**State of Alaska**
ALASKA ADULT
EDUCATION PROGRAM

Division of Employment
and Training Services
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Assessment & Technical Assistance

MANUAL

Program Year 2023

AAE
Alaska Adult Education

This assessment manual has been reviewed and approved by the Office of Career, Technical, and Adult Education (OCTAE) for the period from July 1, 2023, through June 30, 2024.
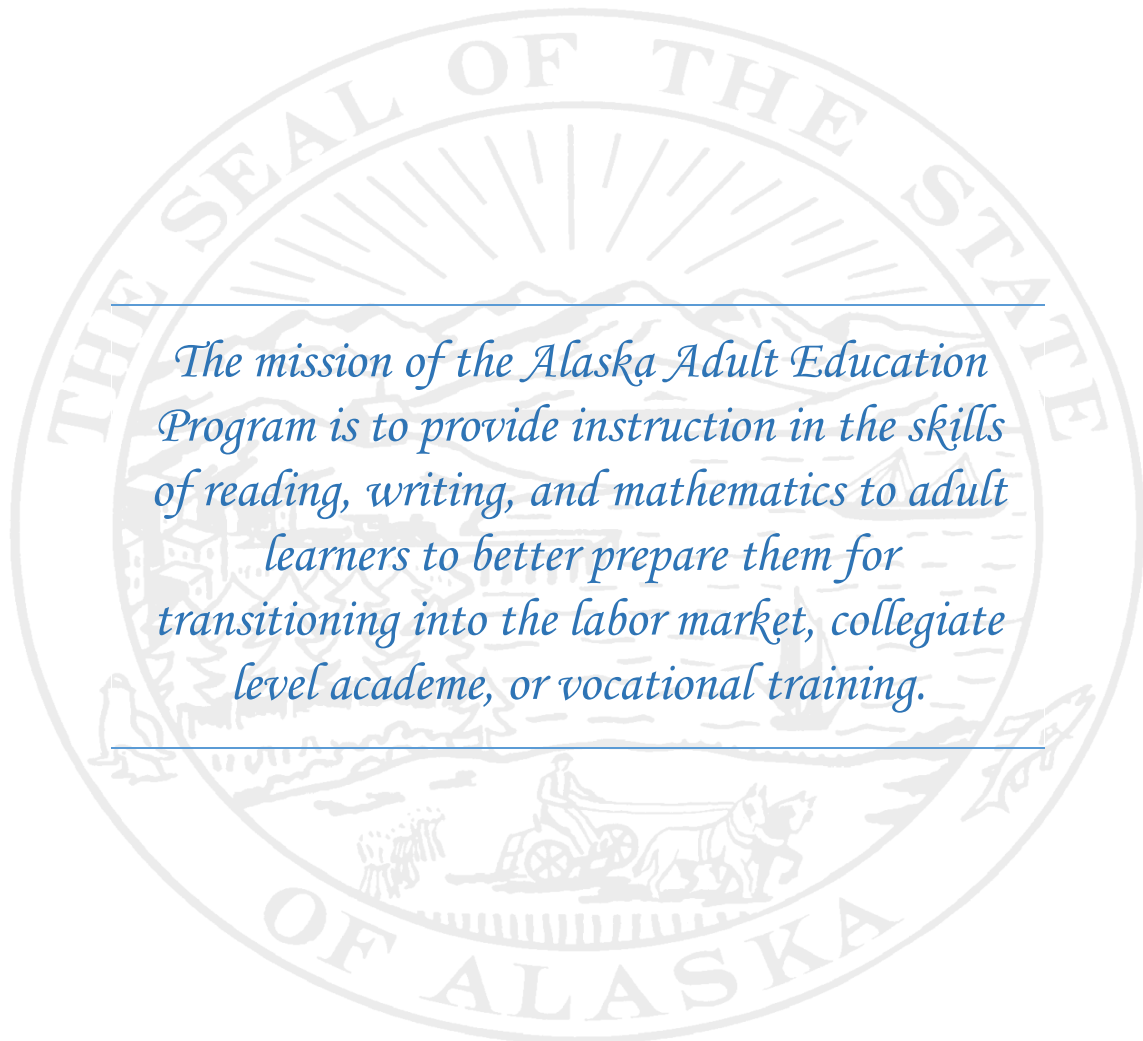
The mission of the Alaska Adult Education Program is to provide instruction in the skills of reading, writing, and mathematics to adult learners to better prepare them for transitioning into the labor market, collegiate level academe, or vocational training.

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Overview

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

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

The Workforce Innovation and Opportunity Act (WIOA)

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

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

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

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

Combined Alaska State Plan

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

Funding

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

The Alaska Adult Education Student

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

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

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

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

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

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

Eligibility

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

The student:

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

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

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

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

- a legal emancipation document or a signed statement of consent from a parent or legal guardian; and
- official documentation of withdrawal from the last school attended in Alaska.
  If youth are incarcerated in prison and have been placed into the custody of the state, they do not need additional documentation to meet eligibility requirements.

College & Career Readiness

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

Basic Skills & Pre-Secondary Education

The goal of basic skills (NRS Level 1 & 2) and pre-secondary education (NRS Level 3 & 4) is to provide instruction and improve students' skills in preparation of higher education or obtain/retain employment. Curricula includes, but is not limited to, reading, writing, mathematics, science, and social studies. Basic skills and pre-secondary education is instruction designed to prepare students for secondary education courses.

For students placed in a basic skills or pre-secondary education class, programs must add an AE7 activity code on the student's case in AlaskaJobs.

Basic Skills - Educational Functional Level	Pre-Secondary Education - Educational Functional Level
NRS Level 1	NRS Level 3
NRS Level 2	NRS Level 4

Secondary Education & High School Equivalency Preparation

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

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

For students placed in a Secondary Education & High School Equivalency Preparation class, programs must add an AE8 activity code on the student's case in AlaskaJobs.

Secondary Education - Educational Functional Level
NRS Level 5
NRS Level 6
High School Equivalency

English as a Second Language (ESL) Instruction

The goal of ESL is to provide instruction to students whose first language is not English. ESL classes improve students' level of English by assisting with reading, writing, speaking, and comprehension of the English language. Curricula includes, but is not limited to, listening comprehension, oral communication, reading, and writing. ESL students are immersed in the language to help them achieve personal, employment, and/or academic goals.

For students placed in an English as a Second Language (ESL) class, programs must add an AE9 activity code in the student's case in AlaskaJobs.

English as Second Language Educational Functional Level
NRS ESL Level 1
NRS ESL Level 2
NRS ESL Level 3
NRS ESL Level 4
NRS ESL Level 5
NRS ESL Level 6

Integrated English Literacy and Civics Education (IELCE)

Alaska has one IELCE program that assists English language learners, including professionals with degrees and credentials in their native countries, to achieve competency in the English language and acquire the basic and more advanced skills needed for employment. IELCE includes instruction in literacy, the rights and responsibilities of citizenship, and civic participation. IELCE programs must include the following:

- Integrated English literacy and civics education services are education services provided to English language learners who are adults, including professionals with degrees or credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.
- Integrated English literacy and civics education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training. 34CFR 46.33

For students placed in Integrated English Literacy and Civics Education (IELCE) classes, programs must add an AE3 activity code in the student's case in AlaskaJobs.

Literacy Activities

Digital Literacy

In today's society, digital literacy skills are an important education element that needs to be taught to all students that fall below the digital gap. In Alaska, there is a digital divide between our regions and the restricted access to technology needs. It is essential for programs to integrate digital literacy curriculum and instruction into their programs.

Digital Literacy is defined as having the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information. Programs are expected to incorporate curriculum that utilizes real world applications for digital literacy skill building.

