Kansas Adult Education Policy Manual

Effective July 1, 2022

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SECTION 1: OVERVIEW OF POLICY MANUAL

The Kansas Adult Education Policy Manual, created and updated by the Kansas Board of Regents (KBOR), outlines policies applicable to all Adult Education programs in Kansas receiving AEFLA funds. No state policy may contradict or supersede federal regulations, nor may any local policy contradict or supersede state regulations.

KBOR may amend policies at any time, in accordance with federal regulations, but cannot penalize programs for past operations under former policies. This manual is updated annually, sent to all programs, and published on the KBOR website throughout the fiscal year. Apart from the annual update, KBOR must notify all Adult Education programs of any content changes to this manual that might be made during the fiscal year. (Corrections of typos, formatting, punctuation, or grammar that do not change the meaning of the sentence or passage do not require notification.)

Programs may contact KBOR at AdultEdReports@ksbor.org at any time with questions about policies.

SECTION 2: FUNDING AND BUDGETS
2.1 AEFLA Authority and Education Statutes
KBOR is authorized to regulate AEFLA federal and matching state or local funds (according to Kansas Education Statutes 71-32,257, 74-32,254, 74-32,255, and 74-32,256), as well as local mill levy funds designated for Adult Education (71-617 and 74-32,259). Programs receiving mill levy funds must spend the funds as a match to AEFLA-funded activities, and funds may not necessarily be spent in the same manner as local cash that is not used to match AEFLA funds.

"Any lawful transfer of money from the general fund of a community college to the career technical education fund, Adult Education fund, adult supplementary education fund or motorcycle driver safety fund shall be an operating expense in the year the transfer is made." (Kansas Education Statute 71-614)

AEFLA funds, including a local mill levy for Adult Education, cannot be used to operate a GED® Testing Center nor pay the salaries or partial salaries of GED® examiners, alternate examiners, or support staff.

Administrative requirements for grants and cooperative agreements to state and local governments are available in 34 CFR § 80.20.

2.2 Funding Formula
The Kansas Adult Education Funding Formula is the method whereby funding is annually distributed to providers. Base funding accounts for 30% of the formula, while performance accounts for 70%.

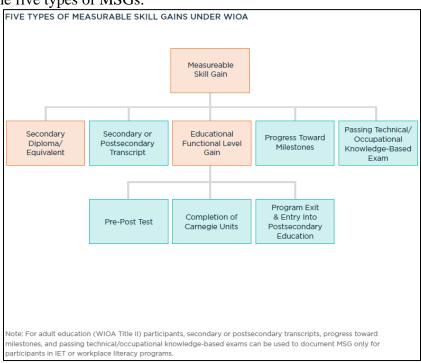| Funding Formula	
Base	**30%**
Institutional Grant	17%
Enrollment (3 Year Average)	11%
Need	2%
Performance	**70%**
Outcomes (3 Year Average)	45%
Measurable Skill Gain Completions	
1,2,7,8 doubled	
3, 4, 5, 6, 9, 10, 11, 12	
Median Earnings	
Employed 2nd Quarter After Exit	
Employed 4th Quarter After Exit	
Credential Attainment	
Involvement in Child's Education	
Involvement in Child's Literacy	
Citizenship Skills	
College Readiness	
Left Public Assistance	
Quality Points	25%

2.3 Performance Indicators and Outcomes
Currently, five (5) primary indicators are used by OCTAE to measure Adult Education performance: Measurable Skill Gains (MSGs), Median Earnings, Employment 2nd Quarter After Exit, Employment 4th Quarter After Exit, and Credential Attainment Rate. A sixth indicator, Effectiveness in Serving Employers, is not currently used for Title II but may be measured in future reporting years. Five (5) additional outcomes are also measured for the Kansas Funding Formula: Involvement in Child's Education, Involvement in Child's Literacy, Citizenship Skills, College Readiness, and Left Public Assistance. Additional information about primary indicators is available in OCTAE Program Memorandum 17-2.

2.3.1 Measurable Skill Gains (MSGs)
FY2023 negotiated level: 50.0%
FY2024 negotiated level: 50.5%
This primary indicator is the percentage of participants in a program year, regardless of exit status, demonstrating one of the five types of MSGs.

FIVE TYPES OF MEASURABLE SKILL GAINS UNDER WIOA

Note: For adult education (WIOA Title II) participants, secondary or postsecondary transcripts, progress toward milestones, and passing technical/occupational knowledge-based exams can be used to document MSG only for participants in IET or workplace literacy programs.

1. Educational Functioning Level (EFL) gain – in Kansas, there are two methods for obtaining an EFL
   a. Program exit and entry into postsecondary education within the same fiscal year (July – June)
   b. Level gain from pretest to posttest

Example 1: An individual's TABE® Reading pretest score is 525 (Level 3) and Reading posttest score is 540 (Level 4). This student has achieved an EFL gain.

Example 2: An individual's TABE® Math pretest score is 540 (Level 4) and Math posttest score is 555 (Level 4). This student has not yet achieved an EFL gain.

Example 3: An individual's CLAS-E® Listening pretest score is 300 (Level 7) and Listening posttest score is 380 (Level 7). This student has not yet achieved an EFL gain. The student takes a second Listening posttest and scores 400 (Level 8). This student has now achieved an EFL gain.

2. Secondary-school diploma – in Kansas, there are two methods for obtaining a high-school equivalency diploma
   a. Completing the GED®
   b. Fulfilling the requirements of Kansas Pathway to Career
3. Postsecondary transcript (for IET or workplace literacy participants only) – completing 12 or more college-credit hours with passing grades within 12 months
4. Employer milestones (for IET or workplace literacy participants only) – achievement of milestones determined by an employer in collaboration with Adult Education and verified by the student's supervisor or other workplace designee. Milestones will be unique to each employer and may be different for different jobs. Five (5) or fewer milestones should be developed for each job; achieving at least one (1) of the milestones will constitute an MSG. More than one milestone might apply to the same category. The categories for milestones are:
   a. Appropriate Use of Tools
   b. Customer Service
   c. English Listening and Speaking
   d. English Reading and Writing
   e. Mathematical Computation
   f. On-the-Job Training
   g. Salary Increase
   h. Soft Skills
   i. Understanding Employment Information
   j. Workplace Safety
   k. Workplace Technology
   l. Workplace Vocabulary/Terminology
5. Technical/occupational knowledge-based exam (for IET or workplace literacy participants only) – passing a standard exam required for a specific occupation; see the MSG5 list in the GoLearn Resource Repository

For each period of participation, the one (1) most recent MSG per participant will be counted on Table 4. However, *all* MSGs (one per category per period of participation) are counted on other tables, so it is worthwhile to pursue multiple MSGs, depending on the needs of each student.

More information about MSGs is available in the NRS Technical Assistance Guide.

2.3.2 Median Earnings (2nd Quarter After Exit)
FY2023 negotiated level: $4,900
FY2024 negotiated level: $4,950
This primary indicator is the median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program. Note that this is total earnings for the quarter, not rate of pay. This information is collected by data-matching or by follow-up survey. Participants who cannot be data matched or reached through the follow-up process will be entered as zeroes (0) for this measure.

2.3.3 Employment 2nd Quarter After Exit
FY2023 negotiated level: 47.5%
FY2024 negotiated level: 48%
This primary indicator is the percentage of participants who are in unsubsidized employment during the second quarter after exit from the program. This information is collected by data-matching or by follow-up survey.

2.3.4 Employment 4th Quarter After Exit
FY2023 negotiated level: 44%
FY2024 negotiated level: 45%
This primary indicator is the percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program. This information is collected by data-matching or by follow-up survey.

2.3.5 Credential Attainment Rate
FY2023 negotiated level: 40.1%
FY2024 negotiated level: 40.5%
This primary indicator measures two types of credentials: (1) Receipt of a secondary school diploma or recognized equivalent during participation or within 1 year after exit from the program *if* the participant also enters postsecondary education or training, or employment within 1 year after exit; (2) Receipt of a recognized postsecondary credential during participation or within 1 year after exit from the program.

2.3.6 Effectiveness in Serving Employers
This indicator is not currently used for Title II but may be measured in future reporting years using one or more of the following approaches:
   A) Retention – This approach captures the percentage of participants who exit and are employed with the same employer in the second and fourth quarters after exit. States must use wage records to identify whether a participant's employer wage record indicates a match of the same establishment identifier (such as a Federal Employer Identification Number (FEIN) or State tax ID) in the second and fourth quarters. This approach addresses program efforts to provide employers with skilled workers.
   B) Repeat Business Customers – This approach tracks the percentage of employers who use core program services more than once. It addresses program efforts to provide quality engagement and services to employers and sectors and establish productive relationships with employers and sectors over extended periods of time.
   C) Employer Penetration Rate – This approach tracks the percentage of employers who are using the core program services out of all employers represented in an area or State served by the public workforce system (i.e., employers served). American Job Centers will keep track of the number of establishments served within a program year, and States will compare the data to the aggregate number of employers in a given State and/or county. This approach addresses program efforts to provide quality engagement and services to all employers and sectors within a State and local economy.

2.3.7 Involvement in Child's Education
This outcome is student-reported and calculated as the percentage of participants in a Family Literacy program who increase involvement in the education of dependent children under the participant's care, including:
   A) Help given for children's schoolwork
   B) Contact with teacher to discuss education
   C) Involvement in children's school
Per OCTAE regulations, *only* students who are marked "Family Literacy" will be counted for the outcome of involvement in child's education. However, all participants reporting these activities may be included in Quality Measure 5.

2.3.8 Involvement in Child's Literacy
This outcome is student-reported and calculated as the percentage of participants in a Family Literacy program who increase involvement in literacy-related activities of dependent children, including:
A) The amount read to children
B) Visits libraries
C) Purchases books or magazines for children

Per OCTAE regulations, *only* students who are marked "Family Literacy" will be counted for the outcome of involvement in child's education. However, all participants reporting these activities may be included in Quality Measure 5.

2.3.9 Citizenship Skills
This outcome is the percentage of IELCE participants obtaining citizenship skills, as measured by the CASAS 965/966. Per OCTAE regulations, *only* students who are marked "IELCE" will be counted for the citizenship skills outcome. Other students are welcome to take the assessments as part of the program's curriculum, if desired, but non-IELCE students will not be documented as achieving this outcome.

TESTING PROCEDURES
IELCE participants will be considered to have achieved citizenship skills by meeting two (2) requirements with CASAS Government and History assessment forms 965 or 966:
1) Passing score (206 or higher) on the multiple-choice (MC) test.
2) Passing score (2 or higher) on the Dictation Test*.

The Reading Test, which must be given individually, is optional. Only the score on the Dictation Test will be measured for this outcome and entered in AESIS.

See the CASAS Test Administration Manual for testing guidelines and procedures.

PASSING THE TESTS
A passing score may be demonstrated on the first testing attempt or the second testing attempt.

Example 1: The participant takes CASAS 965 MC and Dictation Test, scoring 210 and 3. This participant can be considered to have "achieved citizenship skills" and does NOT need further testing for citizenship.

Example 2: The participant takes CASAS 965 MC and Dictation Test, scoring 204 and 2. The participant has not yet "achieved citizenship skills." The participant retests with CASAS 966 MC and Dictation Test, scoring 210 and 2. The participant has now "achieved citizenship skills."

Example 3: The participant takes CASAS 965 MC and Dictation Test, scoring 212 and 1. The participant has not yet "achieved citizenship skills." The participant retests with CASAS 966 MC and Dictation Test, scoring 212 and 2. The participant has now "achieved citizenship skills."

Example 4: The participant takes CASAS 965 MC and Dictation Test, scoring 200 and 0. The participant has not yet "achieved citizenship skills." The participant retests with CASAS 966 MC and Dictation Test and scores 205 and 1. The participant has not "achieved citizenship skills." The participant has only one (1) more opportunity to take the CASAS 965 MC and Dictation Test to attempt a passing score.

After a participant has achieved citizenship skills, the participant is no longer eligible in subsequent years to achieve this outcome and should not be given the citizenship assessments again.

Exceptions:
1. If the participant enters the new fiscal year at Levels 7, 8, or 9, these lower-level participants are eligible to take the citizenship assessments and achieve this outcome again in the new fiscal year.
2. If the participant leaves the program for one (1) full year (12 months) or more and then returns, the participant is eligible to check citizenship skills by taking the assessments if the program determines that to be in the learner's best interest.
3. If the participant moves from one Adult Education IELCE program in Kansas to another, the new Adult Education program may choose to assess the learner's citizenship skills.
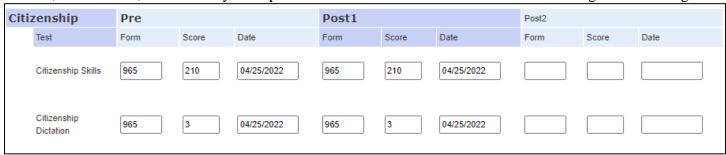
OTHER TESTS

Participants who do not yet have the necessary language skills to take the CASAS 965/966 have the option to take CASAS Reading for Citizenship forms 951, 952, 951RX, or 952RX as a measure of skills and learning. **However, these forms are not a demonstration of "achieving citizenship skills," even if a gain between pre- and posttest is demonstrated.** Scores from these test forms should NOT be entered in AESIS (but may be included in the "Notes" in AESIS as desired).

Notes:

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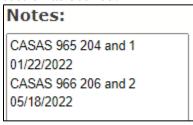952RX 205 01/25/2022

CITIZENSHIP TEST SCORES IN AESIS

For IELCE participants taking CASAS 965/966, enter test forms, scores, and dates in AESIS on the Current Tests tab. If a participant achieves passing scores on both test portions on the first attempt, the same Form number, scaled score, and date may be copied into the Posttest section so AESIS will not register a missing test.

Citizenship	Pre			Post1			Post2		
Test	Form	Score	Date	Form	Score	Date	Form	Score	Date
Citizenship Skills	965	210	04/25/2022	965	210	04/25/2022			
Citizenship Dictation	965	3	04/25/2022	965	3	04/25/2022			

When an IELCE participant has achieved a passing score on both sections of the CASAS 965 or 966, mark "Achieved Citizenship Skills" on the Outcomes tab.

CITIZENSHIP TESTS FOR NON-IELCE PARTICIPANTS

If the program chooses to assess non-IELCE students with CASAS 965 and/or 966, follow the same testing procedures, but do not enter the scores in AESIS. It is acceptable to enter the test information in the "Notes" section as desired.

Notes:

CASAS 965 204 and 1
01/22/2022
CASAS 966 206 and 2
05/18/2022

2.3.10 College Readiness
This outcome is the percentage of participants demonstrating college readiness in one or more of the following ways:
  A) TABE® scores of 617 or above on Reading and 657 or above on Math
  B) GED® scores of 165 or above on all subtests
  C) WorkKeys® scores of 6 or higher on Applied Math, 4 or higher on Graphic Literacy, *and* 6 or higher on Workplace Documents
  D) College Placement (ASSET, Compass, ACCUPLACER, ACT, others) scores at or above the level determined by the testing institution needed to place into:
      i. The course immediately before College Algebra (e.g., Intermediate Algebra), or the course required for achievement of an industry-recognized credential or college certificate (e.g., Technical Math)
      ii. The course immediately before College Composition (e.g., Pre-College Composition), or the course required for achievement of an industry-recognized credential or college certificate (e.g., Technical Writing)

To use College Placement scores to show the College Readiness outcome, programs must provide KBOR with the score standards at the institution into which the student is transitioning.

2.3.11 Left Public Assistance
This outcome is student-reported and calculated as the percentage of participants who have stopped receiving federal, state, or local government cash payments.

2.4 Multi-Year Grants and Continued Funding
The fiscal year begins July 1 and ends June 30 of the following year.

All agencies wishing to receive AEFLA funds to provide Adult Education services to eligible individuals must submit an application or proposal for a multi-year grant, with awards based on demonstration of program effectiveness or success, estimated level of need in service areas, and compliance with or achievement of the 13 considerations in section 231 of WIOA. Instructions and application materials will be distributed during the Request for Proposals (RFP) process. The current five-year grant began July 1, 2020.

Per Kansas Education Statute 74-32,257, all grant recipients will annually submit a request for continued funding, demonstrating program effectiveness and outlining goals for the next program year. Renewal is contingent upon availability of funding, compliance with federal law and grant expectations, and demonstration of successful delivery of program objectives. All providers will receive the same form and instructions.

2.5 Budget Form
All AEFLA programs must submit an annual budget on forms approved by KBOR, available in the GoLearn Resource Repository or from KBOR. The budget must reflect adequate fiscal management policies and procedures. Federal, state, and local funds must be maintained in separate line items to maintain separate identities for reporting and auditing purposes. Commingling of these separate sources of funding is not allowed.

In addition, programs are required to submit budget reports and statements of expenditures to KBOR on approved budget report forms at regular intervals. These dates are available on the KBOR Adult Education Calendar. Documentation from the host institution's business office, showing separate expenditures for federal, state, and local funds must be submitted with the budget reports, emailed to KBOR Adult Education at AdultEdReports@ksbor.org. Final budget reports and a final statement of expenditures must be submitted following the end of the fiscal year.

Federal allocation: The amount of federal funds awarded will be sent from KBOR to each program.

State allocation: The amount of state funds awarded will be sent from KBOR to each program.

Local Match funds: The amount of cash or in-kind contributions provided by the program's sponsoring institution. The local match must equal a minimum of 50% of the federal allocation *and* meet or exceed the previous year's contribution.

Professional Development: The amount of designated professional development funds awarded will be sent from KBOR to each program.

IELCE: The amount of IELCE funds awarded will be sent from KBOR to each IELCE grant recipient. This section will only be used by IELCE grantees under WIOA section 243.

2.5.1 Administration

An eligible provider may consider costs incurred in connection with the following activities to be administrative costs:

a) Planning;
b) Administration, including carrying out performance accountability requirements;
c) Professional development;

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    d) Providing Adult Education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate; and

    e) Carrying out the one-stop partner responsibilities described in 20 CFR § 678.420, including contributing to the infrastructure costs of the one-stop delivery system.

34 CFR § 463.26

A maximum of 5% of federal funds may be spent on administrative (non-instructional) costs. Programs may request an exception by completing the WIOA Title II Non-Instructional Costs Waiver, available from KBOR or in the GoLearn Resource Repository.

Administrative Salaries & Benefits should be the salary and benefits of the Program Director only. Assistant Directors, Coordinators, or other program leadership will be listed under Support Staff. For administrators that also teach, it is ideal but not required to divide salaries among administrative and instructional sections; if this is not possible, it is acceptable for a director's teaching duties to be included in Administrative Salary.

Support Staff Salaries & Benefits might include the salaries and benefits of Assistant Directors, Coordinators, Data Entry Specialists, Receptions, or other support staff.

2.5.2 Capital Outlay

Programs are required to submit, along with the fiscal year final budget, a Capital Outlay Inventory form, available in the GoLearn Resource Repository or from KBOR, for each capital outlay item (e.g., equipment, furnishings, or other physical items) costing $5,000 or more. A program's Capital Outlay Inventory must correspond to reported capital outlay expenditures on the Adult Education annual budget report.

Note that highly "walkable" items, such as laptops and tablets, require enhanced tracking and control. OCTAE does not define valuable walkable items, so programs should use their best judgement regarding high-value items that may be easily taken or lost.

Capital outlay items must be clearly labeled throughout the lifetime of the item so Adult Education can recoup the remaining value when the item is disposed of. Programs will keep records of the capital outlay item beyond its disposal according to the policies in 6.5 Record Retention.

2.5.3 Special Projects

During the fiscal year, a program may develop a new way to increase enrollment, expand services, or benefit adult learners. Programs may request additional funds for these "Special Projects" by submitting the Request for Special Project Funding, available in the GoLearn Resource Repository or from KBOR, to AdultEdReports@ksbor.org. Special Project funds are listed on the budget in their own column and will not be included elsewhere on the budget. Special Project expenditures are reported separately, not on the Statement of Expenditures.

2.5.4 Corrections

A maximum of 20% of federal funds may be spent on services to adults in institutions (Corrections). On the Corrections line, indicate the instructional costs for serving adults in institutions.

2.5.5 Career Services

The following activities are considered Career Services:

    a) Outreach, intake, and orientation information

b) Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs
c) Referrals to and coordination of activities with other programs and services
d) Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider
e) Provision of information on availability of supportive services or assistance and appropriate referrals (including childcare; child support; medical or child health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)

The State must report actual expenditures (not estimates) of AEFLA federal grant funds expended on Career Services.

2.5.6 Training Services

Training Services are Integrated Education and Training (IET) programs. See 4.1.8 Integrated Education and Training (IET) for more information. The State must report AEFLA federal grant funds expended on the training portion of an IET.

2.5.7 Professional Development

Allowable professional development activities must be linked directly to improving delivery of Adult Education services. Marketing activities, GED® Test administration training, and staff administration salaries are not allowable professional development activities. See 3.5.3 Allowable Professional Development Activities for more information.

In addition to the designated professional development funds awarded to programs at the beginning of the fiscal year, program may choose to expend federal, state, and/or local match funds on professional development. If federal funds are used, programs must ensure that this amount, together with other administration costs, does not exceed 5% of the federal allocation.

Programs may also apply for additional funds for professional development from KBOR using the form available on the KBOR website.

2.5.8 IELCE

IELCE funds are used for instructional costs associated with serving IELCE participants. Generally, about 80% or more of the IELCE budget is used for instructional salaries, but IELCE funds may also be used for instructional supplies, instructional building and maintenance, or other instructional expenses. Programs must ensure IELCE expense are used only for IELCE participants.

Example 1: A program purchases 50 software licenses and uses 20 of those licenses with IELCE participants. In this instance, IELCE funds can be used to pay for 20 licenses, and the other 30 must be purchased with other funds.

Example 2: A program rents a building to deliver classes. Of the students attending class there, 30% are IELCE participants. IELCE funds could be used to pay no more than 30% of the rent.

2.5.9 Program Income

Adult Education services, including adult basic education (ABE), adult secondary education (ASE), English Language Acquisition (ELA), GED® preparation, Integrated English Literacy and Civics Education (IELCE), workplace preparation, and technology skills, must be accessible at no or a minimal charge to all adults who

qualify. To offset the costs of consumable instructional materials and equipment and other instructional and support services, local programs may establish policies concerning consistent, *reasonable* fees charged to individuals. To avoid creating any barriers to AEFLA services, local policies concerning reasonable fees must be consistently set, clearly defined, and published in advance. Programs must also have a plan in place to ensure that fees do not adversely impact the participation of economically disadvantaged adult learners.

Program income is locally generated fees for service collected at the local level from those the program is serving. These might be called "material fees," "class fees," "enrollment cost," or other terminology. Program income must be reinvested in the Adult Education program and used only for allowable expenditures under AEFLA. Locally generated funds ("program income") are not reported as local match and do not need to be included elsewhere on the budget.

Program income must be expended in the same fiscal year in which it is collected, with no carryover funds. Programs are responsible for tracking program income collection and expenditure and updating these fields on the budget form. On the final budget submission, totals in these fields should be equal (i.e., all income collected has been expended). If the program is unable to expend all program income in the same fiscal year, an explanation must be provided to KBOR.

