KANSAS FOUR-YEAR STATE PLAN

Adult Education and Family Literacy

Under Title II of the
Workforce Investment Act of 1998

Approved by:
The Kansas Board of Regents

February 16, 2000

For July 1, 2000 through June 30, 2004

Approved by:
U.S. Department of Education
Revised June 20, 2000

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1.0 CERTIFICATIONS AND ASSURANCES

The Kansas Board of Regents hereby submits its 4-year state plan to be effective from July 1, 1999, until June 30, 2004. The Kansas Board of Regents also assures that this plan, which serves as an agreement between State and Federal Governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances:

1.1 Certifications – Education Department General Administrative Regulations (34 CFR Part 76.104)

(1) The Kansas Board of Regents is eligible to submit the plan.

(2) The Kansas Board of Regents has authority under Kansas state law to perform the functions of the State under the program.

(3) The State of Kansas legally may carry out each provision of the plan.

(4) All provisions of the plan are consistent with Kansas law.

(5) The Executive Director of the Kansas Board of Regents, specified by title in the certification, has authority to receive, hold, and disburse Federal funds made available under the plan.

(6) The Executive Director of the Kansas Board of Regents, who submits the plan, specified by title in the certification, has authority to submit the plan.

(7) The Kansas Board of Regents has adopted or otherwise formally approved the plan.

(8) The plan is the basis for operation and administration of the program in the State of Kansas.

1.2 Assurances – Workforce Investment Act of 1998 (Public Law 105-220)

1.2.1 (Section 224 (b) (5), (6), and (8)

(1) The Kansas Board of Regents will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.

(2)   Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.

(3)   The Kansas Board of Regents will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

1.2.2. Section 241 Administrative Provisions

(a)   Supplement Not Supplant.

Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other state or local public funds expended for adult education and literacy activities.

(b)   Maintenance of Effort

An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per learner or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per learner of the aggregate expenditure of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.

Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—

(I)   shall determine the percentage decreases in such effort or in such expenditures; and

(ii)   shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.

In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time program costs.

If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities

under this subtitle for the preceding fiscal year, then the fiscal effort per learner and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the amount so made available.

The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the state or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

Kansas Board of Regents

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By: _____

Dr. Kim Wilcox

Executive Director

2.0   NEEDS ASSESSMENT

Information for this section is taken from a number of sources, including the 1990 U. S. Census, the Kansas State Department of Education, Kansas Department of Corrections, Kansas Department of Social and Rehabilitation Services, Kansas Action for Children, Inc., and various other reports. In addition, Kansas Board of Regents Adult Education staff surveyed the needs of 17 of the 35 funded adult education programs in fall 1999 and reported on needs identified by local program leadership and staff (for a full summary of the planning site visits, see Appendix B). Each report represents one piece of the puzzle representing under-educated adults in Kansas. When all the pieces of the puzzle are in place, the need for increased adult education services in Kansas is clear.

2.1   Individuals Most in Need or Hardest to Serve

According to the 1990 U. S. Census, there were **339,508 Kansas adults**, age 18 and over, without a high school diploma. Of that group, **125,426 adults** had less than a ninth grade education. In addition, **11,958 adults**, ages 16 to 19, were not high school graduates.

However, the years of education do not always equate to the expected level of literacy. A study of 644 parents tested in county health clinics and other child-related clinics in Wichita by researchers from the Dept. of Preventive Medicine, University of Kansas School of Medicine, affirmed findings of earlier researchers on the lag between grade level completed and literacy level. The Kansas study reported **that those parents generally read four to five grade levels below their highest completed grade in school.**[1] While this study is too small to be generalized to the adult population as a whole, it does suggest that many more Kansans might be among the hardest to serve.

Another source of information regarding literacy levels of adult Kansans is the National Adult Literacy Survey conducted in 1993. NALS assessed the literacy skills of adults in three different areas: prose literacy, document literacy and quantitative literacy. Scores were grouped into five levels of proficiency, with Level One the lowest and Level Five the highest level of literacy.

Because the State of Kansas did not participate directly in the NALS survey, the data concerning Kansas comes from the *Synthetic Estimates of Adult Literacy Proficiency* written by Stephen Reder for the U.S.

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[1] Reading Grade Levels and Health Behaviors of Parents at Child Clinics, Doren D. Fredrickson, M.D., PhD., et all, *Kansas Medicine*, Fall 1995, pps. 127-129

Department of Education. This data shows that 14.3 percent of all adult Kansans, or **268,902 Kansans**, would be classified at Level One. Persons functioning at this level would have trouble performing many job-related literacy tasks and would be among those most in need. Another 15.7 percent of Kansas adults, or **276,423 adults**, were at the Level Two. This level functions below the level of literacy competency expected from high school graduates.

A growing need in Kansas is program services for adults with Limited English Proficiency (LEP). The 1990 U.S. Census indicated **8,478 adults** (16 and older) who spoke English "not well" or "not at all." Although little documentation is available concerning trends of growth for adults with LEP, the Kansas State Department of Education reports that LEP enrollment in school districts has **more than tripled** since 1990 and **44 of 62 districts with LEP students had no LEP students at all as recently as 1993-94**. Children with LEP represent up to half of district students. It is reasonable to expect that many of the children with LEP have parents or other family members over the age of 16 in need of English literacy. More detail on needs of the hard-to-serve LEP population follows in Section 2.2.4 below.

2.2   Special Populations Identified Within the Workforce Investment Act, Title II.

In addition to those identified in the section above as most in need of literacy services, the Workforce Investment Act has targeted other special populations most likely to need the services provided by the Act.

2.2.1 Low Income Adult Learners who are Educationally Disadvantaged.

The U. S. Census of Population and Housing shows a strong correlation between literacy skills and economic self-sufficiency. The census shows that 25% of Kansans without a high school diploma, or **81,439 Kansans**, live below the poverty level and that 33% of Kansans without a high school diploma, or **108,477 Kansans,** live at or below 125 percent of the poverty level. This contrasts with a statewide average of only 11.5 % of Kansans living below poverty level.

Another measure of the educational level of low income adults comes from examining the Comprehensive Adult Student Assessment System (CASAS) scores earned by individuals who took the test as part of their individual assessment when they applied for Temporary Assistance for Needy Families (TANF) funds through the Department of Social and Rehabilitative

Services. Of 5,305 adults tested from July of 1997 to June of 1998, 39% (2,084) did not have a high school diploma. More importantly, over 3,500 TANF applicants had scores suggesting that they needed basic skills education at a lower level before they could benefit from GED preparation classes or perform complex workforce tasks.

2.2.2 Individuals with Disabilities

The 1990 Census reports that 8.9% of civilian, non-institutionalized Kansans, ages 16 to 64, had a work disability. Only 3.8% were unable to work because of their disability. While these numbers are small, they mainly represent the occurrence of physical disabilities. Not well represented in these numbers are those with "invisible" disabilities, such as learning disabilities.

The only information currently available on the occurrence of learning disabilities in Kansas adults is from a study done by the Kansas Department of Social and Rehabilitation Services (SRS)[2]. It assessed adults in two counties who were receiving assistance and voluntarily submitted to testing for learning disabilities. The study found that 30% of participants had learning disabilities and another 26% had IQ's equal to or lower than 80.

It is difficult to generalize about the entire state from one small study. However, the Kansas Department of Social and Rehabilitation Services (SRS) is also conducting a statewide validation study with more than 700 adults as part of a project to create a learning disabilities screening instrument that is targeted to adults instead of children. A side benefit from this study will be increased information on the occurrence of learning disabilities among Kansans. This information will be disseminated when the study is completed.

2.2.3 Single Parents and Displaced Homemakers

Statistics for this group are largely gathered from non-education sources. When looking at the number of women who took the CASAS assessment prior to enrollment in TANF programs, it is logical to conclude that these women were either single parents or displaced homemakers since women with significant others living at home are not eligible for most programs under TANF. From July of 1997 to June of 1998, 4,590 women took the CASAS

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[2] The State of Kansas Learning Disabilities Initiative, Kansas Dept. of Social and Rehabilitation Services, Income Maintenance/Employment Preparation Services, Topeka, KS, July 1998.

under the aegis of the Dept. of Social and Rehabilitation Services (SRS). As that represented over 86% of the total population tested, it is reasonable to expect that the statistics given in section 2.2.1 would be valid for these women.

This number represents only the most economically depressed single parents and those eligible for services under TANF. Other statistics show the need for adult education and family literacy programs to serve this population. In 1996**, 6,568** children were born to mothers with less than a high school diploma. This number represented an eleven percent increase over the previous five years. Whether or not this trend continues won't be clear until more recent data are available. Another indicator is the number of births to single teens. The figure, **3,559** for 1996, represents a slight increase over the preceding five years. Finally, there were **31,254** children under the age of five living in poverty in Kansas according to 1996 statistics, but only 5,847 Head Start slots were available.

2.2.4   Individuals with Multiple Barriers to Educational Enhancement, Including Individuals with Limited English Proficiency.

It is very difficult to cross-match the statistics in the previous sections to determine which individuals had multiple barriers to educational enhancement. However, it would be fairly accurate to say that most individuals who took the CASAS assessment as a part of enrollment in JTPA, TANF or Adult Education programs would be likely to fit into that category. Since 1991 over 71,000 individuals have taken the CASAS in Kansas. While not all of these would have multiple barriers, many would.

The U. S. Census shows that only one percent of all Kansans, **24,775 adults and children,** did not speak English well or not at all. As has been noted in several national publications, the Census figures for non-English speaking Americans are highly suspect. Because the synthetic estimates done by Stephen Reder for the U.S. Dept. of Education are based on census figures, they are equally likely to be incorrect.

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Perhaps the most realistic way to measure the dramatic increase in the number of limited English proficient (LEP) Kansans is to look at the K-12 system's figures. In the 1990-1991 school year, 4,661 Kansas students were identified as LEP. In the 1998 – 1999 school year, nearly 15,000 LEP students spoke 69 languages in Kansas. As all these children have families, and these families are likely to speak less English than their children, it is highly probable that the number of LEP adults in Kansas has also increased significantly since the last census.

This increase is mirrored in the number of adults served in English proficiency classes in Kansas over the past eight years. In fiscal year 1991, adult education programs in Kansas served 1,740 adults in English literacy classes. By 1999, the number had nearly tripled to 4,918. As indicated in the graph below, increases in service to adults with LEP has kept pace with increases in K-12 LEP populations.
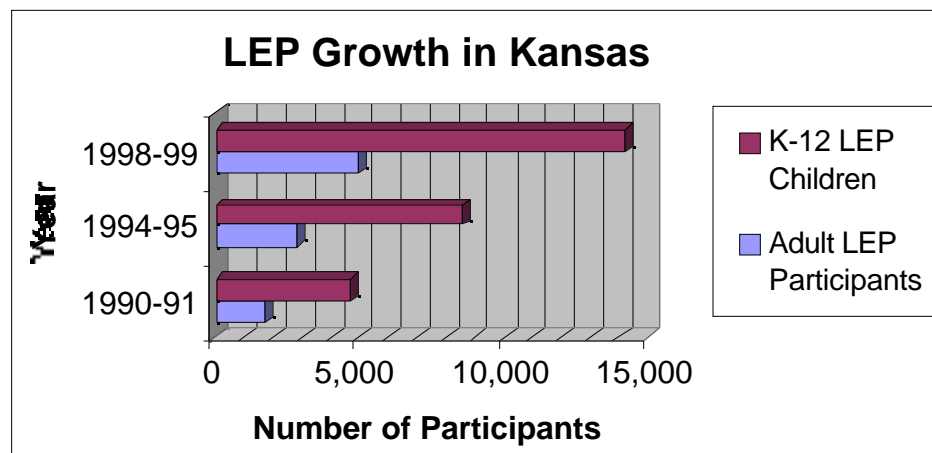
It is hoped that the next census will give a better picture of the number of adults with limited English proficiency in the United States. Until that time, the number of adults with LEP will continue growing and are likely to exceed the number that Kansas adult education centers are able to serve.

2.2.5 Criminal Offenders in Correctional Institutions and Other Institutionalized Adults

The Kansas Department of Corrections (KDOC) provides both adult education and GED preparation classes to incarcerated offenders through contracts with providers. These programs are not contracted through the Kansas Board of Regents and are not

under its jurisdiction. No federal or state adult education money is expended on these programs, which are funded by KDOC's state budget.

In 1996, 1,667 offenders were enrolled in basic skills programs, and 1,082 were enrolled in GED preparation classes. This number is out of a total offender population of 7,914 in KDOC facilities and in placements operated by other agencies.

Adult education programs in Kansas do provide services to community corrections programs, various city and county jails, and to the Osawatomie State Hospital, which is the only state institution remaining that serves adults who have mental illness. The number of inmates and other corrections participants in adult education programs has decreased in the past two years.

In 1998-99 2,078 of adult learners in these correctional programs or institutions participated in adult education programs. Of the 17 adult education programs surveyed in fall 1999, 10 programs worked with correctional institutions, and seven programs reported serving an average of 29 inmates each.

2.2.6 Conclusion

No matter how the pieces of the puzzle are put together, it is clear that adult education in Kansas is serving only a small portion of its target audience. If the most conservative estimate of the target population, the 1990 Census number of adults without a high school diploma, is used, adult education in Kansas served only **five percent (5%)** of its target population in fiscal year 1999.

What needs have adult education programs identified to serve adult learners? One program director stated, " We've done a lot with a little," but the needs to help adult learners most in need and hardest to serve remain strong. The planning site visit summary reported that the greatest needs are for **more staff** (7 of 17 programs), **more space** for instructional activities (4 of 17 programs), and **more funding** (4 of 17 programs). Program leaders and staff also identified **technology needs**, such as expanding computer labs and gaining internet access for learners. They further identified needs for additional training of staff, providing childcare for learners, increasing community awareness, and expanding programs in GED preparation and ESL.

Fiscal year 1998 saw the largest increase in state and federal funds since the inception of the program, but the state and federal expenditure in fiscal year 1999 per adult participant in Kansas was **less than $210**. It is clear that if adult education in Kansas is to play the vital role in workforce preparedness outlined in the Workforce Investment Act of 1998, resources will have to be increased on both the state and federal levels.

3.0   DESCRIPTION OF ADULT EDUCATION AND LITERACY ACTIVITIES

From grant funds made available under the Workforce Investment Act, Title II, The Adult and Family Literacy Act, the Kansas Board of Regents will award two-year grants on a competitive basis to eligible providers within Kansas. Grants will enable the eligible providers to develop, implement, and improve adult education and literacy activities, including the following categories:

- Adult education and literacy services, which may include workplace literacy services;
- Family literacy services; and
- English literacy programs, also known as English as a Second Language services;
- English Literacy and Civics Education services, which includes English as a Second Language, citizenship skills, technology skills, and employment skills.

Eligible providers will be informed that learners in adult education programs must qualify for services. A qualifying learner does not have a secondary credential; does not have basic reading, writing, or math skills; or does not have proficiency in the English language necessary to function in the multiple adult roles of citizen, employee, and family member. Specific qualifications and examples are presented in Appendix G.

3.1   Description of Activities

In fall 1999, as part of state planning efforts, KBOR Adult Education staff visited 17 adult education programs, representing half of Kansas programs, to gain a better understanding of the scope of services provided (Appendix B has a full summary of Planning Site Visit responses). Programs responded concerning

their services for adults, the strengths of their programs, and their goals for the next four years. While their responses do not represent all Kansas current adult education programs or potential eligible providers, they do provide detail and color to compose a portrait of adult education activities in Kansas.

3.1.1 Description of Services

The scope of services offered by eligible providers is both varied and extensive. It includes learners at the pre-literacy levels who are both native English speakers and limited English proficient. It extends to the level of English proficiency for those who are limited English proficient and to the secondary education completion level for all students. It includes four levels of Adult Basic Education, two levels of Adult Secondary Education, and six levels of English as a Second Language (ESL) as identified in the National Reporting System. Within these levels, a variety of learning activities are offered.

Program services for adults identified in the 17 programs visited include (number of programs offering a service is in parentheses):
>   English as a Second Language (13)
>   Citizenship preparation (5)
>   Adult Basic Education (11)
>   Adult Secondary / GED preparation (15)
>   Computer skills / technology (7)
>   Family literacy (6)
>   Workplace skills (6)
>   Literacy (3)
>   Pre-GED preparation (2)
>   Lifeskills (2)

English literacy programs offer instruction in speaking and listening, reading, writing, and grammar in real-life settings pertaining to the adults' roles as worker, family member, citizen and lifelong learner. These programs include instruction in vocational English as a Second Language (VESL). Because Kansas is a member of the CASAS Consortium, CASAS ESL competencies offer a framework for instruction.

> "Our program serves adults who speak a variety of languages, (including) Laotian, Vietnamese, Bosnian, and Spanish…"
> **–Program Director**

> "The citizenship teacher, a police officer (during the day), comes to class in uniform, and (learners) ask for her by name (when they need police assistance)…"
> - **Program Director**

One optional performance indicator for Kansas is the number of adults who gain U.S. citizenship skills. In order to show gains in this area, the learner's instructor or tutor must indicate that the learner has the skills

needed to pass a U.S. citizenship test. Several programs offer separate citizenship preparation for adults seeking U.S. citizenship. Adults learn concepts about U.S. government and history, as well as other citizenship skills, often at times outside the regular ESL class, such as on weekends.

Adult Basic Education (ABE) instruction uses CASAS competencies as the basis for a curriculum that is delivered in real-life settings pertaining to the adult learners' roles as worker, family member, citizen and lifelong learner. Pre-employment skills and computer literacy are two examples of life skills and workforce development skills offered in ABE instruction.

> One program has emergency services personnel who come to the center to give demonstrations. A realtor also visits to advise learners on buying a home.

> "41% of GED completers from our program enroll in the (local) community college…" – **Program Director**

Fifteen (15) of the 17 programs visited during the planning process offer GED preparation. Twelve (12) of them also offer computer-assisted instruction to aid learners in preparing to pass the GED Tests. Adult Secondary Education classes blend CASAS competencies with GED preparation and pre-employment or employment specific subjects chosen by employers, learners or referring agencies. Computer literacy skills are offered as well as a number of other subjects to help prepare the adults for their roles as worker, family member, citizen and lifelong learner.

Learners who complete and pass GED Tests may participate in a graduation ceremony or reception. Fifteen (15) adult education programs surveyed offer recognition to GED graduates, typically in late spring or early summer, and two (2) programs hold graduations twice a year. On average, 43 GED graduates participate in the event. Agency administrators, elected officials, school board members, and service organizations are invited and participate. Often locally donated awards or scholarships are presented, and partners sometimes assist programs with costs of the event.

The organization of local activities can vary according to the population served and the resources available. For example, some adult education programs serve large numbers of young adults, or adults with limited English proficiency. These programs organize their activities according to specific needs of the population.

> "45% of our program is 16- and 17-year-old (learners)…" – **Program Director**

In general, however, most adult education centers adhere either partially

or wholly to the organization found in the Comprehensive Adult Education Planner by Daryl Mellard, Ph.D. and David Scanlon, Ph.D. of the University of Kansas. The Proficiency Attainment Model (PAM) described in the Comprehensive Adult Education Planner was developed as a result of federally funded research, and describes seven essential components of adult education in adult education programs:

- The pre-enrollment component;
- The orientation component;
- The assessment component;
- The individual prescription component;
- The instructional and monitoring component;
- The GED test-taking component;
- The transition to community component.

While it is true that not all components are present in all programs (for example, many English literacy programs don't offer GED Testing), the PAM offers both structure and flexibility to adult education centers. It will be incorporated in new *Indicators of A Quality Adult Education Program* (see measure 4.1 in section 5.2) and will be a part of program evaluation.

If an adult education program offers family literacy services, the services will meet the description given in Section 203 (7) of the Adult Education and Family Literacy Act and found in Appendix H (Definitions). Many centers are currently providing adult education and/or parenting classes for the seven (7) Even Start and 10 Migrant Even Start programs in Kansas. The Kansas Board of Regents will continue to collaborate with other agencies and programs, including the Kansas State Department of Education, to provide quality family literacy services.

A workforce education program could combine any of the elements mentioned above. Most onsite workforce basic skills programs in Kansas are funded primarily by the company that requests services. Many adult education centers offer vestibule programs or specialized curricula in the center at the request of small or mid-size employers who can't afford onsite training.

English Literacy and Civics Education services are offered to limited English proficient adults considered "most in need / hardest to serve." Adults are offered a contextually relevant curriculum that addresses the skills necessary to function in the multiple adult roles of family member, community member, and employee. Participants in this program will gain the following skills: improved English language skills, skills necessary to pass the U.S. Citizenship examination, technology skills, and competencies in governmental, educational and workplace

systems.

