



Alaska Adult Education Program

AlaskaJobs System Roles, Responsibilities, and Application Definitions

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The Alaska Adult Education Student

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

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

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

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

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

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

Eligibility

Alaska requires adults meet the following criteria to be eligible for adult education services:

The student:

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

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

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

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

- a legal emancipation document or a signed statement of consent from a parent or legal guardian; and
- official documentation of withdrawal from the last school attended in Alaska.

If youth are incarcerated in prison, and have been placed into the custody of the state, they do not need additional documentation to meet eligibility requirements.

Alaska Adult Education Application - AlaskaJobs

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

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

Data Entry Expectations

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

AAE programs will ensure that data is entered into data management system in a timely manner.

- Attendance must be entered and updated on a daily or weekly basis;
- Intake data must be entered within the first 10 days of the student's enrollment;
- Programs are required to ensure all student information (intakes, attendances, etc.) is verified for data entry errors no later than the 15th of the following month. (i.e., March's data must be verified by April 15th);
- Request for personnel staff accounts must be received within 15 days of the employee's start date; and
- June 30th is the deadline to enter and/or verify information prior to fiscal year reporting.

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

AlaskaJobs Roles and Responsibilities

Previously, many programs relied on a data entry clerk to enter all data related to the student. This included student demographics, enrollment, attendance, and assessment data. This has changed with the integration into the AlaskaJobs System. The following responsibilities are highly recommended, but many programs must combine roles due to limited staff.

Student's Responsibility

Students must complete at least a Comprehensive Registration in the AlaskaJobs System. The expectation is that students will create their own accounts as it is tied into the information from the job center and the information they will need to create their resumes and job search.

There will be some exceptions made for DOC, students with limited English language proficiency, and village students who lack internet connection.

Students must use their myAlaska account to log on and complete the registration process.

Data Entry Specialist's Responsibility

Data entry is the primary responsibility of the data entry specialist or the program coordinator (PC), acting as a data entry specialist. Teachers are not expected to act as data entry specialists as they have their own responsibilities to manage within AlaskaJobs.

- The student's AAE application and enrollment, previously referred to as intake, **MUST** be completed with the student. Programs are responsible for collecting WIOA reporting requirements accurately and timely.
 - It is the expectation of the US Dept. of Education (DOE), Office of Career, Technical, and Adult Education (OCTAE) that enrollment is completed one-on-one or within small groups and not just handing students a form to fill out.
- Data entry specialists must manage the following sections of the AlaskaJobs System to maintain the integrity of data in accordance with National Reporting System (NRS) for Adult Education guidance:
 - Student application and enrollment information;
 - Participation record and date;

- Activities, Enrollments, and Services: including AE1 initial service code and follow up codes (see below); actual begin and projected end dates; and provider information;
- Class registration;
- Maintaining partner programs;
- Verification of assessments, high school equivalency tests, and credential attainment; and
- Reporting measurable skill gain (MSG).
- Assessment data must be entered by the data entry specialist or the individuals who is responsible for administering the assessment. Once completed, a nightly interface with TABE, WorkKeys, and GED will ensure assessments and credential attainment is updated in VOS. Assessment data will only need to be checked regularly to ensure the integrity of the import. BEST and CASAS data will continue to be manually inputted.
 - Individuals who are completing assessment have the responsibility of initial class placement. Placement should be based on pre-assessment scores.

Data entry specialists have access to Detailed Reports to assist them with data entry tasks. They can run Soon to Exit, Class Registration, or Assessment Results to help them monitor activity.

Teacher's Responsibility

Managing classes are the primary responsibility of the teacher or PC acting as a teacher. Teachers have the ability to set up their classes and either add or transfer students into or from their class. Each "Class" will have at least a primary instructor that will manage the attendance. Some classes can also have a secondary instructor to help manage attendance. Data entry specialists that also assist with attendance, will need to be assigned as a secondary instructor.

For Example: I teach a Blended Learning class on Tuesdays and Thursdays. It is an AAE Pre-Secondary Math class and I teach in-person in Nome. However, Donna helps monitor the distance education piece of the learning. She reaches out to students at least once a week and she monitors the Essential Education proxy hours.

When I set up the class, I am the primary teacher and Donna is the secondary teacher. I enter the face-to-face attendance hours and Donna enters the distance education attendance hours.

