

**NORTH DAKOTA ADULT BASIC AND SECONDARY EDUCATION  
ASSESSMENT POLICY**  
Updated June 2009

**OVERVIEW:**

The Workforce Investment Act of 1998 WIA (Title II) requires states establish a comprehensive system of accountability for Adult Education and Family Literacy programs. WIA mandates states to collect data on several core measures, including the educational gains of those who enroll in the Adult Learning Centers (ALCs) across North Dakota. To meet this requirement, the U.S. Department of Education, Office of Adult and Vocational Education developed the National Reporting System (NRS).

The policies in this document are designed to provide guidance for the ND ALCs and to ensure all local programs work towards meeting the following NRS requirements in the same method.

- Use of statewide standardized assessment with parallel forms of pre and post-tests to determine educational gains of students enrolled in the Adult Education and Family Literacy programs;
- Use of standard testing protocols to ensure a standardized testing format and to ensure quality data; and,
- Use of data to promote continuous improvement of local programs.

**Need for the Assessment Policy:**

Quality assessment is an essential component of any exemplary adult education program. The North Dakota Department of Public Instruction is committed to this goal and has implemented the statewide use of the Test of Adult Basic Education (TABE) and Basic English Skills Test (BEST) assessment instruments; both are approved by the US Office of Education and NRS guidelines. To ensure accuracy and consistency, the Department of Public Instruction requires all ND ALC programs use the selected standardized assessment instruments based upon validity and reliability.

- ***Validity*** refers to the extent to which the instrument measures what it is intended to measure. To establish the content validity with respect to the requirements of the NRS, there must be evidence that the items/ tasks of the instrument measure the skills associated with the Educational Functioning Levels (EFL).
- ***Reliability*** refers to the degree of consistency in performance of an instrument; that is, the extent to which an examinee would be expected to perform similarly across multiple administrations of the instrument or under different conditions.

The Department of Public Instruction is committed to provide comprehensive and timely professional development and training for all staff and certification when required/indicated for the assessment instruments. The Department is also committed to continuous improvement monitoring of all sites to ensure assessment policies outlined in this document are followed.

Quality assessment data plays a major role in many areas to include placement of students in appropriate levels of instruction, diagnoses of student weaknesses and strengths, monitoring progress and reporting student’s mastery of skills in specific level of instruction or to exit a particular level. Additionally, assessment data is used as follows:

- Inform students about basic skills levels
- Help students determine short and long range goals
- Place students into the most appropriate instructional program
- Use information as a diagnostic to guide instruction
- Pre and post-test to record progress
- Certify level of completion
- Manage program improvement and planning
- Plan and develop professional development activities
- Assess comparability across local programs

**Purpose and Uses of Assessment:**

ND Adult Education programs are encouraged to use a variety of assessments to assist in the development of their instruction programs and activities to meet the diverse needs of students. However, for reporting and meeting the NRS requirements, only approved tests instruments are recommended. In North Dakota all adult basic and secondary education programs are required to assess all learners with the TABE 9 and 10. No other forms of assessment will be used for the purpose of pre and post-testing to report NRS educational gains.

**Summary and Overview:**

An appraisal/locator test is used to help determine the appropriate pre-test to administer.

<b>Locator Tests</b>	<b>English for Speakers of Other Languages (ESOL)</b>	<b>Adult Basic &amp; Secondary Education (ABSE)</b>
<b><i>TABE 9/10</i></b>		
Reading		X
Total Math		X
Language		X
<b><i>TABE CLAS-E</i></b>		
Reading	X	
Listening	X	
Writing	X	
Speaking skills	X	
<b><i>BEST Plus</i></b>		
Speaking	X	
Listening	X	
<b><i>BEST LITERACY</i></b>		
Reading	X	

**Additional information is available in:**

Appendix A: Assessment Charts for placement and progress and post-testing

Appendix B: Timeframes for Pre and Post-testing

Appendix C: Test Training Information

**General Guidelines:**

- A. All ALC staff administering the assessment **MUST** use proper testing, scoring, and reporting protocols for all tests being used.
- B. All staff who administers the assessment **MUST** be trained in the proper administration practices of those instruments. (See Appendix C: Training and Administration).
- C. The ALC's **MUST** keep a record of all persons trained for each assessment and who conducted the training. Assessment verification documents will be required during the program monitoring.