3.1.2 Description of Program Strengths

KBOR Adult Education considered program strengths in developing new *Indicators of A Quality Adult Education Program*, particularly *Indicators* 6, 7, and 8 (see section 5.2). These three *Indicators* address quality issues of local financial support, professionalism of staff, and community collaboration.

All 17 adult education programs surveyed as part of the planning process readily identified their strengths. Most of them pointed to human resources as a strength. Program leaders enthusiastically described their staff as "dedicated and caring" (8), "experienced" (5), "patient and understanding" (4), "responsive to student needs" (3), and "qualified" (2).

Other strengths adult education programs identified are support of the community and local support. "This is a tragically undereducated community," stated a program director, "(Citizens) see us as a place to 'go back to school' and learn." Program leaders described "good collaboration" (4) with other agencies and organizations in their communities and a reputation as a "highly respected program" (3). In fact, programs collaborated with more than 35 types of partners, with other federal programs representing 1/3 of partners.

Three (3) adult education programs felt that "local support" of their host institution or agency is a strength. Four (4) programs believed their "facilities," such as "co-location with employment services" or a "great computer lab" (1), are strengths. However, many programs perceived a lack of institutional or agency support. "We've done a lot with a little," stated another program director. These programs often look to outside resources or collaboration to strengthen their programs.

As adult education programs respond to *Indicators* in grant applications and self-evaluation, their strengths, such as human resources and community support, will continue to benefit program quality. KBOR Adult Education will continue to provide state leadership and technical assistance to enhance program strengths (see section 12).

3.1.3 Description of Program Goals

As adult education program leaders described goals for the next four years, the words "more" and "improve" surfaced repeatedly. Programs will seek to add more outreach sites (4), staff (3), hours of service (3),

career advising and referral (3), levels of instruction (2), ESL instruction (2), and computer training (2). Some programs propose to "improve teaching techniques" (3), improve their computer lab or add internet access (2), improve services to adults with disabilities (2), and "improve quality" for the lowest levels of learners (2).

Other goals programs shared include:
"recruiting learners (3)
"work with One-Stop Center" (2)
"get better facilities" (2)
"refine orientation process" (2)

Many of these goals reflect the commitment of KBOR Adult Education, through *Indicators of A Quality Adult Education Program*, and of the U.S. Department of Education to strengthen and intensify the quality of services offered to adult learners. As one program director summarized in her response concerning program goals, "Retention, retention, retention. (Improving the quality of services means) giving them something of value to take with them."

3.2 Use of Funds for Family Literacy (Special Rule)

The Kansas Board of Regents will not use any funds 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 described as eligible individuals in Section 203, (1), (A) and (B) of Title II, except that KBOR may use such funds for such purposes if such programs, services, or activities are related to family literacy services (see definitions in Appendix H).

In providing family literacy services under Title II, eligible providers will be expected to attempt to coordinate with programs and services that are not assisted under that subtitle prior to using funds for adult education and literacy activities other than adult education activities. Evidence of these collaborative efforts will be requested in local grant applications.

Because of the successes demonstrated in family literacy programs operating under the Even Start Family Literacy (including Migrant Even Start) model, the Even Start Family Literacy model will serve as the template for family literacy programs funded under Title II. Family literacy programs will include an early childhood component (serving children seven years of age and under), an adult education component (serving parents who meet the criteria for adult education services), a parent-and-child interaction component, and a parenting support component.

3.3 New Organizational Arrangements

3.3.1 Kansas Board of Regents

In July 1999 Adult Education came under the authority of a newly appointed Kansas Board of Regents. During the summer of 1999 new Executive and Deputy Executive Directors were appointed, and in fall 1999 staff responsibilities for the agency were re-organized. As a result of the re-organization, a new organizational chart was developed.

KBOR Adult Education Associate Directors and support staff serve in the division of Academic Affairs and will report to the Director of Academic Affairs when that position is appointed. Until that time, the Deputy Executive Director oversees Academic Affairs and serves as State Director of Adult Education (see organizational chart in Appendix C).

3.3.2 Kansas Workforce Development System

Kansas was one of the last states to have the previous U.S. Department of Labor One-Stop Center State Grants approved, and consequently One-Stop Centers are relatively new in the state. The Kansas Workforce Investment Board (KWIB) recommended funding of four official One-Stop Centers that submitted applications to the Governor in 1998-1999. A fifth application was rewritten and approved in fall 1999. These five One-Stop Centers represent each of five regional service delivery areas (SDAs). Each One-Stop Center serves a region and is governed by a Private Industry Council (PIC), which will be re-organized as Workforce Investment Boards (WIB) to include all required partners as of July 2000. Each One-Stop Center coordinates services to clients with the adult education program in the immediate vicinity and with other adult education programs within the same SDA.

As determined during planning site visits, two (2) adult education programs already co-locate with a One-Stop Center, and four (4) currently offer services to a One-Stop Center. Nine (9) of the 17 programs surveyed noted that the regional One-Stop Center does not yet exist, and some programs had not yet made initial contact with other One-Stop partners. However, most programs indicated that they were meeting regularly with One-Stop Center partners to develop relationships and plan services.

Other indications from the planning site visits were that 4 programs already co-locate with Employment Services and some of the other One-Stop Center partners, and two (2) programs have Employment Services representatives onsite in their programs. Three (3) programs were

willing to co-locate with other One-Stop partners, one program was working with a One-Stop Center to arrange sharing of local data, and another program made packets from Employment Services available to learners.

KBOR will demonstrate leadership in coordination of AEFLA programs with One-Stop Centers in two ways: through representation on the state Workforce Investment Board (KWIB) and through encouragement of adult education programs to build relationships with regional One-Stops (for more detail, see section 12). Organizational charts for the proposed Kansas Workforce Development System are in Appendix C.

3.3.3   Local Adult Education Program Organization

Research in Kansas has shown that, once a learner has entered a program, the most important factors leading to retention are the design and quality of adult education services being offered. In response to this research, the University of Kansas developed the Comprehensive Adult Education Planner (PAM). PAM's program design will increase retention through managed enrollment, an extensive orientation, small and large group instruction, and other features of a more structured learning environment. KBOR Adult Education has endorsed this model through its *Indicators of A Quality Adult Education Program* (see section 5.2) as a result of experiences of two centers that followed the entire model and several centers that adopted parts of the model and experienced increased retention. Through response to the *Indicators*, adult education programs will continue to focus on improving program design and quality.

4.0   ANNUAL EVALUATION OF ADULT EDUCATION AND LITERACY ACTIVITIES

4.1   Annual Evaluations

Kansas Board of Regents Adult Education will annually evaluate all adult education and literacy programs receiving funds under the Adult Education and Family Literacy Act, including programs receiving English Literacy and Civics Education funds. Three major methods of evaluation will be employed. The first method of evaluation will be a quarterly review of local program data to determine if local programs have met

core performance levels as approved in grant applications. This information will be gathered on ABE2000, an information management system that is uniform across all local programs, collects participant-level data, and generates annual and quarterly reports (see section 5.1). Participant-level data will be kept on file for a minimum of five years.

ABE2000 data will be compiled and analyzed on the state level to determine if KBOR has met its core performance levels approved by the U. S. Department of Education. ABE2000 data will be verified at the state level through data matching with other state agencies or through use of telephone follow-up surveys following National Reporting System protocols.

A second form of evaluation will be the annual statistical report, the annual self-evaluation, and the annual Program Improvement Plan report. The statistical report will furnish the information on the local level that is aggregated for the state's annual report to the U.S. Dept. of Education. English Literacy and Civics Education programs will also report the number of outcomes achieved by participants in educational/workplace readiness/technology gain, U.S. citizenship skills, and employment.

The self-evaluation will be based on the new *Indicators of A Quality Adult Education Program* (see section 5.2). All adult education programs will be expected to file an annual Program Improvement Plan report, including the program's progress on the improvement plan and the effect of professional development on staff members, the program, and learners in the program (see Section 12.1.5 for more information). These reports, along with information from the core performance indicators, will enable local programs to target professional development activities to areas of program improvement, and to determine areas of program strength that could be shared with other local programs.

The third method of evaluation will be onsite monitoring of adult education programs. Data collected from ABE2000 and self-evaluation will be used as starting points for monitoring visits. Beginning in spring 2000, KBOR Adult Education will contract with individual(s) with knowledge of WIA and expertise in conducting state monitoring visits for adult education programs. All programs will be monitored before the end of the first year of the two-year grant cycle beginning July 1, 2000, and before the end of the first year of every two-year grant cycle thereafter. Programs receiving English Literacy and Civics Education funds will be monitored annually.

Kansas *Indicators of A Quality Adult Education Program* will be reviewed

with program staff to determine the program's success in meeting these *Indicators*. Monitoring contractors will look at each measure of the *Indicators* in great detail and will expect adult education program staff to present documentation of evidence as to how they have worked toward and met the standards for each measure. Programs will be expected to provide documentation and other evidence of performance as required by AEFLA and the KBOR grant application. Monitoring results will be reported to KBOR Adult Education following visits.

KBOR Adult Education staff will use monitoring results to support program enhancement visits to low-performing programs. These program enhancement visits will provide technical assistance for individual programs to help them meet performance expectations and enhance quality. If a program cannot meet indicators successfully, KBOR Adult Education will follow up to determine if the program should continue to be funded and what changes may be necessary (see section 6 for more detail on funding).

As time permits, KBOR Adult Education staff will also visit centers that meet and/or exceed performance levels. These visits will gather information on how programs assess and record learner data. KBOR Adult Education staff also will look for best practices to disseminate across the state.

5.0   PERFORMANCE MEASURES

This section describes the comprehensive performance accountability system at the Kansas Board of Regents. It describes the activities used to assess the effectiveness of KBOR in achieving continuous improvement in adult education and literacy activities under the Adult Education and Family Literacy Act. The purpose of the performance measures is to optimize the return on investment of state and federal funds in adult education and literacy activities.

5.1   The KBOR agency performance measures will consist of the core indicators of performance quality as described in Sec. 212(b)(2)(A) and listed below (in bold print) plus three optional performance measures.

1.   **Educational/Workplace Readiness/Technology Gain**
2.   **Enter Employment**
3.   **Retain or Improve Employment**
4.   **Receive GED or Adult High School Diploma**
5.   **Placement in Post-secondary Education or Training**
6.   Achieve Citizenship Skills
7.   Increase Involvement in Children's Education
8.   Increase Involvement in Children's Literacy Activities

5.1.1   Data Collection

In order to comprehensively measure performance, KBOR Adult Education staff determined in May 1999 that a new data collection system was needed. A new Access-based software, ABE2000, was programmed and introduced in an alpha version in July and August 1999. Adult education programs piloted the software from July through October 1999 and provided feedback on the positive features and drawbacks of the system.

In July 1999 KBOR Adult Education staff received updated requirements for the National Reporting System (NRS) and made numerous modifications to ABE2000. The modifications reflect both core and optional performance measures and the NRS requirements. KBOR Adult Education studied which performance data could be collected through direct program report, either at intake, through assessment, or through ongoing data collection. Also determined was which data could be verified through data matching with other state agencies or, alternatively, would be collected through surveys using NRS protocols. The results of that study are in the following table.

Data Collection Measures and Methodologies

Measures	Methodology
Participant Outcomes:	
Educational/ Workplace Readiness/ Technology Gain	Direct Program Report (assessment)
Enter Employment	Direct Program Report (ongoing)/ Data Matching or Follow-up Survey
Retain or Improve Employment	Direct Program Report (ongoing)/ Data Matching or Follow-up Survey
Receive GED or Adult High School Diploma	Direct Program Report (ongoing)/ Data Matching
Placement in Post-secondary Education or Training	Direct Program Report (ongoing)/ Data Matching or Follow-up Survey
Achieve Citizenship Skills	Direct Program Report (assessment)
Increase Involvement in Children's Education	Direct Program Report/ Follow-up Survey
Increase Involvement in Children's Literacy Activities	Direct Program Report/ Follow-up Survey
Demographic/Participation Measures:	
Ethnicity	Direct Program Report (intake)
Gender	Direct Program Report (intake)
Age	Direct Program Report (intake)

Labor Force Status	Direct Program Report (intake)
Public Assistance Status	Direct Program Report (intake) / Data Matching
Primary and Secondary Program Goals	Direct Program Report (intake)
Contact Hours	Direct Program Report (ongoing)
Category of Enrollment	Direct Program Report (intake)
Disability Status	Direct Program Report (intake)

A second version of the software, ABE2000B, was introduced in October 1999 and will continue to be in use through July 2000. In addition, extensive training was provided for program leadership on use of the software, definitions for data, and outcome measures definitions (see below and Appendix H). To ensure optimal accuracy of data, technical assistance and training efforts for ABE2000B software and specific reporting requirements will continue throughout fiscal year 2000.

ABE2000B captures demographic and performance data on individual learners in a multi-year format. Once a learner's data is entered into the system, it needs only to be updated in subsequent years, therefore saving time for learners and for programs. ABE2000B also features queries and reports to organize and report the data.

Quarterly and annual reports are available directly from the software. Annual reports summarize the data needed for federal statistical tables 1 through 6 in years 1999-2000 (previous format), 2000-2001(NRS format), and future years. The quarterly reports indicate the number of participants and their hours by level and the number of participants by ethnicity, gender, and age. Aggregate quarterly reports will report each program's progress in meeting performance measures, including outcomes on the following reports:

- Enter Employment Report for Data Matching
- Enter Employment Report for Survey
- Retained/Improved Employment Report for Data Matching
- Retained/Improved Employment Report for Survey
- Placement in Post-secondary Education /Training Report
- Achieve Citizenship Skills Report
- Receive GED Report
- Increase Involvement in Children's Education and Children's Literacy Activities Report

Like the alpha version, ABE2000B has benefited from extensive input from adult education programs during the pilot phase. Initial response from programs has been generally positive. During planning site visits all 17 programs were implementing ABE2000B, and further technical assistance was offered as questions arose. Ten (10) programs assigned support staff to use ABE2000B. In five (5) programs a program director or coordinator was collecting data and entering it into the system, and in two (2) programs instructional staff performed those same duties.

Adult education programs will continue to use ABE2000B or its later versions during the remainder of the 4-year plan period. KBOR Adult Education will negotiate arrangements with other state agencies to verify outcomes identified in data matching reports. During late 1999 and early 2000 KBOR has continued to meet with WIA partners to proceed towards implementation of the Information System Vision for the Kansas Workforce Development System (see Section 3.3). Data available through ABE2000 will be linked to the Kansas Information System to the extent possible when the system is in place.

5.1.2 Definitions

Key to collecting accurate data is a full understanding of definitions to be applied during the data collection process. KBOR Adult Education staff drew definitions for data from a variety of resources: National Reporting System requirements, U.S. Department of Education Annual Report guidelines, U.S. Department of Labor website, State of Kansas Official Transportation Map, CASAS manuals, and program response.

While the majority of the definitions are based on federal definitions or national requirements, they have also benefited from the responses of adult education program leadership during the planning process. Program leaders reviewed and commented on drafts of the definitions during development, and their suggestions were used to clarify the definitions and provide examples.

In addition to definitions for data, KBOR Adult Education published and will use Outcome Measures Definitions (see Appendix H). Outcomes Measures Definitions include 12 levels of learning and define appropriate measures for gains in each level. The table

shows measures for educational gains, workplace readiness gains, and technology gains. Educational gains will be measured by CASAS (from diagnostic to post-test) or Official GED Practice Tests in English. Workplace readiness gains will be measured by completion of Employment Competency System Pre-Employment / Work Maturity Skills checklists. Technology skills gains will be measured by completion of checklists in four levels (A, B, C, and D). All gains are calculated by ABE2000 software and reported as described in section 5.1.1 above.

5.2   Additional Indicators

Kansas Board of Regents Adult Education has further identified *Indicators of A Quality Adult Education Program* for adult education and literacy activities authorized under this subtitle. Kansas has used *Indicators of Program Quality* since 1991, when indicators were adopted following the model of the National Literacy Act. The original *Indicators of Program Quality* were used as a self-evaluation and as a monitoring tool but have not been tied to program performance or to funding in the past. As adult education programs have shown progress through Program Improvement Plans and professional development activities, they have been able to meet most, if not all, standards.

Since standards have not changed significantly for several years and the performance expectations under the Adult Education and Family Literacy Act require a revision of indicators and standards, KBOR Adult Education developed a new set of indicators, *Indicators of A Quality Adult Education Program*. The process of developing a new set of indicators began with a question: "What does a quality adult education program in Kansas provide?"

To answer the question, KBOR Adult Education staff reviewed the original Kansas *Indicators of Program Quality*, indicators from several states (see section 5.4), National Reporting System requirements, and Section 231(e) of the Adult Education and Family Literacy Act. Staff also considered preliminary quarterly data from ABE2000B and responses to questions during planning site visits.

From this process nine (9) indicators and 20 measures of quality were developed. Indicators were presented in draft form at a state planning meeting in October 1999 and were followed by two drafts in November and December 1999. Each draft elicited numerous comments and questions from the field, and measures were modified or clarified based on that input.

The *Indicators of A Quality Adult Education Program* establish new, higher standards for adult education programs to target and achieve. All measures are objective, quantifiable, and measurable, and several rely on data collected directly from ABE2000B. The *Indicators of A Quality Adult Education Program* will serve as a basis for funding (see section 6), for self-evaluation of progress, and for monitoring of programs.

Indicators of A Quality Adult Education Program Including Standards and Measures

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

		The program serves participants who are representative of the ethnic diversity of the under-educated population in the program's service area, including limited English proficient adults. (2 points)
	High (2 pts.)	The *percentage* of each ethnic group served by the program adequately reflects those identified as qualifying for services according to the most current U. S. Census and Kansas data.
	Medium (1 pts.)	The *percentage* of each ethnic group served by the program somewhat reflects those identified as qualifying for services according to the most current U. S. Census and Kansas data.
	Low (0 pts.)	The *percentage* of each ethnic group served by the program does not reflect those identified as qualifying for services according to the most current U. S. Census and Kansas data.

Note: all programs will access common U.S. Census and Kansas data sources for standardized determination of ethnic diversity by county. Further detail on accessing these common data sources will be available from KBOR adult education staff or the most current Request for Proposal application packet.

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 identified low skill levels or low levels of English proficiency.
Service area – the county or counties the adult education program serves.
Each ethnic group – the number of participants in each of the ethnic groups as determined by U.S. Department of Education definitions.

Measure 1.2

		The program serves participants at the lowest levels of educational attainment. (8 points)
	High (8 pts.)	25% or more of participants enter at one of the five "Beginning Levels" (Levels 1, 2, 7, 8, or 9 in Outcomes Measures Definitions).
	Medium (4 pts.)	15% to 24% of participants enter at one of the five "Beginning Levels" (Levels 1, 2, 7, 8, or 9 in Outcomes Measures Definitions).
	Low (0 pts.)	Less than 15% of participants enter at one of the five "Beginning Levels" (Levels 1, 2, 7, 8, or 9 in Outcomes Measures Definitions).

Definitions:
Beginning levels – includes Beginning Literacy ABE, Beginning ABE, Beginning ESL Literacy, 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 when the participant begins or returns to the adult education program for the first time within the current year.

Measure 1.3

		The program serves participants with documented disabilities. (2 points)
	High (2 pts.)	10% or more of participants have documented disabilities.
	Medium (1 pts.)	5% to 9% of participants have documented disabilities.
	Low (0 pts.)	Less than 5% of participants have documented disabilities.

Definitions:

Documented disabilities – in the case of a physical disability, documentation consists of notations in the participant folder of the nature of the disability and how it was accommodated (for example, "the learner entered in a wheelchair, was informed of accessible facilities within the center, and requested and was offered a table or computer terminal at an accessible height"). In the case of learning or other "invisible" disability, documentation follows ADA recommendations and consists of school records (such as IEP or evidence of special education services) or the written diagnosis of a qualified psychologist or medical doctor within the last 10 years (if this documentation is not available, note that the participant's disability and corresponding accommodations in the folder). Results from screening instruments or learning style surveys do not constitute documentation of a disability.

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

Measure 2.1

		Participants make significant educational/workplace readiness/technology gains. (4 points)
	High (4 pts.)	30% or more of all participants complete a level within a year.
	Medium (2 pts.)	20% to 29% of all participants complete a level within a year.
	Low (0 pts.)	Less than 20% of all participants complete a level within a year.

Definitions:

Complete a level – as defined in Outcome Measures Definitions and on ABE2000B software.