Teachers have access to Detailed Reports to assist them with managing their classes. They can run Class Attendance, Student Attendance, or Student Contact Reports to assist with maintaining their classes.

Staff Responsibility: Professional Development Hours Only

Professional development (PD) hours of staff and volunteers are required. The AlaskaJobs System houses PD for all staff. Staff are responsible for inputting the following information into AlaskaJobs: PD hours, trainer's name, dates, and title of presentation. They are also responsible for determining the difference between trainings and professional development:

- **Training:** operationally focused and allows individuals to become more competent at their jobs.
- **Professional Development:** builds upon the knowledge, skills, and abilities of the staff member to benefit the student.

Program Coordinator's Responsibility

On top of helping all other areas with their responsibilities, there are certain functions that only PCs will have privileges to complete.

Grantee to Grantee Transfers may only be completed by a PC. The program requesting or transferring the student **must** have a release of information (ROI) signed by the student and/or a parent/guardian, if the student is a minor. The signed ROI **must** be attached to a case note prior to completing the transfer.

Authorization of a minor to receive adult education services must be approved by a PC. PCs must go into the 17/16 year old's case and enter a case note to approve their program entry. The following must be attached to the student's case:

- a legal emancipation document or a signed and notarized statement of consent from a parent or legal guardian; and
- official documentation of withdrawal from the last school attended in Alaska.

If youth are incarcerated in prison, and have been placed into the custody of the state, they do not need additional documentation to meet eligibility requirements.

PCs have access to detailed reports to better monitor AAE activities. Adult education reports allow the PC to assist teacher with managing their classes, assessments, registration, and attendance. They also have access to Predictive Adult Education reports. These reports are tools to monitor Educational Functioning Levels, Measurable Skills Gains, and Enrollment Data of students as they will be reported annually on the NRS Tables. It is highly recommended that these reports be viewed monthly for discrepancies.

- Gender/Race/Ethnicity Discrepancy Report.
 - In order to populate NRS tables, data entry specialists must select a gender, race, and ethnicity of the individual. There are options available for "Did Not Self-Disclose", "Did Not Self-Identify", or "I Do Not Wish to Answer".
 - **US DOE mandates** that these questions be answered, even if program personnel choose the answer they believe to be accurate. Any individual on this report will not be identified on certain NRS tables and data will not match.
 - To offset this issue, all programs **MUST** run the Discrepancy Report and fix any outstanding issues by the 15th of the following month.

Professional development (PD) hours of staff and volunteers are required. PCs are responsible for monitoring and marking PD hours of staff complete by the end of the year. The following information for staff must be entered and approved: PD hours, trainer's name, dates, and title of presentation.

Technical assistance and training must be provided first at the PC level. Remediation and troubleshooting should begin with the PC and escalate to the AAE office if errors continue to occur. Technical support and system maintenance emails should come directly from the PC. The following information and screen shots (if possible) need to be provided:

1. Where in the system the issue occurred (Manage Adult Education -> Manage Class Attendance);
2. What you expect the system to be doing, based on training (We should be able to add attendance to all student in the class);
3. What actually is happening (We are not able to add attendance);
4. Who is running into the issue and who is not (Donna Collins: Program Coordinator is able to add attendance; Windy Swearingin: Teacher is not able to use this function);
5. A good number to contact number for the person who is running into the issue (Windy Swearingin 907-465-8714); and
6. State ID and AED Case # of the student for Donna to test with (Student ID 8000111121; AED Case #512152).

Case Notes Guidelines

Case notes, in the AlaskaJobs System, are designed to inform PCs and the AAE Office of the students' progress, while protecting their information. Case notes that are written by a staff member, cannot be viewed by other

staff members with the same privileges. They may only be view by staff members with higher privileges, such as PCs and the AAE Office. Grantees may not view the case notes of other grantees regarding students.

Program coordinators should be reviewing case notes of staff members and assisting with the documentation process. The AAE Office will be periodically reviewing case notes in the AlaskaJobs System. As part of ongoing monitoring efforts, and to ensure quality data entry standards, case notes will provide a record of services, activities, and justifications associated with the student. Case notes should clearly articulate what and why supports and services are rendered.