Family Literacy Activities

Family literacy activities encourage adults to become partners in the educational development of their children. Activities related to family literacy activities are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all the following activities:

- Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency;
- Interactive literacy activities between parents or family members and their children;
- Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and

- An age-appropriate education to prepare children for success in school and life experiences.

For individuals enrolled in family literacy activities, programs must add an AEF activity code in the student's case in AlaskaJobs.

Workplace Adult Education and Literacy Activities

Adult education and literacy activities are offered in collaboration with an employer or employee organization at a workplace or an offsite location that is designed to improve the productivity of the workforce.

Adult education in the workplace benefits the student and the employer. Through a partnership with industries, programs are building an educational program that supports adult education, high school equivalency completion, English language supports, basic occupational skills training, and workforce development skills. Programs that are working with employers' need to provide customizable instruction, have classes on-site at a time convenient for staff, and have career pathways and job specific skill development.

For individuals enrolled in workplace literacy activities, programs must add an AEW activity code in the student's case in AlaskaJobs.

Program Delivery Methods

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

Student-Centered Traditional Instructions

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

Distance Learning Models

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

Federal Reporting of Attendance

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

Distance Education Guidelines

The AAE program understands the need to connect students with instruction that cannot be served face-to-face. Distance learning is an approved method to increase students' adult education and literacy activities.

Definition

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

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

Instructional Methodology

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

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

Approved Curricula

Curricula used to support students in distance education (clock time and learner mastery models) must be approved by the AAE office. A current list of approved curricula may be found on the AAE resource page in AlaskaJobs.

The AAE office may approve additional curricula after a vetting process. Programs wishing to recommend distance education curriculum for approval may submit an AAE Distance Education Curriculum Approval Form located on the AAE resource page in AlaskaJobs.

Distance Education Classes

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

DE students will be counted in programs' Annual Performance Reports (APRs) as part of the unduplicated count of all enrolled students.

Distance Education Instructional Proxy Contact Hours

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

- **Clock Time Model,** which assigns contact hours based on the elapsed time that a student is connected to or engaged in an online or stand-alone software program that tracks time.
- **Learner Mastery Model**, which assigns a pre-determined and fixed number of hours of credit based on the student passing a test on the content of each lesson. Students work with the curriculum and materials, and when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%-80%) earn the credit hours attached to the material. Students are required to take a mastery test at the completion of each instructional unit. Proxy hours are awarded for each test the student passes with a score of 70%-80%.
- **Teacher Verification Model**, which assigns a pre-determined and fixed number of hours of credit for each assignment/task based on teacher determination of the extent to which a student engaged in or completed the assignment. Proxy hours are awarded for activities completed by the participant and verified by the instructor. For example, programs that do not have a clock time model, but rather a point system. Another example includes students completing additional components of an online course that do not follow a clock time model nor have an assessment at the end. Examples may include:
  - Synchronous learning activities
    - Broadcast via video, phone, chat
    - Classroom instruction delivered via online technology such as Google Hangout or Canvas
    - DE synchronous scenario:
      An instructional class that is offered live and virtually which delivers content via online technology such as Google Classroom, Zoom, Canvas, etc. must be reported as distance education hours. In this example, students are separated by geography, which allows the class to still be coded as distance education. If the virtual class meets 2x per week, from 1:00-3:00pm, then those hours would be reported as DE in AlaskaJobs. It is not necessary to have the curriculum vetted for DE approval during the timeframe of the class. If students are encouraged to work on additional assignments outside of the scheduled virtual class, curricula that is already on the approved curriculum list must be used, or programs can submit a new curriculum approval application to the state AAE office for approval.
      At this time, standard follow-up with students, even if virtual, should not be counted as distance education hours as this is not a formal learning activity. If a live virtual class is hosted for an hour where an instructor offered advising, career pathways information, etc., this activity would be classified as Distance Education.
    - Asynchronous learning activities
      - Moodle and other self-directed AAE created courses
      - Student instruction and support delivered through any means

Pre and Post Assessment with Distance Education Students

Formal educational functioning level (EFL) assessment, including pretests and progress tests, must occur for individuals enrolled in a distanced education programing. Programs must establish procedures for notifying students as to when and where post-testing should occur. Decisions about post-testing should be made based

upon evidence of student progress within the curriculum, hours of instruction the student has received and/or days of enrollment.

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

Administering Virtual Testing

Local programs may implement virtual test proctoring using the assessments identified in this policy, in accordance with the test publisher's procedures for virtual testing.

State of Alaska Adult Education Program

Integrated Education and Training (IET) Guidelines

An Integrated Education and Training (IET) program must meet the definition and requirements set forth in WIOA to be considered a true IET.

The term "integrated education and training" refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement (CFR §463.35). An IET program must include the following three components: adult education and literacy activities, workforce preparation activities, and workforce training (CFR §463.36). Furthermore, IETs must be a part of a career pathway and should align with the Alaska Combined Plan (CFR §463.38). IET designs should be intentional, thought out, and well designed.

IET program design and planning work may be done primarily by Adult Education staff and staff who deliver occupational skills training. Ideally, the team should include other partners who can help inform your IET program design, ensure it connects to a viable career pathway, and supports learners' needs. Team members should be able to make decisions regarding the program structure, necessary learner supports, and the integrated curriculum. If you are not able to engage with employers directly, ensure that you have access to at least one stakeholder, such as the Alaska Job Center Network, who can provide an employer perspective.

The Three Required Components of IET Programs

To meet the requirements, IET programs must integrate the delivery of the three required activities: adult education and literacy activities, workforce preparation activities, and workforce training activities for a specific occupation or occupational cluster. An IET must be part of a career pathway that leads to educational and career advancement and is aligned with the state's Adult Education Content Standards.

WIOA requires IET programs to integrate adult education and literacy activities, workforce preparation activities, and workforce training activities with appropriate intensity and quality while supporting participant learning and career planning. The IET program uses a single set of learning objectives to facilitate the contextualization of basic skills and workforce preparation into training skills. The three components of integrated education and training must be provided concurrently as well as contextually (integrated). To be considered an IET program, the components cannot be provided sequentially.

Career Pathways

The integrated education and training program is part of a career pathway. WIOA defines a career pathway as "a combination of rigorous and high-quality education, training, and other services that:
- aligns with the skill needs of industries in the economy of the State or regional economy involved;
- prepares an individual to be successful in any of a full range of secondary or postsecondary education options;
- includes counseling to support an individual in achieving the individual's education and career goals;
- includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

- enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- helps an individual enter or advance within a specific occupation or occupational cluster" (29 U.S. Code § 3102 Definitions).

IETs must provide a career pathway that is intentional and provides students a bridge between education and training that is relevant to the local labor market, a value to employers, and beneficial to the student.

Adult Education and Literacy Activities
WIOA defines "adult education and literacy activities" as programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training. (CFR §463.30)

Workforce Preparation Activities
Workforce preparation activities include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills that increase an individual's preparation for the workforce. (CFR §463.34)

Workforce Training
The workforce training component of IET programs incorporates the specific occupational skills learners need to be employed for a specific job or cluster of jobs. Workforce training may include:
- In-classroom or online occupational skills training
- On-the-job training
- Incumbent worker training
- Programs that combine workplace training with related instruction, like apprenticeship
- Training programs operated by the private sector
- Skill upgrading and retraining
- Entrepreneurial training
- Transitional jobs
- Job readiness training provided in combination with services above
- Customized training conducted by an employer or group of employers with a commitment to employ an individual upon successful completion of the training (e.g. apprenticeship, pre-apprenticeship programs)

For individuals enrolled in Integrated Education and Training (IET) activities, programs must add an AE4 activity code on the student's case in AlaskaJobs.