**Pre-test Guidelines:**

- All students must be pre-tested with an approved standardized assessment, prior to enrollment.
- Students are pre-tested in multiple skill areas (i.e., reading, math, writing, listening) to provide the student with adequate information about their skill levels. This information also helps the teachers in making decisions about their participation in planning for the student's curriculum and instructional strategies.
- The student's skill level is determined when the data is entered into the ND data management system, Student Information Management System (SIMS). The local programs are encouraged to verify the skill level to the NRS guidelines and the Department of Public Instruction.
- The local programs are advised to select the reporting skill level based upon the lowest diagnostic pre-test scores in which the student desires to study.
- **The local programs must never manipulate test scores to achieve learning gains that do not accurately reflect the student's educational functional levels, student goals or other areas of study.**
- The local programs should use a locator/appraisal test for guidance on the appropriate re-tests to be administered. A locator test may not be used for placement or post-testing. All ABSE programs must use proper testing, scoring, and reporting protocols for all assessment tools used.
- When using the TABE, the TABE WORD List may be used for the locator/initial appraisal assessment for students functioning at the beginning ABE Literacy Level (1).
- The student must be placed in their lowest academic level as administered by scores on the standardized assessment.
- If a student has a specific academic goal different from the area in which he/she scores the lowest, the student must be tracked in his/her goal area. The local programs are encouraged to record progress in all areas where instruction is provided.
- Test scale scores are used to determine the Educational Functioning Level (EFL) for each student.
- Local programs should determine if a new pre-test should be administered to a student not in attendance for 90 days and received no instruction.

- Forms of the TABE 9 and TABE 10 must be alternated. The same form may not be used to pre and post test within 60 days to prevent memorizing the test and thus invalidating it as a post test measure for that student.
- The TABE Locator Test must be used to determine the level of TABE to be administered: Easy, Medium, Difficult, or Advanced levels (E, M, D, or A). If the learner is functioning in different levels in different areas, the **lowest** functioning level will be the basis for the NRS Educational Functioning Level placement. To determine educational gain, the learner should be assessed again, post-tested, after an instructional period with a **different form** of the same test. For example: a student's TABE Locator reading score indicates the appropriate level of testing is Level M. The student is then given the TABE **Form 9, Level M** reading pre-test. After a period of instruction (60 hours), the student needs to be given the TABE **Form 10, Level M** as a post-test. **Do not post-test with the same form, and do not post-test with a different level.**
- For those students who continue to receive services from one program year to the next, their post-test may be rolled forward and used as a pre-test. For NRS/SIMS reporting purposes the new program year should match with the student entry date of the new program year. For example: A student takes a post-test on May 15, 2009. He/she continues to attend classes until the programs ends on June 30, 2009. When the program resumes in July, the student is re-enrolled for the next program year-2009-2010. Since it has been less than 90 days from his/her last test, the post-test scores from May 15 may be used for placement for the new program year - and there is no need to re-test the student. The new test date would be the day he/she starts classes in July for the new program year.

### **Assessment Policy Compliance**

This policy is designed to meet the NRS requirements of the WIA Title II Adult Education and Family Literacy Act; therefore, implementation of this assessment policy is supported by the Department of Public Instruction and implementation and fidelity of the assessment process and policies will be enforced and required by every ALC. In order to meet the requirements the State office will undertake the following steps to ascertain the implementation process for each center. The State office will:

1. Conduct monthly desk audit of the data for all sites;
2. In case of any discrepancies DPI will provide, in writing, the steps necessary for correction with the required steps for improvement and timeframes;
3. Provide necessary technical assistance/training as indicated; and
4. Require appropriate documentation of verification that this policy is being implemented during the ALC monitoring visits.

### **Guidelines for Administering Post-Tests**

- A minimum of 70% of enrolled students must be post-tested.
- The same standardized test (TABE or BEST) must be used for placement and for reporting level of completion.
- If a student has completed 60 hours of instruction he/she should be post-tested if there is evidence of level completion.
- To assure valid test results, sufficient instructional time must occur between tests. Follow the test publishers' recommended time frames for administering a post-test.