Not all student documentation should be kept in electronic case notes. Confidential information that is best to keep in a hard copy file, should continue to do so. The most common case notes the AAE Office will be monitoring will include the following:

- Approval for 16/17 year old to access services;
 - Including uploaded documentation: a legal emancipation document or a signed and notarized statement of consent from a parent or legal guardian; and official documentation of withdrawal from the last school attended in Alaska.
- Accommodation justification for TABE testing;
- Accommodation request for GED testing;
- Justification for not determining eligibility of a student;
- Uploaded documentation: signed Distance Learning Student Contract;
- Justification for assessment of student prior to the recommended hours of post-test;
 - Including uploaded documentation: Waiver Form to Test before Completion of Recommended Hours;
- Referrals to partner programs;
 - Including uploaded documentation: Release of Information (ROI) documents;
- Justification for class changes without assessment documentation to backup changes;

Case Notes – Dos and Don'ts

When writing case notes, information should be:

- | | |
|------------------------|--------------------------|
| • Factual and Accurate | • Grammatically Correct |
| • Concise and Clear | • Specific |
| • Readable | • Necessary and Relevant |

Avoid the following:

- | | |
|--|------------------------|
| • Frustrations with students, classes, staff, etc. | • Slang |
| • Opinions | • Religion or Politics |
| • Jargon | • Overuse of Acronyms |
| | • Gossip |

Examples

- Sarah is a 17 year old student who was accompanied into Fairbanks Regional AE Program by her Mother Beth. Beth provided both a signed, notarized permission slip and school withdrawal letter from Fairbanks HS. Both are attached. She is approved to start classes on Monday.
- Jeremy has been excelling in reading. When initially tested last month, he score a 400 on the TABE. However we are moving him up to the advance reading class because he is displaying skills beyond his TABE scores.
- Extended time has been added to Timmy's TABE Post Assessment. He is in the process of working with GED to obtain accommodations for GED testing. IEP was provided by student and hard copy is located in file.

- Jennifer stated she is interested in taking CDL classes, but could not pay the course fee. She is a single mom with 3 children. She was laid off her job last month and trying to obtain her alternative HS diploma. Referred Jennifer to job center to determine if she would qualify for funding for CDL classes.
- Tiffany is moving to Juneau. She has been a regular and has been making gains in Bethel and we do not want her to lose ground. Had her sign a release (attached) for a grantee to grantee transfer. Spoke to Southeast Regional AE this morning and we will transfer her case next Tuesday.

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

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

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

AAE Student Application

The application process is more than obtaining information, it is about building a rapport with your student. Applications should always be completed with the student as there are terms required that will need explanation. Use clear, simple language to briefly describe and discuss the purpose of the applications and any definitions. If the student chooses to divulge personal information, such as a disability or medical conditions, assure them that this information is confidential.

The application is a snapshot of the student's information at the time of enrollment. Information required in the AAE application section of AlaskaJobs will be marked with an asterisk (*). Approximately 90 percent of information that is filled out by the student will prepopulate the AAE application and the data entry specialist will need to verify the information prior to making the student eligible.

Once submitted, information on the AAE application cannot be changed, with the exception of basic contact information. Any other changes will have to be made by the AAE Office. Changing information (email, phone number, address, etc.) on the AAE application, will not affect the student's personal profile.

Application Definitions

In the definitions below:

*** Required Information** – Entered or updated by staff during application process.

**** Required Information** – Entered into AlaskaJobs by student, verified by AE Regional Program; updated as necessary.

Top of Application

To be completed by the regional program – **All fields required**

- **Intake Completed By:** first and last name of the individual who is assisting with the completion of the application; not the individual inputting the data.
- **AAE Regional Program:** regional AE program, not where the individual is located.

Student's Contact Information

- **** Full Name:** first, middle initial and last name of the student as it appears on legal documents.
- **** Social Security Number (SSN):** nine-digit personal identification number issued by the federal government. AAE requires providers request SSNs from the student as they are critical for data matches for federal reporting purposes. Providers may not deny services in the event the individual refuses to disclose his or her SSN. (Updated only by AAE Program Office)
 - SSN is view only. If changes need to be made, changes can only be made by contacting the State AAE Office.
 - If the student chooses not to supply their SSN, the system will auto-generate a number for them.
- **** Residential Address:** the actual address of the student's residence or directions to their residence if applicant is living in a rural area.
 - If none available, use the address provided by the student and enter a brief description of living situation in the case note.
- **** City & Zip Code:** the city, town, village where the student resides and the five or nine-digit identifying number of the student's residence.