Regional Program Responsibilities

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

Intake Process

Alaska requires all students be enrolled in a Regional Adult Education Program to receive adult education services. AAE programs have a universal application that corresponds with the information required for reporting in AlaskaJobs. A paper application may be used with students, but at no time shall forms be given to students to fill out on their own. Staff must assist students with filling out intake information and helping them understand mandated reportable questions. All students must complete a paper or computer application within 10 days of program orientation.

Individual programs may add their logo to the paper application on the top right corner, opposite the Jobs logo. Additional information, such as program and company name, address, or informational block, etc., may be added to the document at the bottom of the form. However, the body, style, and/or format of the application must remain intact.

Attendance Guidelines

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

Recording Attendance

Hours of instruction or instructional activity that the student receives from the program are recorded as attendance. Electronic records must be consistent with grantee's records on file. Attendance records must be entered accurately and timely into AlaskaJobs.
- AAE programs are required to have written policies for collecting the attendance of students.
- Daily or Weekly attendance can be entered as a sum. If entering weekly attendance, it is designated by the last day of the week in which the student had attendance.
  - Example: from Sept. 1-5 the student attended 22 hours 15 minutes with no more attendance that week. Attendance must be entered as: **date: Sept. 5th; hours: 22.15**.
- Attendance must be noted in with actual time (ie. 2 hours 15 minutes = 2.15)
- Attendance is calculated by fiscal year. Weeks must stand alone and should never be calculated together.
- Student's instructional activities must be recorded and maintained for a minimum of three years after the close of the grant.
- Attendance must be entered by the student's class.

Students with no attendance after 45 days will be automatically set to inactive status in AlaskaJobs. To reactivate the student record, the program just needs to add attendance. If the student does not accumulate attendance after 90 days, the system will automatically close their case on the 91st day and retroactively the closed date will go back to the last date the student attended class.

Full Time Students

A full-time students must have at least 12 hours of direct instruction before they can be counted for Federal reporting.

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

Students may not be placed into a computer-based program prior to completing pre-testing.

Data Entry

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

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

- Attendance must be entered and updated on a daily or weekly basis;
- Intake data must be entered within the first 10 days of the student's enrollment;
- Programs are required to ensure all student information (intakes, attendances, etc.) is verified for data entry errors no later than the 15th of the following month. (i.e., March's data must be verified by April 15th);
- Request for personnel staff accounts must be received within 15 days of the employees start date; and
- July 15th is the deadline to enter and/or verify information prior to fiscal year reporting.

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

Co-enrollment

Co-enrollment refers to enrollment by an eligible individual in two or more of the six WIOA core programs administered under the Act (34CFR 463.3). Students that are co-enrolled in more than one program can benefit from wraparound supports and services. Required core WIOA partners for co-enrollment include:

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

The Alaska Combine State Plan requires co-enrollment of students with additional partners including Jobs for Veterans State Grant (JVSG), Temporary Assistance for Needy Families (TANF), and Mature Alaskans Seeking Skills Training (MASST) federally known as the Senior Community Service Employment Program (SCSEP).

State of Alaska Adult Education Program

Staff Training and Professional Development

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

Annual Professional Development

Each year, AAE staff are required to attend a specific number of hours of professional development (PD) courses. *See chart below for required hours*. Professional development hours must be entered into AlaskaJobs by staff (coming soon) and approved by the Program Coordinator. The following information must be present:

- Professional Development hours;
- Date(s) of training;
- Title of training; and
- Trainer's name

Professional Development Requirements	
Employment Role and Status	Hours Required
Program Coordinator	16 hours per year
Full-time Teacher	12 hours per year
Part-time Teacher	9 hours per year
Full or part-time Instructional Assistant / Paraprofessional	6 hours per year
Full or part-time Data Entry Staff / Paraprofessional • In addition to professional development hours, Data Entry staff must be up-to-date on all relevant NRS training, policies, and regulations	3 hours per year
Volunteers	Determined by regional programs

Annual Professional Development Requirements:

- Professional Development hours must be completed within the fiscal/program year (July 1-June 30).
- Employees who hold more than one role must complete the higher of the PD hours. They do not have to combine required hours.
  - Example: Part-time Teacher also in charge of Data Entry – Required PD: 9 hours per year.
- If hired after December 31st, hour requirement is ½ the time above.
  - If hired after April 15th, hour requirement is ¼ the time above
- Professional Development hours may only be used in the fiscal/program year they were acquired. Hours may not be "banked" or "credited" in following years.
- Professional Development is used to enhance programs. Program Coordinators must approve staff professional development hours.

"Professional development: Is a course that teaches us strategies, tips, tricks, ideas, etc. on how to be better teachers. It increases our knowledge about a specific subject to directly help students. PD enhances the program in Reading, Math, and Writing. It benefits the students! PD gives you the tools to do a range of things and involves your capability and competency.

Training: Learning a specific skill or system. These are trainings that help us do a specific task better. They don't help our students learn". ~Pamela Cushman – Nome Regional Adult Education

Professional Development opportunities:

- Annual AAE Professional Development/Training Conferences
- LINCS Professional Development Center: https://lincs.ed.gov/state-resources/professional-development-center/training-catalog

- Tuesdays for Teachers:
  https://ged.com/educators_admins/teaching/professional_development/webinars/
- Adult Education Specific Conferences
  - *All out-of-state travel to conferences using AAE funding must be pre-approved by the State Adult Ed Director*
- Regional Program developed training opportunities administered by Program Coordinators

Required Training Topics

AAE Regional Programs are responsible for training staff on the required elements of their position. Although training is individual to each program, the following are required topics that must be included in new AAE training orientation and refresher courses (as needed):

Title	Training Requirements
The First 90 Days *Must be completed by all new Program Coordinators within the first 90 days of hire*	The First 90 Days: A Checklist for New NRS Data Leaders • The First 90 Days: A Checklist for New NRS Data Leaders (PDF) • The First 90 Days: A Checklist for New NRS Data Leaders (Word)
Intake Form Completion *Must be completed by all new staff*	Staff assisted completion process Accuracy of data capture AAE Student Application AAE Roles, Responsibilities, & Application Definitions Timeliness
Assessment Guidelines *Must be completed by all new staff*	Pre-testing policies Post-testing policies Alaska approved assessments Virtual testing policies
High School Equivalency	Alaska GED® testing requirements (*all new staff*) GED® Virtual Administration Training (*Program Coordinators and any designated individual*) GED® Manager Training (*Program Coordinators and any designated individual*) GED® Test Administrators (*all test administrators and Program Coordinators*) • Pearson VUE administrative policies and procedures • Examiner training
TABE Training (AAE Programs) *Program Coordinators and all staff administering TABE Assessments*	TABE Administration Training Virtual TABE Administration Training Certification Process (*optional by recommended*): • Understand and follow general TABE 11/12 test best practices • Implement correct forms and levels • Securely administer and handle test resources • Follow student privacy protocols • Score and interpret the TABE 11/12 test results *Regional AAE Program Coordinators will train all staff in TABE test administration. Staff are trained according to the directions and test policies stated in the TABE Test Administration Manual.* **Only trained test administrators may administer TABE 11/12**
For ESL students, Adult Education Programs must be trained to administer BEST or CASAS assessments. Smaller programs may enter into an agreement with the Statewide IELCE program to provide assessments.	

