# Welcome.

Central Southern Tier RAEN Adult Education Programs **READY FOR FY2018-2019** 

123

Rosemary Matt Director of Accountability

C

## AGENDA

- Some Things Never Change!
- PoPs
- Post Testing Policy
- Measurable Skill Gain
  - Includes credit for HSE
    - 4<sup>th</sup> Pathway to an HSE
    - EPE Fast Track for HSE
- Case Management
- Employment Follow Up What to expect
- Plans for Implementing TABE 11/12
- BEST Plus 3.0

## **Some Things Never Change!**

- National Reporting System
- 12 Contact Hours before a student can count
  - Must have a valid Pre-Test
  - Pre-Test must match the class enrollment
  - Pre-Test good for 18 months
  - January 1<sup>st</sup> from the prior fiscal year + anytime during the current fiscal year
  - Fiscal year runs July 1, 2018 through June 30, 2019

## Some Things Never Change!

#### • 5 Demographic data elements

- Name
- Ethnicity
- Employment Status
- Gender
- Birth Date

## Periods of Participation PoPs

- Students carried over from previous year with less than 12 contact hours
- All other students begin again in new fiscal year with PoP #1
- Students with no attendance for 3 consecutive months are automatically exited by ASISTS

# **Post Testing Policy**

#### NO Premature Post Testing

- Regardless of when a student enrolls into the program
- Regardless of incarceration



# **Post Testing Policy**

Intensity of Program	Post Test Schedule
Six to Nine hours per week	Post test every 40 – 60 contact hours
Ten or more hours per week	Post test every 6o – 8o contact hours
Volunteer Tutorial Program	Post test every 30 contact hours

# Measurable Skill Gain

- Educational Gain
- Attainment of the HSE diploma
- Attainment of a credential



# **Currently four pathways** to a New York State High **School Equivalency** Diploma

HSF

# 4 Pathways to HSE

#### • HSE Exam

In New York State, the HSE exam is called the Test Assessing Secondary Completion, also known as the TASC<sup>™</sup> test.

#### • 24 College Credits

Candidates must be enrolled in a college program leading to a degree and have earned 24 credits in certain specified subjects.

#### National External Diploma Program (NEDP)

The NEDP is a flexible, self-directed web-based program, overseen by approved agencies, where participants demonstrate mastery of required skills via a series of performance tasks completed online at home and through in-office visits and competency progress reports.

#### Regents - HSE Exam Pathway

Passing Regents Examination scores and passing TASC<sup>™</sup> subtest scores can be combined to qualify for a HSE diploma.

# Newest Pathway -Regents

Regents Exam	HSE Subject Area Credit
Any English language arts Examination	TASC <sup>™</sup> Reading <u>and</u> Writing
Any Mathematics Regents Examination	<b>TASC™</b> Mathematics
Any Science Regents Examination	TASC™ Science
Any Social Studies Regents Examination	<b>TASC™ Social Studies</b>

#### **HSE Diplomas**

- Count for Measurable Skill Gain (MSG)
- Do not count as a Post Test
- Students that achieve MSG by earning their HSE Diploma
  - Are removed from the denominator for Post Test Calculations
  - Are removed from the numerator for Post Test Calculations
- HSE Diplomas will count for an adult education preparation program
  - Only when the program submits a T-TAF with their ADULT program preparation code affixed

## Major Importance

 Program must use their NYSED issued ADULT program preparation code

 If they are using an AHSEP preparation code, the diploma will not be credited to the adult education program

# **HSE Diplomas**

### The Diploma will be automatically credited by ASISTS

Currently once per quarter

## **Eligibility for WIOA**

- Program Areas 1, 2,3, or 4
  - ABE, ASE, and ESL programming
  - IEL/CEs
  - Corrections
  - Literacy Zones
- Students can be the age of 16 or older but MUST be Out of School
  - This means totally disengaged from school
- If they are ASHEP, they ARE NOT disengaged from school
- Students CANNOT be coded as both AHSEP and WIOA

# **Types of HSE Fast Track**

- Fast Track GRASP Math Packets
   8 packets
- Six-hour intense Math instruction
- Two by Two TASC topic areas
- Test Taking Skills
- Computer based testing skills
- Community Outreach

