Adult Education and Literacy

Assessment Policy

Program Year 2025-2026

Contents

Preface 3
Introduction 4
Summary and Overview 5
Section 100: General Policies 7
Section 200: Policies for Adult Basic Education (ABE) 10
Section 300: Policies for English as a Second-Language (ESL) 12
Section 400: Data Monitoring and Reporting 14
Section 500: Participant Files 17
Section 600: Special Programs 18
Section 700: Special Populations 20
Section 800: Purchasing Assessments 22
Section 900: Training, Dissemination, and Test Security 23
Section 1000: Distance Education 27
Appendices 31

Preface

The assessment requirements outlined in this document serve a crucial purpose in our educational program. They provide a detailed explanation of the state and local program responsibilities for student assessment, specifically in relation to the National Reporting System (NRS) and state requirements. These requirements guide the use of approved assessments and test administration procedures, which are essential for reporting educational gains in compliance with NRS requirements. Programs must adhere to the assessment requirements identified to provide learners with fair and equitable access to services, identify the need for program improvement, and make consistent judgments about learner placement and advancement.

All adult education and literacy programs funded by the state of Iowa must use the approved test series and forms. Local programs' assessment procedures must follow the publishers' guidelines and the established state requirements. Programs must administer an initial test to all learners within the first 12 hours of instruction. They must follow up with a progress test during the period allowed under state requirements described in this document. Uniform implementation of the assessment procedures outlined is necessary to compare program efforts successfully and will be monitored by the state. Deviance from the requirements and procedures outlined here will be seen as a compliance issue. Please direct questions on assessment requirements and procedures or requests for technical assistance to the Iowa Workforce Development Title II team.

Introduction

The Iowa Assessment Policy guides implementing a comprehensive state and local assessment policy. These policies are consistent with the Office of Career, Technical and Adult Education (OCTAE) and the National Reporting System (NRS). The NRS is the accountability system for the federally funded adult education and literacy program mandated by WIOA, Title II. Iowa's adult education and literacy instructional programs include adult basic education (ABE), English-as-a-Second Language (ESL), and adult secondary education (ASE). The objective of the assessment policy guidelines is to identify key areas that support:

- Selection and use of appropriate assessment instruments.
- Appropriate test administration, scoring, and reporting of test scores.
- Pre- and post-testing after the recommended hours of instructional intervention.
- Certification of level and program completion.
- Appropriate use of tests results to inform instruction and improve programs.
- Reporting valid and reliable assessment results and related information for accountability.
- Staff training and test security requirements for staff that administer the standardized assessments and use the database management system.

Need for an Assessment Policy

Standardized, ongoing assessment of participant progress is essential to ensure that all participants become proficient. To ensure accuracy and consistency, Iowa Workforce Development prescribes that Iowa's adult education and literacy programs use standardized assessments with proven validity, reliability, and are approved for use by the NRS.

- Validity refers to the extent to which the instrument measures what it is intended to measure. To establish the content validity with respect to the requirements of the NRS, there must be evidence that the items/tasks of the instrument measure the skills associated with the educational functioning levels (EFL). More information on EFL can be found in Appendix B of the NRS Technical Assistance Guide.
- Reliability refers to the degree of consistency in performance of an assessment: that is, the extent to which an examinee would be expected to perform similarly across multiple administrations of the instrument or under different conditions.

Standardized assessment data are used to place reportable individuals at appropriate instruction levels; diagnose a reportable individual's strengths and weaknesses; monitor progress; and certify mastery at specific levels of instruction or readiness to exit adult education. In addition, data drives program quality, professional development, and program targets. Uniform implementation of policy allows for program comparison across program years and comparability across programs within the state. Consistent policy ensures standardization.

Purposes for Uses of Assessment

Iowa adult education and literacy (AEL) programs are encouraged to use various assessments to inform instruction. Standardized assessments used to document placement, progress, and level completion are described in detail in subsequent sections of this document. Informal assessments such as instructor-made tests, diagnostic assessments, unit tests, applied performance assessments, and observations are also encouraged to monitor learning and inform ongoing instruction.

Summary and Overview

Appraisal and Locator Tests

An appraisal/locator test helps determine the appropriate pre-test to administer. Web-based locators will be utilized when available in the approved test series. Use web-based locators when available in the approved test series. Encourage the tester to spend no more than one minute per locator question.

Locators may not be used as a pre-test or to measure student progress. Published test administration manuals (TAMs) include specific recommendations about which level of pre-test to administer based on the appraisal test score. Current web-based assessments provide locators for reading, math, and listening. Administer the locator before each standardized assessment. The standardized assessment is used to determine the student's educational functioning level (EFL). Reportable individual placement occurs prior to instructional intervention.

Initial Test / Pre-Test

The initial test/pre-test is the basis for placing a student in an entering instructional program and subsequent EFL. It is the baseline on which programs measure eligible individual learning gains, which is counted as a measurable skill gain under WIOA.

In program year 2025-2026, minimum initial pre-test assessment standards are set at the following:

Instructional Program	Required Minimum Test	CASAS Modalities Available
ESL	2	Reading and Listening
ABE	2	Reading and Math

Processes will be established to ensure that pre-testing occurs to determine if the individual is eligible for Title II-funded programs. Students scoring ABE level 6 without a high school equivalency diploma can be served. However, if they have a diploma, they must score at least one pre-test with ABE level 5 or below to be served with Title II funds. (Adult Education and Literacy Administrative rule 281- 23.5,(260C)). Similarly, a reportable individual must pre-test within an ESL modality level or not have their high school diploma or degree to be served with Title II funds.

Programs are responsible for ensuring that appropriate processes include:

- established orientation times
- a centralized point of intake
- a local program policy that requires pre-testing of all reportable individuals before twelve hours of instruction

Progress/Post-testing

The primary method of measuring skill gain is determined by comparing the initial assessment EFL with the progress test EFL when reassessed using the standardized assessment. It is important to note that if a participant is not progress/post-tested, level completion cannot be adequately determined.

Iowa Adult Education and Literacy Progress Testing by Instructional Program

CASAS Assessment Series	ESL	ABE
STEPS		
Reading	✓	
Listening	✓	
GOALS 2		

Math		✓
Reading*		✓

* Iowa is currently using CASAS reading goals and plans to continue with CASAS Reading Goals 2, pending approval of this assessment by NRS.

Reportable Individual Goals, Instructional Program, Assessment, and Instructional Focus

Adult education and literacy programs will select standardized assessments based on a reportable individual's goals and the instructional focus of the program:

- English-as-a-Second-Language (ESL)
- Basic skills
- High School completion
- Life skills
- Transitions to Postsecondary education or training
- Employability

Upon program entry, the reportable individual will complete enrollment forms, including goal setting. Based on the reportable individual's goals, the program will select the appropriate NRS instructional program, ESL or ABE.

1. Programs will administer the minimum number of assessments based on the appropriate instructional program.
2. Instructional intervention will occur in the area of the lowest scaled score modality. If the reportable individual's goal conflicts with the lowest scaled score modality, instructional intervention will occur in the area supporting the reportable individual's goal. For example, if reportable individual sets a goal of "Improve Basic Skills" and has a documented personal goal of increasing reading fluency, the program would assess in reading and math. To best meet the goal, the program would provide targeted reading instruction. After sufficient hours of instruction, the participant would be progress tested in reading to determine if a level gain has occurred.

Post-Test Match Target for Program Year 2025-2026

Iowa's adult literacy programs are required to have percentage target post-test benchmarks for all enrollees. Iowa has established that programs will post-test a minimum of 65% of all enrollees in program year 2025-2026.

Section 100: General Policies

A. All Iowa AEL programs must ensure that the testing, scoring and reporting protocols detailed in the document are being used.

B. All staff administering a standardized assessment must be trained and certified (frequency is dependent upon the administration requirements of the vendor) in the proper test administration procedures provided by the assessment vendor. (See Section 900).

C. Programs must record all persons trained for each assessment and who conducted the training. Training must include NRS policy, accountability policies, data collection process, definitions of measures and conducting, and interpreting assessments. (The Implementation Training Verification Form documents staff training on standardized assessments.)

D. All programs must complete the Local Program Data Quality Checklist annually and submit the status report to verify that they are following correct processes and procedures regarding NRS data quality standards. Programs must gather required data elements and document them in the state system. Local program data is monitored throughout the year by the Quarterly Data Quality Report and the Quarterly Data Checklist.

E. Programs must administer all assessments to reportable individuals, including Distance Learning learners, in person or remotely by a proctor. Assessments not conducted face-to-face or remotely with a trained test administrator in a secure setting are not allowed for NRS reporting.

F. Any form of assessment not included in the approved list of this document may ONLY be used to inform instruction or achieve goals not specific to level gains. Unapproved assessments cannot be used to document a measurable skill gain in WIOA. For example, Work Keys: Applied Mathematics and Reading for Information, as part of the NCRC credentialing, can no longer be used for placement or progress testing but may be used to help inform instructional needs.

G. Policies for Administering Pre-tests: Programs will administer a locator for guidance on the appropriate pre-test to administer (when available on web-based assessments). The locator may not be used for placement or post-testing. If a locator is not available, programs must use alternative research-based methods to determine the appropriate placement test.

1. Reportable individuals must be pre-tested with two ABE or two ESL-approved standardized assessments prior to receiving 12 hours of adult education and literacy services. If a pre-test cannot be administered, a provisional EFL maybe assigned based on informal assessment methods until an NRS-approved test can be administered. Refer to Appendix B for ELL reportable individuals.
2. As a result of the pre-test, reportable individuals must be placed for instruction according to their lowest educational functioning level (EFL) as determined by scaled scores on the standardized assessment. If a reportable individual has a specific academic goal that differs from the lowest pre-test score, class assignment will occur based on the goal. Programs are encouraged to record progress in all areas in which instruction is provided.
3. If a participant stops out of their instructional program, but is not exited from services, another pre-test is not required. However, if the participant comes back in a new PY, a new pre-test is needed.
4. If a participant exits the program and returns for another period of participation (PoP) in the same program year, no new pre-test is required. However, a new test is required for each PoP per program year.
5. For a PoP that crosses the program year, participants will remain participants. Test scores will be carried forward and hours of instruction are cumulative. Once sufficient hours of instruction between assessments have occurred in the new program year, an additional progress test can be administered (refer to Table of Assessment Guideline). For example, a participant has 20 hours of instruction in the previous program year, remains active, and completes another 20 hours of instruction in the new program year, thereby qualifying for a progress assessment.

Table of Assessment Guidelines

Period of Participation		Program Year		Assessment
New PoP	+	New PY	=	Pre-test is needed, post-test students after 40+ hours of instruction if students are ready
New PoP	+	Same PY	=	Pre-test is not needed, but a test is required before the start of New PY
New PoP	+	Across two PYs	=	Pre-test is not needed for new PY, post-test students after 40+ hours of instruction if students are ready (Please post-test students who have less than 40 hours of instruction before New PY and complete the Assessment Irregularity Form)
Same PoP	+	New PY	=	Pre-test is not needed for new PY

Note: A new test is required for each PoP per program year.

H. Policies for Administering Progress/Post-tests

1. Programs will administer post-tests to a minimum of 65% of participants in all instructional programs, ABE, and ESL using an approved standardized assessment. The program aims to measure skill gains through a progress test for all participants.
2. The same standardized assessment (e.g., CASAS) used for placement must also be used for the progress/post-test and the appropriate form must also be used. (See Section 200: ABE and Section 300: ESL.)
3. Programs will follow the test vendors' guidelines to determine the alternate test form used for progress/post-test. The test form for progress/post-testing will either be in the lowest EFL modality or in the instructional focus area.
4. Sufficient instructional time must occur between tests to ensure valid test results. The vendors' minimum hours required between pre- and progress/post-testing must be strictly followed.
5. Programs must document each of the exceptions it makes to the recommended time frames for administering post-tests. Completed Assessment Irregularity Documentation Forms in Appendix D must be retained in participants' assessment files and must be made available for monitoring purposes. Exceptions should be limited and rare. Excessive exceptions will be considered non-compliant and flagged for a risk assessment.
6. Failure to capturing a progress/post test match when a participant has sufficient hours of instruction reduces a program's ability to demonstrate measurable skill gains.
7. Instructional hours are not carried over from periods of participation or from program year to program year (a continuous PoP across program years is an exception). However, instructional hours can be used from previous PoPs and program years to determine sufficient hours of assessment have been achieved.
8. Standard post-test guidelines suggest participants in adult education and literacy programs be progress/post-tested for summative purposes no more than three times in a period of participation within a program year to demonstrate an Educational Functioning Level (EFL) gain. If subsequent testing is needed to qualify for class advancement, official high school equivalency practice testing or for formative and instructional purposes (**please refer to managed enrollmen**t), the program director or testing administrator may choose to test at the end of a semester, term, quarter, or other substantial block of instruction and can determine if additional testing would be beneficial and not detrimental for participant's progress. Additional post-testing beyond three times must be the least intrusive method to the participant's progress.
9. Programs should administer post-tests, using specified alternate forms, at the end of a semester, term, quarter, or other substantial block of instruction to document measurable skill gains. CASAS recommends assessing after approximately 70-100 hours of instruction.
10. For participants scored at ABE Level 5 in one modality and ABE Level 6 in another modality:

    10.1 Post-tests are unnecessary if the participants pass HiSET® before 40 hours of instruction.

10.2 If the participants have more than 40 hours of instruction but haven't passed HiSET®, post- tests are needed.

Hours of Instruction between Pre-Test and Initial Progress/Post

Assessment Series	Vendor Recommendations
CASAS Life Skills * Life and Work * Reading for Citizenship * GOALS 2	70-100 hours recommended 40 hours minimum CASAS discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is required.