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BEST Plus / Literacy Training (ESL Programs using BEST Assessments) *Program Coordinators and all staff administering BEST Plus and Literacy Assessments*	BEST Plus User Agreement (optional) **Only trained test administrators may administer BEST Plus and Literacy** BEST Administration Training – *available annually or more frequently as needed* - Regional AAE Program Coordinators will train staff in BEST Plus test administration. - Virtual BEST Plus Administration Training BEST Literacy - Test manual overview - Test administration procedures (*annual training or more frequently as needed*)
CASAS Training (ESL Programs using CASAS Assessments) *Program Coordinators and all staff administering CASAS Life & Work and Citizenship Assessments*	CASAS Test Administrator Training http://training.casas.org/ **Only trained test administrators may administer CASAS Assessments** - Module 4 – highly recommended for all test administrators - CASAS eTests Basics Training required for all eTest users– *available soon* e-Test Only - Modules 1-2 required Paper Tests Only - Modules 1 & 3 required e-Test and Paper Tests - Modules 1-3 required Teachers, Counselors, and Career Coaches – Recommended Training - Module 1 & 4 CASAS Citizenship - CASAS Citizenship Interview Test (CIT) – Modules and annual recertification course
AlaskaJobs System / Data Entry (ongoing training) *All new staff must be familiar with AlaskaJobs System and Data Entry Requirements* *Program Coordinators, Teachers and Data Entry staff are required to have ongoing training associated with data entry procedures* **Must be completed in first 15 days of hire.**	Staff account request procedures and log in guidelines Staff must watch all Intensive AAE Training Videos - Training website located here - Contact the AAE State Office for Username and Password Data entry requirements and procedures: - Participation and enrollment information - Entering student information - Accuracy of attendance - Assessments and assessment data: TABE, BEST, CASAS, GED, GED Ready, information assessments, etc. - Creating and maintaining classes - Follow up services Timeliness Quality control guidelines Data review procedures Entering and updating student information Duplication of records and how to avoid occurrences Requesting information change from the State AAE office
NRS Tables *Must be completed by all new staff*	Overview of NRS Tables NRS Definitions of measures NRS Level to Scale Score Range Conducting assessments

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Program Coordinators must provide training to all staff members as policy changes dictate	NRS policy, accountability policies, and data collection process ***Data entry staff must stay up-to-date on all relevant NRS training, policies, and regulations***
Confidentiality *Must be completed by all new staff*	FERPA Regulations Personal Identifiable Information (PII) AlaskaJobs System accessibility and information sharing

Additional professional development and mandatory trainings opportunities may be found on the Alaska Adult Education website.

Confidential Information

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

https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

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

Students' education records, including intake forms, assessment information, attendance, AlaskaJobs System information, etc. are protected by FERPA law. AAE programs are required to have a signed consent to disclose personally identifiable information (PII).

Grantees must ensure staff collecting and entering data are trained on maintaining PII, FERPA Regulations, and confidentiality guidelines.

General Assessment Policy

Adult education is a bridge between the skills gained from prior education, training, work, life experience, and the foundations needed to continue into the next phase of education, training, and/or post-secondary education. Assessments are required under the AAE grant to help capture accurate reporting and to appropriately place students into educational levels.

All students receiving services from AAE must complete a pre-test prior to being placed in classes, distance education courses, or learning experiences. Pre-tests are used as a placement test to determine educational levels and a starting place with the student. TABE, CASAS, and /or BEST assessments are tools to help outline the learning process and should help guide programs on future goals and student achievement.

Students enrolled in AAE must be assessed with a pre/post assessment approved for use through the State AAE Office. Currently the Test of Adult Basic Education (TABE) 11/12; Basic English Skills Test (BEST) Literacy and Plus 2.0; and Comprehensive Adult Student Assessment Systems (CASAS) Life and Work Reading and Listening are approved assessments.

Informal Assessments

In addition to standardized assessments, programs are encouraged to use informal assessments to assist with guiding instruction. Informal assessments such as teacher-made tests, student observations, quizzes, and curriculum-based measurements can be useful for monitoring student progress. However, programs may only use state approve assessments to report student progress for the NRS.

GEDReady tests are considered informal assessments. Students may take a GEDReady without formal proctoring. GEDReady tests may be used to drive instruction but may not be used in place of state approved pre-/post-assessments.

National Reporting System (NRS) Tables

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

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

NRS Definitions

Barriers to Employment – WIOA defines types of participant characteristics that can create barriers to employment. The joint ICR reporting form breaks out performance measures for each type of participant by barrier. The barriers are as follows:

- **ELL, low-literacy or cultural barriers (AE Eligibility Categories)**
- Displaced Homemaker
- Ex-Offender
- Exhausting TANF within two years
- Foster Care Youth
- Homeless Individual, Homeless Children and Youth, or Runaway Youth
- Individual with a Disability
- Long-term Unemployed

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- Low Income
- Migrant and Seasonal Farmworker
- Single Parent

Credential Attainment Indicator – (See Below)

Effectiveness in Serving Employers - Measures being piloted by Alaska to gauge three critical workforce needs of the business community:
- Retention: the percentage of participants who exit and are employed with the same employer in the second and fourth quarters after exit.
- Repeat Business Customers: the percentage of employers who use core program services more than once.
- Employer Penetration Rate: the percentage of employers who are using the core program services out of all employers represented in an area or State served by the public workforce system (i.e., employers served).

Fourth Quarter Employment Indicator – This refers to whether participants are employed in the fourth quarter after exit.

Measurable Skill Gains (MSG)– (See Below)

Median Earnings Indicator – This indicator refers to the median of all participants employed in the second quarter after exit

Participant – A participant is an individual who has 12 or more contact hours. This definition is consistent with the criteria we have always used.

Period of Participation (POP) – (See Below)

Reportable Individual – This is an individual who has taken action demonstrating an intent to use program services and who meets reporting criteria, including providing identifying information, but has achieved less than 12 contact hours.

Second Quarter Employment Indicator – This refers to whether participants are employed in the second quarter after exit.

NRS definitions: https://nrsweb.org/training-ta/f2f-training/accessible/1-understanding-revised-national-reporting-system-adult

Credential Attainment

The credential attainment indicator consists of one of the following:

1. Postsecondary credential attainment for participants **dual enrolled** in adult education and any postsecondary education program;
    a. Post-Secondary Education refers to education beyond high school such as college or trade school.
    b. Examples of post-secondary education programs include:
        i. Programs that may or may not lead to an industry recognized certificate or certification, a certificate of completion from an apprenticeship, a license recognized by the State or Federal government, or an associate or baccalaureate degree;
        ii. Registered apprenticeships; AVTEC; Job Corp; professional, industry, or employer organizations; and organizations that award credentials upon fulfillment of educational, work experience, or skill requirements.

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c. For individuals dual enrolled in adult and postsecondary education, programs must add an AE5 activity code on the student's case.

2. Attainment of a recognized secondary school diploma, with employment **or** entry into a postsecondary education **or** training (including IET) program **within one year of exit**, for participants enrolled at the secondary level who did not previously possess a secondary school diploma.

   a. If a student passes the GED test the nightly interface will automatically add a credential to the student's case. Programs must verify the nightly interface and add the credential in AlaskaJobs if necessary.

   b. If there's a student who passes their GED tests, but does not go into Employment, Training, or Post-Secondary Education within one year of exiting from a program, a credential attainment will not show up in reporting.

   c. The secondary diploma component of the indicator applies only to participants enrolled in a secondary education program at or above the ninth-grade level (i.e., the ninth-grade equivalent level or higher) who exited the program and who did not have a secondary school diploma or its equivalent at program entry.

Participants in correctional education programs (WIOA Section 225), who remain incarcerated at program exit, are excluded from the indicator, as are participants excluded due to the circumstances listed in the Exclusions section. For correctional students, programs must add an AE6 activity code on the student's case in AlaskaJobs.