#### NYSED New Policy for EPE regarding HSE Diplomas

- Regardless of when a student achieves the HSE diploma
- ASISTS will stop counting contact hours for literacy classes two times per fiscal year
- Once on December 31<sup>st</sup> for any student who has achieved the HSE diploma any time between July 1<sup>st</sup> and December 31<sup>st</sup>
- Once on June 30<sup>th</sup> for any student who has achieved the HSE diploma any time between January 1<sup>st</sup> and June 30<sup>th</sup>
- For enrollment in any CTE programming, ASISTS will stop counting contact hours for any student who achieves their HSE diploma at any time between July 1<sup>st</sup> and June 30<sup>th</sup>

# Case Management

- What is case management in Adult Education Programs
- What case management should not be in Adult Education Programs
- What should be documented in ASISTS
- Case Management Portal in ASISTS
- Formal professional development coming through the RAENs beginning November 2018

#### Complete the Individual Student Record Form (ISRF)

- Six different languages
- SSN, why do we need it, what happens to it?
   Should you be recording the SSN?
- Barriers to employment, carefully talk about how each can impact a student's career path
- Last year in school (US or otherwise)

#### MOU with Department of Labor is Signed!!

Data Match will take place in the next two weeks

Aggregate data only!

Your program is responsible for manual surveys

#### **BEST Plus will be changing too!**

- BEST Plus 3.0 is already completed
- ESL Educational Functioning Levels (EFLs) have been updated to CCR Standards
- New BEST Plus 3.0 is aligned with the new EFLs for ESL

# Updated Information TABE 11 & 12

#### TABE Status Update

TABE 9&10 is available until February 2019

TABE 11&12 now available in paper and online

In New York TABE 11&12 will be fully implemented July 1, 2019

## **Gradual Implementation**

- Programs should be prepared with new TABE 11 & 12 by January 1, 2019
- Any time after January 1, 2019 when a student is POST Tested on the TABE 9/10 series
  - Program should also, on the same day or shortly after that day
  - Test the student on the TABE 11 or 12 at the level indicated on the TABE 11/12 Locator
  - Providing they are valid, these tests will remain in the students account
  - Mark these tests as pre tests
  - At the conclusion of FY2019, these tests will roll over into FY2020 and the lower of the two will then be marked as the Pre Test of Record

# TABE 11 & 12 Level L and Level A

- Change in NYS Policy
- Programs must provide Level L
  - Primarily for low level learners
- Programs must provide Level A
  - Primarily for those students preparing to take the TASC test
  - Level A TABE is most closely aligned with the TASC test

## TABE 11&12 Highlights

- New standards
  - National College and Career Readiness (CCR) Standards
- New test length
  - Only one test length full battery
  - NO Survey
- Changes to Math sections
  - Only one Math test; standards focus on Applied Math

#### TABE 11&12 Highlights

Improved Locator design

 Longer Locator test provides a stronger prediction to TABE Levels

New York continues to use Reading & Math only

Alignment to TASC Test
 Level A is the most thoroughly aligned

## Educational Functioning Level Descriptors

Old:

New:

#### **Example: Level 1 Math**

Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.

Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.

Algebraic Thinking: Students prepared to exit this level **understand and apply** the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.

Geometry and Measurement: Students prepared to exit this level can **analyze and compare** 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can **reason** with two-dimensional shapes (e.g., quadrilaterals and half- and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to **create composite shapes**. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit.

Data Analysis: Students prepared to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.

#### TABE 11&12 Maximum Allowable Time

Level	Reading Part 1	Reading Part 2	Math Part 1		ding Part 2 Math Part		Math Part 2	
L	35 minutes	75 minutes		75 minutes	N/A			
E	55 minutes	75 minutes		75 minutes	N/A			
М	50 minutes	8o minutes		60 minutes	15 minutes			
D	8o minutes	6o minutes		40 minutes	35 minutes			
A	70 minutes	70 minutes		30 minutes	45 minutes			
Locator	45 minutes	N/A		15 minutes	15 minutes			