I. Policies for Tracking Test and Attendance Data (See Section 400).

1. All testing data must be entered into the state system.
2. Attendance hours must be entered into the state system at least weekly. Entering daily hours is required. All data should be finalized by the 10th of the month. Hours of instruction include those delivered through approved distance education. (See Section 1000)
3. Programs must consistently use the same method for inputting attendance throughout the year.

J. Policies for Updating Eligible Individual Records (See Section 400)

1. For participants who have no services for more than 90 days, the state system will exit them automatically. For participants who have no services for more than 90 days but with planned services, use "future planned services" to document dates in the state system.

K. Policies for Record Storage (See Section 400)

1. For monitoring purposes, programs must retain test records in paper form or electronic for no less than three years following their exit from the program.
2. The security and confidentiality of records are critical, and therefore, access to stored records must be limited to those staff/faculty required, as documents might contain personally identifiable information.

Section 200: Policies for Adult Basic Education (ABE)

Below are the Federal and State approved assessments for Adult Basic Education for PY 2025-2026.

A. A minimum of **TWO** initial approved standardized assessments must be used for educational functioning level placement. A minimum of **ONE** progress/post-test should be administered.

B. New assessments will only be added at the beginning of the fiscal year. All programs will be notified if new assessments become available and approved for Iowa use.

C. Any unapproved assessment used by a program will prevent a participant from being included in the measurable skill gain for federal reporting.

D. Adult literacy providers may find guidance for pre-test and post-test on the vendor's website or test administration manual. If using eTests, the pre- and post-test selection happens automatically. Participant post-tests are administered at the same level or a higher level, depending on the participants' pre-test scores. CASAS recommends an alternate test form for post-testing. Additionally, the post-test must be in the same content area as the pre-test to allow for a match; that is, programs cannot use a reading pre-test and a math post-test to determine participant gains.

E. Standard post-test guidelines suggest participants in adult education and literacy programs be progress/post-tested for summative purposes no more than three times in a period of participation to demonstrate an Educational Functioning Level (EFL) gain. If subsequent testing is needed to qualify for class advancement, official high school equivalency practice testing, or for formative and instructional purposes, the program director or testing administrator may choose to test at the end of a semester, term, quarter, or other substantial block of instruction and can determine additional testing would be beneficial and not detrimental for participant's progress.

F. Assessments administered by another provider may be requested and transferred to a new provider. Details are in the data specialist handbook.

	Assessment Services	Forms	ABE/ASE
Reading	GOALS	901R-908R	•
Math	GOALS 2	921M-929M	•

NRS ABE Educational Functioning Levels and Series Reading and Math Scale Score Ranges

CASAS assessments are aligned to NRS educational functioning levels and can be used for student placement in appropriate classes and instruction.

Guidelines for Using Scores

Vendor test administration manuals (TAMs) provide charts and guidelines for converting raw scores to scale scores. Iowa's adult education and literacy programs will use these charts as reference points. Scaled score ranges have been subdivided into ranges that correspond to the NRS levels. NRS guidelines prescribe that reportable individuals whose initial assessment places them in different instructional levels (i.e., ABE Level 4 and ABE Level 5) be placed in the area with the lower score. Placement at the lower instructional level should be the basis of determining which progress/post-test to administer. If the reportable individual's goal conflicts with the lowest scaled score modality, instructional intervention will occur in the area supporting the reportable individual's goal. (See Summary and Overview: Progress/Post Testing).

Additional Guidelines for Administering Next Test

The following Appendices provide additional information on administering the next test. For CASAS eTest, the system automatically determines the next test. For those administering the paper version of the CASAS test, please refer to the following resources:

- Appendix A: Assessment Chart for Placement, Progress, and Post Testing ABE
- Appendix C: Recommended Time Frames for Placement and Progress Testing

Section 300: Policies for English as a Second-Language (ESL)

The items below list the Federal and State approved assessments for English as a Second Language for PY 2025-2026.

A. All ESL participants must be placed at the EFL using at least TWO initial approved standardized assessments. A minimum of ONE paired progress/post-test should be administered.

B. New assessments will only be added at the beginning of the fiscal year. All programs will be notified if new assessments become available and approved for Iowa use.

C. For low-level English language learners, follow the guidelines for the initial interview process and oral assessment as detailed in the CASAS Intake Screening Process. For participants with great difficulty, do not test but collect demographic data and enroll in beginning ESL. Provide some classroom or one-on-one instruction, and then give Beginning Literacy Reading as the pre-test.

D. Any unapproved assessment a program uses will prevent participants from being included in the measurable skill gain for federal reporting.

E. The Iowa Adult Education and Literacy staff discourages random and frequent testing as it will not present valid gain scores and could create a practice effect. Instructional intervention between testing periods is necessary to maximize academic gain. All instructors must follow the test publisher's recommended pre- and progress/post-testing timeframe .

F. Iowa's Adult Education and Literacy Program requires that a minimum of 65% of the participants be post-tested.

G. At each level, multiple forms are listed; these are alternate forms for pre- and post-testing. In some instances, an "X" follows a test form number (e.g., 32X). These extended-range tests may be used as an additional post-test within that specified level (for example, 32 and 32X are alternative forms for 31, all at level A). This table lists the appropriate appraisal test(s) to accompany different CASAS test series.

Iowa Adult Education and Literacy Program's Approved ESL Standardized Assessments

CASAS Assessment Series	Forms	ESL
Reading		
STEPS	081-188 621 R-630 R	✓
Reading for Citizenship*	951, 952	✓
Listening		
STEPS	621 L-630 L	✓

NRS ESL Educational Functioning Levels and Series Scale Score Ranges

NRS Levels	CASAS Reading	CASAS Listening
ESL Level 1	183 and below	181 and below
ESL Level 2	184-196	182-191
ESL Level 3	197-206	120-201
ESL Level 4	207-216	202-211
ESL Level 5	217-227	212-221
ESL Level 6	228-238	222-231

Recommended Time per Test

STEPS Listening

CASAS Level	Number of Test Items	Time Per Test
A	33	28 minutes
B	36	45 minutes
C	39	52 minutes
D	39	56 minutes
E	39	38 minutes

Guidelines for Assigning ESL students in Instructional Programs

Follow the procedures outlined in Appendix B: Assessment Chart for Placement, Progress and Post Testing ESL. Individuals scoring 239+ in Reading and 232+ in Listening using CASAS are ineligible for the ESL/ELL and Citizenship designation in the State System. Individuals scoring above that range will be placed in an ABE instructional program.

Guidelines for Using Scores

Vendor test administration manuals (TAMs) provide charts and guidelines for converting raw scores to scale scores. Iowa's adult education and literacy programs will use these charts as reference points. Scaled score ranges have been subdivided into ranges that correspond to the NRS levels. NRS guidelines prescribe that reportable individuals whose initial assessment places them in different instructional levels (i.e., ESL Level 1 and ESL Level 5) be placed in the area with the lower score. Placement at the lower instructional level should be the basis of determining which progress/post-test to administer. If the reportable individual's goal conflicts with the lowest scaled score modality, instructional intervention will occur in the area supporting the goal (see Summary and Overview: Progress/Post Testing).

<u>Additional Guidelines for ESL</u>

For CASAS eTest, the system automatically determines the next test. For those administering the paper version of CASAS test, refer to the following resources or test administration manual:

- Appendix B: Assessment Chart for Placement, Progress and Post-Testing ESL;
- Appendix C: Recommended Time Frames for Placement and Progress Testing

Section 400: Data Monitoring and Reporting

Policies for Data Quality Expectations

Iowa local programs will follow processes to ensure federal reporting requirements are met. The Iowa AEL office will monitor local program databases quarterly to review local program data for compliance issues. The following expectations are included in the review:

- Participant attendance data;
    - Participant attendance data must be entered weekly, and all data should be finalized by the 10th of the following month. Attendance should be entered consistently throughout the year using the Student Daily entry . Distance learning hours can be entered monthly.
- Participant Update Status;
    - For participants who have no services for more than 90 days, the state system will exit them automatically.
    - For participants who have no services for more than 90 days but with planned services, use "future planned services" to document dates in the state system.
- Data reporting;
    - Programs are required to generate and review the data integrity report, monitor NRS tables, and conduct monthly NRS summary audits. Review the data quality check report and data checklist each quarter.
- Testing data;
    - All enrolled participants with more than twelve (12) hours of attendance will have a pre-test score entered in the state system. Pre-test information should be entered in the state system within one week of its administration; this allows an up-to-date check of the program's enrollment at each Educational Functioning Level. All paper-based assessments must be manually entered into the state system. If a local program is utilizing the item-level answer data entry form for CASAS assessments, the scores will automatically transfer to the state system.
    - HiSET® testing data must be entered in for each participant on a monthly basis—the data includes the date for each subtest attempted and whether the participant passed or failed that subtest.
- Demographic data;
    - Programs are required to enter demographic data of reportable individuals and participants. Demographic data includes name, date of birth, gender, race/ethnicity, barriers to employment (all participants should be marked with at least one barrier to employment), personal status entries (e.g.., co-enrollment in Title I, Title III, and Title IV), and special programs. SSN is not required but strongly recommended.

Policies for Security and Confidentiality of Records

As a data matching state, Iowa must comply with the Code of Federal Regulations (CFR) Title 34, Part 99 – Family Educational Rights and Privacy Act. The regulations in 34 CFR §99.31, which were published on December 2, 2011, articulate the specific conditions under which information may be disclosed or shared. As programs collect personally identifiable information (PII), a process must be in place to protect the confidentiality and security of the individuals being served. The following two processes have been approved as policy effective March 2013.

(1) Prior Written Consent (Appendix H)

Educational agencies and postsecondary institutions have greater flexibility in disclosing protected information contained within a reportable individual's educational record if the individual or their parent has provided prior written consent for the disclosure of information. Obtaining prior written consent satisfies all other conditions associated with conducting record matching. Prior consent is established when a reportable individual or parent signs and dates a statement that specifies the records that may be disclosed, states the purpose of the disclosure, and identifies the party to whom disclosure may be made.

(2) Written Agreements—Personal Confidentiality Statement

To limit creation of a procedure that may increase costs and provide less privacy protection, a reasonable method deemed appropriate and within the guidelines offered by Iowa Workforce Development would be a signed written agreement. This agreement would provide assurances from all staff responsible for collecting and reporting personally identifiable information (PII). The written agreement must:

1. Designate the individual as an authorized representative
2. Specify the information to be disclosed and the purpose for using it
3. State that the information, when no longer needed, will be destroyed
4. Establish policies and procedures to protect personally identifiable information (PII) from further disclosure and unauthorized use

Additional Guidelines for Assessment Processes and Data Quality

A. Scale scores must be used to report measurable skill gain. Scale scores are more reliable than grade -level equivalents for comparing achievement over time on the same test.

B. Level completion is determined when the standardized test score meets the highest scale score within each educational functioning initial placement level. Level completion and advancement are determined when a standardized test scale score meets and exceeds the highest score within the educational functioning level of initial placement. See Appendices A, B, and C for NRS descriptions of scaled score level completions for each vendor.