Measurable Skill Gains (MSG)

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

- EFL gain can be demonstrated by comparing a student's pre-test with their post-test, using the TABE, BEST, or CASAS.
  - Students must complete one or more educational functioning levels as measured by TABE (11/12: Reading, Math, or Language); BEST (2.0 or Literacy); or CASAS (Life and Work: Listening or Reading). Gain in any subject area on the post-test compared to pre-test is permitted.
  - This is documented in AlaskaJobs through pre/post-testing.
- Attainment of a secondary school diploma, can be demonstrated by achieving a passing score (145 or higher) on all four subsections of the GED® and obtaining an Alaska High School Equivalency Diploma. The student must obtain the diploma by the end of the program year to demonstrate MSG.
  - GED is interfaced with AlaskaJobs and is uploaded on a nightly basis. Data entry clerks must check GED scores, and if they are not uploaded, they must be entered.
  - If the student passes all four subsections of the GED, a credential attainment must also be entered into AlaskaJobs.
- Enrollment in postsecondary education and/or training within one year after program exit. Students can enroll in vocational/technical training; certificate programs; or college/university courses. Entry must occur by the end of the program year.
  - This information is obtained through data matching.
  - Programs may enter information obtained through student interview in the Follow Up section of AlaskaJobs.

Students enrolled in an Integrated Education and Training (IET) or Workplace Literacy Program may demonstrate MSG by using these additional measures:
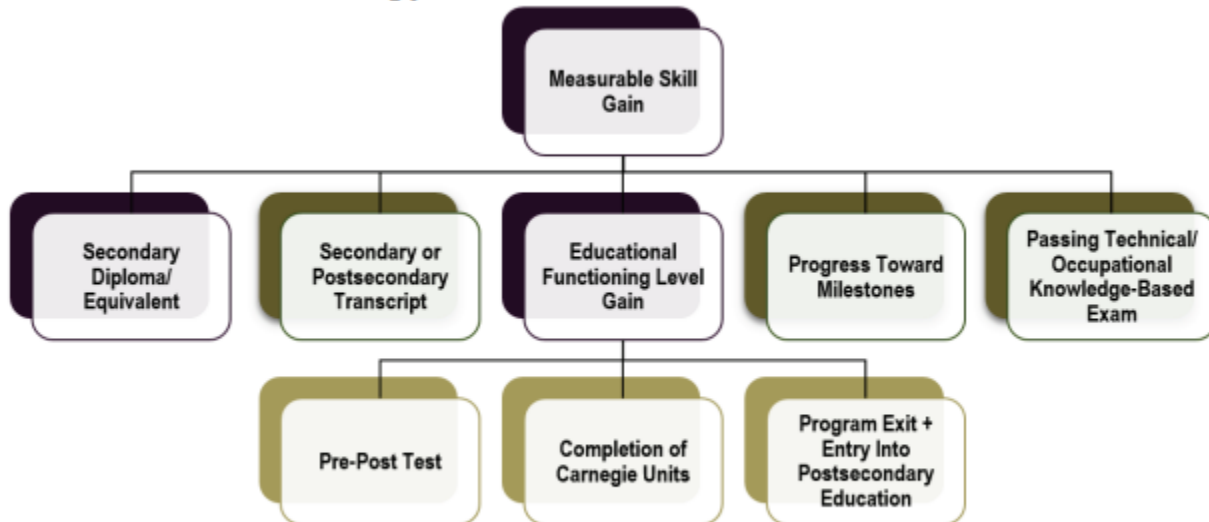
- Secondary or postsecondary transcript: for students who complete a minimum of 12 hours per semester, or for part time students a total of at least 12 credit hours over the course of two completed consecutive

semesters during the program year, report an MSG for a postsecondary education transcript or report card that shows a participant is meeting academic standards.

- Progress Toward Milestones: for students who had a satisfactory or better progress report towards established milestones from an employer or training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of one year of a registered apprenticeship program, etc.).
- Passing a technical/occupational knowledge-based exam: for students who successfully passed an exam that is required for a particular occupation, or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

IET and Workplace Literacy Program MSG outcomes must be reported in AlaskaJobs under the MSG tab. Programs must have validation to demonstrate MSG.

Exhibit 2.1. Five Types of Measurable Skill Gains under WIOA

Note: For adult education (WIOA Title II) participants, secondary or postsecondary transcripts, progress toward milestones, and passing technical/occupational knowledge-based exams can be used to document MSG only for participants in IET or workplace literacy programs.

Periods of Participation

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

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

All participants have at least one PoP, starting with their first enrollment in the program year and ending with their program exit. Subsequent periods are counted by reentry and exit. The exit date is the last day of service for participants, but this date cannot be determined until 90 days have elapsed since the person last received services and there are no future services planned.

If students have a future service planned, programs can hold open the case by using an AE2 service code in AlaskaJobs to hold the case open past the 90-day elapse time. The AE2 service code will hold the case open until the date indicated. If no attendance has been entered, the case will be closed back to the last attendance date.

Exclusions to Primary Indicators of Performance

Participants in correctional education programs (WIOA Section 225), who remain incarcerated at program exit, are excluded from all performance indicators except the Measurable Skill Gains indicator. Participants who exit the program due to the following circumstances may be excluded from the WIOA primary indicators of performance:

- 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 during the course of receiving services as a participant.
- The participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.
- 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.
- The participant is deceased.

Standardized Assessment

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

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

Approved Assessments	Adult education pre-/post-assessment	English language learner's pre-/post-assessment
TABE 11/12		
Reading	✓	
Mathematics	✓	
Language	✓	
BEST 2.0 and Literacy		
Reading		✓
Listening		✓
Writing		✓
Speaking		✓
CASAS Life and Work Series		
Reading		✓
Listening		✓
Writing		✓
Speaking		✓

Validity and Reliability

Overall assessment instruments are not inherently valid or invalid; rather, their validity hinges on how they are used. The TABE, BEST, or CASAS assessments must be given following the standardized test administration procedures designed by the publishers. If administered following standardized procedures, the tests are valid

and reliable instruments. If Adult Ed Programs across Alaska administer the TABE, BEST, or CASAS following the written instructions, then students will score consistently no matter which program tests them.
- Validity: the extent at which an assessment is designed to measure what it is supposed to measure.
- Reliability: the degree with which an assessment produces consistent results.

Pre- and Post-Testing

Students enrolled in AAE must be assessed with a pre/post assessment approved for use through the State AAE Office.
- Students must be assessed at intake within the first 12 hours of attendance prior to be placed into any classes, distance education courses, or learning experiences.
- Any test administered within a fiscal year (i.e., July 1 to June 30) may be used as a pre-test for students who leave and return during that year. Students exited (inactive for 90 or more days) do not need a new test administered for each new period of participation (PoP) as long as the PoP remains in the same fiscal year.
    - o If a student is returning, after 90 days of inactivity and it crosses over into a new fiscal year, programs MUST administer a new pre-test, unless administered after January 1st (see below).
- Assessments administered after January 1st may be carried forward into the next fiscal year. Carry forward tests will count as pre-test assessment scores in the new fiscal year.
- At least one section of the TABE 11/12 will be administered to all Adult Education Students. Students must be assessed using at least one of the following assessments: reading, language and/or math. Programs using only one subject area to pre-test, must also post-test in that same subject. Programs must keep the following in mind:
    - o EFL through pre-/post-testing MSGs can be demonstrated by comparing a student's pre-test with their post-test, using the TABE, BEST, or CASAS;
        - ▪ If a student is pre-tested in a subsection of the TABE (reading, language and/or math), they must be post-tested in the same subsection to compare gains.
    - o Instructed in only one subject area, should be pre/post-tested in that area; and
    - o If a student has passed a subject-specific portion of the GED, they should not be pre-tested in that area.
- Basic English Skills Test (BEST) or Comprehensive Adult Student Assessment System (CASAS) will be administered to all English Language Learners. Students must be assessed using the complete assessment, with the following exception:
    - o Adults entering ESL Programs with limited knowledge of written English and who may struggle with or unable to complete a literacy assessment.
        - ▪ If the student is unable to complete the screening tool, the AAE Program is to give the BEST Plus 2.0 or CASAS Life and Work Listening only.
    - o If a student has tested out of the oral or literacy test and they are not yet ready to move on to the TABE, students should only be assessed in the assessment that has yet to be mastered.
- Students given post-assessments must be given the alternate form of the last test given.
    - o Example: A student was given TABE 11 at intake. After recommended hours of instruction, he must be assessed with TABE 12.
- Programs should allow students ample educational opportunities and will only be post-tested after completion of recommended instructional hours by the TABE, BEST, or CASAS publishers.
- AAE programs will strive to pre-/post-test a minimum of 55% of their students.
    - o To determine post-test rates, divide the total number of participants on Table 4 by the total number of participants on Table 4B.