- **** Mailing Address:** the student's mailing address. If homeless or does not have a mailing address, enter an address which would most likely receive his/her mail such as a shelter, social service agency, relative, etc.
 - If none available, use the address provided by the student and enter a brief description of living situation in the case note.
- **** City & Zip Code:** the city, town, village where the student resides and the five or nine-digit identifying number of the student's residence
- **** Primary Phone Number:** the student's home phone number and/or cell phone.
- **Alternative Phone Number:** alternative phone number where students may be contacted or messages may be left.
- *** Primary Phone Type:** primary phone type must be one of the following:

○ Cell/Mobile Phone	○ Not Identified
○ Relatives Phone	○ Home
○ Work Phone	○ Other
- **** Primary Phone Mode:** primary phone mode must be one of the following:

○ Voice	○ Voice/TTY
○ TTY	○ VideoPhone
○ TTY- stands for Text Telephone. It is also sometimes called a TDD or Telecommunication Device for the Deaf.	
- **Primary Email Address:** primary email address for student.

Demographic Information

- **** Date of Birth (DOB):** date of birth must be provided; mm/dd/yyyy. Students under the age of 16 are not eligible for AAE services. Student 16/17 must have supporting documentation.
 - DOB is view only. If changes need to be made, changes can only be made by contacting the State AAE Office.
- **** Gender:** must select either **male** or **female** to populate NRS tables. US DOE mandates that this question be answered. Programs should alternate randomly to assign male/female to students who choose not to answer this question.
 - Example: The Gender/Race/Ethnicity report is pulled and two students have chosen not to answer. Student A is marked as female, while student B is marked as male. When the report is next pulled, student C will be marked as female.
- **US Citizenship Status:**
 - **Citizen of the US or US Territory:** anyone born or naturalized in the United States, and subject to the jurisdiction thereof.
 - **US Permanent Resident:** non US citizens living in the United States as permanent residents and who hold US Green Cards are known as permanent resident aliens.
 - **Alien/Refugee Lawfully Admitted to US:**
 - **Refugee** status is a form of protection that may be granted to people who meet the definition of refugee and who are of special humanitarian concern to the United States.
 - **Alien Lawfully Admitted to the US** are tourists, students, business travelers and temporary workers who enter the U.S. for fixed periods of time; they are lawfully admitted aliens who are not lawful permanent residents.
 - **None of the Above:** If none of the available options apply.
- *** Living in a Rural Area:** according to the US Census Bureau, students are considered to live in a rural area, if they are not living in an urban area of 50,000 or more people or urban cluster of at least 2,500 and less than 50,000 people. Rural encompasses all populations, housing, and territory not included within an urban area.

- This question is defaulted to “No”.
- **** Hispanic/Latino Heritage:** A person of Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, and other Central or South American or Spanish culture or origin, regardless of race. Ethnicity information is collected separately from race information. Individuals who indicate that they are Hispanic or Latino should also select one or more racial categories.
 - Must select **yes** or **no** to populate NRS tables. US DOE mandates that this question be answered, even if program personnel choose the answer they believe to be accurate.
- **** Race (Ethnicity) check all that apply:** indicate what race the student identifies with by selecting all that apply
 - **African American/Black:** individuals having origins in any of the black racial groups of Africa, including, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, and Somali.
 - **American Indian/Alaskan Native:** individuals having origins in any of North, Central, and South America, including, for example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, and Maya.
 - **Asian:** individuals having origins in any of the original peoples of Central or East Asia, Southeast Asia, or South Asia, including, for example, Chinese, Asian Indian, Filipino, Vietnamese, Korean, and Japanese.
 - **Hispanic or Latino:** individuals of Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, and other Central or South American or Spanish culture or origin.
 - **Native Hawaiian/Other Pacific Islander:** individuals having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands, including, for example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, and Marshallese.
 - **Middle East/North African:** individuals having origins in any of the original people of Middle East or North Africa. This area includes for example, Lebanese, Iranian, Egyptian, Syrian, Iraqi, and Israeli
 - **White:** individuals having origins in any of the original peoples of Europe, including, for example, English, German, Irish, Italian, Polish, and Scottish.
 - Must select **one or more** to populate NRS tables. US DOE mandates that this question be answered, even if program personnel choose the answer they believe to be accurate.
- **Primary Language English:** “Yes/No”- Not a required field. However, this will populate from the student’s personal profile response.
- **If no, What is Primary Language?** Pick only one primary language other than English. Not a required field. However, this will populate from the student’s personal profile response.
- **Do you require English language assistance?** “Yes/No”-Not a required field. However, this will populate from the student’s personal profile response.
- **** Considered to have a disability:** Indicates that he or she has any disability, defined as a physical or mental impairment that substantially limits one or more of the person’s major life activities, as defined under the Americans with Disabilities Act of 1990.
- *** Category of Disability** (question will only display if indicated YES student is considered to have a disability): one or more must be selected from the following:
 - **Physical/Chronic Health Condition:** like illnesses, injuries and impairments, physical or chronic health conditions affect one’s ability to function or enjoy life.
 - **Physical/Mobility Impairment:** includes people with varying types of physical disabilities. This type of disability includes upper or lower limb loss or disability, manual dexterity and disability in co-ordination with different organs of the body.

