of Adult Education to use paper-based TABE 13/14 is required. Participants are not required to be assessed in all content areas (Reading, Language, and Math).

Test of Adult Basic Education CLAS-E C&D (TABE CLAS-E C&D)

All programs must have someone trained in the administration of TABE CLAS-E C/D. Only trained/certified staff members are allowed to administer the TABE CLAS-E C/D. To maintain consistency in scoring, it is recommended that programs have a small “testing team” that specializes in CLAS-E administration. For the speaking and writing tests, teachers may NOT post-test students for whom they provide instruction. Participants are not required to be assessed in all content areas (Reading, Writing, Speaking and Listening).

For a quick reference guide and assistance administering the TABE CLAS-E and answering questions, please visit https://tabetest.com/PDFs/TABE_CLAS-E_Dec_2021_CDCR.pdf.

Administering And Scoring the Locator Interview (if needed) For CLAS-E.

- The Locator Interview must be administered before the Locator Test and should only be administered to someone whose oral or literacy English skills are minimal.
- The Locator Interview serves to identify those examinees whose oral/aural or literacy skills in English are minimal and who should be placed at Level 1 for TABE Complete Language Assessment System—English testing purposes.
- In cases where examinees do not show adequate mastery of the interview content, the examiner does not need to administer the Locator Test.
- Examinees who show adequate mastery of the Locator Interview content will be administered the Locator Test in order to determine at which of the upper three levels (Level 2, Level 3, or Level 4) the examinee should be placed for TABE Complete Language Assessment System—English testing purposes.

For more information, please see [TABE CLAS-E directinons on page 8, Step 6](#)

Alternative Placement Assessment

With prior approval from the Office of Adult Education, Alternative Placement has been added to allow new placement flexibility for participants enrolling in workplace classes and/or pre-approved Integrated Education and Training (IETs) classes. The TABE Locator or TABE 13/14 and TABE CLAS-E C/D have been identified as the approved testing mechanism to allow participant placement in the workplace or Integrated Education and Training (IET) classes designed to yield MSG Indicators such as MSG Types 3, 4, and 5. However, assessments outside of TABE may be utilized with written permission from the state office.

The reporting of these outcomes must follow the data collection and validation requirements for these specific MSG types, as described in OCTAE Program Memorandum 19-1 and in this



Arkansas Assessment Policy. When calculating the state's post-test rate, participants with an alternative placement in Tables 1, 4, 4A, and 4C will be removed from the post-test denominator. However, participants with alternative assessments will still be reflected as NRS participants and still count in the MSG percentage on Table 4 and Follow-Up Tables as previously recorded.

2.4 Assessment in Correctional Facilities

For institutions that do not have access to the online TABE assessment, the Office of Adult Education can approve a paper-based TABE assessment that can be scanned into DRC for scoring and reporting.

For ELL individuals, TABE CLAS-E C/D must be administered:

- Step 1: Locator Interview (if needed)
- Step 2: Administer Locator Test (Parts 1 and 2)
- Step 3: Administer appropriate Level(s) of CLAS-E C/D (Reading, Listening, Writing and Speaking).
- Step 4: Score CLAS-E C/D Level to find out the ESL Proficiency Level
- Step 5: Place student in appropriate ESL/ABE class

For further assistance and guidance, please visit [TABE Complete Language Assessment-English TABE CLAS-E](#)

2.5 Inclusive Assessment Administration

This section pertains to the mandatory online versions of the TABE 13/14 and the TABE CLAS-E C/D. All accommodations and adaptations should be noted in the learner record.

In some cases, accommodations are necessary to measure a student's abilities accurately. When approving an accommodation, consider whether the accommodation 1) will remove a barrier that may inhibit the student's performance, 2) is consistent with accommodations given to the learner in the classroom, and/or 3) will change the specific assessment measures.

After consideration of these issues, if a learner has a documented learning disability, the learner should present the documentation to the program before the assessment has taken place so that appropriate accommodations can be made. Learners may document disabilities and the need for accommodation through professional evaluative documents obtained from psychologists, physicians, and/or school records. Accommodations will be made for learners with documented learning disabilities or other disabilities and must be applied in conformance with publisher guidelines. All documents are valid until their stated expiration date. Should no expiration date be included, documents shall be considered valid for five years from their date of issuance.

When a learner requests an adaptation of the assessment and/or instructional environment but does not have a documented disability, the learner should make this request to the program before the initial assessment. This will allow the adaptation and ensure valid test scores are obtained. Some adaptations for learners with learning difficulties, without a diagnosis of a learning disability, may be given upon request. Examples of appropriate adaptations include



earplugs, priority seating, or hats to minimize the effects of fluorescent lighting. The Office of Adult Education through the Arkansas Adult Learning Resource Center (AALRC) will provide technical assistance to programs requesting assistance in determining appropriate adaptations.

Participants with documented disabilities will be granted reasonable accommodations upon request during testing and instruction. The audiocassette or CD format of TABE (Levels E–A) and the Locator are valid substitutes for the paper format and are available through the Arkansas Adult Learning Resource Center (AALRC) (501-907-2490 or 800-832-6242).

2.6 Accommodations and Adaptations Available for Learners

- Accommodations available in DRC’s INSIGHT Portal include extended testing time, untimed testing, and text-to-speech.
- Online TABE tests have Text-to-Speech (TTS) audio functionality for the online test. As with audio CDs, the TTS accommodated test is untimed. To use TTS, examinees must use computers that are configured to connect to a Central Office Service Device, as outlined in TABE Volume II: Central Office.
- The computer-based test (CBT) offers screen magnification as well as examinee options for choices of screen colors and reverse contrast.
- Examinees needing large print for CBT can be seated at a testing station that has a large monitor, and the INSIGHT Portal can stretch/enlarge to the size of that monitor, and/or the student can use the Magnification tool within INSIGHT.
- Additional paper-based formats for TABE testing, including Braille format and large print, are available from DRC to meet accommodation needs.
- A list of acceptable TABE accommodations and adaptations can be found in the [“TABE Guidelines to Inclusive Testing Accommodations.”](#)
- For individuals with visual disabilities, contact Data Recognition Company (DRC) Customer Service at 1-800-538-9547.

NOTE: These recommendations regarding accommodations are not considered exhaustive; other accommodations may be requested in certain circumstances. The Office of Adult Education should be contacted for further guidance and approval.

2.7 Remote Proctoring

The virtual proctoring of the TABE and the TABE CLAS-E must strictly adhere to the TABE Remote Proctoring Guidance published by DRC. The instructions in the TABE Remote Proctoring Guidance apply to the remote proctoring of the TABE and the TABE CLAS-E. In addition to the TABE Remote Proctoring Guidance, the test administration manuals and online testing directions must still be followed during remotely proctored test sessions. All trained TABE and TABE CLAS-E test proctors and coordinators must be familiar with these documents before the virtual administration of the TABE and/or the TABE CLAS-E.

Assessments administered without following the guidelines as described by the test publisher will be considered invalid and out-of-compliance. Any invalid test results the Office of Adult



Education considers invalid will not be reported in LACES.

Guidance from the Data Recognition Company (DRC) on remote proctoring for TABE and TABE CLAS-E can be found at the following location: [Remote Proctoring with TABE and TABE CLAS-E](#)

As stated above, programs must administer all assessments to learners, in a proctored environment, either remotely or in-person, including participants enrolled in Distance Learning. Uniform implementation of the assessment procedures outlined in this policy is necessary for the successful comparison of local program outcomes. Deviance from the requirements and procedures outlined herein will be deemed a compliance issue, and ADE-AES interventions will be applied.