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

Initial NRS Placement Using Pre-Test Scores

Upon completion of pre-testing, a baseline will be established to measure the student's gains. The baseline established will be determined based on the student's lowest EFL in the subject area in which intensive instruction is needed in order to facilitate EFL gain. Students will be placed on the NRS to determine if MSG is attained.

Local programs will measure student progress from the baseline. Gains in the intensive area of instruction will count as an MSG gain on the NRS.

Example: a student is tested in both math and reading. The student scores the following on the TABE 11: math level M- 490; reading level D-540. The student's base line is in math since it is the lowest EFL. Gains will be measured on the NRS based on the student's math scores.

Assessment Exemptions for Distance Education Students During COVID-19

Due to the circumstances related to the COVID-19 pandemic and the impact on the State of Alaska, the following assessment exemptions will remain in place until further notice in accordance with OCTAE Program Memorandum 20-5.

A local provider can enroll new students in distance education classes without administering an NRS-approved pre-test during the COVID-19 pandemic. However, all students must be assigned an Educational Functioning Level (EFL) for the purpose of placing students in the NRS when an approved NRS test cannot be administered. Local programs that cannot assess students must:

- Create procedures for temporarily placing students into an EFL using informal assessments that must be content-driven or performance-driven;
  - Assessment examples: locator tests, criterion referenced tests, or authentic assessments.
- Students must be pre-/post-tested as soon as feasible with the TABE, BEST, or CASAS.
- Complete a student application in AlaskaJobs:
  - In the Employment section of the AE application, select yes to the question "Have you been affected by the COVID-19 Pandemic?" indicator button if unable to administer an approved NRS pre-/post-test
- Register student in Face-to-Face, Distance Ed and Blended classes;
  - Note: the system will not allow more than 12 hours of attendance for Face-to-Face or Blended education students without an NRS approved pre-test.

Accommodation

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

Students with disabilities are responsible for requesting their own accommodations and submitting documentation, if needed, at intake, after diagnoses, or if required. Test administrators may approve standard

accommodations, without documentation, to provide access to either the classroom, TABE, BEST, or CASAS assessments. Standard accommodations includes, but are not limited to:

- Magnifying equipment
- Screen color equipment
- Computer screen amplification
- Large Print booklets
- Audio amplification equipment

- Markers to maintain place
- Marked responses in test book
- Indicate responses to a scribe
- Desk, Keyboard, Mouse alteration
- Reduced lighting

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

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

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

BEST: http://www.cal.org/aea/pdfs/BP2.0-Test-Usage-Policy.pdf

CASAS: https://www.casas.org/training-and-support/testing-guidelines/Assessment-Accommodations

TABE: https://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf

GED: https://ged.com/about_test/accommodations/

Mandated Reporting

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

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

Test of Adult Basic Education (TABE) Assessment Guidance

AAE Programs use the Test of Adult Basic Education (TABE) 11/12 to measure the content areas of reading, mathematics, and/or language. It is <u>recommended</u> that programs administer the locator test before administering the appropriate TABE 11/12 level assessment.

Use of the Test of Adult Basic Education (TABE) Locator

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

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

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
16-19	13-16	14-16	A

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

TABE 11/12 Scale Score Range

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

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

MATHEMATICS	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

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	310–457	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

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

Administration of TABE Pre-Post Test

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

Basic Skills (NRS Level 1 & 2) & Pre-Secondary Education (NRS Level 3 & 4)

The recommended number of instructional hours between a pre and post-test for Levels 1-4 (Basic Skills & Pre-Secondary Education) is **50-60** hours of instruction. According to the publisher a minimum of **40 hours** is necessary to show educational gain. Student may be post-tested prior to reaching **40 hours** of instruction if the regional program can show just cause.

Secondary Education & High School Equivalency Preparation (NRS Level 5 & 6)

The recommended number of instructional hours between a pre and post-test for Level 5-6 is **30-59** hours of instruction. According to the publisher, a minimum of **30 hours** is necessary to show educational gain. Student may be post-tested prior to reaching **30 hours** of instruction if the regional program can show just cause.

Post Test Recommendation	
TABE 11/12 **Alternate Form**: i.e. 11 M to 12 M	Students in basic skills (NRS Level 1 & 2) & pre-secondary education (NRS Level 3 & 4) • Recommended 50 to 60 hours of instruction before post-testing Student in secondary education (NRS Level 5 & 6) & high school equivalency preparation • 30 to 59 hours of instruction are recommended
TABE (11/12) **Same Form Testing**: i.e. 11 M to 11 M	60-80 hours of instruction is recommended

Administration of TABE Pre-/Post-Test Virtually (Remote Testing)

The TABE 11/12 may be administered virtually to students. TABE tests, when administered remotely, should follow the requirements for onsite administration as closely as possible. The following must be taken into account:
- The Test Examiner must be trained and familiar with using TABE Online.
- The Test Examiner must use a supported web conferencing platform and be familiar with the use of that platform. Possible options are Zoom, Webex, Google Meet, Microsoft Teams, Skype, Go-To-Meeting, or Blackboard Collaborate.
  - Computer audio and webcam capabilities are required for both Test Examiner and student
- There is a limit of five students for each Web Conferencing Session.
- All tests and test materials must be kept secure.
- All tests must be proctored.

TABE 11 & 12 Score Reports: Out of Range (O/R) and Plus/Minus (+/-)

Each of the TABE test levels (L, E, M, D, and A) has content aligned specifically to a range of NRS levels and a student can only be classified into those NRS levels. Due to this content alignment, as well as measurement properties of each TABE level test, a student will be classified as "Out of Range" (O/R) if they performed more than one NRS level below the targeted level. They will not receive a scale score or a NRS level, and they will need to take a lower TABE level test.

If a student scores one NRS level below the targeted level, then a minus (-) sign will appear next to the scale score and their score will be set to the lowest possible scale score for that test level. In this case, the student may want to test with one level lower of TABE to better assess their ability level. For example, if a student tests with Math Level D and receives a score of 501- (see example below), then you may want to retest that student on Math Level M. Note that the 501- is a valid score and the "-" is only an indicator showing the student scored at the bottom of the scale. It could take additional instructional hours for a student to demonstrate a measurable skills gain.

If a student scores more than one NRS level above the targeted level, then a (+) sign will appear next to the scale score and their score will be set to the highest possible scale score for that test level. In this case, the student is performing at the very top of the test level and you may want to test them with a higher level of TABE to better assess their ability. (TABE 11 & 12 Scoring Levels: Best Practice Guidance)

Reporting TABE Scores

TABE tests will not be scored by hand. All tests will be scored by either testing a student with DRC online portal or uploading paper tests into the portal for scoring.