TEST	TESTING TIME FRAMES	
TABE	60 hours-same level different form	120 hours- same level-same form
BEST Literacy & BEST Plus	60 hours minimum	80-100 hours recommended

\*Recommended timeframes for pre-post-testing - See **Appendix B**

If the post-test is administered prior to the publisher's recommended timeframe, please note there may be exceptions to this policy for post-testing if:

1. The student plans to leave the program prior to completing the recommended timeframe for post- testing. While these students are not expected to show a significant learning gain, no post- testing will guarantee any evidence of learning gains.
2. The program plans to close for an extended period of time (i.e. summer or winter breaks).

The local programs must have the following documentations on file to justify early post-test administration.

- Evidence that the student was leaving the program early,
- Evidence to show that student has gained the skills to justify post-testing, and
- Permission from local program administrator for early administration of post-test.
- This exception applies only to Low ASE and High ASE.

If a student is not post-tested, level completion can not be determined.

**Data entry requirement into the ND Student Information Management System (SIMS)**

- All demographic and pre-test data must be entered into the SIMS at the time of enrollment for every student. The student is to be enrolled after he/she has received 12 hours of instruction.
- The post-test data must also be entered into the system immediately after the testing is completed.
- All student information, including all assessment data **MUST** be entered within 30 days from the time of testing. The assessment must reflect the name of the test, form used and the date of test administration.

**ADULT BASIC and SECONDARY EDUCATION (ABSE)**

Approved assessments must be used for student placement of ABSE students into the Educational Functioning Levels and post-testing. The following tests are approved tests for use in North Dakota Adult Education programs.

TEST	SUBJECT	EFL
TABE 9/10 - Local programs may administer either the TABE full battery or survey for placement and/or progress testing. <i>The full battery is recommended.</i>	Reading Total Math Language	1-6

## ENGLISH FOR SPEAKERS OF OTHER LAUGUAGES (ESOL)

TEST	SUBJECT	EFL
BEST Literacy	Reading Writing	1-5
BEST Plus	Reading Listening	1-6
TABE CLAS-E	Reading/Writing Listening/Speaking	1-6

### ADDITIONAL GUIDELINES FOR PRE-TESTING ESL STUDENTS:

- ESL students must be tracked in either listening/speaking OR Reading/Writing. ESL students who are tested in multiple basic skills must be tracked in the lower score area or the student's goal area.
- For the high level ESL student, determine at the time of placement if the student should be enrolled as an Adult Basic Education student or an ESL student. Use assessment results or student's goal as to how the students will be entered in the SIMS data system.
- For post-testing ESL students follow the test publisher's guidelines.

### PROGRESS MONITORING AND REPORTING REQUIREMENTS:

- Scale scores must be used to report student educational gains. The SIMS automatically calculates the student's educational functioning level. However, appropriate assessment scores must be entered according to the guidelines listed above.
- *If a student has a secondary credential and he/she exceeds the highest scale score of Level 6 completion, the student should not be enrolled in the ABSE program.* For example, if a student already has a high school diploma or a GED and needs remediation in math to enter post-secondary program and he/she exceeds the highest score of Level 6, he/she should be referred to another program.
- *If a student DOES NOT have a secondary credential and his/her scores exceed the highest score in Level 6, he/she may be enrolled in the ABSE program- through two options:*
  1. *Enrolled with a goal to achieve a GED*
  2. *Student shows a gain in his/her post-test scales scores*
- Local programs must follow the test administration guidelines regarding test scoring. The scores are most reliable when they fall near the middle of the distribution scale (40-75% correct). Students whose scores fall near the top may know more than the test can measure. Similarly, those whose scores are near the low end of the scale may give little information about the student's academic skills. Therefore, a retest may be in order. At the higher end, the student should be administered a higher level test (for example: TABE M-D) At the lower end the student should be administered a lower level test (for example: TABE A-D).

### **Retention of Records:**

Local programs must retain hard copies of the student instructional records for one year after the student exits the program. For audit purposes the local programs must keep individual student records (paper or electronic) for at least a 5 year period after the student exits the program or as required by the local institution.