- **Mental or Psychiatric Disability:** mental impairment that substantially limits one or more of the major life activities
- **Vision-related disability:** decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses or medication
- **Hearing-related disability:** partial or total inability to hear.
- **Learning Disability:** disorders that affect the ability to understand or use spoken or written language, do mathematical calculations, coordinate movements, or direct attention.
- **Cognitive/Intellectual disability:** a person has certain limitations in mental functioning and in skills such as communicating, taking care of themselves-, and social skills.
- **Participant did not disclose type of disability**

Employment Information

- **** Employment Status:** One of the following must be selected:
 - **Employed:** the student is:
 - (a) currently performing any work at all as a paid employee,
 - (b) currently performing any work at all in his or her own business, profession, or farm,
 - (c) currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or
 - (d) one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time off, and whether or not seeking another job
 - **Employed, but received notice of termination of employment or military separation:** is a person who, although employed, either
 - (a) has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or
 - (b) is a transitioning service member (i.e., within 12 months of separation or 24 months of retirement).
 - **Not Employed:** is not employed but is seeking employment, makes specific effort to find a job, and is available for work.
- *** If Not Employed, Is Student Not in the Labor Force** (this question will only appear if “not employed” is selected under Employment Status): not employed and are not seeking employment nor are they available for work (i.e., those who are not employed and are not actively looking for work, including those who are incarcerated).
- *** Farmworker Status** (must select one of the answers below): any program that receives assistance under section 167 of WIOA and strengthens the ability of the eligible migrant and seasonal farmworkers and dependents to obtain or retain unsubsidized employment, or stabilize their unsubsidized employment, including upgraded employment in agriculture.
 - **No:** does not fit the definition of Farmworker Status.
 - **Seasonal Farmworker Adult:** a person who meets the following criteria:
 - during the preceding 12 months, worked at least an aggregate of 25 or more days or parts of days in which some work was performed in farm work
 - earned at least half of his or her earned income from farm work
 - not employed in farm work year round by the same employer
 - **Migrant Farmworker Adult:** a seasonal farm worker who has to travel to do the farm work and is unable to return to his or her permanent residence within the same day.

- **MSFW Youth:** an individual under 18 who is a seasonal farm worker who has to travel to do the farm work and is unable to return to his or her permanent residence within the same day.
- **Dependent Adult:** a person over the age of 18 who is claimed as a dependent or has an eligible relationship of the MSFW.
- **Dependent Youth:** a person under the age of 18 who is claimed as a dependent or has an eligible relationship of the MSFW.
- *** If Yes, select one** (this question will appear if any category other than “no” is selected under Farmworker Status)
 - **Agricultural Production and Services:** a person who has engaged in agricultural work as the primary source of income for a minimum of four (4) years prior to intake/eligibility determination.
 - **Food Processing Establishments**
 - during the preceding 12 months, has worked at least an aggregate of 25 or more days or parts of days in which some work was performed in food processing (as classified in the North American Industry Classification System (NAICS) 311411, 311611, 311421 for food processing establishments)
 - earned at least half of his or her earned income from food processing work
 - not employed in food processing work year round by the same employer, provided that the food processing required travel does not enable the worker to return to his or her permanent residence in the same day
- *** Long Term unemployed (27 or more consecutive weeks):** select YES if applicant is currently unemployed and has been for at least 27 weeks.