2.6 Budget Detail

Programs are encouraged to submit budget details that give brief explanations for line items. For example, $4,000 for instructional supplies might say "$2,000 for ESL software licenses, $2,000 for GED® textbooks."

Budget Category	Federal	State	Local Match	PD	IELCE	Total	Detail (add rows as needed)
100 ADMINISTRATION							
Administrative Salaries & Benefits						$0.00	
Support Staff Salaries & Benefits						$0.00	
Administrative Building & Maintenance						$0.00	
Adminstrative Supplies						$0.00	
Administrative Capital Outlay (each item $5000+)						$0.00	
Other Administrative Expenses						$0.00	
200 INSTRUCTION							
Instructional Salaries & Benefits						$0.00	
Instructional Building & Maintenance						$0.00	
Instructional Supplies						$0.00	
Instructional Capital Outlay (each item $5000+)						$0.00	
Other Instructional Expenses						$0.00	
300 SPECIAL PROJECTS						$0.00	
400 CORRECTIONS						$0.00	
500 CAREER SERVICES						$0.00	
600 TRAINING SERVICES						$0.00	
700 ONE-STOP INFRASTRUCTURE						$0.00	
PROFESSIONAL DEVELOPMENT							
Administrative Professional Development						$0.00	
Instructional Professional Development						$0.00	
Other Professional Development (list in Budget Detail)						$0.00	
INTEGRATED ENGLISH LITERACY & CIVICS EDUCATION							
Instructional Salaries & Benefits						$0.00	
Instructional Building & Maintenance						$0.00	
Instructional Supplies						$0.00	
Instructional Capital Outlay (each item $5000+)						$0.00	
Other Instructional Expenses (list in Budget Detail)						$0.00	
PROGRAM INCOME (optional)						$0.00	

2.7 Budget Modification

During a fiscal year, if a program finds the need to move 10% or more of federal funds from one line item to another, a budget modification must be completed and submitted to KBOR for approval. Modifications may

be submitted anytime up to the date specified on the KBOR Adult Education Calendar. Budget modifications must be approved prior to expenditures.

Modifications to federal funding less than 10% of the federal allocation, as well as modifications to state or local match funds, do *not* need to be approved by KBOR. Programs should track expenditures and update the budget form for the next scheduled submission. Programs may wish to include information in the "Budget Detail" section of the budget form to assist with clarity.

2.8 Surplus Funds

Federal or state amounts not expended or encumbered by the end of the fiscal year (June 30) must be returned to KBOR with final reports. Funds encumbered by June 30 must be expended by July 20 of the same year. No carryover is permitted from one fiscal year to the next. If a program is aware that not all funds will be spent, the program is encouraged to return the funds to KBOR at the earliest opportunity so those funds can be made available to other programs in the state. All funds, including local cash, must be spent as approved in the original budget or an approved budget modification.

2.9 Statement of Expenditures (SoE)

Statement of Expenditure reports account for the total the program has spent to the end of quarters to date in the fiscal year (e.g., first quarter alone, first and second quarter totaled, first and second and third quarter totaled). The amounts spent must fall within the total budgeted amounts for each line item. Verifying documentation from the host institution's business office must be submitted with each report.

The final budget and Statement of Expenditures report, available in the GoLearn Resource Repository or from KBOR, account for what the program spent during the fiscal year. Documentation from the host institution's business office, showing separate expenditures for federal, state, and local funds must be submitted with the final fiscal report and statement of final expenditures.

2.10 Fund Disbursement

In the first quarter of the fiscal year, 90% of state funds is sent to programs, with the remaining 10% sent in the last quarter of the fiscal year. Federal funds, IELCE funds, and Professional Development funds are distributed only on a reimbursement basis and must be expended within three (3) business days of receipt. Draw requests are encouraged to be entered in the KBOR Finance Draw System by the business office representative on or before the 9th of each month, with funds disbursed on the 15th of each month or, in the event the 15th falls on a weekend or Kansas observed holiday, the next business day.

2.11 Funds

2.11.1 AEFLA Funds

Adult education programs may use AEFLA funding (federal, state, and local match) to serve only individuals who qualify for Adult Education services. An Adult Education program may elect to serve non-qualifying participants as a service to the sponsoring institution. However, when services are provided to non-qualifying participants, the Adult Education program must determine the cost per participant (or the cost per participant hour) of all participants and then determine the cost for services to non-qualifying individual(s). The sponsoring institution must reimburse the Adult Education program for the cost of serving the non-qualifying individual(s). This reimbursement funding cannot be considered and reported as local match funds.

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Local match funds are defined as any in-kind or cash-matching funds from non-federal and non-state sources, such as institutional funds or ABE mill levy. All mill levy funds designated by law for Adult Education must be used exclusively for Adult Education services; however, all mill levy funds do not have to be included in the budget in the year collected.

Local programs must provide a minimum 50% local match to federal funds (which does not include any federal monies provided for Professional Development, IELCE, or Special Projects). Required grantee contributions may be provided in cash or in-kind (fairly evaluated). Local match shall include only non-federal funds that are used for Adult Education and literacy activities. Funded providers must maintain a level of local support that, at a minimum, is equivalent to the local support provided in the previous fiscal year during the grant cycle. This "maintenance of effort" is required so that the level of local support remains consistent or increases year-over-year throughout the grant cycle, even if federal funding decreases or if the final total award amount decreases from one fiscal year to the next.

Programs are encouraged to first spend local funds and state funds before spending federal funds. Local cash matches must be spent in the fiscal year they are reported on the annual budget report. They cannot be carried over from one fiscal year to the next.

2.11.2 Professional Development Funds
For FY2023, programs are automatically awarded 3% of their federal allocation for professional development. Programs must spend these funds on professional development activities that contribute to the success of the program and its students. While programs can and should devote other federal and local monies towards meaningful professional development activities, the designated professional development funds must be listed separately on the budget form.

2.11.3 Local Non-Matching Funds
One hundred percent (100%) of any funds generated using federal, state, and/or local matching AEFLA funds must be reinvested in the AEFLA program. These locally generated funds cannot be considered and reported as local matching funds. However, these locally generated funds must be reported on the quarterly and final annual budget reports—both the amount of locally-generated funds and the line item(s) in which they were expended. Locally generated funds must be expended during the year in which they were earned. They cannot be rolled over to the next fiscal year.

2.12 Allowable/Unallowable Costs
Below is a short list of allowable and unallowable costs under the grant. For more information about cost allowability, refer to 2 CFR Part 200.403 and 2 CFR Part 200.420 et seq.

Cost	Allowability	Cost	Allowability
Advertising	Allowable with restrictions	Lobbying	Unallowable
Alcoholic Beverages	Unallowable	Maintenance and Repair	Allowable
Audit Services	Allowable with restrictions	Materials, Supplies, Computers	Allowable

Collections of Improper Payments	*Allowable*	Membership for Individuals in Professional Organizations	*Unallowable*
Commencement and Convocation	*Unallowable*	Publication and Printing	*Allowable*
Entertainment	*Unallowable*	Recruiting (of Employees)	*Allowable with restrictions*
Equipment	*Allowable with restrictions*	Relocation of Employees	*Allowable with restrictions*
Food	*Unallowable*	Rent of Real Property/Equipment	*Allowable with restrictions*
Fundraising	*Unallowable*	Student Activities	*Unallowable*
GED® Official Test	*Unallowable*	Training and Education	*Allowable*
Goods or Services – Personal Use	*Unallowable*	Travel	*Allowable with restrictions*

In addition to being **allowable**, all costs must be **reasonable** (2 CFR Part 200.404) and **allocable** (2 CFR Part 200.405). Programs cannot spend funds on expenditures that do not meet all **three** criteria.

AEFLA funds, other federal funds, state funds, local Adult Education mill levy funding, or other local funds designated as Adult Education funds cannot be used to offset the cost of GED® official testing for any individual. However, special scholarship funds garnered through appropriate local and/or other support mechanisms may be utilized to offset GED® official testing fees. Centers offering such scholarships should provide information for all enrolled students regarding the availability of these scholarships, procedures for applying, and selection criteria.

Adult Education programs may provide the Official GED® Ready™ Practice Tests for their enrolled learners. When AEFLA programs provide the GED® Ready™ Practice Tests for AEFLA learners, the practice testing is considered part of the educational process, and the cost is an allowable AEFLA expense.

2.13 Supplement Not Supplant

Funds made available for Adult Education and literacy activities shall supplement and not supplant other State or local public funds expended for Adult Education and literacy activities.
29 U.S. Code § 3331

To supplant funds means to take the place of the original state or other non-federal funding stream and replace it with the supplemental federal funding stream. Using federal funds to provide services which were provided with non-federal funds in the prior year is supplanting. At the beginning of a fiscal year, federal funds should be budgeted appropriately and should not later in the year be used to fund an activity that up to that point was funded by another source. For more information, see Supplement Not Supplant Frequently Asked Questions or the Office of Management and Budget (OMB) Compliance Supplement. Contact KBOR with specific questions.

SECTION 3: STAFFING

3.1 Statutory Authority
Kansas Education Statute # 74-32,262

Chapter 74: STATE BOARDS, COMMISSIONS AND AUTHORITIES

Article 32: STATE BOARD OF REGENTS Title: Teacher qualifications; certificate of accomplishment; regulations; participation by nonresidents; authority of teachers and administrators.

74-32,262. Teacher qualifications; certificate of accomplishment; regulations; participation by nonresidents; authority of teachers and administrators.

(a) Boards shall employ teachers who have known competence in the subjects taught. School teacher licensure requirements shall be applied to Adult Education teachers only in cases where general education subjects are taught in adult basic education programs for grade school or high school credit.

(b) The board shall issue a certificate of accomplishment to every student completing an adult basic education course, which certifies the subjects studied and the accomplishments made therein. Such certificates shall be issued in accordance with the state plan.

(c) Any board may adopt regulations governing the operation of Adult Education programs. Any board may authorize persons not residents of the district to participate in Adult Education programs. The teachers and administrators in such Adult Education programs shall have the same authority over students as is exercised in regular school instruction.

History: L. 1974, ch. 311, § 11; L. 2005, ch. 69, § 18; July 1.

Note on section (b): This section was written in the 1970s and applies to the authority of local school district or community college boards to issue certificates of accomplishment. No such certificates of accomplishment are currently authorized under the WIOA state plan, but the section was included for historical accuracy.

3.2 Staff Descriptions, Duties, and Qualifications
The National Reporting System (NRS) provides four staff functions under which all staff members will be classified:

- Teacher
- Counselor
- Paraprofessional
- Local Administrator

A **Teacher** is an employee who works directly with learners participating in Adult Education or Family Literacy activities. A teacher may report to an Associate Director or the Program Director. Possible titles include, but are not limited to, Teacher, Instructor, Educator, Education Specialist, or Learning Specialist. The Teacher's responsibilities include:

A) Planning and delivering lessons to learners, *and*
B) Managing a virtual and/or face-to-face classroom, *and*
C) If applicable, providing guidance to paraprofessionals/volunteers in the same classroom or working with the same learners.

See the Kansas Adult Education Teacher Competencies for more information.

A **Counselor** is an employee who works directly with learners for the purpose of advising and/or providing supportive services. A program may have one or more dedicated Counselors, or these responsibilities might be

shared by other staff members. Possible titles include, but are not limited to, Counselor, Career Navigator, Transitions Coordinator, Career Coach, Employment Specialist, or Student Support Coordinator.
The Counselor's responsibilities include:
   A) Meeting with learners individually, in small groups, and/or in large groups for advising, training, or facilitating transition to employment and/or postsecondary education, *and/or*
   B) Coordinating resources and information with other staff and program partners for supportive, wraparound student services, such as mental health resources; disabilities services; food, lodging, and transportation needs; or others.
See the Kansas Adult Education Navigator Competencies for more information.

A **Paraprofessional** is an employee who serves as support staff for one or more program functions. Paraprofessionals might report directly to a Teacher, an Associate Director, or the Program Director. Possible titles include, but are not limited to, Paraprofessional, Paraeducator, Teaching Assistant, Tutor, or Support Staff. The Paraprofessional's responsibilities might include:
   A) Working with individual learners or small groups of learners under the direction of a Teacher, *and/or*
   B) Other supportive duties as assigned.

Staff classified as **Local Administrators** include:
   1) **Program Director:** The head or leader of the Adult Education program. Typically, this will be a single individual. Possible titles include, but are not limited to, Program Director, Program Administrator, Program Leader, or Program Supervisor.
   While the Program Director may have staff to assist with daily operations and supervision, the Program Director is *ultimately* responsible for:
      A) Overseeing all Adult Education activities and their associated budgets, reports, outcomes, and other regulated tasks, *and*
      B) Overseeing all Adult Education staff working or volunteering for the program.
   See the Kansas Adult Education Program Leader Competencies for more information.

   2) **Associate Director:** An employee with leadership responsibilities within the Adult Education program who reports to the Program Director. A program may have one, several, or no individuals in this position. Possible titles include, but are not limited to, Associate Director, Assistant Director, Coordinator, or Supervisor.
   Under the authority of the Program Director, the Associate Director's responsibilities include:
      A) Supervising one or more paid staff members, *and/or*
      B) Overseeing all operations associated with one or more Adult Education activities.
   See the Kansas Adult Education Program Leader Competencies for more information.

   3) **Data Specialist:** An employee responsible for the collecting, reporting, and analyzing of data. A program may have one or more dedicated Data Specialists, or these responsibilities might be shared by other staff members. Possible titles include, but are not limited to, Data Specialist, Data Entry, Data Quality Specialist, Administrative Coordinator, or Information Specialist. This person might report to the Associate Director or the Program Director.
   The Data Specialist's responsibilities include:
      A) Collecting data from one or more areas of the Adult Education program, *and*
      B) Checking for the accuracy of data, *and*
      C) Reporting the data according to state and federal regulations.
   See the Kansas Adult Education Data Entry Competencies for more information.

4) **Receptionist:** An employee who works directly with members of the public. A program may have one or more dedicated Receptionists, or these responsibilities might be shared by other staff members of the Adult Education program or of the sponsoring institution. Possible titles include, but are not limited to, Receptionist, Front Desk Clerk, Administrative Support, Administrative Assistant, Program Assistant, or Secretary.

The Receptionist's responsibilities include:

A) Representing the Adult Education program in-person, virtually, and/or on the phone, *and/or*

B) Supporting program management, operations, and resources, *and/or*

C) Other "front-line" duties as assigned.

See the Kansas Adult Education Receptionist Competencies for more information.

3.2.1 Staff Education Requirements

All Program Directors hired on or after July 1, 2013, must hold a Bachelor's degree or higher. New directors will participate in a mentoring program for a minimum of one (1) year.

Programs are encouraged to seek qualified candidates for instructional positions and should abide by local institution requirements. The State requires that all instructors responsible for a classroom (not including assistants, tutors, or paraeducators) hired on or after July 1, 2013, must have a minimum of a Bachelor's degree. Staff hired before that date without a Bachelor's degree must be working toward that degree.

Programs may request to waive this requirement for potential instructional staff with an Associate degree by sending KBOR the rationale for the waiver and by providing 1) the staff member's plan for obtaining a Bachelor's degree within five (5) years of hire, and 2) the program's plan for mentoring the new employee. The New Hire Education Waiver form is available in the GoLearn Resource Repository or from KBOR.

All Teachers must complete mandated professional development within the first six (6) months of hire. It is the state's recommendation that programs provide new instructors a sufficient period before teaching duties begin, allowing time for completion of professional development, classroom shadowing, and other training the program deems appropriate.

3.2.2 Volunteers

A program may choose to have one or more volunteers involved in providing Adult Education services. Local programs are responsible for the actions of volunteers during the time they are involved in activities sponsored by Adult Education. Programs should ensure volunteers have a basic understanding of FERPA, especially the need to maintain student privacy and confidentiality, before volunteers interact with learners.

3.3 New and Exiting Employees

When a new employee is hired, the program director or assistant director should complete the Staffing Form, available in the GoLearn Resource Repository or from KBOR, and submit to AdultEdReports@ksbor.org. This will allow KBOR to provide access, as needed, to AESIS, GED® Manager, and GoLearn.

When an employee leaves the program, the program director or assistant director should complete only the fields required on the Staffing Form (program, exit date, employee name, signature) and submit to AdultEdReports@ksbor.org.

If a staff member changes position or has a change in duties that require different access, the program director or assistant director can simply send an email to AdultEdReports@ksbor.org explaining the changes need (e.g., Write access in AESIS instead of Read access, a different site in GED® Manager).

3.4 Reporting Time and Effort

All staff paid through AEFLA funds must track time spent on activities paid through Federal, State, Local Match, IELCE, or other funding streams. Staff paid through multiple funding streams must submit a monthly Time and Effort (T&E) or Personnel Activity Report (PAR) to AdultEdReports@ksbor.org according to the Kansas Adult Education Calendar. Staff paid through a single funding stream each month must submit a semiannual T&E or PAR to AdultEdReports@ksbor.org.

If an employee changes between a single funding stream and multiple funding streams within the same half of the fiscal year, the employee should submit reports monthly.

If an employee does not work at all in a month (e.g., during the summer), it is not necessary to submit a report for that month.

Example 1: An employee is paid solely through state funding. This employee submits a report semiannually.

Example 2: An employee is paid 80% through federal and 20% through a non-AEFLA grant. This employee submits a report monthly.

Example 3: An employee is paid 75% through IELCE and 25% through federal. This employee submits a report monthly.

Example 4: An employee is paid 50% through federal and 50% through a non-AEFLA grant in August, but in September, the employee is paid 100% through federal. This employee submits a report monthly for each month worked in the first half of the fiscal year (July – December).

Example 5: An employee is paid 50% through federal and 50% through a non-AEFLA grant in December, but in January, the employee is paid 100% through federal. This employee submits a monthly report for December, but if the employee continues to be paid 100% through federal for the second half of the fiscal year (January – June), only a semiannual report needs to be submitted.

Examples are pictured, but local programs may design reports in the format most effective for the program or may ask for individual assistance from KBOR. All T&E reports must include:
1) The program name
2) The employee name
3) The time period (month and year)
4) The funding stream(s)
5) The percentage of time supported by each funding stream
6) A brief list of activities supported by each funding stream (e.g., "teaching" or "data entry")
7) The employee signature *or* the employee's supervisor's signature, which may be digital or analog
8) The date of signature or submission, which must be after the end of the time period

Electronic or scanned forms may be attached to an email as a single file for all employees or as separate files for each employee.

Personnel Activity Report
Monthly Time and Effort

Program: _____

Employee: _____

Position: _____

Month and Year: _____

Percentage	Funding	Activities
	AEFLA Federal	
	AEFLA State	
	AEFLA Local Match	
	AEFLA IELCE	
	Non-AEFLA	

This is to certify that I have worked 100% of my time for the period reported according to the funding streams indicated above.

_____   _____
Employee Signature   Supervisor Signature (if employee unavailable)

_____   _____
Date   Supervisor Printed Name

                            _____
                            Date

This document may be executed and delivered by electronic means and upon such delivery, the electronic signature will be deemed to have the same effect as if the original signature had been delivered to the other party.

Personnel Activity Report
Semiannual Time and Effort

Program: _____

Employee: _____

Position: _____

Period: July 1 – December 31, 2022   or   January 1 – June 30, 2023

Percentage	Funding	Activities
	AEFLA Federal	
	AEFLA State	
	AEFLA Local Match	
	AEFLA IELCE	
	Non-AEFLA	

This is to certify that I have worked 100% of my time for the period reported according to the funding stream indicated above.

_____   _____
Employee Signature   Supervisor Signature (if employee unavailable)

_____   _____
Date   Supervisor Printed Name

                            _____
                            Date

This document may be executed and delivered by electronic means and upon such delivery, the electronic signature will be deemed to have the same effect as if the original signature had been delivered to the other party.

3.5 Professional Development

3.5.1 Professional Development Policy

Adult Education staff are expected to be lifelong learners, expanding and refining their professional skills each year to improve the program and enhance student experience and performance. Adult educators must attend trainings that are beneficial to their professional growth and positively impact student success.

All AEFLA-funded full-time staff must complete a minimum of 12 hours of professional development in a fiscal year, and AEFLA-funded part-time staff must complete a minimum of 50% of their regular weekly schedule within the fiscal year or 12 hours, whichever is lower (e.g., a part-time staff member who regularly works 20 hours per week should complete 10 or more hours of professional development during the year; a part-time staff member who regularly works 26 hours per week should complete the minimum of 12 or more hours of professional development during the year). Professional development must be documented by the program in electronic or paper form.

All AEFLA-funded paid staff will have a current, active individual professional development plan (IPDP) which will be maintained in the employee's professional development file and signed by the program director or the director's designee (e.g., assistant director or coordinator). Professional development activities must be documented by the local program. The IPDP can be revised during the program year.

3.5.2 Required Professional Development Activities

1. New Program Directors will attend a New Director's Orientation with KBOR, which will be scheduled as needed and coordinated with new directors.
2. Program Directors must attend scheduled Program Leaders Meetings (summer PLM, Workforce Innovation PLM, KAEA PLM, and virtual PLMs) or send a representative. If no representative is available, the program must communicate with KBOR.
3. All Program Directors will annually complete and pass the Kansas Adult Education Policy Manual review before the end of the first quarter of the fiscal year.

4. All staff will review the Kansas Adult Education Proficiency Attainment Model (PAM) presentation and will complete the quiz within the first two (2) months of hire. Quiz results must be kept in the employee's professional development file.
5. Required staff will complete the following two (2) trainings from the National Reporting System (NRS) within the first six (6) months of hire:
    a. NRS Data Use Guide Training
    b. Using NRS Data
6. All ABE/GED instructional staff, within the first six (6) months of hire, will complete the CCRS "Overview of College and Career Readiness Standards" and either ELA I, II, and III, or Mathematics I, II, and III, as determined by the Program Director.
7. All instructional staff, within the first six (6) months of hire, will complete the "Becoming an Adult Educator" online course.
8. All programs are required to have at least one representative attend the KAEA Conference and the COABE Conference.

3.5.3 Allowable Professional Development Activities Supported through AEFLA Funding

Staff members are encouraged to attend activities that become available throughout the year. An overview of allowable professional development activities is provided. For more detail, see the FY2023 PD Plan or contact KBOR.
1. Professional development activities sponsored by the Kansas Board of Regents
2. Professional development activities sponsored by the local program
3. Classroom visits and/or peer observation
4. Involvement in professional organizations, including KAEA and COABE
5. College courses
6. Regional, state, or national Adult Education conferences

3.5.4 PD Resources

A partial list of professional development resources is provided. A list of some of the potentially relevant Adult Education Conferences is available in the GoLearn Resource Repository. For more information, see the FY2023 PD Plan or contact KBOR.

