FY 2011 Indicators of a Quality Adult Education Program Including Standards and Measures
Effective July 1, 2010

Note: Section references in [ ] refer to relevant sections of the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act. Indicators with a ** are state-imposed requirements.

1.   **Participants in the program are fully representative of the undereducated population in the service area, including limited English proficient adults [AEFLA, Section 231 (e)(12)]. The program serves the "most–in-need/hardest-to-serve" members of the community [AEFLA, Section 231 (e)(2) and (e)(3)].**

Measure 1.1

<table>
<tr><td colspan="3">The program effectively serves participants representative of the ethnic diversity of the under-educated population in the program's service area as demonstrated by the educational gain percentage for the minority ethnic groups when compared to the majority (for that program) ethnic group's educational gain percentage. (4 points)</td></tr>
<tr><td></td><td>High
(4 pts.)</td><td>The educational gain <i>percentage</i> of each minority ethnic group served by the program is equal to or greater than the majority ethnic group's educational gains' percentage. If the program's majority ethnic group percentage exceeds the state average for educational gains, then the state average is used for comparison.</td></tr>
<tr><td></td><td>Medium
(2 pt.)</td><td>The educational gain <i>percentage</i> of each minority ethnic group served by the program is within five to ten percent (5 -10%) of the majority ethnic group's educational gains' percentage. If the program's majority ethnic group percentage exceeds the state average for educational gains, then the state average is used for comparison.</td></tr>
<tr><td></td><td>Low
(0 pts.)</td><td>The educational gain <i>percentage</i> of each minority ethnic group served by the program is more than ten percent (10%) lower than the majority ethnic group's educational gains' percentage. If the program's majority ethnic group percentage exceeds the state average for educational gains, then the state average is used for comparison.</td></tr>
</table>

Definitions:

Participant – adult learner who participates in instructional activities in an adult education program for 12 or more hours.

Undereducated population – adults 16 and over without a high school diploma or GED, or those with a high school diploma or higher level of education that have a pre-secondary education level in reading, writing, and/or math, and/or low levels of English language proficiency.

Definitions (continued):

Each minority ethnic group – the number of participants in each of the minority ethnic groups as determined by U.S. Department of Education definitions.

Majority ethnic group – the group of participants that have the highest numbers being served in that particular program. For example, if in Program A 56% of the learners served are Hispanic, for that program **the *majority ethnic group* would be Hispanic.**

NOTE: Program's performance on this measure will be determined through data in PABLO on DISAGGREGATE REPORT C-2.

Measure 1.2

The program serves participants at the lowest levels of educational attainment. (8 points)		
	High (8 pts.)	**35% or more of participants enter at one of the six "Beginning Levels" (Levels 1, 2, 7, 8, 9 or 10 in Outcomes Measures Definitions).**
	Medium (4 pts.)	**25% to 34% of participants enter at one of the six "Beginning Levels" (Levels 1, 2, 7, 8, 9 or 10 in Outcomes Measures Definitions).**
	Low (0 pts.)	**Less than 25% of participants enter at one of the five "Beginning Levels" (Levels 1, 2, 7, 8, 9 or 10 in Outcomes Measures Definitions).**

Definitions:

Beginning levels – includes Beginning ABE Literacy, Beginning Basic Education, Beginning ESL Literacy, Low Beginning ESL, High Beginning ESL, and Low Intermediate ESL (at or below CASAS score of 210) as defined in *Outcome Measures Definitions*.

Enter – the classification of a participant's level is determined by pretesting when the participant begins or returns to the adult education program for the first time within the current fiscal year.

NOTE: Performance on this measure is determined by data from PABLO on Student Report A-1 QUARTERLY INSTRUCTIONAL HOURS.

Measure 1.3

The program provides participants with documented disabilities with quality services resulting in the same or similar educational gain percentage when compared to the educational gain percentage of those without disabilities. (4 points)		
	High (4 pts.)	**The educational gain *percentage* of participants with disabilities is equal to or greater than the educational gain percentage of those participants without documented disabilities.**
	Medium (2 pts.)	**The educational gain *percentage* of participants with disabilities is within five to ten percent (5% - 10%) of the educational gain percentage of participants without documented disabilities.**
	Low (0 pts.)	**The educational gain *percentage* of participants with disabilities is more than ten percent (10%) lower than the educational gain percentage of participants without documented disabilities.**

Definitions:
Documented disabilities – in the case of a physical disability, documentation consists of information provided on *Initial Documentation of Disability* form and maintained in the learner's file. This information includes the nature of the disability and how it was accommodated (e.g., "The learner entered in a wheelchair, was informed of accessible facilities within the center, and requested and was provided a table or computer terminal at an accessible height.").

In the case of **learning or other "invisible" disability**, documentation follows ADA guidelines, and includes confirmation of a disability through such evidence as school records (such as an IEP or evidence of special education services) or the diagnosis by a qualified psychologist or medical doctor within the last 10 years. This information should be noted on the *Documentation of Disability* form and maintained in the learner's file. Participant's self diagnosis of a disability does not constitute documentation of a learning disability. Results from screening instruments or learning style surveys do not constitute documentation of a learning disability.

NOTE: Documentation of a "specific learning disability" is much more narrowly defined for federal reporting on PABLO. **Performance on this measure is determined by data from PABLO on report DISAGGREGATE REPORT B-2.**

Measure 1.4

The program provides ongoing advising and appropriate special services for participants with documented disabilities. (4 points)		
	High (4 pts.)	**Based on program files, program provides ongoing advising and appropriate special services for *all* participants with documented disabilities.**
	Medium (2 pts.)	**Based on program files, program provides ongoing advising to participants with documented disabilities, but appropriate services are not provided to all participants with disabilities or the provision of appropriate services is not accurately documented.**
	Low (0 pts.)	**Based on program files, program provides limited advising and/or limited special services to individuals with documented disabilities.**

Definitions:
Ongoing advising – program maintains evidence in the participant's file on the *Follow-up Documentation* form that one-on-one counseling was provided on a consistent basis—at least monthly. If a participant with a documented disability appears to be struggling, the one-on-one counseling sessions should occur more frequently.

Appropriate special services – during the initial counseling session, the participant should be informed about special services (classroom accommodations, assistance with learning strategies, etc.) that may be provided by the program to ensure that the participant will be successful. These special services should be noted on the *Follow-up Documentation* form. At regularly-scheduled follow-up counseling sessions, the impact of these special services should be evaluated, and the special services should be revised if necessary. If appropriate, the participant should also be directed to other relevant services available in the community and/or through other resources.

NOTE: The *Procedural Guide* of the <u>Accommodating</u> <u>Adults</u> <u>with</u> <u>Disabilities</u> <u>in</u> <u>Adult</u> <u>Education</u> <u>Programs</u> (Mellard, Gilbert, & Parker, 1998, Revised 2005) provides an excellent format for helping adult learners identify appropriate accommodations. **Performance on this measure is determined by the annual on-site monitoring.**

Measure 1.5

The program demonstrates a commitment to serve a larger percentage of undereducated adults in the community. (14 points)		
	High (14 pts.)	Program increases the number of participants served by ten percent (10%) or greater over the previous fiscal year.
	Medium (7 pts.)	Program increases the number of participants served by five percent (5%) to nine percent (9%) over the previous fiscal year.
	Low (0 pts.)	Program increases the number of participants served by less than five percent (5%) over the previous fiscal year.