Section 3: Entering Functioning Levels (EFLs)

3.1 TABE 13/14 Scale Scores and Time Administration

TABE 13/14 Locator	
	Allowable Time
Reading	35 min
Math Part 1	10 min
Math Part 2	10 min
Language	20 min

TABE 13/14 Allowable Testing Times

	TABE 13/14 Reading	TABE 13/14 Math	TABE 13/14 Language
TABE E	100 min	60 min	50 min
TABE M	100 min	60 min	50 min
TABE D	100 min	60 min	50 min
TABE A	100 min	60 min	50 min



NRS Score Ranges and Levels: TABE 13/14

TABE 13/14 READING						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300-441	442-500	n/a	n/a	n/a	n/a
TABE E	310-441	442-500	501-535	n/a	n/a	n/a
TABE M	n/a	442-500	501-535	536-575	n/a	n/a
TABE D	n/a	n/a	501-535	536-575	576-616	n/a
TABE A	n/a	n/a	n/a	536-575	576-616	617-800
TABE 13/14 MATH						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300-448	449-495	n/a	n/a	n/a	n/a
TABE E	310-448	449-495	496-536	n/a	n/a	n/a
TABE M	n/a	449-495	496-536	537-595	n/a	n/a
TABE D	n/a	n/a	496-536	537-595	596-656	n/a
TABE A	n/a	n/a	n/a	537-595	596-656	657-800
TABE 13/14 LANGUAGE						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300-457	458-510	n/a	n/a	n/a	n/a
TABE E	510-457	458-510	511-546	n/a	n/a	n/a
TABE M	n/a	458-510	511-546	547-583	n/a	n/a
TABE D	n/a	n/a	511-546	547-583	584-630	n/a
TABE A	n/a	n/a	n/a	547-583	584-630	631-800



3.2 Entering Educational Functioning Levels (EFL) for TABE 13/14

An individual may pre-test in Language, Math, and/or Reading of the Test of Adult Basic Education Assessment (TABE) and choose to focus his/her studies on 1, 2, or all 3 subject areas. Programs are encouraged to assess individuals in all subject areas and enter all subject scores into LACES.

The lowest entering score becomes the individual’s entering Educational Functioning Level (EFL) for the program year and sets the target benchmark. An individual will become a participant after being assessed and receiving 12 instructional hours.

3.3 Measurable Skill Gains (MSG) for TABE 13/14

Measurable Skill Gains (MSG) is a key performance indicator that measures participants’ academic progress. The participant can show an MSG with a post-test in any subject area with a pre-test. For example, if a participant is pretested in Language Level 4, Reading Level 4, and Math Level 3, the participant’s entering Educational Functioning Level (EFL) is Level 3, (determined by the Math pre-test). If the participant post-tests in Reading and makes a gain to Level 5, the participant will be recognized on Tables 4 and 4B with a level gain. However, this will not change the entering Educational Functioning Level. Though an MSG is made in a subject area that was not the lowest upon entry, it will still appear on Table 4 in column E, which impacts the overall MSG rate and is based on pre-and post-test results. If an individual tests in only one subject area, they must make a Measurable Skills Gain to show an MSG increase for the program year, as shown in Table 4 in column O.

NOTE: Additional gains in multiple subject areas and/or Educational Functioning Levels with post-testing will be recognized as “Multiple Gains” and can be used in future program funding (State). Refer to LACES’s “Level Gains” report to track multiple gains.

3.4 TABE CLAS-E® C/D Scale Scores and Time Administration

TABE CLAS-E C/D LOCATOR	
	Allowable Time
Reading/Writing	20 min
Listening/Speaking	25 min



TABE CLAS-E C/D ALLOWABLE TESTING TIMES				
	READING	LISTENING	WRITING	SPEAKING
CLAS-E Level 1	30	30	55	25
CLAS-E Level 2	30	30	55	25
CLAS-E Level 3	30	30	55	25
CLAS-E Level 4	30	30	55	25

NRS Score Ranges and Levels: TABE CLAS-E C/D

TABE CLAS-E C/D READING						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
CLAS-E Level 1	200-354	355-388	389-427	n/a	n/a	n/a
CLAS-E Level 2	200-354	355-388	389-427	428-448	n/a	n/a
CLAS-E Level 3	n/a	355-388	389-427	428-448	449-487	n/a
CLAS-E Level 4	n/a	n/a	n/a	428-448	449-487	488-580
TABE CLAS-E C/D LISTENING						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
CLAS-E Level 1	200-348	349-389	390-427	n/a	n/a	n/a
CLAS-E Level 2	200-348	349-389	390-427	428-457	n/a	n/a
CLAS-E Level 3	n/a	349-389	390-427	428-457	458-488	n/a
CLAS-E Level 4	n/a	n/a	n/a	428-457	458-488	489-620



TABE CLAS-E C/D WRITING						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
CLAS-E Level 1	210-384	385-414	415-437	n/a	n/a	n/a
CLAS-E Level 2	210-384	385-414	415-437	438-461	n/a	n/a
CLAS-E Level 3	n/a	385-414	415-437	438-461	462-500	n/a
CLAS-E Level 4	n/a	n/a	n/a	438-461	462-500	501-670

TABE CLAS-E C/D SPEAKING						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
CLAS-E Level 1	170-338	339-402	403-436	n/a	n/a	n/a
CLAS-E Level 2	170-338	339-402	403-436	437-475	n/a	n/a
CLAS-E Level 3	n/a	339-402	403-436	437-475	476-542	n/a
CLAS-E Level 4	n/a	n/a	n/a	437-475	476-542	543-760

TABE CLAS-E LEVEL 4 EXIT SCORE FROM NRS LEVEL 6	
Reading	527
Listening	533
Writing	536
Speaking	568



3.5 Entering Educational Functioning Levels (EFL) for TABE CLAS-E C/D

An English Language Learner (ELL) participant may be pre-tested with the TABE CLAS-E C/D in one or any combination of the four skill areas: Reading, Writing, Speaking, and/or Listening. The skill area(s) should be based on the learner's desired goals and outcomes. Each skill area score must be entered separately in the data management system.

Programs are encouraged to assess students in multiple subject areas and enter the scores into LACES. Assessments should also be in the area(s) in which instruction will be focused.

NOTE: When English Language Learners score above the Advance ESL NRS Level score range on the TABE CLAS-E, they should be given the TABE 13/14.

3.6 Measurable Skill Gains (MSG) for TABE CLAS-E C/D

Measurable Skill Gains (MSG) is a key performance indicator that measures participants' academic progress. The participant can show an MSG with a post-test in any subject area with a pre-test. For example, if a participant is pretested in Listening ESL Level 4 and Speaking ESL Level 3, the participant's entering Educational Functioning Level is ESL Level 3 and makes a gain to ESL Level 5, the participant will be recognized on NRS Tables 4 and NRS Table 4B with a level gain. However, this will not change the entering Educational Functioning Level. Though an MSG is made in a subject area that was not the lowest upon entry, it will still show up on Table 4 in column E, which impacts the overall MSG rate and is based on pre-and post-test results. If an individual tests in only one subject area, they must make a Measurable Skills Gain to show an MSG increase for the program year, on Table 4 in column O.

NOTE: Additional gains in multiple subject areas and/or EFL levels with post-testing will be recognized as "Multiple Gains" and can be used in future program funding (State). Refer to the "Level Gains" report in LACES to track multiple gains.



Section 4: Pre-and Post-Testing Requirements

4.1 Pre-Testing Administration

All students must be given the TABE Locator or TABE CLAS-E C/D Locator to determine the correct assessment tool before administering the TABE 13/14 assessment. Additionally, any English Language Learner (ELL) who wishes to receive instruction in any subject must also be given the TABE CLAS-E C/D Locator before being administered TABE 13/14. The TABE Locator pre-test function points the learner to the most appropriate Educational Functioning Level (EFL) and appropriate TABE testing level.

4.2 Pre-and Post-Testing with Alternate/Same Forms of TABE 13/14

The pre-test and post-test can be administered with the same or alternate form of the TABE. If the same form is used, then participants must have between 60 and 80 hours of instruction before being post-tested, with a minimum of 60 hours. If the alternate form is used, then 50-60 hours are recommended for ABE Levels 1 through 4, with 40 hours minimum, or 30-59 hours are recommended for ABE Levels 5 and 6. The same level should be used for pre and post-tests; however, if a student will likely score out of range on the same level post-test, a program may administer a different level.

Example 1: The Locator may determine whether the learner should be administered Level D for Reading and Language and Level M for Mathematics. The learner would be post-tested at the same level as the pre-test in an alternating form.

Example 2: An individual is given the TABE Locator, and the Reading score indicates the appropriate level is M. The participant is then given the TABE Form 13, Level M reading pre-test. After a period of instruction (based on the Test Publisher's Guidelines), the participant may be post-tested with TABE Form 14, Level M. If the participant shows gain, then the participant may be tested in the future with a higher-level TABE, for example, Level D.

Example 3: A learner is located and pre-tests with a 13M and scores in the top range within the valid score range. The learner receives the required minimum hours of instruction and has shown progress. Based on the learner's demonstrated knowledge, the program determines the student would likely attain an invalid score on a level M, so the learner is administered a 14D.

4.3 Pre-and Post-Testing with Alternate/Same Forms of TABE CLAS-E C/D

The pre-test and post-test can be administered with the same or alternate form of the TABE CLAS-E C/D. If the same form will be used, then participants must have between 100-140 hours of -instruction before being post-tested. If the alternate form will be used, then participants must have between 60-95 hours. The same level should be used for pre and post-tests; however, if a student will likely score out of range on the same level post-test, a program may administer a different level.

