

# **New Hampshire Adult Education**

## **National Reporting System (NRS) Assessment and Data Collection Policy**

**Revised July, 2016**

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# **New Hampshire Adult Education National Reporting System (NRS) Assessment and Data Collection Policy Revised July 1, 2016**

## **I. GENERAL INFORMATION**

### **Rationale for the policy**

According to the New Hampshire WIOA Combined State Plan, Title II Adult Education and Family Literacy, eligible agencies providing adult education services shall report on the following core indicators:

- the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
- the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii))\* , during participation in or within 1 year after exit from the program;
- the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
- the indicators of effectiveness in serving employers established pursuant to clause (iv)\*\*.

\* For purposes of clause (i)(IV), or clause (ii)(III) with respect to clause (i)(IV), program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion under such clause only if such participants, in addition to obtaining such diploma or its recognized equivalent, have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within 1 year after exit from the program.

\*\* Prior to the commencement of the second full program year after the date of enactment of this Act, for purposes of clauses (i)(VI), or clause (ii)(III) with respect to clause (i)(IV), the Secretary of Labor and the Secretary of Education, after consultation with the representatives described in paragraph (4)(B), shall jointly develop and establish, for purposes of this subparagraph, 1 or more primary indicators of performance that indicate the effectiveness of the core programs in serving employers.

The information below is provided as policy guidance for adult education program personnel as they carry out their responsibilities for assessment and data collection.

## **Collection of data**

Background information: A database, Adult Ed-Final, was developed for the Bureau of Adult Education by the New Hampshire Department of Education Office of Information Technology in 2001. At the request of local directors, it was based on MS Access. Subsequently the New Hampshire Adult Education database has been revised in 2004, in 2006, in 2008, and most recently in 2012. Each time the revisions have taken into account current federal requirements and recommendations from a voluntary advisory group of local directors and local program staff. The 2008 revisions also responded to requirements of the federal review completed in 2007.

Early versions of the NH Adult Education database were made available to all local programs on CD's for the purpose of collecting participant data and generating National Reporting System Tables 1 through 6, Table 4A, and Table 10. In early, 2010, the NH Bureau of Education began work with the NH Office of Information Technology to develop a web-based reporting system. Twelve local center representatives participated as an advisory group, working with IT representatives to make suggestions about how the data system can be useful for local program improvement while also meeting NRS reporting requirements.

All adult education programs are required to use the web-based system, which continues to be worked on updating the system to comply with National Reporting System changes effective on July 1, 2012. Changes include the addition of fields to collect information on student educational attainment prior to entry, teacher certification and experience and full or part-time status. There are also changes that allow the automatic assignment of follow-up cohorts based on the appropriate student status, i.e., students with high school credentials are assigned to the post-secondary cohort.

In the light of the passage of WIOA and the release of the Final Rules, as well as the release of the new NRS Tables in 2016, the Bureau is working to either overhaul the current system or invest in a new system by July 1, 2017. The goal is to ensure that New Hampshire has a mechanism to adequately collect the data required without creating additional administrative burdens on local programs.

The data system requires quarterly certification by local directors and allows state office personnel to view reports and entries throughout the program year. Local centers will collect data as outlined in the Student Information Form. (APPENDIX 1)

## **II. ASSESSMENT**

### **General assessment structure and policies**

*The following standardized assessments may be used to pre-test and post-test participants in New Hampshire adult education programs for the purpose of accountability:*

- For Basic Education levels

- Test of Adult Basic Education (TABE 9-10)—Reading and Math
- CASAS test—Reading and Math
- For Adult Secondary Education levels—one of the following
  - TABE for learners enrolled in Adult Basic Education—Reading and Math
  - Number of high school Carnegie units earned for students enrolled in adult high school diploma programs
- For English as a Second Language levels—one of the following
  - CASAS L & W listening test
  - CASAS reading test
  - BEST Literacy test

### **Assessment procedures**

#### **Testing must be conducted according to test developer directions:**

- Assessment tests, including the TABE, the CASAS, and BEST Literacy must be administered according to directions provided by test distributors.
- Different forms of the same test must be used for pre-testing and post-testing.

### **Further guidelines for assessment**

- TABE testing.
  - A locator test should be used in order to determine the correct level.
  - Alternate forms must be used for pre- and post-testing.
  - The Survey or Complete Battery format may be used.
  - Directions in the TABE Test Directions Manual should be followed.
- CASAS testing
  - CASAS tests should be given only by staff members who have received CASAS training.
  - Administration instructions should be followed.
- BEST Literacy
  - The BEST Literacy should be administered according to directions in the BEST manual.
  - CASAS is preferred for ESOL testing, but BEST Literacy may be substituted in small programs with few ESOL students where staff members have not yet received CASAS training.

### **Time periods for conducting pre-tests and post-tests**

- 100 per cent of new participants should be pre-tested within four weeks of enrollment or 12 hours of instruction.

*Program personnel may use their best judgment about exactly when to administer pre-tests, taking into account the importance of gathering pre-test information in a timely fashion AND the importance of making new participants feel comfortable and welcome on their initial visit.*

- Learners should be post-tested after the appropriate hours of instruction indicated by test publishers (currently 70 for CASAS and 50-60 for TABE), but some exceptions are permitted under the following conditions:
  - The learner is a participant in a program which does not offer sufficient hours for him/her to attain the minimum required hours during the school year, but in the teacher's judgment the learner has made sufficient progress to warrant post-testing.
  - The learner joined an open-entry program too late in the year to attain the recommended hours, but in the teacher's judgment the learner has made sufficient progress to warrant post-testing.
  - The learner notified the adult education staff that he/she is leaving the program—because of moving, work schedule, or another personal reason—before attaining the minimum required hours, but in the teacher's judgment the learner has made sufficient progress to warrant post-testing.
- If post-tests are administered **early** under one of the waiver exceptions, the adult education center should document the exception by checking a waiver reason from a drop-down menu on the student's enrollment page.
- At least 68 per cent of participants should be post-tested.
- In order to report a learner on NRS Tables 4, 4B, 4C and 10 as "Achieved at least one Educational Function Level Gain", the adult education program must have pre-test and post-test documentation on file, with two exceptions.
  - An ABE student with pre-test documentation and evidence of passing high school equivalency tests leading to a certificate of high school equivalency may be reported as a completer.
  - Students in the adult high school program are placed on the basis of high school credits and are not reported on NRS Table 4B as post-tested students.
- A student who has "stopped out" of the program for more than one year should be assessed with a new pre-test.
- For continuing participants, the post-test score at the end of one program year may be used as the pre-test score for the next school year.