Within a year – within four quarters of a participant's initial entry into the adult education program.

Measure 2.2

Participants not making significant educational/workplace readiness/technology gains do demonstrate progress. (2 points)		
	High (2 pts.)	**50% or more of all participants progress within a level within a year.**
	Medium (1 pts.)	**30% to 49% of all participants progress within a level within a year.**
	Low (0 pts.)	**Less than 30% of all participants progress within a level within a year.**

Definitions:

Progress within a level – as defined in Outcome Measures Definitions and on ABE2000B software.

3. **The program documents participant outcomes, and participants remain in the program a *sufficient length of time* so that they are able to achieve 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. (4 points)		
	High (4 pts.)	**The *average* number of participant hours for *all* program participants is 40 or more hours.**
	Medium (2 pts.)	**The *average* number of participant hours for *all* program participants is 30 to 39 hours.**
	Low (0 pts.)	**The *average* number of participant hours for *all* program participants is less than 30 hours.**

Definitions:

Average number of participant hours – the total number of hours for participants at all levels (regardless of goal/outcome completion) in a fiscal year divided by the total

number of participants at all levels in a fiscal year.

Example: 4000 hours / 100 participants = 40 hours (average number of participant hours).

If division results in a decimal that is .500 or greater, the number may be rounded to the next highest whole hour (e.g., 37.552 hours could be rounded to 38 hours, but 37.499 hours would be 37 hours).

Measure 3.2

The number of participants with up to 2 program goals is directly proportionate to the number of participant outcomes (i.e., achieved program goals). (8 points)		
	High (8 pts.)	**The total number of outcomes is equal to or greater than the total number of participants, as measured in ABE2000 software.**
	Medium (4 pts.)	**The total number of outcomes is 75% to 99% of the total number of participants, as measured in ABE2000 software.**
	Low (0 pts.)	**The total number of outcomes is below 75% of the total number of participants, as measured in ABE2000 software.**

Examples:

Example 1 – 100 participants have 175 goals (not all of them chose 2 goals). 75 participants achieved 150 outcomes. Total number of outcomes (150) divided by total number of participants (100) equals 1.5, or 150%.

Example 2 – 200 participants have 400 goals. 180 participants achieved 175 outcomes. Total number of outcomes (175) divided by total number of participants (200) equals .87, or 87%.

Note: Outcomes are defined in the ABE2000B software manual, Appendix 1. Learners have the option to choose one goal or two goals.

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 schedules and support services [AEFLA, Section 231 (e)(10)].**

Measure 4.1

The program design and implementation process for all program sites fully incorporates the components of the Comprehensive Adult Education Planner (PAM – Mellard and Scanlon, University of Kansas). (2 points)		
	High (2 pts.)	**Program design and implementation fully incorporates all seven components of PAM at all program sites.**
	Medium (1 pts.)	**Program design and implementation fully incorporates all seven components of PAM at 75% to 99% of program sites.**

	Low (0 pts.)	Program design and implementation incorporates fewer than seven components of PAM at all program sites or fully incorporates all seven components at 1% to 74% of program sites .

Definition:
Program site – a site offering adult education program services (includes main center of the program or any outreach sites, if applicable).

Measure 4.2

Program services, including instructional activities and support services, and scheduling reflect the identified needs of the community. (8 points)		
	High (8 pts.)	Program services, including instructional activities and support services, are offered to participants at all program sites, including any outreach sites, 8 or more hours per week.
	Medium (4 pts.)	Program services, including instructional activities and support services, are offered to participants at all program sites, including any outreach sites, 6 to 7 hours per week.
	Low (0 pts.)	Program services, including instructional activities and support services, are offered to participants at all program sites, including any outreach sites, fewer than 6 hours per week.

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

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

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

Measure 5.1

The program incorporates use of technology into participant instruction. (2 points)		
	High (2 pts.)	All program sites incorporate using a computer and other technology tools into instructional activities.
	Medium (1 pts.)	75% to 99% of program sites incorporate using a computer and other technology tools into instructional activities.
	Low (0 pts.)	1% to 74% of program sites incorporate using a computer and other technology tools into instructional activities.

Technology tools – equipment which requires knowledge of technology for use, including facsimile machines, photocopiers, telephone systems, etc.

Measure 5.2

		The program provides technology-specific instruction, including current computer applications and use of internet, to participants. (2 points)
	High (2 pts.)	The program provides technology-specific instruction, including current computers and use of internet, to participants on 75% to 100% of its computers that are accessible to learners.
	Medium (1 pts.)	The program provides technology-specific instruction, including current computers and use of internet, to participants on 25% to 74% of its computers that are accessible to learners.
	Low (0 pts.)	The program provides technology-specific instruction, including current computers and use of internet, to participants on 0% to 24% of its computers that are accessible to learners.

Definition:

Technology-specific instruction – instruction to participants in the use of technology on computers, including internet access and computer applications in current common use (i.e., Windows 95 or greater or MacIntosh equivalent). The updates of the operating system may be no more than 5 years old, and computers must be capable of internet access.

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 5% or greater match (in cash) to federal funds.
	Medium (4 pts.)	Host institution or non-profit agency provides 3% to 4% match (in cash) to federal funds.
	Low (0 pts.)	Host institution or non-profit agency provides 0% to 2% 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 non-federal, and funds must not be generated from

contracted basic skills services. The source of cash may be state general funds, local ABE mill levy, local donations, or other (non-federal) grants.

Measure 6.2

		Paid instructional and administrative staff receives compensation comparable to equivalent staff in other programs in the same agency. (2 points)
	High (2 pts.)	Host institution or non-profit agency pays program staff a salary that is equal to or better than staff counterparts.
	Medium (1 pts.)	Host institution or non-profit agency pays program staff a salary that is 1% to 5% less than staff counterparts.
	Low (0 pts.)	Host institution or non-profit agency pays program staff a salary that is 6% to 100% less than staff counterparts.

Definitions:

Paid instructional and administrative staff – paid staff involved in instructional activities, including instructors, teachers, tutors, paraprofessional classroom aides, counselors, and assessment staff, or in administrative duties, including directors and coordinators. This definition does not include secretarial or support staff not involved in instruction or assessment. It does not include unpaid volunteers.

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 staff has appropriate educational backgrounds. (4 points)
	High (4 pts.)	90% to 100% of paid instructional and administrative staff has a bachelor's or graduate degree.
	Medium (2 pts.)	75% to 89% of paid instructional and administrative staff has a bachelor's or graduate degree.
	Low (0 pts.)	Less than 75% of paid instructional and administrative staff has a bachelor's or graduate degree.

Definitions:
Paid instructional and administrative staff – paid staff involved in instructional activities, including instructors, teachers, tutors, paraprofessional classroom aides, counselors, and assessment staff, or in administrative duties, including directors and coordinators. This definition does not include secretarial or support staff not involved in instruction or assessment. It does not include unpaid volunteers.

Measure 7.2

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

Note: New staff has 6 weeks following the date of hire to secure the initial KAEA credential. KAEA credentialling must be kept current. The standard for KAEA credentialling of staff does not imply that programs must pay for costs of credentialling. Although programs have the option to use local funds if they choose, federal and state funds may not be used for costs of credentialling.

Measure 7.3

Paid instructional and administrative staff participates in professional development relevant to program improvement. (4 points)		
	High (4 pts.)	100% of paid instructional and administrative staff have yearly revised professional development plans that are aligned with Program Improvement Plans and *implemented*.
	Medium (2 pts.)	90% to 99% of paid instructional and administrative staff have yearly revised professional development plans that are aligned with Program Improvement Plans and *implemented*.
	Low (0 pts.)	Less than 90% of paid instructional and administrative staff have yearly revised professional development plans that are aligned with Program Improvement Plans and *implemented*.

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. (2 points)		
	High (2 pts.)	Program demonstrates collaboration with 8 or more partners who provide a minimum of two types of services other than referrals.
	Medium (1 pts.)	Program demonstrates collaboration with 4 to 7 partners who provide a minimum of two types of services other than referrals.
	Low (0 pts.)	Program demonstrates collaboration with fewer than 4 partners who provide a minimum of two types of services other than referrals.

Definitions:

Minimum of two types of services other than referrals – those services provided by collaborative partners as identified and signed on a partner agreement form in the grant application. Partners providing fewer than two types of services are not considered as collaborative partners, and "makes referrals" does not count as one of the two types of services.

Example 1: Program A collaborates with Agency B. Agency B refers its clients to Program A, and in addition to referrals, it provides a classroom onsite (at no charge to Program A), includes information in B's newsletter about A's classes and schedules, and donates $100 toward Program A's annual GED graduation.

Example 2: Program C collaborates with the Local County Extension Office. The County Extension Office includes C's brochures on their brochure rack, sends extension agents to make presentations to adult learners, and provides C with information packets that are relevant to topics that C's instructors are currently teaching.

Measure 8.2

The program seeks and responds to input from local stakeholders pertaining to planning for local services. (2 points)		
	High (2 pts.)	Program seeks input 6 or more times per year and each time documents evidence of responses to stakeholders' input.
	Medium (1 pts.)	Program seeks input 4 to 5 times per year and each time documents evidence of responses to stakeholders' input.

	Low (0 pts.)	Program seeks input fewer than 4 times per year or has limited documentation of responses to stakeholders' input.

Definitions:

Seek input from stakeholders – examples of seeking input include advisory council planning sessions, community surveys, staff surveys, participant evaluations or questionnaires, or focus group sessions. Stakeholder input may be from one source or a variety of sources.

Document evidence of responses – examples of documenting evidence of response include formal and informal notations or reports:
1. memos or letters of response to staff or to advisory councils stating how their input was incorporated into planning;
2. advisory council minutes showing program agreement to use input in program services;
3. summary of survey results and a statement on the use of the results;
4. written evidence of policy change based on stakeholder input.

Example 1: Program A holds an advisory council meeting. During the meeting the stakeholders discuss two program needs and make suggestions to A on possible solutions. Program A's director implements two of the suggestions and documents them on her copy of the minutes from the meeting.

Example 2: Program B does a learner survey about class hours. As a result of the survey, B's director expands the evening hours from 6PM to 8PM two nights a week to 5PM to 9PM three nights a week and attaches a copy of the new class schedule to the survey summary.

Example 3: A staff committee in Program C meets and determines that certain local policies need to be changed. Based on recommendations from the staff committee, C changes three policies and acknowledges the work of the committee in the revised policy manual.

9. **The program maintains a high-quality information management system to report participant outcomes and monitor program performance [AEFLA, Section 231 (e)(11)].**

Measure 9.1

The program uses ABE2000B software to report participant demographics and outcomes and meets quarterly and annual reporting deadlines. (6 points)		
	High (6 pts.)	Program uses ABE 2000B software and meets all quarterly and annual reporting deadlines.

	Medium (3 pts.)	Program uses ABE 2000B software and meets 80 to 99% of quarterly and annual reporting deadlines.
	Low (0 pts.)	Program uses ABE 2000B software and meets 0 to 79% of quarterly and annual reporting deadlines.

Measure 9.2

The program uses ABE2000B software to report participant demographics and outcomes and uses reported data for program improvement. (6 points)		
	High (6 pts.)	Program uses ABE 2000B software and documents evidence of use of data in 3 or more program improvement activities per year.
	Medium (3 pts.)	Program uses ABE 2000B software and documents evidence of use of data in 1 or 2 program improvement activities per year.
	Low (0 pts.)	Program uses ABE 2000B software and does not document evidence of use of data in program improvement activities.

5.3   Levels of Performance for the First Three Years

1. **Educational/Workplace Readiness/Technology Gain**
2. **Enter Employment**
3. **Retain or Improve Employment**
4. **Receive GED or Adult High School Diploma**
5. **Placement in Post-secondary Education or Training**
6. Achieve Citizenship Skills
7. Increase Involvement in Children's Education
8. Increase Involvement in Children's Literacy Activities

Performance Measure 1: Educational / Workplace Readiness /

Technology Gain

Measure #1	1995	1996	1997	1998	1999	2000	2001	2002
Beginning Literacy	*	*	*	*	29%	22%	24%	28%
Beginning Basic Ed.	30%	64%	30%	22%	57%	20%	22%	26%
Low Intermediate	*	*	*	*	66%	14%	17%	21%
High Intermediate	43%	63%	39%	31%	66%	36%	38%	41%
Low Adult Secondary	*	*	*	*	72%	53%	55%	58%
High Adult Secondary	44%	68%	67%	58%	72%	69%	71%	74%
Beginning Literacy ESL	*	*	*	*	54%	22%	24%	28%
ESL - Beginning	29%	63%	39%	31%	59%	28%	30%	34%
ESL - Low Intermediate	*	*	*	*	63%	20%	23%	27%
ESL – High Intermediate	26%	64%	38%	28%	63%	20%	23%	27%
ESL – Low Advanced	*	*	*	*	63%	20%	22%	26%
ESL – High Advanced	49%	45%	38%	48%	63%	10%	15%	20%

* Previous data system did not collect this data. From 2000 forward, percentages are obtained by dividing the number of participants who complete a level by the number with a goal of educational/workplace readiness/technology gains.

Levels of Performance for the First Three Years – Performance Measures 2 through 5

The levels of core performance listed below are expressed in an objective, quantifiable, and measurable form. They show the progress of KBOR toward continuous improvement in performance.

Measure	1995	1996	1997	1998	1999	2000**	2001**	2002**
#2 **Enter Employment**	7%	8%	9%	11%	5%	37% (200)	38% (225)	40% (240)
#3 **Retain or Improve**	319	373	385	847	935	28%	30%	35%

Employment						(185)	(200)	(230)
#4 **Receive GED or Adult High School Diploma +**	4664	3753	4246	4442	5042	40% (1500)	42% (1600)	48% (1800)
#5 **Placement in Post-secondary Education or Training**	673	819	542	625	833	18% (110)	19% (115)	22% (130)

- Previous data system did not collect this data. From 2000 forward, percentages are obtained by dividing the number of participants who achieve the intended outcome by the number with a goal of enter employment, retain or improve employment, receive GED or adult high school diploma, or placement in post-secondary education or training respectively.

+ The GED passing rate for all adult education centers is less than the total GED passing rate statewide because several adult education centers do not have testing centers and because some examinees do not study at an adult education center before testing.

Estimated Performance Levels for Additional Measures

Measure	2000	2001	2002
#6 **Achieve Citizenship Skills**	37% (80)	70% (140)	80% (160)
#7 **Increase Involvement in Children's Education**	25% (70)	50% (90)	60% (110)
#8 **Increase Involvement in Children's Literacy Activities**	40% (140)	45% (160)	50% (180)

5.4 Factors

5.4.1 Comparisons of Levels of Performance with Other Eligible Agencies

In the process of developing a new set of indicators and performance measures, KBOR compared information from several states. Initially staff reviewed indicators from neighboring midwestern states, including Arkansas, Colorado, Illinois, Iowa, and Nebraska, and then states that rely heavily on CASAS, including California, Connecticut, Nevada, and Oregon. Also considered were indicators from Arizona and Pennsylvania. Drafts

of the new Kansas indicators were shared with several state directors for feedback.

Performance levels were also compared with available statistics from the U.S. Department of Education for other midwestern states.

5.4.2 Continuous Improvement in Performance

One drawback to using a continuous improvement model for planning is its assumption that the environment in which the plan has been drawn up will remain stable throughout the life of the plan. Given the rate of change in many economic and environmental factors on which the state plan depends, an unchanging rate of continuous improvement may not be feasible.

Changes in the economy of Kansas or the rate of unemployment in Kansas can have a profound effect on the core performance indicators that deal with employment. Those changes can also have a collateral effect on enrollment and other factors measured by the core performance indicators. Other changes in the environment in which Kansas adult education operates may occur and cannot be predicted.

Because the information on several of the measures has not been collected by previous local data systems, the levels of performance measures for fiscal years 1999 through 2002 are estimates. As data is collected on learners' outcomes through data matching with other WIA agencies and through telephone follow-up surveys, performance levels will be adjusted throughout the years of the plan. KBOR will ensure continuous improvement, to the extent possible considering all factors, through use of the *Indicators of A Quality Adult Education Program* for funding, self-evaluation of progress, and monitoring.

5.4.3 Inter-Agency Data Sharing

The employment and training system in Kansas has begun discussions of the performance measures common to other programs in WIA and will consider the results of a fall 1999 feasibility study in 2000. During late 1999 and early 2000 KBOR has continued to meet with WIA partners to proceed towards implementation of the Information System Vision for the Kansas Workforce Development System (see Section 3.3). Data available

through ABE2000 will be linked to the Kansas Information System to the extent possible when the system is in place.

Until the system is in place, local adult education program data will be collected and compiled at the state level in the aggregate, including outcomes for local programs. Aggregate outcomes from local programs will be shared with the entity responsible for local One-Stop Centers on request. When further information on data sharing is available, it will be included in this section of the State Plan.

The Kansas Department of Human Resources and the Kansas Workforce Investment Board have not yet furnished Kansas Board of Regents with information on the performance measures that local providers must report to one-stop centers to become and remain eligible to receive various funds under Title I. This information will be reported in this section of the state plan when it becomes available.

5.4.4   Incentive Grants

Sections 503(a)(b)(c) of the Act state:

"(a)   IN GENERAL – Beginning on July 1, 2000, the Secretary shall award a grant to each state that exceeds the state adjusted levels of performance for title I, the expected levels of performance for title II, and the levels of performance for programs under Public Law 105-322 (Carl D. Perkins Vocational and Technical Education Act of 1998), for the purpose of carrying out an innovative program consistent with the requirements of any one or more of the programs within title I, title II, or such Public Law, respectively.

(b)   APPLICATION –

(1)   IN GENERAL – The Secretary may provide to a state under subsection (a) only if the state submits an application to the Secretary for the grant that meets the requirements of paragraph (2).

(2)   REQUIREMENTS – The Secretary may review an application described in paragraph (1) only to ensure that the application contains the following assurances:

(A)   The legislature of the state was consulted with respect to the development of the application.

(B)   The application was approved by the Governor, the eligible agency (as defined in section 203), and the state agency responsible for programs established under Public Law 105-332.

(C)   The state and the eligible agency, as appropriate, exceeded the state adjusted levels of performance for title I, the expected levels of performance for title II, and the levels of performance for programs under Public Law 88-210 (as amended; 20 U.S.C. 2301 et seq.).

(c)   AMOUNT –

(1)   MINIMUM AND MAXIMUM GRANT AMOUNTS – Subject to paragraph (2), a grant, provided to a state under subsection (a) shall be awarded in an amount that is not less than $750,000 and not more than $3,000,000.

(2)   PROPORTIONATE REDUCTION – If the amount available for grants under this section for a fiscal year is insufficient to award a grant to each state or eligible agency that is eligible for a grant, the Secretary shall reduce the minimum and maximum grant amount by a uniform percentage."

Kansas has not yet developed the process and procedures that may be used to develop and submit an application to compete for an incentive award. It is likely that this process will be developed through the Interagency Alliance for Planning and Policy Development in future meetings. The Interagency Alliance for Planning and Policy Development formed in late 1999 to begin the process of creating a Kansas Action Plan for future years by focusing on establishing common goals and strategies for service to participants in Kansas One-Stop Centers. Alliance partners include Kansas Department of Human Resources (Title I, WIA), Kansas Social and Rehabilitation Services (TANF, Vocational Rehabilitation, and Title I, WIA), Kansas State Department of Education (Carl Perkins Vocational and Technical Education), and Kansas Department of Commerce and Housing (School to Careers).

Kansas Board of Regents Adult Education will participate in the process, in conjunction with the other partners referenced in the Workforce Investment Act (Titles I, II, III, and IV), to apply to the Secretary for consideration of an incentive grant at a future date. The process would be jointly planned and initiated only after a determination had been made that all eligible agencies had met

or exceeded the adjusted levels of performance as referenced in the Workforce Investment Act (Titles I, II, III, and IV). The application would follow the procedures referenced in Section 503 (2)(A)(B) of the Act.

6.0   PROCEDURES AND PROCESSES OF FUNDING ELIGIBLE PROVIDERS.

6.l   Applications

The Kansas Board of Regents will fund local activities in accordance with the considerations described in Section 231(e) of the Adult Education and Family Literacy Act (AEFLA) and state-imposed requirements. Each eligible provider desiring a grant under this Act shall submit an application to the Kansas Board of Regents containing information and assurances as KBOR may require.

A separate application will be required from an eligible provider who proposes to offer English Literacy and Civics Education services. The eligible provider must also meet criteria for size of need and increase in need that parallel federal guidelines for receipt of English Literacy and Civics Education funds at the state level.