NOTE: Program's performance on this measure is determined by using data from PABLO Student Report C-2.

2. **The program is of sufficient intensity and duration so that participants *demonstrate progress* toward their educational, employment, and postsecondary education and training goals [AEFLA, Section 231, (e)(4)(A) and (e)(7)].**

Measure 2.1

Participants make significant educational gains. (14 points)		
	High (14 pts.)	65% or more of all participants entering at Levels 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, and 12 complete an educational functioning level within a program year.
	Medium (7 pts.)	55% to 64% of all participants entering at Levels 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, and 12 complete an educational functioning level within a program year.
	Low (0 pts.)	Less than 55% of all participants entering at Levels 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, and 12 complete an educational functioning level within a program year.

Definition:
<u>Complete an educational functioning level</u> – as defined by the National Reporting System (NRS) in *Outcome Measures Definitions* and PABLO.

Participants entering at educational functioning level (EFL) 6 are excluded from this measure since Kansas Adult Education does not use a pre- and posttest to measure educational gain at Level 6. Level 6 participants are not reported to NRS when reporting educational gains.

NOTE: **Performance on this measure is determined by using data from PABLO Student Report C-2.**

Measure 2.2

		The program provides workplace readiness instruction as confirmed through the standardized WorkKeys assessments that leads to a Kansas Work*Ready!* certificate and reported in PABLO. (8 points)
	High (8 pts.)	The program provides workplace readiness instruction as demonstrated through the achievement of a Kansas Work*Ready*! certificate to 60% or greater of its exited participants entering at Levels 4, 5, 6, and 12.
	Medium (4 pts.)	The program provides workplace readiness instruction as demonstrated through the achievement of a Kansas Work*Ready*! certificate to 40% to 59% of its exited participants entering at Levels 4, 5, 6, and 12.
	Low (0 pts.)	The program provides workplace readiness instruction as demonstrated through the achievement of a Kansas Work*Ready*! certificate to less than 40% of its participants entering at Levels 4, 5, 6, and 12.

Definitions:

<u>Workplace readiness instruction</u> – Instructor led instruction using the *Workplace Essential Skills* multi-media curriculum. Workplace readiness instruction may also include WIN or other computer-based programs that provide skill enhancement for successfully completing the WorkKeys assessments.

<u>Standardized assessment</u> –The three (3) ACT *WorkKeys* assessments—Reading for Information, Applied Mathematics, and Locating Information.

IMPORTANT: Programs may also obtain a list of participants in their program who have received a **Kansas Work*Ready*!** Certificate. (Programs do not have to actually do the WorkKeys testing themselves.) Each participant must be entered into PABLO with an appropriate certificate number. The participant must have earned the certificate during the fiscal year he/she attended the adult education program. For determining the percentage of program participants that achieve a **Kansas Work*Ready!*** Certificate, receipt of a certificate at the four different levels "count" as follows:

1 Platinum Level Work*Ready!* Certificate = 6 participants
1 Gold Level WorkReady! Certificate = 4 participants
1 Silver Level WorkReady! Certificate = 2 participants
1 Bronze Level WorkReady! Certificate = 1 participant

Examinees with documented physical or learning disabilities who cannot complete the WorkKeys assessments in the standard time limits, using standard materials, and under standard conditions may, at the discretion of the test administrator, following review of disability documentation, be tested under special conditions and/or using special testing materials available from WorkKeys. Please refer to the WorkKeys Test Coordinator Manual for full details.

NOTE: This measure will be evaluated based on the number of participants reported on PABLO as having received a Work*Ready!* Certificate on Student Report B-11.

Measure 2.3

		The program provides instruction, confirmed through standardized assessments, that prepares a participant to enter postsecondary education or training. (8 points)	
	High (8 pts.)	**The program provides instruction as demonstrated through the achievement of scores on the prescribed assessments and as outlined in the PABLO manual to 40% or greater of its exited participants entering at Levels 4, 5, 6, and 12 that results in a participant's designation as "demonstrating college readiness".**	
	Medium (4 pts.)	**The program provides instruction as demonstrated through the achievement of scores on the prescribed assessments outlined in the PABLO manual to 25% to 39% of its exited participants entering at Levels 4, 5, 6, and 12 that results in a participant's designation as "demonstrating college readiness".**	
	Low (0 pts.)	**The program provides instruction as demonstrated through the achievement of scores on the prescribed assessments and as outlined in the PABLO manual to fewer than 25% of its exited participants entering at Levels 4, 5, 6, and 12 that results in a participant's designation as "demonstrating college readiness".**	

Definitions:

Demonstrating College Readiness – means the learner has demonstrated the knowledge and skills necessary for successful entry and persistence in post-secondary education at the credit-bearing level (above Developmental Education as defined by KBOR Adult Education policy regarding CASAS, GED OPT, and GED scores and/or community college or other college placement tests' scores). Learners do not have to identify this goal in order for the program to report achievement of the outcome. (For additional information regarding definitions, see PABLO Manual, **College Readiness**, pages 47 – 49.)

NOTE: This measure will be evaluated based on the number of participants reported on PABLO as having "demonstrated college readiness" on Student Report B-12.

Measure 2.4

		The program adheres to standardized testing protocol, confirmed by reviewing randomly selected learners' permanent files. (10 points)	
	High (10 pts.)	**90% to 100% of learner files examined reveal no testing protocol irregularities.**	
	Medium (5 pts.)	**80% to 89% of learner files examined reveal no testing protocol irregularities.**	
	Low (0 pts.)	**Less than 80% of learner files examined reveal no testing protocol irregularities.**	

Definitions:

Examples of testing protocol irregularities:
Incorrect CASAS diagnostic pre- and/or posttest administered, invalid or unreliable test scores, missing CASAS score(s) and/or answer sheet(s), missing technology

checklist(s), missing CASAS Pre-Employment/Work Maturity checklist(s), documentation of technology competency not attached to technology pre/post test(s), documentation of workplace readiness competency not attached to CASAS checklist(s).

Examples of invalid or unreliable test scores:
A test score derived from a CASAS assessment that is incorrectly scored; a test score that is above or below the valid test range for a CASAS assessment; a test score that is derived from the same test form administered to the learner previously and within the past six months; a CASAS Functional Writing Assessment picture task score and level determined by only one certified scorer or determined by two or more non-certified scorers. Also, the program monitor will evaluate the program's effectiveness at using the *KBOR Technology Lesson Plans* and the program's adherence to the *KBOR Technology Competency Checklist* protocol.

NOTE: Performance on this measure will be determined by the annual on-site monitoring of the local program.

Measure 2.5

The program adheres to the Kansas Assessment Policy, approved by the Division of Adult Education and Literacy of the U.S. Department of Education, and posttests learners during the time period identified by CASAS--every 70 to 100 hours of participation (excluding Level 6 participants). (8 points)		
	High (8 pts.)	**90% to 100% of exited participants (excluding Level 6 participants) are posttested at a minimum of 70 hours of instruction.**
	Medium (4 pts.)	**80% to 89% of exited participants (excluding Level 6 participants) are posttested at a minimum of 70 hours of instruction.**
	Low (0 pts.)	**Less than 80% of exited participants (excluding Level 6 participants) are posttested at a minimum of 70 hours of instruction.**

NOTE: Performance on this measure will be determined by PABLO data. Identify class schedule and calculate number of students, hours and length of class. (Subtract all exited learners with 39 attendance hours or less from the cohort).