- The Coalition on Adult Basic Education (COABE) offers live and recorded webinars and other professional development resources for adult educators.
- Kansas has courses and other resources for adult educators available on the GoLearn platform.
- The Literacy Information and Communications System (LINCS) is a U.S. Department of Education initiative that aims to expand evidence-based practice in the field of Adult Education. LINCS can provide valuable professional development resources for Kansas adult educators. Adult educators may want to start with the Quick Reference Guide to Using LINCS.
- The National College Transition Network offers webinars related to college and career readiness.
- NRS Online offers online, self-paced courses related to information from the National Reporting System.

3.6 Tuition Reimbursement

As it pertains to AEFLA funds for professional development, a local program may choose to reimburse an individual for a maximum of nine (9) undergraduate or graduate credit hours per program year as program funds are available. Eligible local staff must work a minimum of 15 hours per week in Adult Education and have a minimum of a year's experience in Kansas Adult Education. Coursework must be related to the staff

member's Adult Education duties. Reimbursement is provided when a copy of the paid receipt and a passing grade ("C" or better for undergraduate courses and "B" or better for graduate courses) for the course are received by the local program director or state staff. Exceptions to this policy must be submitted to and approved by the State Director for Adult Education. No college tuition may be paid prior to the completion of the course. Tuition is a reimbursed expenditure only.

3.7 Repayment Policy

As it pertains to AEFLA funds used for professional development, local Adult Education programs which commit to pay for staff to attend a workshop, institute, conference, or other professional development event but encounter staff who fail to attend or successfully complete the professional development activity may be asked to repay the expended funds, at KBOR's discretion. If the local program does not receive repayment from the individual, the funds need to be repaid from the program's local funds and not from AEFLA funds.

SECTION 4: SERVICES TO LEARNERS
4.1 Adult Education Activities
The Kansas Board of Regents will award multi-year grants on a competitive basis to eligible providers within Kansas. Grants will enable eligible providers to develop, implement, and improve activities in the areas of Adult Education, Literacy, Workplace Adult Education and Literacy, Family Literacy, English Language Acquisition, Integrated English Literacy and Civics Education, Workforce Preparation, and Integrated Education and Training.

4.1.1 Adult Education
The term "Adult Education" means academic instruction and education services below the postsecondary level that increase an individual's ability to—
   a) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
   b) transition to postsecondary education and training; and
   c) obtain employment.
29 USC § 3272.1

4.1.2 Literacy
The term "literacy" means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.
29 USC § 3272.13

4.1.3 Workplace Adult Education and Literacy Activities
The term "workplace Adult Education and literacy activities" means Adult Education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.
29 USC § 3272.16

4.1.4 Family Literacy Activities
Special Rule: Subgrantees shall not use any funds made available under Title II for Adult Education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not eligible individuals described in section 203(4), except that subgrantees may use such funds if the programs, services, or activities are related to family literacy activities. In providing family literacy activities under Title II, the subgrantee shall attempt to coordinate with non-AEFLA programs and services prior to using AEFLA funds for these programs, services, or activities.
The term "family literacy activities" means activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities:
   a) Parent or family Adult Education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
   b) Interactive literacy activities between parents or family members and their children.
   c) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
   d) An age-appropriate education to prepare children for success in school and life experiences.
29 USC § 3272.9

Programs are encouraged to form partnerships to provide Family Literacy activities.

Only Family Literacy participants are eligible to document the outcomes "increased involvement in children's literacy activities" and "increased involvement in children's education." Outside of Family Literacy, instruction may be delivered that will help students acquire the skills needed to increase involvement in their children's literacy or education, but these outcomes will only be measured for Family Literacy participants.

4.1.5 English Language Acquisition Activities
The term "English language acquisition program" means a program of instruction—
   a) That is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
   b) That leads to—
      i. Attainment of a secondary school diploma or its recognized equivalent; and
      ii. Transition to postsecondary education and training; or
      iii. Employment.
34 CFR § 436.31

4.1.6 Integrated English Literacy and Civics Education
   a) Integrated English literacy and civics education services are education services provided to English language learners who are adults, including professionals with degrees or credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.
   b) Integrated English literacy and civics education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.
   c) Such educational services must be delivered in combination with integrated education and training activities.
34 CFR § 436.33 and 34 CFR § 436.70

WHAT DOES IELCE INVOLVE?
Integrated English Literacy and Civics Education (IELCE) consists of three elements:
   a) Instruction in literacy and English language acquisition
   b) Instruction on the rights and responsibilities of citizenship and civic participation
   c) Integrated Education and Training (IET)

WHO IS ELIGIBLE FOR IELCE?
English Language Learners who are adults, including professionals with degrees and credentials in their native countries, and who are enrolled in an Adult Education program and enter in Levels 1, 2, 3, 4, 7, 8, 9, 10, 11, or 12 are eligible for IELCE.

ARE ALL ESL STUDENTS CONSIDERED IELCE?
No. Only students involved in all three elements of IELCE (English language, civics education, IET) are considered IELCE participants.

ARE ABE STUDENTS DISQUALIFIED FROM IELCE?

No. An individual whose first language is not English might enter the program stating the wish to prepare for the GED®, for example, and take the TABE® 11 or 12 assessments. If that individual enters at ABE levels 1, 2, 3, or 4 and later wishes to engage in all three elements of IELCE (English language, civics education, IET), that individual can be marked as IELCE in AESIS and included on federal tables.

CAN ALL PROGRAMS OFFER IELCE?

All programs may offer the components of IELCE. If those three components are offered concurrently, participants may be marked as IELCE. However, only IELCE grant recipients will receive IELCE funding to serve IELCE participants. If you are not sure if your program is an IELCE recipient, contact KBOR or check your award notification.

MUST PARTICIPANTS BE ENROLLED IN AN AO-K PATHWAY TO QUALIFY AS IELCE?

No. See 4.1.8 Integrated Education and Training (IET) for an explanation of other IET possibilities.

HOW ARE IELCE STUDENTS IDENTIFIED IN AESIS?

On the "Student Info" tab in AESIS, mark both "Integrated English Literacy/Civics Education" and "Integrated Education and Training" for each student that qualifies as IELCE.

HOW DO IELCE STUDENTS DEMONSTRATE THE OUTCOME OF ACHIEVING CITIZENSHIP SKILLS?

IELCE participants can demonstrate the outcome of achieving citizenship skills by passing the CASAS 965 or 966. See 2.3.9 Citizenship Skills for more information.

CAN STUDENTS WHO ARE NOT IN IELCE DEMONSTRATE THE OUTCOME OF ACHIEVING CITIZENSHIP SKILLS?

No. Students who are not in IELCE may take the CASAS 965 or 966, but only IELCE participants will be reported federally as meeting the outcome of achieving citizenship skills. See 2.3.9 Citizenship Skills for more information.

4.1.7 Workforce Preparation Activities

Workforce preparation activities include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:

a) Utilizing resources;
b) Using information;
c) Working with others;
d) Understanding systems;
e) Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
f) Other employability skills that increase an individual's preparation for the workforce.

ARE WORKFORCE PREPARATION ACTIVITIES DONE OFF-SITE IN PARTNERSHIP WITH AN EMPLOYER?
Usually, no. Although workforce preparation activities *may* be conducted off-site, these activities are typically done on-site with Adult Education instructors.

WHAT ARE SOME EXAMPLES OF WORKFORCE PREPARATION ACTIVITIES?
Examples include, but are not limited to, instruction on creating résumés or CVs, practice with filling out applications, completion of job skill inventories, guidance on job searching, and training in work-related soft skills. A relevant curriculum, such as the Work Ethic Bring Your 'A' Game or the BurlingtonEnglish English for Specific Careers, may be used for workforce preparation, but local programs are not required to use a specific course.

4.1.8 Integrated Education and Training
The term "integrated education and training" refers to 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.
34 CFR § 436.35

WHAT DOES IET INVOLVE?
Integrated Education and Training must deliver three (3) components concurrently and contextually:
  (a) Adult education and literacy activities
  (b) Workforce preparation activities
  (c) Workforce training for a specific occupation or occupational cluster

WHO IS ELIGIBLE FOR IET?
Individuals eligible for Adult Education services who wish to pursue workforce training in the specified occupation or occupational cluster are eligible for IET.

IS AO-K AN IET PROGRAM?
Yes. AO-K integrates Adult Education and literacy activities with workforce preparation activities and workforce training for a specific occupation or occupational cluster.

ARE THERE WAYS OTHER THAN AO-K TO DELIVER IET?
Yes. For lower-level learners, the workforce training for a specific occupation or occupational cluster may not lead to an industry-recognized credential. For example, a pre-CDL or pre-CNA course may help students acquire the language and math skills needed to enter the Commercial Driver's License or Certified Nursing Assistant courses.

WHAT IF STUDENTS DO NOT HAVE/DO NOT PROVIDE A VALID SOCIAL SECURITY NUMBER?
A valid Social Security Number is not required to receive Adult Education services, including services offered in conjunction with a postsecondary institution or a workforce partner. If AO-K students complete the Adult Education portion of the pathway (e.g., completing the GED®), exit Adult Education, and continue in postsecondary education, the student must find alternate sources of payment for classes.

DO ALL IET CLASSES NEED TO BE CO-TAUGHT?
No. AO-K courses must be co-taught with both Adult Education and Career Technical Education (25% or more of the pathway). IET classes that are not AO-K can be co-taught, but co-teaching is not a requirement.

WHAT MSGS ARE POSSIBLE WITH IET?
All students involved in Adult Education activities have the potential to make gains with MSG 1 (pre- and posttest gain), with the possibility also for MSG 2 (secondary diploma). Students involved in Integrated Education and Training or Workplace Adult Education and Literacy Activities may also have the potential to make gains with MSG 3 (postsecondary transcript), MSG 4 (workplace milestones), and/or MSG 5 (occupational exam).

4.1.9 Accelerating Opportunity: Kansas (AO-K)
Accelerating Opportunity: Kansas (AO-K) is a partnership between Adult Education and Career Technical Education (CTE) programs to advance students' basic skills and lead to an industry-recognized credential. AO-K career pathways are approved CTE programs at Kansas's public community and technical colleges in which:
- AO-K pathways are a minimum of 12 credit hours in a high-demand and high-wage occupation
- A minimum of 25% of the entire pathway, based on credit hours, must be co-taught (see the AO-K Handbook for definitions and examples of team-teaching models)
- Institutions provide wraparound support services, including, but not limited to, advising, transition coaching, and assistance in connecting to community resources
- Supplemental instruction is provided

View the AO-K Handbook on the KBOR Accelerating Opportunity: Kansas webpage.

WHO IS ELIGIBLE FOR AO-K?
AO-K is designed to support low-skilled students as each student pursues a chosen career pathway. To determine student eligibility, institutions must use the following criteria:
A) The student qualifies for Adult Education; *and*
B) The student is adequately prepared to succeed in an AO-K pathway. KBOR recommends students only be placed into an AO-K pathway if they score above a 500 in reading, 495 in math, or 510 in language on a TABE 11&12 Form M, D, or A, or CLAS-E Form 2, 3, or 4. Programs may place lower-scoring students into an AO-K pathway based on the assessment of the Adult Education program, but this should be done only with the approval and documentation of the Adult Education director.

4.1.10 Pathway to Career
The Kansas Pathway to Career High School Equivalency program was designed for busy adults who have not completed their high school education nor are currently enrolled in a high school program. This program allows students to work toward their high school completion as well as obtain a college certificate or credential. Once an individual completes and passes the program requirements, a Kansas State High School Diploma from the Kansas Board of Regents will be issued.

WHAT DOES PATHWAY TO CAREER INVOLVE?
To earn a Kansas State High School Diploma through the Pathway to Career option, adults must complete the following:
a) Passing grades in the courses of an AO-K pathway (CTE courses should not be Pass/Fail grades)
b) Achievement of an industry-recognized credential as part of the AO-K pathway
c) A Silver or higher National Career Readiness Certificate (NCRC)
d) Meeting High School Equivalency requirements in one of the ways listed on the requirements checklist

e) Passing score (70% or higher) on the Kansas Civics Assessment

WHO IS ELIGIBLE FOR PATHWAY TO CAREER?

- Currently 21 or older
- Has not been awarded a high school diploma nor currently enrolled in a high school program
- Has been accepted into a Kansas Adult Education Program
- Declared an AO-K career pathway interest

4.1.11 GED®, Pathway to Career, and AO-K

GED® and Pathway to Career are two methods to earn a high-school equivalency diploma in Kansas. AO-K is a method to build basic skills while taking college-credit courses and working toward a technical certificate or degree.

For students intending to earn a technical certificate or degree from a participating Kansas institution, AO-K can be helpful by providing support for basic skills. Individuals in AO-K may already have a high-school diploma but still need support with reading or math, based on TABE® scores. If individuals in AO-K do not have a high-school diploma, they can be working simultaneously on their college-credit courses and on passing the GED® tests or meeting the requirements of Pathway to Career.

The best option will be different depending on each learner's needs.

GED®	Might benefit students who:	Might NOT be best for students who:
Can be taken alone OR can be in conjunction with AO-K OR the Math and Reasoning through Language Arts tests can be part of the Pathway to Career	• Have a high level of skills and want to earn a diploma as quickly as possible • Are comfortable taking computerized assessments • Are comfortable testing in a time limit	• Are anxious about taking timed tests • Are interested in AO-K and have limited options for paying for college classes after AO-K funding ends (semester after completing GED®)
Pathway to Career	**Might benefit students who:**	**Might NOT be best for students who:**
Must be in conjunction with AO-K	• Would like AO-K funds supporting them through all tiered courses in the AO-K pathway • Would like alternatives for demonstrating high-school equivalency skills • Scored a 596+ on TABE® Math and 576+ on TABE® Reading, already meeting part of the requirements for Pathways to Career • Would like to earn the National Career Readiness Certificate (NCRC)	• Need or want a high-school diploma quickly • Are not interested in the available AO-K pathways • Are under 21 years old
AO-K	**Might benefit students who:**	**Might NOT be best for students who:**
Might be provided for students with a high-school diploma who need basic-skills or English-language support OR can be in conjunction with GED® OR can be in conjunction with Pathway to Career	• Want to earn a technical certificate or degree in a career approved as AO-K • Will benefit from academic assistance with literacy and numeracy, English language acquisition, and/or completion of a high-school equivalency diploma • Will benefit from supportive services such as transitions advising and/or career navigation • Would like tuition assistance for approved tiered courses	• Want to pursue a degree or career in a program not approved for AO-K • Have a high-school diploma, speak English fluently, and do not lack basic skills (and thus are ineligible for Adult Education)

4.2 Eligible Participants
Individuals are eligible for Adult Education services if they meet three (3) conditions.
1) Participants must not be enrolled in a K-12 school. There are no exceptions to this requirement. Individuals who are under 18 must provide the Compulsory Attendance Waiver to enroll in Adult Education. (Kansas Education Statute 72-3120)
2) Participants must be 16 years of age or older. There are no exceptions to this requirement.
3) Participants must meet need-based eligibility based on one or more of the following qualifiers:
    a. Need to improve basic skills
    b. Need to earn a secondary diploma
    c. Need to improve English language skills

Individuals are eligible for services provided to English Language Learners who—
1) self-identify as having a native language other than English, and
2) take the TABE CLAS-E® and score at or below the highest score in Level 12 in at least one subject
    a. Listening: at or below 607
    b. Reading: at or below 588
    c. Writing: at or below 612

Individuals scoring higher than the highest score in Level 12 in all subjects are not eligible for ESL services but may be retested with TABE® 11/12 as appropriate. The individual might be eligible for ABE/ASE services based on the new test scores.

Individuals with a high-school diploma who test into Level 6 upon entry are not eligible for Adult Education services and should be referred to other services. Individuals without a high-school diploma or for whom English is not their first language who test into Level 6 upon entry may receive Adult Education services, but programs must be aware that an Educational Functioning Level (EFL) gain through pre- and posttesting is not possible if all pretests are in Level 6. Participants in Level 6 are eligible for other MSGs.

Note that not all GED® testers will be Adult Education participants. Adults who do not need or want Adult Education services should not be enrolled in the program.

4.3 Residency
Learners cannot be required to show proof of residency in Kansas, nor may programs require individuals to show a Social Security card, evidence of citizenship, work permit cards, or other evidence of legal permission to reside in the U.S. While programs are encouraged to recruit and serve qualifying adults residing and/or working within Kansas, adults from another state, particularly those residing in communities along the state border, may participate in program services.

Current participants moving out of Kansas have the option to continue services online through the end of the semester (December or June) or until the individual completes the GED® Test, whichever comes first, if participants verify they are not enrolled in another state's Adult Education system.

Exception: Individuals in the United States on nonimmigrant visas, such as business (B-1), tourist (B-2), student (F-1 or M-1), or exchange (J-1) visas, are NOT eligible for services in Adult Education programs in Kansas, unless such individuals pay for classes on a cost-per-participant or cost-per-hour basis. The cost must be explained to such individuals prior to providing services. Programs will create local policies regarding costs and payment structures.

4.4 Managed Enrollment

Managed enrollment means an instructional program has defined entry points and durations. Learners may join the instructional program at scheduled times and must not miss a number of classes greater than that outlined in the program's attendance policy. Managed enrollment differs from open enrollment, which is when students are added to a class at any time, as frequently as daily.

All Adult Education programs in Kansas must use managed enrollment, a practice shown to decrease attrition and increase student outcomes. Managed enrollment is beneficial to instructors, who do not need to spend extra time re-covering material some students missed, and to learners, who can progress steadily without waiting for new students to "catch up."

4.4.1 Does managed enrollment mean all classes in a program are the same number of weeks?
No. The program determines the length of each class (frequently called a class "session") based on multiple factors, including student need, teacher availability, space, and partner needs.

4.4.2 Does managed enrollment mean all new students pretest at the same time?
Not necessarily. Pretesting procedures may vary among programs. For example, programs with limited space may choose to stagger pretesting times over the course of a week. Programs may offer different pretesting times for different types of classes, such as ABE and ESL. Programs may conduct pretesting individually prior to a group orientation. Programs may structure pretesting in the way that best fits the program's and the students' needs. Students must pretest prior to 12 hours of attendance.

4.4.3 Does managed enrollment mean no students can join after the first day of class?
Programs will determine a policy regarding when students are accepted. For example, some programs might allow students to join up to three (3) weeks after the start of a 16-week class, while they might allow students to join no later than the second day for an intensive 4-week class. Policies should be clear, standardized, and reasonable. A guiding question is "Has the student missed too much content to be successful in this class?" For example, a student wishing to enter in the fifth week of an 8-week class has likely missed too much content to succeed in the remainder of the course.

4.4.4 Does managed enrollment mean all students posttest at the same time?
Defined class lengths provide an ideal "stopping point" at which posttesting can occur, but posttesting at the end of each class session is not required if students have posttested earlier, if students are not yet ready to posttest, or if posttests are scheduled for another time. Programs should follow the guidelines in the Kansas Assessment Policy.

4.4.5 Does managed enrollment mean we are "turning away" students who come to enroll?
No. Programs may offer pre-enrollment services or activities, such as gathering intake information, explaining class options and schedules, discussing learner goals, or other activities. Some programs might offer open workshops or short-term sessions to help student build fundamental skills to be ready for regular classes when the next session begins. Some programs might offer open tutoring labs with materials for individual study. Some programs might suggest free online learning resources, or they might offer limited-time access to a licensed software if the program has enough licenses to do so.

4.4.6 Does managed enrollment mean students can't be absent from any classes?
No. Programs should have a clear written attendance policy that is reviewed with each learner during orientation. Programs can determine fair, reasonable policies for their participants (e.g., must attend 90% of classes, cannot have more than four absences, etc.).

4.4.7 Isn't open enrollment more welcoming to students?
Programs can be welcoming to students while still maintaining standards for learners. For students who are dedicated to the learning process, having new students join the class throughout the session can be a disruption. Programs can offer other information or services and can emphasize that defined sessions will benefit the students in making the most efficient progress possible.

4.4.8 What if students want to get their GED® and don't want to wait until the next class session starts?
Students are not required to enroll in Adult Education to take the GED® Test. For students who do enter Adult Education, programs are encouraged to have pre-enrollment strategies in place. For example, if the program provides initial TABE® testing and discovers the learner has scored high enough to be unlikely to need instruction, the program could have an alternate route for high-level learners instead of the regular class sessions. If, instead, the learner's pretest shows a need for significant study, the program can explain the value of classes and provide individual study materials until the start of the next session.

4.5 Proficiency Attainment Model (PAM)
Programs are required to follow the seven components of the Proficiency Attainment Model (PAM). PAM was developed as a result of federally funded research and describes the following seven essential components of adult education in Adult Education programs:
- **Pre-Enrollment** is any service provided prior to orientation and may include individual or small group information sharing and/or responding to information requests.
- **Orientation** provides students a formal welcome and introduction to the Adult Education program.
- **Assessment** provides the learners and instructors with much of the information for efficiently and accurately matching learners' knowledge, skills, and abilities to appropriate curriculum and instructional services.
- **Instructional Planning** includes reviewing goals and assessment data, developing standards-based instructional plans, and determining programming.
- **Instruction** adheres to the principles of andragogy (the art and science of helping adults learn) and is tailored to be consistent with each student's motivation to learn and unique needs.
- **High School Equivalency** is the Kansas State High School Diploma, issued upon the successful completion of the GED® 2014 or the Kansas Pathway to Career.
- **Transition Planning** prepares learners to identify goals and develop an action plan to achieve them.

WIOA legislation calls for instruction "…based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice" [WIOA, Section 231(e)(6)]. The legislation further requires that programs "offer flexible schedules and coordination with Federal, State, and local support services" [WIOA, Section 231(e)(11)].

Components of PAM may be adapted to best suit the local needs of adult learners. For example, learners who set goals during pre-enrollment or orientation may revisit and change those goals in a later component. Another example is activities from the transition component occurring earlier, such as during orientation or instruction.

See the Proficiency Attainment Module (PAM) in the GoLearn Resource Repository, along with other PAM Resources.

4.6 Intake and Orientation
Programs are expected to have clear, standard procedures for student intake and orientation, which may include flexible alternatives for special situations.

Intake is the process of collecting student personal information. Orientation is the process of providing students with information about the program, services, and expectations. Intake and orientation may occur simultaneously or at separate times. Intake and orientation will include initial placement testing and goal setting and may include partner presentations, one-on-one meetings between staff and student, and/or other activities.

When collecting personal information, programs should be respectful, courteous, and patient with learners. Programs are not required to ask for any form of identification but should inform students desiring a GED® that information in AESIS and in their GED® account must match their ID. See the Kansas HSE Manual, available in the GoLearn Resource Repository or from KBOR, for more information about required documentation for GED® testers.

4.7 Attendance and Disenrollment
If a learner is not making progress because of excessive absences, the program will have a record of the learner's attendance and a record of the counseling session with the learner explaining/reviewing the necessity for consistent attendance and consistent effort to achieve the learner's goal(s). With this documentation, it is not unreasonable to "disenroll" a learner when the learner does not (cannot or will not) meet the program's reasonable expectations leading to goal attainment.