6.2   Eligible Providers

Eligible providers for a grant are as follows:
1.   A local educational agency;
2,   A community-based organization of demonstrated effectiveness;
3.   A volunteer literacy organization of demonstrated effectiveness;
4.   An institution of higher education;
5.   A public or private nonprofit agency;
6.   A library;
7.   A public housing authority;
8.   A nonprofit institution that is not described in the above list and has the ability to provide literacy services to adults and families; and
9.   A consortium of the agencies, organizations, libraries, or authorities described in the above list.

6.3   Notice of Availability

Notice of availability of federal and state funds will be provided to eligible recipients in the following manner:

- Announcements in the *Kansas Register;*
- Direct mailing to more than 1,500 adult educators, literacy providers, and stakeholders on the mailing list of the Kansas State Literacy Resource Center;
- Additional means, such as posting the information on the KBOR Adult Education web page, will be used when available.

Adult education programs funded in previous years will be sent application packets and encouraged to attend regional Request for Proposal technical assistance workshops each spring. English Literacy and Civics Education will be announced in the same way as basic grant competitions and in the announcement eligible providers will be invited to attend a summer technical assistance workshop for potential applicants.

6.4   Process

All applications for grants and contracts under Section 231, including funds to local eligible providers for professional development under Section 223, must be submitted to the Kansas Board of Regents by or on a selected date before May 15. Basic grant applications are for two fiscal years with a budget approved for the first year and provisional renewal for the second year.

Renewal for a second year depends on the adult education program's success in meeting the goals set forth in its application and in meeting the minimum standards established by KBOR through *Indicators of A Quality Adult Education Program* (see section 5). Programs that meet or exceed minimum standards will be expected to demonstrate and document progress during the first year in order to be considered for additional funding in the second year, as available.

Programs that do not meet minimum standards in the first year will be expected to demonstrate and document substantial improvement toward meeting those standards. Using ABE2000 data, monitoring results, and other documentation supplied by the adult education programs, KBOR Adult Education will determine and apply requirements for substantial improvements toward meeting minimum standards in the second year of the two-year cycle. **Programs that do not demonstrate and document substantial improvements during the first year of funding will receive no funding for the second year.** Minimum standards will be determined initially based on data collected during the first year of the two-year cycle and will be raised with each new two-year grant cycle.

A panel of reviewers will review initial basic grant applications in late May. Providers will be notified of tentative approval of their basic grant applications and renewal applications prior to June 1. There will be a 30-day appeals process for any provider who was rejected on the initial screening. The screening committee will review the application taking into consideration the factors that the affected entity feels should be reconsidered. The Kansas Board of Regents will make the final decision regarding the acceptance/rejection of all proposals.

No agency or organization may receive Section 231 or Section 223 funds through the basic grant application process unless its application is submitted by and approved in advance of the stated deadlines. The award of funds will be made directly to the eligible provider that submits the basic grant application.

6.5   Review Process

The review of basic grant applications requesting federal and state funds will include the following steps:

- KBOR Adult Education staff will conduct a preliminary review of applications for completeness and compliance with identified guidelines.
- Applicants will be provided an opportunity to clarify/correct any deficiencies identified in the review.
- KBOR Adult Education will establish an independent panel to review all applications in the first year of the two-year cycle. The panel will include individuals with knowledge and understanding of adult education programs and may include past or current local program leaders, adult education stakeholders, and state directors from outside Kansas.
- Grant recommendations will be submitted for approval to Kansas Board of Regents.

6.6   Considerations in Reviewing Grant Applications

In awarding grants under this section, the Kansas Board of Regents will consider:

1.   The degree to which the eligible provider will establish measurable goals;

2. The past effectiveness of an eligible provider in improving the literacy skill of adults and families, and, after the 1–year period beginning with the adoption of the Kansas Board of Regents' performance measures under Section 212, the success of an eligible provider receiving funding under this Act in meeting or exceeding such performance measures, especially with respect to those adults with lower levels of literacy;

3. The commitment of the eligible provider to service individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;

4. Whether the program is of sufficient intensity and duration for participants to achieve substantial learning gains; and uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;

5. Whether the activities are built on a strong foundation of research and effective educational practice;

6. Whether the activities effectively employ advances in technology, as appropriate, including the use of computers;

7. Whether the activities provide learning in real life contexts to ensure than an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;

8. Whether the activities are staffed by well-trained instructors, counselors, and administrators;

9. Whether the activities coordinate with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, one-stop centers, job training programs, and social service agencies;

10. Whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

11. Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the Kansas Board of Regents performance measure; and

12. Whether the local communities have a demonstrated need for additional English literacy programs.

To consider these factors in its review, the review panel will utilize criteria found in the Kansas *Indicators of A Quality Adult Education Program*

(see section 5) in evaluating basic grant applications. Reviewers will evaluate the narrative and data supplied by the applicant and assign points to each of the 20 measures. Points will be totaled, and totals will be compared with the minimum standards established by KBOR Adult Education.

In the first two-year cycle, programs will receive provisional funding as described in section 6.4 above. In the second two-year cycle, in order to receive funding, all programs will be expected to meet or exceed minimum standards as identified in *Indicators of A Quality Adult Education Program* and grant applications established for that two-year cycle. **Programs that fail to meet minimum standards in either year of the second two-year cycle will not receive funding that year.**

6.7   Special Rule (Section 223(c))

Whenever the Kansas Board of Regents implements any rule or policy relating to the administration of, or operation of, a program authorized under the Adult Education and Family Literacy Act, the Kansas Board of Regents will identify, to the eligible providers, the rule or policy as being state imposed. If another state agency has created any rule that impacts the activities of eligible providers, information will be available on that rule from the state agency imposing the same.

6.8   Distribution of Funds

In order to comply with funding requirements as mandated in the Act, allocation of federal and state dollars will be made as follows:
1.   Not less than 95 percent shall be expended for carrying out adult education and literacy activities AND
2.   The remaining amount, not to exceed 5 percent, shall be used for planning, administration, personnel development, and interagency cooperation.
3.   An estimated amount of no less than $1,100,000 in state funds will match federal funds.
4.   The eligible provider shall use 8 percent of federal funds for personnel development and may, if it chooses, use additional state funds for professional development. (State-imposed Policy)
5.   All funds must be spent within the fiscal year for which they are approved. Carryover is not allowed from one fiscal year to the next. (State-imposed Policy)
6.   A funding formula (see Appendix D) will be applied for all awards except English Literacy and Civics Education (see section 6.9). (State-imposed Policy)

6.9 Process for Funding and Review of English Literacy and Civics Education Applications

All applications for English Literacy and Civic Education grants must be submitted to the Kansas Board of Regents by a selected date on or before September 15. Contingent on availability of federal funds for English Literacy and Civics Education, grant applications are for both fiscal years within the basic grant's two-year cycle. The Kansas Board of Regents will make the final decision regarding the acceptance/rejection of all proposals.

No agency or organization may receive funds through the English Literacy and Civics Education application process unless its application is submitted by and approved in advance of the stated deadlines. The award of funds will be made directly to the eligible provider that submits the application.

The review of English Literacy and Civics Education applications requesting federal and state funds will include the following steps:

1. KBOR Adult Education staff will conduct a preliminary review of applications for completeness and compliance with identified guidelines.
2. KBOR Adult Education will establish an internal review committee of at least three staff members of KBOR Academic Affairs. The review committee will include individuals with knowledge and understanding of adult education programs.
3. Grant recommendations will be submitted for approval to Kansas Board of Regents.

Reviewers will evaluate the narrative and data supplied by the applicant and assign points to each of five measures on a rubric. The five measures will rate the program for having:
- a contextually relevant curriculum that addresses the skills necessary to function in the multiple adult roles of family member, community member, and employee;
- a program design of sufficient intensity and duration to facilitate participants meeting their goals for educational/workplace readiness/technology gains, citizenship skills, and employment;
- a staff with appropriate educational background and ESL teaching experience to provide quality English Literacy and Civics Education services;
- program services for participants considered hardest to serve / most in need; and
- use of technology incorporated into participant instruction.

Points will be totaled, and totals will be compared with the minimum standards established by KBOR Adult Education. To encourage efficient use of resources, points will be adjusted through a scale based on the ratio of outcomes proposed in the application to the cost of the English Literacy and Civics Education. Both the rubric and the outcomes scale will be included in the application packet.

Awards for English Literacy and Civics Education programs will range from $10,000 to $20,000 in the first year of the two-year cycle. Programs will receive full funding requested within that range based on the number of points received, beginning with the applicant receiving the highest number of points and continuing in descending order until all available funding is allocated. Award amounts may vary in subsequent years depending on availability of federal funding for English Literacy and Civics Education.

7.0   PUBLIC PARTICIPATION AND COMMENT

7.1   Description of Activities

Kansas Board of Regents Adult Education has been as inclusive of adult education stakeholders as possible in the development of state plans, first for the transitional plan and subsequently for the 4-year plan.

7.1.1 Kansas State Transitional Plan

Numerous presentations on the Adult Education and Family Literacy Act and the state planning process were made to the Kansas Department of Social and Rehabilitation Services' Kansas Works Interagency Coordinating Council, the Kansas Coalition on Adult Literacy and Learning Disabilities, the Kansas Adult Education Association, and program leaders of currently funded adult education centers in 1998-99. All participants were invited to comment.

At a meeting of current program leaders in October 1998, work groups were formed around eight areas of concern:

1.   creation of a new information management system;
2.   debate over whether or not to charge learners fees;
3.   integration of the core performance indicators into the state funding formula;

4. challenging but reachable core performance indicator levels;
5. serving special populations;
6. moving to a multi-year application process;
7. intensifying inter-agency cooperation; and
8. use of state leadership funds.

Two days of discussions were held about the issues and values attached to these areas as well as the fears surrounding them. Following the meeting, the work groups and issues were posted on *kansasabe*, the listserv of the Kansas Adult Education Association. All members were invited to participate in the groups, and there was a good response on all levels, from clerical to instructional and administrative levels. Portions of the rough draft of the transitional plan were also posted on the *kansasabe* listserv for comments.

Discussions occurred with staff at the Kansas State Department of Education, including the Community College Consultant, the Even Start Consultant, the State Director of Vocational and Technical Education, the Team Leader of Finance, the Assistant Commissioner for Lifelong Learning, and the Commissioner of Education. All had the opportunity to provide input into writing the transitional plan.

7.1.2 Kansas 4-Year State Plan

The process to develop the 4-year state plan began in May 1999 as Adult Education began to plan for transition from the Kansas State Department of Education to the Kansas Board of Regents. Adult Education staff met with Kansas Board of Regents staff on an ongoing basis to determine future directions for Adult Education and other Academic Affairs programs. Staff also consulted with the Johnson County Community College Adult Education program concerning development of a new data collection system.

In developing a calendar for the planning process, KBOR Adult Education staff began with a premise to build consensus and consider needs and viewpoints of a broad group of stakeholders, and particularly those of adult education programs. Their input was invaluable and has provided the basis for most of the 4-year state plan.

In addition to the public participation described in the following sections, the 4-year state plan has been made available to the

public in a variety of ways. Notice of where interested individuals may read and comment on a copy of the plan has been posted on the KBOR website and mailed to more than 1500 individuals on the Kansas Literacy Resource Center database. The plan has also been posted on the KBOR website and linked to the U.S. Department of Education website.

7.1.2.1 State Planning Meetings

The first state planning meeting for the 4-year plan was held at Summer Institute July 6-9, 1999. Adult education program leaders met on July 6 to discuss possible ideas for a funding formula, review the transitional plan, and develop a list of questions for Kansas Board of Regents staff.

On July 7, 43 individuals representing 33 currently funded adult education programs participated in a second session. Participants included program directors, coordinators, instructors, and support staff. The second session addressed programs' concerns, priorities, strengths, weaknesses, threats, and opportunities.

Programs prioritized open communication between KBOR and local programs, consistency in policies, a funding formula, uniform data collection, and completing the state plan. All of these priorities are addressed in the 4-year state plan. In addition, KBOR Adult Education committed to regular open communication with programs, to visit program sites for input into the plan, and to develop consistent policies in writing.

A second state planning session occurred September 16 in Salina, Kansas. About 40 adult education directors and coordinators met to discuss the funding formula, performance measures, and definitions for the new ABE2000 data collection system. Program leaders expressed concerns that the funding formula reflect performance measures, be divided proportionately, and take learner hours into consideration. These issues were considered and responded to in the new funding formula (see Appendix D).

In October 61 individuals representing all 35 adult education programs and two agencies attended the third state planning session in Great Bend, as part of the

Kansas Adult Education Association. Participants included administrators, instructors, counselors, GED examiners, and support staff. Many individuals were among the more than 100 who participated in sessions on definitions for the ABE2000 data collection system.

The third planning session followed up on the definitions sessions, reviewed outcomes measures definitions, introduced proposed *Indicators of A Quality Adult Education Program*, discussed proposed evaluation methods, and presented a planning calendar for further input into the 4-year plan. Participants commented, made suggestions to improve and clarify the *Indicators*, and were encouraged to submit further ideas for the *Indicators* in writing or by e-mail. Numerous program leaders suggested changes and clarifications to *Indicators* in three separate drafts.

A fourth state planning meeting introduced a draft of the full 4-year plan to adult education program leaders on January 7, 2000. Participants included 47 representatives from 34 adult education programs. Participants commented on the draft plan, made suggestions for improvement and clarification, and were encouraged to submit further ideas. Numerous comments and suggestions were incorporated into the final draft of the state plan.

7.1.2.2   Stakeholder Input

From October 6 to December 2, 1999, KBOR Adult Education staff visited 17 of the 35 funded adult education programs across Kansas. Program leaders and staff were asked a series of 13 open-ended questions, including questions on program services, goals, and connections with One-Stop Centers. Program staff also gave preliminary feedback on drafts of *Indicators* and shared early quarterly data from ABE2000B. Visits lasted three to four hours on average. Their responses are included throughout the 4-year state plan and summarized in Appendix B.

During fall 1999 and spring 2000, meetings with numerous stakeholder groups continued to occur. The Kansas Coalition on Adult Literacy and Learning Disabilities discussed updates to the transitional state plan and proposed *Indicators of A Quality Adult Education Program* on September 10 and December 3, 1999, meeting

respectively. KBOR Adult Education staff participated in several Workforce Development System meetings with DHR and information system consultants in fall 1999. These meetings contributed additional information about the One-Stop system and the participation of adult education in WIA.

The Interagency Alliance for Policy Development and Planning began efforts in fall 1999 to form and implement a Kansas Action Plan for workforce development. The Alliance has contributed statistical data and information on interagency cooperation to the 4-year plan. Interagency Alliance representatives received draft copies of the plan on January 5, 2000, and commented at a presentation of the plan on February 1.

The draft plan was also presented to the CASAS National Consortium on January 28 and on January 13 to Even Start Family Literacy providers who are developing indicators in cooperation with the Kansas State Department of Education.

7.2   Governor's Comments

The Kansas Transitional State Plan for Adult Education was submitted to the Governor of the State of Kansas for review and comment on March 26, 1999, and the Kansas 4-year state plan was submitted for review and comment in February-March 2000. Revisions to the 4-year state plan for English Literacy and Civics Education were submitted to the Governor for comment in June 2000. The most recent comments from the Governor can be found in Appendix E.

8.0   PROGRAM STRATEGIES FOR SPECIAL POPULATIONS

8.1   Low Income Learners

Adult education programs in Kansas serve both the working poor and those on public assistance through a variety of venues that should be enhanced by the implementation of the One-Stop system. The Kansas Department of Social and Rehabilitation Services (SRS) has long recognized the need for interagency cooperation to improve the basic skills of Kansans receiving public

assistance. The Kansas Department of Human Resources (DHR) and SRS were both instrumental in bringing the CASAS assessment and curriculum to Kansas early in this decade. Both SRS and DHR still use the CASAS assessment although most of the training is now done through KBOR.

The collaboration necessary to standardize the CASAS assessment system led to further areas of collaboration between the three agencies, such as the Kansas Coalition on Adult Literacy and Learning Disabilities (formerly The Governor's Task Force), the Summer Institute planning committee, the Kansas Works (TANF) Interagency Coordinating Council, and the One-Stop Center workgroup. This collaboration on the state level led to increased cooperation on the local level.

Cooperation on the local level has made referral of under-educated, low-income adults to adult education for assessment, basics skill and pre-employment services the norm rather than the exception. During planning site visits staff noted that 11 of the 17 programs collaborate with SRS, and 6 collaborate with Employment Services (DHR). Each local center works with its area SRS and DHR office to set up the procedure for referrals, progress and attendance reports, and follow-up information.

As of spring 1999, six centers were either co-located with or next door to the area SRS and/or DHR offices. In several other centers, an SRS and/or DHR representative comes to the adult education center on a regular schedule to allow low-income learners to complete their paperwork without making a trip to another office.

The relationships that have already been built with SRS and DHR have led to several adult education centers being on the planning committees for local one-stop centers that were organizing under previous federal funding. All of these previous efforts will make it much easier at the state and local levels to provide input to workforce investment boards and for local programs to negotiate memoranda of understanding when those become available.

Another type of local partnership with the potential to assist low-income adults is with Kansas school districts. KBOR Adult Education will partner with school districts that provide laptop computers to disadvantaged children and allow the children to take them home. Nearly all adult education programs visited during the planning process use technology to aid adult learning. Eleven (11) programs provide internet access in computer labs for adults, and seven (7) programs offer technology instruction, with an average of 16 terminals available to adults learning computer skills.

Adult education programs will assist adult family members in their own technology skills so that they can in turn help their children learn to use the

computer. Using the laptop computers at home will help both adults and children to reinforce the technology skills they learn in class.

Finally, low-income adults will be served as programs respond to new *Indicators of A Quality Adult Education Program.* Adult education programs with strengths in *Indicators* 1, 4, and 5 (see section 5.2), and particularly measures 1.1, 4.2, and 5.2, will provide support services and technology skills to assist low-income learners who are among those "most in need."

8.2   Individuals with Disabilities

Adult education in Kansas has achieved a position of leadership in the area of service to adults with disabilities. It will continue to be on the cutting edge during the period covered by this state plan.

With the passing of the National Literacy Act, Adult Education (then under the Kansas State Department of Education) elected to spend a small portion of its literacy resource center funds to establish the Governor's Task Force on Adult Literacy and Learning Disabilities. This group, composed of representatives from every level of education, agencies serving adult populations, adults with learning disabilities and other interested stakeholders, has continued to work effectively for six years, even after its funding ended. It is currently known as the Kansas Coalition on Adult Literacy and Learning Disabilities.

Among its accomplishments are the establishment of a definition and a testing protocol for learning disabilities in adults that is accepted by all state agencies working with adults. It has increased the awareness of adults with learning disabilities in the state and led to projects by member agencies that will continue into the next century. Among the projects is a study by SRS in conjunction with a larger national study to determine the incidence of learning disabilities in the welfare population. This study led to an SRS contract with Dr. Daryl Mellard at the University of Kansas to design a screening instrument for adults, specifically adults served by SRS, DHR, KBOR, and Corrections. KBOR has assisted in the training of examiners to test the validity of the assessment package on more than 800 adults statewide. The screening tool should be ready for implementation by spring 2000.

This project also led to a state Welfare-to-Work grant to train SRS, DHR, and KBOR staff to correctly use the screening tool and to work with Vocational Rehabilitation to obtain diagnosis where the need is indicated. The grant will also support development of curricula for delivery by the community college system for adults who are identified as having a learning disability.

As partners in this collaborative effort to develop a quality screening tool for identifying adults with learning disabilities, adult educators in Kansas will have access to the new screening tool developed by the Center for Research on

Learning at the University of Kansas. On July 8, 1999, the first workshop on this new screening tool was offered for adult educators.   Additional training sessions were held in the late summer and early fall of 1999, with follow-up sessions scheduled on a regular basis.   The screening tool's reliability is dependent on the quality of training that complements the use of the tool.

KBOR Adult Education also continues to work closely with the University of Kansas and Kansas State University to better serve all adults with disabilities, whether physical, mental or emotional. These universities worked jointly on a grant from NIDDR to improve service to adults with disabilities. The result was *Accommodating Adults With Disabilities in Adult Education Programs.* This notebook, which gives step-by-step instructions for promoting the ability of adults with disabilities to meet high standards, has been distributed to all adult education centers in Kansas. Training has been held for all adult education staff in Kansas on the use of the accommodation notebook. Further training will be held at least once a year for all new staff.