### **Training for assessment**

Training on appropriate procedures for TABE, BEST, and CASAS assessments will be made available to all local program personnel by the Bureau of Adult Education. Training on TABE tests will be given by the state staff development consultant. Training on the BEST test will be given by the ESOL mentor teacher or by the staff development consultant. Training on CASAS testing will be given by a national CASAS trainer or completed through an online training program made available by CASAS.

### **Guidance on tests and placement for special populations**

Programs should follow Americans with Disabilities Act (ADA) guidance, including the following: "Programs serving adults with disabilities must consider the following accommodations and adjustments on a case-by-case basis: providing informational materials in alternative formats, modifying assessment techniques to meet the needs of

individuals with disabilities, extending the time permitted for an individual with a disability to complete specific program requirements.”

Programs giving assessment tests such as CASAS or TABE should follow appropriate directions for accommodations provided in test administration manuals. For example, TABE specifies that Level 1 accommodations such as testing in an individual setting may be given at the discretion of the local program. Accommodations expected to impact test results, such as use of a calculator on a math test or extra time on a reading test, should be provided only for those students who disclose a disability and who provide documentation in the form of an IEP or information from an appropriate diagnostician such as a medical doctor or a psychologist specifying the accommodations that are necessary.

Programs using CASAS may administer L & W Listening and/or Reading tests and a student who scores at different levels on the two tests will be placed at the lower EFL level. Programs that receive permission to use BEST Literacy (generally small programs with few ESOL students who do not yet have a CASAS-trained staff member) must be aware that they cannot use BEST Literacy to show completion of Advanced ESL.

Participants in Basic Education should be tested on sections of the TABE test appropriate for their goals. Most learners will be assessed on math and reading sections of the TABE. When levels vary, the participant will be placed at the lower of the two levels. In some cases it may be appropriate to test a student in just one area. For example, a learner who comes to the Basic Education program for the express purpose of improving his/her reading may be given only the TABE reading test and placed according to the results.



**Score ranges**

**The following score ranges will be used to determine participants’ educational functioning levels (EFL) for placement and for reporting gains.**

<b><i>Educational Functioning Level</i></b>	<b><i>Test</i></b>	<b><i>Score range</i></b>
<b>ABE Level 1 ABE Beginning Literacy</b>	TABE	0 - 1.9 grade level
	CASAS reading, math	200 and below
<b>ABE Level 2 Beginning Basic Education</b>	TABE	2 - 3.9 grade level
	CASAS reading, math	201 - 210
<b>ABE Level 3 Low Intermediate Basic Education</b>	TABE	4 - 5.9 grade level
	CASAS reading, math	211 - 220
<b>ABE Level 4 High Intermediate Basic Education</b>	TABE	6 - 8.9 grade level
	CASAS reading, math	221 - 235
<b>ABE Level 5 Low Adult Secondary Education</b>	TABE	9 - 10.9 grade level
	CASAS reading, math	236 - 245
	Adult high school credits	0 to 17 NH high school credits
<b>ABE Level 6 High Adult Secondary Education</b>	TABE	11 to 12 grade level
	CASAS reading, math	246 and above
	Adult high school credits	18 or more NH high school credits but has not yet met local graduation requirements
<b>ESL Level 1 ESL Literacy</b>	CASAS reading	180 and below
	CASAS L & W Listening	162-180
	BEST Literacy	0 - 20 (SPL 0 - 1)
<b>ESL Level 2 Low Beginning ESL</b>	CASAS reading	181 - 190
	CASAS L & W Listening	181-189
	BEST Literacy	21 - 52 (SPL 2)
<b>ESL Level 3 High Beginning ESL</b>	CASAS reading	191 - 200
	CASAS L & W Listening	190-199
	BEST Literacy	53 - 63 (SPL 3)
<b>ESL Level 4 Low Intermediate ESL</b>	CASAS reading	201 - 210
	CASAS L & W Listening	200-209
	BEST Literacy	64 - 67 (SPL 4)
<b>ESL Level 5 High Intermediate ESL</b>	CASAS reading	211 - 220
	CASAS L & W Listening	210-218
	BEST Literacy	68 - 75 (SPL 5)
<b>ESL Level 6 Advanced ESL</b> <i>CASAS scores above Advanced limits may be used to demonstrate completion of Advanced ESL.</i>	CASAS reading	221 -235
	CASAS L & W Listening	219 - 227
	BEST Literacy	76 - 78 (SPL 6)

*Updated 8/8/2016*

### **Unacceptable methods of assessment for Educational Functioning Level (EFL) placement**

- **EFL** placement must be determined by the assessments specified above. Placement cannot be determined by informal testing or teacher observation or based on years of previous schooling.
- Neither the official HiSET Tests nor the GED or HiSET Practice Tests can be used to determine EFL, with the sole exception that passing the high school equivalency test battery with scores that merit a Certificate of High School Equivalency can be used as evidence that a participant has completed EFL ABE Level 6 -Adult Secondary Education High.
- The TOEFL test cannot be used to determine EFL.
- College entrance tests cannot be used to determine EFL.

### **Difference between assessment for NRS and assessment for instruction**

Only approved tests can be used to obtain pre-test and post-test scores for NRS reporting of Educational Functioning Levels. However, it is appropriate and desirable to use many forms of assessment, including teacher observation and informal skills checklists, for instructional purposes.

For example, a teacher may use TABE Reading Test results to identify a learner's reading comprehension level, but he/she should supplement the TABE with short classroom assessments of the student's vocabulary, fluency, and phonetic skills in order to determine the learner's needs for reading improvement and the best strategies for instruction.

### III. STUDENT HOURS

#### Procedures for recording student contact hours

- Teachers and tutors must keep daily attendance records of student attendance in order to be able to report student hours to local program administrators.
- Student contact hours should count only instructional time, which may include the following activities:
  - Time in class
  - Time with a tutor
  - Time in a learning lab
  - Time spend on assessment for the purpose of program placement or determination of progress (determining EFL level) and/or for the purpose of informing instruction (diagnostic activities or demonstrations of competency in skills being taught in class, for example)
  - See below for documenting distance learning hours
- Student contact hours may not include assessment time not directly related to instruction. For example, time spent taking the official HiSET Tests may not be counted.

### IV. DISTANCE LEARNERS

#### Definition of Distance Learners

The US Department of Education, Office of Career & Technical & Adult Education (OCTAE) defines distance education for adult basic education programs as follows:

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

#### Definitions for Distance Education

**Traditional Adult Education Learners** – Students who receive the majority of their instruction through traditional face-to-face instruction

**Distance Learners** – Students who receive more than 60% of their instruction through distance learning.

**Clock Time Model-** Proxy contact hours are assigned based on the elapsed time that a learner is connected to, or engaged in an online or standalone software program that tracks time.