Use the Locator Test to determine the appropriate assessment level for your students. Then use TABE CLAS-E scale scores to monitor students' progress through pre- and post-testing.

Example: The TABE CLAS-E C/D Locator may determine whether the learner should be



administered either Levels 1, 2, 3, or 4. If the Locator indicates the individual’s Reading is Level 1 and the Writing is Level 2. The test administrator should assess the student for Reading on Form C, Level 1, and Form C, Level 2 for Writing. The alternate Form D based on the individual’s Reading and Writing Levels should be used for post-testing. To use the same form, instructional hours must meet the publisher’s guidelines.

4.4 Minimum Post-test Rate for Participants

An NRS-approved assessment must be administered within 12 hours of program entry. Programs must follow the test publisher’s guidelines regarding test administration and selecting the correct test level for each participant’s assessment.

Sixty-five percent (65%) of pre-tested participants must be post-tested by the end of the program year. To find the **post-test rate**, divide the total number of participants from Table 4B, Column B, by the total number of participants from Table 4, Column B. To see the **Educational Functioning Level (EFL)** increase or advancement made by pre- and post-tested participants, refer to Table 4B and the Pre- and Post-Assessment Report in LACES.

Assessments are valid for one year from the date administered. However, assessments less than one year old will not be used as a pretest in the new program year. *Exception:* Only assessments 90 or fewer days old at the end of the program year that are pushed forward in LACES by the program will be used to determine the student’s Educational Functioning Level (EFL) and be compared to the next assessment for possible EFL gain in the new program year.

After one calendar year, the assessment becomes invalid, and a participant should again be assessed. This new assessment will serve as the pre-test.

NOTE: Participants should be encouraged to make as many Measurable Skill Gains (MSG) and Educational Functioning Levels (EFLs) throughout the year. Each administration of an assessment test must be recorded in LACES. Failure to follow post-testing guidelines could result in the removal of the points achieved for that learner.

The Pre and Post Assessment Report allows a program to view student(s) pre and post-test and Educational Functioning Level Gain.

The Pre and Post Assessment Report can be located in LACES under the report tab on the student grid. Click the report tab to access the report manager.

Pre and Post Assessments														8/12/2024	
Description: Pre and post assessment information for students in the selected year.												Reporting Years: 2023-2024			
Agency Name: AR LACES Training												Number of Students: 4			
Student ID	Student Name	Subject Area	Instrument	Pre-Test Date	Pre-Test Form	Pre-Test Level	Pre-Test Score	Pre-Test Assessed Level	Post-Test Date	Post-Test Form	Post-Test Level	Post-Test Score	Post-Test Assessed Level	Point Gain	Level Gain
155746	S, S	Read	TABE	2/12/2024	TABE 11	D	600.0	ABE L5	4/1/2024	TABE 12	E	650.0	ABE L6	50.0	Y
170970	A, Monday	Math	TABE	7/4/2023	TABE 11	A	500.0	ABE L3	2/2/2024	TABE 11	D	555.0	ABE L4	55.0	Y
183479	Breading, James	Language	TABE	9/21/2023	TABE 12	M	531.0	ABE L3	11/6/2023	TABE 11	M	525.0	ABE L3	-6.0	N
183479	Breading, James	Math	TABE	9/21/2023	TABE 12	M	475.0	ABE L2	11/6/2023	TABE 11	E	514.0	ABE L3	39.0	Y
183479	Breading, James	Read	TABE	9/21/2023	TABE 12	M	523.0	ABE L3	11/6/2023	TABE 11	M	536.0	ABE L4	13.0	Y
185096	Guzman, Salvador	Subtest Reading	TABE CLAS-E	12/13/2023	A	Level 2	300.0	ESL L1	4/4/2024	A	Level 2	450.0	ESL L3	150.0	Y
185096	Guzman, Salvador	Subtest Writing	TABE CLAS-E	12/13/2023	A	Level 2	220.0	ESL L1	4/4/2024	A	Level 2	200.0	ESL L1	-20.0	N



Report Manager

Select one of the following reports:

Drag a column header and drop it here to group by that column

<input type="checkbox"/>	REPORT TITLE	CATEGORY
<input type="checkbox"/>	Pair Hours	LACES
<input type="checkbox"/>	Pair Total Instructional Hours in Time Period	LACES
<input type="checkbox"/>	Pairs and Goals by Match/Start Date Range	LACES
<input type="checkbox"/>	Potential Co-Enrollments	LACES
<input type="checkbox"/>	Pre and Post Assessments	LACES

4.5 Recommended Number of Instructional Hours Between Pre-Test and Post-Test

NRS Test	Recommended Number of Instructional Hours Between Pre-Test and Post-Test
TABE 13 & 14 Alternate Form (Paper-based or Online)	50-60 hours of instruction is recommended for post-testing with an alternate form (i.e. 13M to 14M) for participants that test into NRS Levels 1-4 (ABE). Minimum of 40 hours 30-59 hours of instruction is recommended for post-testing with an alternate form (i.e. 13M to 14M) for participants that test into NRS Levels 5-6 (ABE). Minimum of 30 hours
TABE 13 & 14 Same Form Testing (Paper-based or Online)	60-80 hours of instruction is recommended when post-testing with the same form (i.e. 13M to 13M). Minimum of 60 hours
TABE CLAS-E™ Alternate Form Testing	60-95 hours of instruction is recommended when post-testing with an alternate form (i.e. C2 to D2). (This assessment is used for ELL Participants). Minimum of 40 hours
TABE CLAS-E™ Same Form Testing	100-140 hours of instruction is recommended when post-testing with the same form (i.e. C2 to C2). (This assessment is used for ELL Participants). Minimum of 50 hours.



4.6 Exceptions to Minimum Hours for Post-testing

Exceptions to the minimum post-testing hours should be limited. Factors that may be used to determine if early post-testing is warranted are intensity/duration of instruction, participant goals, and motivation, class setting, and/or participant leaving the program due to outside circumstances.

Exceptions to the post-test guidelines must be pre-approved by the Office of Adult Education Senior Management Team by submitting an online *Early Post-test Waiver* to Adult Education. The approval must be documented as a Case Note in the data management system.

Early post-test waivers may be submitted for an individual participant or a class such as a Workplace or Integrated Education and Training (IET) class. The Early Post-testing waiver must be approved prior to administering the post-test.

NOTE: No more than 8% of a program's students may be early post-tested. The participants in a waived class will count against the program's 8%. Programs that exceed this limit or do not receive prior approval for early post-testing may be penalized by removing the points achieved for that learner.

4.7 Additional Notes on Assessments

Other assessments, such as the Wide Range Achievement Test, Slosson Oral Reading Test, Jordan Oral Screening Test, and teacher-generated assessments, may be given to help inform instruction; however, they may not be used to place a participant in an EFL or to determine the educational gain or EFL advancement. Only state-approved NRS assessments may be used to determine educational functioning levels. A participant must be pre-tested and post-tested with an NRS and state-approved testing instrument to ensure the educational gain can be determined. Participants in Alternative Placement are only required to have a pre-test, not a post-test.

NOTE: If a participant is given a test other than an NRS and state-approved testing instrument to help inform instruction, the time should be recorded as instruction.

4.8 Assessment Training

Local Programs must ensure that staff administering assessments have been trained and maintain up-to-date transcripts and/or certificate records. Local Programs must have had at least one staff member with applicable training within the last two (2) years. New staff members need to attend the appropriate training before administering assessments. Previously trained staff should attend refresher courses (every 2-3 years) to become familiar with any assessment updates.

Training on test administration is regularly available from the Arkansas Adult Learning Resource Center (AALRC). Contact the AALRC for the most current training schedule calendar at 501-907-2490 or 800-832-6242. Additionally, upcoming trainings can be found on AALRC's website, [AALR Calendar](#). The AALRC maintains records (sign-in sheets, certificates (if applicable), and the ESC Web online registration system) for all persons trained for each assessment conducted at AALRC. AALRC also maintains records of the trainers who conduct each workshop.



Section 5. Periods of Participation (PoP)

A Period of Participation (PoP) begins on the day of enrollment for a student who attains 12 hours and ends when a participant has not received or scheduled services for 90 days and has no intention or plans to return. A Measurable Skills Gain (MSG), or lack of it, is reported for each PoP and at least once per program year on the federal tables. The exit date is not determined until 90 days after the last date of services and is automatically generated by the LACES data management system.