3. **The program identifies yearly performance goals and documents participant outcomes, and participants remain in the program a *sufficient length of time* to achieve significant outcomes [AEFLA, Section 231(e)(1), (e)(4)(A), and (e)(7)].**

Measure 3.1

Participants spend a significant amount of time in instructional activities. (6 points)		
	High (6 pts.)	**The *median* number of participant hours for program participants entering at Levels 1, 2, 3, 4, 5, 7, 8, 9, 10, 11 and 12 is 70 or more hours.**
	Medium (3 pts.)	**The *median* number of participant hours for program participants entering at Levels 1, 2, 3, 4, 5, 7, 8, 9, 10, 11 and 12 is 60 to 69 hours.**
	Low (0 pts.)	**The *median* number of participant hours for program participants entering at Levels 1, 2, 3, 4, 5, 7, 8, 9, 10, 11 and 12 is less than 60 hours.**

Definition:

<u>Median number of participant hours</u> – The midpoint (an equal number above and below) in the listing of all participants' hours.

NOTE: Learners identified as "distance learners" on PABLO and their hours of participation will not be included when determining the median number of participant hours. **Performance on this measure will be determined by PABLO data.**

Measure 3.2

Prior to each fiscal year, the program negotiates with KBOR and establishes the percentages of *core* outcomes that participants will achieve. (8 points)		
	High (8 pts.)	**The program meets or exceeds 80% of its negotiated goals.**
	Medium (4 pts.)	**The program meets 60 – 79% of its negotiated goals.**
	Low (0 pts.)	**The program meets less than 60% of its negotiated goals.**

Definitions:

<u>Core outcomes</u> – Complete an educational functioning level, obtain employment, retain/improve employment, obtain a GED or high school diploma, and enter post-secondary education or training program.

NOTE: Performance on this measure will be determined by PABLO data and the information from the program's fiscal year's grant or funding application.

Measure 3.3

Program sets high expectations for learners, provides ongoing support, advising and follow up and, in collaboration with postsecondary education partners, creates pathways for learners to enter postsecondary education or training programs. (12 points)		
	High (12 pts.)	**Fifty percent (50%) or greater of exited participants who entered the program during the fiscal year at Levels 4, 5, 6, or 12 transition to postsecondary education or training programs.**
	Medium (6 pts.)	**Twenty-five percent (25%) to forty-nine percent (49%) of exited participants who entered the program during the fiscal year at Levels 4, 5, 6, or 12 transition to postsecondary education or training programs.**
	Low (0 pts.)	**Less than twenty-five percent (25%) of exited participants who entered the program during the fiscal year at Levels 4, 5, 6, or 12 transition to postsecondary education or training programs.**

NOTE: Performance on this measure is determined by PABLO data on Student Reports B-7 and C-2.

4. **The program design and implementation process for all program sites is based on research and effective educational practice [AEFLA, Section 231 (e)(4)(B) and (e)(5)]. Programs offer flexible, yet intensive, schedules and appropriate support services [AEFLA, Section 231 (e)(10)].**

Measure 4.1

The program design and implementation process at the program's main site and all outreach sites incorporates the components of the Comprehensive Adult Education Planner as demonstrated by the score on the PAM Implementation Review Matrix. (PAM – Mellard and Scanlon, University of Kansas). (4 points)		
	High (4 pts.)	Program design and implementation incorporates all seven components of PAM as demonstrated by having an overall score of 85% or better of the total possible points on the PAM Essentials Matrix when the scale is completed by 100% of the program staff.
	Medium (2 pts.)	Program design and implementation moderately incorporates all seven components of PAM as demonstrated by having an overall score of 75 to 84% of the total possible points on the PAM Essentials Matrix when the scale is completed by 100% of the program staff.
	Low (0 pts.)	Program design and implementation does not incorporate all seven components of PAM as demonstrated by having an overall score of 75 to 84% of the total possible points on the PAM Essentials Matrix when the scale is completed by 100% of the program staff, or when the PAM Essentials Matrix is completed by less than 100% of the program staff.

Definitions:
PAM – See *The Adult Education Comprehensive Planner*, Mellard and Scanlon, University of Kansas Center for Research on Learning, Revised 2004.

Components of PAM – Pre-enrollment, orientation, assessment, prescription, instruction, test taking, and transition. (See explanation below.)

Main site –The primary location for program services; the single location where the largest percentage of learners are served.

Outreach site – a program site offering adult education program services away from the main center of the program.

Explanation of PAM components required to be implemented:

Pre-enrollment – Printed basic information about program and program offerings, printed and disseminated schedule of orientations and classes, printed script accessible to all staff members to ensure appropriate responses to telephone or face-to-face inquiries.

Orientation – A regularly scheduled group process that lasts a minimum of **six** hours over a minimum of two days and includes the following:

- Delivery of information about and explanation of program's offerings, objectives, funding sources, policies (both behavior and attendance), services to individuals with disabilities, and goal-setting;
- Gathering of demographic information on potential learners;
- Group/individual activities that contribute to building a "community of learners."
- Appraisal testing;
- Diagnostic testing (no more than two diagnostic tests on one day— reading, math, listening, and/or writing);
- One-on-one counseling (SEE **Prescription** explanation) which includes additional sharing and gathering of information on disability status and, if necessary, initial identification of accommodations, test scores and explanations, and continuation of the goal-setting process;
- Determination of appropriate class(es) and attendance schedule; and
- Signing of program/learner agreement.

The orientation must take place in a room that is completely segregated from where instruction is being provided or at a time when only orientation is offered, to prevent disruption of services to current participants. *Orientation* is not synonymous with *enrollment!*

Assessment – A process that determines learners' skill levels and progression in multiple content areas. Informal assessments may include instructor-generated tests or "end-of-chapter" tests. Formal assessments include standardized tests that have stringent protocols and comparable forms of pre- and posttests. In Kansas, formal assessments include CASAS Diagnostic Reading, Math, and Listening Tests, CASAS Functional Writing Assessment--Picture Task, and KBOR Technology Teknimedia. Programs must have an assessment policy and schedule that is followed by all staff members. (SEE Section 11 of the KBOR Adult Education Policy Manual for additional information).

Prescription – A one-on-one private session with the learner and teacher to review assessment results and goals, develop or update the learning plan, and update learner permanent records. The initial prescription component activities occur at the end of the orientation/assessment component and within 12 hours of the learner's entry into the program. Prescription sessions with each learner should also occur after formal assessments (posttests) or at the end of a program session.

Instruction – Programs should provide a variety of instructional classes, i.e. content classes, topic classes, learning strategy, and test taking classes. Each class should have a syllabus and lesson plans that reflect course content linked to the assessment.

Test taking – Programs must follow the testing protocol in the Kansas Adult Education Assessment Policy (Chapter 11, *Kansas Adult Education Policy Manual*) for the formal CASAS assessments and KBOR checklists, and policies outlined in the *Kansas GED Testing Policy Manual and Reference Guide* for the Official GED Practice Test.

Transition – A process that begins in orientation with a discussion of learners' options once they leave the program. The discussion of options and transition activities (speakers, field trips, etc,) continues throughout the participants' participation in the program and continued support is made available even after the participant exits the program. Programs must have a written transition plan for moving higher-level participants into post-secondary education.