If learners are disenrolled due to excessive absences, the program will likely be an appropriate placement when the learner is able to adhere to the program's policies. Programs should have a clearly defined written policy about how long an individual will be disenrolled before applying for readmission and should include the process for readmission.

If a learner is disenrolled because the learner has been a threat to a teacher, another learner, or equipment and facilities, the Adult Education program is not required to allow re-enrollment.

If a learner is disenrolled due to lack of progress toward reasonable goals because the Adult Education program is not the appropriate placement for the learner, it is unlikely the program will be an appropriate placement in the near future. Adult Education programs are encouraged to work with partners and explore supportive services to provide suggested alternatives for the learner that will fit that learner's unique needs.

It is extremely important that an Adult Education program has ample supporting documentation to show the learner's violation of program requirements (whether that is excessive absences or any other reason), the steps taken to remedy the issue, and the final result of disenrollment, with the learner's ability or inability to re-enroll clearly stated.

4.8 Instruction

High-quality instruction is expected in all Adult Education classes. Instruction will be provided at Educational Functioning Levels appropriate to learners, using materials appropriate to the learners' needs. Instruction must be of sufficient duration and intensity for participants to make significant learning gains. It is the goal of Kansas Adult Education that all participants completing the program will be adequately prepared for success in postsecondary education, without the need for "remedial" or "developmental" courses.

Programs must provide a minimum of eight (8) hours per week of instructional time. This instructional time may be a combination of synchronous and asynchronous face-to-face, online, and/or distance learning. Exceptions to this policy are students in specialized courses, such as AO-K pathway classes with only the CTE instructor (not co-taught with the ABE instructor), or classes only available to employees of a workforce partner and subject to the scheduling needs of that employer.

4.8.1 ABE

The purpose of ABE instruction is to assist learners in Levels 1, 2, 3, and 4 in building literacy and numeracy skills and in transitioning to college and/or career. ABE students might work toward earning a secondary diploma, either through the GED® Test or through Kansas Pathway to Career. ABE subjects taught might include math, reading, writing, science, social studies, general workplace skills, and/or others as needed by students. ABE students may participate in IET activities as appropriate. Digital literacy instruction must be provided to ABE students.

4.8.2 ASE

The purpose of ASE instruction is to assist learners in Levels 5 and 6 in completing the secondary diploma, either through the GED® Test or through Kansas Pathway to Career, and in transitioning to college and/or career. ASE subjects taught might include math, reading, writing, science, social studies, general workplace skills, and/or others as needed by students. ASE students may participate in IET activities as desired. Digital literacy instruction must be provided to ASE students.

4.8.3 ESL

The purpose of ESL instruction is to assist learners in Levels 7, 8, 9, 10, 11, and 12 in building English language ability, earning a secondary diploma if needed, and transitioning to college and/or career. ESL instruction should include language for life skills, particularly for lower levels, and language for academic skills, particularly for higher levels. ESL students may participate in IET activities as appropriate. Digital literacy instruction must be provided to ESL students.

4.8.4 IET

The purpose of Integrated Education and Training (IET) is to assist learners in building 1) basic skills, including obtaining a secondary diploma if needed; 2) workforce preparation skills, including critical thinking, digital literacy, and other employability skills; and 3) workforce skills for a specific occupation or occupational cluster. IET opportunities can be structured for learners at selected Educational Functioning Levels and can be coordinated with postsecondary and/or workforce partners. AO-K is one method of delivering IET. All hours of attendance in which participants are engaged with Adult Education services, including co-taught courses, should be recorded in AESIS.

4.8.5 Digital Literacy

All programs must provide digital literacy instruction, at Educational Functioning Levels appropriate to learners, using a curriculum, textbook, or other resource, as selected by the program, that best meets learners'

needs. Digital literacy might include basic computer skills, network literacy, digital problem solving, information literacy, and/or media literacy. Programs should develop a technology plan that includes resources and methods used to teach digital literacy.

4.9 Distance Education

Distance education is a formal learning activity in which students and instructors are separated by geography, time, or both for the majority of the instructional period. Local programs can deliver distance learning materials through a variety of media, including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Teachers support distance learners through communication by mail, telephone, email, or online technologies and software.
NRS Adult Education Participants in Distance Education

All students, including distance education students, must participate in a program orientation, must complete initial testing prior to 12 hours of contact, and will be counted for federal reporting upon reaching 12 hours of contact. Contact hours may be a combination of in-person, telephone, video, teleconference, or online communication during which student and program staff interact and staff can verify the learner's identity.

All students, including distance education students, must have the opportunity to receive a minimum of eight (8) hours of instruction per week, unless in a specialized course, such as an AO-K pathway course that is not being co-taught or a class conducted at an employer's location for employees. Distance (proxy) hours may be based on actual clock time confirmed electronically, teacher verification, learner mastery, or contact hours through any telephone, video, teleconference, or online communication during which student and program staff interact and staff can verify the learner's identity.

Both in-person and proxy hours should be entered in AESIS, coded appropriately. Students whose distance hours exceed in-person hours (distance hours are greater than 50% of all hours) should be marked as Distance Learners on the Student Info tab in AESIS.

4.9.1 Proxy Hours
Proxy hours are defined as the time students spend engaged in distance education activities, such as using distance education curricula. The hours for each activity are calculated using one of three models:
1. **Clock Time:** This model assigns contact hours based on the elapsed time a learner is connected to and engaged in an online or standalone software program that tracks time. The software must provide a mechanism to time-out or logout students after a preset period of inactivity.
2. **Teacher Verification:** This model assigns a fixed number of hours of credit for each assignment based on the teacher's determination of the extent to which a learner engaged in or completed the assignment. Contact hours for the teacher verification model are determined and established through a study conducted by the local program according to the following plan:
    a. Distance learning materials/resources are chosen.
    b. A sample of classes tracks how long they spend teaching the content, on a unit-by-unit basis.
    c. Average times for each unit are calculated from sample classrooms, and that time is assigned for proxy contact hours for that unit.
    d. Evaluation is conducted for each new set of educational materials added.
3. **Learner Mastery:** This model assigns a fixed number of hours of credit based on the learner's demonstrated mastery of the content of a lesson. This model requires previous engagement by the student on curriculum and materials related to the test. A high percentage of correct responses on the mastery test earn the credit hours attached to the material.

4.9.2 Approved Distance Curriculum
The curricular resources listed below have been reviewed and approved for distance education by KBOR. Proxy hours must be recorded and reported using the method indicated for each model.

Title	Program	Proxy-Hour Method
Aztec	ABE/ASE	Clock Time
Burlington English	ELA	Clock Time
Edmentum: PLATO	ABE/ASE	Clock Time
EnGen	ELA	Clock Time
Essential Education	ABE/ASE	Clock Time
GED Academy	ABE/ASE	Clock Time
GED Connection	ABE/ASE	Teacher Verification
i-Pathways	ABE/ASE	Clock Time
KeyTrain	ABE/ASE	Clock Time
Khan Academy	ABE/ASE	Clock Time, Teacher Verification

Pearson My Lab Series:
   MyEnglishLab
   MyFoundationsLab
   MyMathLab
   MyReadingLab
   MyWriting
	ABE/ASE	Clock Time

Reading Horizons	ABE/ASE/ELA	Clock Time
Rosetta Stone	ELA	Clock Time
Skills Tutor	ABE/ASE	Clock Time

If programs wish to add a distance education curriculum to the state's list of approved curricula, whether it is a purchased product or a standards-based distance education curriculum developed by the local program, the program should complete the Request for Approval Distance Education Curriculum form, available in the GoLearn Resource Repository or from KBOR, and send to AdultEdReports@ksbor.org. (Multiple programs may choose to collaborate on the request and should submit a single form with one selected individual to be the primary contact.) KBOR staff will review and respond with an approval, a request for further information or clarification, or a denial with the reason the curriculum could not be approved. Student hours using the distance education curriculum may begin immediately upon KBOR approval.

Programs may use or recommend many online or other resources to students to assist students in achieving their goals. However, only approved curricula may be considered "distance education," which means students using non-approved resources will not be coded as "distance education" students in AESIS, and any time spent on non-approved resources outside the program will not be included in the student's hours of attendance.

Example 1: A student attends a hybrid class that meets face-to-face two days per week and has multiple online assignments through i-Pathways, an approved distance education curriculum. The student spends more than 50% of the week working online and is marked in AESIS as a "distance education" participant. The clock-time hours in i-Pathways are entered in AESIS as part of the student's attendance.

Example 2: A student attends a group class and an open lab in which a teacher or teaching assistant provides as-needed support for the student practicing digital skills and reviewing grammar with the website NoRedInk. The student is not classified as a distance education participant. The time the student is in class or working in the open lab is tracked by the program, and those hours are entered in AESIS for the student's attendance.

Example 3: A student attends a face-to-face class. The student also uses the website NoRedInk to practice grammar at home. The student would not be classified as a distance education participant. NoRedInk is not an approved distance education curriculum, so the time spent at home working on that website would not be included in AESIS for the student's hours of attendance.

4.9.3 Cross-TREK

Cross-Teaching Remotely for Education in Kansas is a distance education opportunity for ABE and ESL participants. Students from two or more locations or programs have synchronous virtual classes with an instructor from another location. The program in which a participant enrolled "receives" that participant's hours of attendance and gains. Contact KBOR for more information.

4.10 Services to Minors

Adult Education programs are designed to provide services to adult (individuals aged 18 or older). Individuals who are 16 or 17 years old may enroll in Adult Education under one of the following conditions:

1) The individual has paperwork signed by a parent/guardian* and a school official showing non-enrollment in the school district in which the individual currently resides (whether the student last attended school in that district or in another district).
    a. This paperwork is required even if the individual wishes to enroll in Adult Education in the summer when K-12 schools are not in session.
    b. This paperwork is required whether or not the student was on an IEP.
2) The individual was homeschooled, and the parent/guardian has completed the Compulsory Attendance Exemption Form (Home Schooling), available on the KBOR website.

*A 16- or 17-year-old who is emancipated by a court order may sign as an adult and no parent/guardian signature is needed.

Students aged 16 or 17 must provide the Adult Education program with appropriate paperwork prior to enrollment in Adult Education. This paperwork might be called a *compulsory attendance waiver*, *exit form*, *disenrollment form*, or another name. An example Parent Consent and Waiver form from the Kansas Department of Education is shown below, but each school or district may have a unique template that complies with the Required Elements of the Compulsory School Attendance Disclaimer Form. It is not the responsibility of the Adult Education program to provide this form to students, but programs may download the document and share it with students as desired.

4.11 Nondiscriminatory Services
Local policies on services to adults with disabilities must not discriminate nor violate the Americans with Disabilities Act (ADA). Discrimination on the basis of age or other demographic designator, such as requiring learners of a certain age group to participate in services for that age group, is not permitted. Programs are encouraged to establish and share local policies on minimum qualifications for learners with the ability to benefit from Adult Education services.

Because programs cannot be discriminatory in any manner in their service to individuals, programs must ensure that they make a concerted effort to serve all learners effectively. This means the program has appropriate materials for all levels, posts nondiscrimination policies as required under ADA, is physically accessible, does not impose "unreasonable" time limits, provides appropriate accommodations, etc. This does not mean that programs must create new programs or provide special "exclusive" services.

For example, some learners would benefit from having one-on-one instruction; however, a program cannot be expected to provide one-on-one instruction for a learner if the program uses a group instruction model. Having a teacher provide one-on-one services would be unreasonable and cost prohibitive. However, if a program provides one-on-one tutoring for some individuals, it would be discriminatory not to provide one-on-one tutoring for any individual who requested such services and who would likely benefit from such services.

It is also not unreasonable for a program to emphasize, from the first day of a learner's experience with the program, that Adult Education is an *education* program and that participation in the program requires measurable educational or workforce readiness progress that is appropriate for the learner and is pursued by the learner. Learner handbooks and other orientation materials should clearly state the expectations of the program—that all learners will identify and work toward an appropriate educational and/or workforce readiness goal and that learners will demonstrate ongoing measurable progress. Programs need to emphasize that while learners may have other goals, AEFLA funding is tied to very specific goals. Expenditure of this funding to serve learners whose primary reason for attending the program is not aligned with these goals is an inappropriate expenditure.

Ideally, the program has a consistent process that is used with every learner. This collaborative process between the staff and the learner might include the following steps: identify one or more reasonable goals; work toward the goal(s); measure progress toward the goal(s); revise goal(s), methods, and materials as necessary; continue to monitor progress toward the goal(s); etc. When this process is followed with every learner, the program has a record that confirms that the program is the appropriate placement for the learner or confirms that the program is not an appropriate placement for the learner.

Learners must demonstrate progress toward an "appropriate" goal. If the learner cannot/does not/will not demonstrate progress, the program should have a record of the learner's identified goal(s), plan for achieving the goal(s), monitoring of progress toward goal(s), etc. If these elements are in place, and a learner is not making measurable progress toward an appropriate educational goal, then the Adult Education program is not the appropriate place for the learner. Learners might say they are "happy in the program" or they "like to attend" or they "want to develop social skills" or something similar, but these are not measurable educational or workplace preparation goals. These are not, absent other measurable education or workforce readiness progress, sufficient reasons for Adult Education programs to continue to provide services to an individual.

To ensure programs are not being discriminatory, learners with special needs do not have the same expectations or timeframes as for learners who do not have special needs. For example, if a learner has a mobility problem and depends on public transportation, the learner may not be able to attend the program during inclement weather, so an attendance policy must allow for these special circumstances. A learner who has a developmental

disability (e.g., intellectual disability, Down's syndrome, autism) may be able to document a learning gain of five points on the TABE® after 160 or more hours of instruction instead of the more typical 70-100 hours of instruction. This is still a demonstration of progress.

However, if the learner is showing *no* learning gains, even on teacher-constructed tests, end-of-chapter tests, or other assessments, and different instructional and assessment methods have been tried and proven unsuccessful, then the learner (and perhaps an advocate/aide/parent) needs to be informed that unless measurable progress toward a goal is made by a defined future date, the learner will no longer be a participant in the program because the program is not an appropriate placement for this learner.

When this process is followed, learners have been given due process, programs have not been discriminatory, and the program has followed a consistent process that documents the concerted efforts made to help the learner meet educational and/or workplace readiness goals. It is extremely important that an Adult Education program has ample supporting documentation to negate any claim of discriminatory actions in its services to adult learners. Documentation of the program's honest, well planned, diligently executed efforts to serve all learners will support the program's written policy to disenroll learners when the program determines (based on the documented evidence) that this is not an appropriate placement for the learner and continued service to the learner would be a misuse of AEFLA funding.

4.12 Accommodations for Disabilities

Learners needing accommodations for disabilities should be identified as early in the learning process as possible. Program staff should refer to the Proficiency Attainment Model (PAM) and their institution's policies on accommodating disabilities for further information and procedures. Counseling of learners should include referral to the most appropriate placement for the learners' needs, regardless of disability status.

When learners enter the program and self-identify as having a barrier of any type of disability, the program should complete a Documentation of Disability form, available in the GoLearn Resource Repository or from KBOR. This will identify the strategies and/or services, if any, that will be provided to the learner. For learners receiving such services, Follow-Up Documentation should be kept monthly, at minimum, to determine the effectiveness of the strategies and/or services. These documents should be kept in paper or electronic form in the student's file or with the student's information.

To "document" a disability to provide instructional or other accommodations, Adult Education programs should use the Americans with Disabilities Act (ADA) guidelines. Under the ADA broad definitions, program staff can accept several types of documentation of a disability. Program staff should note in the learner's file the type of documentation that was provided.

- One of the most common forms of documentation in Adult Education is a self-report from an individual as having been identified as having a special need and/or served in the K-12 system under the Individual with Disabilities Education Act (IDEA), frequently known as "Special Education."
- An obvious physical disability, such as an amputated limb, is itself an appropriate form of evidence.
- Written confirmation of a disability from a qualified diagnostician is an appropriate form of evidence.

Not all learners who say they need accommodations in the learning or testing environment have a disability. Programs should follow the group enrollment process with one-on-one interviews, especially with learners who self-identify as needing accommodations. This private discussion may provide an environment that is more conducive to soliciting information about why the individual believes accommodations are necessary for success.

Example 1: A learner reports receiving Special Education services in school, with an IEP that allowed additional time during testing. This person has a "history of a disability," which is one of the qualifying elements for identification of a disability under ADA. Therefore, this individual would be considered as having a disability and may receive accommodations.

Example 2: A learner reports needing accommodations due to dyslexia. In one-on-one conversation, the learner reports that a friend read an article about dyslexia. When the friend shared the information provided in the article, the learner decided dyslexia was the reason for the reading difficulty. The learner reports never receiving Special Education services or being diagnosed by a professional. While this learner may have a specific learning disability, this self-diagnosis of a need for accommodations is not sufficient to identify this person as having a disability. The Adult Education program should serve this learner as well as possible without accommodations, except those provided to all learners, unless and until the learner provides documentation of a diagnosis or other verification from a qualified professional. The Adult Education should also, as applicable, refer the individual to partners or agencies able to assist with the evaluation and diagnosis of specific learning disabilities.

For individuals requesting accommodations for GED® testing, refer to the Kansas HSE Manual, available in the GoLearn Resource Repository or from KBOR, or the GED Accommodations webpage.

4.13 Services in Multiple Languages
Program services to non-native speakers of English may be offered in languages other than English to provide emergency or other vital communication, such as information presented during orientations. However, the focus of instruction must be on acquisition of skills in the English language, not on native-language skills. Preparation for a high-school equivalency test in English or Spanish is supported, but students choosing to test in Spanish should also be provided with English language acquisition services as needed.

4.14 Transition
Programs are encouraged to have a written Postsecondary Education/Training Transition Plan with reasonable resources designated to implement the plan. A high school diploma or its equivalent is no longer a guarantee of employment, much less employment that provides self-supporting wages and benefits. It is imperative that programs are committed to assisting their participants' transitions to programs that enable them to obtain additional education and training, thus providing their learners the opportunity for self- and family-sufficiency in an increasingly high-skilled world of work.

While an individual may be co-enrolled in Adult Education and postsecondary education, guidelines have been established to ensure that educational services are NOT duplicative.

Learners can participate or co-enroll in Adult Education and technical education simultaneously or sequentially. Co-enrollment in postsecondary education is allowable under the following conditions:
   a) Students *who do not have a high school* credential and are enrolled in postsecondary education may qualify for Adult Education services if they are enrolled in a postsecondary education course that does not duplicate ABE/ASE. For example, an individual cannot be served in Adult Education if they are taking a general math or English composition course at the postsecondary level because these subjects are taught as part of ABE/ASE or GED® preparation. Enrollment in both would be duplication of services. However, an individual who is being served in an Adult Education program may be enrolled in a postsecondary Career and Technical Education (CTE), physical education, study skills, or psychology

class because instruction in these classes would not duplicate the instructional services provided by the Adult Education program.

b) Students who have a *high school credential but are receiving Adult Education services based on TABE® scores which identify skill deficiencies* may not be enrolled in a postsecondary education course in the same subject area(s) in which they qualified for Adult Education services (reading, math, and/or writing).

c) An individual receiving ELA services in an Adult Education program may be enrolled in postsecondary education but may not be enrolled in an ESOL class for which the postsecondary institution is receiving state aid.

NOTE: Enrollment in postsecondary education is counted as an outcome for Kansas performance-based funding regardless of exit.

4.15 Collaboration with Other Agencies

Local programs are encouraged to expand the scope and enhance the quality of services to adult learners by collaborating with other agencies and local business/industry partners. These services should be compliant with WIOA law, and adults served in these classes/programs should be counted as AEFLA participants and their records entered in AESIS, where applicable.

NOTE: AEFLA federal administrative funds (not to exceed 5% of federal allocation, unless otherwise negotiated), state funds, and local matching funds may be used to meet an Adult Education program's responsibilities as a partner in the local one-stop system. However, when determining the Adult Education program's contribution to the local one-stop system, Adult Education's "fair share" must be based on the percentage of individuals who qualify for Adult Education services who access the services of the one-stop center, not on the entire operating cost of the one-stop center.

Programs may contract with outside agencies, with prior approval from KBOR by emailing AdultEdReports@ksbor.org, to provide assessments such as TABE® or the GED® Ready™ Practice Tests for non-participants in AEFLA funded programs.

4.16 National Career Readiness Certificate (NCRC)

The National Career Readiness Certificate (NCRC) is a nationwide initiative that uses WorkKeys®, a national ACT assessment system, to produce a career readiness certificate documenting an individual's basic transferable skills in the following areas:

- **Applied Mathematics:** measures skills used to apply mathematical reasoning and problem-solving techniques to work-related problems;
- **Graphic Literacy:** the skills people use when they work with workplace graphics, such as charts, graphs, tables, forms, maps, diagrams, and instrument gauges; and
- **Workplace Documents:** measures skills used to read and use written text to do a job such as memos, letters, directions, signs, policies, and regulations.

The NCRC, which in Kansas might also be called the WORKReady! certificate, is one of the requirements for the Kansas Pathway to Career. The NCRC is not required by the state for other participants, but it is an option for all. WorkKeys® tests are also one of the methods for demonstrating College Readiness in AESIS, a performance-based measure. Programs can report NCRC scores, even if the program did not provide the testing, if the participant or the testing agency provides documentation or verification of scores.

Participants may optionally take the assessments to earn the certificate if the program is able to provide access to the tests, either through the program itself or through a partner, and if the learner desires to test or determines, in collaboration with the program, that the tests will assist the learner in meeting education and/or workforce goals. AEFLA funds cannot be used to pay for the WorkKeys® tests.

The National Career Readiness Certificate has four (4) levels of achievement, which are based on the lowest of the three (3) test scores.

- **Platinum**: An individual achieving this level possesses core skills for approximately 99% of the jobs profiled by WorkKeys®. All test scores must be level 6 or higher.
- **Gold**: An individual achieving this level possesses core skills for approximately 90% of the jobs profiled by WorkKeys®. All test scores must be level 5 or higher.
- **Silver**: An individual achieving this level possesses core skills for approximately 70% of the jobs profiled by WorkKeys®. All test scores must be level 4 or higher.
- **Bronze**: An individual achieving this level possesses core skills for approximately 30% of the jobs profiled by WorkKeys®. All test scores must be level 3 or higher.

Example: An individual scores 4 on Applied Mathematics, 3 on Graphic Literacy, and 5 on Workplace Documents. Because the lowest score is 3, a Bronze certificate is awarded.

For more information, including providing accommodations for examinees with physical or learning disabilities, see the WorkKeys® Administration Manual.

SECTION 5: KANSAS ASSESSMENT POLICY

5.1 Overview of State Policy

Assessment is a key component of a successful Adult Education program. Quality assessment enables programs to accurately inform students about their basic skill levels and establish specific short- and long-term goals instead of relying solely on pre-prescribed curricula. Assessments allow local programs and state agencies to monitor performance across classes and programs to determine the effectiveness of program design, instructor proficiency, curricula, and materials. Aligning assessments with the National Reporting System's (NRS) Educational Functioning Levels (EFLs) provides the Kansas Board of Regents with reliable performance data for reporting to the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) and for comparison with other programs and states. In Kansas, outcomes measured via assessment make up a portion of the state's Performance-Based Funding Formula, rewarding successful programs with additional funds to carry out Adult Education activities.