**Procedure for documenting Distance Education hours:**

- Programs can count a student only once for NRS reporting, either as a distance learner or traditional classroom learner.
- Students using distance education are enrolled in both a traditional class and a designated distance-learning class in the database.
- Traditional class hours are entered based on actual face-to-face contact hours as described in Section III.
- Distance learning hours are entered as proxy contact hours using a Clock Time Model (See definition above).
- Adult Diploma Programs may choose to designate a class as online by indicating the software name in the title of the class.
- At the end of the year, the student will be designated as a “traditional learner” or a “distance education learner” based on the criteria established for distance learners (more than 60% of hours are in distance education)

**Assessment for Distance Education students:**

- Distance education students must be assessed under the same guidelines as all other New Hampshire adult education students (See Section II).
- Students must be pre- and post-tested in a **face-to-face** setting with a trained test administrator.
- Distance Education students are subject to the same post-test instructional time periods as traditional learners.

**Other considerations for Distance Education**

- Students in distance education must have at least 12 hours of contact with the program before they are counted for federal reporting purposes.
- All students are required to work with a teacher/tutor. This may include face-to-face instruction; online guided study through email or webchats; and phone calls providing assessment or progress checks, and other activities that facilitate learning. At no time shall any student be taught through distance education only.

**Distance Learning Curricula**

New Hampshire does not mandate specific curricula, however, programs are to use curricula that are research-based, rigorous and aligned with the College & Career Readiness Standards.

An acceptable program must have a built-in component that records student time on task for the purposes of tracking instructional hours. Examples of acceptable programs are Plato,

Odysseyware, Khan Academy, and Aztec.

## **V. FOLLOW-UP ON STUDENT COHORTS (PY 2016 Only)**

Due to the release of WIOA Final Rules on June 30, 2016, there have been some significant changes to the Follow Up Cohorts and the timeframes for contacting former students. For Program Year 2016, the following cohorts and the Contact Logs in Appendix 2 will be in effect. Please note that these are the same as used in previous years.

For Program Year 2017, see Section VI.

### **Assignment of cohorts**

The New Hampshire Adult Education Data System is designed to assign cohorts automatically based on student status data, according to the following criteria:

#### **Employment cohort**

- All students who are unemployed at the time of enrollment

#### **Retain employment cohort**

- All students who are employed at the time of enrollment
- All students who were unemployed and who become employed during the program year

#### **High School Equivalency cohort**

- All students who complete taking all five HiSET subject tests or who complete all sections of any state-approved high school equivalency test (students who test in another state, for example, with GED or TASC tests)

#### **Diploma cohort**

- All students in the adult high school program who are at the Adult Secondary Education level at the time of enrollment

#### **Postsecondary cohort**

- All students whose prior education is at high school equivalency or high school level or higher at the time of enrollment
- All students who attain a diploma or high school equivalency certificate during the program year
- All students who are enrolled in a class specifically for the purpose of college transitions

### **Collecting follow-up information**

Follow-up will be conducted for all students assigned to one or more cohorts who also meet the following criteria:

- They are at least 18 years of age.

- They have attended the program in which they are enrolled for 12 or more hours during the program year.
- They have exited the program before the end of the program year OR they have attended during the program year but did not re-enroll in the program by October 31st of the next program year.
- For postsecondary cohorts only, they were assigned to the postsecondary cohort during the previous program year and had not yet enrolled in postsecondary education by the end of that year's reporting period (October 31<sup>st</sup>).

Adult education programs in New Hampshire do not have adequate numbers for a sampling approach. New Hampshire also prohibits data matching using Social Security numbers.

Therefore, follow-up for employment, high school equivalency, and diploma cohorts will be conducted by surveying the eligible students in each cohort. The expectation is that follow-up information will be sought for every learner identified in a cohort and meeting the criteria above. All programs are required to maintain contact logs recording follow-up attempts and contacts for a minimum of three years. A sample log is shown in [APPENDIX 2](#).

Programs may collect follow-up information in a variety of ways, including the following:

*From learner self-reports to a staff member*

- Staff members often hear from learners who accomplish their goals.
- For example, a learner with the goal of entering employment may contact his former teacher to report that he has gotten a job. A graduate who wishes to enter college may call the program counselor to share the good news when she enrolls in a post-secondary program.
- All staff members should be asked to report follow-up information to the program representative in charge of collecting data for NRS reports.

*From program records*

- Adult high school programs maintain transcripts for each participant. They will be able to report on learners who earn a high school diploma.
- Refugee Resettlement programs maintain employment case records for their clients, and these may be used for employment follow-up for clients enrolled in the programs' ESOL classes.

*From High School Equivalency Testing Centers*

- Programs should provide release forms for learners who take the HiSET Tests at local testing centers so that examiners can report the names of successful passers to the adult education data collector.

*From follow-up surveys conducted by program staff*

- Learners may be surveyed by telephone, email, or by postal mail.
- If learners are surveyed by telephone, those who are not home on the first contact should be called twice more at different times of day.
- Programs should use (or may adapt) the suggested survey questionnaire included in *Measures and Methods for the National Reporting System for Adult Education*. ([APPENDIX 4](#))

## **Postsecondary data**

To determine postsecondary enrollment, New Hampshire will use data matching with the National Student Clearinghouse. A file with the names and dates of birth of eligible learners will be sent to the Clearinghouse to determine which students have enrolled. The data is then automatically updated for those who have entered postsecondary education.

## **Schedule for submitting survey data to the state**

Follow-up survey data must be collected and entered into the NH Adult Education data system on the following schedule:

- Employment cohort data to be collected on the quarter after program exit (Employment 2<sup>nd</sup> Quarter)
- Retained employment cohort data to be collected three quarters after program exit (Employment 4<sup>th</sup> Quarter)
- High school equivalency cohort data to be collected by December 1<sup>st</sup> following the end of the program year
- Diploma cohort data to be collected by December 1<sup>st</sup> following the end of the program year
- Postsecondary cohort data for Year 1 to be collected by December 1<sup>st</sup> following the end of the program year
- Postsecondary cohort data for Year 2 to be collected by December 1<sup>st</sup> following the end of the program year

## **VI. FOLLOW-UP ON STUDENT COHORTS (PY 2017 Only)**

Follow Up surveys for students exiting the program between 7/1/2016 and 6/30/2017 will be collected and compiled by hand through a process to be determined at a later date.

Adult education programs in New Hampshire do not have adequate numbers for a sampling approach. New Hampshire also prohibits data matching using Social Security numbers.

Therefore, follow-up for employment, high school equivalency, and diploma cohorts will be conducted by surveying the eligible students in each cohort. The expectation is that follow-up information will be sought for every learner identified in a cohort and meeting the criteria below. All programs are required to maintain contact logs recording follow-up attempts and contacts for a minimum of three years. A sample log is shown in [APPENDIX 3](#).