### **Special Populations & Providing Accommodations for Students with Disabilities:**

The accountability standard of the 1998 Workforce Investment Act includes the Rehabilitation Act Amendments of 1998 to improve access to adult education programs and achieve employment outcomes for students with disabilities. Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act of 1997, and the Americans with Disabilities Act of 1990 have provisions related to testing accommodations for students with disabilities. The ADA ensures equal access for all students' educational programs, including students with disabilities. Accommodations provide an opportunity for all students to demonstrate their skills.

The following section includes information on the rights and responsibilities of local programs when serving students with learning disabilities. These guidelines are provided to administer TABE and BEST assessments.

- Students with documented disabilities who require accommodations may request assessment instruments in an alternative format and accommodations in test administration procedures.
- Documented disabilities mean that an individual has provided an evaluation and a formal recommendation for accommodations from a physician, an IEP, or other formal documentation.
- The accommodations provided during testing should be the same as during instruction.

Local programs must consider the needs of each student with disabilities when providing accommodations. The responsibility of fulfilling accommodation requests rests with each local program. The State Adult Education Office can provide additional guidance about the appropriateness of accommodation requests and how to access other resources to meet such requests. Across ND, Vocational Rehabilitation has been a strong partner in assisting local programs. In addition, the local programs are responsible for providing these accommodations at no additional cost to the student.

If the student does not disclose a disability or the extent of a disability, local programs, in the context of their instructional responsibilities, may ask the student about the existence or extent of a disability.

Local programs may NOT ask questions about disability simply for reporting purposes. Students are responsible for providing appropriate information documenting a disability and may include a report from a medical doctor, a diagnostic report from a qualified/certified professional, school IEP records or a report from Vocational Rehabilitation or other similar agency.

**ND Vocational Rehabilitation**

*(dba Rehabilitation Consulting & Services)*

1237 W Divide Ave, Suite 1B

Bismarck, ND 58501-1208

**Phone:** (701) 328-8950

**Toll Free:** (800) 755-2745

**TTY:** (701) 328-8968

**Fax:** (701) 328-8969

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**DISTANCE LEARNING:**

All assessment policies apply to students enrolled in a distance learning program.

**Appendix A**

- ABSE charts for Placement, Progress and Post-testing
- ESOL charts for Placement, Progress and Post-testing
- Assessment Instruments Utilization Chart
- Educational Functioning Level (EFL) Descriptions

**Appendix B**

- Recommended Timeframes for Pre-Post-Testing
- Test Developer Contacts

**Appendix C**

- Training procedures for Administering Assessments
- Contacts for training
- Student data input schedule

## APPENDIX A:

### EDUCATIONAL FUNCTIONING LEVELS – ABE Assessment for Placement, Progress, and Post-testing

1	2	3	4	5	6
Beginning ABE Literacy 0 - 1.9 grade	Beginning Basic Education 2 - 3.9 grade	Low Intermediate Basic Education 4 - 5.9 grade	High Intermediate Basic Education 6 - 8.9 grade	Low Adult Secondary Education 9 - 10.9 grade	High Adult Secondary Education 11 - 12.9 grade
TEST BENCHMARKS					
TABE (9 & 10) Scale Score: Reading: 367 and below Total Math: 313 and below Language: 389 and below	TABE (9 & 10) Scale Score: Reading: 368-460 Total Math: 314-441 Language: 390-490	TABE (9 & 10) Scale Score: Reading: 461-517 Total Math: 442-505 Language: 491-523	TABE (9 & 10) Scale Score: Reading: 518-566 Total Math: 506-565 Language: 524-559	TABE (9 & 10) Scale Score: Reading: 567-595 Total Math: 566-594 Language: 560-585	TABE (9 & 10) Scale Score: Reading: 596 and above Total Math: 595 and above Language: 586 and above

### EDUCATIONAL FUNCTIONING LEVELS – ESOL Assessments for Placement, Progress, and Post-testing

1	2	3	4	5	6
Beginning ESOL Literacy	Low Beginning ESOL	High Beginning ESOL	Low Intermediate ESOL	High Intermediate ESOL	Advanced ESOL
TEST BENCHMARKS					
BEST Plus 400 and below	BEST Plus 401-417	BEST Plus 418-438	BEST Plus 439-472	BEST Plus 473-506	BEST Plus 507-540

### REVISED SCALE SCORES FOR BEST LITERACY

The table below includes the current scale score ranges, the revised scale score ranges, and specific advice from CAL on adult learners at the Advanced ESL level.