A second (or third) PoP begins when a participant returns to any program after 90 days of receiving no services and completes another 12 hours of attendance. A Measurable Skills Gain (MSG) is expected of each PoP. If a student has two PoPs and earns one MSG, then the student's MSG rate is 50%. Only if the MSG is a GED[®], then the MSG rate for that student is 100%.

Example: Participant B attends a program, does not achieve an EFL gain, and separates after receiving no services for 90+ days; Participant B returns after 90 days, begins a 2nd PoP, and achieves an EFL gain.

An MSG from post-testing or GED[®] achievement may be achieved in a PoP based on post-testing in a subsequent PoP under the following scenarios:

1. A participant exits and has enough hours to posttest (according to assessment policy guidelines) but does not complete a posttest. The individual returns to the program and is tested on entry. This test may be used as the pretest for the 2nd PoP and an EFL gain (if achieved) is applied to her/his 1st PoP.
2. A participant exits, does not have enough hours to post-test, and is not post-tested. The participant returns, begins a 2nd PoP, and is tested after receiving enough instructional hours (combined from the 1st and 2nd PoPs) to posttest and achieve an EFL gain. The test serves as the pretest for the 2nd PoP and the EFL gain may be counted for the 1st PoP. For the participant to achieve an EFL gain the 2nd PoP s/he will require another posttest after the required number of instructional hours.
3. A participant exits and is not post-tested. The participant returns and achieves a GED[®], with or without additional instructional hours. The MSG will be applied to all PoPs.

NOTE: The PoPs in the above scenarios must be within the same Program Year.

MSGs cannot be applied to a prior program year

A “rollover” participant whose PoP crosses program years does not need to re-qualify to be considered a participant in the new PY. To be a participant in the new program year, an assessment must be rolled over or administered.

NOTE: The State's NRS Table 4 reflects unduplicated statewide data, while a local program's NRS Table 4 reflects a singular program's data. Therefore, Table 4 will reflect a participant's attendance, MSGs, and PoPs across the state, including what s/he did at other programs. Table 4 will reflect only the participant's attendance, MSGs, and PoPs within that program. A program's Table 4 is used in the funding process and performance evaluation.



Section 6. Performance Indicators

(Refer to **OCTAE Memorandum 17-2**): Attaining a Measurable Skill Gains (MSG) and meeting Follow-up Measure benchmarks are performance indicators measured at the program and state level.

2024-2025 Performance Indicators

Overall Measurable Skills Gain Average	59.9%
Enter Employment 2 nd Quarter after Exit	47.5%
Enter Employment 4 th Quarter after Exit	48.5%
Median Earnings in 2 nd Quarter after Exit	\$5,200
Credential Attainment	41.5%

6.1 Measurable Skill Gains (MSG)

Measurable Skill Gains

The measurable skill gains indicator is the percentage of participants 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 documented academic, technical, occupational, or other forms of progress, toward such a credential or employment (see 20 CFR § 677.155(a)(1)(v)).

The measurable skill gains indicator is used to measure the interim progress of participants who are enrolled in education or training services for a specified reporting period. It is intended to capture important progressions through pathways that offer different services based on program purposes and participant needs and can help fulfill the vision for a workforce system that serves a diverse set of individuals with a range of services tailored to individual needs and goals.

Depending upon the type of education or training program in which a participant is enrolled, documented progress is defined as one of the following. Please note that the first three gain types typically apply to participants in education, while gain types four and five typically apply to participants in training.

MSG Types

The reporting of outcomes for participants in such programs must follow the data collection and validation requirements for the specific MSG type, as described in OCTAE Program Memorandum 19-1.



MSG Type 1a	TABE Pre/Posttest level gain
MSG Type 1b	Awarding of credits or Carnegie units
MSG Type 1c	Enrolled in postsecondary education and training while enrolled or within one year <i>after</i> exit
MSG Type 1d	Passing of any individual subset/subject on the GED
MSG Type 2	Documented attainment of a secondary school diploma or its recognized equivalent
MSG Type 3	Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the state unit's academic standards
MSG Type 4	Satisfactory or better progress report toward established milestones from an employer or training provider who is providing training
MSG Type 5	Successfully passing an exam that is required for a particular occupation or progress in attaining technical or occupational skills, as evidenced by trade-related benchmarks

6.2 Follow-up Measures

Follow-up Measure #1: Employment 2nd Quarter

Definition: Number of participants who exited during the reporting period who are employed during the second quarter after exit. The exit quarter is the quarter when instruction ends; the learner terminates or has not received instruction for 90 days and is not scheduled to receive further instruction. A job obtained while the participant is enrolled can be counted for entered employment and is reported if the participant is still employed in the second quarter after exit from the program.

Applicable Population: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program. Exclusions to this follow-up measure are outlined in Section 6.4 and OCTAE Memorandum 17-2 Tables A and C. See [OCTAE Memorandum 17-2](#)



Federal Reporting: States report the total number of *participants* employed two quarters after exiting the program and the total number of *participants* who exit during the program year. The second quarter employment rate is computed by dividing these numbers.

Follow-up Measure #2: Employment 4th Quarter

Definition: Number of participants who exited during the reporting period who are employed during the fourth quarter after exit. The exit quarter is the quarter when instruction ends; the learner terminates or has not received instruction for 90 days and is not scheduled to receive further instruction. A job obtained while the participant is enrolled can be counted for entered employment and is reported if the participant is still employed in the fourth quarter after exit from the program.

Applicable Population: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program. Exclusions to this follow-up measure are outlined in Section 6.4 and OCTAE Memorandum 17-2 Tables A and C. See [OCTAE Memorandum 17-2](#)

Federal Reporting: States report the total number of participants who are employed four quarters after exiting the program year and the total number of participants who exit during the program year. The employment rate for the fourth quarter is computed by dividing these numbers.

Follow-up Measure #3: Median Earnings

Definition: Median Earnings of participants who are employed in the second quarter after exit and who exited during the reporting period. Median earnings are the midpoint of wages between the lowest and highest wages in the second quarter. The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

Applicable Population: All participants who exit during the program year and are employed in the second quarter after exit. Exclusions to this follow-up measure are outlined in Section 6.4 and OCTAE Memorandum 17-2 Tables A and C. See [OCTAE Memorandum 17-2](#)

Federal Reporting: States report median earnings of participants employed in the second quarter after exit.

Follow-up Measure #4: Credential Attainment

Definition: The percentage of those 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 exiting from the program

Attained a Secondary School Diploma/Recognized Equivalent AND Enrolled in Postsecondary Education or Training OR Gain Employment

Definition: Participants who obtain a secondary school diploma or recognized equivalent and enroll in postsecondary education or training OR employment within one year of exit.

Applicable Population: All participants who exited during the program year who did not



possess a secondary credential at entry and who were enrolled in a secondary level (assessed at ABE Level 5 or 6 as measured with an approved NRS assessment). Exclusions to this follow-up measure are outlined in Section 6.4 and OCTAE Memorandum 17-2 Tables A and C. See [OCTAE Memorandum 17-2](#)

Federal Reporting: All participants who did not possess a secondary credential at entry, who enrolled in a secondary level program at some point during the program year, who exited from adult education during the program year, and who obtained a secondary diploma and either enrolled in postsecondary education or a training program or were employed within a year of exiting.

Attained a Post-Secondary Credential

Definition: Participants attained a state-recognized postsecondary credential while enrolled or within one year of exiting the reportable program year.

Applicable Population: All participants who were dually enrolled in a post-secondary or training program, such as an Integrated Education and Training (IET) program, who exit the postsecondary education or training program during the program year. Exclusions to this follow-up measure are outlined in Section 6.4 and OCTAE Memorandum 17-2 Tables A and C. See [OCTAE Memorandum 17-2](#)

Federal Reporting: All participants who exit during the program year and dually enroll in a postsecondary or training program leading to a postsecondary credential.

Follow-up Measure #5: Indicators of Effectiveness in Serving Employers

Definition: the U.S. Departments of Education and Labor (the Departments) published a [final rule](#) in the Federal Register (89 FR 13814) that defines the sixth performance indicator—effectiveness in serving employers—as Retention with the Same Employer in the second and fourth quarters following a participant’s exit from a WIOA core program and requires it be reported by one WIOA core program on behalf of all six such programs within each state.

Applicable Population: The percentage of participants in unsubsidized employment during the second quarter after exit from the program who were employed by the same employer in the second and fourth quarters after exit. For the six core programs, this indicator is a statewide indicator reported by one core program on behalf of all six core programs in the State, as described in the guidance below.

Federal Reporting: Retention with the same employer and employer penetration rate are the two measures in Arkansas. Based on information from the Department of Labor and the Department of Education, a single approach will be determined from previous FY data.