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

Data in AlaskaJobs and DRC must match exactly for nightly interface to work effectively.

TABE Online Resources
- Pre and Post Testing Recommendations for NRS Reporting
- TABE Frequently Asked Questions
- TABE 11/12 Maximum Allowable Testing Times

Remote Testing Resources
- Pre TABE Remote Testing Frequently Asked Questions
- TABE Examiner Instruction for Locator Testing
- TABE Examiner Instructions for Remote Testing
- TABE Student Instructions for Remote Locator Testing
- TABE Student Instructions for Remote Testing

AAE programs utilize two different publishers for pre-/post-testing the progress of adult learners enrolled in English as a Second Language (ESL) and Integrated English Literacy and Civics Education (IELCE) courses. Programs may choose between BEST or CASAS testing. However, students that are pre-tested with one publisher, may not be post-tested with a different publisher. Assessment results must be compared within the same publisher to determine true and accurate gains.

Basic English Skills Tests (BEST) Plus and Literacy Assessment Guidance

AAE programs may use the Basic English Skills Tests (BEST), published by the Center of Applied Linguistics to measure pre-/post-test progress of adult learners enrolled in English as a Second Language (ESL) and Integrated English Literacy and Civics Education (IELCE) courses. If students are pre-tested with BEST assessments, they must be post-tested with BEST assessments.

Basic English Skills Tests (BEST) 2.0

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

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

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

Basic English Skills Tests (BEST) Literacy

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

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

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

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

All scoring is done after the testing is complete, either by the test administrator or by a designated test scorer. Scoring instructions are provided in the BEST Literacy Test Manual.

Administration of BEST Plus and BEST Literacy Pre-/Post-Test Guidelines

According to recommendation from the Center for Applied Linguistics, students should be **post-tested** using the BEST Plus and BEST Literacy at the end of their period of instruction, with 60 hours minimum (80-100 hours recommended) of instruction prior to re-testing.

It should be noted that according to the publisher a student needs a minimum of 40 hours of instruction to begin to show educational gains. Students may be post-tested in Alaska as soon as **40 hours of instruction** is reached, or prior to reaching 40 hours of instruction if the regional program can show just cause.

- When giving a post-test for the BEST Plus (print version) and BEST Literacy, the test administrator must alternate forms (e.g. use Form D as the pre-test BEST Plus, then use B or C as the post-test).
- If the student receives more than three BEST Literacy assessments, test booklets (B, C, and D) will be used again.
- For programs with a schedule of less than four hours of instruction per week, the post-test can be administered four months after the pre-test.
  - However, the administration of a post-test less than 60 hours after a pre-test is not likely to show valid progress.

Virtual Administration of the Basic English Skills (BEST) Tests

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

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

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

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

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

Reporting BEST Plus and BEST Literacy

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

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

Correlation of BEST Scale Scores to NRS Levels		
	Scale Scores BEST Plus 2.0	Scale Scores BEST Literacy
ESL Level 1 - Beginning ESL Literacy	88-361	0-20
ESL Level 2 - Low Beginning ESL	362-427	21-52
ESL Level 3 - High Beginning ESL	428-452	53-63
ESL Level 4 - Low Intermediate ESL	453-484	64-37

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ESL Level 5 - High Intermediate ESL	485-524	68-75
ESL Level 6 - Advanced ESL	525-564	76-78*
Exit criteria from BEST:	565 and higher	*

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

BEST Online Resources

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

Remote Testing Resources

- CAL's COVID-19 Frequently Asked Questions (FAQs)

- BEST PLUS 2.0 Virtual Administration Guidance

- BEST 2.0 Virtual Testing Guidelines

AAE programs utilize two different publishers for pre-/post-testing the progress of adult learners enrolled in English as a Second Language (ESL) and Integrated English Literacy and Civics Education (IELCE) courses. Programs may choose between BEST or CASAS testing. However, students that are pre-tested with one publisher, may not be post-tested with a different publisher. Assessment results must be compared within the same publisher to determine true and accurate gains.

Comprehensive Adult Student Assessment Systems (CASAS) Assessment Guidance

AAE programs may use the Comprehensive Adult Student Assessment Systems (CASAS) Life and Work testing series to measure pre-/post-test progress of adult learners enrolled in English as a Second Language (ESL) and Integrated English Literacy and Civics Education (IELCE) courses. If students are pre-tested with CASAS assessments, they must be post-tested with CASAS assessments. It is recommended that programs administer the appraisal test before administering the appropriate CASAS level assessment.

Appraisal Tests

To obtain the most reliable test results, it is important to administer CASAS' initial placement appraisal test. This assessment gauges the student's reading, listening comprehension, writing, and speaking skills. The appraisal test is to be administered during the student application process to all new AAE students who have never taken a CASAS test.

AAE programs may not use appraisals as pre-tests to measure learner progress. Each CASAS TAM includes specific recommendations regarding which level of pre-test to administer, using the appraisal test score. CASAS provides appraisals for listening comprehension, speaking, and writing. CASAS appraisal tests for English language learners should be administered as follows:

Skill Area	Form 80	eTests® Appraisal /Locator
Reading	✓	✓
Listening	✓	✓
Writing	✓	
Speaking	✓	

CASAS Pre- and Post-Testing Guidelines

CASAS' standardized progress tests designed for English language learners are available to assess learning from beginning literacy and English language acquisition. Test series monitor learning progress, with test difficulty levels ranging from below Level A through Level D. Each test level has alternate test forms parallel in content and difficulty. The test series differ primarily in contextual focus (for example, employability versus general life skills and work skills).

- Life and Work Reading: Use the progress tests (pre- and post) in this reading comprehension series to monitor the progress of your ESL/ELL students. This competency-based series helps to identify the reading skills students need as you prepare them to function successfully in today's society. Students have up to one hour to complete between 24-32 questions.
- Life and Work Listening: The series monitors the progress of ESL/ELL students through pre- and post-testing and helps to identify the listening skills that they need as you prepare them to function in English in today's society. Students have approximately 50 minutes to complete 38 questions.

Selection of the appropriate test series are based on a learner's goals and the instructional focus of the program. The pre-test is administered to the student either during the intake process or within the first 12 attendance hours. All learners, including distance learners, with 12 or more hours of instruction must have a valid CASAS pre-

test for placement into the NRS Federal Tables. Adult literacy providers may find guidance for pre-test and post-test selection in the Next Assigned Test Charts provided by CASAS in the TAM.

If using eTests®, the pre- and post-test selection happens automatically. Student's post-tests are administered at the same level or higher, depending on the learners' pre-test score. If using paper tests, CASAS recommend an alternate test form within the same test series for post-testing. Additionally, the post-test must be given in the same skill area as the pre-test. Programs cannot compare Life and Work Reading to Life and Work Listening to determine learner gains. Pre- and post-tests must be entered into AlaskaJobs where they will be placed into the NRS Federal Reporting Tables.

Administration of CASAS Post-Test Requirements

According to recommendation from the Comprehensive Adult Student Assessment Systems (CASAS), students should be **post-tested** using an alternate form, after approximately 70–100 hours of instruction.

- Programs offering high intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.
- Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other substantial block of instruction, may choose to post-test at the end of the instructional period.
- For programs with a schedule of less than four hours of instruction per week, the post-test can be administered four months after the pre-test. However, the administration of a post-test less than 60 hours after a pre-test is not likely to show valid progress.
- Programs may choose to assess students who indicate they are leaving the program before the scheduled post-test time, to maximize collection of paired test data.
- When giving a post-test for the CASAS Life and Work Series (print version), the test administrator must use an alternate form (e.g. use Level B, Form 83 as the pre-test; then use Level B, Form 84 as the post-test).