5.2 Introduction

The Kansas Adult Education Assessment Policy provides guidance for the use of approved assessments by local Adult Education programs. These guidelines align with the requirements of the Office of Career, Technical, and Adult Education (OCTAE) and the National Reporting System (NRS). The assessment policy identifies key areas that support the following for adult basic education (ABE), adult secondary education (ASE), and English language acquisition (ELA) activities at the local program level:

- Use of appropriate assessment instruments
- Guidelines for test administration, scoring, and reporting of test scores
- Timing of pre- and posttesting of program participants
- Certification of EFL and program completion
- Reporting valid and reliable assessment results
- Staff training and test security requirements for staff that administer assessments and enter assessment data into the Adult Education Student Information System (AESIS)

5.3 Requirements and Accountability Issues

To ensure comparability of EFLs across all Kansas programs, each program must use the standardized performance procedures defined by this policy. Failure to follow these procedures will result in the invalid determination of EFLs and produce data that are not comparable across programs, or even within the program. Programs found to be out of compliance with this policy will be placed on corrective action up to and including grant termination.

Assessments approved for use under this policy have met stringent requirements as defined by the NRS and outlined in 34 CFR Part 462. Approved assessments must provide results with a high degree of reliability and validity.

Reliability – The degree of consistency between assessments, or the likelihood that consistent results will be provided by the same test each time the assessment is administered.
Validity – The degree to which an assessment measures the content which it was intended to measure.

5.4 Purpose and Uses of Assessments

The Kansas Board of Regents (KBOR) requires programs to use standardized assessments and assessment procedures to document placement, progress, and completion for the purpose of meeting state and federal reporting requirements. KBOR understands, however, that informal, teacher-developed assessments can be used to monitor student learning and provide ongoing feedback to aid improvements in instruction and student learning. KBOR encourages programs to explore the use of informal assessment instruments (i.e., formative and summative assessments) and to seek out professional development regarding the incorporation of all types of assessment into the Adult Education classroom.

5.5 Phases of Assessment

5.5.1 Initial Assessment

The initial assessment must include pretesting, but programs may also choose to offer other tests which elicit various kinds of information about learners, e.g., learning styles or career interest inventories. The initial assessment must occur prior to a learner gaining participant status at 12 hours of instruction utilizing an NRS and KBOR approved assessment.

5.5.2 Ongoing Assessment

Once learners are assessed and placed in appropriate classes, ongoing assessment is critical to inform learners and teachers about their progress. Ongoing assessment may be formal (e.g., a written test) or informal (e.g., teacher observation, checklists, etc.). In addition, it is important to ensure that the assessment tools and techniques that are used are aligned with instruction and that instruction is aligned with the assessment tools. The most effective assessment processes will also include a way for learners to self-assess their progress.

Forms of assessment not included on the approved list contained in this document may be used to inform instruction or measure goals not specific to level gains but cannot be used for the purpose of documenting an EFL gain in AESIS. For example, the CASAS Government and History for Citizenship Test (revised 2009) is a standardized instrument used in Kansas to document the attainment of achieving citizenship skills, but it cannot be used to document educational gain.

5.5.3 Posttesting to determine Educational Gain

Programs must provide intensive instruction and follow-up assessment in the area(s) that best suit a student's needs and will help them in achieving their educational goals. Upon posttesting, a level gain may be recorded in any area where a student completes and/or advances a level of instruction, regardless of the student's recorded initial Educational Functioning Level.

The National Reporting System (NRS) does not require that learners be posttested in areas in which they have had no instruction.

5.5.4 Summary

Students must be assessed and placed into an EFL using one of the approved assessments listed below at intake, or prior to achieving participant status (12 hours of instruction). Programs are required to administer a locator test, following publisher guidelines, to determine the appropriate pretest to administer, regardless of delivery method (i.e., paper-pencil, computer-based). Approved assessments and their dates of validity are listed below by program.

Assessment Series	ABE	ASE	ESL	Pretest Approval	Posttest Approval
TABE® 11/12			■	5/14/2017-6/30/2024	5/14/2017-6/30/2024

Reading*	X	X		
Math*	X	X		
Language	X	X		
TABE CLAS-E® A/B			7/1/2017-6/30/2024	7/1/2017-6/30/2024
Reading*		X		
Listening*		X		
Writing		X		
Speaking		X		
Required assessment				

Questions on assessment requirements and procedures can be directed to Hector Martinez, hmartinez@ksbor.org, (785) 430-4283.

5.6 Approved Assessments
Only assessments currently approved for use by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE), and KBOR may be used to determine educational functioning levels (EFLs) and measure educational gains. These assessments are listed below.

Test of Adult Basic Education (TABE®)
TABE® 11 and 12 Reading
TABE® 11 and 12 Mathematics
TABE® 11 and 12 Language

TABE Complete Language Assessment System – English (CLAS-E®)
TABE CLAS-E® A and B Listening
TABE CLAS-E® A and B Reading
TABE CLAS-E® A and B Writing

TABE Online Unlimited and TABE Offline Unlimited
Both TABE Online and Offline options are available to the programs at no cost through June 30, 2024.

Programs must ensure that publisher assessment protocols are followed and that the assessment policies and standard operating procedures described below are fully implemented.

5.7 General Assessment Requirements
Learning gain is measured through pre- and posttesting as defined by the NRS. Students are initially placed into an EFL based on their performance on an NRS-approved assessment. After a set number of instructional hours (described below) participants are assessed using a parallel form of their pretest assessment. If their skills have improved enough to be placed in one or more EFLs higher than their initial placement, EFL gain is recorded for the student.

To best capture learning gain, students must be pretested using an approved assessment and placed into an EFL prior to receiving 12 hours of instruction. Early assessment provides local programs with the knowledge needed to make instructional plans, informs students of their status allowing them to set goals, and provides for the most accurate measurement of learning gain upon posttesting.

Unless they indicate a desire to study in only one area, ABE/ASE learners must be assessed in Reading and Mathematics at a minimum. Programs should utilize TABE® 11 or 12, levels E, M, D, or A as determined by Locator scores. Learners who indicate they desire to study in only one area may be pretested in only that area. For example, a learner who states that he has passed all but the mathematics portion of a high school equivalency exam and only wants to study mathematics could be pretested only in mathematics.

ESL learners must be assessed at a minimum in Reading and Listening using CLAS-E® Form A or B, levels 1, 2, 3, or 4 as determined by Locator scores. Learners are pretested in multiple skill areas to provide students and program staff with adequate information about their basic skill levels.

5.7.1 Reading

When leveling a learner based on a reading score, a valid TABE® or CLAS-E® Reading test score must be entered in the "Current Tests" page of AESIS. If the learner's test score is not in the valid range, an additional TABE® or CLAS-E® Reading test must be administered (either at a lower or higher level, depending on whether the individual test score was at the upper or lower end of the scale score range) in order for the learner to achieve a valid diagnostic test score.

Exception: When a learner's reading skills are so limited that he/she cannot achieve a valid diagnostic test score on the lowest level TABE® or CLAS-E® Reading test, a score of 0 may be entered as the reading score in the "Current Tests" page of AESIS. A score of 0 may *only* be entered if the lowest level test was administered and a valid score could not be achieved. The test form on which an invalid score was achieved and the date of testing must be entered in the "Notes" field on the "Current Tests" page of AESIS.

5.7.2 Mathematics

When leveling a learner based on a mathematics score, a valid TABE® Mathematics test score must be entered into the "Current Tests" page of AESIS. If the learner's test score is not in the valid range, an additional TABE® Mathematics test must be administered (either at a lower or higher level, depending on whether the individual test score was at the upper or lower end of the scale score) in order for the learner to achieve a valid diagnostic test score.

Exception: When a learner's mathematics skills are so limited that he/she cannot achieve a valid diagnostic test score on the lowest TABE® mathematics test, a score of 0 may be entered as the mathematics score in the "Current Tests" page of AESIS. A score of 0 may *only* be entered if the lowest level test was administered and a valid score could not be achieved. The test form on which an invalid score was achieved and the date of testing must be entered in the "Notes" field on the "Current Tests" page of AESIS.

5.7.3 Listening

When leveling a learner based on a listening score, a valid CLAS-E® Listening test score must be entered into the "Current Tests" page of AESIS. If the learner's test score is not in the valid range, an additional CLAS-E Listening test must be administered (either at a lower or higher level, depending on whether the invalid test score was at the upper or lower end of the scale score) in order for the learner to achieve a valid diagnostic test score.

Exception: When a learner's listening skills are so limited that he/she cannot achieve a valid diagnostic test score on the lowest level CLAS-E® Listening test, a score of 0 may be entered as the listening score in the "Current Tests" page of AESIS. A score of 0 may *only* be entered if the lowest level test was administered and a valid score could not be achieved. The test form on which an invalid score was achieved and the date of testing must be entered in the "Notes" field on the "Current Tests" page of AESIS.

5.7.4 Language or Writing

When leveling a learner based on writing or language, a valid score derived from the TABE® or CLAS-E® must be entered.

5.7.5 Pretesting and Initial Placement

TABE® diagnostic tests are used to determine reading, mathematics, and language levels for ABE/ASE learners, while CLAS-E® diagnostic tests are used to determine reading, listening, and writing skill levels for ESL learners. To determine the correct pretest level (E, M, D, A or 1, 2, 3, 4), local programs must administer the TABE® or CLAS-E® Locator. Learners must have completed this process and have valid TABE® or CLAS-E® diagnostic test scores for determining initial EFL placement *prior to completion of 12 hours* of participation in an Adult Education program.

By default, learners are placed in an initial Educational Functioning Level (EFL) in AESIS, the Kansas Board of Regents Adult Education management information system, based on the subject area of their lowest scale score. However, if after pretesting, a learner discloses a desire to study in a subject that is different from the AESIS-assigned EFL, the EFL can be changed. Changes to the EFL shown in the "Suggested" field in AESIS should be made to match the subject in which the learner desires to study in the "Entered" field on the "Current Tests" tab. If a change is entered, the reason should be documented in the "Notes" field on the same page.

Note: Once a learner's initial entry level has been selected, it **must not** be changed.

CTB/DRC does not specify the length of time a pretest is valid. Learners who "stop out" for 180 days or more **must** be pretested upon return to the program. Local program staff should avoid placing learners in classes that are either too high or too low, as doing so could have a negative impact on retention and progress. Therefore, they must carefully evaluate factors that could affect learners' basic skill needs in deciding whether to administer new pretests to students who have stopped out more than 90 days but less than 180 days. If a student who stopped out for more than 90 days returns for a second period of participation and a new pretest is administered, resulting in a gain based on their pretest from their first period of participation, an EFL gain may be counted for the first period of participation.

Within a single period of participation, a learner's assessment score will rollover from one program year to the next. If a student "stopped out" and begins a new period of participation in the next program year, the program may rollover his/her most recent assessment as a pretest if the scores are less than 120 days old.

When placing learners, local programs must refer to the NRS benchmarks for TABE® 11 and 12 and CLAS-E® below.

Educational Functioning Level	Assessment	Scale Scores
1. Beginning ABE Literacy	TABE® 11 & 12	Reading: 300-441 Mathematics: 300-448 Language: 300-457
2. Beginning Basic Education	TABE® 11 & 12	Reading: 442-500 Mathematics: 449-495 Language: 458-510
3. Low Intermediate Basic Education	TABE® 11 & 12	Reading: 501-535 Mathematics: 496-536 Language: 511-546
4. High Intermediate Basic Education	TABE® 11 & 12	Reading: 536-575 Mathematics: 537-595 Language: 547-583

		Reading: 576-616
5. Low Adult Secondary Education	TABE® 11 & 12	Mathematics: 596-656
		Language: 584-630
		Reading: 617-800
6. High Adult Secondary Education	TABE® 11 & 12	Mathematics: 657-800
		Language: 631-800
Educational Functioning Level	**Assessment**	**Scale Scores**
1. Beginning ESL Literacy	CLAS-E®	Reading and Writing: 225-394 Listening and Speaking: 230-407
2. Low Beginning ESL	CLAS-E®	Reading and Writing: 395-441 Listening and Speaking: 408-449
3. High Beginning ESL	CLAS-E®	Reading and Writing: 442-482 Listening and Speaking: 450-485
4. Low Intermediate ESL	CLAS-E®	Reading and Writing: 483-514 Listening and Speaking: 486-525
5. High Intermediate ESL	CLAS-E®	Reading and Writing: 515-556 Listening and Speaking: 526-558
6. Advanced ESL	CLAS-E®	Reading and Writing: 557-600 Listening and Speaking: 559-600

5.7.6 Posttesting and Program Progress
AESIS will automatically calculate an EFL gain when indicated by the posttest scale scores entered.

TABE® and CLAS-E® provide alternate test forms and multiple test levels for posttesting. Options for posttesting include:
- Using the alternate form of the same level test
- Using the next higher level of either the same or alternate form of the test when the learner has pretested near the top of the placement level
- Using the same form as the pretest if at least 180 days or 120 hours of instruction have passed between the first use and repeated use of the same form, regardless of whether an alternate form has been used in between.

According to publisher guidelines, learners should be posttested after a minimum of 40 hours for ABE levels 1-4, 30 hours for ASE levels 5-6, and 60 hours for CLAS-E®. KBOR recommends posttesting between 50 and 60 hours of instruction. There are four exceptions to this policy:

1. Programs may administer a posttest to ABE/ASE learners who have participated in a *minimum* of 40 hours of instruction if they indicate they are leaving the program.
2. Programs may administer a posttest to ESL learners who have participated in a *minimum* of 50 hours of instruction.
3. Programs may administer a posttest to learners with *more than* 50 to 60 hours of instruction if posttesting earlier would interfere with the design of a class session. For example, if a class session is scheduled for nine weeks with 12 hours of instruction per week, posttesting could occur at the end of the class session.
4. According to publisher guidelines, Adult Secondary Education Low (EFL 5) and Adult Secondary High (EFL 6) learners may be posttested after a *minimum* of 30 hours of instruction. Posttesting before 30 hours for level 5 and 6 learners should only be done if they indicate they are leaving the program.

While all programs are expected to posttest a minimum of seventy percent (70%) of program participants each fiscal year, attempting to meet this expectation does not replace the absolute necessity of following all assessment policies and publisher guidelines. Although not all learners will demonstrate a learning gain at 50 to 60 hours, failing to posttest a learner will guarantee that no learning gain is recorded.

When learners' posttest scale scores indicate an educational level gain, AESIS will automatically calculate and account for the completion.

5.8 Training for Administering Assessments

To ensure reliable testing results, every person who administers a TABE® assessment, scores a TABE® assessment, and/or reports scores for entry into AESIS must use appropriate testing protocol.

- Every test must be administered in a testing environment that is designed to elicit learners' best efforts, i.e., adequate space, appropriate furniture, good lighting, no interruptions, and no distracting sounds.
- All test administrators must use the test administration manual each time they administer any TABE® tests.
- Local program directors must monitor testing practices closely to confirm that correct procedure is followed.
- On a regular basis, local program directors submit and certify, and KBOR staff verify, the accuracy of the Data Validation Checklist which includes learner testing information.
- To review individual learner testing information for every program, KBOR staff review learner testing information for twenty-five percent of local programs every quarter.
- Appropriate accommodations must be provided for learners who have disabilities. (See 5.9 Guidelines for Accommodations.)

5.9 Guidelines for Accommodations

Local programs must adhere to legislation which addresses testing accommodations for learners with disabilities, including Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act of 2004, the Every Student Succeeds Act of 2015, and the Americans with Disabilities Act reauthorized in 2008.

5.9.1 Local Program Requirements

- Test administrators must consider the individual needs of the learner when they provide accommodations.
- The responsibility of fulfilling learner's requests for accommodations is that of the local program, not the Kansas Board of Regents or CTB/DRC (TABE).
- Test administrators must follow publisher guidelines.
- The program administering the test must provide any necessary accommodations at no cost to the learners.

5.9.2 Adult Learner Requirements

- Adult learners with a disability must self-identify.
- Adult learners with disabilities are responsible for providing information on and documentation of their disability. Documentation may include a medical doctor's report, a diagnostic assessment report from a certified professional, Individual Education Plans (IEPs), records from learners previously served under

the Individuals with Disabilities Education Act (IDEA), and/or a report from Vocational Rehabilitation or other services.

5.9.3 Accommodations in Standardized Testing

Accommodations which follow publisher guidelines may alter test administrator procedures without changing what the test is intended to measure.

Local test administrators may provide accommodations in test administration procedures or environment for students with documented disabilities without contacting KBOR staff or CTB/DRC.

The following guidelines address methods for administering TABE® and CLAS-E® assessments using accommodations for learners with documented disabilities. For example:

ACCOMMODATIONS NOT EXPECTED TO INFLUENCE STUDENT PERFORMANCE

- Presentation
  1. Use visual magnifying equipment
  2. Use a large-print edition of the test
  3. Use audio amplification equipment
  4. Use markers to maintain place
  5. Have directions read aloud
  6. Use a tape recording of directions
  7. Have directions presented through sign language
  8. Use directions that have been marked with highlighting
- Response
  1. Mark responses in test booklet
  2. Mark responses on large-print answer document
  3. For selected-response items, indicate responses to a scribe
  4. Record responses (except for constructed-response writing tests)
  5. For selected-response items, use sign language to indicate response
  6. Use a computer, Braille writer, or another machine (e.g., communication board) to respond
  7. Use a template to maintain place for responding
  8. Indicate response with other communication devices (e.g., speech synthesizer)
  9. Use a spelling checker except with a test for which spelling will be scored
- Setting
  1. Take the test alone or in a study carrel
  2. Take the test with a small group or different classroom
  3. Take the test at home or in a care facility (e.g., hospital), with supervision
  4. Use adaptive furniture
  5. Use special lighting and/or acoustics
- Timing/Scheduling
  1. Take more breaks that do not result in extra time or opportunity to study information in a test already begun
  2. Have flexible scheduling (e.g., time of day, days between sessions) that does not result in extra time or opportunity to study information in a test already begun

ACCOMMODATIONS WHICH MAY IMPACT STUDENT SCORES

These accommodations should be taken into consideration when interpreting scores.
- Presentation

1. Have stimulus material, questions, and/or answer choices read aloud
2. Use a tape recorder for stimulus material, questions, and/or answer choices, except for a Reading test
3. Have stimulus material, questions, and/or answer choices presented through sign language, except for a Reading test
4. Use communication devices (e.g., text-talk converter), except for a Reading test
5. Use a calculator or arithmetic tables, except for a Mathematics Computation test

- Response
    1. Use graph paper to align work
- Timing/Scheduling
    1. Use extra time for any timed test
    2. Take breaks that result in extra time for any timed test
    3. Spread the timed section of a test over more than one day
    4. Have flexible scheduling that results in extra time

ACCOMMODATIONS WHICH CHANGE WHAT IS MEASURED (ALTERS INTERPRETATION OF TEST SCORES)

- Presentation
    1. Use Braille or other tactile forms of print
    2. On a Reading (decoding) test, have stimulus material, questions, and/or answer choices presented through sign language
    3. On a Reading (decoding) test, use a text-talk converter, where the reader is required to construct meaning and decode words from text
    4. On a Reading (decoding) test, use a tape recording of stimulus material, questions, and/or answer choices
    5. Have directions, stimulus material, questions, and/or answer choices paraphrased
    6. For a Mathematics Computation test, use of a calculator or arithmetic tables
    7. Use a dictionary, where language conventions are assessed
- Response
    1. For a constructed-response writing test, indicate responses to a scribe
    2. Spelling aids, such as spelling dictionaries (without definitions), spell/grammar checkers provided, for a test for which spelling and grammar conventions will be scored
    3. Use a dictionary to look up words on a Writing test

Note: It is *not* an appropriate accommodation to read a TABE® or CLAS-E® Reading test to a learner with low literacy skills or blindness. The purpose of a reading test is to assess reading skill levels and to determine the learner's appropriate instructional levels, not to assess knowledge of a subject area.

TEST FORMS FOR USE WITH LEARNERS WITH A DISABILITY

- TABE® 11/12 Large Print (available in Complete and Survey editions)
- TABE® 11/12 Braille (available in Complete and Survey editions)
- TABE® 11/12 Audio Edition (available in Complete and Survey editions)
- TABE® Online
- CLAS-E® Large Print

Contact KBOR for specific questions on appropriate accommodation practices for TABE® and CLAS-E® tests.

5.10 Training and Technical Assistance

- Local programs must ensure that all staff administering or scoring TABE® 11&12 complete the TABE 11&12 Certification Process, and all staff administering or scoring CLAS-E® complete the TABE CLAS-E® Staff Development training DVD and workbook prior to the first time they administer or score the test. A copy of the certification must be kept in the staff member's professional development file.
- New faculty and staff must complete training on the topics listed below within six (6) months of being hired.
    1. NRS policy, accountability policies, and data collection process
    2. Definitions of outcome measures
- Local program directors and coordinators must participate in yearly face-to-face and/or webinar-based training provided by KBOR staff. Topics include:
    1. State assessment policies and procedures, including best practices
    2. NRS policy, accountability policies, and data collection process
    3. Definitions of outcome measures
- Local program directors must ensure that current faculty and staff receive yearly training on data collecting, reporting, and analysis; federal and state policies; and outcome measures.
- Local program directors must ensure that faculty and staff participate in refresher training on administering, scoring, and interpreting TABE® and CLAS-E® every two years.
- Local program administrators, faculty, and staff may access recorded training sessions on TABE® and CLAS-E® at any time.
- Local programs must document completed staff training on the "Staff Profile Information" page in AESIS.

5.11 Data Quality

The quality of a program's data is directly linked to the program's commitment to adhering to testing policies and procedures. Scoring tests accurately and reporting accurate and valid test scores is essential.

- For every learner, all TABE® and CLAS-E® test scores, test forms and levels, and dates of testing must be entered into AESIS on the "Current Tests" page.
- For every learner, all invalid test scores, forms and levels, and testing dates must be entered into AESIS in the "Notes" field on the "Current Tests" page.
- A program must never manipulate test scores to achieve learning gains that do not accurately reflect each learner's EFL and progress in all areas where he/she is working.
- Information about accommodations provided to learners with disabilities during testing must be maintained in the learner's permanent files.
- Programs must maintain proper documentation of all information entered in AESIS for five (5) years plus the current year.
- All pre- and posttest scores must be entered in AESIS within one week of testing.

5.12 Distance Learners and Remote Proctoring

Programs must administer approved assessments to determine EFL gain. This applies to both face-to-face and distance education learners. Instruction and information about remote testing are available in the DRC Remote Testing Recommendations.

5.13 Test Security

Test security is an essential component of standardized testing. Test booklets, self-scoring answer sheets, answer keys, and all other testing materials must be maintained in a secure area.

No individual, workgroup, committee, team, or program may teach or prepare learners to answer specific questions that appear on any TABE® or CLAS-E® test. Instructors may not review specific test items with learners when discussing test results nor include actual test items or slightly revised test items in any instructional materials.