NOTE: Unlike the other primary indicators of performance, which are reported separately for each core program, the “effectiveness in serving employers indicator” is reported as a shared indicator across all six. One value that combines the results for all the core programs in the State.

6.3 Unsubsidized Employment and Quarterly Earnings

For the four employment-related performance indicators (employment rates in the second and fourth quarters after exit, median earnings in the second quarter after exit, and effectiveness in



serving employers), status in unsubsidized employment and quarterly earnings may be determined by direct Unemployment Insurance (UI) wage match, Federal employment records, military employment records, or supplemental wage information.

Participants who are in the military or in a Registered Apprenticeship program are also considered as employed in unsubsidized employment, and their quarterly earnings are calculated, for the purpose of these indicators.

Supplemental wage information may be collected when quarterly wage records are unavailable or may not apply (e.g., for self-employed or for participants who decline to provide a social security number (SSN)). Therefore, follow-up surveys must be conducted through manual outcomes. ([Manual Outcome Directions](#))

6.4 Participants Excluded in the Performance Accountability Measures

Participants are excluded from the Performance Accountability Measures if:

- The participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support, such as a hospital or treatment center, while receiving services as a participant
- The participant exits the program because of medical treatment. That treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program:
- The participant is deceased
- The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days
- A Title II AEFLA participant who is a criminal offender in a correctional institution receives services under sec.225 of WIOA. When these participants remain incarcerated after exiting from the program, they are excluded from the calculation of the following WIOA indicators of performance only:
 - Employment rate – 2nd quarter after exit; Employment rate – 4th quarter after exit; Median earnings – 2nd quarter after exit; and Credential Attainment

NOTE: All sec. 225 (Correctional/Institutional) participants are included in the Measurable Skill Gains indicator. (Table 4)

6.5 Collection Time-Period for Follow-up Measures

The entered employment measure must be collected from participants who leave the program by the end of the second and fourth quarters after they exit. A job obtained while the participant is enrolled can be counted for the entered employment measure. However, it is



still measured and reported in the second and fourth quarters after the participant exits. The post-secondary follow-up measures may include participants who enter postsecondary education/training until the end of the *next* Program Year (June 30).

Core Outcome Measures, Participant Population, and Collection Times as reflected on NRS Table 5

Core Outcome Measure	Participant Population to Include	Time Period to Collect Measures
2 nd Quarter employment	All participants who exit during the program year.	Second quarter after exit quarter*
4 th Quarter employment	All participants who exit during the program year.	Fourth quarter after exit quarter*
Median Earnings	All participants who exited during the program year and were employed in the second quarter	Second quarter after exit quarter*
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Post-Secondary Education or Training or Employed within one year of exit	All participants who exited during the program year and who were enrolled in a secondary program at the ninth-grade equivalent or higher.	Within one year of program exit*
Attained a Post- Secondary Credential	All participants who exited during the program year and who were dually enrolled in a post-secondary program (i.e., IET program).	While enrolled or within one year of program exit*
Effectiveness of Serving Employers: Retention with the Same Employer	The percentage of participants in unsubsidized employment during the second quarter after exit from the program who were employed by the same employer in the second and fourth quarters after exit.	Fourth quarter after exit*

**For all measures, exit quarter is the quarter when the learner completes instruction or has not received instruction for 90 days and has no instruction scheduled. The exit date will reflect the date when the participant last attended or received services. A job obtained while the participant is enrolled can be counted but must be reported and measured during the first quarter after exiting the program if the participant remains employed in that quarter.



Quarterly Periods for Collecting and Eligibility for Employment 2nd Quarter and 4th Quarter after Exit

Exit Quarter	Collect Entered Employment by the End of:
First Quarter (July 1–September 30)	Third Quarter and First Quarter, Next Program Year
Second Quarter (October 1–December 31)	Fourth Quarter and Second Quarter, Next Program Year
Third Quarter (January 1–March 31)	First Quarter, Next Program Year and Third Quarter, Next Program Year
Fourth Quarter (April 1–June 30)	Second Quarter, Next Program Year and Fourth Quarter, Next Program Year

6.6 Data Match

- Office of Adult Education matches exited participants’ Social Security Numbers to Employment and Higher Education Records
- Participants must give permission to use the SSN to Data Match (answered “Yes” to ‘Data Sharing Agreed’ during Intake)
- Employment and Post-Secondary must be available to Arkansas Workforce Connections and Division of Higher Education

Follow-up Measures will only Data Match if:

- Student has a social security number correctly recorded in LACES:
- Student obtained a job in Arkansas or its bordering States (Louisiana, Mississippi, Missouri, Oklahoma, Tennessee, and Texas) and receives a W-2 (Data source: Arkansas Workforce Connections);
- Student enrolls in an Arkansas higher education institution on the Post-Secondary School Data Matching List (Data source: Division of Higher Education).

Follow-up measures will not Data Match if:

- Student does not have a social security number or has one that was incorrectly entered.
- Student earned employment outside of Arkansas’s bordering states (Louisiana, Mississippi, Missouri, Oklahoma, Tennessee, and Texas).
- Student enrolls in an institution not included on the Post-Secondary School Data Matching List.
- Student’s job will not provide a year-end W-2.
- Student is self-employed.



NOTE: Manual Outcomes will need to be submitted for these instances by the local program.

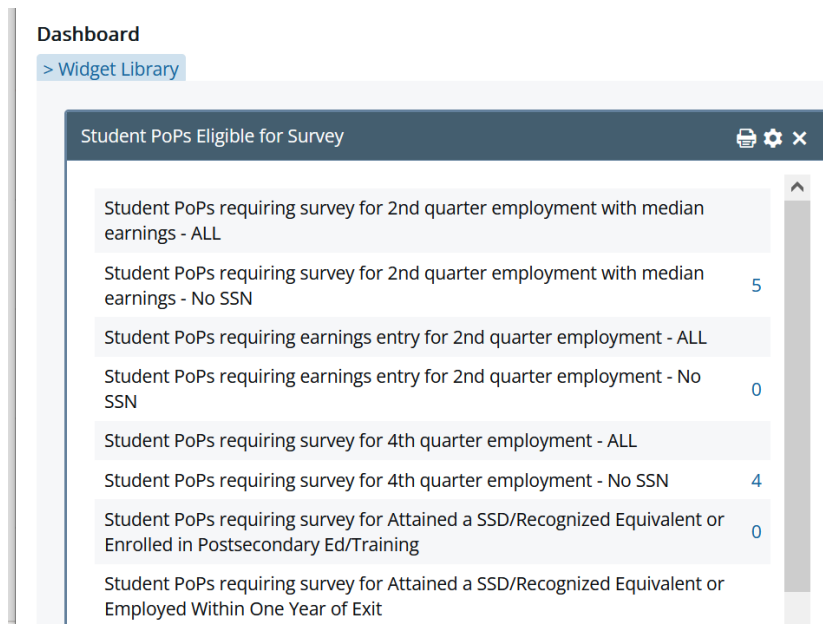
6.7 Manual Outcomes Process When Unable to Data Match

- When it is not possible to data match, an alternative method must be identified for collecting student outcome data.
- Local programs must survey students through a Manual Outcome process.
- In addition to identifying students to contact for follow-up, programs will also need to have access to the following:
 - Participant's contact information
 - The follow-up outcomes that apply to the participant
 - The date that the participant exited for each Period of Participation

6.8 LACES: Student PoPs Eligible for Survey

Using the Widget Library for the "Student Pops Eligible for Survey," eligible students are automatically identified.

See example below:



For each question, an auto-generated pop-up will result in the corresponding data entry place for the history or credentials to be entered for Employment and Postsecondary Education or Training.



Section 7. End-Of-The-Year Preparation

Programs operate on a fiscal year from July 1 to June 30. Programs will have an opportunity to clean up data in the data management system (LACES) prior to the new program year. The final data to enter date during a program year is July 31. This includes, but may not be limited to:

- Contact hours
- Assessment (if applicable – those that need manual entry)
- GED® scores
- Credentials and certifications
- Integrated Education and Training Program (IETP) Measurable Skill Gains
- Manual Outcomes
- WAGE™ Certificates

When finalizing data entry, use LACES *Student Diagnostic Search*. This will alert programs to any red flags and potentially prevent performance from being left on the table.

7.1 Data Freeze Date

This is the date by which programs should have all data entry completed for the current fiscal year and the date that you would create fiscal year summary records.