C. If a reportable individual has a secondary credential and scores at least one pre-test with an ABE level 5, they can be enrolled in the adult education and literacy program. However, if the pre-test scores in both modalities are ABE Level 6, the individual would not be eligible and they should not be enrolled in an adult education and literacy program. The individual should be referred to another program for services.

D. Programs will follow test administration protocol regarding scoring. Scores are most reliable when they fall near the middle of the distribution of scores in the corresponding EFL. Scores near the high end of the test indicate the eligible individual may know more than the test level allowed them to demonstrate. Eligible individual with scaled scores at the lower end may give little information about their skills. If the eligible individual is retested, testing must occur before instructional intervention.

Guidelines for Use of Social Security Numbers and Data Match Requirements

The state of Iowa uses data matching as the methodology to follow up on WIOA core measures. The Social Security Number (SSN) of the participant will be the unique identifier used in Iowa to report federally core measures, including, but not limited to, the percentage of participants in unsubsidized employment during the second and fourth quarter after exit from the program; median earnings; and percentage of participants who obtain a postsecondary credential or diploma within one year after exit.

POLICY STATEMENT

AEL programs are to ask all eligible individuals for the required WIOA demographics, including the unique identifier (social security number), during intake. Eligible individuals should have a signed consent form allowing data sharing between WIOA core partners.

The eligible individual's social security number (SSN) is used by the Adult Education and Literacy (AEL) program only for reporting performance required under WIOA. Therefore, accurate SSNs are critical to the success of the data-matching process. Local programs are responsible for checking enrollment information for missing or invalid SSNs and are prohibited from “making up” a SSN. An eligible individual has the option of not providing their SSN; local programs should confirm this is a choice rather than a mistake.

SSNs reported in other educational data systems (e.g., Community MIS system, ETS, Diploma Sender) should also be reported in TE.

Local program personnel should include in the intake process an explanation of how personally identifiable information is used and its importance in demonstrating program performance, as this makes the eligible individual's achievement(s) non-reportable. This can be done by indicating to eligible individuals:

1. The purpose(s) for requesting a social security number
2. The fact that this data is kept confidential
3. Eligible individuals' names and other personal identifiers are not disclosed in the federal reporting process
4. The need to have accurate data for outcome reporting to continued federal support for the program

Section 500: Participant Files

Files help participants and instructors gauge learning and target instruction. Iowa AEL programs will keep up-to-date files. The local program file system may be electronically stored containing scanned original documents. Local programs choosing an electronic filing system are required to ensure records are also stored and backed up within an institutional backup system to prevent record loss.

Programs are responsible for having the following records on file. Optional records are indicated.

- Adult Education and Literacy or English Language Learner Enrollment Forms
- Release Form for 16- and 17-Year-Old Eligible Individuals
- Conduct Form for Adult Education Classes (optional)
- Eligible individual's assessment scores
- Learning Style Inventory (optional)
- Attendance—Sign-in sheets accessible and available to the state upon request
- Participant Competency and Progress Reports (optional)
- Entering Postsecondary/Training or Employment Survey Verification Forms (if applicable)
- Any additional data requested by the state
- IET or workplace literacy participants who made an MSG other than EFL must have required gain documentation (please refer to the data specialist handbook)

Non-secured	**Secured**
Eligible Individual's Name	Personal Identifiable Information demographics
Instructor Name	Standardized Test Scores
Program Name	Release of Information forms
Instructional implications from screenings	Screenings and Inventories (LD screenings and learning style inventories)
Long-term goals and timelines	
Short-term goals and timelines	
Participant work to document progress toward and mastery of standards and benchmarks	

Programs should maintain all required records for three years (current fiscal year and two prior fiscal years). During monitoring, the participants file will be reviewed during monitoring based on a random sampling of current program year files. Missing records could result in a program recommendation or finding. Programs should update files continuously (at least every 90 calendar days) to ensure they are current

Section 600: Special Programs

Populations with special designations need to be coded and entered into the state system. Special designation coding allows for the disaggregation of subsets of eligible individual served in Title II programs. Eligible individuals enrolled with a special designation must be assessed using an approved standardized assessment. Special program designation definitions are listed below. Additional coding information may be found in Section I, General Instructions of the Iowa Data Dictionary.

Jail*: eligible individuals are within a city or county facility designated to confine or rehabilitate criminal offenders.

Community Corrections*: eligible individuals are within a community-based rehabilitation facility or halfway house.

State Corrections*: eligible individuals are within a state correctional institution, such as a prison, jail, reformatory, work farm, detention center, or other similar institution to confine or rehabilitate criminal offenders. To code Special Programs, State corrections refers ONLY to the five Iowa State Correctional Institutions with which community college adult literacy programs have contractual agreements to provide adult education and literacy services with the Iowa Department of Corrections.

***NOTE: According to WIOA Sec. 225—expenditures on all Corrections must not exceed 20% of funds under section 231.**

Homeless Programs: provide instruction designed for homeless adults. A homeless individual lacks a fixed, regular, and adequate residence.

Family Literacy: programs provide parent education, adult education and literacy coursework, and child education**.**

Workplace Education: eligible individuals receive instructional intervention designed to teach specific workplace skills.

Tutoring: eligible individuals are those selected for individualized tutoring services.

Distance Learning: eligible individuals receive at least 51 percent of their instruction delivered via an online platform. Programs offering distance learning must use a state-approved program. (For further information, refer to Section 1000: Distance Education.)

Blended Learning: Instruction is delivered through distance and in-person classroom or tutoring.

Special Needs: eligible individuals with physical or mental impairments who, because of their limitations, cannot succeed without accommodations, special education assistance, or a modified program. Eligible individuals needing accommodations must inform local program staff and provide adequate documentation of need (e.g., medical, psychological, or vocational rehabilitation reports documenting specific condition or need).

Alternative Education (K-12): eligible individuals concurrently enrolled in K-12 and basic skills instruction. This designation would indicate an ineligible Title II participant.

Non-traditional Training: eligible individuals in blended learning environments, including basic skills, postsecondary education, and training.

CBET: designation will be used to indicate a Students Achievement in Reading (STAR) enrolled eligible individual. All STAR-eligible individuals should be ABE Intermediate Educational Functioning Level and instruction must be provided by a certified instructor.

IET: designation will be used to indicate participants concurrently enrolled in adult education, workforce training, and workforce preparation as defined by WIOA.

Carl Perkins: eligible individuals qualify for any economically disadvantaged criteria included in the Strengthening Career and Technical Education for the 21st Century Act of 2018.

PACE: designation will be used to indicate eligible individuals in the Pathways for Academic Career & Employment.

GAP: designation will be used to indicate eligible individuals in the GAP tuition assistance program.

Section 700: Special Populations

Iowa's local adult education and literacy programs are responsible for providing fully accessible services. Accommodations may modify the conditions of administering a test or change the physical presentation of the assessment instrument to compensate for the disability. These accommodations allow the test taker with a disability to demonstrate his or her skills and abilities more accurately than if no modifications were made. In all cases, accommodations must meet the needs of the examinee without changing what the test is intended to measure.

A. Participants with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The request for accommodation should be documented in the participant's file. The documentation must show that the disability interferes with the eligible individual's ability to demonstrate performance on the assessment. This information can come from:

1. the doctor's report
2. the diagnostic assessment from a certified professional
3. other clinical records

B. Local programs should have a Special Learning Needs policy in place. The local program is responsible for coordinating special needs, staff training as needed, reporting, and accountability for all reportable individuals and participants served with special needs. An assigned staff/faculty member should be responsible for sharing current information about learning disabilities, ensuring that they are informed about the availability of accommodations as part of their enrollment process or orientation, and attending state-sponsored training.

C. The accommodations provided in the assessment should be similar to those used during instruction. All documentation of the reportable individual's and participants' needs for specific testing accommodations must be maintained in the individual's file and not revealed without proper authorization as outlined in the Family Educational Rights and Privacy Act (FERPA). Adult Education program staff should work to ensure that records are handled appropriately. Accommodations in testing alter the conditions for administering a test or change the nature of an assessment instrument to allow participants with disabilities to demonstrate their skills and abilities more accurately. Proper accommodations meet the needs of the individuals without changing what a test is intended to measure.

CASAS provides some tests in a format appropriate for individuals with disabilities, such as computer-based tests (CBT) and large-print tests.

- All CASAS test booklets are available in large-print format.
- CBTs are available in reading, math, and listening.

Please contact CASAS for more information on assessment accommodations. Never change a test format locally. Alternate test formats must meet standardized test development procedures.

D. Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities without vendor approval. Test administrators often use these same strategies as test-taking strategies for other individuals who do not have documented disabilities. Reportable individuals may request to take only one test per day or to test in an alternate quiet room. Learners may also use a variety of strategies when they take a test, such as a plain straight-edge ruler, magnifying strips or glass, colored overlays, ear plugs, and other devices as deemed appropriate. Sample accommodations in test administration procedures or environments are shown below. Examples of these accommodations include extended time, supervised breaks, or sign language interpreter for test administration directions only. The accommodations listed are suggestions only. Accommodations are based on the needs of individual learners and not on a disability category. Any testing accommodation must be consistent with documentation in the annual plan, such as an IEP. These strategies do not alter the validity of the test results. The local test administrator does not need to contact the vendor when providing these accommodations.

Disability	Test Administration Procedure
Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, or written language disorder.	Extended time Alternate schedule Frequent breaks Scribe/writer/alternate room
Deaf or hearing-impaired	Sign language interpreter for test directions only
Blind or visually impaired	Magnifier
Mobility impairment	Extended time Alternate site/equipment scribe/writer

E. Using an approved standardized assessment instrument, individual learners assessed with accommodations will be placed in the appropriate instructional program based on their assessment results and their learning goals. All participants with disabilities must have their test, attendance, and other NRS-required data entered into the state system for federal reporting.

F. Accommodated assessments shall be in compliance with the test publisher's guidelines and the Americans with Disabilities Act (Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. §§ 12101-12213 (2000). Additional information from the respective vendors is available here:

- Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities;
- HiSET Test Accommodations

Section 800: Purchasing Assessments

Local programs are authorized to order assessments directly from the test publisher.

Test Vendor Contact Information

Vendor	Contact Information
CASAS	www.casas.org

Testing Materials

Iowa local programs will manage their resources to facilitate the efficient use of Web Test Units (WTUs) through managed intake and detailed orientation processes to determine persistence and retention. Local programs are authorized to purchase electronic web-based assessments directly through the vendor. Funds provided under Section 231 of the Act can be used to buy testing forms or computer-based testing units to assess eligibility and progress testing for achieving a measurable skill gain.

Local programs can purchase Web-Testing Units (WTUs) for $1.70 per unit. They are responsible for tracking their allocations and ensuring that there are sufficient WTUs for their testing administration needs. Unused WTUs will be carried forward.

Section 900: Training, Dissemination, and Test Security

The OCTAE-approved Iowa Assessment Policy will be disseminated to all sub-recipients and core partners who serve participants with low basic skills. Each provider needs to ensure that they are following all the assessment guidelines for pre- and progress testing of participants. The most recent copy of the Assessment Policy Guideline will also be placed on Iowa Workforce Developments' website.

Program coordinators or designees will have the opportunity to be trained annually—time and date for trainings will be emailed to each coordinator. Each coordinator or designee will use the current posted Assessment Policy to provide local staff training. Adherence to correct progress/post-testing protocols is essential to ensure that the test results reflect participant achievement. The training will ensure that all program coordinators and instructional staff are knowledgeable and coherent with the current approved Assessment Policy. As part of the assurances for the grant, programs are committed to ensuring that participants' post-testing does not occur before the publisher's recommended number of instructional hours.

Iowa Training Guidelines

The adult education and literacy state staff, designated state trainers, and local coordinators will collaborate regarding the scheduling and implementation of training in assessment:

1. to ensure accurate use of tests
2. to ensure appropriate interpretation of learner results
3. to maintain the integrity and quality of the assessment process

Plans for disseminating, training, and monitoring the policy include but are not limited to the following:

- Current program coordinators or certified trainers will be trained on Iowa's Assessment Policy Guidelines (APG) by the state adult education and literacy staff. An attendance list of participants for the training (online or face to face) will be maintained. The handouts will be provided for use during local in-service staff meetings and individual training sessions.
- The program coordinators or certified trainers must provide annual training for local program instructional staff directly involved in the use and administration of pre- and progress testing. All new staff directly involved in test administration must be trained within 30 days of their hire date.
- The APG will be posted to the website and will be marked as a draft until the official OCTAE letter is received. All programs will receive notice when the APG it has been federally approved.
- The state adult education and literacy staff will provide ongoing technical assistance Ongoing technical assistance will be provided to ensure APG compliance and program improvement. Additional APG training can be provided as requested by the program coordinator or as state staff identify the need.