Follow-up will be conducted for all students assigned to one or more cohorts who also meet the following criteria:

- They are at least 18 years of age.
- They have attended the program in which they are enrolled for 12 or more hours during the program year.
- They have exited the program before the end of the program year (June 30)

Programs may collect follow-up information in a variety of ways, including the following:

*From learner self-reports to a staff member*

- Staff members often hear from learners who accomplish their goals.
- For example, a learner with the goal of entering employment may contact his former teacher to report that he has gotten a job. A graduate who wishes to enter college may call the program counselor to share the good news when she enrolls in a post-secondary program.
- All staff members should be asked to report follow-up information to the program representative in charge of collecting data for NRS reports.

*From program records*

- Adult high school programs maintain transcripts for each participant. They will be able to report on learners who earn a high school diploma.
- Refugee Resettlement programs maintain employment case records for their clients, and these may be used for employment follow-up for clients enrolled in the programs' ESOL classes.

*From High School Equivalency Testing Centers*

- Programs should provide release forms for learners who take the HiSET Tests at local testing centers so that examiners can report the names of successful passers to the adult education data collector.

*From follow-up surveys conducted by program staff*

- Learners may be surveyed by telephone, email, or by postal mail.
- If learners are surveyed by telephone, those who are not home on the first contact should be called twice more at different times of day.
- Programs should use (or may adapt) the suggested survey questionnaire included in *Measures and Methods for the National Reporting System for Adult Education*. ([APPENDIX 4](#))

The following outcomes will be measured:

1. Employment Second Quarter after Exit
2. Employment Fourth Quarter after Exit
3. Median Earning Second Quarter after Exit
4. Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit
5. Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit
6. Attained a Postsecondary Credential while enrolled or within one year of exit

The database will generate the following reports in Excel:

- Report 1 for 2<sup>nd</sup> Quarter after Exit Follow Up for Anyone Who Closed During Q1
  - Filter: Anyone who closed between 7/1/2016 – 9/30/2016
  - Date report is run and survey starts: 4/1/2017
- Report 2 for 2<sup>nd</sup> Quarter after Exit Follow Up for Anyone Who Closed During Q2
  - Filter: Anyone who closed between 10/1/2016 – 12/31/2016



- Date report is run and survey starts: 7/1/2017
- Report 3 for 2<sup>nd</sup> Quarter after Exit Follow Up for Anyone Who Closed During Q3
  - Filter: Anyone who closed between 1/1/2017 – 3/31/2017
  - Date report is run and survey starts: 10/1/2017
- Report 4 for 2<sup>nd</sup> Quarter after Exit Follow up for Anyone Who Closed During Q4
  - Filter: Anyone who closed between 4/1/2017 – 6/30/2017
  - Date report is run and survey starts: 1/1/2018
- Report 5 for 4<sup>th</sup> Quarter after Exit Follow Up for Anyone Who Closed During Q1
  - Filter: Anyone who closed between 7/1/2016 – 9/30/2016
  - Date report is run and survey starts: 10/1/2017
- Report 6 for 4<sup>th</sup> Quarter after Exit Follow Up for Anyone Who Closed During Q2
  - Filter: Anyone who closed between 10/1/2016 – 12/31/2016
  - Date report is run and survey starts: 1/1/2018
- Report 7 for 4<sup>th</sup> Quarter after Exit Follow Up for Anyone Who Closed During Q3
  - Filter: Anyone who closed between 1/1/2017 – 3/31/2017
  - Date report is run and survey starts: 4/1/2018
- Report 8 for 4<sup>th</sup> Quarter after Exit Follow up for Anyone Who Closed During Q4
  - Filter: Anyone who closed between 4/1/2017 – 6/30/2017
  - Date report is run and survey starts: 7/1/2018

Reports will be submitted to the Bureau of Adult Education and the data will be compiled by the adult education consultant. If a new data collection system is in place by July of 2017, this policy and procedure will be adapted.

<b>Report Name</b>	<b>Follow up Eligibility</b>	<b>Filter: Anyone closing between:</b>	<b>Report report and begin survey</b>
Report 1	2nd Quarter after Exit in Q1	7/1/2016 – 9/30/2016	4/1/2017
Report 2	2nd Quarter after Exit in Q2	10/1/2016-12/31/2016	7/1/2017
Report 3	2nd Quarter after Exit in Q3	1/1/2017-3/31/2017	10/1/2017
Report 4	2nd Quarter after Exit in Q4	4/1/2017-6/30/2017	1/1/2018
Report 5	4th Quarter after Exit in Q1	7/1/2016 – 9/30/2016	10/1/2017
Report 6	4th Quarter after Exit in Q2	10/1/2016-12/31/2016	1/1/2018
Report 7	4th Quarter after Exit in Q3	1/1/2017-3/31/2017	4/1/2018
Report 8	4th Quarter after Exit in Q4	4/1/2017-6/30/2017	7/1/2018

## VII. DATA COLLECTION AND VERIFICATION PROCEDURES

The New Hampshire Adult Education database incorporates NRS measures.

- The Adult-Education database has error checking functions
  - The New Hampshire Adult Education database is designed to report only participants with 12 or more hours of instruction on the final tables.
  - The web-based Adult Education Data System does not allow data entry to proceed if a student's date of birth, sex, and ethnic identity have not been entered.
  - Birth dates for students under the age of 16 are not accepted.
  - For students in ABE and ESOL programs, the database is set up to identify a student's educational functioning level based on pre-test scores. If a test date and form and scores within the appropriate data range have not been provided, the student's level cannot be calculated.
  - Similarly, the data system does not allow for a post-test that is the same form as the pre-test or for a post-test at a date earlier than the pre-test.
  - A student cannot be identified as completing a level without appropriate post-test scores or entry of a date for successfully passing the High School Equivalency Tests or earning an adult high school diploma.
  - If a student has test scores for two subjects, such as reading and math for ABE or listening and reading for ESOL, the data system automatically calculates the student level from the lower score. It will not calculate an ending level if there is no entry for a post-test in the same area.
  - The data system does not allow a student to be identified as having completed a cohort outcome if he/she has not been surveyed and responded to the survey.
- All New Hampshire programs must use the web-based Adult Education Data System, and standardized forms for collecting student information that includes all NRS measures and uses correct NRS definitions and categories.
  - The New Hampshire Adult Education Data System includes student forms with drop-down choices that correspond to NRS options for demographic categories, including an option for two or more races. See [Appendix 1](#) for Sample NH Adult Education Student Data Form.
  - For all students the data system requires selection of Hispanic/non-Hispanic identity AND selection of racial identity from a drop-down menu.
  - The New Hampshire Adult Education Data System organizes data into final reporting tables using formulas that correspond to NRS guidelines.
- All New Hampshire programs should follow the guidelines and procedures in this manual for recording contact hours that conform to NRS requirements.