Freeze Date Explanation: The Data Freeze removes a program's ability to create Fiscal Year (FY) Summaries for the reporting year. The Office of Adult Education sets the Data Freeze Date. The time between the Data Freeze and Rollover provides the state office time to review and verify the data on the NRS reports. After the Data Freeze, programs can continue to enter data in LACES for the reporting year, but it will not be reflected on the NRS reports.

PoP Contact Info Follow-Up Survey

Greeting/Intro

Employment

Secondary and P...

Conclusion

Verification

Employment

Did the student have any paying job during the 2nd quarter after exit from 1/1/2022 to 3/31/2022?

Yes

No

Don't Know/Refused

Did the student have any paying job during the 4th quarter after exit from 7/1/2022 to 9/30/2022?

Yes

No

Don't Know/Refused

Did the student have any paying job at any time from 9/15/2021 to 9/30/2022?

Yes

No

Don't Know/Refused

Step 2 of 5

[PREVIOUS](#) [NEXT](#)

NOTE: All data for a program year must be entered and reviewed by August 1. No further data entry will be possible. According to the Office of Adult Education, Assurances signed at the time of the adult education grant award, all programs that receive adult education funds agree to submit participant data according to schedules set by the Office of Adult Education (see #13). If a Program Advisor identifies missing program data in LACES or has data with errors or deviations, the program will be notified and will be required to correct the problem within one month. The Office of Adult Education may reduce funding or terminate agreements in part or whole if it has been determined that a program has failed to comply with the Assurances (see #33). ([Download State Assurances doc](#))

7.2 Rollover/Continuing Student

A continuing student is an adult learner who continues to receive services from one program year to another program year without a 90-day break in service. For students continuing from one program year to another (or “rolling over”), if the last assessment was administered within **90 days**, it may be **pushed forward** to the new year. For example, assessments taken within the last 90 days of the fiscal year (4th Quarter April-June) can be moved forward to act as the student’s pre-test in the new fiscal year. The lowest subject will become the new entry Educational Functioning Level (EFL) for the new program year. Local Programs must ensure all participant demographic information is correct and updated in the data management system to reflect rollover participants on reports accurately.

Hours between assessments will count from the prior Fiscal Year (FY) if an assessment is moved forward, potentially allowing a program to post-test sooner in the new fiscal year. Those hours count for assessment purposes but will not count toward the 12 hours a student needs to become a participant until the student earns at least .25 hours in the new year. For example, if a program moved an assessment forward from 4/20/2024, any hours earned after that assessment would follow and count toward post-testing. Also, once the student attends on July 1, 2024, or after, the hours completed in the most recent continuous period of attendance during the 2023-24 PY will also be used as part of the period of participation that will continue into 2024-25, if there is not a 90-day break in service.

NOTE: If a participant continues into the new fiscal year without a 90-day break in service, is assessed in the new fiscal year, and receives .25 hours in the new fiscal year, the student will still reflect on the NRS Table 4 in the fiscal year as a participant, even if they have less than 12 hours in the new PY because their hours have followed them forward.

Rollover Date: This is the date when LiteracyPro (LACES Developers) will rollover the state database to the next program year. This date comes after the freeze date and after the state has had time to verify that the data is correct.

Rollover Explanation

During the Rollover, each program’s settings are updated to prepare data for the new fiscal year, which includes:

- Assessments – Only students with an NRS-approved assessment within the current fiscal year will display level information. This includes both assessments dated within the new fiscal year and assessments that are ‘moved forward’ from



the previous year. Students who do not have an assessment in the fiscal year will be ‘level not defined.’

- Current Fiscal Year search (Student area and Staff area) – will return people who meet the Current FY criteria in the new reporting year.
- Hours – The ‘Current FY Instruct Hours’ field will be updated to reflect hours in the new fiscal year.
- PoP Summaries – after the rollover, prior year PoP Summaries will no longer be created unless requested by the state office. Existing PoP Summaries for the prior year will continue to be updated with Table 5 outcome data since there is a delay in reporting this information to the NRS.

7.3 Considerations Before Moving an Assessment Forward

- Is the assessment valid for moving into a new program year?
- Time and intensity of previous instruction.
- Students’ circumstances and intent to continue classes.

Carrying Tests Forward from a Previous PoP At the beginning of a new fiscal year, local programs do not have to re-test students who actively attended classes in the previous fiscal year. Local programs may enter the most recent pre-test or post-test from the last fiscal year as the pre-test in the new fiscal year if they administered the test in the final quarter of the previous fiscal year. If local programs wish to use the last assessment(s) as a pre-test(s), data entry personnel will move the assessment(s) forward to the next fiscal year on the LACES assessment tab. LACES will display the original assessment date(s).

Local programs may only carry forward tests administered in the last quarter of the previous fiscal year as pre-tests in the new fiscal year. Suppose the most recent test information on a continuing student is not as current as the last quarter (90 days before July 1 is April 1). In that case, the local program should administer an appropriate TABE/CLAS-E/CASAS test to the student at the beginning of the new fiscal year.

When considering pushing tests forward from a previous PoP at the beginning of a new fiscal year, local programs do not have to re-test students who actively attended classes in the previous fiscal year. Local programs may enter the most recent pre-test or post-test from the last fiscal year as the pre-test in the new fiscal year if they administered the test in the final quarter of the previous fiscal year. If local programs wish to use the last assessment(s) as a pre-test(s), data entry personnel will move the selected assessment(s) forward to the next fiscal year on the LACES assessment tab. LACES will display the original assessment date(s).

Local programs may only carry forward tests administered in the last quarter of the previous fiscal year as pre-tests in the new fiscal year. Suppose the most recent test information on a continuing student is not as current as the last quarter (90 days before July 1 is April 1). In that case, the local program should administer an appropriate TABE or TABE CLAS-E test to the student at the beginning of the new fiscal year.



Section 8. Distance Learning Policy

This policy defines distance learning for adult education programs in Arkansas and provides guidelines by which programs can report adult learners' distance education hours to the National Reporting System (NRS). This policy outlines the requirements and procedures for reporting distance education activities to NRS. Distance education and distance learning may be used interchangeably when participants are not physically located in the same learning space, such as a classroom or building. For most of the instructional period, students and instructors are separated by geography, meeting time, or both.

NOTE: Distance learning may be delivered through print and electronic means; however, it cannot be exclusively print.

8.1 Overview of Distance Learning

The United States Department of Education, Office of Career, Technical, and Adult Education (OCTAE) defines distance education for Adult Education programs in the National Reporting System Implementation Guidelines as:

“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 via mail, telephone, e-mail, or online technologies and software.”

Distance learning, especially through networked computer technologies or other high-tech delivery methods, can provide adults with a convenient and effective way to increase their language, reading, writing, and math skills. At the same time helping them develop the skills needed to participate fully in the 21st-century workplace. While access to networked computer technology has been a significant barrier for adults interested in distance education, it is less of a factor today due to the increased accessibility of smartphones, tablets, and computers with broadband internet connections in their homes.

Increasingly, employers expect and even require employees to have the ability to use standard computer technologies and productivity software while possessing the skills to use these tools to communicate, collaborate, and solve problems. By participating in distance education, adults are afforded the opportunity to develop skills using these tools, making them better prepared to enter or advance within the modern workforce.

Another benefit of offering distance education is reducing or reallocating program costs, especially during fiscal limits and reduced budgets. By providing adult learners opportunities to participate in distance education, often independently and at their own pace, programs can devote more resources to participants who need classroom or individualized support.

8.2 Determining Eligibility for Distance Learning

Distance education will not be the right approach for every adult education learner. Certain competencies are required before any participant enrolls in distance education. For adults to be



successful using distance education, they require the appropriate language, reading, mathematics, and writing skills that will enable them to follow written directions, work independently, and communicate effectively. The selected distance education curricula must also be appropriate for the targeted learner population in terms of content and technical complexity.

The following personal competencies should be considered when evaluating the appropriateness of distance education for adult learners. While these competencies are not as easily measured as reading, math, and language skills, they may be ascertained through a thorough and comprehensive intake/interview process.

- A level of academic maturity
- Motivation
- Self-direction
- Time management and organizational skills
- Network of support
- Telephone and Internet access
- High comfort level working with computer software

8.3 Accommodating Learners with Disabilities or Other Special Needs

Learners who provide professionally certified documentation of a physical, mental, or emotional disability or who self-disclose their disability must be granted appropriate accommodations to ensure equitable participation in a distance education program. Accommodations must be considered at any point that appropriate documentation is submitted.

Upon self-identification and submission of the necessary documentation, it is the responsibility of the distance education program to implement reasonable accommodations. Programs are prohibited from denying or restricting access to services based on a learner's disability. In certain circumstances, the program may be required to cover the costs associated with these accommodations. Failure to provide the necessary accommodations for individuals with documented disabilities may result in non-compliance with federal law.