Local program coordinators will ensure compliance with the assessment policy by:

1. Offering an annual refresher to all instructors by the program coordinators or certified trainers on the current version of the Assessment Policy Guidelines (APG).
2. Provide access to each instructor to the current APG; and
3. Maintain copies of the date of training, staff attending, agenda, and training materials as required for monitoring.

State adult education and literacy staff will monitor for assessment policy compliance by:

1. Performing ongoing monitoring of data for validation of the Assessment Policy.
2. Maintaining an updated attendance sheet for all local program staff that attends a state Assessment Policy training.
3. Monitoring programs for compliance of the Assessment Policy during technical assistance site visits.

The National Reporting System (NRS)

The National Reporting System (NRS) for adult education is outcome-based. Developed by the U.S. Department of Education: Division of Adult Education and Literacy (USDE: DAEL). The NRS continues a process through which state adult education and literacy programs manage a reporting system demonstrating participant outcomes. Refer to Appendix M for an overview of NRS. The American Institute of Research (AIR) offers specific training on the NRS and posts webinars and archived events on the NRS website. Iowa's adult education and literacy programs are encouraged to know NRS as it is the foundation upon which Federal reporting requirements are defined.

Database Management Training

The state of Iowa offers database professional development opportunities throughout the year to assist programs in ensuring that the data entered meets the NRS guidelines and that the state is complaint with reporting requirements. Registration for trainings must be documented. New adult education and literacy program coordinators may request one-on-one trainings from the Iowa Workforce Development staff. All coordinators are encouraged to attend test administration and database management training associated with Iowa's adult education and literacy to ensure the ability to monitor and evaluate the effectiveness of their local program. Program specific technical assistance related to online assessment, data management, and NRS can be requested through the Request for State TA/Training for AEL Personnel (see Appendices in Adult Education and Literacy Coordinator Handbook). CASAS, TE®'s vendor, provides a detailed instructional manual and online support including training and webinars. This information should be used to support the Iowa-specific training. A Technology Support Team Member can be reached at 1-800-255-1036 (option 2, available 6:00 am-5:00 pm Pacific Time) or by sending an e-mail to techsupport@casas.org. Making contact via this e-mail address alerts a support team to respond as quickly as possible.

Vendor-Specific Assessment Training—Becoming Certified

All adult education and literacy staff must be trained relative to their role in the data management and administration of the assessment instrument related to their program. Guidelines appearing in the publisher's test administration manual must be followed. Follow the related vendor training provided below and provide the related certification required for the Local Program's Extended plan status update as described.

CASAS

The Comprehensive Adult Student Assessment System (CASAS) is a nonprofit organization that focuses on assessment and curriculum development of basic skills for youth and adults. Iowa primarily utilizes the CASAS inventory of placement assessments that are approved for use by OCTAE. Local programs will follow the vendor requirements of having a certified trainer for each program or site to provide training for other instructors/staff in implementation. In addition, each proctor of the paper and e-test assessment must be annually certified. Each staff member involved in data entry for the state system should receive training annually and participate in monthly data specialist meetings. Copies of each certification must be available for site monitoring and upon request.

Five modules specific to the needs of test administrators, instructors, and other staff are now available: Module 1-Implementation Basics, Module 2-CASAS eTests Implementation, Module 3-Paper Test Implementation, Module 4-Test Results and Reports, and Module Remote Testing. Online modules may be accessed at the CASAS website. CASAS requires programs to have a certified trainer before ordering and administering tests. The table below lists the required modules for a coordinator, data specialist, proctor, and instructor by type of testing.

	Coordinator	Data Specialist	Proctor	Instructor
CASAS eTest				
CASAS eTest Module 1 CASAS Implementation Basics	Every 2 years	Every 2 years	Optional	Optional
Module 2-CASAS eTests Implementation	Every 2 years	Every 2 years	Optional	Optional
eTest Coordinator Certification	Every 2 years	Every 2 years	Optional	Recommended
eTest Proctor certification	Optional*	Optional*	Every year	Optional
Module 4 Test Results and Reports	Every 2 years	Every 2 years	Optional	Recommended
Remote testing certification (if provided)	Optional*	Optional*	Every year	
CASAS paper				
Module 1 CASAS Implementation Basics	Every 2 years	Every 2 years	Optional	Optional
Module 3-Paper Test Implementation	Every 2 years	Every 2 years	Optional	Optional
Paper Test Proctor certificate	Optional*	Optional*	Every year	Optional
Module 4 Test Results and Reports	Every 2 years	Every 2 years	Optional	Recommended

*Note: If coordinator or data specialist are administering testing, proctor certification is also required.

Test Administration Manuals (TAM)

Local adult literacy programs will follow the test administration guidelines in the test administration manuals released by test publishers. All local adult literacy programs must maintain copies of TAMs onsite for all assessments. TAMs provide quality control guidelines to ensure proper test utilization, administration, scoring, and interpretation of results.

Test Security Agreements

Iowa Workforce Development requires all state and federal-funded adult education and literacy programs to sign assurances, certifications, and an annual test security agreement in the funding application. This agreement includes the following stipulations:

- The local adult education program coordinator assumes responsibility for safeguarding all assessment materials, including Test Administration Manuals and answer sheets (which contain certain marks or responses).
- All assessment materials are stored in a locked (preferably fireproof) file cabinet accessible to the program coordinator or their designee (s).
- Staff administering assessments should return all materials to the locked cabinet immediately after use.
- All answer sheets and writing samples are treated as confidential until destroyed.
- No duplication of any test form or any portion of any test form is permitted for any reason.
- Inventory information concerning assessment materials will be supplied to the Iowa Workforce Development when requested.
- Programs may not use displays, questions, or answers that appear on any assessment to create materials designed to teach or prepare learners to answer test items. Instead, programs should use instructional resources from test publishers (e.g., Quick Search and other support materials) to link curriculum, assessment, and instruction.

Test Security agreements must be completed and kept on file when required for assessment administration (see Appendix E).

Quality Control Procedures

Quarterly point-in-time snapshots of individual program data is reviewed for monitoring purposes. This procedure will ensure that the Iowa Workforce Development can comply with federal assessment policy guidelines. Program coordinators, data specialists, and authorized personnel (instructors, etc.) can run real-time reports in the state system:

1. to review data accuracy and comprehensiveness;
2. to benchmark attainment by instructor, class, instructional program and agency; and
3. to determine content standards and competency reports to guide instruction.

Coordinators are responsible for reviewing data and verifying their attendance at least monthly, as well as conducting data quality reviews. Local programs are responsible for following the policies outlined in Section 400: Data Monitoring and Reporting.

Section 1000: Distance Education

General Distance Education Requirements

This policy defines distance education for adult basic education programs in Iowa and provides guidelines for programs to report adult learners' distance education hours to the National Reporting System (NRS) using the state-approved data management system. This policy aims to describe the types of activities approved for distance education and outline the requirements and procedures for reporting distance education activities.

Iowa Policy: Adult education programs must follow the steps and processes described in this document to report distance education classes and related attendance into the state approved data management system.

Through the implementation of distance education, adult literacy programs will be able to reach the under-skilled employed and unemployed by offering flexible hours and instruction through various types of media. With various instructional strategies available through distance learning, instructors can engage eligible individuals previously not attracted to traditional classroom delivery. Eligible individuals enrolled in distance education will have the same opportunity as traditional eligible individuals to receive quality instruction through a new delivery system. This section will define distance learners, identify the methods for assigning contact hours and proxy hours, define curricula and materials that may be used at a distance, and specify assessment requirements for distance learners.

Definition of Distance Education

The federal Office of Career, Technical and Adult Education (OCTAE) defines distance education for adult education and literacy programs as follows:

Distance education is a formal learning activity in which participants 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, television broadcasts, computer software, web-based interaction, and other online technologies. Instructors support distance learners through communication via mail, telephone, e-mail, or other web-based technologies or software.

* Completing instructional activities in a computer lab for traditional classes does not qualify as distance education.

Definition of Adult Education and Literacy Learners

- **Traditional Learners:** Participants who receive the majority (51% or higher) of their instruction through conventional face-to-face instruction. Synchronous learning through technology (e.g., Zoom) is regarded as traditional learners.
- **Distance Learners:** Participants who receive a majority of their instruction through distance education services. Asynchronous learning through technology or online learning programs is regarded as distance learning.
- **Blended Learners:** Participants who receive a most of their instruction through traditional face-to-face instruction and also participate in distance education activities. Participants receiving both synchronous and asynchronous learning are blended learners. For NRS reporting purposes, blended learners are classified as traditional learners.

Iowa Policy: A Participant is classified as a distance learner if the majority (51% or higher) of the hours earned in a program year come from distance learning activities. However, a participant's hours in both distance and classroom activities must be reported in the data management system.

Approved Distance Education Curricula

Programs can select from the approved curricula for distance education listed in Appendix L. All master courses developed in CANVAS are approved distance education curricula. Choices should be made according to the level and goals of the distance learner.

If a program wishes to use a different distance education program to be included in NRS reporting, then the provider must request approval using the Distance Education Curriculum Approval Request Form (Appendix K). Requests must be received by November 30 to be included in the following program year's Assessment Policy submitted annually to OCTAE. This request must include a detailed description of the program, as well as any evidence that this program is research-based or evidence from rigorous evaluations that demonstrate the program is appropriate for use with adults. If the curriculum is approved and published in the Assessment Policy, all Title II-funded programs can begin using and counting hours of instruction for distance education effective July 1.

In addition, the requested curriculum should be aligned to the appropriate level and content associated with the College and Career Readiness Standards. An alignment document is available on the DE website to provide evidence of this alignment for the appropriate educational functioning level.

The Adult Education and Literacy (AEL) team reserves the right to reject any request for curriculum approval if it deems the description or evidence of tracking hours to be insufficient. If changes to the curriculum occur during the program year that renders it ineffective in tracking participant progress and hours of instruction, upon review by the AEL team, permission for use might be revoked.

Iowa Policy: Only Iowa Workforce Development approved distance education curricula may be used for reporting distance education activities.

Identifying and Reporting Approved Distance Education Hours

Distance learners must have at least twelve hours of contact with the program before being counted as distance learners for state and federal reporting purposes. These twelve hours must be verifiable and can be a combination of actual contact (in-person classroom, one-on-one, small group instruction, etc.) and contact through telephone, video, teleconference, or online communication, as long as these communications have an instructional focus. Local programs must ensure they have the proper documentation of these twelve hours on file and must enter them into the state system.

• **Contact Hours:** Contact hours are defined as interacting with the participant. Contact hours for distance education learners can be a combination of face-to-face contact and contact by telephone, video, teleconference, or other online communication where participants and program staff can interact and through which learner identity is verifiable. Face-to-face, even synchronous online interaction, includes intake, orientation, assessment, goal setting, counseling, and classroom-based skills training.

The NRS guidelines state that proxy contact hours must be developed using one of three specified models: clock time, instructor verification, or learner mastery. Local programs are required to follow the proxy hour model in Appendix L for each approved curriculum.

• **Proxy Hours:** Proxy hours are defined as the time distance education participants spend engaged in distance education activities, such as using distance education curricula. The hours for each activity are calculated using one of three models:

1. **Clock-time:** This model assigns contact hours based on the elapsed time a learner is connected to and engaged in an online or stand-alone software program that tracks time. The software must provide a mechanism to timeout or log out participants after a preset period of inactivity.
2. **Instructor Verification:** This model assigns a fixed number of hours of credit for each assignment based on the instructor's determination of the extent to which a learner engaged in or completed the assignment. Contact hours for the instructor verification model are determined and established through a study conducted by the local program according to the following plan:
    - Distance learning materials/resources are chosen
    - A sample of classes tracks how long they spend teaching the content on a unit-by-unit basis
    - Average times for each unit are calculated from sample classrooms, and that time is assigned for proxy contact hours for that unit

- Training is conducted for each new set of educational materials added

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

Assessment of Distance Learners

Distance learners must be assessed under the same guidelines as all adult learners in Iowa. Eligible individuals must be pre-tested using NRS-compliant tests (i.e., CASAS). All participants must be post-tested after the appropriate number of hours of instruction specified by the test developer, at the end of the semester, or upon completion of defined curricula.