- Each local program must designate one or more staff members with clear responsibility for data collection and data entry.
- In the NH Adult Education Data System, access is given to each local director to certify data fifteen days after the end of each quarter. Directors may designate staff members with data entry access.
- Jeanne Chaput, grants and contracts technician for the New Hampshire Bureau of Adult Education, and Sarah Bennett, adult education consultant, will check the NRS reports generated for each local program for errors.
- If the New Hampshire Bureau of Adult Education finds errors and/or missing data in a local program report, the director of the local program will be notified and will have 30 days to provide correct and complete information.
  - Local programs with missing or inconsistent data will be offered technical assistance as needed. Contact consultant Sarah Bennett at (603) 271-6698 or email [Sarah.Bennett@doe.nh.gov](mailto:Sarah.Bennett@doe.nh.gov)
  - If necessary, technical assistance in correct use of the New Hampshire Adult Education Data System can be offered by the New Hampshire Department of Education Information Technology consultant who developed the program.
  - When correct data or missing data is supplied by a local program, Bureau of Adult Education grants and contracts technician Jeanne Chaput will check the data for accuracy.
  - Data collection issues are regularly discussed at all program administrator meetings, and local administrators are invited to call the Bureau of Adult Education at (603) 271-6698 for assistance.

## **VIII. DATA ANALYSIS AND REPORTING**

### **Production of NRS Tables**

If required data is entered into the New Hampshire Adult Education database, the database will produce NRS Tables 1 through 6, 4B, 7 and 10 automatically. Tables are calculated by formulas built into the program. Only students with 12 or more hours of instruction during the program year are included. Each learner is counted only once in the NRS tables.

In Program Year 2017, Table 4C will be calculated by hand after attendance records for traditional class and distance education are compared to determine if the percentage of contact hours is 60% or higher.

For Program Year 2017, Table 5, Column C will be calculated by hand, based on wage data collected during the Follow Up period.

For Program Year 2017, New Hampshire will not have the capacity to measure periods of participation for the following:

- Table 4, Column I-K
- Table 4C Column I-K
- Table 5, Columns E-G
- Table 5A, Columns E-G
- Table 10, Columns E-G

### **State level checking**

The Adult Basic Education grants and contracts technician Jeanne Chaput and/or consultant Sarah Bennett, check all NRS tables produced by the data system for errors (NRS tables with totals that do not match, for example) and missing data. If they find errors or missing information, they contact the local program administrator to obtain corrections. Programs are not eligible for funding for the next program year until their NRS reports are complete and accurate.

### **Use of data for program management and improvement**

New Hampshire adult education state director Art Ellison reviews learner instructional hours, numbers of learners at each EFL level, percentages of learners who complete each level, and the number and percentage of learners who complete NRS outcome goals. He compares current data among local centers and compares current data with data from previous years, reviewing it for reasonableness, to identify any discrepancies, and to determine trends in performance.

The state director uses NRS data to identify areas of progress and areas needing improvement. He analyzes changes over time and compares results for local programs. This data is also taken into consideration by the bureau consultant for staff development as part of her needs assessment for staff training.

At the local level, program administrators are encouraged to review the results of their data collection and to use the results for program improvement. For example, administrators can review student hours to help them evaluate the effectiveness of their efforts to increase student persistence or they can review the number of graduates, who enter higher education to evaluate the effectiveness of a new college transition program. All local directors are required to complete an annual self evaluation process. One step is to look at average student hours and completion rates for their program and to compare the information to state goals and state averages. The NH Adult Education Data System generates a local “report card” that provides this information. The local directors are asked to identify any areas that demonstrate a need for improvement as well as areas with high completion rates and to discuss probable reasons and steps to take for the future.

### **State and local contact on data collection**

The NH Bureau of Adult Education holds regular meetings of local program administrators at least three times each year. At each meeting, administrators are encouraged to report their concerns with data collection, analysis, and reporting. In addition, an advisory group of directors

has provided suggestions for improvement of the data system each time it has been revised. This group has also tried out revisions before they are finalized. The current web-based system allows changes and improvements on an ongoing basis.

### **Disaggregated data by subpopulation, program, and class**

- NRS data is entered into the state web-based system by each local program under their program ID, so program information can easily be disaggregated.
- Since individual student data forms in the data system include demographic information and class membership, the system allows disaggregation by subpopulation and class.
- A data download showing individual student information is available to each local program in Excel format. This allows sorting by each data element.

## **IX. STAFF DEVELOPMENT**

### **Training for local programs**

- Local program administrators are expected to understand and follow the policies in this manual. Questions or concerns may be addressed to Art Ellison, administrator, NH Bureau of Adult Education, 21 South Fruit Street, Suite 20, Concord, NH 03301. Contact Art Ellison by phone at (603) 271-6698 or by email at [arthur.ellison@doe.nh.gov](mailto:arthur.ellison@doe.nh.gov)
- Program administrators have received training on NRS requirements, assessment policy, follow-up policies and goal setting procedures at director and coordinator meetings.
- Directors and their designated data entry staff members have received training on data entry procedures for the web-based NH Adult Education Data System, presented by NH Department of Education developers of the system or the educational consultant for the Bureau of Adult Education.
- All local directors are encouraged to contact the Bureau of Adult Education about any issues they have with data collection. Bureau staff members are available to make visits to local programs to provide technical assistance upon request.
- All local programs are eligible for additional training on data collection procedures as needed. Contact Sarah Bennett, consultant, NH Bureau of Adult Education, for information about data collection or to organize on-site training. Telephone (603) 271-6698 or email [Sarah.Bennett@doe.nh.gov](mailto:Sarah.Bennett@doe.nh.gov)
- Training on assessment and data collection will be offered by the NH Bureau of Adult

Education each year in order to train new personnel and to provide a refresher for other local personnel as needed. A timetable for NRS activities and training is attached.

[\(APPENDIX 5\)](#)

- Current New Hampshire Adult Education Data Directions and this policy document are distributed to local adult education directors and coordinators annually. In addition, the Data Directions are available online on the home page of the NH Adult Education Data System website.

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Electronic versions of these forms are available by request from  
[Sarah.Bennett@doe.nh.gov](mailto:Sarah.Bennett@doe.nh.gov)

# APPENDIX 1 NH Adult Education Student Data Form

## NH Adult Education Student Data Form 2016-2017

The information included on this Data Form is collected and combined with all other adult education students across the state to provide data to the US Department of Education, Office of Career, Technical and Adult Education (OCTAE). Collection of the data marked with \* is mandatory for programs funded by OCTAE. We appreciate your cooperation in helping us to collect this information.