NOTE: The PAM Essentials Matrix and PAM scoring rubric is available in Appendix A. Performance on this measure is determined by the results of the matrix as reported on the rubric to the KBOR adult education.

Measure 4.2

Program design, including scheduling, instructional activities and support services, contribute to learners' persistence in the program. (4 points)		
	High (6 pts.)	**Participants at all program sites, including any outreach sites, attend on average (mean) 80 or more hours per twelve-week enrollment period.**
	Medium (4 pts.)	**Participants at all program sites, including any outreach sites, attend on average (mean) from 60 to 79 hours per twelve-week enrollment period.**
	Low (0 pts.)	**Participants at all program sites, including any outreach sites, attend on average (mean) less than 60 hours per twelve-week enrollment period.**

Definitions:
Outreach site – a program site offering adult education program services away from the main center of the program.

Support services – services available during scheduled program hours to participants that support retention and learner outcomes, such as counseling, childcare, and transportation and computer lab access.

Expectation of scheduling:
All **classes** should be offered a minimum of 8 hours per week, not a combination of hours, i.e. ABE/GED is offered a minimum of 8 hours a week during the day and/or a minimum of 8 hours a week in the evening, not 8 hours per week during the daytime and only 6 hours per week in the evening. Similarly, Beginning ESL is offered a minimum of 8 hours a week during the day and/or 8 hours a week during the evening, not 4 hours for Beginning ESL on Monday and Wednesday evenings and 4 hours of Intermediate ESL on Tuesday and Thursday evenings.

Classes for different levels of learners must be scheduled, and a published schedule of classes should reflect only actual instructional times—not teacher preparation time or one-on-one counseling times.

NOTE: Performance on this measure is determined by data from PABLO data.

5. Program activities effectively employ advances in technology, including the use of computers [AEFLA, Section 231, (e)(6)].

Measure 5.1

The program has a technology plan and incorporates use of current technology into participant instruction. (4 points)		
	High (4 pts.)	100% of all teachers incorporate using a computer and other multi-media into instructional activities as confirmed through instructional leader conducted teacher observations.
	Medium (2 pts.)	75% to 99% of all teachers incorporate using a computer and other multi-media into instructional activities as confirmed through instructional leader conducted teacher observations.
	Low (0 pts.)	Less than 75% of all teachers incorporate using a computer and other multi-media into instructional activities as confirmed through instructional leader conducted teacher observations.

Definition:
Multi-media – including the use of several media, e.g. DVDs, television, audiotapes.

Instructional leader conducted teacher observations: Using the Standards-in-Action Observation System, the instructional leader will note technology usage in the classroom. The SIA forms are available in Appendix II.

NOTE: Performance on this measure will be determined by the program's instructional leader's observation of teachers' technology use in the classroom as reported to KBOR adult education.

Measure 5.2

The program provides technology-specific instruction, including current computer applications and use of Internet, to participants. (8 points)		
	High (8 pts.)	The program provides technology-specific instruction, including computers and use of Internet, to 90% to 100% of its participants, using the *KBOR Teknimedia* web-delivered and teacher-facilitated curriculum.
	Medium (4 pts.)	The program provides technology-specific instruction, including computers and use of Internet, to 80% to 89% of its participants, using the *KBOR Teknimedia* web-delivered and teacher-facilitated curriculum.
	Low (0 pts.)	The program provides technology-specific instruction, including computers and use of Internet, to less than 80% of its participants and/or does not use the *KBOR Teknimedia* web-delivered and teacher-facilitated curriculum.

Definition:
Technology-specific instruction – Instruction is provided to participants in the use of

computers, word processing, e-mail and the internet using the web-based and teacher-facilitated Teknimedia curriculum. Teknimedia modules are:

COMPUTER BASICS 1 Certificate Modules
Mouse Tutorial—English or Spanish
PC100 Basic Skills
PC101 Computer Basics

COMPUTER BASICS 2 Certificate Modules
PC110 Files and Folders
PC135 Exploring the Web
PC140 Basic Word Processing (MS Word 2007)

Completing through instruction – After taking the pre-assessment and identifying the learner's needs, a module completed through instruction is one the participant's pre-test indicated was needed. Then the participant then actually logs into the module and accumulates time completing the lessons. Finally, the participant must successfully complete the performance-based assessments throughout the lesson as well as the knowledge-based post-test for the module in order to have the module marked as being completed through instruction.

Not completing through instruction – After taking the pre-assessment and determining the learner does not have a deficiency in that module, the module is then marked in PABLO as "no" (not completing through instruction).

NOTE: Performance on this measure will be based on the total number of participants in the program completing at least one technology module as reported on PABLO divided by the total number of participants in the program during the <u>current</u> fiscal year on List Report G-1.

Measure 5.3

		The program provides technology-specific instruction which results in participants earning a Computer Basics 1 and/or Computer Basics 2 certificate. (8 points)
	High (8 pts.)	**The program provides technology-specific instruction, and 65% or greater of the participants earn a Computer Basics 1 and/or Computer Basics 2 certificate.**
	Medium (4 pts.)	**The program provides technology-specific instruction, and 50% to 64% of the participants earn a Computer Basics 1 and/or Computer Basics 2 certificate.**
	Low (0 pts.)	**The program provides technology-specific instruction, yet less than 50% of the participants earn a Computer Basics 1 and/or Computer Basics 2 certificate.**

Definition:
Technology-specific instruction –Instruction is provided to participants in the use of computers, word processing, e-mail and the internet using the web-based and teacher-facilitated Teknimedia curriculum. Teknimedia modules are:

COMPUTER BASICS 1 Certificate Modules*
Mouse Tutorial—English or Spanish

PC100 Basic Skills
PC101 Computer Basics

COMPUTER BASICS 2 Certificate Modules*
PC110 Files and Folders
PC135 Exploring the Web
PC140 Basic Word Processing (MS Word 2007)

Completing through instruction – After taking the pre-assessment and identifying the learner's needs, a module completed through instruction is one the participant's pre-test indicated was needed. Then the participant actually logs into the module and accumulates time completing the lessons. Finally, the participant must successfully complete the performance-based assessments throughout the lesson as well as the knowledge-based post-test for the module in order to have the module marked as being completed through instruction. The participant must complete through instruction at least **one** module required for the Computer Basics 1 or 2 Certificate for the certificate to count in the calculation for this measure and be marked in PABLO in the certificate section as "completed through instruction." Participants earning more than both certificates through instruction will count twice for the purposes of performance on this measure. For example, a program serves 500 students. Of the total enrollment, 150 students complete a Computer Basics 1 certificate through instruction, 100 students complete a Computer Basics 2 certificate through instruction and 50 students complete both. The calculation to determine performance would be 300 divided by 500 for a percentage of 60%.

Not completing through instruction – After taking the pre-assessment the learner does not have a deficiency in that module, the module is then marked in PABLO as "no" (not completing through instruction).   If the learner successfully completes all of the pre-assessments for the modules included for the certificate, then the certificate is not earned through instruction and does not count for this measure.

*At least one of the modules for the Computer Basics 1 or Computer Basics 2 certificate must be completed through instruction for the certificate to count in the calculation.