In addition to these statewide efforts, many local adult education programs provide specific services to adults with disabilities. Of the 17 programs surveyed during planning site visits, 13 make specific efforts to serve adults with disabilities. Seven (7) programs provide specific accommodations for learners with disabilities. Three (3) programs make referrals to other services, and three (3) use the accommodation notebook on a regular basis. One program provides an onsite special needs coordinator, and another program brings in a Vocational Rehabilitation representative to present on types of disabilities and services. Some centers incorporate disabilities awareness and accommodation into recruitment, orientation, and learning plans and methods.

Kansas has a unique local adult education center located in the Osawatomie State Hospital. This hospital serves youth and adults with severe emotional disabilities as well as drug addiction and senile dementia. The local adult education program staff works hand-in-hand with the patient's treatment plan to provide basic skills, GED preparation, and emotional wellness information in a format and manner that benefits these special learners. The program is held in such high regard in the community that adults from the community will come to the hospital to pursue their own adult education plans. The center has a small program in the community, but adults who want additional help feel comfortable coming to the hospital to seek assistance.

Many centers serve adults with special needs who are referred by a sheltered workshop or other community agency. The centers work closely with the referring agency to be certain that the educational plan drawn up for these adults is appropriate to their abilities. Agencies are asked to provide the same level of supervision and accommodations at the adult education center that their clients receive in the referring agency. Agencies that are receiving funding

to provide education for their clients, and who want the adult education center provide that education, are expected to contract with the adult education center to fund that education.

Although programs are making efforts and awareness is high, further application of ways programs can serve adults with disabilities will be expected in future years. An essential part of new grant applications will be the inclusion of each eligible applicant's plan for serving adults with disabilities in the manner described in the notebook. As one measure in the *Indicators of A Quality Adult Education Program*, adult education programs will serve participants with documented disabilities (see measure 1.3 in section 5.2). Eligible providers will be expected to apply the same procedure for determining accommodations for all staff who have disabilities and any other program beneficiaries in any project or activities carried out under this plan.

8.3   Single Parents and Displaced Homemakers

Many single parents receive adult education services as referrals from the Kansas Departments of Human Resources and Social and Rehabilitation Services as outlined above in Section 8.1. In these cases, DHR and SRS provide needed support services. Other women enroll in Even Start and Migrant Even Start Programs that have basic skills and English Literacy programs offered through the local adult education center. During planning site visits, five (5) of 17 programs indicated partnering with Even Start or Migrant Even Start programs.

Single parents go through adult education enrollment and orientation procedures with other learners. At that time, they identify barriers to successful attainment of their adult education goals. Programs help them to form cohorts in which learners assist each other in overcoming any common barriers they face. A few adult education programs have child care services and transportation support, but the majority of centers maintain lists of sources to which they refer learners.

The needs of this population will be better addressed once the One-Stop Centers are in place and local memoranda of understanding have been signed. Single parents will also be served further as programs respond to new *Indicators of A Quality Adult Education Program*. Adult education programs with strengths in *Indicators* 4 and 5 (see section 5.2), and particularly measures 4.2 and 5.2, will provide support services and technology skills to assist single parent learners.

8.4   Individuals with Multiple Barriers to Educational Attainment, Including

Individuals with Limited English Proficiency.

Individuals with limited English proficiency (LEP) represent one of the fastest growing populations in Kansas adult education, as shown by U.S. Census and Kansas State Department of Education statistics in Section 2.2.4. Thirteen (13) of 17 adult education programs visited during the planning process offer English literacy (ESL) instruction. English literacy classes are the most likely of all classes to have waiting lists, and some learners wait up to six months to attend class. Five (5) programs also help learners gain U.S. citizenship skills, and two (2) centers offer refugee services onsite.

Extensive staff development has been done over the past eight years to prepare adult education instructors to better serve this population. Every Summer Institute, KBOR Adult Education's annual four-day multi-agency staff development effort, has had a track for ESL instructors, and sessions on teaching ESL are offered at annual conferences of the Kansas Adult Education Association.

While the ESL component of CASAS was adopted after the ABE/ASE component, the workforce-oriented, competency-based assessment is now widely used. Two community colleges in Kansas have used Title III funds to create lists of benchmarks to be used in conjunction with CASAS competencies in both the adult education and post-secondary settings. These benchmarks are used statewide and have been sent to programs in many other states at their request.

English literacy instruction is offered in real-life settings connecting closely to local employers, community service agencies, health issues, and family literacy needs. Local employers, such as hospitals, manufacturers, and meat-packing plants, will fund English literacy classes for their employees in some cases, but in many cases, the employer refers the new workers to the local adult education center.

Adults with LEP will be served as programs respond to new *Indicators of A Quality Adult Education Program*. Adult education programs with strengths in *Indicators* 1, 4 and 5 (see section 5.2), and particularly measures 1.1, 1.2, 4.2, and 5.2, will provide support services and technology skills to assist these English literacy learners. Programs receiving English Literacy and Civics Education funds will serve additional adults with LEP who are in need of skills for citizenship, use of technology, employment, and English language.

8.5   Criminal Offenders in Correctional Institutions, and Other Institutionalized Individuals.

While the State of Kansas Department of Corrections (KDOC) funds the educational activities in the state correctional institutions, KBOR Adult Education provides some staff development for KDOC instructors. KBOR does all the CASAS training for the KDOC staff and also provides GED examiner training.

All adult education centers in Kansas work closely with community corrections programs in their service area. Six (6) of 17 programs visited during the planning process collaborate extensively with community corrections. In some cases, community corrections will fund or partially fund adult education classes that are offered onsite. In other cases, a community corrections center refers its clients to adult education sites.

Adult education centers also provide many city and county jails with basic skills instruction and GED preparation courses. Inmates receive many services comparable to adults in non-institutional settings, including screenings for disabilities. Centers were encouraged to provide these services at no cost under the Adult Education Act, but many centers have re-evaluated that position and now fund them to a lesser extent. Fewer than half of the programs visited during the planning process work with inmates in correctional facilities, and all of these inmates are incarcerated for two years or less. Approximately 5% of federal funding for 1999-2000 is designated to serve correctional inmates. It is likely that this percentage will remain steady or decrease further in future years.

9.0   INTEGRATION OF OTHER ADULT EDUCATION AND TRAINING

9.1   Description of Planned Integrated Activities

The Kansas Board of Regents will ensure that adult education and literacy activities that will be carried out with any funds received under the Adult Education and Family Literacy Act will be integrated with other adult education, career development, and employment and training activities in Kansas.

Since 1990, KBOR Adult Education has been working closely with the Kansas Department of Human Resources (JTPA and Unemployment Insurance) and the Kansas Department of Social and Rehabilitation Services to begin and maintain a uniform method of assessing the basic skills of under-educated adults in Kansas. CASAS was originally brought to Kansas by DHR, but in the last six years has been mainly administered through Adult Education. The Kansas Department of Corrections, local school district special education programs, and the Kansas Department on Aging have also adopted CASAS in their training programs.

The close cooperation fostered through implementing a common assessment instrument has been continued through the Kansas Works Interagency Coordinating Committee, One-Stop Center working groups, and the Kansas Coalition on Adult Literacy and Learning Disabilities. The cooperation at the state level has led to closer collaboration in many local areas, particularly in southeast Kansas.

If CASAS becomes an essential part of the One-Stop system's required assessment, continued growth in the integration of services can be expected. Even if CASAS doesn't become part of the One-Stop system, the years of experience in working together on both the state and local level will contribute to the growth of a truly integrated system.

Additionally, KBOR currently is represented on the Kansas Workforce Investment Board. On the local level, adult education programs have representation on local workforce investment boards and will sign memoranda of understanding with regional One-Stop Centers as required under the Act.

Cooperative efforts will continue with the Kansas State Department of Education (including Carl Perkins Vocational and Technical Education, Even Start, Title I, and Migrant Education) to eliminate any duplication of effort and to promote the widest possible array of educational choices for under-educated adults in Kansas. Perkins legislation includes many outcomes similar to AEFLA, such as completion of a secondary school diploma or its equivalent and placement in post-secondary education or training. A number of adult education programs work closely with vocational and technical programs to help learners in the host institution make these outcomes.

KBOR Adult Education will also continue to work with Even Start and other Title I education programs. Kansas currently has seven (7) Even Start and 10 Migrant Even Start programs, and local adult education programs coordinate activities and often co-locate with them. KBOR Adult Education has shared its *Indicators of A Quality Adult Education Program* with Even Start family literacy providers and has provided technical assistance to them as they developed quality indicators for family literacy programs.

KBOR Adult Education will also work with Interagency Alliance for Policy Development and Planning partners. Those partners include Kansas Department of Human Resources (Title I, WIA), Kansas Social and Rehabilitation Services (TANF, Vocational Rehabilitation, and Title I, WIA), Kansas State Department of Education (Carl Perkins Vocational and Technical Education), and Kansas Department of Commerce and Housing (School to Careers). The Interagency Alliance for Planning and Policy Development has begun the process of creating a Kansas Action Plan for future years by focusing on establishing common goals and strategies for service to participants in Kansas One-Stop Centers.

10.0 DIRECT AND EQUITABLE ACCESS

10.1 Description of Steps to Ensure Direct and Equitable Access

The Kansas Board of Regents will ensure that all eligible providers have direct and equitable access to apply for grants under the Adult Education and Family Literacy Act (AEFLA). There is only one basic grant announcement process, and only one application process that is used for all eligible providers in Kansas. A single application process will also be used for English Literacy and Civics Education grants, and all eligible providers will be invited to apply.

Applicants will apply for Sec. 231 – local activities, Sec. 223 – state leadership, and Sec. 225 – corrections education through the basic grant application. All applicants will apply for both Sec. 231 and Sec. 223 funds as professional development is considered an essential part of any adult education program. Applicants who serve individuals in corrections education and other institutionalized individuals will fill out an additional portion of the basic grant application budget showing that their use of Sec. 225 funds meets the requirements of the Act as specified in the following section of this document.

10.2 Notice of Availability

Notice of availability of federal and state funds will be provided to eligible recipients in the following manner:

- Announcements in the *Kansas Register;*
- Direct mailing to more than 1,500 adult educators, literacy providers, and stakeholders on the mailing list of the Kansas Literacy Resource Center;
- Additional means, such as posting the information on the KBOR Adult Education web page, will be used when available.

Adult education programs funded in previous years will be sent application packets and encouraged to attend regional Request for Proposal technical assistance workshops each spring. English Literacy and Civics Education will be announced in the same way as basic grant

competitions and in the announcement eligible providers will be invited to attend a summer technical assistance workshop for potential applicants.

11.0 PROGRAMS FOR CORRECTIONS EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS

11.1   Types of Programs

Funds made available under the Adult Education and Family Literacy Act will be used to carry out corrections education or education for other institutionalized individuals, including academic programs. Eligible providers will use a special section of the basic grant application budget to apply for funds to provide adult education, including GED preparation and English literacy programs, for corrections education and to serve institutionalized individuals. No more than 8.25 percent of federal funds will be used for these activities.

Adult education programs provide services to community corrections programs, various city and county jails, and to the Osawatomie State Hospital. The number of inmates and other corrections participants in adult education programs has decreased in the past two years. Of the 17 adult education programs surveyed in fall 1999, 10 programs worked with correctional institutions, and seven programs reported serving an average of 29 inmates each. Inmates receive many services comparable to adults in non-institutional settings, including screenings for disabilities (for further detail see Section 2.2.5 and 8.5 above).

11.2   Priority

The Kansas Board of Regents will ensure that adult education centers with programs for criminal offenders in a correctional institution will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. All adult education programs currently receiving funding provide services in short-term facilities. Inmates typically stay no longer than two years. No more than 10 percent of the 82.5 percent of the federal funds granted under Section 231 of the Act will be spent for Sec. 225 activities.

11.3   Types of Institutional Settings

Correctional institution means any

1. Prison;
2. Jail;
3. Reformatory;
4. Work Farm;
5. Detention Center; or
6. Halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.

Other institutions include medical, youth, and other special institutions as defined in Appendix H.

12.0 STATE LEADERSHIP ACTIVITIES

Funds made available under Section 222(a)(2) will be used for the following adult education and literacy activities:

1. The establishment and operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under Section 231(b), including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of Kansas adult education.
2. The provision of technical assistance to eligible providers of adult education and literacy activities.
3. The provision of technical assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities.
4. The support of Kansas and regional networks of literacy centers.
5. The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities.
7. Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency and reading comprehension.
8. Other activities of statewide significance that promote the purpose of English Literacy and Civics Education.
10. Integration of literacy instruction and occupational skill training, and promoting linkages with employers.
11. Linkages with post-secondary institutions.

Kansas Board of Regents Adult Education will not pursue Activity 6 listed under Section 222(a)(2). Activity 9 will be funded, to the extent possible, with the 8 percent of federal funds targeted for professional development activities as determined by local programs.

12.1   Description of Activities

The Kansas Board of Regents believes that principles of adult education should guide the professional development of adult education staff as they do the instruction of learners. For this reason, KBOR recognizes the appropriateness of local programs and their staffs identifying their professional development needs and determining the professional development activities that will best meet these needs. The major guideline imposed by KBOR is that these identified needs and activities be directly linked to areas of needed improvement in the program. This linkage should result in improved individual instructor practices, improved program policies and services, and ultimately, increase learner achievement.

Local eligible providers will outline their staff development activities for the coming year(s) in the basic grant application, and a section of the basic grant application will show the budget for professional development activities by the local eligible providers. The application will ask the providers to clearly demonstrate the ties between areas of program weakness as seen in the level of performance on core indicators, the *Indicators of A Quality Adult Education Program* for the State of Kansas, and the planned professional development activities. At the end of the program year, each program will submit an end-of-the-year report showing the effect of professional development on the provider's level of performance on core indicators and on the *Indicators of A Quality Adult Education Program*. This report will provide information on improvements relating to the staff, program, and learner outcomes.

The professional development part of the eligible provider's budget will be funded by 8% of the State Leadership funds that will flow through to local eligible providers with their basic grant funds plus any additional funds the local provider has approved for that use. To increase the amount of local funds available for those activities, KBOR Adult Education required in 1999-2000 that 2% of the required eligible provider match be in cash and be earmarked for local adult education professional development activities. This requirement will be reflected in

Indicators of A Quality Adult Education Program beginning in July 2000.

The remaining 4.5% of State Leadership funds will remain at KBOR to fund the state-level activities described in Sections 12.1.1 through 12.1.8 below. State Leadership activities in this section include professional development and technical assistance provided in several efforts. These efforts include an annual Summer Institute held in late June or early July, regional and local training workshops, site visits for program enhancement, a statewide taskforce to review and disseminate quality materials and practices for English Literacy and Civics Education, Kansas Literacy Resource Center, Midwest LINCS, and linkages with post-secondary institutions as well as business and industry.

12.1.1   The establishment and operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under Section 231(b), including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of Kansas adult education.

- A reading track for adult educators and stakeholders at Summer Institute will provide special emphasis on the Orton Phonemic Method of teaching reading.
- The University of Kansas Center for Research on Learning has developed 15 Learning Strategies based on research of best practice strategies that make a difference in learning, especially in the area of reading. KBOR staff has presented 8 of the 15 Learning Strategies modules to a significant number of adult educators. For example, approximately 200 educators and stakeholders have received training in Word Recognition, as well as 300 in Sentence Writing. KBOR will contract with the University of Kansas Center for Research on Learning to repeat some of the 8 modules already presented and to present additional modules with the most relevance to the needs of adult educators.
- Kansas has two statewide literacy organizations, Kansas Laubach Literacy and Kansas Literacy Volunteers of America. Both of these organizations are closely associated with funded adult education programs. For example, the president of Kansas Laubach Literacy is also the director of an adult education program, and two Kansas LVA trainers are on staff in two additional adult education programs. Volunteers providing literacy are not treated separately; in fact, they will continue to be invited to local, regional, and state training activities and will continue to receive customized training on

request.

12.1.2   The provision of technical assistance to eligible providers of adult education and literacy activities.

- For the duration of the 4-year state plan, KBOR Adult Education will focus on four major training issues: CASAS and assessment systems, implementation of the Proficiency Attainment Model, implementation of training on special learning needs and accommodations, and data management and program improvement through use of the National Reporting System. These four issues will form the core of training activities for annual Summer Institutes.

  A major activity funded and orchestrated at the state level will be the continuation of the Accommodations training and implementation that began in 1998-99.   Eight regional workshops were offered across Kansas to provide adult educators extensive exposure to the research-based "Accommodating Adults with Disabilities in Adult Education Programs" by the University of Kansas Institute for Adult Studies.   Follow-up workshops will continue in the years covered by this plan, with each program developing its own "Serving our Learners with Disabilities Plan." This plan will be customized by each program to ensure that adults with disabilities receive quality adult education services at every program in the state. The evaluation of the impact of this special project will include such measures as the number of adults with disabilities served in adult education programs and the outcomes of adults with disabilities served in adult education programs, as indicated in the *Indicators of A Quality Adult Education Program* and collected in ABE2000 software.

- KBOR Adult Education will also continue to provide nine training modules for adult literacy providers at the local and regional level: The Adult Learner, Planning for Instruction, Team Learning, Monitoring Student Progress, Volunteers and Teachers in the Classroom, Communicative ESL Teaching, Mathematics: Strategic Problem Solving, Whole Language Approach, and Serving Adults With Learning Disabilities. Each stand-alone module encompasses a two-session workshop with specific objectives, hands-on learning, and interim activities between sessions.

- As a requirement to receive the 8% of federal funds which goes to eligible providers as flow-through funding for

professional development, eligible providers must have a Program Improvement Plan. The Program Improvement Plan must include a professional development plan identifying local needs and concerns, individual professional development needs, program enhancement efforts, and improvement of the professionalism of program staff.

12.1.3   The provision of technical assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities.

- The new *Indicators of A Quality Adult Education Program* will be used to identify program strengths and needs for technical assistance. Technical assistance will be provided through KBOR Adult Education clarification, Summer Institute workshops, Kansas Literacy Resource Center materials, and referral to outside resources.
- Technical assistance on the implementation and use of National Reporting System (NRS) data will continue. Initial technical assistance has focused on implementing a new MIS system, ABE2000 software, to reflect the requirements of NRS,. The software system will be continually refined to meet NRS requirements and local data collection needs. Once ABE2000 is fully implemented, eligible providers will receive further technical assistance on managing the data to improve programs even further. Technical assistance will be provided through Summer Institute, site visits for program enhancement, and regular communication by e-mail, website, telephone contacts, and newsletters.

12.1.4   The support of Kansas and regional networks of literacy centers.

- KBOR Adult Education will maintain the Kansas Literacy Resource Center, a library of more than 2000 resources for adult education, including print materials, videos, and audiocassettes. The Kansas Literacy Resource Center circulates approximately 1700 pieces per year (100 to 200 pieces per month).

  The Literacy Resource Center bibliography will be placed on

the KBOR Adult Education website so that potential borrowers may access print or cassette resources through online orders, as well as locate hotlinks to online resources in Kansas and national agencies. Additional support staff has been added to respond to requests and to update the bibliography.

Resources are categorized by area of specialty, including:
- Adult Education
- English as a Second Language
- Administrative Issues
- Assessment and Testing
- Family Literacy
- GED
- Language Arts
- Learning Disabilities
- Low-Level/High Interest Readers
- Literacy
- Mathematics
- Students' Issues
- State Plans and Reports
- Special Populations
- Technology
- Volunteers
- Job Preparation and Workplace Literacy

- KBOR Adult Education is a member of Midwest LINCS, a regional hub of the National Institute For Literacy (NIFL) that shares human resources and expertise across the Midwest. Midwest LINCS provides expertise to Kansas on topics such as Technology in Adult Education Programs and English as a Second Language, and KBOR Adult Education shares expertise on topics of interest to other states, such as CASAS and serving learners with disabilities. KBOR Adult Education will continue to participate in regional activities and attend national LINCS meetings as available.

- Through NIFL Midwest LINCS KBOR Adult Education receives $5000 annually to support technology initiatives. The entire amount of funding each year will continue to go to eligible providers. Funds are available as technology enhancement grants for programs that need to improve technology capacity and integration.

12.1.5   The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities.

- The new *Indicators of A Quality Adult Education Program* will be used as a basis for funding eligible providers and for monitoring and evaluation of performance. The *Indicators* will be in the basic grant application as a measure of how programs meet standards for quality. Programs must identify where they are in comparison to each measure and how they will plan program improvement activities to meet standards.

- The *Indicators* will be further used as an instrument for self-evaluation. All adult education programs will be expected to file an annual Program Improvement Plan report, including the program's progress on the improvement plan and the effect of professional development on staff members, the program, and learners in the program. Programs will evaluate how well they have met their program improvement goals and progressed toward even higher quality.