Education History

- *** Highest School Grade Completed:** the highest number of years of formal schooling completed. Must select one of the following:

○ No School Grade Completed	○ 7th Grade Completed
○ 1st Grade Completed	○ 8th Grade Completed
○ 2nd Grade Completed	○ 9th Grade Completed
○ 3rd Grade Completed	○ 10th Grade Completed
○ 4th Grade Completed	○ 11th Grade Completed
○ 5th Grade Completed	○ 12th Grade Completed
○ 6th Grade Completed	
- *** US Based Schooling:** schooling in the United States or abroad, including foreign student exchange programs or dependent children of military personnel educated while stationed overseas.
- *** High School Diplomas or Equivalent Received:** graduated from a high school or completed an alternative assessment to obtain an equivalent diploma.
- *** School Status:** must select one of the following:
 - **In School, secondary school or less:** has not received a secondary school diploma or its recognized equivalent and is attending any primary or secondary school (including elementary, intermediate, junior high school, whether full or part-time), or is between school terms and intends to return to school.
 - **In-School, alternative school:** has not received a secondary school diploma or its recognized equivalent and is attending an alternative high school or an alternative course of study approved by the local educational agency whether full or part-time, or is between school terms and is enrolled to return to school.

- **In-School, post-secondary school:** has received a secondary school diploma or its recognized equivalent and is attending a postsecondary school or program (whether full or part-time), or is between school terms and is enrolled to return to school.
- **Not attending school or secondary school dropout:** is not within the age of compulsory school attendance; and is no longer attending any school and has not received a secondary school diploma or its recognized equivalent.
- **Not attending school, secondary school graduate or has a recognized equivalent:** is not attending any school and has either graduated from secondary school or has attained a secondary school equivalency.
- *** Highest Education Level Completed:** highest degree is the person's status at the time of the most current enrollment into an AK Adult Ed Program: Must select one of the following:
 - **Attained secondary school diploma**
 - **Participant with disability receives certificate of attendance/completion:** as a result of successfully completing an Individualized Education Program (IEP).
 - **Completed one or more years of Post-Secondary education**
 - **Attained a postsecondary technical or vocation certificate (non-degree)**
 - **Attained an Associate's degree**
 - **Attained a Bachelor's degree**
 - **Attained a degree beyond a Bachelor's degree**
 - **No Educational Level Completed**
- *** US Based Schooling:** schooling in the United States or abroad, including foreign student exchange programs or dependent children of military personnel educated while stationed overseas

Education Partner Services:

- *** Is student receiving services from any of the following?** Must answer all the following:
 - **YouthBuild:** low-income young people ages 16 to 24 work full-time for 6 to 24 months toward their GEDs or high school diplomas while learning job skills by building affordable housing in their communities.
 - If "Yes" must provide YouthBuild Grant Number
 - Current YouthBuild Grants: <https://www.youthbuild.org/program-directory>
 - **Job Corp:** a free education and training program that helps young people learn a career, earn a high school diploma or GED, and find and keep a job.
 - **Vocational Rehabilitation:** transition services for students with disabilities, that facilitate the transition from school to postsecondary life, such as achievement of an employment outcome in competitive integrated employment, or pre-employment transition services.
 - **VR&E (Vocational Rehabilitation and Employment):** provides services to eligible service members and veterans with service-connected disabilities to help them prepare for, obtain, and maintain suitable employment or achieve independence in daily living.