NOTE: NOTE: Performance on this measure will be based on the total number of participants in the program earning a Computer Basics certificate (1 and/or 2) through instruction as reported on PABLO divided by the number of participants completing at least one technology module through instruction during the <u>current</u> fiscal year on List Report G-1. If both certificates are completed through instruction in the same fiscal year, both will count in the total number of certificates earned for the purposes of this measure.

6. **The program receives local financial support and is viewed as a valuable component of the sponsoring institution or non-profit agency.**

Measure 6.1

The program receives local financial support in addition to the minimum required amounts to provide services. (8 points)		
	High (8 pts.)	Host institution or non-profit agency provides a 35% or greater match (in cash) to federal funds.
	Medium (4 pts.)	Host institution or non-profit agency provides at least a 30% but less than a 35% match (in cash) to federal funds.
	Low (0 pts.)	Host institution or non-profit agency provides less than a 30% match (in cash) to federal funds.

Definitions:
Cash match – cash used to match federal funds must be local agency funds. The source of cash must be state general funds; local ABE mil levy funds, local donations, or other (non-federal) grants or other funds provided by the hosting institution and must be used exclusively for AEFLA activities. All of the local cash match must be spent in its entirety in the fiscal year in which it was included in the approved annual budget. Local matching funds must NOT be generated from contracted basic skills services.

NOTE: Performance on this measure will be determined by KBOR adult education staff based on the approved fiscal year budget and expenditure reports.

7. **The program demonstrates a commitment to quality service to adult learners and to the professionalism of the field of adult education by having paid staff with appropriate educational backgrounds, with credentials in adult education, and with adequate training [AEFLA, Section 231, (e)(8)].**

Measure 7.1

Paid instructional and administrative leadership staff members have appropriate educational backgrounds. (4 points)		
	High (4 pts.)	100% of paid instructional and administrative leadership staff has bachelor's, graduate or post-graduate degrees.
	Medium (2 pts.)	85% to 99% of paid instructional and administrative leadership staff has bachelor's, graduate or post-graduate degrees.
	Low (0 pts.)	Less than 85% of paid instructional and administrative leadership staff has bachelor's, graduate or post-graduate degrees.

Definitions:
Paid instructional and administrative leadership staff – all paid staff involved in adult education instructional activities, including instructors, teachers, tutors, paraprofessional classroom aides, counselors, and assessment staff, or in administrative leadership roles, such as directors and coordinators. This definition includes Even Start teachers involved in adult education instructional activities. This definition does not include secretarial or support staff not involved in instruction or assessment. It also does not include unpaid volunteers.

NOTE: Performance on measure 7.1 will be determined by KBOR AE staff from support documentation provided by programs and reported in PABLO on the individual local program staff profile.

Measure 7.2

Paid instructional and administrative leadership staff is currently KAEA credentialed. (2 points)		
	High (2 pts.)	**100% of paid instructional and administrative leadership staff has current KAEA credentials.**
	Medium (1 pts.)	**90% to 99% of paid instructional and administrative leadership staff has current KAEA credentials**
	Low (0 pts.)	**Less than 90% of paid instructional and administrative leadership staff has current KAEA credentials.**

Note: New staff has six (6) weeks following the initial date of employment to secure the initial KAEA credential. KAEA credentialing must be kept current. Although KAEA credentialing is required, this does not imply that programs must pay for credentialing costs. Programs have the option to use local funds if they choose; however, federal and state funds CANNOT be used for the costs of credentialing.

NOTE: Performance on this measure is determined by KBOR adult education staff by comparing the KAEA credentialing report with the staff who do not have a "Date Left" entered on the Staff Profile page in PABLO.

Measure 7.3

The program meets its program improvement plan objective (one objective). (10 points)		
	High (10 pts.)	**The program meets or exceeds its annual program improvement objective.**
	Medium (5 pts.)	**The program makes positive progress toward meeting its program improvement plan objective.**
	Low (0 pts.)	**The program fails to make positive progress toward meeting its program improvement plan objective.**

Definitions:
Positive progress toward – Program demonstrates improvement from previous fiscal year.

For example, a program's improvement plan (PIP) objective is as follows: Central Kansas Community College Adult Education will increase the overall educational gains percentage from 63% (in FY10) to 65% in FY11. Subsequently, the program achieves 64% in FY11 in educational gains overall. The improvement is 1% over FY10's performance. While the program did not meet their PIP objective, it did make positive progress toward achieving its objective.

Program must submit quarterly progress reports with a final report submitted with their end-of-year data.

NOTE: Performance on this measure is determined by PABLO data.

8. **The program actively collaborates with multiple partners in the community to expand the services available to adult learners and to prevent duplication of services [AEFLA, Section 231, (e)(9)]. The program actively seeks and responds to input from local stakeholders in planning for local services**.**

Measure 8.1

		The program collaborates with multiple partners to provide quality services to adult learners. (4 points)
	High (4 pts.)	Program demonstrates collaboration with three (3) or more partners who recognize the value of the program to the community.
	Medium (2 pts.)	Program demonstrates collaboration with two (2) partners who recognize the value of the program to the community.
	Low (0 pts.)	Program demonstrates collaboration with fewer than two (2) partners who recognize the value of the program to the community.

Explanation of partners who recognize the value of the program:
Collaborative partners are other agencies or institutions who work closely with the local adult education program to ensure that the limited adult education funding is maximized. These partners demonstrate their recognition of the value of the program to the community by providing additional funds, meeting locations, services, volunteers, etc., that **significantly** impact the quality of services that would not be available to adult learners in the community without this collaboration. In almost all instances, the applicant (sponsoring) agency cannot be a collaborative partner. Examples of "significant" support include funds contributed to the program for programmatic expenses or for individual participants' expenses, donations of equipment and supplies, provisions of medical or counseling services for participants, sponsoring of events, continuing publicity about program's offerings and events.

NOTE: Performance on this measure will be determined by KBOR adult education staff based on narrative report with details regarding the collaborative partners' contribution.

9. **The program maintains a high-quality information management system to monitor learner, classroom and program performance, to evaluate program effectiveness, and to report participant outcomes. The program uses quality data as a key component in the decision-making process. [AEFLA, Section 231 (e)(11)].**

Measure 9.1

The program monitors progress toward its program improvement objective(s) and negotiated outcomes by having accurate and up-to-date information on participants' demographics, assessments, goals, outcomes, and hours of participation, including appropriate surveying of exited learners with the PSE goal. (6 points)

	High (6 pts.)	Using PABLO, the program enters data regularly and in a timely manner, monitors data for accuracy, and submits the annual report with the number of errors not exceeding five percent (5%) of the total number of participants served during the reported fiscal year.
	Medium (3 pt.)	Using PABLO, the program enters data regularly and in a timely manner, monitors data for accuracy, and submits the annual report with the number of errors exceeding five percent (5%) but no more than ten percent (10%) of the total number of participants served during the reported fiscal year.
	Low (0 pts.)	Regarding PABLO, program does not enter data regularly or enters data in an untimely manner or does not monitor data for accuracy and submits the annual report with the number of errors exceeding ten percent (10%) of the total number of participants served during the reported fiscal year.

Definitions:

Enters data regularly and in a timely manner – initial learner demographic data, assessment pretest cores, goals, class(es) and teacher(s) and/or advisor information is entered monthly at a minimum. Quarterly data is finalized no later than four weeks after the last day of the quarter.

Monitors data for accuracy – has identified and consistently uses a checks-and-balance system that includes instructors' reviews to ensure that PABLO-entered data is complete and accurate.