- The *Indicators* will also be used as one of the instruments for monitoring of programs on an annual basis. Monitoring contractors will look at each measure on the *Indicators* in great detail and will expect adult education program staff to present documentation of evidence as to how they have worked toward and met the standards for each measure.

12.1.6 Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency and reading comprehension.

- As noted in 12.1.1 above, a reading track for adult educators and stakeholders at Summer Institute will provide special emphasis on the Orton Phonemic Method of teaching reading, and KBOR Adult Education will contract to present training on some of the 15 Learning Strategies based on research of best practice strategies that make a difference in learning to read. Both of these efforts include dissemination of previously developed curricula based on nationally significant research and best practice.
- A statewide taskforce will be formed to review and disseminate quality materials and curriculum products for English Literacy and Civics Education. Products will be disseminated both online, through the KBOR website, and at statewide conferences, such as Summer Institute and Kansas Adult Education Association (KAEA) annual conference.

12.1.7 Other activities of statewide significance that promote the

purpose of English Literacy and Civics Education.

- A statewide taskforce for English Literacy and Civics Education will include representatives from each of the programs funded to provide its services. Initially KBOR staff will facilitate workshops to present available competency-based materials for English Literacy and Civics Education. Materials reviewed will include materials for instruction in English as a Second Language, U.S. citizenship, employment readiness, and understanding systems such as banking, healthcare, and education. Taskforce representatives will then review and assess materials for quality and share them online and with the state at conferences.
- Taskforce representatives will also meet on a periodic basis throughout each fiscal year to share successful practices and to plan program improvement activities. The products of their interaction will be disseminated online and at statewide conferences.

12.1.8   Integration of literacy instruction and occupational skill training, and promoting linkages with employers.

- State Leadership funds will support development, distribution, compilation, and analysis of a survey of business and industry on basic skills requirements for employment in Kansas. Twelve years ago Kansas initiated a similar survey to create the Kansas Competency System, a customized version of CASAS for Kansas. The survey was limited to the areas of reading and math, however, and will need to be expanded. The focus of the survey will be to ask employers "What does an entry-level employee need to be able to do to get an entry-level job and to get a first-step promotion in your business or industry?" Survey results will then be used to inform adult education programs of business and industry needs.

- The next phase following the survey will be to take results and provide training to adult educators on how to teach the competencies that employers expect workers to have. This training will be provided at Summer Institute, as well as local and regional workshops throughout each program year.

12.1.9   Linkages with post-secondary institutions.

- By virtue of its location within Kansas Board of Regents, Adult Education has numerous linkages with post-secondary institutions that also come under governance or coordination

of KBOR. Linkages within the agency include Academic Affairs and staff meetings, facilities and equipment, and links to the KBOR website.

- As noted above, KBOR Adult Education will continue to maintain and expand linkages with universities in Kansas with a particular interest in the success of adult education. Summer Institute will be co-sponsored each year with Kansas State University in Manhattan, with some faculty members as presenters. KBOR Adult Education also contracts with the University of Kansas Center for Research on Learning to provide training on reading and on serving learners with disabilities.

12.2   Description of Joint Planning and Coordination for Unified Plan

During the transition year (1999-2000), Kansas Board of Regents began to expand collaborative relationships with state-level partners in workforce development. Those partners include Kansas Department of Human Resources (Title I, WIA), Kansas Social and Rehabilitation Services (TANF, Vocational Rehabilitation, and Title I, WIA), Kansas State Department of Education (Carl Perkins Vocational and Technical Education), and Kansas Department of Commerce and Housing (School to Careers). As a result of leadership initiatives at the national level, representatives from each of these state agencies formed the Interagency Alliance for Planning and Policy Development in late 1999 to begin the process of creating a Kansas Action Plan for future years by focusing on establishing common goals and strategies for service to participants in Kansas One-Stop Centers.

In addition, the Kansas Board of Regents will collaborate with other related activities and programs as described in Section 9 of this document. This collaboration will extend to sharing expertise and expenses for joint professional development activities, with KBOR continuing to provide technical assistance to collaborative partners.

Since KBOR is an education agency, it is logical that the agency will take a leadership role in certain collaborative activities, especially those relating to adult skills assessment and issues concerning adult learning. KBOR will continue and strengthen its collaboration with partners in post-secondary institutions and in other state agencies, including Kansas Department of Human Resources (Title I, WIA), Kansas Social and Rehabilitation Services (TANF and Vocational Rehabilitation), Kansas Department on Aging, and Kansas Department of Corrections.

The specific areas where KBOR has assumed a leadership position and will continue to provide technical assistance, as funding allows, are the Comprehensive Adult Student Assessment System (CASAS) and other adult learning issues that impact not only adult education programs but also our collaborative partners' programs. Collaborative partners will continue to participate in statewide training opportunities at Summer Institute and in local professional development activities sponsored by funded adult education programs.

12.3   Description of Activities under Section 427 of the General Education Provisions Act (GEPA)

(1) Actions KBOR Will Take Under Section 223 – State Leadership Activities

In order to ensure equitable access for all participants, as required by *General Education Provisions Act* (GEPA), KBOR will ensure that state leadership activities address barriers to participation. Two major barriers have the potential to impede participation in state leadership activities: disability and minority status.

In the area of disability, every effort will be made to ensure full accessibility to meetings, trainings, communications, and other state leadership activities. For example, KBOR will provide access to resources for professional development on the adult education website, as well as in print, on audiocassette, or on videotape, to ensure equitable access. Special accommodations for people with all types of disabilities, whether in physical mobility or sensory impairments, will be made available in state leadership activities so that educators can participate fully. For example, if needed, materials for trainings are made available in braille through the Kansas School for the Blind, and interpreters for the deaf will interpret at meetings and trainings.

Diverse groups of people will be involved in developing and participating in state leadership activities. For example, people with minority status, whether based on gender, race, or national origin, will plan and develop training. Adult educators involved in training are also sensitive to the unique needs of English language learners and allow sufficient time during presentations to ensure that what needs to be interpreted is adequately understood. Finally, KBOR Adult Education offers a wide variety of opportunities in many formats and at many different times, including evenings and weekends, to ensure the broadest participation possible.

Other unforeseen barriers to full access may be identified as state leadership activities get underway, and KBOR will ensure that providers of state leadership activities address those barriers as they are identified in informational sessions, subgrant applications, and technical assistance.

(2) Actions Applicable for Section 231- Grants and Contracts for Eligible Providers

In order to ensure equitable access for all participants, as required by *General Education Provisions Act* (GEPA), KBOR will ensure that adult education programs address barriers to participation. Three major barriers have the potential to impede participation in state leadership activities: disability, minority status, and limited English proficiency.

In the area of disability, every effort will be made to ensure full accessibility to adult education program activities in compliance with ADA. For example, special accommodations for people with all types of disabilities, whether in physical mobility or sensory impairments, will be made available in adult education programs so that adult learners can participate fully. As noted above, KBOR will continue to provide training and technical assistance to programs so that they accurately identify and appropriately accommodate adults with disabilities.

Diverse groups of people will be involved in planning and participating in program activities. For example, people with minority status, whether based on gender, race, or national origin, will plan and develop program activities through advisory council representation, staff and participant evaluations, and other forms of stakeholder input. Representatives with minority status will also be on the taskforce for English Literacy and Civics Education, to address the needs of program participants through use of appropriate materials and successful practices.

In an effort to enable adult learners with minority status, whether based on race, ethnic origin, or socioeconomic disadvantage, to fully participate, KBOR will encourage adult education programs with high minority populations to submit high-quality AEFLA applications. In order to receive funding, programs will be required to respond to

quality *Indicators*, a number of which address ethnic diversity, low skill levels, documentation of disabilities, and other barriers to serving those who are most in need.

The third area, lack of English proficiency, will be addressed through adult education programs' use of interpreters and translated materials. In areas where adults cannot communicate in English, such as urban Kansas City or rural communities in southwest Kansas with high numbers of limited English proficient (LEP) adults, instructional activities in English literacy will be provided. Print materials used to advertise the program or explain its services are routinely translated into other languages as needed in the community.

12.4   One-Stop Participation (Title I, Section 121 (b)(1) and 20 CFR 662.220(b)(1))

The Kansas Workforce Investment Board (KWIB) recommended funding of four official One-Stop Centers that submitted applications to the Governor in 1998-1999. A fifth application was rewritten and approved in fall 1999. These five One-Stop Centers represent each of five regional service delivery areas (SDAs). Each One-Stop Center serves a region and is governed by a Private Industry Council (PIC), which will be re-organized as Workforce Investment Boards (WIB) to include all required partners as of July 2000. Each One-Stop Center coordinates services to clients with the adult education program in the immediate vicinity and with other adult education programs within the same SDA.

As determined during planning site visits, two (2) programs already co-locate with a One-Stop Center, and four (4) currently offer services to a One-Stop Center. Nine (9) of the 17 programs surveyed noted that the regional One-Stop Center does not yet exist, and some programs had not yet made initial contact with other One-Stop partners. However, most programs indicated that they were meeting regularly with One-Stop Center partners to develop relationships and plan services.

Other indications from the planning site visits were that 4 programs already co-locate with Employment Services and some of the other One-Stop Center partners, and two (2) programs have Employment Services representatives onsite in their programs. Three (3) programs were willing to co-locate with other One-Stop partners, one program was working with a One-Stop Center to arrange sharing of local data, and another program made packets from Employment Services available to learners.

KBOR will demonstrate leadership in coordination of AEFLA programs with One-Stop Centers in two ways: through representation on the

Kansas Workforce Investment Board (KWIB) and through encouragement of adult education programs to build relationships with regional One-Stops. KBOR is represented on KWIB through Dr. Joe Birmingham, Deputy Executive Director of KBOR and State Director of Adult Education. KBOR staff will continue to provide technical assistance to program leadership on the requirements of WIA and to provide encouragement of their efforts to develop and maintain relationships with other WIA partners. Technical assistance will be provided in the form of conference presentations, state planning sessions, site visits, website references, and communication by telephone, e-mail, and newsletter.

APPENDIX A

CERTIFICATIONS AND ASSURANCES

APPENDIX B

ADULT EDUCATION PLANNING SITE VISIT SUMMARY

Adult Education Planning Site Visit Summary

State Staff Visiting: Dianne Glass & Margaret Patterson, Associate Directors of

Adult Education

17 of 35 Programs Visited   in SE Kansas, Central Kansas, SW Kansas, and NE Kansas

Dates of Visits: 10/6 to 12/2/99

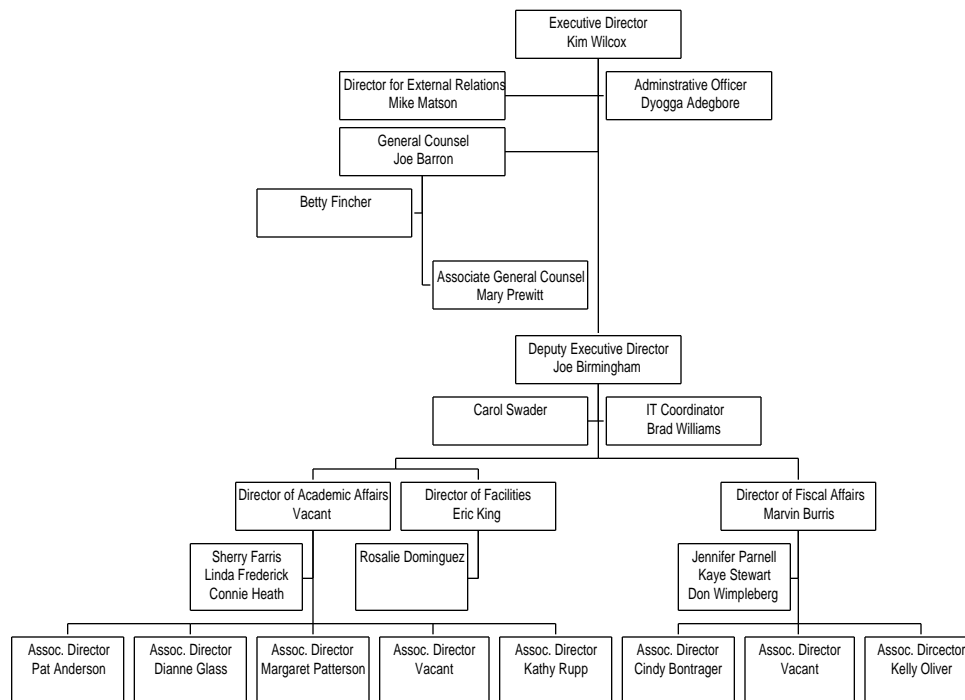| Question	Yes	No	Comments (numbers represent responses)
Has your program identified two of its top needs? What are they?	15	2	More staff = 7; more space = 4; more money = 4; computer lab = 3; get internet access = 3; more training = 3; more childcare = 3; pay staff more = 2; more community awareness of program = 2; expand GED = 2; expand ESL = 1; make program more comprehensive = 1; get van for transportation = 1; volunteer capacity = 1; better service to young adults = 1; alternative class times = 1; get support on one-stop issues = 1; more integration = 1; maintain what program has = 1; separation of literacy/GED services = 1; data collection assistance = 1; more technology support = 1; software = 1; CASAS materials = 1; LD screening kit = 1; more LD services = 1; more books = 1
Has your program identified the specific services it provides? What are they?	17	0	GED preparation = 15; English as a Second Language = 13; Adult Basic Education = 11; computer skills / technology = 7; workplace skills = 6; family literacy = 6; citizenship = 5; literacy = 3; pre-GED = 2; lifeskills = 2; health services = 2; refugee services = 2; tutoring = 1; School to Careers = 1; vocational classes = 1; social services = 1; juvenile services = 1
Has your program identified its strengths? What are they?	17	0	Dedicated, caring staff = 8; experienced staff = 5; patience and understanding = 4; good collaboration = 4; good facilities = 4; highly respected program = 3; local support = 3; responsive to student needs = 3; qualified staff = 2; co-location with employment services = 1; flexible schedule = 1; won't compromise program for money = 1; CASAS curriculum = 1; language resources = 1; caseworkers = 1; trust of students = 1; great computer lab = 1; GED program = 1; ESL program = 1
Question	**Yes**	**No**	**Comments (numbers represent responses)**

Does your program collaborate in the community? In what ways?	17	0	SRS = 11; businesses/employers = 8; Employment Services = 6; school district = 6; Community Corrections = 6; Even Start = 5; library = 4; military base = 3; shelter = 3; university = 2; One-stop = 2; service organizations = 2; VISTA / Corporation for National Service = 2; health services = 2; U.S. Census = 1; 21st Century Community Learning Center = 1; Vocational Rehabilitation = 1; community center = 1; radio = 1; TV = 1; newspaper = 1; economic development agency = 1; Head Start = 1; Parents as Teachers = 1; food pantry = 1; Community Development Block Grant partners = 1; judges = 1; (continued) community college = 1; migrant program = 1; JTPA = 1; Upward Bound = 1; local government = 1; YMCA = 1; refugee services = 1; drug rehab = 1; ministerial alliance = 1; non-profit agency = 1
Does your program use volunteers? If so, how many?	15	2	15 programs used volunteers, with an average of 10 volunteers per program (ranging from 1 to 35 volunteers); programs used volunteers for: literacy = 10; ESL = 5; classroom support = 2; GED = 2; recruiting learners = 1; data collection = 1; resource coordinator = 1; computer lab assistance = 1
Does your program have a GED graduation or celebration?	15	2	15 programs had GED graduations or receptions; 2 programs had them twice a year; an average of 43 graduates per program participated in the event (ranging from 5 to 75); agency administrators, elected officials, school board members, and service organizations were invited to attend and participated in the event; often locally donated scholarships were presented
Does your program make specific efforts to serve adults with disabilities? What are they?	13	4	Provide specific accommodations = 7; make referrals to services = 3; use learning disabilities guide (Accommodating Adults with Disabilities in Adult Education Programs) = 3; one-on-one tutoring = 2; building accessibility = 2; individual learning plans = 2; Vocational Rehabilitation representative does presentations on types of disabilities and services = 1; provide special needs coordinator = 1; onsite ADA compliance officer = 1; make disabilities services part of orientation = 1; educate staff and learners on needs of a learner with epilepsy; LD screening discussion with partner = 1; share state disability brochure = 1; cooperative learning = 1; offer computer training = 1

Question	Yes	No	Comments (numbers represent responses)
Does your program use technology to aid student learning? In what ways?	16	1	• 12 programs offered technology to aid learners in GED preparation, with an average of 18 terminals per program available (ranging from 3 to 30 terminals); • 11 programs provided internet access; • 8 programs offered technology to aid ESL learners, with an average of 10 terminals per program (ranging from 2 to 30 terminals); and • 7 programs offered technology instruction, with an average of 16 terminals per program (ranging from 10 to 30 terminals)
Does your program work with correctional institutions? How many inmates?	10	7	7 programs worked with inmates in correctional institutions, serving an average of 29 inmates per program (ranging from 4 to 36 inmates)
Does your program have a staff position to do data collection? If so, who does it?	15	2	All 17 programs were implementing ABE2000B data collection software, and 15 programs had individual staff members to do data collection (the other two programs were between staff members) ; 10 programs had support staff for data collection; In 5 programs either the program director or a coordinator was collecting data; in 2 programs instructional staff was collecting data
Does your program co-locate with a one-stop center? If so, which one?	2	15	No one-stop center exists yet = 9; program staff is meeting with one-stop partners to develop plans = 6; program staff has not yet made initial contact with one-stop partners = 5; program co-locates with Employment Services and one or more but not all other one-stop partners already = 4; program has Employment Services representative onsite = 2; proposed one-stop location is inconvenient for learners = 1; program is perceived as local competition = 1
Does your program offer services to a one-stop center? If so, which services?	4	13	program staff is meeting with one-stop partners to develop plans = 7; program staff has not yet made initial contact with one-stop partners = 4; program is willing to co-locate with other partners = 3; one-stop environment is "changing the culture" locally = 1; program is working with one-stop to share data = 1; employment services packet is available onsite for

Question	Yes	No	Comments (numbers represent responses)
			learners = 1
Has your program determined program goals for the next four years? If so, what are they?	16	1	More outreach sites = 4; more staff = 3; more hours of service = 3; more career advising and referral = 3; improve teaching techniques = 3; recruiting learners = 3; work with one-stop = 2; get better facilities = 2; provide more levels of instruction = 2; more computer training = 2; improve computer lab / add internet access = 2; refine orientation process = 2; provide more ESL = 2; improve services to adults with disabilities = 2; improve quality for lowest levels = 1; survival = 1; more funds = 1; pursue Reading Excellence partnership = 1; implement Comprehensive Adult Education Planner model fully = 1; develop workplace literacy with businesses = 1; appeal for community support = 1; gain more acceptance in school district = 1; provide "better service" = 1

Selected other comments (program staff):
- Staff meets every two weeks to share data on learner progress and outcomes;
- Advisory council is reorganizing with new stakeholders;
- 45% of the program is 16 and 17-year-old learners;
- Program relies heavily on corporate donations and sponsored events;
- The citizenship teacher, also a police officer, comes to class in uniform, and in the community learners needing assistance request her by name;
- Program serves learners who speak a variety of languages, including Laotian, Vietnamese, Bosnian, and Spanish;
- Program has emergency services demonstrations and a visiting realtor to advise learners;
- 41% of GED completers from program enroll in the local community college