SECTION 6: DATA AND REPORTING

Refer to the KBOR Adult Education Calendar for exact dates or contact KBOR to request updated information. Below is an overview of important dates for data and reporting. Remember that reports can be submitted prior to their deadlines if that is more convenient for programs. If reports will be delayed, contact KBOR.

- July 1 – start of new fiscal year and start of first quarter
- End of July – final reports for previous fiscal year due
- End of August – AESIS closes for previous fiscal year
- Approximately 1st of each month – list of Corrections GED® Completers due to KBOR, if applicable
- Approximately 15th of each month – monthly Time & Effort due
- September 30 – end of first quarter
- Mid-October – first quarter reports due
- December 31 – end of second quarter
- Mid-January – second quarter reports and semiannual reports due
- March 31 – end of third quarter
- Mid-April – third quarter reports due
- June 30 – end of fiscal year and end of fourth quarter

6.1 Data Responsibilities

Local programs are responsible for allocating sufficient resources to collect and enter the data necessary to report NRS measures according to state and federal requirements. Programs must utilize valid and uniform procedures as outlined in all applicable state and federal policies and manuals when collecting student data and entering it in AESIS. To ensure that educational gains are standardized, programs must follow the Kansas Assessment Policy. Local programs in Kansas are required to complete a quarterly survey of students, using the Kansas Adult Education Follow-Up Collection in AESIS.

Local programs must maintain participant files, including demographic information, information releases, attendance, test scores, certificates, and other evidence about program activities to the extent and in such detail as will accurately reflect participant and program outcomes as described in the AESIS Manual. To ensure timely access to accurate data, programs will enter learner data, including attendance, into AESIS on a weekly basis, at a minimum, and perform regular internal reviews of the data to ensure accuracy. Programs shall also review AESIS reports and other program information using the Data Validation Checklist throughout the fiscal year to ensure the program is continuously monitoring its effectiveness and efficiency, making improvements where necessary. Programs must ensure that all staff with access to confidential student information acknowledge and abide by federal and state laws governing processing and use of student data. In particular, staff must follow FERPA regulations including, but not limited to, securing electronic data, protecting personal passwords, and ensuring that electronic records are encrypted in transit and on storage devices.

Local programs are strongly encouraged to review data regularly and frequently. The Data Validation Checklist (DVC), available in the GoLearn Resource Repository or from KBOR, must be submitted to AdultEdReports@ksbor.org as required by the KBOR Adult Education Calendar. Reviewing the DVC is an opportunity for programs to engage with data, identify and rectify errors, and create and adjust plans for continuous improvement.

Insert Program Name Here			Fiscal Year	2023	Quarter	Insert Quarter Here

Report	Description	Expected Outcome	Results	Notes/Explanations
V-A5 Missing Entry Level Classification	Participant with greater than 12 hours has no pretest score(s) to determine entry level.	Report should be blank.	0	
V-B2 Missing Citizenship Tests with Citizenship Outcome Reported	Learner has the outcome of achieving citizenship skills, but scores indicate no outcome.	Report should contain zero (0) Nos.	0	
V-C1 Does Not Qualify for ABE Services	Learner does not qualify for ABE Services. Refer to eligibility criteria in the policy manual.	Report should be blank.	0	
V-C2 Does Not Qualify for ESL Services	Learner does not qualify for ESL/ELA services. Refer to eligibility criteria in the policy manual.	Report should be blank.	0	
V-E2 No Hours Entered	Learner has 0 program hours.	Check report for student's missing hours.	0	
V-E5 Rural/Urban/Other Area is blank	Missing indication of whether a student lives in a rural, urban, or other area.	Report should be blank.	0	
V-E6 Missing or Zero Grade Level	Highest grade level of education completed is blank (-1) on the student information page.	Confirm accurate data for zero or missing grade level.	0	
V-F1 Duplicate Students	Student is entered multple times.	Report should be blank.	0	
V-G6 Invalid SSNs	Indicates an invalid SSN has been entered for a student.	Confirm no errors or note the use of ITIN instead of SSN.	0	
V-G7 Greater than 60 Hours, No Post-Tests	List of learners with more than 60 hours and no posttest score.	Informational report. Monitor for testing.	0	
V-G8 Missing FERPA Release Information	All students need a record on file indicating they have received a FERPA release.	Report should be blank.	0	
SR-C11 Reasons for Leaving	Students with AUTOEXIT reason must have their exit reason updated in the outcomes tab.	Report should have no students with AUTOEXIT.	0	

Table 4	Column	Expected Outcome	Results	Notes/Explanations
SR-G Number of Participants	Column B	Information only	0	
SR-G Total Number of Participants Excluded from MSG Performance	Column C	Confirm exclusions, if any, are correct	0	
SR-G Number Who Achieved at Least One Educational Functional Level Gain	Column E	Information only	0	
SR-G Number Who Attained a Secondary School Diploma or Equivalent	Column F	Information only	0	
SR-G Percentage of Periods of Participants with MSGs	Column M	Information only	0	

Three-Year Comparisons							
			FY2021 Total		FY2022 Total		FY2023 to date
SR-B12 College Readiness Outcomes	Information only	Met one or more of the college-ready indicators.	0		0		0
SR-A3 Participants' Status and Category Enrollment	Information only	Employed	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
		Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
		Unemployed	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
		Not in the Labor Force	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
		Total	0		0		0

Three-Year Comparisons					
			FY2021 Total	FY2022 Total	FY2023 to date
V-G12 Total Learners	Information only		0	0	0
V-G12 Total Participants	Information only - note that total may not match Table 4 due to lag in updating Table 4.		0	0	0
		Ratio of Participants to Learners	#DIV/0!	#DIV/0!	#DIV/0!
V-G12 Mean Participant Hours	Information only		0	0	0

Quarterly AESIS User Review			
View Other Users	Review report for users who should have AESIS access and confirm the number of users with Read and Write access. If any changes need to be made, contact KBOR.	Number of Users with Write Access	Number of Users with Read Access
Under "Change Profile" click "Click here" to view other users in institution.		0	0

Program Director (typed name will signify approval)		Date:	
How does this information demonstrate the program's effectiveness?		What actions, based on this information, will be taken for program imprvement?	

6.2 Data Releases

Per 34 CFR § 76.740:

a) Most records on present or past students are subject to the requirements of section 438 of GEPA and its implementing regulations in 34 CFR part 99. (Section 438 is the Family Educational Rights and Privacy Act of 1974.)

b) Under most programs administered by the Secretary, research, experimentation, and testing are subject to the requirements of section 439 of GEPA and its implementing regulations at 34 CFR part 98.

Programs and their host institutions are responsible for compliance with all federal privacy acts as they may apply to student records created and maintained as a recipient of Adult Education grant funding. For more information about FERPA, visit https://studentprivacy.ed.gov.

Programs must obtain consent from learners to share data. Students must give consent to release information to KBOR in order to be served with AEFLA funds. All other releases do not preclude a learner from receiving services. Consent forms are available in the GoLearn Resource Repository or from KBOR.

6.3 Securely Transmitting Student Information

It is the responsibility of each program to maintain student confidentiality and privacy, both in person and online. Student Personally Identifiable Information (PII) should never be transmitted via unsecure methods. Contact KBOR with questions or for assistance.

Unsecure	Secure

Mentioning student PII to a colleague in a public area	Discussing students with approved personnel only in a private setting where others cannot overhear
Providing student information via telephone or video call to anyone who calls and asks	Verifying student identity before sharing information via telephone or video call
Papers spread out on a desk in a public area	Papers stored in a locked filing cabinet
An open file folder given to a third party to pass to a colleague at another site	A sealed envelope sent by a trusted source to a colleague at another site
Faxing documents containing student PII	Using Sfax to send or receive documents containing student PII
Emails containing student PII	Encrypted email to send or receive student PII
Attached or linked document in an email	Obliquely referencing a document in the File Exchange in AESIS

6.4 Follow-Up Collection

The Workforce Innovation and Opportunity Act (WIOA) requires an increase in data collection and follow-up for Adult Education programs. As much data as possible will be gathered electronically, such as through a data match using Unemployment Insurance (UI) Wage data or postsecondary records in the Kansas Higher Education Data System (KHEDS) database. In the absence of a valid student identifier (e.g., SSN) or a positive data match with a third-party data system, data must be collected using follow-up as detailed in OCTAE Program Memorandum 17-2 and Training and Employment Guidance Letter (TEGL) 26-16. This data must be collected on a specific schedule which governs both the timeframe during which data can be collected, and a deadline after which missing data must be recorded as a zero value.

Local programs are required to complete the Kansas Adult Education Follow-Up Collection to collect supplemental wage data, postsecondary enrollment information, and credential information. These collections are to be conducted quarterly through the Follow-Up Collection in AESIS. A new follow-up survey is made available at the start of each quarter of the current fiscal year. These surveys autopopulate with students for whom second and fourth quarter follow-up must be conducted. Programs should complete the surveys throughout the quarter, finishing at or just after the end of the quarter. Deadlines to complete, upload, and lock the follow-up surveys are listed on the KBOR Adult Education Calendar.

Programs must make a good-faith effort to contact the exited students on their follow-up survey and upload that information to AESIS to be used for state and federal reporting.

The timeline to begin manual follow-up is listed by performance measure in Table 1 below:

Table 1: Timeline for Commencing Data Collection for Employment-Related Performance Indicators		
Performance Indicator[a]	UI Wage Data Becomes Available	Collection of Supplemental Wage Information May Begin[b]
Employment Rate – Second Quarter after Exit (including Title I Youth)	During third or fourth quarter after exit	Beginning third quarter after exit
Employment Rate – Fourth Quarter after Exit (including Title I Youth)	During fifth or sixth quarter after exit (first or second quarter, next program year)	Beginning fifth quarter after exit
Median Earnings – Second Quarter after Exit	During third or fourth quarter after exit	Beginning third quarter after exit
Credential Attainment – within 1 Year after Exit	During second or third quarter after exit	Beginning second quarter after exit

The deadlines for collecting manual follow-up information are listed in Table 2 below:

Table 2: Deadlines for Timely Collection of Data for Employment-Related Performance Indicators				
Exit Quarter	Report Employment Rate – 2nd Quarter (including Title I Youth) by End of:	Report Employment Rate – 4th Quarter (including Title I Youth) by End of:	Report Median Earnings by End of:	Report Credential Attainment (Employment) – within 1 Year after Exit by End of:
First Quarter (Q1) (July 1 – September 30)	Q1, Next Program Year (four quarters later)	Q3, Next Program Year (six quarters later)	Q1, Next Program Year (four quarters later)	Q3, Next Program Year (six quarters later)
Second Quarter (Q2) (October 1 – December 31)	Q2, Next Program Year (four quarters later)	Q4, Next Program Year (six quarters later)	Q2, Next Program Year (four quarters later)	Q4, Next Program Year (six quarters later)
Third Quarter (Q3) (January 1 – March 31)	Q3, Next Program Year (four quarters later)	Q1, Second Program Year After Exit (six quarters later)	Q3, Next Program Year (four quarters later)	Q1, Second Program Year After Exit (six quarters later)
Fourth Quarter (Q4) (April 1 – June 30)	Q4, Next Program Year (four quarters later)	Q2, Second Program Year After Exit (six quarters later)	Q4, Next Program Year (four quarters later)	Q2, Second Program Year After Exit (six quarters later)

The following table details collection timelines for an example student exiting in the second quarter of 2022:

Performance Measure	2022				2023			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Employment Rate Q2		X			X	X		
Median Earnings Q2		X			X	X		
Credential Attainment		X		X				X
Employment Rate Q4		X					X	X
Green = Exit	Blue = Begin Follow-Up			Red = End Follow-Up				

6.5 Record Retention

All pertinent records and books of accounts related to this award and subsequent awards shall be preserved, by local programs, for a period of five (5) years plus the current year and are subject to the following criteria:

a) The retention period shall commence from the date of submission of the final expenditure report.

b) If any litigation, claim, or audit is started before the expiration of the retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved.

c) Programs agree to cooperate in any examination and audit in accordance with relevant statutes.

SECTION 7: PROGRAM MONITORING AND EVALUATION

7.1 Risk Assessment

As a pass-through entity, the Kansas Board of Regents (KBOR) awards federal grant funds to eligible subrecipients for Adult Education. The responsibilities of pass-through entities are given in Title 2 of the Code of Federal Regulations, Part 200.331, which requires KBOR to evaluate each subrecipient's risk of noncompliance with federal statutes, regulations, and the terms and conditions of the subaward for the purposes of determining the appropriate subrecipient monitoring.

To comply with this requirement, KBOR conducts an annual risk assessment of all subrecipients to determine their potential risk of noncompliance. In evaluating the risks posed by the grant recipients, KBOR uses a risk-based approach and considers the following factors from 2 CFR § 200.206:

Financial Stability:
1. Funds Returned/Unspent/Misspent/Not drawn (10 points)
2. Fiscal Audit Findings (10 points)

Management Systems and Standards:
3. Failure to Meet Deadlines (10 points)
4. Data Reporting Issues (10 points)

History of Performance:
5. Failure to Meet Performance Targets (10 points)
6. Prior Findings (5 points)

Audit Reports and Findings:
7. Not Monitored in Last 4 Years (5 points)
8. Noted EDGAR Violations (10 points)

Ability to Effectively Implement Requirements:
9. Failure to Follow Grant Guidelines or Expectations (10 points)
10. Prior Experience with Similar Subawards (-5 points)

Kansas Board of Regents													
FY2023 AEFLA Risk Assessment Matrix													
Program	Funds Returned/Unspent /Misspent/Not drawn	Fiscal Audit Findings	Failure to Meet Deadlines	Data Reporting Issues	Failure to Meet Performance Targets	Prior Findings	Not Monitored in Last 4 Years	Noted EDGAR Violations	Failure to Follow Grant Guidelines or Expectations	Prior Experience with Similar Subawards	Total Risk Factor Points	Notes	Assessment
Total Points	10	10	10	10	10	5	5	10	10	-5			*5 or less = negligible, 6-15 = potential, 16-30 = moderate, 30+ = high risk*

Subrecipients will be notified of their risk assessment upon official notice of subawards. Subrecipients identified as potential risks or moderate risks may be subject to a Program Improvement Plan (PIP) or other actions described in 7.2 Special Conditions, at the discretion of the Kansas Board of Regents. For high-risk subrecipients, assessed at 30 points or more, a PIP will be immediately required, or actions described in 7.3. Remedies for Noncompliance will be taken.

7.1.1 Funds Returned/Unspent/Misspent/Not drawn

This category may be assigned up to 10 points. Misspent funds will automatically result in full points being assessed. Funds returned, unspent, or not drawn will be assessed based on amount of funds. Points will be assigned on a scale from zero (0) points for no funds unspent or misspent, up to 10 points, if the risk is assessed to be severe.

2 CFR § 200.303(a)

7.1.2 Fiscal Audit Findings
This category may be assigned zero (0) or 10 points. If the Kansas Board of Regents Financial Office conducts a fiscal audit of the subrecipient, findings from the audit will result in a risk assessment score of 10 points. No audit findings will result in a risk assessment score of zero (0).

7.1.3 Failure to Meet Deadlines
This category may be assigned up to 10 points. Subrecipients must submit all quarterly, semiannual, and year-end reports, along with additional documents requested by KBOR on or before the provided deadline. Extensions due to exceptional circumstances may be granted upon request prior to the deadline. Points will be assigned on a scale of zero (0) points, if no deadlines are missed, up to 10 points, based on the number of late items.

7.1.4 Data Reporting Issues
This category may be assigned up to 10 points. Subrecipients whose final data checks show significant errors may be assessed as potential risks. If KBOR is aware of incorrect or questionable practices, the subrecipient may also be assessed as a potential risk. Points will be assigned based on the number and severity of errors in the prior year, from zero (0) for no errors up to 10 points for many or egregious errors.

7.1.5 Failure to Meet Performance Targets
This category may be assigned up to 10 points. The five (5) primary indicators (employment 2nd quarter after exit, employment 4th quarter after exit, median wage, credential attainment, and MSGs) from the previous year will be reviewed. Points will be assessed based both on the number of primary indicators that do not meet or exceed the state target and on the significance of the deviation from the target.

7.1.6 Prior Findings
This category may be assigned zero (0) or five (5) points. Subrecipients required to submit a Program Improvement Plan or engage in other corrective actions will be assessed as a potential risk (5 points).

7.1.7 Not Monitored in Last 4 Years
This category may be assigned zero (0) or five (5) points. Subrecipients that have been monitored by KBOR within the past four (4) fiscal years with no findings will be assessed as negligible risk (0 points). Subrecipients that were last monitored by KBOR more than four (4) fiscal years previously will be assessed as a potential risk (5 points).

7.1.8 Noted EDGAR Violations
This category may be assigned up to 10 points. If KBOR becomes aware of any violation of the Education Department General Administrative Regulations (EDGAR) not assessed in other categories, risk will be assessed based on the severity of the violation.

7.1.9 Failure to Follow Grant Guidelines or Expectations
This category may be assigned up to 10 points. If KBOR becomes aware of any failure of a subrecipient to follow grant guidelines or to meet grant expectations, risk will be assessed based on the severity of the failure.

7.1.10 Prior Experience with Subawards
This category may be assigned zero (0) or negative five (-5) points as a measure of reduced risk. Subrecipients with prior experience with the same or a similar subaward will be assessed as a lower risk (-5 points).

7.2 Special Conditions

The Kansas Board of Regents reserves the right to determine the type of risk assessment by sole point assignment or combination of point assignment and working knowledge of the institution. Assessment of risk or noncompliance from the prior grant year determines the special condition for the current grant year. If the special condition is not met or exposes further risk, additional special conditions may be assigned at the discretion of the Kansas Board of Regents.

If a grantee has a history of failure to comply with the general or specific terms and conditions of a federal award, fails to meet expected performance goals, or is not otherwise responsible, the State may impose additional specific award conditions, such as:
- Requiring monthly receipt review before reimbursement of grant funds
- Requiring additional, more detailed financial reports
- Requiring additional project monitoring
- Requiring the grantee to obtain technical or management assistance
- Establishing additional prior approvals

If additional requirements are being imposed, grantees must be notified of:
- The nature of the additional requirements
- The reason why the additional requirement is being imposed
- The nature of the action needed to remove the additional requirement
- The time allowed for completing the actions
- The method for requesting reconsideration of the additional requirements imposed

2 CFR § 200.208

The grantee must notify KBOR with documentation of meeting special conditions. Documentation associated with conditions will be maintained in a special file by KBOR.

Once the requirements of the special condition have been met and removal of the condition is recommended, the recipient will be notified immediately. For U.S. Department of Education audit purposes, KBOR will maintain documentation of the special condition and what was done to satisfy the requirements.

7.3 Remedies for Noncompliance

If a non-Federal entity fails to comply with the U.S. Constitution, Federal statutes, regulations, or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions, as described in 2 CFR § 200.208. If the Federal awarding agency or pass-through entity determines that noncompliance cannot be remedied by imposing additional conditions, the Federal awarding agency or pass-through entity may take one or more of the following actions, as appropriate in the circumstances:
- A) Temporarily withhold cash payments pending correction of the deficiency by the non-Federal entity or more severe enforcement action by the Federal awarding agency or pass-through entity.
- B) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance.
- C) Wholly or partly suspend or terminate the Federal award.
- D) Initiate suspension or debarment proceedings as authorized under 2 CFR part 180 and Federal awarding agency regulations (or in the case of a pass-through entity, recommend such a proceeding be initiated by a Federal awarding agency).
- E) Withhold further Federal awards for the project or program.

F) Take other remedies that may be legally available.
2 CFR § 200.339

7.4 Program Monitoring

Both fiscal monitoring and on-site monitoring (when possible) will be conducted annually by KBOR, with the programs selected for monitoring rotating each year. Fiscal monitoring will include collaboration with the KBOR Finance Office. On-site monitoring will include a visit to one or more program locations by members of the KBOR Adult Education team and may include file review, data review, interviews with instructors or other staff, or other monitoring tasks. Monitoring visit dates will be coordinated with the program. The monitoring instrument will be sent to programs prior to the visit, with programs providing the requested information. After the monitoring visit, KBOR will send a follow-up letter to the institution.

SECTION 8: OTHER POLICIES

Per authority in [Kansas Education Statute # 74-32,262](), local programs may develop policies that students in the Adult Education program must follow. Such policies must be fair, reasonable, clear, and accessible. Policies and program expectations should be reviewed with students during orientation and be included in any student agreements. Programs will post nondiscrimination policies in plain sight as required under ADA.

Local policies might include guidance on appropriate behavior, guidelines on appropriate dress, policies on non-participant visitors and/or children to the site, or others. Each local program should have its agency's legal staff review proposed policies to ensure they are legally defensible and aligned with the policies of the sponsoring institution.

Local policies on emergency procedures and treatment should be posted, and programs should obtain signatures of adults confirming that they have been informed about these policies. Programs should offer regular fire and tornado drills and share procedures in case of bomb threats, life-threatening emergencies, or other disasters. Emergency procedures should be provided in a language that learners can understand.

All program locations, including the main program site and outreach sites or satellite locations, regardless of physical proximity to another program site, must meet the same requirements. Data and information from all program sites will be aggregated when measuring the program's performance.

All programs should have an online presence with program information available on the sponsoring institution's website or in another easily accessible location. This information should be updated annually, at minimum.

APPENDIX A: DEFINITIONS OF TERMS AND ACRONYMS

Ability to Benefit (ATB)
Ability to Benefit (ATB) is an alternate path to eligibility for Federal student aid for students who do not have a high school diploma or its recognized equivalent. For more information, visit the COABE Ability to Benefit webpage, which includes an Ability to Benefit 101 presentation.

Adult Basic Education (ABE)
The term "Adult Basic Education" refers to services for students in EFLs 1, 2, 3, and 4. Although it does not technically encompass all students served by local programs, "ABE" is sometimes used as an umbrella term to refer to all services provided to English-speaking Adult Education students (and sometimes used to include English Language Learners also).

All students involved in Adult Basic Education have the potential to make gains with MSG 1 (pre- and posttest gain), with the possibility also for MSG 2 (secondary diploma).

Adult Education (AE)
Often abbreviated "Adult Ed," the term "Adult Education" means academic instruction and education services below the postsecondary level that increase an individual's ability to—
  A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
  B) transition to postsecondary education and training; and
  C) obtain employment.

29 U.S. Code § 3272(1)

"Adult Education" is commonly used as the umbrella term for all services provided by local programs.

All students involved in Adult Basic Education have the potential to make gains with MSG 1 (pre- and posttest gain), with the possibility also for MSG 2 (secondary diploma). Students involved in Integrated Education and Training or Workplace Adult Education and Literacy Activities may also have the potential to make gains with MSG 3 (postsecondary transcript), MSG 4 (workplace milestones), and/or MSG 5 (occupational exam).