It should be noted that according to the publisher a student needs a minimum of 40 hours of instruction to begin to show educational gains. Students may be post-tested in Alaska as soon as **40 hours of instruction** is reached, or prior to reaching 40 hours of instruction if the regional program can show just cause.

Virtual Administration of CASAS Life and Work Series Tests (Remote Testing)

The CASAS Life and Work Reading and Listening Assessments may be administered virtually to students. CASAS Life and Work Series Tests, when administered remotely, must follow as closely as possible the requirements for onsite administration. The following must be taken into account:

- The Test Examiner must be trained and familiar with using CASAS Life and Work Series Tests and eTests
- The Test Examiner must use a supported web conferencing platform and be familiar with the use of that platform. Possible options are Zoom, Webex, Google Meet, Microsoft Teams, Skype, Go-To-Meeting, Blackboard Collaborate.
  - Computer audio and webcam capabilities are required for both Test Examiner and student
  - Headphones are not allowed
- There is a limit of five students for each Web Conferencing Session, as applicable to the assessment.
- All tests and test materials must be kept secure.
- All tests must be proctored.

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Reporting CASAS English as a Second Language Assessments

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

If an AAE Program chooses to give an ESL student both the CASAS and TABE assessments, AlaskaJobs will automatically place the student according to their TABE on the NRS tables.

Correlation of CASAS Scale Scores to NRS Levels			
	CASAS Level	L&W Reading Scale Score Ranges	L&W Listening Scale Score Ranges
ESL Level 1 - Beginning ESL Literacy	A	180 and Below	180 and Below
ESL Level 2 - Low Beginning ESL	A	181-190	181-190
ESL Level 3 - High Beginning ESL	A	191-200	191-199
ESL Level 4 - Low Intermediate ESL	B	201-210	200-209
ESL Level 5 - High Intermediate ESL	B	211-220	210-218
ESL Level 6 - Advanced ESL	C	221-235	219-227
Exit criteria from CASAS:		235 and higher	228 and higher

CASAS Online Resources

- Comprehensive Adult Student Assessment Systems (CASAS) Website
- CASAS Account Creation
- Training and Support Center
  - Online Training
- Testing Guidelines
  - Assessment Accommodations
  - Intake Process - ESL
  - Pre- & Post-Testing
  - Security Policy and Agreement

Remote Testing Resources (Account Required)

- CASAS Remote Testing
- CASAS Remote Testing FAQs
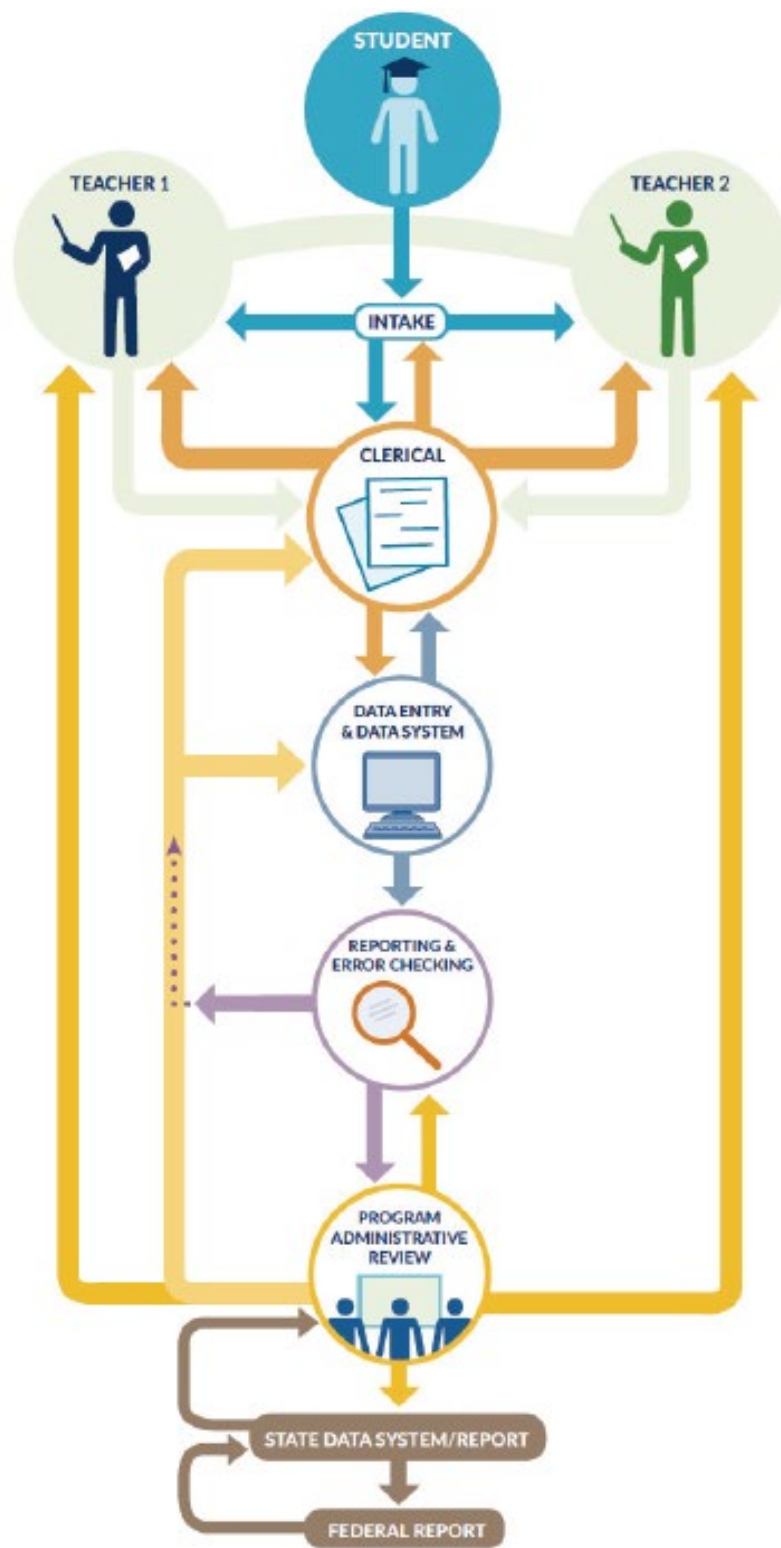- Going Remote Checklist
- Register Testing Station Remotely

Appendix A: WIOA's 13 Considerations

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

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

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

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

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

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

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

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

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

10. whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;

11. whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as childcare, mental health services, and career planning) that are necessary to

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enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

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

13. whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

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Appendix B: Data Collection Model

National Reporting System. Retrieved from https://www.nrsweb.org/policy-data/nrs-ta-guide

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Appendix C: Document Revisions

Section	Revision
Cover Page	Update Cover Page
	Update Program Year
	Remove revision date
	Update OCTAE approval statement: "This assessment manual has been reviewed and approved by the Office of Career, Technical, and Adult Education (OCTAE) for the period from July 1, 2021, through June 30, 2022."
Mission Page	Updated revision date
College & Career Readiness	Remove grade level equivalency
Initial NRS Placement Using Pre-Test Scores	Remove grade level equivalency from example
TABE Online Resources	Remove TABE 11/12 Grade Range Scale Score Guidance
Whole Document	Grammatical edits

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

Teacher Resources and PDF Fillable Documents:
https://alaskajobs.alaska.gov/gsipub/index.asp?pu=1&docid=10521

Professional Development and Mandatory Training:
https://jobs.alaska.gov/aae/professional_development.html