Iowa Policy: All eligible individuals for adult education and literacy, including distance education participants, must be assessed in accordance with the Iowa Assessment Policy Guidelines.

- All pre- and post-assessments must be administered in a proctored face-to-face or remote setting.
- All eligible individuals should be pre-tested before 12 hours of instruction. If a pre-test cannot be administered, a provisional EFL maybe assigned based on informal assessment methods until an NRS-approved test can be administered. All test takers impacted will be tracked by marking the circumstances.
- Distance education participants are subject to the same post-test instructional hour intervals as traditional learners.

Reporting Distance Learners

As a part of the National Reporting System (NRS), each state is asked to provide information about participants enrolled in Distance Education. Distance learners will be identified in Tables 4C and 5A of the federal reporting tables. Therefore, for the purposes of NRS reporting, a participant may be counted in Distance Education when the following criteria are met:

1. The participant has been appropriately assessed according to Iowa's Assessment Policy. Distance learners must adhere to the same assessment policies as all other participants.
2. To be claimed as a Distance Education participant, the participant must meet the following criteria:
   - The majority (51% or higher) of the participant's attendance hours must be earned outside the traditional classroom via an Iowa-approved distance educational instructional model.
   - In the case of blended learners (participants with attendance hours in traditional and distance education classes), a determination will be made at the end of the program year or upon participant exit. If the majority of their attendance were distance education hours, they would be classified as distance learners.

Iowa Policy: Programs must use the state system to report distance learner activities by setting up distinct classes in the system to track activities. All distance education hours, both contact and proxy, must be documented and recorded in Table 4c.

Implementing Distance Education Curriculum

Each program implementing the state-developed Canvas master courses must meet the following guidelines:

1. Staff are qualified as instructors and shall complete the module Getting Started in the Canvas course
2. Programs will track participant progress and hours of instruction
3. Communication will be maintained with state staff or designated contact if there are concerns or errors in the master courses.

Funding for Distance Education Curriculum

Local adult education and literacy programs are responsible for all expenditures required to implement an approved distance education curriculum successfully. Occasionally, funds from state leadership might be used to subsidize particular distance education curriculum, but this is not an expected annual guarantee.

Appendices

Appendix A: Assessment Chart for Placement, Progress and Post Testing ABE

Appendix B: Assessment Chart for Placement, Progress and Post Testing ESL

Appendix C: Recommended Time Frames for Placement and Progress Testing

Appendix D: Assessment Irregularity Documentation Form

Appendix E: Test Security Policy

Appendix F: Implementation Training Verification Form PY 2023

Appendix G: Local Program Data Quality Checklist

Appendix H: Prior Written Consent

Appendix I: Personal Confidentiality Statement

Appendix J: National Reporting System (NRS) for Adult Education and Literacy

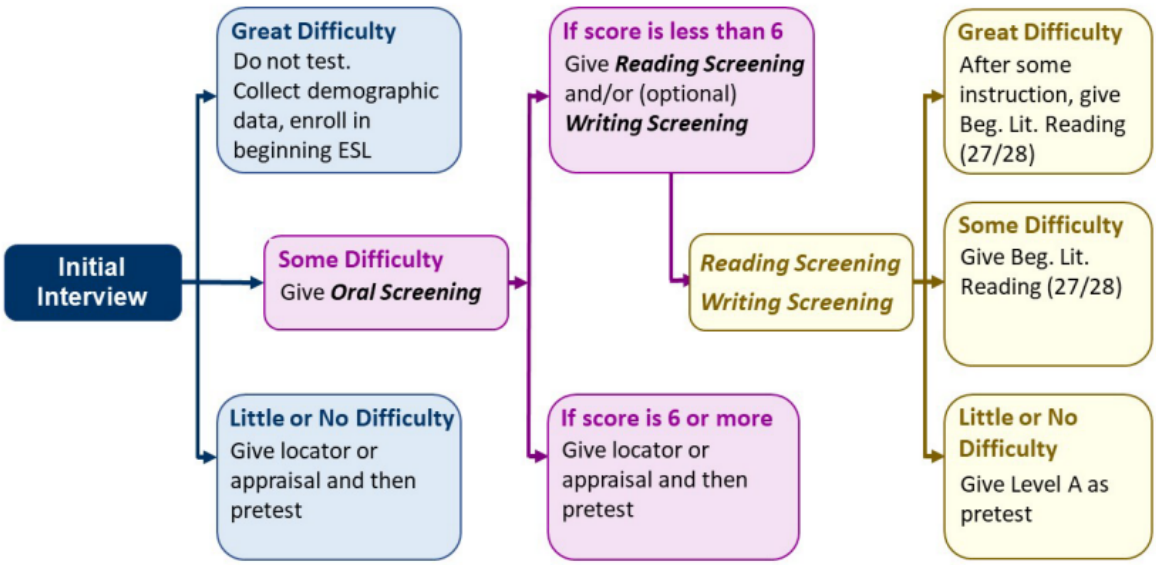
Appendix K: Distance Education Curriculum Approval Request Form

Appendix L: Approved Distance Education Curriculum

Appendix M: Approved Iowa Benchmarks PY 2023

Appendix A: Assessment Chart for Placement, Progress and Post Testing ABE

CASAS Intake Screening Summary



CASAS ABE Intake Process

Guidelines for determining level placement

1

Assess student's basic English language proficiency

- ✓ observe how well the student can fill out forms and perform other writing tasks
- ✓ consider number of years of formal schooling and other information on demographic records
- ✓ administer CASAS writing screening or other writing assessment
- ✓ consider other factors affecting level placement

… then evaluate information and determine next step

Student has difficulty writing name and address and in completing writing sample, or has other significant limitations

Student writes name and address, and produces basic writing sample

2A

Skip the locator or appraisal and administer the five practice items from Beginning Literacy Reading, Form 27, one-on-one.

Results	Test form to administer
→ some difficulty	→ Administer **Form 27** as pretest
→ little or no difficulty	→ Administer **Level A reading** and **math** forms as pretests

2B

Administer the locator or appraisal for reading and math:

- → Locator + pretest, or
- → Appraisal + pretest, or
- → Appraisal (alone)

3

Place student in an instructional level according to the lower of two pretest scores.

- The pretest score serves as the initial point of comparison for progress testing.
- The appraisal score (alone) provides accurate placement information.

Appendix A: Assessment Chart for Placement, Progress and Post Testing ABE

ABE Level 1	ABE Level 2	ABE Level 3	ABE Level 4	ABE Level 5	ABE Level 6
Grade Level Equivalent					
0-1.9	**2-3.9**	**4-5.9**	**6-8.9**	**9-10.9**	**11-12.9**
ABE Scaled Score Ranges for Placement and Completion Life and Work, GOALS					
CASAS Reading: 203 and below Math: 193 and below	**CASAS** Reading: 204-216 Math: 194-203	**CASAS** Reading: 217-227 Math: 204-214	**CASAS** Reading: 228-238 Math: 215-225	**CASAS** Reading:239-248 Math: 226-235	**CASAS** Reading: 249 and above Completion: 256+ Mat: 236 and above
STEPS					
CASAS Reading: 203 and below Math: 193 and below	**CASAS** Reading: 204-216 Math: 194-203	**CASAS** Reading: 217-227 Math: 204-214	**CASAS** Reading: 228-238 Math: 215-225	**CASAS** Reading:239-248 Math: 226-235	**CASAS** Reading: 249 and above Completion: 256+ Mat: 236 and above
GOALS					
CASAS Reading: 203 and below Math: 193 and below	**CASAS** Reading: 204-216 Math: 194-203	**CASAS** Reading: 217-227 Math: 204-214	**CASAS** Reading: 228-238 Math: 215-225	**CASAS** Reading:239-248 Math: 226-235	**CASAS** Reading: 249 and above Completion: 256+ Mat: 236 and above
GOALS 2					
CASAS Reading: 203 and below Math: 193 and below	**CASAS** Reading: 204-216 Math: 194-203	**CASAS** Reading: 217-227 Math: 204-214	**CASAS** Reading: 228-238 Math: 215-225	**CASAS** Reading:239-248 Math: 226-235	**CASAS** Reading: 249 and above Completion: 256+ Mat: 236 and above

Iowa is currently using CASAS reading goals and plans to continue with CASAS Reading Goals 2, pending approval of this assessment by NRS.

Appendix A: Assessment Chart for Placement, Progress and Post Testing ABE

Reading

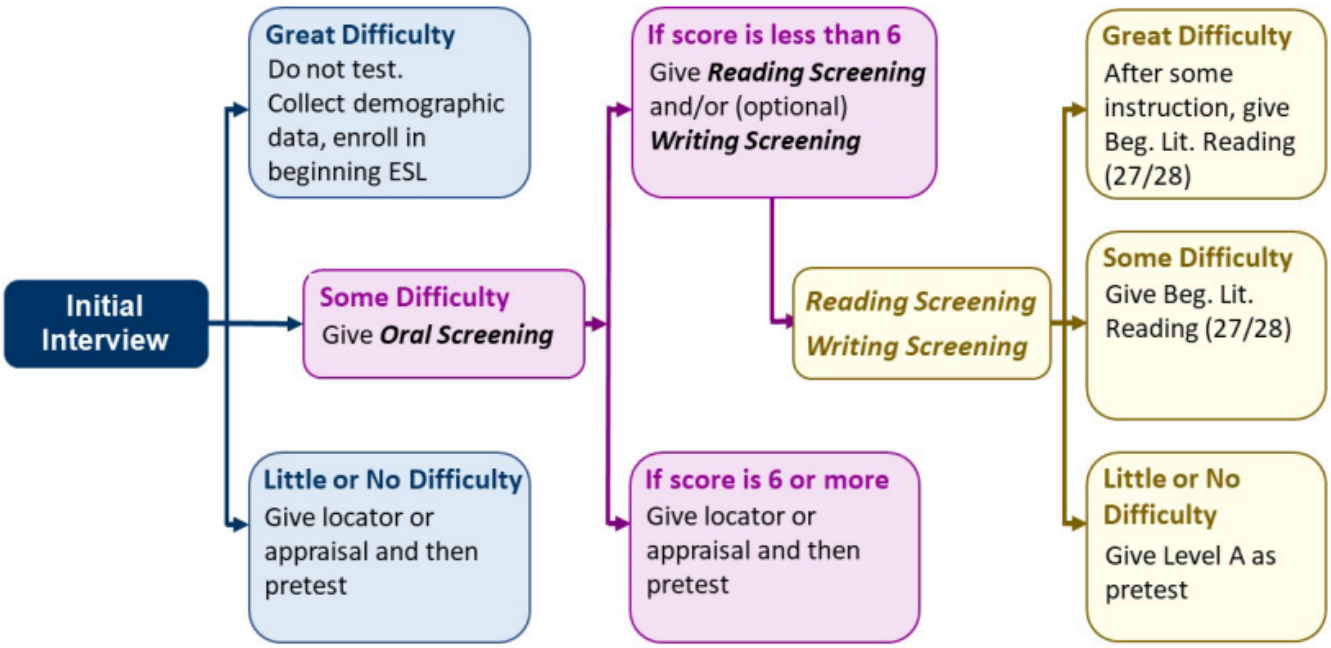
Level	GOALS
Beg. Lit.	901R-902R
A	
AX	
B	903R-904R
BX	
C	905R-906R
D	907R-908R

Math

Level	GOALS
A/B	913M 914M
C/D	917M 918M

Appendix B: Assessment Chart for Placement, Progress and Post Testing ESL

CASAS Intake Screening Summary



CASAS ESL Intake Process

Guidelines for determining level placement

1

Assess student's basic English language proficiency

- ✓ observe how well the student communicates and fills out forms
- ✓ consider number of years of formal schooling and other information on demographic records
- ✓ administer CASAS oral screening or other oral assessment
- ✓ administer CASAS writing screening or other writing assessment
- ✓ consider other factors affecting level placement

… then evaluate information and determine next step

Scores on CASAS Oral Screening and Writing Screening or other factors

Oral Screening	Writing Screening	Other Factors
<6	0-1	poor
<6	1-2	good
6 or more	0-1	poor
6 or more	1-2	good

2A

Skip the locator or appraisal and administer the five practice items from Beginning Literacy Reading, Form 27, one-on-one.