Adult Education and Family Literacy Act (AEFLA)
AEFLA is Title II of the Workforce Innovation and Opportunity Act (WIOA), which funds Adult Education services. The purpose of the Adult Education and Family Literacy Act (AEFLA) is to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, Adult Education and literacy activities, in order to—
  A) Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
  B) Assist adults who are parents or family members to obtain the education and skills that—
    1) Are necessary to becoming full partners in the educational development of their children; and
    2) Lead to sustainable improvements in the economic opportunities for their family;
  C) Assist adults in attaining a secondary school diploma or its recognized equivalent and in the transition to postsecondary education and training, through career pathways; and
  D) Assist immigrants and other individuals who are English language learners in

1) Improving their—
   a) Reading, writing, speaking, and comprehension skills in English; and
   b) Mathematics skills; and
2) Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

34 CFR § 463.1

Adult Education and Literacy (AEL) Activities

The term "Adult Education and literacy activities" means programs, activities, and services that include Adult Education, literacy, workplace Adult Education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

29 U.S. Code § 3272(2)

All students involved in Adult Education activities have the potential to make gains with MSG 1 (pre- and posttest gain), with the possibility also for MSG 2 (secondary diploma). Students involved in Integrated Education and Training or Workplace Adult Education and Literacy Activities may also have the potential to make gains with MSG 3 (postsecondary transcript), MSG 4 (workplace milestones), and/or MSG 5 (occupational exam).

Adult Education Student Information System (AESIS)

AESIS is the data management system used by Kansas Adult Education. AESIS collects data from local programs and produces local and statewide reports. AESIS is designed and maintained by the Kansas Board of Regents.

Adult Secondary Education (ASE)

The term "Adult Secondary Education" refers to services for students in EFLs 5 and 6. Although this term is technically correct for those students entering programs with skills approximately equivalent to secondary-school levels, "Adult Basic Education" or "Adult Education" are more commonly used as umbrella terms to refer to students at all levels.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act of 1990 details definitions, regulations, and appropriate aids and services for people with disabilities. State and local governments, as well as public and commercial facilities, must be in ADA compliance.

AO-K

Accelerating Opportunity: Kansas (AO-K) is a partnership between Adult Education and Career Technical Education (CTE) programs to advance students' basic skills and lead to an industry-recognized credential.

AO-K @ Work

AO-K @ Work, funding through the Walmart grant, was an opportunity for Adult Education to partner with an employer to provide customized instruction. Final funding for AO-K @ Work will be spent in the first quarter of FY2023. Adult Education programs wishing to partner with employers should seek other avenues of funding.

Application

Application means a request for a grant or subgrant under a program of the Department.
34 CFR § 77.1

Asynchronous Learning

Asynchronous learning means students are engaging with content at times of their choosing and are not present with other students or the instructor at a specific time. Asynchronous learning is usually distance education and often uses online or virtual tools.

Award

The definition of "award" is the same as "grant" – financial assistance, including cooperative agreements, that provides support or stimulation to accomplish a public purpose. 2 CFR part 200, as adopted in 2 CFR part 3474, uses the broader, undefined term "award" to cover grants, subgrants, and other agreements in the form of money or property received by an eligible recipient directly from the Federal awarding agency or indirectly from a pass-through entity. The term does not include—

    A) Technical assistance, which provides services instead of money;
    B) Other assistance in the form of loans, loan guarantees, interest subsidies, or insurance;
    C) Direct payments of any kind to individuals; and
    D) Contracts that are required to be entered into and administered under procurement laws and regulations.

Barriers to Employment

Barriers to Employment are characteristics that may impede the smooth entry of the individual into the workforce. Barriers to Employment are identified by the participant at or soon after program entry. Programs should review definitions of barriers with participants to assist participants in identifying applicable barriers. Definitions are available in the NRS Technical Assistance Guide.

    A) **Displaced homemaker** – The participant has been providing unpaid services to family members in the home and
        1) has been dependent on the income of another family member but is no longer supported by that income
        2) is the dependent spouse of a member of the armed forces on active duty whose family income is significantly reduced because of—
            a) a deployment or a call or order to active duty pursuant to a provision of law,
            b) a permanent change of station, or
            c) the service-connected death or disability of the member; and
        3) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
    B) **English language learner, low literacy level, cultural barriers** – The participant has either
        1) limited ability in speaking, reading, writing, or understanding the English language;

2) an inability to compute and solve problems, or read, write, or speak English at a level necessary to function on the job in the participant's family or in society; or

3) a perception of 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.

According to NRS, all participants are considered to have this barrier. It should be marked in AESIS for all learners, regardless of learner self-identification.

C) **Exhausting Temporary Assistance for Needy Families (TANF) within 2 years** – The participant 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 he or she is receiving these benefits at program entry.

D) **Ex-offender** – The participant is a person who either
   1) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or
   2) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction.

E) **Homeless or runaway youth** – The participant
   1) lacks a fixed, regular, and adequate nighttime residence;
   2) has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
   3) is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work; or
   4) is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth).

   However, a participant who may be sleeping in a temporary accommodation while away from home should not, as a result of that fact alone, be recorded as homeless.

F) **Long-term unemployed** – The participant has been unemployed for 27 or more consecutive weeks.

G) **Low-income** – The participant
   1) receives, or in the 6 months prior to application to the program has received, or is a member of a family that is receiving in the past 6 months assistance through the Supplemental Nutrition Assistance Program (SNAP), the TANF program, the Supplemental Security Income (SSI) program, or State or local income-based public assistance;
   2) is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level;
   3) is a youth who receives, or is eligible to receive, a free or reduced-price lunch;
   4) is a foster child on behalf of whom State or local government payments are made;
   5) is a participant with a disability whose own income is the poverty line but who is a member of a family whose income does not meet this requirement;
   6) is a homeless participant or homeless child or youth or runaway youth; or
   7) is a youth living in a high-poverty area.

H) **Migrant and seasonal farmworker** – The participant is a low-income individual who for 12 consecutive months out of the 24 months prior to application for the program involved has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment, and faces multiple barriers to economic self-sufficiency.

I) **Individual with disabilities** – The participant 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.

J) **Single parent** – The participant is a single, separated, divorced, or widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women).

K) **Youth in foster care or who has aged out of system** – The participant is a person who is currently in foster care or has aged out of the foster care system.

Basic Skills Deficient

The term "basic 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.

29 U.S. Code § 3102(5)

Career Pathway

A Career Pathway is a combination of rigorous and high-quality education, training, and other services that—

A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act");

C) includes counseling to support an individual in achieving the individual's education and career goals;

D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one (1) recognized postsecondary credential; and

G) helps an individual enter or advance within a specific occupational cluster.

Coalition on Adult Basic Education (COABE)

The Coalition on Adult Basic Education is a national organization for Adult Education practitioners and learners. COABE provides leadership, communication, professional development, and advocacy for the field of adult educators. Adult Education practitioners in Kansas can receive free COABE membership through the Kansas Adult Education Association (KAEA).

Code of Federal Regulation (CFR)

The Code of Federal Regulations (CFR) is an annual codification of the general and permanent rules published in the Federal Register by the executive departments and agencies of the Federal Government. All AEFLA activities must abide by the CFR and United States Code (USC).

College and Career Readiness Standards (CCRS)

The College and Career Readiness Standards are core competencies for Adult Education in the areas of Mathematics and English Language Arts and Literacy. Services provided through Adult Education are aligned with these standards.

Comprehensive Adult Student Assessment Systems (CASAS)
The Comprehensive Adult Student Assessment Systems (CASAS) assessments are NRS-approved testing instruments for Adult Education. CASAS is not used in Kansas Adult Education except for the CASAS 965/966 assessments, Government and History for Citizenship Test, which can be used to assess citizenship skills among IELCE participants.

Concurrent Enrollment or Co-Enrollment
A) Concurrent enrollment or co-enrollment refers to enrollment by an eligible individual in two or more of the six core programs administered under the Workforce Innovation and Opportunity Act (WIOA). (34 CFR § 463.3)
B) In Kansas, concurrent enrollment or co-enrollment is also used to refer to the simultaneous enrollment by an eligible individual in Adult Education and Literacy activities and in postsecondary education.

Continuation Funding Application (CFA)
The Continuation Funding Application (CFA) is the annual report and request for continued funding under the multi-year grant. The form and instructions will be provided annually by KBOR.
Kansas Education Statute 74-32,257

Correctional Institution
The term "correctional institution" means any—
A) prison;
B) jail;
C) reformatory;
D) work farm;
E) detention center; or
F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.
29 USC § 3305(e)(1)

Criminal Offender
The term "criminal offender" means any individual who is charged with or convicted of any criminal offense.
29 USC § 3305(e)(2)

Cross-TREK
Cross-Teaching Remotely for Education in Kansas (Cross-TREK) is a Kansas initiative to deliver distance-education services to more learners. See 4.9.3 Cross-TREK for more information.

Customized Training
Customized Training is training—
A) that is designed to meet the specific requirements of an employer (including a group of employers);

B) that is conducted with a commitment by the employer to employ an individual upon successful completion of the training; and
C) for which the employer pays—
1) a significant portion of the cost of training, as determined by the local board involved, taking into account the size of the employer and such other factors as the local board determines to be appropriate, which may include the number of employees participating in training, wage and benefit levels of those employees (at present and anticipated upon completion of the training), relation of the training to the competitiveness of a participant, and other employer-provided training and advancement opportunities; and
2) in the case of customized training (as defined in subparagraphs (A) and (B)) involving an employer located in multiple local areas in the State, a significant portion of the cost of the training, as determined by the Governor of the State, taking into account the size of the employer and such other factors as the Governor determines to be appropriate

29 USC § 3102(14)

Data Recognition Corporation (DRC)
Data Recognition Corporation (DRC) publishes and distributes the Test of Adult Basic Education (TABE®). DRC Insight is the portal for adult educators to provide computer-based testing and also contains training videos and other resources for TABE® users.

Digital Equity
The term "digital equity" means the condition in which individuals and communities have the information technology capacity that is needed for full participation in the society and economy of the United States.
H.R. 3684

Digital Literacy
The term "digital literacy" means the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.
H.R. 3684

Diversity, Equity, and Inclusion (DEI)
"Diversity" is the range of human differences, including but not limited to race, ethnicity, gender, sexual orientation, age, social class, physical ability or attributes, religious or ethical values, national origin, etc. "Equity" is about fair treatment, access, opportunity, and advancement for all. "Inclusion" is a sense of belonging, when everyone, regardless of who they are, feels welcomed, valued, respected, and heard. DEI initiatives are activities or movements to increase diversity, equity, and inclusion in a workplace, organization, or other setting. "Accessibility" might be added ("DEIA") to include focus on expanding accessibility to all.

Division of Adult Education and Literacy (DAEL)
The Division of Adult Education and Literacy (DAEL) is the principal policy and program advisor to the Assistant Secretary for the Office of Career, Technical, and Adult Education (OCTAE) on all Adult Education matters, pursuant to the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA), related legislation, and Departmental regulations. DAEL supports

programs and other activities that help adults become literate, obtain the knowledge and skills necessary for employment and self-sufficiency, obtain a secondary school diploma, and transition to postsecondary education and training. AEFLA also helps individuals who are English language learners improve their English proficiency and assists adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children.

DUNS Number
In the past, the Data Universal Numbering System (DUNS) number was the unique identifying number for organizations. As of April 4, 2022, it was replaced with the Unique Entity Identifier (UEI).

ED
The U.S. Department of Education is often abbreviated as ED.

Education Department General Administrative Regulations (EDGAR)
The Education Department of General Administrative Regulations (EDGAR) are the federal regulations that govern all federal grants awarded by the U.S. Department of Education on or after December 26, 2014.
34 CFR parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99

Eligible Individual
The term "eligible individual" means an individual—
   A) who has attained 16 years of age;
   B) who is not enrolled or required to be enrolled in secondary school under State law; and
   C) who—
      1) is basic skills deficient;
      2) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
      3) is an English language learner.
29 U.S. Code § 3272(4)

Educational Functioning Level (EFL)
Educational Functioning Levels (EFLs) are the descriptors of student performance determined by standardized testing used by the National Reporting System (NRS). Complete descriptions are available in the NRS Technical Assistance Guide, Appendix B.

NRS Level *Kansas Level*	Name	TABE 11/12® scores (ABE) TABE CLAS-E® scores (ESL)	Approximate Grade Level Equivalents or Brief Descriptor
ABE Level 1 *Level 1*	Beginning Literacy or Low Beginning	Reading: 300-441 Mathematics: 300-448 Language: 300-457	Grade Level 0-1
ABE Level 2 *Level 2*	Beginning Basic or High Beginning	Reading: 442-500 Mathematics: 449-495 Language: 458-510	Grade level 2-3

ABE Level 3 *Level 3*	Low Intermediate	Reading: 501-535 Mathematics: 496-536 Language: 511-546	Grade Level 4-5
ABE Level 4 *Level 4*	High Intermediate or Middle Intermediate	Reading: 536-575 Mathematics: 537-595 Language: 547-583	Grade Level 6-8
ABE Level 5 *Level 5*	Low Adult Secondary or Low Advanced or High Intermediate	Reading: 576-616 Mathematics: 596-656 Language: 584-630	Grade Level 9-10
ABE Level 6 *Level 6*	High Adult Secondary or High Advanced	Reading: 617-800 Mathematics: 657-800 Language: 631-800	Grade Level 11-12
ESL Level 1 *Level 7*	Beginning ESL Literacy	Listening: 230-389 Reading: 250-392 Writing: 200-396	Individual cannot speak or understand English, or understands only isolated words or phrases.
ESL Level 2 *Level 8*	Low Beginning ESL	Listening: 390-437 Reading: 393-436 Writing: 397-445	Individual can understand basic greetings, simple phrases, and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.
ESL Level 3 *Level 9*	High Beginning ESL	Listening: 438-468 Reading: 437-476 Writing: 446-488	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.
ESL Level 4 *Level 10*	Low Intermediate ESL	Listening: 469-514 Reading: 477-508 Writing: 489-520	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary, spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.
ESL Level 5 *Level 11*	High Intermediate ESL	Listening: 515-549 Reading: 509-557	Individual can understand learned phrases and short new phrases

		Writing: 521-555	containing familiar vocabulary, spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.
ESL Level 6 *Level 12*	Advanced ESL	Listening: 550-607 Reading: 558-588 Writing: 556-612	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.

EFL Gain

An EFL gain occurs when a learner initially tests into one NRS Educational Functioning Level and subsequently tests (posttests) into a higher level. An EFL gain is one way to obtain a Measurable Skill Gain (MSG). A participant only needs a level gain in one subject to achieve this MSG. Only one EFL gain per period of participation will be counted for each participant.

Eligible Provider

An organization that has demonstrated effectiveness in providing Adult Education and literacy activities is eligible to apply for a grant or contract. These organizations may include, but are not limited to:

A) A local education agency (LEA);
B) A community-based organization or faith-based organization;
C) A volunteer literacy organization;
D) An institution of higher education;
E) A public or private nonprofit agency;
F) A library;
G) A public housing authority;
H) A nonprofit institution that is not described in any of paragraphs (A) through (G) and has the ability to provide Adult Education and literacy activities to eligible individuals;

I) A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of paragraphs (A) through (H); and

J) A partnership between an employer and an entity described in any of paragraphs (A) through (I).

34 CFR § 463.23

English as a Second Language (ESL)

English as a Second Language (ESL) is a term often used to refer to adult students learning English as a non-native language and/or the services provided to those students. Although students may be learning English as a third, fourth, or other language, usage of "ESL" persists. It may be interchanged with English Language Acquisition (ELA), English for Speakers of Other Languages (ESOL), or other terms, such as English as a Foreign Language (EFL), which is not common in Adult Education due to the potential for confusion of the acronym with Educational Functioning Level (EFL).

English Language Acquisition (ELA)

English language acquisition (ELA) refers to services for English Language Learners, EFLs 7, 8, 9, 10, 11, and 12. This term is often used interchangeably with English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL).

English Language Acquisition (ELA) Program

The term "English language acquisition program" means a program of instruction—

A) That is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and

B) The leads to—

1) Attainment of a secondary school diploma or its recognized equivalent; and
2) Transition to postsecondary education and training; or
3) Employment.

34 CFR § 463.31

English Learner (EL)

English Learner (EL) is an alternate term for English Language Learner (ELL) and is often used in the K-12 system.

English Language Learner (ELL)

The term "English language learner" when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and—

A) whose native language is a language other than English; or

B) who lives in a family or community environment where a language other than English is the dominant language.

29 U.S. Code § 3272(7)

English for Speakers of Other Language (ESOL)
English for Speakers of Other Languages (ESL) is often used interchangeably with English as a Second Language (ESL) or English Language Acquisition (ELA).

Exclusions
Exclusions are reasons participants are not included in MSG totals. Title II has four primary exclusions, detailed in [OCTAE Program Memorandum 17-2](#). Selecting one of these exit reasons will exclude any MSGs the participant has made from state and federal reporting.
   A) Institutionalized – The participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant.
   B) Health/Medical – The participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program. (Note that Health/Medical is *not* the same as the exit reason "Illness/Incapacity." The exit reason "Illness/Incapacity" is not an exclusion.)
   C) Deceased – The participant is deceased.
   D) Reserve Forces called to Active Duty – The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.

Family Literacy
Sometimes abbreviated "Fam Lit," the term "family literacy activities" means activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities:
   A) Parent or family Adult Education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
   B) Interactive literacy activities between parents or family members and their children.
   C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
   D) An age-appropriate education to prepare children for success in school and life experiences.
[29 U.S. Code § 3272(9)](#)

Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act (FERPA) legislation protects the rights of learners to have their educational records remain private and ensures that educational records are not shared with other agencies or individuals without the learner's written permission.

Fiscal Year (FY)
The fiscal year (FY) is the period from July 1 of one year through June 30 of the following year. The fiscal year is named for the year in which it ends (e.g., FY2023 = July 1, 2022, through June 30, 2023). Funding is based on the fiscal year cycle. Data collections also follow the fiscal year cycle.

Free Application for Federal Student Aid (FAFSA®)
The FAFSA® is the form used to apply for financial aid for college or graduate school. Completing the FAFSA® is a vital step in applying for federal grants, work-study, and loans for college.

Funding Formula
The Kansas Adult Education Funding Formula is the method whereby funding is annually distributed to providers. See 2.2 Funding Formula for more information.

Grant
The definition of "grant" is the same as "award."

GED®
The General Educational Development (GED®) Test is one method for students in Kansas to earn a secondary diploma. The Kansas Board of Regents issues the Kansas State High School Diploma through the successful completion of the 2014 series GED® exam. The 2014 GED® exam is a four-subject high school equivalency test that measures skills required by high schools and requested by colleges and employers. The four subjects are Science, Social Studies, Mathematical Reasoning, and Reasoning Through Language Arts.

GED Accelerator
GED Accelerator is part of postsecondary education performed-based incentive funds and awards community and technical colleges with performance funding for students who concurrently earn a GED® and an approved postsecondary credential.

GEPA
The General Education Provisions Act (GEPA) includes a requirement for applicants to provide a description, frequently called a "GEPA Statement," of the steps the applicant proposes to take in order to ensure equitable access to, and participation in, its Federally-assisted programs for students, teachers, and other program beneficiaries with special needs.

Grant Award Notification (GAN)
A Grant Award Notification (GAN) is official notice from the U.S. Department of Education of acceptance of an application. The GAN annually details funding for the new fiscal year.

Grantee
"Grantee" means the legal entity to which a grant is awarded and that is accountable to the Federal Government for the use of the funds provided. The grantee is the entire legal entity even if only a particular component of the entity is designated in the grant award notice (GAN). For example, a GAN may name as the grantee one school or campus of a university. In this case, the granting agency usually intends, or actually intends, that the named component assume primary or sole responsibility for administering the grant-assisted project or program. Nevertheless, the naming of a component of a legal entity as the grantee in a grant award document shall not be construed as relieving the whole legal entity from accountability to the Federal Government for the use of the

funds provided. (This definition is not intended to affect the eligibility provision of grant programs in which eligibility is limited to organizations that may be only components of a legal entity.) The term "grantee" does not include any secondary recipients, such as subgrantees and contractors, that may receive funds from a grantee pursuant to a subgrant or contract.
34 CFR § 77.1

High School Equivalency (HSE)
High School Equivalency (HSE) is frequently used to refer to a secondary diploma obtained outside a traditional K-12 system and/or the services provided to students working to earn this diploma. The term High School Equivalency Diploma (HSED) may also be used to refer to this credential.

Individualized Education Plan (IEP)
In public K-12 schools, the Individualized Education Program (IEP) is defined as a written statement for each student with an exceptionality, which describes that child's educational program and is developed, reviewed, and revised in accordance with special education laws and regulations. Adult Education students might mention having an IEP in school or might use IEPs as documentation of a disability. For more information about IEPs, see the Kansas Department of Education's Special Education Process Handbook.

Infrastructure Funding Agreement (IFA)
An Infrastructure Funding Agreement (IFA) contains the infrastructure costs budget and might detail the contributions of each partner. One-Stop Systems often have IFAs, or they may include agreements regarding infrastructure costs in an MOA or MOU.

Institution of Higher Education
The term "institution of higher education" means an educational institution in any State that—
   A) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate, or persons who meet the requirements of section 1091(d) of 20 U.S. Code;
   B) Is legally authorized within such State to provide a program of education beyond secondary education;
   C) Provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree, or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;
   D) Is a public or other nonprofit institution; and
   E) Is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.
It also includes—
   F) any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (A), (B), (D), and (E); and

G) a public or nonprofit private educational institution in any State that, in lieu of the requirement in (A), admits as regular students individuals—

g) who are beyond the age of compulsory school attendance in the State in which the institution is located; or

h) who will be dually or concurrently enrolled in the institution and a secondary school.

H) A proprietary institution of higher education;

I) A postsecondary vocational institution

20 U.S. Code § 1001 and 20 U.S. Code § 1002

Integrated Education and Training (IET)

The term "integrated education and training" means 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.
29 U.S. Code § 3272(11) and 34 CFR § 463.35

Integrated English Literacy and Civics Education (IELCE)

The term "integrated English literacy and civics education" means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.
29 U.S. Code § 3272(12) and 34 CFR § 463.33

K-12 System

The term "K-12" refers to kindergarten through 12th grade and encompasses elementary and secondary school levels. In Kansas, the Kansas Department of Education oversees the K-12 system.

Kansas Adult Education Association (KAEA)

The Kansas Adult Education Association (KAEA) is a state professional association for adult educators.

Kansas Board of Regents (KBOR)

The nine-member Kansas Board of Regents is the governing board of the state's six universities and the statewide coordinating board for the state's 32 public higher education institutions (six state universities, one municipal university, nineteen community colleges, and six technical colleges). In addition, the Board administers the state's student financial aid, Adult Education, high school equivalency, and career and technical education programs. Private proprietary schools and out-of-state institutions are authorized by the Kansas Board of Regents to operate in Kansas. Definitions relevant to the state board of regents may be found in Kansas Statute 74-32,253.