APPENDIX C

ORGANIZATIONAL CHARTS

Executive Director
Kim Wilcox

Director for External Relations
Mike Matson

Adminstrative Officer
Dyogga Adegbore

General Counsel
Joe Barron

Betty Fincher

Associate General Counsel
Mary Prewitt

Deputy Executive Director
Joe Birmingham

Carol Swader

IT Coordinator
Brad Williams

Director of Academic Affairs
Vacant

Director of Facilities
Eric King

Director of Fiscal Affairs
Marvin Burris

Sherry Farris
Linda Frederick
Connie Heath

Rosalie Dominguez

Jennifer Parnell
Kaye Stewart
Don Wimpleberg

Assoc. Director
Pat Anderson

Assoc. Director
Dianne Glass

Assoc. Director
Margaret Patterson

Assoc. Director
Vacant

Assoc. Director
Kathy Rupp

Assoc. Director
Cindy Bontrager

Assoc. Director
Vacant

Assoc. Dircector
Kelly Oliver

Adult Education in Kansas Workforce Development System

Governor of Kansas

Kansas Workforce Investment Board

Kansas Dept. of Social and Rehabilitative Services

Kansas State Dept. of Education

Regional One-Stop Centers

Kansas Dept. of Commerce and Housing

Kansas Dept. of Human Resources

Kansas Board of Regents

Adult Education Programs
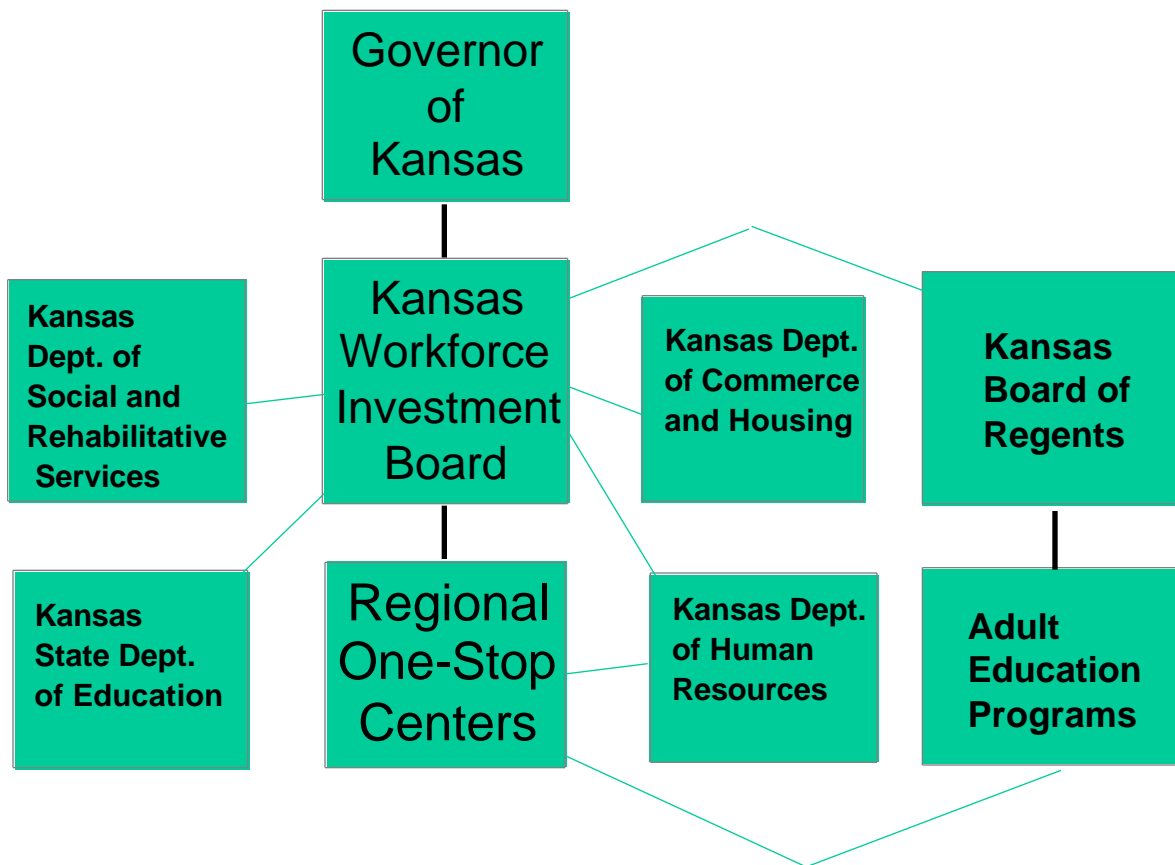
APPENDIX D

FUNDING FORMULA

FUNDING FORMULA

PURPOSE

The purpose of this formula is to equitably distribute state and federal funds available to those programs whose grant applications have been approved. It is not used to determine whose grant applications are approved, as that would interfere with the direct and equitable access that the state plan establishes and the Adult Education and Family Literacy Act requires. Components of the formula were developed with input from adult education program leadership in Kansas.

The Federal funds distributed by this formula include all Section 231 funds and 8 percent of Section 222 funds. Section 222 funds will be broken out by the funding formula and earmarked for use in professional development activities (see section 6.8).

GOALS

1. To build into funding decisions the core performance measures and *Indicators of A Quality Adult Education Program*, including participant outcomes, sufficient intensity, instructional staff credentials, and local support.
2. To establish a minimum level of funding so that all adult education programs have an adequate base from which to maintain and enhance quality services.
3. To recognize the difference between urban and rural centers in cost per participant hour to serve those participants at the five lowest levels.

FORMULA

1. One-half of state funds is divided evenly among all funded programs as a base level of funding, PLUS
2. One-half of federal funds is distributed based on the number of participant hours for the five lowest levels (i.e., with a CASAS score of 210 or below)** times a size factor, PLUS
3. The remaining half of state funds and the remaining half of federal funds are distributed based on the number of points each program receives on the *Indicators of A Quality Adult Education Program* times a quality factor.

Note: ** Beginning in the second two-year cycle of the state plan, this portion of the funding formula will shift to reflect participant outcomes based on data rather than participant hours.

Example:
In fiscal year 2000, total federal funds were $2,488,000, and total state funds $1,100,000. Total hours at the five lowest levels for 35 programs were 297,441. Average number of quality points for 35 programs was 45. Program XYZ had 5651 hours at the five lowest levels, received 40 quality points from reviewers and calculated its funding using the formula below:

(_ state)   (_ federal)   (_ federal + _ state)

(550,000 / 35) + [(1,244,000 / 297441)(5651)] + {[(1,244,000+550,000)(40)] / [(35)(45)]} =

  $15,714   + $23,634   + $45,562   = $84,910

APPENDIX E

COMMENTS FROM THE HONORABLE
BILL GRAVES, GOVERNOR OF KANSAS

APPENDIX F

LEGAL RESTRICTIONS AND ASSURANCES

Legal Restrictions and Program Assurances

	Federal Statute	State Requirement
1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support service (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy services, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.	X	
2. Funds received under this subtitle will not be expended for any purposes other than for activities under this subtitle.	X	
3. The eligible agency will expend funds under this subtitle in a manner consistent with the fiscal requirements in Section 241.	X	
4. Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other state or local public funds expended for adult education and literacy activities.	X	
5. In order to receive a grant from the Secretary under section 211(b), each eligible agency shall provide 25 percent of the total amount of funds expended for adult education and literacy activities in the state.	X	
6. An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per learner or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding year, was not less than 90 percent of the fiscal effort per learner or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.	X	
7. Each eligible agency receiving a grant under this subtitle for a fiscal year shall use not less than 82.5 percent of the grant funds to award grants and contracts under Section 231 and to carry out Section 225, of which not more than 10 percent of the 82.5 percent shall be available to carry out section 225.	X	

	Federal Statute	State Requirement
8. Each eligible agency shall use not more than 12.5 percent of the grant funds to carry out State leadership activities under Section 223.	X	
9. Each eligible agency shall use not more than 5 percent of the grant funds of $65,000, whichever is greater, for the administrative expenses of the eligible agency.	X	
10. Whenever the State imposes any rule or policy relating to the administration and operation of programs under the Act, the eligible agency will identify the rule of policy as a State-imposed requirement.	X	
11. The eligible agency shall be responsible for the State administration of the activities under this subtitle, including --- (a) the development, submission, and implementation of the State plan; (b) consultation with other appropriate agencies, groups, and individuals that are involved in, or interested in, the development and implementation of activities assisted under this subtitle; and (c) coordination and nonduplication with other Federal and State education, training, corrections, public housing; and (d) social service programs.	X	
12. Each eligible agency that receives a grant under section 211 (b) shall annually prepare and submit to the Secretary a report on the progress of the eligible agency performance measures, including information on the levels of performance achieved by the eligible agency with respect to the core indicators of performance.	X	
13. Nothing in this subtitle shall be construed to affect home schools, or to compel a parent engaged in home schooling to participate in an English literacy program, family literacy program, or adult education.	X	
14. Each eligible agency receiving funds under this subtitle shall ensure that – • All eligible providers have direct and equitable access to apply for grants under this section; and • The same grant announcement process and application process is used for all eligible providers in the state.	X	

	Federal Statute	State Requirement
15. Budget records must be submitted semiannually in the manner set by the eligible agency.		X
16. Learner records must be submitted quarterly in the manner set by the eligible agency.		X
17. Local and state records must be retained for five years.		X
18. Statistical reports and self-evaluation of *Indicators of A Quality Adult Education Program* must be submitted annually and will be used as a basis for monitoring.		X
19. Program Improvement Plan annual report must be submitted, including progress on plan and provider effectiveness of teacher training.		X
20. State and local agreements must be on file.		X
21. 10% local match of federal funds is required, including a percentage in cash determined by the eligible provider on its response to *Indicators of A Quality Adult Education Program*, and the remaining percentage in-kind.		X
22. 8% of federal funds must be allocated for professional development, and programs may choose to allocate additional state funds for professional development.		X
23. All funds must be spent within the fiscal year for which they are approved. Carryover is not allowed from one fiscal year to the next.		X
24. A funding formula (see Appendix D) will be applied for all awards.		X
25. No agency or organization may receive Section 231 or Section 223 funds through the basic grant application process unless its application is submitted by and approved in advance of the stated deadlines. The award of funds will be made directly to the eligible provider that submits the basic grant application.		X

APPENDIX G

WHO QUALIFIES FOR ADULT EDUCATION SERVICES?

Who qualifies for Adult Education services?

In order to qualify for adult education services, **one** of the following three criteria must be met. Upon enrollment in the adult education program, a qualifying individual:

    I.   **Does not have a secondary credential;**

        A.   Does not have a high school diploma from an accredited secondary school in the United States; **or**

        B.   Has not successfully completed the GED battery of tests in English.

OR

    II.   **Does not have basic reading, writing, or math skills.**

        A.   Scores below 235 on the CASAS Reading Diagnostic Test; **or**

        B.   Scores below 235 on the CASAS Math Diagnostic Test; **or**

        C.   Scores below 4 on the CASAS Writing Assessment.

OR

    III.   **Does not have proficiency in the English language necessary to function in the multiple adult roles of citizen, employee, and family member.**

        A.   Scores below CASAS Level 3 in Speaking Performance Appraisal; **or**

        B.   Scores below 235 on the CASAS Listening Diagnostic Test; **or**

        C.   Scores below 235 on the CASAS Reading Test; **or**

        D.   Scores below CASAS Level 4 on the CASAS Writing Assessment.

Only one of the criteria must be met to qualify for all adult education services offered by an adult education program. However, it is expected that an adult education learner with a high school diploma or a GED diploma will be working primarily in the area of the identified deficiency and that learning gains will be reported in this area.

A learner enrolled in a community college course or vocational/technical school/college program, must meet one of the requirements above **and** may not be enrolled in a credit or non-credit course in the same area of study as the primary learning activities in the adult education program.

Example One

Situation:
A learner is enrolled in a vocational/technical college Home Health Aide program and is dual enrolled in an adult education program with the goal of obtaining a GED.

Elements for Consideration to Determine Eligibility:
1) Learner is enrolled in a vocational/technical college course focusing on occupational skills.
2) Learner qualifies for adult education services because he/she does not have a high school diploma or GED diploma.
3) Learner's primary learning activities in the adult education program focus on GED preparation.

Qualifies as an adult education learner?
Yes. Even though the learner is dual enrolled, the focus of the two educational programs do not overlap.

Example Two

Elements for Consideration to Determine Eligibility:
A learner is enrolled in Developmental Math at a community college.
The learner participates in an adult education program to receive additional assistance with math.

Criteria:
1) Learner is enrolled in a college math class.
2) Learner's CASAS Math score is 229.
3) Learner qualifies for adult education services based on CASAS Math Diagnostic Test.
4) Learner's primary learning activities are focused on improving math skills.

Qualifies as an adult education learner?
No. The learner is dual enrolled and the major focus of both programs is improvement in math skills.

Example Three

Situation:

A learner with a high school diploma wants to improve his/her computer/technology skills. The learner scores 231 on the CASAS Math Diagnostic Test. The learner's primary learning activities focus on improving computer/technology skills.

Elements for Consideration to Determine Eligibility:
1)   Learner has a high school diploma.
2)   Learner scores below 235 on the CASAS Math Diagnostic Test.
3)   Learner's primary learning activities focus on improving computer/technology skills.

Qualifies as an adult education learner?
No. The learner has a high school diploma and his/her major focus is the improvement of computer/technology skills.

Example Four

Situation:
A learner with a high school diploma wants to improve his/her math skills. The learner scores 231 on the CASAS Math Diagnostic Test. The learner's primary learning activities focus on improving math skills.

Criteria:
4)   Learner has a high school diploma.
5)   Learner scores below 235 on the CASAS Math Diagnostic Test.
6)   Learner's primary learning activities focus on improving math skills.

Qualifies as an adult education learner?
Yes. The learner has a high school diploma and his/her major focus is the improvement of math skills.

APPENDIX H

DEFINITIONS OF TERMS, DEFINITIONS FOR DATA COLLECTION, AND OUTCOME MEASURES DEFINITIONS

Definitions of Terms

Adult Education	Services or instruction below the post-secondary level for individuals -
	(1) who have attained 16 years of age;
	(2) who are not enrolled or required to be enrolled in secondary school under state law; and
	(3) who -
	   (i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
	   (ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
	   (iii) are unable to speak, read or write the English language.

Educational Service Agency	A regional public multi-service agency authorized by state statute to develop and manage a service or program, and to provide the service or program to a local educational agency.
Eligible Agency	The sole entity or agency in a state responsible for administering or supervising policy for adult education and literacy in the state consistent with the law of the state.
Eligible Provider	The term "eligible provider" means - (a) a local educational agency; (b) a community-based organization of demonstrated effectiveness; (c) a volunteer literacy organization of demonstrated effectiveness; (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 subparagraphs (a) through (g) and has the ability to provide literacy services to adults and families; and (i) a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (a) through (h).
English Literacy Program	A program of instruction designed to help individuals of limited English proficiency achieve competence in the

English language.

Family Literacy Services	Services that are of sufficient intensity in terms of hours and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities: (a) Interactive literacy activities between parents and their children. (b)Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. (c) Parent literacy training that leads to economic self-sufficiency. (d)An age-appropriate education to prepare children for success in school and life experiences.
Individual with a Disability	An individual with any disability (as defined in section 3 of the 1990 Americans with Disabilities Act).
Individual with Limited English Proficiency	An adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding 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.
Institution of Higher Education	The term has the meaning given in Section 1201 of the Higher Education Act of 1965.
Literacy	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.
Local Educational Agency	The term has the meaning given in Section 14101 of the Elementary and Secondary Education Act of 1965.
Post-secondary Educational Institution	The terms 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 community college; or (c) a nonprofit educational institution offering certificate or apprenticeship programs at the post-secondary level.
Instruction in a Real-life Context	Instruction delivered using actual materials, resources or locations within the adult learners' communities that are relevant to the learners' roles as workers, family members and community members.

Secretary	The Secretary of Education
Sufficient Intensity and Duration	Services are available so each learner can receive appropriate assistance to complete his/her program as designated in the *Indicators of A Quality Adult Education Program*. Services can include tutoring, computer-aided instruction, small and large group instruction, counseling, assessment, job readiness, and other approved activities.
Well -Trained Instructors, Administrators, and Counselors	Instructors, administrators and counselors who have the appropriate professional training and certification and who have Kansas Adult Education Association credentials.
Workplace Literacy Services	Literacy services that are offered for the purpose of employment readiness and improving the productivity of the workforce through the improvement of literacy skills.

Definitions for Data Collection

PARTICIPANT INFORMATION:

On entry learners need to be informed that by enrolling in the adult education program, they agree to **participate in brief follow-up telephone surveys** after they exit the program. Their written signature demonstrates that agreement. The surveys will ask questions about how adult education classes have affected them, their families, and their jobs. The information will be used to make adult education programs better and more useful to learners, and all responses will be kept confidential.

Learners need to be informed in advance through program guidelines that they **will be post-tested** for accountability purposes.

DEMOGRAPHIC INFORMATION:

Age: A learner's age is defined as his or her day, month, and year of birth subtracted from the day, month, and year the learner entered the program. Learners must have reached or passed their 16th birthday in order to participate in adult education program activities.

Disability: A learner with a disability is defined as a learner who has a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working.

Employment:

Employed means learners who work as paid employees, work in their own business or farm, or who work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently working but who have jobs or businesses from which they are *temporarily* absent.

Unemployed, Available means learners who are not working, but are seeking employment, have made specific efforts to find a job, and are available for work.

Unemployed, Not Available means learners who are not employed and are not seeking employment. This group of learners includes homemakers, retirees, independently wealthy, or those who are unable to work.

Entry Classification: The level of a learner when entering the program for the **current** fiscal year is his/her entry classification (see Appendix 2 for definitions of levels). If a learner returns within 90 days after the end of one fiscal year to the next fiscal year, the learner may use the level of the previous year. If the learner does **not** return within 90 days, the learner must be re-tested and placed into the appropriate level (according to definitions in Appendix 2).

Ethnic Origin: The determination of a learner's **ethnic origin** should be made by the **learner**, not the staff doing intake.

> **American Indian** is defined as a person having origins in any of the original people of North America, and who maintains cultural identification or community recognition.

> **Asian or Pacific Islander** is defined as a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. These areas include, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

> **Black** is defined as a person having origins in any of the Black racial groups of Africa but not of Hispanic culture or origin.

> **Hispanic** is defined as a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

> **White** is defined as a person having origins in any of the original peoples of Europe, North Africa, or the Middle East, but not of Hispanic origin.

> **Multiple Ethnicity** is defined as a person belonging to, or identifying with, more than one ethnic category. Even though the learner has the option to choose an ethnic category, this category is NOT intended to be used to identify people with ancestors from differing countries within *one* ethnic category. For example, a person who has Danish and French ancestry would be considered "White," not "Multiple Ethnicity."

On Public Assistance means learner is receiving financial assistance from federal, state, or local agencies, including TANF/SRS, food stamps, WIC, tribal or federal commodities, refugee cash assistance, old-age assistance, and aid to the blind or totally disabled. It does NOT include Social Security benefits, unemployment

insurance, SSI, and employment-funded disability. Since the data will be obtained from data matching with SRS records or KBOR follow-up survey, being removed from public assistance does NOT need to be expressed as a program goal.

Rural: a learner who resides in a place with a population less than 2500 and outside an urbanized area. "Resides in a place" means the Kansas community in which the person maintains an address, whether a physical address or a post office box, as indicated on the learner's driver's license or other proof of Kansas residency. Please note: the definitions are based on *federal* criteria for rural residency and do not necessarily reflect local definitions of rural communities. If the **community is in the list below**, check "outlying city." If the **community is NOT in the list above and not in Wyandotte County**, **check "rural."** If the community is **not on the map**, contact KBOR adult education for assistance.

Rural communities include all communities identified on the 1999-2000 Official Kansas Transportation Map **EXCEPT** the following communities: Abilene, Andover, Arkansas City, Atchison, Augusta, Baldwin City, Baxter Springs, Bel Aire, Beloit, Burlington, Chanute, Clay Center, Coffeyville, Colby, Columbus, Concordia, DeSoto, Derby, Dodge City, El Dorado, Ellsworth, Emporia, Eudora, Eureka, Fairway, Fort Scott, Fredonia, Frontenac, Galena, Garden City, Gardner, Garnett, Girard, Goodland, Great Bend, Hays, Haysville, Herington, Hesston, Hiawatha, Hoisington, Holton, Hugoton, Hutchinson, Independence, Iola, Junction City, Kingman, Lansing, Larned, Lawrence, Leavenworth, Leawood, Lenexa, Liberal, Lindsborg, Lyons, Manhattan, Marysville, McPherson, Merriam, Mission, Mission Hills, Mulvane, Neodesha, Newton, Norton, Olathe, Osage City, Osawatomie, Ottawa, Overland Park, Paola, Park City, Parsons, Phillipsburg, Pittsburg, Prairie Village, Pratt, Roeland Park, Rose Hill, Russell, Salina, Scott City, Shawnee, South Hutchinson, Tonganoxie, Topeka, Ulysses, Valley Center, Wamego, Wellington, Wichita, and Winfield.

Urban: a learner who resides ONLY in **Kansas City, Kansas**, or any community within **Wyandotte County**. "Resides in a place" means the Kansas community in which the person maintains an address, whether a physical address or a post office box, as indicated on the learner's driver's license or other proof of Kansas residency. Please note: the definitions are based on *U.S. Department of Labor* criteria and do not necessarily reflect local definitions of urban communities.