Results	Test form to administer
→ some difficulty	→ Administer **Form 27** as pretest
→ little or no difficulty	→ Administer **Level A reading** and **listening** forms as pretests

2B

Administer the locator or appraisal for reading and listening:

- → Locator + pretest, or
- → Appraisal + pretest, or
- → Appraisal (alone)

3

Place student in an instructional level according to the lower of two pretest scores.

- The pretest score serves as the initial point of comparison for progress testing.
- The appraisal score (alone) provides accurate placement information.

Appendix B: Assessment Chart for Placement, Progress and Post Testing ESL

Progress

Test Forms

CASAS STEPS

Reading

Level	STEPS
A	621R-622R
B	623R-624R
C	625R-626R
D	627R-628R
E	629R-630R

CASAS STEPS Listening

Level	STEPS
A	621L-622L
B	623L-624L
C	625L-626L
D	627L-628L
E	629L-630L

Appendix B: Assessment Chart for Placement, Progress and Post Testing ESL STEPS

Scaled Score Ranges for Placement and Completion

ESL Level 1	ESL Level 2	ESL Level 3	ESL Level 4	ESL Level 5	ESL Level 6
CASAS Life and Work Reading: 183 and below Listening: below 181	CASAS Life and Work Reading: 184-196 Listening: 182-191	CASAS Life and Work Reading: 197-206 Listening: 192-201	CASAS Life and Work Reading: 207-216 Listening: 202-211	CASAS Life and Work Reading: 217-227 Listening: 212-221	CASAS Life and Work Reading: 228-238 Listening: 222-231

ESL Level 1	ESL Level 2	ESL Level 3	ESL Level 4	ESL Level 5	ESL Level 6
CASAS STEPS Reading: 183 and below Listening: below 181	CASAS STEPS Reading: 184-196 Listening: 182-191	CASAS STEPS Reading: 197-206 Listening: 192-201	CASAS STEPS Reading: 207-216 Listening: 202-211	CASAS STEPS Reading: 217-227 Listening: 212-221	CASAS STEPS Reading: 228-238 Listening: 222-231

Appendix C: Recommended Time Frames for Placement and Progress Testing

Assessment	Recommended Time Frame	Contact Information
CASAS	40 hours minimum; 70-100 hours recommended. Allow exceptions for courses with different schedules and intensity; e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses wait longer than the recommended number of hours to post test. 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 block of instruction may choose to progress test at the end of the instructional period. Programs may choose to assess participants who indicate they are leaving the program before the scheduled post-test time to maximize collection of paired test data.	Linda Taylor Director of Assessment Development CASAS 800-255-1036 x186 ltaylor@casas.org www.casas.org

Appendix D: Assessment Irregularity Documentation Form

Adult Education and Literacy
Assessment Irregularity Documentation Form

Adult literacy educators must document reasons for any irregularity occurred with the administering of federally approved assessments as stipulated in *the Iowa Assessment Policy Guidelines*.

This form must be filed with the participants records. During the course of the program year, the state data monitoring will evaluate the percentage of participants testing prior to the recommended hours of instruction and if necessary request to view the participant's records

Instructions: Fill in participant's name and college issued participant identification number (DO NOT USE SSN).

1. Indicate approved exception
2. Complete the instructor section and sign
3. Complete coordinator signature section

Participant Name:_____ **Participant ID#**_____

Assessment Used:_____ **# of Instructional Hours:** _____

Reason(s) for post-assessment exception (check all that apply): Deleting participant records in the state system is expressly prohibited.

✓	Exception Guidelines	Specifics (Circle one or more when applicable)	Time Frame parameters for pre/post or retesting	Program Action Requirements
	Only 1 pre-test administered for the program year	Previous program year/period of participation had two pre-tests & completed one modality and continuing in another		Previous program year must reflect both modalities Documentation must be in electronic or paper file to reflect college tests
	Retest results in an invalid or * score.	Pre test scaled score falls below the accurate score range (<180)	Retest upon participant demonstration of skill increase. eTest Online automatically invalidates * pre-test. eTest Online recognizes the first pre-test in which the participant scores within the accurate range.	Enter into the state system. Keep all assessment records (valid and invalid) in participant file for 3 years. Enter hours of instruction into the state system.
	Pre-test results in a CASAS "Conservative Estimate" or "Diamond" score.	Participant's CASAS scaled scores are above the CASAS accurate scaled score range.	Retest with a higher level assessment before any hours of instruction.	Scan and enter all CASAS assessments in the state system.
	eTests Online Assessment—Inaccurate program action	Personnel scored and saved an incomplete participant assessment (All assessments must be saved without scoring for completion at a later date).	Retest prior to instructional intervention for accurate placement.	Document staff training that occurred to prevent premature scoring of incomplete assessments in eTests Online. (Date, time, training given, instructor signature).
	Participant has more than 12 hours of instruction but less than 40 hours.	Participant leaving prior to 40 hours of instruction Instruction took place over two program years PoP across two program year Tested by accident	Participant must have received a substantial block of instruction in between pre and post tests	Follow other standard post-test guidelines

Instructor Name (please print):_____ **Community College:** _____

Signature:_____ **Date:**_____

Adult Literacy Coordinator's Signature:_____

Appendix E: Test Security Policy

Agency Test Security Policy

To protect the quality and standardization of CASAS assessments, agencies must agree to:

1. Follow all test procedures as required in this Test Security Policy.
2. Secure all CASAS test materials, whether paper-based or computer-delivered, under lock and key except during testing sessions.
3. Ensure that before or after any test administration, all test materials are secure and inaccessible to any non-testing personnel, examinees, or others not responsible for test administration.
4. Remain in the testing room at all times during the testing event and monitor all examinee activity as appropriate and in compliance with test security procedures.
5. Ensure that examinees sit at least three to five feet apart and do not talk or seek help from others during the testing event.
6. Refrain from assisting examinees with test answers on any test before or during the testing event.
7. Refrain from reviewing test questions with examinees after the testing event.
8. Ensure that agency staff members follow all specific testing procedures as stated in CASAS test administration manuals.
9. Disallow use of any CASAS assessments as practice tests or as instructional tools.
10. Advise any agency, school, or testing entity to contact CASAS, and not my agency, with any inquiry about sharing or duplicating CASAS testing materials.
11. Refrain from duplicating or in any way reproducing any testing materials, including but not limited to test booklets, answer keys, answer sheets, and CASAS eTests.
12. Report any violation of this Test Security Policy.

My signature on this document certifies that I have read the above policy, will follow all test administration directions as stated in the CASAS Test Administration Manuals or Test Administration Directions, and agree to abide by all test security procedures.

_____ _____

Signature Date

_____

Print Name

_____

Position/Title

Appendix F: Implementation Training Verification Form PY 2025-2026

Date	Name of Staff	Training Description	Facilitated by Test Publisher, State Staff, or Local Staff (Name)	Delivery-Face to Face, Online, Webinar	Focus Proctor/Coordinator Certification, IT Training, State System Technical Assistance

Appendix G: Local Program Data Quality Checklist—Assessment

Task Description	Information	Assigned to: Instructor, Coordinator or TE® Specialist	Due Date Entry into the state system	Status Not started In Process Complete
Pre tests	NRS approved pre-tests are administered before instructional intervention			
Progress tests	NRS approved alternate forms are administered after appropriate hours of instructional intervention.			
Paired Accurate Progress Tests	Learner is administered progress test resulting in paired accurate scores.			
Learning Gains	Learning gains evaluated and shared with participant.			
Level Completion	Level completions evaluated and shared with participant.			
Program Outcomes	Program outcomes evaluated and discussed with participant at least quarterly and at the end of the program year.			
Table 4 NRS Performance Report	Level completion of participant reflected on Table 4 (all Title II eligibility criteria met).			
HSED Status	Sub-sections of HSED test battery attempted and passed entered into the state system Sub-sections of HSED test battery, modality and date of assessment entered into the state system.			
High School credits earned	Number of credits earned through adult high school diploma program (excludes alternative high school programs in which credits are reported back to the local school district for use to award a diploma through the local school district)			

Appendix G: Local Program Data Quality Checklist—Program Information, Instructional hours and Status

Task Description Intake	Information Required	Assigned to: Instructor, Coordinator or Data Specialist	Due Date Entry into the state system	Status Not Started In Process Complete
Demographics	Name, address, phone, SID, SSN, DOB, Gender, Ethnicity, Race, Native Language, Highest Year of School, School Outside US, Highest Degree or Diploma, Earned outside US			
Goals and Labor Force Status	Primary goal, secondary goal, labor force status			
Special Program Entries	*None*, jail, community corrections, state corrections, homeless program, family literacy, workplace education, tutoring, distance learning, special needs, alternative education (K-12), non-traditional training, EL Civics, Carl Perkins, Even Start, *other*			
Personal Status Entries	TANF, Other public assistance, WIA IB, Rehabilitation, Enrolled in High school/k-12, dislocated worker, veteran, physically disabled, learning disabled, displaced homemaker, single parent, *other*			
Release of Information	Signed and maintained in the Participant File System.			
Prior Written Consent/Follow up Notification	Core measure cohorts—eligible individual is informed at intake that information may be subject to follow-up measurement to determine program outcomes. Eligible individual is informed that information is reported in aggregate form and is not personally identified in publications or reports.			
Postsecondary	Instructor identifies resources within the program and externally for assisting eligible individuals who have identified postsecondary education as a goal.			
Employment Goals	Instructor identifies and shares resources within the program and externally for assisting eligible individuals who have identified employment goals.			
Participant Needs	Includes counseling of participants to identify needs and follow-up throughout the program year.			
Barriers to Employment	Indication of any barriers to employment at entry			

Appendix G: Local Program Data Quality Checklist—Program Information, Instructional hours and Status

Task Description **Intake**	**Information Required**	**Assigned to:** **Instructor, Coordinator or Data Specialist**	**Due Date** **Entry into the state system**	**Status** **Not Started In Process Complete**
Program Information				
Class Enrollment	Eligible individual is enrolled in a class using the first date of attendance.			
Instructor Class Assignment	Instructors assigned to class or classes taught within the program year.			
Program Enrollment	Instructional program (ABE/ASE/ESL) assigned to eligible individual (where date of program entry is equal to the date of assessment)			
Instructional Hours	**Information Required**	**Assigned to:** **Instructor, Coordinator or Data Specialist**	**Due Date** **Entry into the state system**	**Status** **Not Started In Process Complete**
Attendance	Entered attendance hours			

Appendix H: Prior Written Consent

Adult Education and Family Literacy Act

FERPA CONSENT FORM

☐ I, as a participant at a postsecondary educational institution or age 18 years or older, consent to the release of personally identifiable information from my education records; or

☐ I, parent or guardian of a participant at a secondary educational institution under the age of 18, consent to the release of personally identifiable information from the education records of my son/daughter.

I understand that the records to be disclosed include my social security number and other personally identifiable information from my education records. I acknowledge that the purpose of the disclosure is to assist Iowa Workforce Development in obtaining and reporting information concerning the placement and retention of participants in employment as required by section 212 of Title II of the Workforce Innovation and Opportunity Act (WIOA). I understand that the personally identifiable information will be disclosed by the educational institution to other WIOA partners (including but not limited to Iowa Workforce Development, Iowa Vocational Rehabilitation Services, and the Iowa Department for the Blind) and the National Student Clearinghouse. This information may not be re-disclosed to others and will be destroyed as soon as all statistical analysis has been performed, or when the information is no longer needed, whichever date comes first.

I understand that FERPA permits the disclosure of PII from students' education records and that the adult education provider may disclose without obtaining prior written consent of the parents or the eligible student: (1) To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the provider has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1)); and/or (2) To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34.

_____ _____

Signature of Parent or Participant Date

_____

First and Last Name (Printed)

Appendix H: Prior Written Consent (ESPANOL)

Ley de Educación de Educación de Adultos y Familia F
ORMULARIO DE CONSENTIMIENTO FERPA
Adult Education and Family Literacy Act
FERPA CONSENT FORM

Apellido _____ Nombre _____
Nombre Impreso

□ **Yo, un participante asistiendo una institución de educación post-secundaria y mayor de 18 años, otorgo mi consentimiento para la divulgación de información de identificación personal identificable de mi expediente de educación; o**

□ **Yo, un padre o tutor de un participante asistiendo una institución de educación post-secundaria menor de 18 años, otorgo mi consentimiento para la divulgación de información de identificación personal identificable del expediente de mi hijo/ hija.**

Yo, entiendo que los registros divulgados incluyen mi número de seguro social y otra información personal de mis expedientes educativos. Reconozco que el propósito de la revelación es para ayudar al Departamento de Educación de Iowa en el proceso y presentación de información sobre la ubicación y retención de los estudiantes en el empleo como lo requiere la sección 212 Workforce Innovation and Opportunity Act (WIOA). Yo entiendo que la información de identificación personal será compartida con los socios principales de WIOA (Iowa Workforce Development, Iowa Vocational Rehabilitation Services, Iowa Adult Education and Literacy, Department for the Blind) y la National Student Clearinghouse. Esta información no podrá ser divulgada con otros socios y será destruida tan pronto como se haya realizado todos los análisis estadísticos, o cuando ya no se necesite la información, cual fecha ocurra primero.