Learner

A learner is an individual with greater than zero (0) hours of contact with an Adult Education program but less than 12 contact hours. Upon reaching 12 contact hours, the individual becomes a "participant."

Learning Disability (LD)

The term "learning disability" is used to describe any of a group of disorders that affect how someone learns. The abbreviation "LD" might be used on an IEP or other documentation.

Limited English Proficiency (LEP)

Limited English Proficiency is a term used to denote the status of learners who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English. In education, the terms English language learner (ELL) or English learner (EL) are commonly used instead of LEP.

Literacy

The term "literacy" means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

29 U.S. Code § 3272(13)

Local Educational Agency (LEA)

A "Local Educational Agency" means—

A) A board of education or other legally constituted local school authority having administrative control and direction of free public education in a county, township, independent school district, or other school district; and

B) Includes any State agency that directly operates and maintains facilities for providing free public education.

20 USC § 7713(9)

Local Workforce Development Boards (LWDB)

Each area has a local workforce development board and one-stop operator responsible for coordinating the area workforce system. The LWDB includes representatives from business, labor, economic development, education, rehabilitation services, public assistance agencies, and public employment services. An Adult Education representative is a member of each LWDB. The **KANSAS**WORKS State Board (KWSB) is the designated State workforce development board.

Area 1: http://ksworkforceone.org/

Area 2: https://workforcecenters.com/heartland-works-inc/

Area 3: https://www.workforcepartnership.com/

Area 4: https://workforce-ks.com/

Area 5: https://sekworks.org/

Measurable Skill Gains (MSGs)

Measurable Skill Gains (MSGs) are one of the Adult Education primary performance indicators. There are five (5) types of MSGs: Educational Functioning Level (EFL), Secondary-school diploma, Postsecondary transcript, Employer milestones, and Technical/occupational knowledge-based exam. See Performance Indicators and Outcomes for more information.

Memorandum of Agreement (MOA)

A memorandum of agreement (MOA) is a document describing an agreement between parties. It might be used interchangeably with the term memorandum of understanding (MOU). Adult Education providers often have MOAs or MOUs with area partners.

Memorandum of Understanding (MOU)

A memorandum of understanding (MOU) is a document describing an agreement between parties. It might be used interchangeably with the term memorandum of agreement (MOA). Adult Education providers often have MOUs or MOAs with area partners.

National Career Readiness Certificate (NCRC)®

The National Career Readiness Certificate (NCRC)® is a credential for students and job seekers to verify foundational workplace skills. Individuals can earn certificates by scoring in one of four passing levels (Bronze, Silver, Gold, Platinum) on the ACT WorkKeys® assessments. In Kansas, this credential might be known as the Kansas WORKReady! certificate.

National Reporting System (NRS)

The National Reporting System for Adult Education (NRS) is the accountability system for the Federally funded Adult Education program, authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA). The NRS includes the WIOA primary indicators of performance, measures that describe Adult Education students and their program participation, methodologies for collecting performance data, and program reporting procedures.

Nonprofit

The term "nonprofit" as applied to a school, agency, organization, or institution means a school, agency, organization, or institution owned and operated by one or more nonprofit corporations or associations, no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual.

20 USC § 1003(13)

Occupational or Career Clusters

There are 16 occupational clusters, also called career clusters, detailed by the U.S. Department of Education: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, Audio/Video Technology & Communications; Business Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing, Sales & Service; Science, Technology,

Engineering & Mathematics (STEM); and Transportation, Distribution & Logistics. Find more information about at O*Net Online or the U.S. Department of Education Career Clusters.

Occupational Skills Training
Occupational skills training means an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Occupational skills training includes training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area. Such training must:
   A) Be outcome-oriented and focused on an occupational goal specified in the individual service strategy;
   B) Be of sufficient duration to impart the skills needed to meet the occupational goal; and
   C) Result in attainment of a recognized postsecondary credential.
20 CFR § 688.120

Office of Career, Technical, and Adult Education (OCTAE)
Formerly known as the Office of Vocational and Adult Education (OVAE), the U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE) administers, coordinates, and recommends policy for improving quality and excellence of programs that are designed to:
- Prepare students for postsecondary education and careers through strong high school programs and career and technical education.
- Provide opportunities to adults to increase their literacy skills.
- Promote identification and dissemination of effective practice in raising student achievement in high schools, community colleges and Adult Education programs, and lead targeted research investments.
- Promote collaboration, coordination and communication among the Department, states, local agencies, and organizations to ensure that programs and activities prepare youth and adults for postsecondary education and high-skill, high-wage, or high-demand occupations in current or emerging professions.
- Ensure the equal access of minorities, women, individuals with disabilities, and disadvantaged persons to careers and technical education and Adult Education.
- Ensure that career and technical education students are held to the same challenging academic content and academic achievement standards established by the state under No Child Left Behind (NCLB).
- Promote the implementation of education technology, as it applies to access and service delivery, as well as instructional methodology.

Office of Vocational and Adult Education (OVAE)
The former name for the U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE).

On-the-Job (OTJ) Training
The term "on-the-job training" means training by an employer that is provided to a paid participant while engaged in productive work in a job that—
   A) Provides knowledge or skills essential to the full and adequate performance of the job;
   B) Is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, except as provided in section 3174(c)(3)(H) of 29 U.S. Code, for the extraordinary costs of providing the training and additional supervision related to the training; and

    C) Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

29 USC § 3102(44)

One-Stop
The area One-Stop is the coordination of WIOA partners to provide services in the area. The One-Stop Advisory Board may be separate from the Local Workforce Development Board (LWDB). An Adult Education representative will be included in the area One-Stop; this may be the same representative that is on the LWDB.

Participant
A participant is an individual with at least 12 contact hours with an Adult Education program. Prior to 12 contact hours, the individual is classified as a "learner."

Pathway to Career
The Kansas Pathway to Career High School Equivalency program was designed for the busy adult who has not completed their high school education nor is currently enrolled in a high school program. This program allows a student to work toward their high school completion as well as obtaining a college certificate or credential. Once an individual completes and passes the program requirements, a Kansas State High School Diploma from the Kansas Board of Regents will be issued.

Peer Tutoring
Peer tutoring means an instructional model that utilizes one institutionalized individual to assist in providing or enhancing learning opportunities for other institutionalized individuals. A peer tutoring program must be structured and overseen by educators who assist with training and supervising tutors, setting educational goals, establishing an individualized plan of instruction, and monitoring progress.

34 CFR § 463.3

Performance Indicators and Outcomes
The performance indicators demonstrate student outcomes and are a huge determiner in receiving funding. Currently, five (5) primary indicators are used by OCTAE to measure Adult Education performance, along with five (5) other outcomes. See Performance Indicators and Outcomes for more information.

Period of Participation (PoP)
A Period of Participation (PoP) refers to the period of time beginning when an individual becomes a participant and ending on the participant's date of exit from the program. A PoP begins each time a participant (an individual with at least 12 contact hours) enrolls in Adult Education and then exits the program, even when multiple enrollments occur during the same program year. More information is available in the NRS Technical Assistance Guide.

Personally Identifiable Information (PII)
Personally identifiable information (PII) includes information that can be used to distinguish or trace an individual's identity either directly or indirectly through linkages with other information. This includes, but is not limited to, an individual's name, date of birth, Social Security Number, and student identification (ID) number.

Personnel Activity Report (PAR)
Personnel Activity Report (PAR) is sometimes used to describe the monthly report submitted describing job duties for staff paid through multiple funding sources. It is also sometimes used to describe the semiannual report submitted verifying all work for specific staff members was paid through the same funding source. The term "time and effort" may be used instead of PAR.

Postsecondary Education (PSE)
Postsecondary education is education or other training at the postsecondary level, beyond the secondary (high school) level.

Postsecondary Educational Institution
The term "postsecondary educational institution" means—
    A) An institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree;
    B) A tribally controlled college or university; or
    C) A nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.
29 USC § 3272(14)

Private
Private, as applied to an agency, organization, or institution, means that it is not under Federal or public supervision or control.
34 CFR § 77.1

Project
Project means the activity described in an application.
34 CFR § 77.1

Program Improvement Plan (PIP)
If the Kansas Board of Regents (KBOR) determines a program is struggling with compliance or performance, a Program Improvement Plan (PIP) may be developed. KBOR will collaborate with the Adult Education program and with institution leadership to create the plan.

Program Leaders Meeting (PLM)

Program Leaders Meetings (PLMs) are meetings for all program directors, led by KBOR staff. Sometimes other program leaders, such as coordinators or assistant directors, are invited to a PLM along with the program director. The KAEA PLM and Summer PLM are held face-to-face whenever possible. The monthly PLMs are usually virtual meetings hosted by KBOR.

Program Year (PY)

The program year is named for the year in which it begins (e.g., PY2022 = July 1, 2022, through June 30, 2023). Federal reports are often named with program year instead of fiscal year but refer to the same 12-month period.

Proxy Hours

Proxy hours are defined as the time distance education students spend engaged in distance education activities, such as using distance education curricula. There are three types of proxy hours: Clock Time, Teacher Verification, and Learner Master. See Proxy Hours for more information.

Public

Public, as applied to an agency, organization, or institution, means that the agency, organization, or institution is under the administrative supervision or control of a government other than the Federal Government.
34 CFR § 77.1

Quality Points

The Quality Points, also called Quality Measures, are indicators of program achievement and are part of the Funding Formula. See Appendix B: Quality Points for more information.

Re-Entry and Post-Release Services

Re-entry and post-release services means services provided to a formerly incarcerated individual upon or shortly after release from a correctional institution that are designed to promote successful adjustment to the community and prevent recidivism. Examples include education, employment services, substance abuse treatment, housing support, mental and physical health care, and family reunification services.
34 CFR § 463.3

Reportable Individual

OCTAE defines a "reportable individual" as individuals in an AEFLA program who have not completed at least 12 contact hours. The term "learner" is commonly used instead of "reportable individual." More information about reportable individuals is available in OCTAE Program Memorandum 17-2.

Request for Proposals (RFP)

A Request for Proposals (RFP) is a solicitation of proposals or bids for a specific purpose. The term RFP might be used at the beginning of the multi-year Adult Education grant process when seeking proposals from potential Adult Education providers. RFP might also be used when seeking bids from vendors to provide a service.

Secondary Diploma

A secondary diploma, or high-school diploma, is a certification of completion of secondary-level education. In the United States, students may earn a secondary diploma by graduating high school or an approved alternate school. Students may also earn a high-school equivalency diploma by completing the requirements of tests or programs, including earning Carnegie units, passing the GED® Test, passing the High School Equivalency Test (HiSET®), fulfilling the requirements of the Kansas Pathway to Career, or, prior to its discontinuation December 31, 2021, passing the Test Assessing Secondary Completion (TASC™). In Kansas, students not graduating from a K-12 system have the options to take the GED® Test or to complete the Kansas Pathway to Career.

Special Project

A special project is an opportunity to provide services not originally in the budget for the fiscal year. Programs should contact KBOR for details on possible funding for special projects.

STAR

STudent Achievement in Reading is a comprehensive training and professional development package to help Adult Basic Education instructors use evidence-based reading instruction in the intermediate-level classroom. Only instructors who have completed STAR training are qualified to teach with STAR. While STAR methods might be used more broadly, only students receiving STAR assessment and instruction should be marked as "STAR" in AESIS.

Subgrant

Subgrant means an award of financial assistance in the form of money, or property in lieu of money, made under a grant by a grantee to an eligible subgrantee. The term includes financial assistance when provided by contractual or any other form of legal agreement, but does not include procurement purchases, nor does it include any form of assistance that is excluded from the definition of "grant or award."
34 CFR § 77.1

Subgrantee

Subgrantee means the government or other legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.
34 CFR § 77.1

Synchronous Learning

Synchronous learning means students are engaging together with an instructor at the same time. Synchronous instruction occurs in a classroom but may also happen through virtual platforms, with the instructor and learners in different locations but meeting at the same time.

TABE®

The Tests of Adult Basic Education (TABE®) are the approved assessments for Adult Education ABE and ASE students in Kansas. See the Kansas Assessment Policy for more information.

TABE® CLAS-E

The TABE® Complete Language Assessment System – English (CLAS-E) is the approved assessment system for Adult Education ESL students in Kansas. See the Kansas Assessment Policy for more information.

Taxpayer Identification Number (TIN)

A Taxpayer Identification Number (TIN) is an identification number used by the Internal Revenue Service (IRS) in the administration of tax laws.

- Social Security Number (SSN) – a nine-digit number (NNN-NN-NNNN) issued by the Social Security Administration (SSA)
- Employer Identification Number (EIN) – a federal tax identification number used to identify a business entity or estates and trusts which have income; this number is issued by the Internal Revenue Service (IRS)
- Individual Taxpayer Identification Number (ITIN) – a tax process number for certain nonresident and resident aliens, their spouses, and dependents who cannot get a Social Security Number (SSN). It is a nine-digit number (NNN-NN-NNNN) beginning with the number "9." It is issued by the Internal Revenue Service (IRS).

Only the SSN will produce data matches for performance indicators.

Teaching English as a Foreign Language (TEFL)

TEFL generally refers to teaching English in a country where English is not the primary language or a common language.

Teaching English as a Second Language (TESL)

TESL refers to teaching English to non-native-English speakers who are living in an English-speaking country. TESL might also be the name of a program of study or certification earned by practitioners.

Teaching English to Speakers of Other Languages (TESOL)

TESOL is a general name for the field of teaching English to non-native-English speakers. TESOL might also be the name of a program of study or certification earned by practitioners.

Time and Effort (T&E)

Time and Effort (T&E) is sometimes used to describe the monthly report submitted describing job duties for staff paid through multiple funding sources. It is also sometimes used to describe the semiannual report submitted verifying all work for specific staff members was paid through the same funding source. The term "Personnel Activity Report (PAR)" may be used instead of T&E.

Training Services

Training services may include—

- A) Occupational skills training, including training for nontraditional employment;
- B) On-the-job training (OJT);
- C) Incumbent worker training;
- D) Programs that combine workplace training with related instruction, which may include cooperative education programs;
- E) Training programs operated by the private sector;
- F) Skill upgrading and retraining;
- G) Entrepreneurial training;
- H) Transitional jobs;
- I) Job readiness training provided in combination with services described in any of clauses (A) through (H);
- J) Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with training services listed in clauses (A) through (G); and
- K) Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

20 CFR § 680.200

Unique Entity Identifier (UEI)

The Unique Entity ID is the official identifier for doing business with the U.S. Government as of April 4, 2022, replacing the DUNS number.

United States Code (USC)

The United States Code (USC) is the codification by subject matter of the general and permanent laws of the United States. All AEFLA activities must abide by the USC and the Code of Federal Regulations (CFR).

Universal Design for Learning (UDL)

Universal Design for Learning can refer to a set of principles for designing curriculum that provides all individuals with equal opportunities to learn or to a teaching approach that works to accommodate the needs and abilities of all learners and eliminate unnecessary hurdles in the learning process. Universal design is often considered part of inclusion and accessibility.

U.S. Department of Education

The United States Department of Education oversees all educational activities in the U.S. The Office of Career, Technical, and Adult Education (OCTAE) is part of the Department of Education.

WIOA State Plan

The WIOA State Plan outlines what the State is doing to help its population into high-quality jobs and careers and to help employers hire and retain skills workers. The plan is written collaboratively with WIOA core partners every four (4) years, with modifications every two (2) years. The combined and individual portions of the plan are available at https://wioaplans.ed.gov.

Workforce Innovation and Opportunity Act (WIOA)
The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. WIOA is a collaboration among the U.S. Department of Labor (DOL), the U.S. Department of Education (ED), States, local workforce development areas other workforce and education partners, as well as social service providers. WIOA has six core programs under four titles:

- Title I Workforce Development Activities
- Title II Adult Education Literacy
- Title III Wagner-Peyser Act
- Title IV Rehabilitation Act

29 U.S. Code § 3102(13)

More information about WIOA:
Workforce Innovation and Opportunity Act
U.S. Department of Labor Employment and Training Administration

Workforce Preparation Activities
The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.
29 U.S. Code § 3272(17)

WorkKeys®
The ACT WorkKeys® assessments can be taken to earn a National Career Readiness Certificate (NCRC)®, also known as the Kansas WORKReady! certificate. The three assessments are Applied Math, Graphic Literacy, and Workplace Documents, and are available in both English and Spanish.

Workplace Adult Education and Literacy Activities
Often abbreviated "workplace Adult Ed" or "workplace literacy," the term "workplace Adult Education and literacy activities" means Adult Education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.
29 U.S. Code § 3272(16)

WORKReady!
The Kansas WORKReady! certificate, or the National Career Readiness Certificate (NCRC)®, can be earned by scoring in one of four passing levels (Bronze, Silver, Gold, Platinum) on the ACT WorkKeys® assessments.

APPENDIX B: QUALITY POINTS

FY2023 Quality Points for Adult Education Programs
80 total points possible

Measures are effective July 1, 2022. Points will be calculated annually for each fiscal year.

Measure 1

Measure 1 Description	Points Possible
25% or more of participants enter at one of the four beginning levels (Levels 1, 2, 7, 8)	10
15% to 24.99% of participants enter at one of the four beginning levels (Levels 1, 2, 7, 8)	5

The purpose of Measure 1 is to ensure Kansas programs do not neglect the needs of lower-level participants who may be harder to serve.

Programs can track progress toward this measure by viewing enrollment by level (for example, using AESIS report V-G12), adding participants in Levels 1, 2, 7 and 8, and dividing by the total number of participants to find the percentage.

Measure 2

Measure 2 Description	Points Possible
Program serves 5% or more of the need identified in the program's service area, using census data which will be provided by the state	10
Program serves 2% to 4.99% of the need identified in the program's service area, using census data which will be provided by the state	5

The purpose of Measure 2 is to ensure Kansas programs are serving their communities, using excellent outreach and recruitment strategies, and increasing enrollment when possible. This measure will demonstrate the reach and the value of Adult Education to state and federal legislators.

Programs can track progress toward this measure by referring to the identified need in each program's service area, the census data available in the GoLearn Resource Repository or from KBOR, and comparing total enrollment to service-area need.

Measure 3

Measure 3 Description	Points Possible
65% or more of all participants complete an Educational Functioning Level gain within a program year	10
55% to 64.99% of all participants complete an Educational Functioning Level gain within a program year	5

The purpose of Measure 3 is to ensure Kansas programs are providing high-quality education, posttesting participants whenever possible, and recording gains accurately. With the understanding that some levels contain fewer participants, a percentage of all participants is measured, rather than percentages by level.

Programs can track progress toward this measure by checking reports in AESIS such as V-G12 or SR-C2.

Measure 4

Measure 4 Description	Points Possible
25% or more of participants complete and document an approved college/career transition activity or activity group	10
15% to 24.99% of participants complete and document an approved college/career transition activity or activity group	5

The purpose of Measure 4 is to incentivize Kansas programs to encourage and facilitate transition to postsecondary education and/or career whenever possible, with as many participants as is feasible. Programs will complete a Measure 4 Checklist, available in the GoLearn Resource Repository or from KBOR, for each participant engaging in any of the listed activities and will record achievement of the required activities by marking the outcome in AESIS.

Programs can track progress toward this measure by checking the relevant report in AESIS.

Measure 5

Measure 5 Description	Points Possible
25% or more of participants complete and document community involvement during the program year, using the approved checklist	10
15% to 24.99% of participants complete and document community involvement during the program year, using the approved checklist	5

The purpose of Measure 5 is to quantify the impact of Kansas programs on increasing community involvement among participants, which is especially relevant for participants not in the labor force, such as retirees or stay-at-home parents. However, all participants are eligible to demonstrate this outcome. Programs will complete a Measure 5 Checklist, available in the GoLearn Resource Repository or from KBOR, for each participant engaging in any of the listed activities and will record achievement of the required activities by marking the outcome in AESIS.

Programs can track progress toward this measure by checking the relevant report in AESIS.

Measure 6

Measure 6 Description	Points Possible
Program documents current and active partnerships/referral agencies that are able to provide 12 or more of the listed services, including updated contact information and means through which service information is provided to learners	10
Program documents current and active partnerships/referral agencies that are able to provide 6 to 11 of the listed services, including updated contact information and means through which service information is provided to learners	5

The purpose of Measure 6 is to incentivize Kansas programs to find local and/or virtual resources able to provide wraparound services to learners, in addition to the services the Adult Education program is able to provide. Programs must maintain updated contact information and must provide information about services to learners in multiple formats (e.g., posters, flyers, links on website, virtual message boards, etc.). Programs are encouraged to maintain information throughout the fiscal year and must complete a final Measure 6 Checklist, available in the GoLearn Resource Repository or from KBOR, to submit to KBOR at the end of the fiscal year.

Programs can track progress toward this measure by identifying available services on the Measure 6 Checklist.

Measure 7

Measure 7 Description	Points Possible
Program provides a minimum of eight hours per week of instructional time for public classes*, combining synchronous and asynchronous face-to-face, online, and/or distance learning (measured by clock time, teacher verification, or learner mastery) and documented by a schedule provided to KBOR. *Public classes are those classes open to any enrolled student at the appropriate level and not, for example, classes that are available only to employees of a workforce partner.*	10

The purpose of Measure 7 is to ensure Kansas programs are providing instruction that is of sufficient duration and intensity for participants to make significant learning gains. It is understood that the eight-hour minimum is a combination of instruction and assignments provided to participants (whether in-person or online), and not necessarily the length of a single specific class. (For example, a student may attend a math class for four hours per week, attend a reading class for three hours per week, and have an hour of online assignments or instruction. Although the math class is not offered for eight hours, the participant is scheduled for eight hours.) Programs are encouraged to maintain information throughout the fiscal year and must provide a schedule to KBOR at the end of the fiscal year, showing the way(s) participants receive eight or more hours of instructional time per week.

Programs can track progress toward this measure by regularly checking that classes are provided for eight or more hours of instruction per week.

Measure 8

Measure 8 Description	Points Possible
80% or more of AEFLA-funded paid staff complete professional development during the fiscal year, with hours of PD to meet or exceed 50% of each staff member's regular weekly schedule (e.g., an employee who regularly works 20 hours per week should have 10 or more hours of PD during the fiscal year). PD activities will be determined by the local program and approved by KBOR.	10
70% to 79.99% of AEFLA-funded paid staff complete professional development during the fiscal year, with hours of PD to meet or exceed 50% of each staff member's regular weekly schedule (e.g., an employee who regularly works 20 hours per week should have 10 or more hours of PD during the fiscal year). PD activities will be determined by the local program and approved by KBOR.	5

The purpose of Measure 8 is to incentivize the ongoing professional development of Adult Education staff. Programs should choose professional development from the list of possible activities, available in 3.5.3 Allowable Professional Development Activities Supported through AEFLA Funding or in the FY2023 PD Plan, and should track the hours each staff member participates in professional development. Programs must submit the total hours for each employee annually to KBOR. PD tracking tools are available in the GoLearn Resource Repository, or programs are free to create their own tools or ask KBOR for further assistance.

Programs can track progress toward this measure by regularly updating and checking their tracking sheet for all employees.