Errors – entry or lack of entry of information into PABLO that results in data that does not correspond to the information in a learner's individual permanent file; entry or lack of entry of information into PABLO that does not follow the guidelines provided in the latest PABLO users' manual and the *Kansas Adult Education Assessment Policy* (Section 11, *Kansas Adult Education Policy Manual*). PABLO *Validate Data* queries are tools designed to assist programs in the identification of errors. However, an error that is not identified by a *Validate Data* query is still an error. Also, the use of Student Report C-1 is helpful in identifying general data entry errors, conflicts with hours and exit dates, those who were posttested with less than 40 hours and override issues. Also, reviewing student reports C-7 for ABE and C-13 for ESL can be helpful in identifying assessment issues, i.e. incorrect forms, incorrect pre-test information entered.

Appropriate surveying of exited participants – follows PSE surveying policy and data entry protocol outlined in *PABLO Users' Manual.* Reviewing the following reports can be helpful in identifying PSE errors: List Report A-9 for the goal of enter PSE, Student Report B-3 and Validate Data Query: D-3.

NOTE: Performance on this measure will be determined by KBOR adult education staff based on the number of errors on the end-of-year report.

Measure 9.2

The program demonstrates administrative capability by submitting accurate and timely budgets, quarterly budget reports, Program Improvement Plan (PIP) quarterly and end-of-year reports, the Capital Outlay report, and the English Language and Citizenship Education (ELCE) end-of-year report. (4 points)

	High (8 pts.)	The program submits no more than two of the required reports and budgets inaccurately and/or after the reporting deadline.
	Medium (4 pt.)	The program submits three to five of the required reports and budgets inaccurately and/or after the reporting deadline
	Low (0 pts.)	The program submits more than five of the required reports and budgets inaccurately and/or after the reporting deadline.

NOTE: Performance on this measure will be determined by KBOR staff's records of dates of report submissions and determination of accuracy confirmed through emails.

10.   The program provides quality and cost-effective adult education services.**

Measure 10.1

The program provides quality adult education services at a cost per core outcome that is aligned with the state median cost per outcome.	
10 points	>$250.00 less than state median
8 points	$201.00--$250.00 less than state median
6 points	$151.00--$200.00 less than state median
4 points	$101.00--$150.00 less than state median
2 points	State average--$100.00 less than state median
0 points	$1.00--$100.00 greater than state median
-2 points	$101.00--$200.00 greater than state median
-4 points	$201.00--$300.00 greater than state median
-6 points	$301.00--$400.00 greater than state median
-8 points	$401.00--$500.00 greater than state median
-10 points	>$500.00 greater than state median

Definitions:
Core outcomes - (1) educational gain (completion of an educational functioning level), (2) achievement of the GED, (3) entrance into postsecondary education, (4) entrance into employment and (5) retention/improvement in employment as defined in the *PABLO Users' Manual*, Appendix 1.

Cost calculation: Amount of allocated federal and state funding/Number of core

outcomes = Cost per core outcome

NOTE: Performance on this measure will be determined by KBOR AE staff based on the local program's federal and state funding and the total number of participant outcomes as defined above.

Measure 10.2

		The percentage of the state's total core outcomes achieved by the individual local program participants is equal to or exceeds the percentage of the total state and federal funds received by the local program. (8 points)
	High (8 pts.)	**The percentage of the local program participants' core outcomes achieved exceeds the percentage of state and federal funds received by the local program.**
	Medium (4 pts.)	**The percentage of the local program participants' core outcomes achieved is equal to or no more than three (3) percentage points less than the percentage of state and federal funds received by the local program.**
	Low (0 pts.)	**The percentage of the local program participants' core outcomes achieved is more than three (3) percentage points less than the percentage of state and federal funds received by the local program.**

Definitions:

Core outcomes - (1) educational gain (completion of an educational functioning level), (2) achievement of the GED, (3) entrance into postsecondary education, (4) entrance into employment and (5) retention/improvement in employment as defined in the *PABLO Users' Manual*, Appendix 1.

Percentage calculation: Program's combined federal and state funding/Kansas Adult Education's total amount of federal and state funding = program's percentage of total Kansas Adult Education funding

Program's number of core outcomes/Kansas Adult Education's total number of core outcomes = program's percentage of total Kansas Adult Education's core outcomes

The difference between *program's percentage of total Kansas Adult Education funding* and *program's percentage of total Kansas Adult Education's core outcomes* determines the program's performance on this measure.

For example, Program A received $124,000 **(3%)** of the total state and federal dollars ($4,898, 998), and its learners achieved 294 **(2%)** core outcomes of the state's total number of core outcomes (17,154).   Program A would receive four points for this measure.

NOTE: Performance on this measure will be determined by KBOR Adult Education staff based on the local program funding and the total number of participant core outcomes as defined above. For FY2012 funding, performance will be determined using FY2010 funding and FY2010 core outcomes.

Appendix A

PAM Rating Scale for FY2011 Indicators
The PAM Essentials

Collaborative Approach:

1.   All instructors and staff are involved.

1	**2**	**3**	**4**
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

2.   All center and satellite sites are involved.

1	**2**	**3**	**4**
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

3.   Issues with current policies, practices, and procedures are identified.

1	**2**	**3**	**4**
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

4.   All staff and instructors reviewed the PAM content.

1	**2**	**3**	**4**
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

5.   All staff provided input in identifying areas of needed improvement.

1	**2**	**3**	**4**
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

6.   Area of needed improvement are identified and agreed upon.

1	**2**	**3**	**4**
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

7. Timeline developed for PAM implementation and/or program improvement.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

8. Agendas for meetings are developed by the staff.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

9. Regular staff meetings (1 to 1.5 hr.) are held.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

11. All staff consider themselves to be equal partners in the collaborative process.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

Pre-Enrollment Component:

1. Learner inquiries are welcomed.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

2. Script for phone or in person inquiries is used.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

3.   Information packets of descriptive materials are handed out or mailed.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

4.   Program options are explained.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

5.   Inquiry about special needs is made by staff.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

6.   Next activity is scheduled (e.g. orientation, GED exam, GED practice test, or placement testing) for participant.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

Orientation Component:

1.   Orientation scheduled regularly as a group activity.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

2.   Enrollment materials are completed.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

3.   Learners are asked to self-identify any disabilities.

1	2	3	4
Strongly	**Agree**	**Disagree**	**Strongly**
Agree			**Disagree**

4.   Learners identify goals for participation.

1	2	3	4
Strongly	**Agree**	**Disagree**	**Strongly**
Agree			**Disagree**

5.   Learners participate in group activities.

1	2	3	4
Strongly	**Agree**	**Disagree**	**Strongly**
Agree			**Disagree**

6.   Instructional class time options are discussed.

1	2	3	4
Strongly	**Agree**	**Disagree**	**Strongly**
Agree			**Disagree**

7.   Learners develop options to address problems that might arise (e.g. childcare, transportation, illness, and weather).