**Have you attended this adult education center before?** Yes  No  When? \_\_\_\_\_

**Have you attended another adult ed. program?** Yes  No  When? \_\_\_\_\_ Where? \_\_\_\_\_

**\*First Name** \_\_\_\_\_ **MI** \_\_\_\_\_ **Last Name** \_\_\_\_\_ **Suffix** \_\_\_\_\_  
*(Please use full legal name)*

**Other name(s) used** \_\_\_\_\_

**Address** \_\_\_\_\_ **Apt.** \_\_\_\_\_ **City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

**Email** \_\_\_\_\_

**Emergency Contact's Name** \_\_\_\_\_ **Phone** \_\_\_\_\_ **Relationship** \_\_\_\_\_

**\*Date of Birth** \_\_\_\_/\_\_\_\_/\_\_\_\_ **Age** \_\_\_\_\_ **\*Male** \_\_\_\_\_ **Female** \_\_\_\_\_  
Mo Day Year

**\*Ethnicity:** Hispanic yes no

**\*Race (Please check all that apply):** Caucasian or White African-American or Black Asian  
American Indian or Alaskan Native Native Hawaiian or Other Pacific Islander  
Other \_\_\_\_\_

**Country of Birth** \_\_\_\_\_ **Last High School Attended** \_\_\_\_\_

**\*Highest Level of Education Completed**

<input type="checkbox"/> No Schooling	<input type="checkbox"/> Grades 9 – 12 (no diploma)	<input type="checkbox"/> Some College, No Degree
<input type="checkbox"/> Grades 1 – 5	<input type="checkbox"/> High School Diploma or Alternate Credential	<input type="checkbox"/> College or Professional Degree
<input type="checkbox"/> Grades 6 – 8	<input type="checkbox"/> High School Equivalency (GED/HISET)	<input type="checkbox"/> Unknown

**\*Where was the highest level of school completed?** \_\_\_\_\_ in the U.S. \_\_\_\_\_ outside the U.S.

**\*Please indicate if you are disabled and want to disclose** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Are you currently working with any of the following programs (check all that apply)\*\*:**

<b>Employment Security Programs</b> <input type="checkbox"/> Wagner-Peyser <input type="checkbox"/> Trade Adjustment Assistance <input type="checkbox"/> Jobs for Veterans <input type="checkbox"/> Unemployment Insurance <input type="checkbox"/> TANF/NHEP	<b>Office of Workforce Opportunity Programs</b> <input type="checkbox"/> WIOA Adult <input type="checkbox"/> WIOA Youth/NH JAG/My Turn <input type="checkbox"/> Dislocated Worker (Title I) <input type="checkbox"/> SCSEP/National Able	<b>Department of Education Program</b> <input type="checkbox"/> Voc Rehab <input type="checkbox"/> Career & Tech Ed <input type="checkbox"/> Adult Education (please indicate which program) _____
--	--	---

**\*\* NOTE to Counselors:** Please use the NH Works Release of Information form for any of the programs listed above.



**\*Are you working?**  Yes, Place of employment \_\_\_\_\_  
 Yes, but I have received a Notice of Termination or Military Separation is pending.  
 No, but available and seeking employment  
 No, not employed and not seeking employment

**\*Estimated yearly pay** \$ \_\_\_\_\_

**NOTE:** This is used to determine the median wage for New Hampshire. We will ask for this information again after you complete the program to see if your wages changed as compared to the median. We will only report the amount, not your name.

**Which skills do you hope to improve? (Check all that are true.)**

<input type="checkbox"/> Reading	<input type="checkbox"/> Math	<input type="checkbox"/> Writing	
<input type="checkbox"/> English Speaking	<input type="checkbox"/> English Listening	<input type="checkbox"/> English Reading	<input type="checkbox"/> English Writing

**Do you hope adult education will help you reach one of these goals this year?**  
 (Check all that are true.)

- |  |   |
|--|---|
| <input type="checkbox"/> Keep my job                 | <input type="checkbox"/> Get a job                                    |
| <input type="checkbox"/> Pass the <u>HiSET</u> Tests | <input type="checkbox"/> Enter post-secondary education or training   |
| <input type="checkbox"/> Get a driver's license      | <input type="checkbox"/> Register and vote                            |
| <input type="checkbox"/> Read to my children         | <input type="checkbox"/> Get a library card                           |
| <input type="checkbox"/> Become a US citizen         | <input type="checkbox"/> <u>Be</u> able to help my children in school |

**Other goals:** \_\_\_\_\_

*All information will be treated as confidential and used only for educational purposes. Some information is required for government statistics and is reported without your name. Some names and birth dates will be shared with the National Clearinghouse to see if students have enrolled in college. The Clearinghouse maintains compliance with the Family Educational Rights and Privacy Act (FERPA), which protects students' privacy rights in their education records.*

**I have read and understand this privacy policy:**

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

NOTES:

**-----FOR TEACHERS AND COUNSELORS ONLY-----**

Program enrollment date: \_\_\_\_\_

Class Assignment: \_\_\_\_\_

	Pre-Test Date:		Post-Test Date:	
	Pre-Test Form/Level	Pre-Test Score	Post-Test Form/Level	Post-Test Score
Reading				
Math				
Language				

	Pre-Test Date:		Post-Test Date:	
	Pre-Test Form/Level	Pre-Test Score	Post-Test Form/Level	Post-Test Score
ESL Reading				
ESL Listening				

HiSET Partial: Date: \_\_\_\_\_  
 LA \_\_\_\_\_  
 WS \_\_\_\_\_  
 MA \_\_\_\_\_  
 SC \_\_\_\_\_  
 SS \_\_\_\_\_

HiSET retests: Date: \_\_\_\_\_  
 LA \_\_\_\_\_  
 WS \_\_\_\_\_  
 MA \_\_\_\_\_  
 SC \_\_\_\_\_  
 SS \_\_\_\_\_

Last day of Service: \_\_\_\_\_

Reason for Separation/Termination: \_\_\_\_\_





### APPENDIX 3 New Hampshire Follow Up Contact Logs for PY17

Contact Log for NH Adult Education for Follow Up – 2 <sup>nd</sup> Quarter After Exit															
Date	Name of student	Closing Date	Date Follow Up Required	Follow Up Method						Results				Initials of person who made contact	
				Mail or email			Telephone								
				M for "snail mail"	E for email	Undeliverable	No response	Responded	No response	Left message	Responded--Spoke to (name)	Employed?	Estimate of Annual Earnings		Diploma/Equivalent AND enrolled in Post- Secondary Education or Training within 1 year of exit
Contact Log for NH Adult Education for Follow Up – 4th Quarter After Exit															
Date	Name of student	Closing Date	Date Follow Up Required	Follow Up Method						Results				Initials of person who made contact	
				Mail or email			Telephone								
				M for "snail mail"	E for email	Undeliverable	No response	Responded	No response	Left message	Responded--Spoke to (name)	Employed?	Diploma/Equivalent AND enrolled in Post- Secondary Education or Training within 1 year of exit		Diploma/Equivalent AND Employed within one year of exit

## APPENDIX 4 Sample Local Follow-up Survey for Core Measures

### A. ENROLLMENT

Hello. My name is \_\_\_\_\_. I work for \_\_\_\_\_. We're calling people who have recently attended classes at our adult education program to find out what happens to them after they leave us. We want to know how you liked the classes you took and how adult education classes have affected you, your family, and your job.