NRS Levels	Current Scale Score Ranges <i>Valid through June 30, 2008</i>	New Scale Score Ranges <i>Effective July 1, 2008</i>
Beginning ESL Literacy	0-7	0-20
Low Beginning ESL	8-35	21-52
High Beginning ESL	36-46	53-63
Low Intermediate ESL	47-53	64-67
High Intermediate ESL	54-65	68-75
Advance ESL	66-78*	76-78*

*\* If an examinee pretests into SPL 8 with a scale score of 78, or into the NRS Advanced ESL level with a scale score of 76-78, use a different ESL assessment that measures higher reading and writing skills to more accurately measure and examinee's language ability. Any student that falls into this category should be re-tested with another assessment at the time of pre-testing.*

Effective July 1, 2008 the TABE CLAS-E can be used to measure and report educational gain in the National Reporting System.

***TABE CLAS-E***  
**Forms A and B**  
**Scale Scores for NRS ESL Educational Functioning Levels**

ESL Educational Functioning Level	Reading Scale Scores	Writing Scale Scores	Total Reading and Writing Scale Scores	Listening Scale Scores	Speaking Scale Scores	Total Listening and Speaking Scale Scores	SPL
Beginning ESL Literacy	250-392	200-396	225-394	230-389	231- 425	230- 407	0-1
Low Beginning ESL	393-436	397-445	395-441	390-437	426-460	408-449	2
High Beginning ESL	437-476	446-488	442-482	438-468	461-501	450-485	3
Low Intermediate ESL	477-508	489-520	483-514	469-514	502-536	486-525	4
High Intermediate ESL	509-557	521-555	515-556	515-549	537-567	526-558	5
Advanced ESL	558-588	556-612	557-600	550-607	568-594	559-600	6

## ASSESSMENT INSTRUMENTS UTILIZATION CHART

	PROGRAM TYPE	FUNCTIONING LEVEL	INSTRUMENT USE
BEST Literacy Skills	ESOL Family Literacy	Levels 1, 2, 3, 4, 5	Placement, Post
BEST Plus	ESOL Family Literacy	All Levels	Placement, Post
Official GED Test	Basic Literacy GED Preparation Family Literacy	Not Applicable Level 6 Level 6	Not Applicable Post Post
TABE 9 & 10	ABE/GED Workplace Literacy Family Literacy	All Levels All Levels All Levels	Placement, Post Placement, Post Placement, Post

## APPENDIX B:

### PUBLISHER'S RECOMMENDED TIMEFRAMES FOR PRE AND POST-TESTING

TEST NAME	RECOMMENDED PRE AND POST-TESTING TIMEFRAMES	CONTACT/NOTES
<b>BEST Literacy BEST Plus</b>	<p>100-235 hours 60 hours minimum; 80 -100 hours recommended</p> <p>If the hours for a course of instruction exceed the recommended number of hours, post-testing may most appropriately take place at the end of the instructional session.</p> <p>Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, local programs should consider these factors when determining timing for pre and post-testing.</p>	<p>Bryan Woerner BEST Plus Operations Assistant Center for Applied Linguistics 4646 40<sup>th</sup> Street NW Washington, DC 20016-1859 <a href="http://www.best-plus.net">www.best-plus.net</a> 1-866-845-BEST</p>
<b>TABE</b>	<p>60 hours (same level, different form) 120 hours (same level, same form)</p> <p>CTB/McGraw-Hill suggests that pre and post-test guidelines as Best Practices recommendations based upon feedback and APA guidelines. The purpose for assessing with TABE will also have an impact on the implementation of these recommendations. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.</p> <p>If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However, CTB strongly encourages some instructional time in order to avoid a practice effect.</p>	<p>Brian Bell CTB/McGraw-Hill Representative</p> <p>Laurel Kaae North Dakota Resource Center Coordinator Williston State College 1410 University Avenue – Box 1326 Williston, ND 58802-1326 <a href="mailto:lkaae@hotmail.com">lkaae@hotmail.com</a> (701) 572-5886</p>
<b>TABE CLAS-E</b>	<p>If the pre- and posttest are for the same level but using a different form (e.g., (TABE CLAS-E Form A Level 3 to TABE CLAS-E Form B Level 3): CTB recommends 60-95 hours.</p> <p>If the pre- and posttest are for the same level and use the same form (e.g., TABE CLAS-E Form A Level 3 to TABE CLAS-E Form A Level 3): CTB recommends 100-140 hours.</p>	<p>Brian Bell CTB McGraw-Hill</p>