When designing coursework, all videos must include closed captioning, and any audio files must be accompanied by a transcript.

NOTE: Arkansas Rehabilitation Services is available to assist with some accommodations-related costs. In addition, other community partners such as iCAN, AR Employment 1st, Goodwill, UALR Accessibility Network, and others may be able to assist in providing wraparound services, which may absorb accommodation-related costs.

8.4 Assessing Distance Education Learners

All students must be given the TABE Locator and administered an NRS-approved assessment within 12 hours of attendance.



Distance education participants must be given an approved assessment and meet all the policy guidelines as identified in the Arkansas Assessment Policy & Distance Learning Guidelines. Assessments must be administered in a proctored setting, which may be remote.

For a participant to be approved for distance education, they must successfully pass the [Student Assessment Survey](#) and complete a [Distance Learning Agreement](#) prior to being admitted into distance learning classes. Additional evaluation to determine the participant's computer skills and ability to work independently online through the state-supported Learning Management System (LMS), Canvas, may also be included to evaluate a participant's suitability for Distance Learning.

8.5 Requirements to Enroll in Distance Learning

There is no set minimum educational functioning level (EFL) for participating in distance education classes. The state recommends that participants earn at least six (6) face-to-face hours, which may be virtual. However, face-to-face hours are not required before beginning Distance Learning. Hours may include, but are not limited to, orientation, intake, instruction, testing, etc.

Hours to maintain: 25-40 hours monthly

Contact to maintain: Weekly

Technological Knowledge:

The following technological knowledge should be considered when evaluating the appropriateness of distance education activities mediated by technology.

- Demonstrated ability with the use of basic technology, such as sending and replying to e-mail, using a Web browser, downloading, opening, and saving electronic files, and filling out web-based fields and forms
- Regular access to computer technology with Internet access through the use of a personal or publicly available computer
- Active E-mail account that is checked regularly

8.6 Requirements to Enroll in Distance Learning for 16/17-year-olds

Participants who are 16/17 years old may participate in Distance Learning Classes as long as they meet the minimum hours of attendance outlined in the Arkansas Adult Education Program Policies. As a reminder, if a 16/17-year-old student is waived out of high school and is not working, they must attend class at least 20 hours a week. Students who work at least 30 hours weekly must attend class for a minimum of 10 hours. The hours of attendance may be face-to-face, virtual, or hybrid.

8.7 NRS Distance Learner Determination

A participant is classified as a distance learner if most of the participant's hours earned in a program year are derived from his or her participation in distance learning activities. However, a participant's hours in both distance and classroom activities must be reported in LACES



(Literacy, Adult, and Community Education System) as one of two types of learners:

Traditional learners: Traditional learners are participants who receive a majority or 51% of their instruction through traditional, face-to-face instruction.

Distance learners: Distance learners are participants who receive a majority or 51% of their instruction through approved distance education services.

NOTE: For National Reporting System (NRS) reporting purposes, a participant will only appear on Table 4C if 51% of attendance hours are entered under distance learning classes. The number of students on Table 4C will change throughout the year.

8.8 Distance Education Reporting in LACES

All participant hours earned using a Distance Learning Resource must be marked “Instruction-Distance Learning” in LACES. A participant is classified as a distance learner if most contact hours earned in a program year are derived from proxy hours. Face-to-face and proxy contact hours will be recorded in separate NRS Web-based data system fields. The participant's status as a classroom or distance learner will be designated at the end of the year when a participant's proxy and face-to-face hours are compared. Therefore, the number of students on NRS Table 4C, *Measurable Skill Gains by Entry Level for Participants in Distance Education*, will fluctuate throughout the year. If a learner has 51% of the instructional hours reported as proxy hours, he or she will be identified as a distance learner. The participant's hours in both distance and classroom programs will be included in the NRS reports.

With the reporting of distance education activities, two NRS tables are available. Both of these tables will be generated demonstrating the program's performance each fiscal year specific to distance education activities. Descriptions of these tables follow.

NRS Table 4C, *Measurable Skill Gains by Entry Level for Participants in Distance Education*, reports educational gains for distance learners. This table is identical to NRS Table 4, *Measurable Skill Gains (MSG) by Entry Level*, with the exception that only participants identified as distance education learners (i.e., those who have a majority of hours as proxy hours) will be reported. No traditional participants will be reported on this table.

NRS Table 5A, *Exit-Based Primary Indicators of Performance for Participants in Distance Education*, reports follow-up outcomes for distance learners. This table is identical to NRS Table 5, *Exit-Based Primary Indicators of Performance*, with the exception that only participants identified as distance education learners will be reported. No traditional participants will be reported on this table.

Local programs may generate additional reports on distance learning hours. In the state's data management system, an “All Hours” report filtered for distance learning hours can be generated to calculate all distance learning hours earned by students regardless of the percentage of face-to-face or distance learning hours.



8.9 Counting Distance Education Hours

Contact Hours

Contact hours are defined as time spent interacting with the learner. Contact hours for distance education participants can be a combination of communications. Actual face-to-face contact and contact by telephone, video, teleconference, or other online communication where participant and program staff can interact and through which learner identity is verifiable. A distance learner may be reported in the NRS data system once six (6) face-to-face hours have been completed.

Two types of participants' contact hours may be counted for reporting purposes: face-to-face hours and proxy hours.

Face-To-Face

Face-to-face interaction includes participant intake & orientation, assessment, goal setting, counseling, and classroom-based skills training.

Proxy Hours

Proxy hours are the time participants spend engaged in approved distance education activities. The hours for each approved activity are calculated using one of three models described below in subheading 8.10.

8.10 Ways to Verify Distance Education Hours

Clock-time: This model assigns contact hours based on the elapsed time that a learner is connected to or engaged in an online or standalone software program that tracks time.

Learner Mastery: This model assigns a fixed number of hours of credit based on the learner's demonstrated mastery of the content of a lesson. This model requires the participant to have a previous engagement with the curriculum and materials related to the test. A high percentage of correct responses on the mastery test earn the credit hours attached to the material.

When using the Learner Mastery method of calculating Proxy Hours, clearly document how learner mastery will be assessed in the lesson description (certain percentage on a quiz, grade on an assignment, number of correct problems solved, etc.).

Teacher Verification: This model assigns a fixed number of hours of credit for each assignment based on the teacher's determination of the extent to which a learner engaged in or completed the assignment.

When determining the amount of time an assignment/module/course is worth using the Teacher Verification method of calculating Proxy Hours, determine the amount of time it would take the instructor to complete an assignment, double that time, and then round to the nearest quarter hour.

Example: If an assignment takes the instructor 47 minutes to complete, the instructor will take their time (47 minutes), double it (94 minutes, or 1 hour and 34 minutes), and round to the nearest quarter hour (90 minutes; or 1.5 hours). That assignment would then be worth 1.5 hours upon student completion.



Distance Education Auditing Requirements

For auditing purposes, programs must keep documentation proving a participant's distance learning achievements and proxy hours claimed. Some acceptable measures of documentation include:

- Printed participant screenshots
- Printed software-generated reporting tables; and
- Teacher-signed participant logs.

The documentation must:

- List the specific module(s) the participant completed or mastered.
- Show that a participant completed and/or mastered the module according to standards
- Include date of completion.

In the case of an audit, if a program cannot provide the distance learning documentation for proxy hours entered, the program may be required to pay back state and federal money earned through the undocumented proxy hours.

Distance Learning Resources

A detailed description of each approved distance learning resource is listed at [Adult Education Distance Learning Resources](#). Before suggesting a new resource, instructors and Directors should discuss it before contacting the Distance Learning Coordinator to process the request. The Director of the adult education center making the request should be copied on all email correspondence. Any materials used for distance learning, if not already on the Distance Learning Resources list, must be approved by the Office of Adult Education.

8.11 Administering Distance Learning Classes

Adult education programs must follow the steps and processes outlined below to teach, design coursework, and report distance learning classes and related participant attendance in the state-approved data management system.

Instruction

Professional Development Training

For the local programs to administer distance education services, directors and instructors must receive state-provided training and continued professional development. Training will include face-to-face meetings, conference calls, webinars, and submission of an independent assignment. Training will focus on the designated competencies expected for overseeing and/or delivering distance education programs. The Office of Adult Education will inform local programs about the required training to be certified to conduct distance education classes. Additional training, including periodic recertification training for existing distance educators, may be required and will be communicated to all participating programs at the



beginning of the fiscal year.