It should take no longer than 10 minutes to answer my questions. Do you have time now for me to ask these questions?

*(Reassure the respondent that any information given to us will be strictly confidential.)*

First, I'd like to make sure I have the correct information about the class you took.

A-1. I understand that you were in (TEACHER'S NAME)'s class at (LOCATION). Is that correct?

- Yes
- No *[Obtain correct information]*

Questions A-2 and A-3 can be optional if you already have the information.

A-2. Did you attend teacher's class until it ended or did you leave before it ended?

- Completed *[Proceed to Question B-1]*
- Left before it ended *[Proceed to Question A-3]*

A-3. During what month did you stop attending the class or program?

Month \_\_\_\_\_

### B. OTHER EDUCATION AND TRAINING

Part B questions are optional since postsecondary follow-up for NRS reports will be done through the Student Clearinghouse. You may go on to Part C unless you would like to collect this information for your own purposes.

B-1. Since the end of your class or program, have you enrolled in any other educational or training programs?

- Yes
- No *[Proceed to Question C-1]*

B-2. Where are you enrolled?

- Other (Specify) \_\_\_\_\_

B-3. In what type of class or classes are you now enrolled? [Do not read choices to respondent. Check all that apply.]

- English Language Skills
- GED/High School
- Vocational/Job Training
- Community College/College Level
- Citizenship
- Family literacy
- Other (Specify) \_\_\_\_\_
- DK/Refused

**C. SECONDARY CREDENTIAL**

- C-1. Did you receive any diplomas, certificates, or degrees at the end of your class or since you left (TEACHER'S) class, such as the GED?
- Yes
  - No *[Proceed to Question D-1]*
  - DK/Refused *[Proceed to Question D-1]*
- C-2. What type of diploma/certificate/degree did you receive? [Do not read choices to respondent. Check all that apply.]
- GED
  - High School Diploma
  - Certificate of Competence
  - Associate's Degree
  - Bachelor's Degree
  - Other \_\_\_\_\_
  - DK/Refused

**Part D information is required for NRS reports.**

**D. EMPLOYMENT**

- D-1. When you first enrolled in the class or program were you: [Read choices.]
- Employed at a paying job *[Proceed to Question D-4]*
  - Not employed at a paying job and looking for a job *[Proceed to Question D-2]*
  - Not employed and not looking for a job *[Proceed to E-1]*
  - DK/Refused *[End interview]*
- D-2. While you were taking (TEACHER'S)'s class, did you get a paying job?
- Yes  
If yes: What was the name of your employer? \_\_\_\_\_ *[Proceed to Question D-4]*
  - No
- D-3. Since you stopped taking the class, have you gotten a paying job?
- Yes  
If yes: What is the name of your employer? \_\_\_\_\_  
When did you first get a job after leaving the program? \_\_\_\_\_
  - No *[Proceed to Question E-1]*
- D-4. Do you still have that job or do you now have a different job?
- Still have same job
  - Have different job  
What is the name of your current employer? \_\_\_\_\_
  - Lost job, unemployed
  - DK/Refused

**CLOSING**

Thank you very much for taking the time to answer my questions. Your answers will be very helpful. The information you gave me will be used to help make adult education programs better and more useful to people like you who have attended or would like to attend such a program.

E-1. Is there anything that I didn't ask about that you'd like to say?

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## APPENDIX 5 Timetable for Activities and Staff Development Relating to NRS Reporting