	<p>CTB/McGraw-Hill suggests the pre- and post-test guidelines as best practices recommendations based upon practitioner feedback. The purpose for assessing with TABE CLAS-E will also have an impact on the implementation of these recommendations. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.</p> <p>If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However, CTB strongly encourages some instructional time in order to avoid a practice effect.</p>	
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## APPENDIX C:

### TRAINING FOR ADMINISTERING ASSESSMENTS

Test Name	Who is Responsible for Training	Which Staff Should be Trained	When Training is to be Conducted	Procedures for Ongoing Training
BEST Literacy	Adult Ed, Resource Center -Laurel Kaae <i>Local programs may not provide assessment training to their staff without first consulting with the State office or the Adult Ed. Resource Center.</i>	Each staff that will be administering the assessment must successfully complete the standard BEST Plus training.	At least annually New staff will be trained prior to testing. The training will be by appointment any time.	Local Program Director will be responsible for initiating and scheduling of training for their staff. As needed
BEST Plus	Adult Ed. Resource Center sponsors BEST Plus Training for the trainers. <i>Local programs may not provide assessment training to their staff without first consulting with the State office or the Adult Ed. Resource Center.</i>	Each staff that will be administering the assessment must successfully complete the standard BEST Plus training.	At least annually New staff will be trained prior to testing. The training will be by appointment any time.	Both BEST Plus and a follow-up BEST Plus refresher/calibration training are available on request at any time. Must be initiated by local program director.
TABE & Clas-E	Adult Ed. Resource Center sponsors TABE trainers  <i>Local programs may not provide assessment training to their staff without first consulting with the State office or the Adult Ed. Resource Center.</i>	Each staff that will be administering the assessment will attend a formal state sponsored training each year.	At least annually New staff will be trained prior to testing. The training will be by appointment any time.	Local Program Director will be responsible for initiating and scheduling of training for their staff. As needed.

Additionally, annual training will be sponsored by the Department of Public Instruction and the ND Resource Center on NRS policy, accountability policies, data collection, review of measures, conducting assessments and other related topics based on need and interest. This training will be

offered through the annual Fall Conference or the Adult Education meetings scheduled throughout the calendar year. This training will be for Directors, teachers and other local staff involved in data collection, analyzing, compiling and reporting.

**Questions/ clarification about the tests, training or these assessment policies should be directed to:**

Valerie Fischer, Director, Adult Education Programs, 600 East Blvd, Bismarck ND 58505

Phone # 701-328-4138

Fax # 701-328-4770

Email: vfischer@ nd.gov

Web site: <http://www.dpi.state.nd.us/adulted/index.shtm>

**STUDENT DATA REPORTING SCHEDULE**

All programs **must submit** student data files for desk audit and data matching quarterly. Data files must be submitted according to the following schedule:

1<sup>st</sup> Quarter (data entry complete for July 1 – September 30) ----- Due October 15

2<sup>nd</sup> Quarter (data entry complete for October 1 – December 31) ----- Due January 15

3<sup>rd</sup> Quarter (data entry complete for January 1 – March 31) ----- Due April 15

\*4<sup>th</sup> Quarter (data entry complete for April 1 through June 30) ----- Due July 15

\*Programs closing prior to June 30<sup>th</sup> must complete all their data input two week after the closing date.