1	2	3	4
Strongly	**Agree**	**Disagree**	**Strongly**
Agree			**Disagree**

8.   The learner does at least 15% of the talking during orientation.

1	2	3	4
Strongly	**Agree**	**Disagree**	**Strongly**
Agree			**Disagree**

9.	The learners leave with a clear understanding of program services available and the belief that she/he can be successful.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

10.	If asked, the learners would comment that they felt like the staff truly cared about their well-being and encouraged their continued participation.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

Assessment Component:

1.	Placement testing is described.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

2.	Needed learner accommodations are identified and provided.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

3.	Testing environment and practices are such that the test is appropriately administered.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

4.	Learner completes appropriate pre-test.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

5. Assessment results are explained individually in a confidential setting.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

6. A copy of assessment results in an understandable format is given to the learner .

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

7. Testing materials and test results are kept confidential and stored in a secure location.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

8. Assessment results are linked to instructional materials.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

Prescription Component:

1. Prescription is developed collaboratively between learner and instructor in a confidential setting.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

2. Learning abilities and interests are identified.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

3.   Learners are asked to self-identify any disability affecting participation.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

4.   Release of information forms are completed for relevant educational records.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

5.   Learner goals are identified and learner understands and values the goals he/she has set.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

6.   Instructional options are described and selected.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

7.   Participation schedule is developed with the learner.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

8.   Curricular materials are specified.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

9. Assessment results are incorporated into decision about curricular goals.

1	**2**	**3**	**4**
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

10. Steps are initiated to identify and select appropriate access and instructional accommodations.

1	**2**	**3**	**4**
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

11. Progress reviews are scheduled and conducted on a regular basis.

1	**2**	**3**	**4**
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

12. An adult education class schedule is developed with the learner.

1	**2**	**3**	**4**
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

13. The learner's goals are reviewed routinely in order to determine progress and the goals appropriateness.

1	**2**	**3**	**4**
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

Instruction Component:

1. Multi-instructional methods are used.

1	**2**	**3**	**4**
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

2.   Learners participate in a combination of individual, dyad, small, or large group instruction, as appropriate.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

3.   Independent work (e.g. worksheets, computer drills, workbooks) are only used as supplementary materials or for skill reinforcement only.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

4.   Routine progress testing is conducted at fixed intervals.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

5.   Routines for reviewing the learners' learning plans and progress are established.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

6.   Instruction is most frequently provided in small or large groups.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

7.   Class schedules are posted.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

8. Learning strategy classes are taught.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

Test-Taking Component:

1. Test-taking strategies are offered as curricular content.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

2. Learners are fully informed about the process of test-taking, including the implications of test outcomes.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

3. Staff consults with learners about testing preparation and requirements.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

4. Environment and atmosphere are appropriate for successful testing.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

5. Appropriate accommodations are available for persons with disabilities.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

6.   Exams are administered according to standardization directions.

| 1 | 2 | 3 | 4 |
| Strongly Agree | Agree | Disagree | Strongly Disagree |

Transition Component:

1.   Staff reviews with learners their participation and success in the program to date.

| 1 | 2 | 3 | 4 |
| Strongly Agree | Agree | Disagree | Strongly Disagree |

2.   Program has established transition goal benchmarks so participant and staff can assess progress toward goal achievement.

| 1 | 2 | 3 | 4 |
| Strongly Agree | Agree | Disagree | Strongly Disagree |

3.   A community resource directory is available for learners.

| 1 | 2 | 3 | 4 |
| Strongly Agree | Agree | Disagree | Strongly Disagree |

4.   Participants apply for federal financial aid by completing the Free Application for Federal Student Aid (FAFSA) while still in the adult education program.

| 1 | 2 | 3 | 4 |
| Strongly Agree | Agree | Disagree | Strongly Disagree |

5.   Individual transition planning meetings are held.

| 1 | 2 | 3 | 4 |
| Strongly Agree | Agree | Disagree | Strongly Disagree |

6.   Staff assists the learner with initiating and following up with her/his choice for postsecondary education or training.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

7.   Follow-up contacts are attempted and continued transition support offered to participants who have exited the program.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

8.   Program has a written transition plan for assisting participants in higher levels to postsecondary education or training.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

9.   All staff review the program's transition plan annually and provide updates as appropriate.

1	2	3	4
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**

FY2011 PAM Implementation Review

Collaborative Approach	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total	Average Rating
1. All instructors and staff are involved.												
2. All center and outreach sites are involved.												
3. Issues with current policies, practices, and procedures are identified.												
4. All staff and instructors have reviewed the PAM content.												
5. All staff provide input in identifying areas of needed improvement.												
6. Areas of needed improvement are identified and agreed upon.												
7. Timeline developed for PAM implementation and/or program improvement.												
8. Agendas for meetings are developed by the staff.												
9. Regular staff meetings (1 to 1.5 hr.) are held.												
10. All staff consider themselves to be equal partners in the collaborative process.												
Collaborative Approach Totals												
Pre-Enrollment Component	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total	Average Rating
1. Learner inquiries are welcomed.												
2. Script for phone or in person inquiries is used.												
3. Information packets of descriptive materials are handed out or mailed.												

Pre-Enrollment Component	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total	Average Rating
4. Program options are explained.												
5. Inquiry about special needs is made by staff.												
6. Next activity is scheduled (e.g. orientation, GED exam, GED practice test, or placement testing) for participant.												
Pre-Enrollment Component Totals												

Orientation Component	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total	Average Rating
1. Orientation scheduled regularly as a group activity.												
2. Enrollment materials are completed.												
3. Learners are asked to self-identify any disabilities.												
4. Learners identify goals for participation.												
5. Learners participate in group activities.												
6. Instructional class time options are discussed.												
7. Learners develop options to address problems that might arise (e.g., childcare, transportation, illness, and weather).												
8. The learner does at least 15% of the talking during orientation.												
9. The learners leave with a clear understanding of program services available and the belief that she/he can be successful.												

Orientation Component	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total	Average Rating
10. If asked, the learners would comment that they felt like the staff truly cared about their well-being and encouraged their continued participation.												
Orientation Component Totals												

Assessment Component:	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total	Average Rating
1. Placement testing is described.												
2. Needed learner accommodations are identified and provided.												
3. Testing environment and practices are such that the test is appropriately administered.												
4. Learner completes appropriate pre- test.												
5. Assessment results are explained individually in a confidential setting.												
6. A copy of assessment results in an understandable format is given to the learner.												
7. Testing materials and test results are kept confidential and stored in a secure location.												
8. Assessment results are linked to instructional materials.												
Assessment Component Totals												

Prescription Component	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total	Average Rating
1. Prescription is developed collaboratively between learner and instructor in a confidential setting.												

Prescription Component	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total	Average Rating
2. Learning abilities and interests are identified.												
3. Learners are asked to self-identify any disability affecting participation.												
4. Release of information forms are completed for relevant educational records.												
5. Release of information forms are completed for relevant educational records.												
6. Release of information forms are completed for relevant educational records.												
7. Learner goals are identified and learner understands and values the goals he/she has set.												
8. Instructional options are described and selected.												
9. Participation schedule is developed with the learner.												
10. Curricular materials are specified.												
11. Assessment results are incorporated into decision about curricular goals.												
12. Steps are initiated to identify and select appropriate access and instructional accommodations.												
13. Progress reviews are scheduled and conducted on a regular basis.												
14. An adult education class schedule is developed with the learner.												