#### TABE 11&12: Objectives by Level

Content Area Reporting Objectives	<b>Covered Objectives</b>				
		Е	Μ	D	Α
Mathematics					
Measurement and Data	•	•	•		
Number and Operations in Base Ten	•	•	•		
Number and Operations Fractions		•	•		
Operations and Algebraic Thinking	•	•	•		
Geometry	•	•	•	•	•
Expressions and Equations			•	•	
Ratios and proportional Relationships			•	•	
The Number System			•	•	
Statistics and Probability				•	•
Functions				•	•
Algebra					•
Number and Quantity					•
Standards for Mathematical Practice (double count)	•	•	•	•	•
Reading					
Phonological Awareness	•				
Phonics and Word Recognition	•	•			
Key Ideas and Details	•	•	•	•	•
Craft and Structure	•	•	•	•	•
Integration of Knoledge and Ideas	•	•	•	•	•
Informational text (double count)	•	•	•	•	•
Literary Text (double count)			•	•	•
Language					
Conventions of Standard English	•	•	•	•	•
Knowledge of Language					
Vocabulary Acquisition and Use	•	•	•	•	•
Text Types and Purposes		•	•	•	•

## TABE 11&12: Levels E/M/D/A Reading

- TABE 11&12 Reading content reflects mature, life and work related situations and highlights overlapping objectives, from word-meaning skills to critical-thinking skills
  - These are measured using texts and forms familiar to everyday adult lives, as well as through excerpts that reflect our cultural diversity
  - Based on OCTAE CCR standards focused largely on informational texts (e.g. research, scientific, historical information)
  - The previous focus on literary text (e.g. fiction, memoir, poetry) is significantly decreased

## TABE 11&12: Levels L/E/M/D/A Mathematics

- TABE 11&12 Mathematics reflects math application, particularly routine tasks such as estimating quantities and making computations involving time, distance, weight, etc.
  - Standards have more emphasis on applied versus computation skills
  - Item sets are integrated by mathematical contexts appropriate for adults
  - The objective distribution at Level A is very closely aligned with the content distribution of the TASC/HSE Mathematics test

#### TABE 11&12 Resources

Now available on tabetest.com:

■ TABE 11&12 Blueprints

- <u>www.tabetest.com/resources-2/testing-information/blue-prints/</u>

TABE 11&12 Sample Practice Items

- www.tabetest.com/resources-2/testing-information/tabe-1112-practice/

- TABE 11&12 Online Tools Training
  - <u>www.tabetest.com/resources-2/testing-information/online-tools-</u> training/

#### ■ TABE 11&12 Blueprints

#### - www.tabetest.com/resources-2/testing-information/blue-prints/



#### ■ TABE 11&12 Sample Practice Items

#### - <u>www.tabetest.com/resources-2/testing-information/tabe-1112-practice/</u>

	LEVEL A
	TABE 11 & 12 MATHEMATICS PRACTICE ITEMS
1. Which expression is equivalent to	o (x2y)3 • x3?
A. x5y3	Although the second of the
B. x6y3	
C. x9y3	
D. x18y3	
2. The lists show the measured heig Section A: 4.8, 5.0, 5.3, 5.8, 6.1, 6.5, 6.	ghts, in meters, of trees in two different sections of a fores .5
Section 8: 3.8, 3.8, 5.8, 6.4, 6.6, 6.8, 9.	2
Which statement makes a correct co the two data sets?	onclusion based on the interquartile range of
A. The trees in Section B most III	ely have more consistent heights than the trees in Section A.
B. The trees in Section A most like	ely have more consistent heights than the trees in Section 8.
C. A randomly selected tree in 5 tree in Section A.	Section B will most likely be taller than a randomly selected
D. A randomly selected tree in S tree in Section B.	Section A will most likely be taller than a randomly selected
3. A RAINWATER COLLECTION SYSTEM CENTIMETERS AND A HEIGHT OF BC	USES A CYLINDRICAL STORAGE TANK WITH A DIAMETER OF
What is the total volume of water, i	in cubic centimeters, that can be collected?
A. 12,566 cubic centimeters	
B. 50,000 cubic centimeters	
C. 157,080 cubic centimeters	
D. 251,327 cubic centimeters	
4. A COUNTY CLERK HAS A GIVEN AN Based on the scatterplot, what does	NOUNT OF MONEY TO BUDGET FOR CULTURAL EVENTS. the point (0, 18) represent?
Cultural Events Budget	A, the total amount of the budget given to the county
dollars	<ol> <li>the total amount of the budget spent after 18 months</li> </ol>
nds te nds te no	C, the average amount spent out of the budget each month
88	D, the predicted amount of time after

- TABE 11&12 Online Tools Training
  - <u>www.tabetest.com/resources-2/testing-information/online-tools-</u> <u>training/</u>





#### **Online Tools Training**