Entiendo que FERPA permite la divulgación de PII de los registros educativos de los estudiantes y que el proveedor de educación para adultos puede divulgar sin obtener el consentimiento previo por escrito de los padres o del estudiante elegible: (1) A otros funcionarios escolares, incluidos los maestros, dentro de la agencia educativa o institución que la escuela ha determinado que tiene intereses educativos legítimos. Esto incluye contratistas, consultores, voluntarios u otras partes a quienes el proveedor haya subcontratado servicios o funciones institucionales, siempre que se cumplan las condiciones enumeradas en § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) se cumplen. (§99.31(a)(1)); y/o (2) a funcionarios de otra escuela, sistema escolar o institución de educación postsecundaria donde el estudiante busca o tiene la intención de inscribirse, o donde el estudiante ya está inscrito si la divulgación tiene fines relacionados con la inscripción o transferencia del estudiante, sujeto a los requisitos de § 99.34.

_____ _____
Firma del estudiante o padre o participante Fecha

Appendix I: Personal Confidentiality Statement

IOWA'S ADULT EDUCATION AND LITERACY

PERSONAL CONFIDENTIALITY STATEMENT

This form must be completed by the local Adult Education and Literacy (AEL) program coordinator and any AEL or One-Stop Center staff receiving restricted or confidential data from participants in Adult Education and Family Literacy Act funded program as a result of data matches conducted for federal reporting. The data is to be used for the sole purpose of establishing and evaluating state and federal reporting on student performance measures related to gaining and retaining employment, enrolling in postsecondary education and training, and obtaining a High School Equivalency Diploma.

I,_____, am an employee of_____, which understands that in the course of my employment I may have access to confidential information from participants that will be used by Iowa Workforce Development to perform data matching as required by the Adult Education and Family Act, Title II of the *Workforce Innovation and Opportunity Act (WIOA) of 2015.* These records contain personally identifiable and directory information including social security numbers. Information will be shared with WIOA core partners (including but not limited to Iowa Workforce Development, Iowa Vocational Rehabilitation Services, and Iowa Department for the Blind) and the National Student Clearinghouse, and DiplomaSender™ for the purpose of matching core measures. ***No other use will be made of confidential data without a written consent by the participant on file.***

In connection with access to any confidential information furnished by the above, I acknowledge and agree to abide by the terms of the following assurances:

- I will access and use the confidential information only as necessary for the performance of my official job duties and only for the purpose(s) of carrying out the obligations as defined by WIOA reporting requirements.

- I will establish or enforce policies and procedures for safeguarding the confidentiality of such data, including but not limited to staff safeguards, physical safeguards and technical safeguards. Individuals may be civilly or criminally liable for improper disclosure.

- I will store the confidential information only on my employers premises in an area that is physically safe from access by unauthorized persons during duty hours, as well as non-duty hours or when not in use.

- I will process the information and any records created from the information in a manner that will protect confidentiality by direct or indirect means, and in such a way that unauthorized persons cannot retrieve the information by any means.

- I will retain identifiable records only for the period of time required and will then destroy the records. (Data should not be needed once final changes are made in the state system from the last data match for each fiscal year, usually a 21 month period (for example, March 31, 2016 – December 31, 2018).

Appendix I: Personal Confidentiality Statement

I will immediately notify the State AEL Program of *any* suspected or actual violation of confidentiality.

- I will inform the State AEL Program when I no longer need restricted access to data match information provided by participants.

- I have read the above-cited agreement and will comply with the terms, including but not limited to, the following: protecting the confidentiality of my personal access codes (e.g., username, password, etc.); securing computer equipment, memory devices and offices where confidential data may be kept; verifying that individuals requesting access to the data are authorized to receive them; and following procedures for the timely destruction of the data.

- I understand if I violate any confidentiality provisions, my access privileges may immediately be suspended or terminated.

By signing below, I acknowledge that I have read and understand the information about the confidentiality requirements for the data gathered from participants and shared with Iowa Workforce Development, WIOA core partners, and the National Student Clearinghouse, and I will adhere to them. I understand the possible penalties for failure to comply.

Signature:_____Date: _____

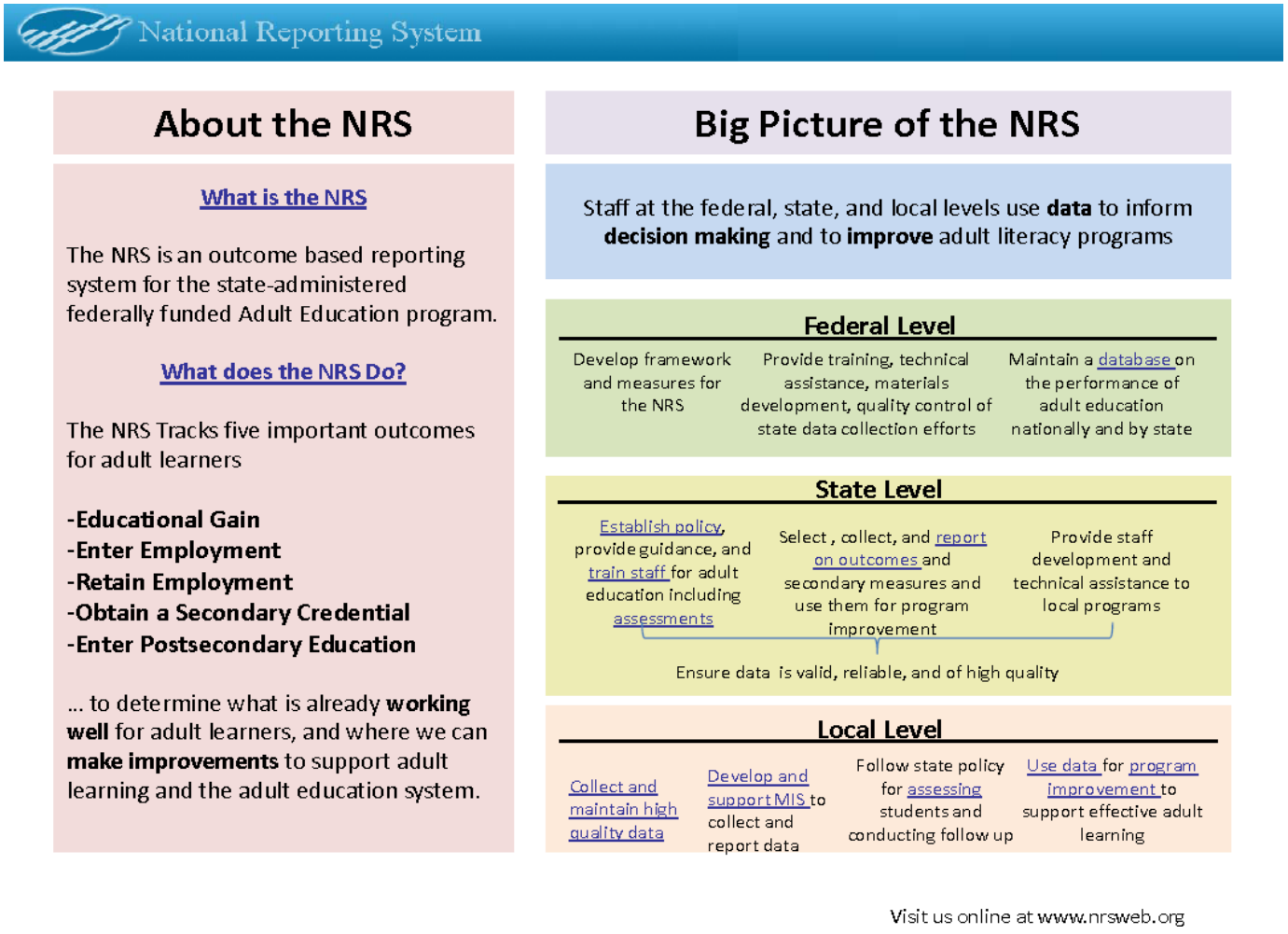
Printed Name/Title: _____

Program Name/Address:_____

Telephone/Fax/Email Address:_____

Please keep the original signed form on file. Documents must be available upon request for monitoring. This agreement should be updated annually.

Appendix J: National Reporting System for Adult Education and Literacy



Appendix K: Distance Education Curriculum Approval Request Form

Each distance education curricula approved for use by Iowa Workforce Development must be produced by a reputable educational publisher, be appropriate for specific adult education populations, provide accommodations for learners with disabilities, align with the College and Career Readiness Standards and have research-based evidence of both reliability and validity. The following is a brief explanation of each category presented.

- *Curricula name*: The full, official name of the curricula
- *Delivery mode*: The media format (s) in which the curricula is delivered: Print, online, video, CD- ROM, or DVD
- *Proxy hour model*: The method used to assign learner proxy hours (i.e., clock-time, instructor validation, learner mastery
- *Criteria for reporting hours*: guidelines for calculating proxy hours
- *Target population*: The adult education population for whom the material is most appropriate
- (e.g., ABE, ESL)
- *Publisher information*: The name and contact information of the publisher or producer of the curricula
- *Description*: A brief description of the content and features

Appendix K: Distance Education Curriculum Approval Request Form

Return to:
Iowa Workforce Development
1000 East Grand
Des Moines, IA 500319

Local Program Requesting Curriculum Approval

Program:_____ **Date:** _____

Name:_____

Email Address:_____ **Phone:**_____

Curriculum Information

Curriculum Name:_____

Delivery mode: (online, print, cd/dvd, etc.): _____

Proxy hour model: (clock, instructor verify, or instructor mastery) _____

Criteria for reporting hours: (include criteria for instructor verify or learner mastery models)

_____

Target population: (ABE, ESL) _____

Publisher Information: (include both postal and electronic contact information)

_____

Description: (Briefly describe the main features of the curriculum and why you recommend it for approval. Include such features as pre- and post-tests, prescriptive lesson assignment, feedback systems, and interface method. Use additional pages if necessary)

_____

_____

_____

_____

_____

_____

_____

_____

In addition to the Approval Request Form, a Standards Alignment to the College and Career Readiness Standards for the content area (Math, Reading, and/or Listening) and target population (ABE/ESL) must be submitted.

Appendix L: Approved Distance Education Curriculum

Name: Acellus Academy

Delivery mode: Online

Proxy hour model: Clock

Criteria for reporting hours: The software keeps track of dates and time when the student is actively using and working on the program.

Target population: ABE 4, 5, and 6

Content Area: Reading, Math

Standard Alignment:

☒ Reading ☒ Math ☐ Listening				
		Tight	Partial	None
ABE Level 1-4/ESL	A	☐	☐	☐
	B	☐	☐	☐
	C	☒	☐	☐
ABE Level 5-6	D	☒	☐	☐
	E	☒	☐	☐

Publisher Information: International Academy of Science

26900 E. Pink Hill Road

Independence, MO 64057 USA

Phone: 816-229-3800 Fax: 816-229-1000

iasacaccounting@science.edu

Description: Standards based course content is available in math, social studies, science, language arts, reading, as well as electives and College. Board Approved advance placement courses. These courses can be deployed by schools as a standalone solution or as a supplement to enhance the teacher instruction. Acellus offers courses that cover a wide spectrum of needs from exceptional learner to honors students.The software has pre and post-test; it will also assign students to courses.

Name: Khan Academy

Delivery mode: Online

Proxy hour model: Clock

Criteria for reporting hours: Teachers and coaches can access all of their students' data.

Target population: ABE Level 1-4, ABE Level 5-6

Content area: Math

Standard Alignment:

☐Reading ☒ Math ☐ Listening				
		Tight	Partial	None
ABE Level 1-4/ESL	A	☐	☒	☐
	B	☐	☒	☐
	C	☐	☒	☐
ABE Level 5-6	D	☐	☐	☐
	E	☐	☐	☐

Publisher information:

Khan Academy

P.O. Box 1630

Mountain View, CA 94042

info@KhanAcademy.org

Description: Students can start at 1 + 1 and work their way into calculus or jump right into whatever topic needs some brushing up. Each problem is randomly generated. If students need a hint, every single problem can be broken down, step-by-step, with one click. If they need more help, they can always watch a related video.