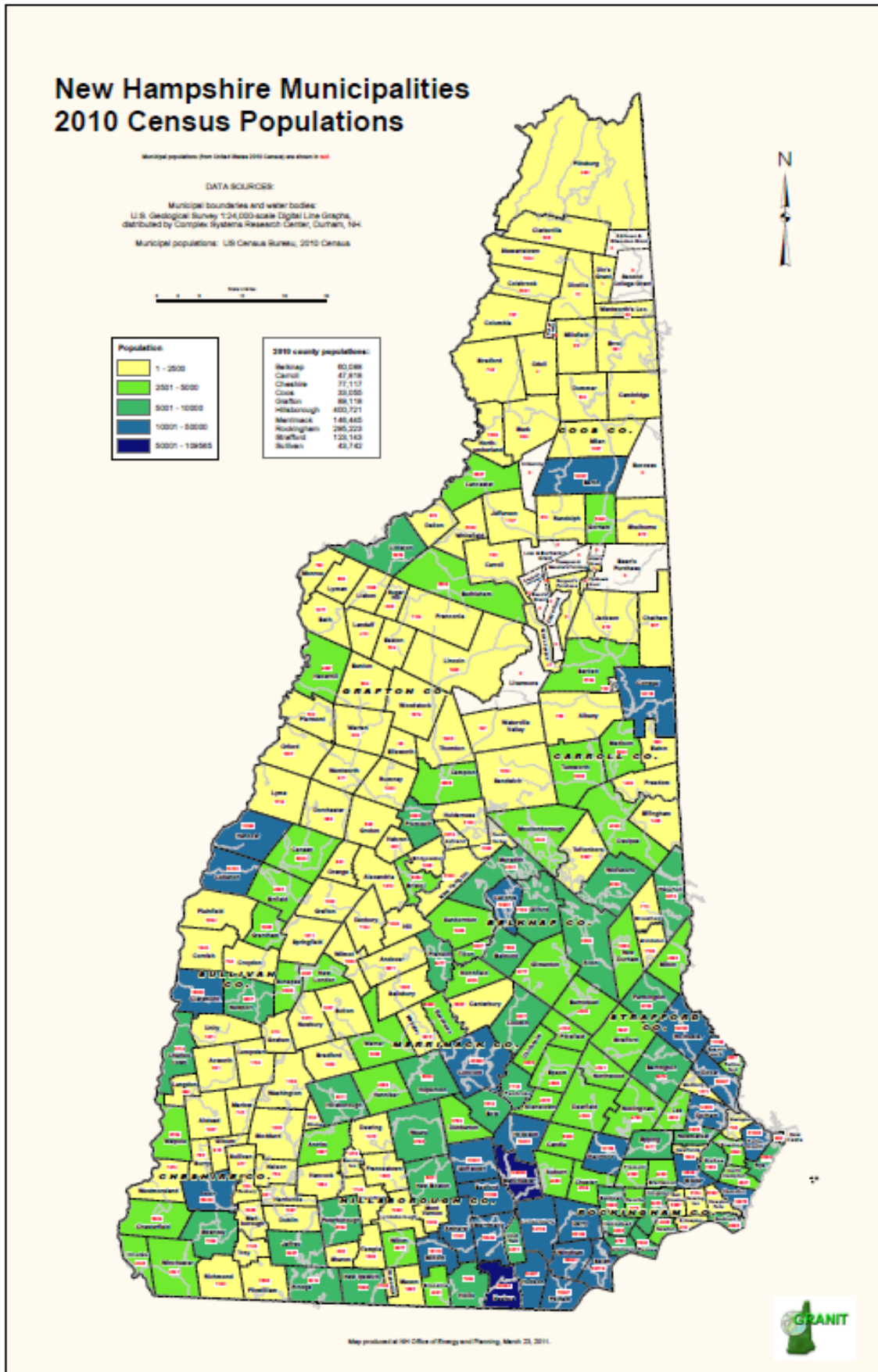
<b>Date</b>	<b>Activity</b>	<b>Training/Contact</b>	<b>To be Completed by</b>
July 1st	Begin collection of data for new Program Year		All local directors and data entry designees
July-September	Training offered on use of data system	State office staff; IT consultants	New directors and local data staff; any who wish a refresher
September	Training offered on TABE and CASAS assessments	State office staff; mentor teachers	New directors and counselors or teachers who will be doing assessment; any who wish a refresher
October	Training on any changes in requirements and data detective activities with data from previous project year	State office staff	At directors meeting--all local directors
October 15th	Certify data for first quarter and follow-up on primary goals from previous year		All local directors
November	Training on data system and assessments offered as needed by state office staff, data committee and mentor teachers	State office staff, mentor teachers	Local directors and staff
December 15th	Deadline for follow-up data on outcomes to be included in final report for previous project year		All local directors
January 15th	Certification of data for second quarter		All local directors
January	Data training based on needs demonstrated by local reporting issues and/or questions raised by directors	State office staff	At directors meeting--all local directors
April 15th	Self evaluations due, including responses to questions about NRS Table 4 and Table 5 results in previous year; certification of data for third quarter		All local directors
July 15th	Final certification of data for previous program year		All local directors



## APPENDIX 6 Rural Areas in New Hampshire by NRS Definition

Definition: Learner resides in a rural area; that is, a place with a population of less than 2,500 that is not near any metropolitan area with a population greater than 50,000, or in a city with adjacent areas of high density. (NRS Implementation Guide, Feb 2015)

Acworth	Danbury	Hancock	Monroe	South Hampton	Wilmot
Albany	Deering	Harrisville	Mont Vernon	Springfield	Windsor
Alexandria	Dorchester	Hart's Location	Nelson	Stark	Woodstock
Alstead	Dublin	Hebron	New Castle	Stewartstown	
Andover	Dummer	Hill	New Hampton	Stoddard	
Ashland	East Kingston	Holderness	Newbury	Stratford	
Bath	Easton	Jackson	Newfields	Sugar Hill	
Bennington	Eaton	Jefferson	Newington	Sullivan	
Benton	Effingham	Kensington	Northumberland	Surry	
Bradford	Ellsworth	Landaff	Orange	Sutton	
Bridgewater	Errol	Langdon	Orford	Temple	
Brookfield	Fitzwilliam	Lempster	Piermont	Thornton	
Canterbury	Francestown	Lincoln	Pittsburg	Troy	
Carroll	Franconia	Lisbon	Plainfield	Tuftonboro	
Center Harbor	Freedom	Lyman	Randolph	Unity	
Chatham	Gilsum	Lyme	Richmond	Warren	
Clarksville	Goshen	Lyndeborough	Roxbury	Washington	
Colebrook	Grafton	Madbury	Rumney	Waterville Valley	
Columbia	Greenfield	Marlow	Salisbury	Webster	
Cornish	Greenville	Mason	Sandwich	Wentworth	
Croydon	Groton	Middleton	Sharon	Westmoreland	
Dalton	Hampton Falls	Milan	Shelburne	Whitefield	



**APPENDIX 7 Tests Suitable for Use in the NRS**

<b>Subject</b>	<b>ABE</b>	<b>ASE</b>	<b>ESL</b>	<b>Test Name</b>	<b>Forms</b>	<b>Active Dates</b>
Language			X	CASAS Life & Work Listening Assessments (LW Listening)	Forms 981L, 982L, 983L, 984L, 985L, 986L	8/12/2015 – 2/2/2017
Language			X	BEST Basic English Skills Test Literacy	Forms B, C, D	2/2/2010 – 2/2/2017
Language			X	TABE/CLAS-E Tests of Adult Basic Education Complete Language Assessment System – English	Forms A, B	2/2/2010 – 2/2/2017
Language			X	BEST Basic English Skills Test Plus 2.0	Forms D, E, F	8/12/2015 – 2/2/2017
Language			X	BEST Basic English Skills Test Plus	Forms A, B, C	<b>ENDS 6/30/2016</b>
Reading Language	X	X	X	CASAS Reading Assessment (Life & Work, Life Skills, Reading for Citizenship. Reading for Language Arts-Secondary Level)	Forms 27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, 310, 311, 513, 514, 951, 952, 951X, 952X	2/2/2010 – 2/2/2017
Reading Language	X	X		TABE Tests of Adult Basic Education Survey	Form 9, 10	2/2/2010 – 2/2/2017
Language	X	X		GAIN General Assessment of Instructional Needs – Test of English Skills	Forms A, B	8/12/2015 – 2/2/2017
Math	X	X		CASAS Life Skills Math Assessments – Application of Mathematics (Secondary Level)	Forms 31, 32, 33, 34, 35, 36, 37, 38, 505m, 506	2/2/2010 – 2/2/2017
Reading Math	X	X		MAPT Massachusetts Adult Proficiency Test for Reading and Math		2/2/2010 – 2/2/2017
Math	X	X		TABE Tests of Adult Basic Education Survey	Form 9, 10	2/2/2010 – 2/2/2017
Math	X	X		GAIN General Assessment of Instructional Needs – Test of Math Skills	Forms A, B	8/12/2015 – 2/2/2017

From FR Doc. [2015-19847](#) Retrieved 9/24/2015