Telephone Numbers: Day and evening phone numbers are defined as a telephone where the learner may be reached in the daytime or evening respectively. It is important to determine in advance that the learner may in fact be reached at that number. Emergency telephone numbers are numbers for an emergency contact in

case of illness or other emergency during class, and in case the learner can no longer be reached at the day or evening phone number. **Being able to reach the learner by telephone is critical to accurate follow-up.**

OUTCOME INFORMATION:

Program Goal is defined as a learner's first goal or second goal that may be realistically achieved **within four quarters after entry**. Although a learner may have other long-term goals, such as passing the GED or going to college, if these goals will clearly take more than a year to achieve, intake staff need to assist the learner to identify what *can* be accomplished within four quarters. Although learners may have multiple goals on entry, they need to select **no more than two goals** for purposes of measuring achievements. Learners may select a single program goal (rather than two) if applicable. Although completion of a series of short-term goals may enable the learner to reach a program goal, the program goal must be completed **in full** to "count" as being achieved.

Outcome 1. Educational / Workplace Readiness / Technology Gain is defined as moving from one level to a higher level, as determined by CASAS post-test, performance-based appraisal, GED Practice Test (levels 5, 6, and 12), passing the GED (level 6 only), mastery of all pre-employment/work maturity skills on a single checklist, or mastery of all technology competencies on a technology level.

CASAS score gains are defined as the number of points gained from the lowest diagnostic test to the highest post-test in a skill area the learner chooses as a learning goal (reading, writing, or math). If the learner takes tests on entry and chooses **not** to study the skill area with the lowest score, then the learner should be post-tested in the skill area that is identified as the **next lowest score** and that the learner **does** study. Although post-testing in multiple areas of study is encouraged, a CASAS diagnostic in one skill area may NOT be compared with a CASAS post-test in a **different skill area** to measure educational gain.

For example, Learner 1 takes tests on entry in reading and math but chooses to work only on math. Even though Learner 1 had a lower reading score, (s)he should be post-tested in math because that was the area (s)he chose to work on. Learner 2 takes tests in reading and math on entry and has lower scores in reading. Learner 2 chooses to work in both reading and math and is post-tested in both areas, but the area from which gains are calculated is reading because that was the lowest score on entry.

Programs have the flexibility to post-test either on a periodic basis for all learners at a similar level or on an individual basis as significant gains occur. For learners who continue from one fiscal year to the next fiscal year, it is **not** necessary to test again at

the beginning of the new year as long as the learner returns to continue instruction within 90 days. For example, a learner finishes instruction June 30. If the learner returns for instruction by September 30, do not test again. If the learner returns for instruction **after** September 30, the learner **should be tested** again.

CASAS Progress: A learner **must gain at least 3 CASAS points** to be considered to be **progressing** within a level. **Mastering CASAS competencies** is defined as an instructional staff's certification that a learner has successfully demonstrated an individual competency identified by CASAS. For example, the learner masters competency 3.2. A learner **must master at least 5 individual CASAS competencies** to be considered to be progressing within his or her level.

Pre-employment/Work Maturity Skills and Technology Gains: As an alternative to post-testing, learners may measure workplace readiness gains through completion of **Pre-employment/Work Maturity Skills** performance-based appraisals or completion of **Technology** competencies (see definitions of levels in Appendix 2 and 3). Learners must complete **all** competencies on each ECS checklist in order to be considered to have completed that level. Similarly, learners must complete **all technology competencies within a level** and any prerequisites to the level in order to be considered to have completed that level. Finishing some of the competencies, while valuable to the learner, does not count as "progressing in a level" for reporting purposes.

GED Practice Tests: As an alternative to measuring CASAS educational gains, learners at either Low or High Adult Secondary Education (ASE) or High Advanced ESL level may measure educational gains through passing GED Practice Tests as defined below. **For learners at low ASE or High Advanced ESL entry**, educational gain means passing at least one GED practice test. **Passing a GED Practice Test** is defined as a learner receiving a score of **50 or better** on any one of the 5 tests in the half-length or full-length official GED Practice Tests in English published by Steck-Vaughn. For learners at **high ASE entry**, educational gain means passing **at least 3** GED practice tests, with a score of **50 or higher**, or passing the actual GED Exam. **All GED Tests to measure educational gain must be taken in English.** Note: it is not necessary to post-test learners with CASAS after they have taken the GED.

Gains by level for "**Completing a Level**," "**Completed and Advanced**," "**Separated**," and "**Progressing within a Level**" are defined in ABE2000 software and will be determined directly from data entered. Note: Levels 1 through 5 (ABE) follow the same guidelines as levels 8 through 12 (ESL), but levels 6 and 7 are unique.

Outcome 2. Enter Employment means that the learner was identified as either "unemployed, available" or "unemployed, not available" at entry AND **as a first or second goal** wants to get a paid, unsubsidized job, or an unpaid job working 15 hours or more per week on a farm or business operated by the learner or a family member. If the learner does not state "enter employment" as a first or second goal, getting a job

as defined above CANNOT be counted. The learner may **change a first or second goal to "enter employment" at any time from entry in the program until BEFORE a job offer is received or self-employment starts**. The first or second goal must NOT be changed AFTER a job offer is received or after self-employment starts.
For this achievement to be counted, the learner must enter employment sometime between the date of entry into the program and **the end of the first quarter after the program exit quarter**.

The **exit quarter** is the quarter in which an exit date (i.e., last date of instruction) can be determined:
1. instruction ends and the learner can no longer attend (for example, a site closes down or a class at the learner's level is discontinued – the exit date is the last date of class); OR
2. the learner separates from the program and communicates it (for example, the learner moves or quits – the exit date is the last date the learner attends class before leaving); OR
3. the learner has not received instruction for 90 days and is not scheduled to receive instruction (for example, the learner simply stops attending class – the exit date is the date the learner last attended class before stopping).

This data will be verified through data matching and follow-up surveys at the state level, BUT AN EXIT DATE IS REQUIRED at the program level UNLESS the learner is still participating in the program. "Entered employment" only counts if the exit date is known or the learner is still in the program. For example, a learner enters on January 2 and attends class in Quarters 3 and 4, but the exit date is June 15. The exit date is in Quarter 4. The learner gets a job before September 30 (i.e., in the first quarter of the next year), and it is counted as an achievement. If the learner got the job after September 30, it is NOT counted.

Outcome 3. Retain or improve employment means that the learner was identified as either "employed," "unemployed, available" or "unemployed, not available" at entry AND **as a first or second goal** wants to upgrade skills to get, keep, or advance in a paid, unsubsidized job, or an unpaid job working 15 hours or more per week on a farm or business operated by the learner or a family member.
If the learner does not state "retain or improve employment" as a first or second goal, keeping or advancing in a job as defined above CANNOT be counted. The learner may **change a first or second goal to "retain or improve employment" at any time from entry in the program until exit**. The first or second goal must NOT be changed AFTER exit.
        For this achievement to be counted, the learner must retain or advance in employment sometime within the **third quarter** after the program exit quarter**. "Retained employment" only counts as an achievement after the exit date is known.** Learners who are still in the program may NOT count this achievement. For example, a learner enters on January 2 and attends class in Quarters 3 and 4, but the

exit date is June 15. The exit date is in Quarter 4. The learner still has a job between January 1 and March 31 (i.e., in the third quarter of the next year), and it is counted as an achievement. If the learner is still in the program or does not still have the job between 1/1 and 3/31, it is NOT counted.

Outcome 4. Receive GED or adult high school diploma means to pass the actual GED Tests and receive the Kansas State High School Diploma credential or Kansas Competency Diploma (Wichita). In order for this achievement to be counted, the learner must indicate receiving the GED as a first or second goal BEFORE taking the actual GED Exam. Note: programs must NOT enter actual GED examination scores into the adult education database (reporting of GED scores is to be kept strictly confidential per GEDTS policy).

Outcome 5. Placement in Post-secondary Education or Training means the learner enrolls in a post-secondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed. Examples of this type of education or training include job training, community and four-year college and universities, and adult post-secondary education programs. **In order for this achievement to be counted, the learner must indicate "Placement in PSE or Training" as a first or second goal BEFORE entering the training or education program.**

Outcome 6. Achieve Citizenship Skills means that the learner attains the skills needed to pass the U.S. citizenship examination. It does not matter if the learner actually takes or passes the citizenship exam, as long as (s)he has attained the skills. Attainment of skills needed to pass the citizenship exam may be measured by mastery of individual CASAS citizenship competencies or by demonstration of prescribed citizenship skills that all instructional staff in a program evaluate in a consistent fashion. **In order for this achievement to be counted, the learner must indicate "Achieve Citizenship Skills" as a first or second goal BEFORE completing citizenship instruction or attempting the citizenship exam.**

7. Increase Involvement in Children's Education means the learner in a family literacy category wants to increase involvement in the education of dependent children under his or her care, including: helping children more frequently with homework, increasing contact with children's teachers to discuss the child's education, and more involvement in children's school – such as by attending school activities and parent meetings, and volunteering to work on school projects. **In order for this achievement to be counted, the learner must indicate "Increase Involvement in Children's Education" as a first or second goal BEFORE exiting the program.** Learners who are not in a family literacy category should not have this goal or achievement indicated

8. Increase Involvement in Children's Literacy Activities means the learner wants to increase involvement in the literacy-related activities of dependent children under his or her care, including reading to children, visiting a library, or buying books or magazines for children. **In order for this achievement to be counted, the learner must indicate "Increase Involvement in Children's Literacy Activities" as a first or second goal BEFORE exiting the program.** Learners who are not in a family literacy category should not have this goal or achievement indicated (see category definitions below).

REPORTING INFORMATION:

Category: Learners who fit into any of the following categories may be counted in one or multiple categories as applicable.

      Homeless Category is for learners who are adults lacking a fixed, regular nighttime residence or who are residing in a temporary shelter or institution. "Homeless" does not apply to any individual imprisoned or otherwise detained due to legal reasons.

      Correctional Facilities Category is for learners in any prison, jail, work farm, conservation camp, detention center, or any other similar federal, state, or local institution designed for the confinement of criminal offenders.

      Community Corrections Category is for learners in a community-based probation/parole program or day-reporting program.

      Other Institutional Category is for learners in a medical or mental institution, youth institution, or other special institution.

      Family Literacy Category is for learners participating in instructional activities with a literacy component for parents and children or other intergenerational literacy components. Examples include Even Start, Reading Excellence, and locally developed family literacy activities. This category does NOT include activities offered in partnership with Parents as Teachers or Head Start UNLESS those partnerships include family literacy activities with a distinct adult education component.

      Workplace Literacy Category is for learners participating in instructional activities to improve the literacy skills needed to perform a job and at least partly under the auspices of an employer.

Exit Date: The exit quarter is the quarter in which an **exit date** (i.e., last date of instruction) can be determined:

1. instruction ends and the learner can no longer attend (for example, a site closes down or a class at the learner's level is discontinued – the **exit date** is the last date of class); OR
2. the learner separates from the program and communicates it (for example, the learner moves or quits – the **exit date** is the last date the learner attends class before leaving); OR
3. the learner has not received instruction for 90 days and is not scheduled to receive instruction (for example, the learner simply stops attending class – the **exit date** is the date the learner last attended class before stopping).

Hours: In order **for any first and/or any second goal to "count" as being achieved, the learner MUST have 12 or more hours** as a participant in the program. An **hour** is defined as at least 60 clock minutes of active learner participation in instructional activities. **Instructional activities** must be offered at a program center or outreach site and include:

> orientation and intake,
> CASAS, portfolio, or program-developed assessment,
> individual tutoring or small group work,
> peer discussion or conversation groups where learning occurs,
> teacher-made tests or quizzes,
> intergenerational activities (as part of family literacy) if adult education staff
>   or other resources are involved,
> computer-assisted instruction and computer lab study,
> language labs
> vocational counseling

Instructional activities do **NOT** include homework time, offsite activities, socializing or break times, study hall periods of rest, 1-7 hours of official GED testing, or family literacy activities that involve no adult education staff or other resources.
KBOR adult education will round off hours reported in parts of an hour on quarterly reports **to whole hours** for federal reporting purposes. Programs desiring to count minutes as part of an hour may do so according to the table below, as long as the total minutes of participation are rounded off to the part of an hour **no less often than quarterly**:

> 0-29 minutes = _ hour;
> 30-44 minutes = _ hour;
> 45-59 minutes = _ hour;
> 60-74 minutes = 1 hour;
> 75-89 minutes – 1 _ hours, etc.

Programs: In addition to being at a certain level, learners are considered to be in certain "programs" as defined below. Learners may be in **ONLY ONE program**.

Adult Basic Education Program is a program of instruction designed for adults who lack competence in reading, writing, speaking, problem-solving, or computation at a level necessary to function in society, on a job, or in the family. Learners at levels 1 through 4 are considered as being in this program.

Adult Secondary Education Program is a program of instruction designed for adults who have some literacy skills and can function in everyday life, but are not proficient or do not have a certificate of graduation from a secondary school or its equivalent. Learners at levels 5 or 6 are considered as being in this program.

English as a Second Language Program is a program of instruction designed to help adults who are limited English proficient achieve competence in the English language. Learners at levels 7 through 12 are considered as being in this program.

Quarter:
Quarter 1 is defined as July 1 to September 30.
Quarter 2 is defined as October 1 to December 31.
Quarter 3 is defined as January 1 to March 31.
Quarter 4 is defined as April 1 to June 30.

Quarterly Reports:
Reports are due to KBOR following each quarter. The 10 quarterly reports below must reach KBOR Adult Education by the announced deadline to ensure accurate follow-up. Reports may be mailed **on disk or as an e-mail attachment**. Special mailing containers are provided to mail a disk to KBOR.

1. Quarterly Instructional Hours by Entry Class
2. Table 2
3. Enter Employment Report for Data Matching
4. Enter Employment Report for Survey
5. Retained/Improved Employment Report for Data Matching
6. Retained/Improved Employment Report for Survey
7. Placement in Post-secondary Education Report
8. Achieve Citizenship Skills Report
9. Received GED Report
10. Increase Involvement in Children's Education and Literacy Activities Report

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Year: A **fiscal year** is defined as July 1 through the next June 30. Follow-up achievements, such as getting a job or passing the GED, may be counted within

appropriate quarters of years following a learner's exit from the program **until the annual report is submitted to Washington DC** (achievements made and reported to KBOR by the following October 15). However, learners remaining in the program (i.e., participating in instructional activities) for the current year should have their achievements counted in the **current year** rather than the previous year.

Yearly Reports: A number of yearly reports, including yearly tables 1,2,3,4,5, and 6, are required to be cross checked and reported to KBOR Adult Education **on disk or as an e-mail attachment**. Special mailing containers are provided to mail the disk to KBOR. Disks or attachments are due to KBOR **no later than October 15**.

NOTE: Definitions were compiled and revised with the input of numerous program staff. KBOR Adult Education welcomes additional feedback for future editions.

Outcome Measures Definitions

Educational Functioning Level Descriptors—Adult Basic Education Levels

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Level 1 **Beginning ABE** **Literacy** Test Benchmark: CASAS Math: 200 and below CASAS Reading: 200 and below CASAS Writing: Level 0 Pre-Employment/Work Maturity Skills: O-1 skills mastered Technology Skills: Level A	Individual has no reading or writing skills in any language, or has minimal skills, such as the ability to read and write own name or simple isolated words. The individual may be able to write letters or numbers and copy simple words and there may be no or incomplete recognition of the alphabet; may have difficulty using a writing instrument. There is little or no comprehension of how print corresponds to spoken language.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms and has few or no workplace skills. The individual can handle routine entry-level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
Level 2 **Beginning Basic** **Education** Test Benchmark: CASAS Math: 201-210 CASAS Reading: 201-210 CASAS Writing: Level 1 Pre-Employment/Work Maturity Skills: 2 skills mastered Technology Skills: Level B	Individual can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write sight words and copy lists of familiar words and phrases; may also be able to write simple sentences or phrases such as name, address and phone number; may also write very simple messages. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.	Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.	Individual is able to read simple directions signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit,, pictorial texts, e.g., understands logos related to worker safety before using a piece of machinery; can read want ads and complete simple job applications.

Outcome Measures Definitions

Educational Functioning Level Descriptors—Adult Basic Education Levels

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Level 3 **Low Intermediate Basic Education** Test Benchmark: CASAS Math: 211-220 CASAS Reading: 211-220 CASAS Writing: Level 2 Pre-Employment/Work Maturity Skills: 3 skills mastered Technology Skills: Level C	Individual can read simple material on familiar subjects and comprehend with high accuracy simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks complete clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization.)	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits, can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements.
Level 4 **High Intermediate Basic Education** Test Benchmark: CASAS Math: 221-235 CASAS Reading: 221-235 CASAS Writing: Level 3 Pre-Employment/Work Maturity Skills: 4 skills mastered Technology Skills: Level D	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a work processor to produce own texts.

Outcome Measures Definitions

Educational Functioning Level Descriptors—Adult Basic Education Levels

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Level 5 **Low Adult Secondary Education** Test Benchmark: CASAS Math: 236-245 CASAS Reading: 236-245 CASAS Writing: Level 4 Pre-Employment/Work Maturity Skills: 5-6 skills mastered Pass at least one Official GED Practice Test (50+)	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials, and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure.	Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.	Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.
Level 6 **High Adult Secondary Education** Test Benchmark: CASAS Math: 246 and higher CASAS Reading: 246 and higher CASAS Writing: Level 5 Pre-Employment/Work Maturity Skills: 6 skills mastered Pass at least three GED Official Practice Tests (50+)	Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college-level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology.

Outcome Measures Definitions			
Educational Functioning Level Descriptors—English-As-A-Second Language Levels			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Level 7 **Beginning ESL Literacy** Test Benchmark: CASAS Reading: Below 180 CASAS Speaking: Level 0 CASAS Listening: Below180 CASAS Writing: Level 0 Pre-Employment/Work Maturity Skills: 0-1 skill mastered	Individual cannot speak or understand English, or understands only isolated works or phrases.	Individual has no reading or writing skills in any language, or has minimal skills, such as the ability to read and write own name or simple isolated words. The individual may be able to write letters or numbers and copy simple words and there may be no or incomplete recognition of the alphabet; may have difficulty using a writing instrument. There is little or no comprehension of how print corresponds to spoken language.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
Level 8 **Beginning ESL** Test Benchmark: CASAS Reading: 181-200 CASAS Speaking: Level 1 CASAS Listening: 181-200 CASAS Writing: Level 0-1 Pre-Employment/Work Maturity Skills: 0-1 skill mastered Technology Skills: Level A	Individual can understand frequently used works in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.	Individual can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write sight words and copy lists of familiar words and phrases; may also be able to write simple sentences or phrases such as name, address and phone number; may also write very simple messages. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.	Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.

Outcome Measures Definitions

Educational Functioning Level Descriptors: English-As-A-Second Language Levels

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Level 9 **Low Intermediate ESL** Test Benchmark: CASAS Reading: 201-210 CASAS Speaking: Level 2 CASAS Listening: 201-210 CASAS Writing: Level 1 Pre-Employment/Work Maturity Skills: 2 skills mastered Technology Skills: Level B	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; has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend with high accuracy simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks complete clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g. periods, capitalization).	Individual can interpret simple directions and schedules, signs and maps; can fill out simple forms, but needs support on some documents that are not simplified; can handle routine entry level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).
Level 10 **High Intermediate ESL** Test Benchmark: CASAS Reading: 211-220 CASAS Speaking: Level 2 CASAS Listening: 211-220 CASAS Writing: Level 2 Pre-Employment/Work Maturity Skills: 3 skills mastered Technology Skills: Level C	Individual can understand learned phrases and short new phrases 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; relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures, can self and peer edit for spelling and punctuation.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.

Outcome Measures Definitions

Educational Functioning Level Descriptors—English-As-A-Second Language Levels

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Level 11 **Low Advanced ESL** Test Benchmark: CASAS Reading: 221-235 CASAS Speaking: Level 2+ CASAS Listening: 225+ CASAS Writing: Level 3 Pre-Employment/Work Maturity Skills: 4 skills mastered Technology Skills: Level D	Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar text and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.
Level 12 **High Advanced ESL** Test Benchmark: CASAS Reading: 236 and above CASAS Speaking: Level 2+ CASAS Listening: 225+ CASAS Writing: Level 4-5 Pre-Employment/Work Maturity Skills: 5 -6 skills mastered **Pass at least one GED Official Practice Test (50+)**	Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.	Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multi-paragraph essays with a clear introduction and development of ideas; writing contains well-formed sentences, appropriate mechanics and spelling, and few grammatical errors.	Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software and learn new applications; can define the purpose the software and select new applications appropriately; can instruct others in use of software and technology.

APPENDIX I

MEDIA COVERAGE OF STATE PLANNING EFFORTS