Public Assistance Information

Answer the following in regards to individuals or member of a family that is receiving, or in the past 6 months has received, the following:

- *** Temporary Assistance for Needy Families (TANF) recipient:** Alaska Temporary Assistance Program (ATAP) is provided under the federal TANF block grant. Participants may know this assistance as either TANF or ATAP, therefore both options qualify as receiving TANF.
- *** Supplemental Security Income (SSI) recipient:** SSI benefit payments under Title XVI of the Social Security Act

- *** General Assistance (GA) recipient:** receiving or has received cash assistance or other support services from one of the following sources in the last six months prior to participation in the program (State/local government).
- *** Supplemental Nutrition Assistance Program (SNAP) recipient:** assistance through the Supplemental Nutrition Assistance Program (SNAP) under the Food and Nutrition Act of 2008 (7 USC 2011 et seq.)
- *** Refugee Cash Assistance (RCA) recipient:** receiving or has received cash assistance or other support services from one of the following sources in the last six months prior to participation in the program.

Answer the following in regards to if the individual receives, or in the last 6 months, received:

- *** Social Security Disability Insurance (SSDI) recipient:** SSDI benefit payments under Title XIX of the Social Security Act.
- *** Foster Child (State or local payments are made for applicant):** is a person aged 24 or under who is currently in foster care or has aged out of the foster care system.
- *** Youth currently receives, or is eligible to receive, free or reduced lunch under the Richard B. Russell National School Lunch Act:** low-cost or free school lunch meals to qualified students through subsidies to schools.
- *** Low Income (Adult Education):** if any of the above questions are a “Yes”, this question is automatically answered “Yes”. A student is considered to be low income if one of the following applies:
 - Receives, or is a member of a family which receives, cash payments under a Federal, State, or local income-based public assistance program;
 - Received an income, or is a member of a family that received a total family income, for the six-month period prior to registration (exclusive of unemployment compensation, child support payments, payments described in subparagraph (A) and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402)) that, in relation to family size does not exceed the higher of:
 - the poverty line for an equivalent period; or
 - 70 percent of the lower living standard income level for an equivalent period [LLSIL poverty guidelines](#);
 - Is a member of a household that receives (or has been determined within the 6-month period prior to registration for the program involved to be eligible to receive) Food Stamps under the Food Stamp Act of 1977

Individual & Employment Barriers

The following questions are related to the specific applicant only. All questions are defaulted to “No”. Date entry specialists are required to select “Yes” if the student indicates they are:

Individual Barriers:

- *** English Language Learner:** a student who speaks a foreign language and is learning the English language.
- *** Dislocated Worker:** a student who:
 - has been terminated or laid off, or has received a notice of termination or layoff from employment;
 - was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community or because of a natural disaster;
 - who has been providing unpaid services to a family member in the home and who has been dependent on the income of another family member but is no longer supported by that income; or

- the spouse of a member of the Armed Forces on active duty, and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member OR is the spouse of a member of the Armed Forces on active duty and who is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
- *** Homeless:** a student (adult or youth) that lacks a fixed, regular, adequate nighttime residence. Including a primary nighttime residence that is a publicly or privately operated shelter for temporary accommodation; an institution providing temporary residence for individuals intended to be institutionalized; or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
- *** Runaway:** a student under 18 years of age who absents him or herself from home or place of legal residence without the permission of parents or legal guardian.
- *** Foster Care Status (under the age of 24 only):** a court order in existence removing the youth from the custody of the parent(s) and specifying a managing conservator exists and state or local government payments are made to the conservator. Select one of the following:
 - No
 - Yes, Currently In: a student aged 24 or under who is currently in foster care.
 - Yes, Aged Out: a person aged 24 or under who is currently in foster care or has aged out of the foster care system.
- *** Ex-Offender (individual has been arrested/convicted of a crime):** a student who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction.
 - Correctional institutions must select “Yes”.
- *** Currently Incarcerated:** is a student currently residing in a correctional institution at the time of program entry.
 - Correctional institutions must select “Yes”.
- *** In Other Institutional Setting:** student who identify they are residing in any other medical or special institution.
- *** In Community Correctional Program:** student is residing in a community-based rehabilitation facility or halfway house.

Barriers to Employment

- *** Displaced Homemaker:** a student who has been providing unpaid services to family members in the home; has been dependent on the income of another family member but is no longer supported by that income, and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
- *** Within 2 years of exhausting TANF lifetime eligibility:** if the student is within 2 years of exhausting lifetime eligibility under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.), regardless of whether receiving these benefits at program entry.
- *** Single Parent** (including single pregnant women): is single, separated, divorced or a widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women).