Integrating distance education opportunities into a program's services requires thorough planning and professional development. Teaching in a distance education format requires different skills and competencies than those required in an exclusively face-to-face, classroom-based program. Program staff may request further technical assistance and training from either the Office of Adult Education or the Arkansas Adult Learning Resource Center.

Training and Professional Development Requirements

Distance Learning (DL) Certification will be as follows:

1. Successful completion of the "Canvas Basics" online course which introduces users to the learning management system.
2. Successful completion of "Growing with Canvas" which offers additional teaching tools.
3. Successful completion of the Distance Learning and Technology Certification Training which assesses knowledge of online teaching tools.

Directors and instructors will not be distance learning certified until they have completed all required Canvas courses and earned a passing score of 80% or higher on the certification coursework and final exam, in the order listed above. Teachers who wish to create their own courses in Canvas should discuss course design with their director and submit a course proposal to the Distance Learning Coordinator. However, it is not necessary for distance learning instructors to create their own Canvas course. If the need for a course arises, instructors and Directors should collaborate on a course design before submitting it to the Distance Learning Coordinator for approval.

Distance Learning (DL) Continued Certification

1. Participation in a minimum of two (2) "Quarterly DL Conference Calls"
2. Participation in at least one DL training/professional development (state-provided workshops, webinars, conferences, etc.)
 - a. Contact the Distance Learning Coordinator to verify that a non-state provided training meets the requirement.

Canvas Course Design (Optional)

Canvas courses designed by teachers to be used for distance learning must include:

1. Welcome page with the instructor's name and contact information
2. Syllabus with course expectations/outline
3. Program-specific Distance Learning policy and Distance Learning Contract
4. At least 2 modules, divided by week, lesson, unit, etc., depending on the nature of



the course

5. Links to all required material for each module (documents, PowerPoints, external URLs, videos, etc.)
6. Detailed lesson descriptions with clear, student-centered learning objectives
7. Documentation of how Proxy Hours will be awarded for each lesson:
 - Clock Time
 - Teacher Verification
 - Learner Mastery
8. Embedded Standards; [College and Career Readiness \(CCR\)](#), [Employability](#), [Digital Literacy](#), and [Financial Literacy Standards](#)

For courses to be considered for approval, the Program Name, Instructor Name, and Course Name should be sent to the Distance Learning Liaison over email. Upon approval via email, instructors should keep documentation of course approval to be provided when requested by the Distance Learning Liaison, program advisor(s), Program Coordinator, Associate Director, and Director of the Office of Adult Education.

Best Practices in Online Course Design

In both roles, those designated to design and develop the course and those who will only be teaching are required to use best practices for course designers and online instructors. Best practices for design and development include:

1. Maintaining consistency throughout the course (Pages should mirror each other)
2. The use of media should help support the learning process and not distract
3. Incorporating the following pages:
 - a. Home page (Includes a picture of the instructor, description of the course, and expectations)
 - b. Syllabus – Assignment weeks or days, a brief description of each assignment, and due dates
 - c. Discussions (An introduction discussion as the first assignment in the course)
 - d. Modules for each week the course is in session
4. Include photographs of the instructor and invite participants to do the same.
5. Citing of sources.

Best Practices for Online Instruction



1. Being present and always involved with participants.
2. Creating a supportive online course community
3. Sharing a set of very clear expectations for your participants and for yourself as to (1) how you will communicate and (2) how much time participants should be working on the course each week
4. Asking for informal feedback on "How the course is going?" and "Do you have any suggestions?"
5. Preparing Discussion Posts that Invite Questions, Discussions, Reflections, and Responses
6. Focusing on content resources, applications, and links to current events and examples that are easily accessed from learner's computers
7. Planning a good closing and wrap activity for the course



Appendix A: Assessment Charts

Educational Functioning Level Score Ranges TABLE 13/14 Assessments

TABLE 13/14 READING						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300-441	442-500	n/a	n/a	n/a	n/a
TABE E	310-441	442-500	501-535	n/a	n/a	n/a
TABE M	n/a	442-500	501-535	536-575	n/a	n/a
TABE D	n/a	n/a	501-535	536-575	576-616	n/a
TABE A	n/a	n/a	n/a	536-575	576-616	617-800
TABLE 13/14 MATH						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300-448	449-495	n/a	n/a	n/a	n/a
TABE E	310-448	449-495	496-536	n/a	n/a	n/a
TABE M	n/a	449-495	496-536	537-595	n/a	n/a
TABE D	n/a	n/a	496-536	537-595	596-656	n/a
TABE A	n/a	n/a	n/a	537-595	596-656	657-800
TABLE 13/14 LANGUAGE						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300-457	458-510	n/a	n/a	n/a	n/a
TABE E	510-457	458-510	511-546	n/a	n/a	n/a
TABE M	n/a	458-510	511-546	547-583	n/a	n/a
TABE D	n/a	n/a	511-546	547-583	584-630	n/a
TABE A	n/a	n/a	n/a	547-583	584-630	631-800



TABE CLAS-E C/D READING						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
CLAS-E Level 1	200-354	355-388	389-427	n/a	n/a	n/a
CLAS-E Level 2	200-354	355-388	389-427	428-448	n/a	n/a
CLAS-E Level 3	n/a	355-388	389-427	428-448	449-487	n/a
CLAS-E Level 4	n/a	n/a	n/a	428-448	449-487	488-580
TABE CLAS-E C/D LISTENING						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
CLAS-E Level 1	200-348	349-389	390-427	n/a	n/a	n/a
CLAS-E Level 2	200-348	349-389	390-427	428-457	n/a	n/a
CLAS-E Level 3	n/a	349-389	390-427	428-457	458-488	n/a
CLAS-E Level 4	n/a	n/a	n/a	428-457	458-488	489-620
TABE CLAS-E C/D WRITING						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
CLAS-E Level 1	210-384	385-414	415-437	n/a	n/a	n/a
CLAS-E Level 2	210-384	385-414	415-437	438-461	n/a	n/a
CLAS-E Level 3	n/a	385-414	415-437	438-461	462-500	n/a
CLAS-E Level 4	n/a	n/a	n/a	438-461	462-500	501-670



TABE CLAS-E C/D SPEAKING						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
CLAS-E Level 1	170-338	339-402	403-436	n/a	n/a	n/a
CLAS-E Level 2	170-338	339-402	403-436	437-475	n/a	n/a
CLAS-E Level 3	n/a	339-402	403-436	437-475	476-542	n/a
CLAS-E Level 4	n/a	n/a	n/a	437-475	476-542	543-760

TABE CLAS-E LEVEL 4 EXIT SCORE FROM NRS LEVEL 6	
Reading	527
Listening	533
Writing	536
Speaking	568



TABE 13/14 READING	
	Allowable Time
TABE E	100 min
TABE M	100 min
TABE D	100 min
TABE A	100 min
TABE 13/14 MATH	
	Allowable Time
TABE E	60 min
TABE M	60 min
TABE D	60 min
TABE A	60 min
TABE 13/14 LOCATOR	
	Allowable Time
Reading	35 min
Math Part 1	10 min
Math Part 2	10 min
Language	20 min



**TABE CLAS-E C/D Assessments
Testing Times for TABE 13/14 and TABE CLAS-E C/D**

TABE CLAS-E C/D LOCATOR	
Subject	Allowable Time
Reading/Writing	20 min
Listening/Speaking	25 min
TABE CLAS-E C/D READING	
	Allowable Time
CLAS-E Level 1	30 min
CLAS-E Level 2	30 min
CLAS-E Level 3	30 min
CLAS-E Level 4	30 min
TABE CLAS-E C/D LISTENING	
	Allowable Time
CLAS-E Level 1	30 min
CLAS-E Level 2	30 min
CLAS-E Level 3	30 min
CLAS-E Level 4	30 min
TABE CLAS-E C/D WRITING	
	Allowable Time
CLAS-E Level 1	55 min
CLAS-E Level 2	55 min
CLAS-E Level 3	55 min
CLAS-E Level 4	55 min
TABE CLAS-E C/D SPEAKING	
	Allowable Time
CLAS-E Level 1	25 Min
CLAS-E Level 2	25 Min
CLAS-E Level 3	25 Min
CLAS-E Level 4	25 Min



References

1. [PROGRAM MEMORANDUM OCTAE 17-2 Amy Loyd/Assistant Secretary, for Career, Technical, and Adult Education, June 2024.](#)
2. [Federal Register Notice-Tests Determined to Be Suitable for Use in the National Reporting System for Adult Education.](#)
3. [NRS State Assessment Policy Guidelines \(Updated August 2024\)](#)

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