Prescription Component	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total	Average Rating
15. The learner's goals are reviewed routinely in order to determine progress and the goals appropriateness.												
Prescription Component Totals												

Instruction Component	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total	Average Rating
1. Multi-instructional methods are used.												
2. Learners participate in a combination of individual, dyad, small, or large group instruction, as appropriate.												
3. Independent work (e.g. worksheets, computer drills, workbooks) are only used as supplementary materials or for skill reinforcement only.												
4. Routine progress testing is conducted at fixed intervals.												
5. Routines for reviewing the learners' learning plans and progress are established.												
6. Instruction is most frequently provided in small or large groups.												
7. Curricular materials are specified.												
8. Class schedules are posted.												
9. Learning strategy classes are taught.												
Instruction Component Totals												

Test-Taking Component	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total	Average Rating
1. Test-taking strategies are offered as curricular content.												

Test-Taking Component	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total	Average Rating
2. Learners are fully informed about the process of test-taking, including the implications of test outcomes.												
3. Staff consults with learners about testing preparation and requirements.												
4. Environment and atmosphere are appropriate for successful testing.												
5. Appropriate accommodations are available for persons with disabilities.												
6. Exams are administered according to standardization directions.												
Test-Taking Component Totals												

Transition Component	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total	Average Rating
1. Staff reviews with learners their participation and success in the program to date.												
2. Program has established transition goal benchmarks so participant and staff can assess progress toward goal achievement.												
3. Participants apply for federal financial aid by completing the Free Application for Federal Student Aid (FAFSA) while still in the adult education program.												
4. A community resource directory is available for learners.												
5. Individual transition planning meetings are held.												

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total	Average Rating
6.												
Transition Component	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total	Average Rating
7. Staff assists the learner with initiating and following up with her/his choice for postsecondary education or training.												
8. Follow-up contacts are attempted and continued transition support offered to participants who have exited the program.												
9. Program has a written transition plan for assisting participants in higher levels to postsecondary education or training.												
10. All staff review the program's transition plan annually and provide updates as appropriate.												
Transition Component Totals												

Summary of Review

1. *Component Item/Area that need improvement:*

2. *Component Item/Area that need improvement:*

3. *Component Item/Area that need improvement:*

4. *Component Item/Area that are examples of best practice:*

5. *Component Item/Area that are examples of best practice:*

6. *Component Item/Area that are examples of best practice:*

Use this information in conjunction with PABLO data and Teacher Observations to determine Program Improvement Plan objective for the following fiscal year.

SIA Classroom Observation Protocol

EFFECTIVE TEACHING AND LEARNING PRACTICES	E=Enough Evidence N=Not Enough Evidence	
1. Curriculum *content* of the lessons is aligned to the demands of standards.	E/N	Evidence
a. Instructor presents lesson clearly reflecting the concepts/skills of one or more of the standards.		
b. Instructor provides students with well-defined competency-embedded standards-based lesson objectives stated in terms of the desired student learning outcomes.		
c. Students engage in activities with resources directly related to the achievement of the lesson objectives.		
2. *Cognitive level* of learning activities is aligned to the demands of the standards.	E/N	Evidence
a. Instructor poses questions that stimulate student thinking beyond recall.		
b. Instructor provides appropriate wait time after posing questions and asks students to elaborate on and justify their answers.		
c. Instructor activates students' metacognitive skills and works to determine strategies students are using to figure things out.		
d. Students work on assignments reflecting the highest demands and most important concepts posed by the standards targeted by the lesson.		
3. Standards are translated into lesson content *relevant* to adult students.	E/N	Evidence
a. Instructor ties standards-based lesson to students' goals, interests, and needs.		
b. Students actively participate in the lesson via class discussions, group projects, etc. (rather than through solitary seatwork or extended lectures).		
c. Students have varied opportunities to practice, apply, and extend new learning in authentic, practical, and adult-oriented contexts (beyond worksheets).		

4.	Standards are addressed by a *coherent progression* of learning.	E/N	Evidence
a.	Instructor begins lesson by linking content to previous lessons and what students already know.		
b.	Students have prerequisite knowledge/skills to understand lesson content.		
c.	Instructor organizes standards in a lesson to build on their natural connections.		
d.	Instructor closes lesson by reviewing lesson objectives, summarizing student learning, and previewing how the next lesson builds on that learning.		
5.	Students' level of understanding is *assessed* during the lesson and instruction is adjusted based on the data.	E/N	Evidence
a.	Instructor regularly checks whether students are mastering standards-based lesson content (e.g., circulates to check on students' work, monitors verbal responses).		
b.	Instructor provides students with prompt, specific feedback to correct misunderstandings and reinforce learning.		
c.	Students signal mastery of lesson content before instructor introduces new ideas.		
d.	Instructor provides supplemental instruction for students when insufficient learning has occurred and extensions for those ready for additional challenges.		
e.	Students evaluate and reflect on their own learning.		

Summary of Observations

Standards-In-Action Classroom Observation System Observer's Guide
SUBMIT TO: Kansas Board of Regents Adult Education by e-mail to
mcarson@ksbor.org
DEADLINE for Submission: July 29, 2011

	Total #Es	Prevalence %
1. Curriculum *content* of the lessons is aligned to the demands of standards.		
a. Instructor presents lesson clearly reflecting the concepts/skills of one or more of the standards.		
b. Instructor outlines a well-defined standards-based lesson objective stated in terms of the desired student learning outcomes.		
c. Students engage in activities with resources directly related to the targeted standards.		
2. *Cognitive level* of learning activities is aligned to the demands of the standards.	**Total #Es**	**Prevalence %**
d. Instructor poses questions that stimulate student thinking beyond recall.		
e. Instructor provides appropriate wait time after posing questions.		
f. Instructor asks students to elaborate on and justify their answers.		
g. Instructor activates students' metacognitive skills (e.g., models strategies, inquires about students' strategies).		
h. Students work on assignments reflecting the highest demands posed by the standards targeted by the lesson.		
3. Standards are translated into lesson content *relevant* to adult students.	**Total #Es**	**Prevalence %**
i. Instructor ties standards-based lesson to students' goals, interests, or needs.		
j. Students actively participate in the lesson via class discussions, group projects, etc. (rather than through solitary seatwork or extended lectures).		
k. Students have varied opportunities to apply new learning in authentic, practical, and adult-oriented contexts (beyond worksheets).		

4. Standards are addressed by a *coherent progression* of learning.	Total #Es	Prevalence %
l. Instructor explicitly links lesson content to previous lessons or what students already know.		
m. Students have prerequisite knowledge/skills to understand lesson content.		
n. Instructor incorporates standards in a lesson in a manner that builds on their natural connections.		
o. Instructor closes lesson by reviewing lesson objectives, summarizing student learning, and previewing how the next lesson builds on that learning.		
5. Students' level of understanding is *assessed* during the lesson and instruction is adjusted based on the data.	Total #Es	Prevalence %
p. Instructor regularly checks whether students are mastering standards-based lesson content (e.g., circulates to check on students' work, monitors verbal responses).		
q. Instructor provides students with prompt, specific feedback to correct misunderstandings and reinforce learning.		
r. Students signal understanding of lesson content before instructor introduces new ideas.		
s. Instructor responds to the difference in readiness, interests, or learning styles of students by enhancing, replacing, or adding new strategies so that all students are challenged and no student is unnecessarily frustrated.		
t. Instructor provides supplemental instruction for students who signal they need it (e.g., individualized or peer tutoring, re-teaching activities, review of basic skills).		
u. Instructor provides students who complete class work with extension activities rather than leaving them idle while others complete work.		
v. Students evaluate and reflect on their own learning.		