Name: Reading Horizons

Delivery mode: Online

Proxy hour model: Clock

Criteria for reporting hours: System must track time and log out students after preset period ofinactivity

Target population: ABE Level 104/ESL

Content Area: Reading

Standard Alignment:

☒ Reading ☐ Math ☐ Listening				
		Tight	Partial	None
ABE Level 1-4/ESL	A	☐	☒	☐
	B	☐	☒	☐
	C	☐	☐	☒
ABE Level 5-6	D	☐	☒	☐
	E	☐	☒	☐

Publisher information: Reading Horizons

60 North Cutler Drive, Suite 101
North Salt Lake City, UT 84054
Phone: (800) 333-0054

info@readinghorizons.com
http://www.readinghorizons.com

Description: Reading Horizons is a program for early literacy students that require students to individually practice phonics skills. As the student moves through the curriculum, examples and practice exercises are aligned to individual student needs and progress.

Name: Apex Learning

Delivery mode: Online

Proxy hour model: **Clock**

Criteria for reporting hours: System must track time and log out students after preset period ofinactivity

Target population: ABE Level 1-4/ESL

Content Area: Reading, Math

Standard Alignment:

☒ Reading ☐ Math ☐ Listening				
		Tight	Partial	None
ABE Level 1-4/ESL	A	☐	☒	☐
	B	☐	☒	☐
	C	☐	☒	☐
ABE Level 5-6	D	☐	☒	☐
	E	☐	☒	☐
☐ Reading ☒ Math ☐ Listening				
		Tight	Partial	None
ABE/ESL	A	☐	☒	☐
	B	☐	☒	☐
	C	☐	☒	☐
ABE Level 5-6	D	☐	☒	☐
	E	☐	☒	☐

Publisher information Apex Learning

1215 Fourth Ave. Suite 1500

Seattle, WA 98161

Description: Apex Learning provides semester-length and customizable courses for students

working on improving basic skills, as well as those working to earn an adult diploma. Course features allow for mastery-based learning options, where students must reach a pre-determined score level (locally set at 60 to 70% depending on the course) before being allowed to move to additional course material. Information is presented to the student in chunks, rather than requiring them to scroll down the screen. Courses also have audio and video features, where the text can be read aloud for struggling readers.

Name: Edmentum

Delivery mode: Online

Proxy hour model: Clock

Criteria for reporting hours: System must track time and log out students after preset period of inactivity

Target population: ABE Level 1-6

Content Area: Reading, Math

Standard Alignment:

☒Reading ☒Math ☐Listening				
		Tight	Partial	None
ABE/ESL	A	☐	☒	☐
	B	☒	☐	☐
	C	☒	☐	☐
ABE Level 5-6	D	☒	☐	☐
	E	☒	☐	☐

Publisher information

Plato, Inc.

5600 West 83rd Street, Suite 300, 8200 Tower

Bloomington, MN 55437

Phone: (800) 447-5286

paul.osen@edmentum.com

Description:

Pre and post-tests, prescriptive lesson assignments, and feedback systems

including mastery levels are all included. Content includes Pre-HSED, CTE, college entry level and upper levels of the program are being used as a bridge class and career pathways for those who want to test well enough on college entrance exams to avoid placement in developmental coursework.

Name: Burlington English

Delivery mode: Online

Proxy hour model: Clock

Criteria for reporting hours: This online system tracks time and logs out students after preset period of inactivity.

Target population: ABE Level 1-4/ESL

Content Area: Listening

Standard Alignment:

☐Reading ☐ Math ☒ Listening				
		Tight	Partial	None
ABE Level 1-4/ESL	A	☐	☒	☐
	B	☒	☐	☐
	C	☒	☐	☐
ABE Level 5-6	D	☐	☐	☐
	E	☐	☐	☐

Publisher information Burlington English LTD.

15 Costa Paparigopolulou Street
3106 Limassol, Cyprus

Description: BurlingtonEnglish offers a unique program for English language acquisition. It combines face-to-face classroom activities with any time-anywhere access to state-of-the-art online interactive courses. With the BurlingtonEnglish SpeechTrainer®, students effectively improve their pronunciation and comprehensibility, giving them the confidence to communicate successfully in any situation.

Name: Aztec Test Preparation Series

Delivery mode: Online

Proxy hour model: Clock

Criteria for reporting hours: This online system tracks time and logs out students after preset period of inactivity.

Target population: ABE Level 1-4, ABE Level 5-6

Content Area: Reading, Math

Standard Alignment:

☒ Reading	☐ Math	☐ Listening		
		Tight	Partial	None
ABE Level 1-4/ESL	A	☐	☒	☐
	B	☐	☒	☐
	C	☐	☒	☐
ABE Level 5-6	D	☒	☐	☐
	E	☒	☐	☐
☐ Reading	☒ Math	☐ Listening		
		Tight	Partial	None
ABE/ESL	A	☐	☐	☒
	B	☐	☐	☒
	C	☐	☐	☒
ABE Level 5-6	D	☐	☒	☐
	E	☐	☒	☐

Publisher information

Aztec Software

51 Commerce Street

Springfield, NJ 07081

Phone: (973) 258-0011

Description: Aztec Software has completely re-envisioned the relationship between students and curriculum. Using the latest technology to build its TORO LMS™ (Learning Management System), and engaging a team of Common Core specialists to develop and test new academic content, the Aztec Test Preparation Series is uniquely qualified to meet the dynamic needs of the adult education community.

Name: E-Dynamic Learning

Delivery mode: Online

Proxy hour model: Clock, Learning Mastery

Criteria for reporting hours: Teacher can verify through the LMS as well as the student.

Target population: ABE Level 15-6

Content Area: Reading

Standard Alignment:

☒ Reading ☐ Math ☐ Listening				
		Tight	Partial	None
ABE Level 1-4/ESL	A	☐	☐	☐
	B	☐	☐	☐
	C	☐	☐	☐
ABE Level 5-6	D	☐	☐	☐
	E	☒	☐	☐

Publisher information E-Dynamic Learning

101-1865 Dilworth Drive, Suite #510
Kelawna, BC VIY 9TI Canada
scott@edynamiclearning.com

Description: Designed to be semester in length with an equivalency of 1 high school credit. It

is divided into 12 units with a mid-term and final-term assessments as well as a unit quiz. Throughout a unit, there are lessons, interactive web journeys, reflection, project assignments, and threaded forum-based discussion. Also, all lessons content is professionally narrated and available to play alongside of a lesson or be downloaded to listen offline.

Name: Essential Education/HiSET Academy

Delivery mode: Online and Print

Proxy hour model: Clock

Criteria for reporting hours: This online system tracks time and logs out students after preset period of inactivity.

Target population: ABE Leve 1-4, ABE Level 5-6

Content Area: Reading, Math

Standard Alignment:

☒ Reading ☐ Math ☐ Listening				
		Tight	Partial	None
ABE Level 1-4/ESL	A	☐	☐	☐
	B	☐	☒	☐
	C	☒	☐	☐
ABE Level 5-6	D	☒	☐	☐
	E	☒	☐	☐
☐Reading ☒ Math ☐ Listening				
		Tight	Partial	None
ABE Level 1-4/ESL	A	☐	☐	☒
	B	☐	☒	☐
	C	☒	☐	☐
ABE Level 5-6	D	☒	☐	☐
	E	☒	☐	☐

Name: Learning Upgrade

Delivery mode: Online

Proxy hour model: Clock

Criteria for reporting hours: This online system tracks time and logs out students after preset period of inactivity.

Target population: ABE Level 1-4, ABE Level 5-6

Content Area: Reading, Math

Standard Alignment:

☒ Reading		☐ Math		☐ Listening
		Tight	Partial	None
ABE Level 1-4/ESL	A	☒	☐	☐
	B	☒	☐	☐
	C	☒	☐	☐
ABE Level 5-6	D	☒	☐	☐
	E	☒	☐	☐
☐ Reading		☒ Math		☐ Listening
		Tight	Partial	None
ABE Level 1-4/ESL	A	☒	☐	☐
	B	☒	☐	☐
	C	☒	☐	☐
ABE Level 5-6	D	☒	☐	☐
	E	☒	☐	☐

Publisher information New Readers Press

51 Commerce Street

Springfield, NJ 07081

Phone: (973) 258-0011

Description:

Adult Learners will have access to 1,300 interactive lessons in math, English, and digital literacy available 24/7 via web or mobile app. Students are automatically placed at their appropriate levels through use of available placement tests or their instructors can assign content. As they progress through engaging lessons that contain music, games, video, and practice, they'll track progress by lesson, course, and/or subject area. Learning Upgrade will lead to adult learners' achieving level gains.

Name: MindPlay

Delivery mode: Online

Proxy hour model: Clock

Criteria for reporting hours: MindPlay Student Usage Reports detail days/times students actively engage in online learning

Target population: ABE Level 1-4, ABE Level 5-6, ESL

Content Area: Reading, Math

Standard Alignment:

☒ Reading		☐ Math		☐ Listening
		Tight	Partial	None
ABE Level 1-4/ESL	A	☒	☐	☐
	B	☒	☐	☐
	C	☒	☐	☐
ABE Level 5-6	D	☒	☐	☐
	E	☒	☐	☐
☐ Reading		☒ Math		☐ Listening
		Tight	Partial	None
ABE Level 1-4/ESL	A	☒	☐	☐
	B	☒	☐	☐
	C	☒	☐	☐
ABE Level 5-6	D	☒	☐	☐
	E	☒	☐	☐

Publisher information

MindPlay Corporate Headquarters

5151 E. Broadway Blvd., Suite 1403

Tucson, AZ 85711

Phone: (520)-888-1800

Description:

MindPlay is a web-based learning platform. Its innovative technologies, guided by artificial intelligence, incorporate evidence-based reading instruction that individualizes to the specific needs of each learner. Students access MindPlay anywhere, anytime on computers or mobile devices with their assigned login and password. MindPlay Universal Screener (pretest assessments) and follow-up Benchmark Screener assessments every 3 months report learning gains and assign individualized and targeted learning plans. Students are assigned only lessons they need from MindPlay's 126 lessons in 5 Phonics Levels (67 lessons) and 5 Grammar Levels (59 lessons). Post-test assessments and review lessons (if needed) at the completion of each Level assure students' concept mastery. MindPlay presents the structure of English language from letter-sound correspondence to Greek roots and English grammar from nouns and verbs to complex sentence and paragraph structures.

Name: EnGen

Delivery mode: Online (web/mobile)

Proxy hour model: Clock

Criteria for reporting hours: This online system tracks time and logs out students after preset period of inactivity.

Target population: Mainly ESL, ABE/ESL Level 1-4, ABE Level 5-6

Content Area: Reading, Math

Standard Alignment:

☒ Reading		☐ Math		☐ Listening
		Tight	Partial	None
ABE Level 1-4/ESL	A	☒	☐	☐
	B	☒	☐	☐
	C	☒	☐	☐
ABE Level 5-6	D	☒	☐	☐
	E	☒	☐	☐
☐ Reading		☒ Math		☐ Listening
		Tight	Partial	None
ABE Level 1-4/ESL	A	☒	☐	☐
	B	☒	☐	☐
	C	☒	☐	☐
ABE Level 5-6	D	☒	☐	☐
	E	☒	☐	☐

Publisher information

EnGen

7200 Wisconsin Ave, Ste 500

Bethesda, MD 20814

www.getengen.com

Description:

EnGen's mission is to remove English as a barrier to educational and career opportunities for immigrants, refugees, and speakers of other languages in the U.S., using a proprietary online and mobile platform. EnGen supports the needs of New Americans as they are working towards carer and academic credentials. EnGen's adaptive, results-driven approach to language acquisition rapidly provides learners with the integrated language and workforce skills that they need to succeed in career-development programs. Our platform is available on web and mobile devices (iPhone/Android/tablet). Our catalog includes hundreds of integrated career-aligned pathways using real-world content. The platform includes a Proficiency Assessment (reading, listening, integrated grammar) and also each course is composed of units with end of unit assessments. The courses can be used as pre-apprenticeship and prerequisites to CTE training and is a valuable resource for IET and IELCE programs.