AAE Eligibility Questions

There are two questions within the system that are defaulted to “YES”. These questions are eligibility questions for adult education and should remain a Yes on every participant.

Individual Barriers

- *** Basic literacy skills deficient** - means with respect to an individual—
 - A. who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; **OR**
 - B. who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

Barriers to Employment

- *** Cultural Barriers** – the student faces substantial cultural barriers that may be a barrier to employment. The student perceives him or herself as possessing attitudes, beliefs, customs or practices that influence a way of thinking, acting or working that may serve as a hindrance to employment.

Examples include:

- A. language and communication skill deficient;
- B. lack of understanding of career pathways, employment options, and soft skills needed for employment;
- C. discrimination due to customs or beliefs that do not fit current norms;
- D. age and time out of school and stigma associated with lack of diploma.

Participant Individual Record Layout(PIRL)

The Participant Individual Record Layout (PIRL) was developed collaboratively by the U.S. Departments of Labor and Education as a part of the Workforce Innovation and Opportunity Act (WIOA) performance accountability related provisions. The PIRL represents a set of common definitions that are shared across multiple programs for performance reporting.

Common Performance Reporting [PIRL](#), defines elements that are common across the Department of Labor and Department of Education core WIOA programs, including Title II Adult Education Programs. PIRL data elements are captured at intake and exit by AK Adult Ed Programs.

Credential Attainment: Percentage of participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attained a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program.

- The credential attainment indicator consists of (1) postsecondary credential attainment for participants -enrolled at the same time in an adult education program **and** postsecondary education **or** (2) attainment of a recognized secondary school diploma, **with** employment or entry into a postsecondary education or training program within one year of exit, for participants enrolled at the secondary level who did not previously possess a secondary school diploma.

Date of Exit: Student is considered “exited” after 90 days have elapsed since the last date of service and no future services are planned.

Exit Criteria: The date of exit from the program is the last date of service.

- Reportable individual must be considered “exited” when 90 days have elapsed since the last date of service and no future services are planned. This means the individual has had 90 days of no services, including self-service and information-only service, since being identified as a reportable individual.
- Intake Form Required for New Period of Participation** – Under WIOA Regulations, if a student is gone for 91 or more days and returns to study, the student is in a new Period of Participation (see below). AK Adult Ed Programs must have the student complete a new intake form (*currently under revision*). Changes in the student's information must be changed in the AlaskaJobs System.

Integrated Education and Training Program (IET): A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Measurable Skill Gains: Percentage of students 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, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

MSG type 1. Educational functioning level gain:

- **MSG type 1a.** Documented achievement of at least one educational functioning level in reading, writing, speaking, and listening and functional areas, as measured by an NRS-approved assessment.
- **MSG type 1c.** Enrollment in a postsecondary educational or training program during the program year.
- **MSG type 1d.** Passing a subtest on a State-recognized high school equivalency examination.

MSG type 2. Attainment of a Secondary School Diploma: Receipt of a secondary school diploma or recognized equivalent during enrollment or after exit and by the end of the program year.

For IET and Workplace Literacy Participants Only:

MSG type 3. Secondary or Postsecondary Transcript: Exhibiting progress on a postsecondary transcript.

MSG type 4. Progress Toward Milestones: Showing progress toward established milestones.

MSG type 5. Passing Technical/ Occupational Knowledge-Based Exam: Passing a technical or occupational knowledge-based exam.

Depending on the type of education or training program, documented progress is defined as one of the following:

- Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
- Documented attainment of a secondary school diploma or its recognized equivalent;
- Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;
- Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
- Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

Participant: Students who have completed 12 or more contact hours, have current intake forms reported, and have current TABE, WorkKeys, CASAS, or BEST assessment.

Participant Individual Record Layout (PIRL): Data layout that provides a standardized set of data elements, definitions, and reporting instructions that will be used to describe the characteristics, activities, and outcomes of WIOA participants.

Periods of Participation: Any break in AK Adult Ed services greater than 90 days is the start of a new Period of Participation (POP). The AlaskaJobs System tracks the number of POPs a student has within one fiscal year.

Reportable Individual: Any student who completes an intake form and the TABE, WorkKeys, CASAS, or BEST tests. These individuals are part time students whose total attendance in the fiscal year is less than 12 hours.

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

Teacher Resources and PDF Fillable Documents:

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