2. Indicators of Quality Programs

FY 2017 Indicators of a Quality Adult Education Program
Including Standards and Measures
Effective July 1, 2016
(146 total points possible)

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

All measures except 3.3, 4.1, and 7.1 will use data from the last full program year. Measure 9.1 will use data from the last quarter of the last full program year and the first three quarters of the current fiscal year and measures 5.1 and 5.2 will use data from the first three quarters of FY17.

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

High (6 pts.)	35% or more of participants enter at one of the six beginning levels (Levels 1, 2, 7, 8, 9 or 10 in Outcomes Measures Definitions).
Medium (3 pts.)	25% to 34% of participants enter at one of the six beginning levels (Levels 1, 2, 7, 8, 9 or 10 in Outcomes Measures Definitions).

Definitions:
Beginning levels – include Beginning ABE Literacy, Beginning Basic Education, Beginning ESL Literacy, Low Beginning ESL, High Beginning ESL, and Low Intermediate ESL as defined in *Outcome Measures Definitions*.

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

NOTE: Performance on measure 1.1 is determined by data from PABLO on Student Report A-1 for last full program year.

Measure 1.2

High (10 pts.)	Program increases the number of participants served by seven percent (7%) or greater over the previous fiscal year.
Medium (5 pts.)	Program increases the number of participants served by one percent (1%) to six percent (6%) over the previous fiscal year.

NOTE: Program's performance on measure 1.2 is determined by using data from PABLO Student Report C-2 for last full program year.

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

Measure 2.1

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

Definition: Complete an educational functioning level – as defined by the National Reporting System (NRS) in *Outcome Measures Definitions* and PABLO (Report C2).

NOTE: **Completion of an educational functioning level on measure 2.1 is determined by using PABLO Student Report C-2 for <u>last</u> full program year.**

Measure 2.2

High (10 pts.)	The program provides workplace readiness instruction, as demonstrated through the achievement of a Kansas Work*Ready*! Certificate, to 70% or greater of its exited participants entering at Levels 4, 5, 6, and 12. (Students entering program year holding Gold level certificate are not included in the denominator)
Medium (5 pts.)	The program provides workplace readiness instruction, as demonstrated through the achievement of a Kansas Work*Ready*! Certificate, to 50% to 69% of its exited participants entering at Levels 4, 5, 6, and 12. (Students entering program year holding Gold level certificate are not included in the denominator)

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

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

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

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

NOTE: Measure 2.2 will be evaluated based on the number of participants reported on PABLO as exited from levels 4, 5, 6, and 12 on Student Reports C-6 and C-12 and the number of participants reported on PABLO as having received a Work*Ready!* Certificate on Student Report B-11 for <u>last</u> full program year.

Measure 2.3

High (10 pts.)	40% or greater of exited participants entering at Levels 4, 5, 6, and 12 demonstrate college readiness as defined by achievement of qualifying scores on the prescribed assessments described below.
Medium (5 pts.)	25% to 39% of exited participants entering at Levels 4, 5, 6, and 12 demonstrate college readiness as defined by achievement of qualifying scores on the prescribed assessments described below.

Definitions:
Demonstrating College Readiness:

TABE scale scores of 596 or above in Reading and 595 or above in Math.

College Placement (Compass, Asset, etc.) scores at or above the level needed to place into:
- Course immediately before College Algebra, e.g., Intermediate Algebra or course required for achievement of industry recognized credential or college certificate, e.g., Technical Math.
- Course immediately before College Composition, e.g., pre-college composition or course required for achievement of industry recognized credential or college certificate, e.g. Technical Writing.
- No required reading course

GED® scores with no score less than 165.

WorkKeys scores of 6 on Reading for Information, 4 on Locating Information, and 6 on Applied Mathematics

NOTE: Measure 2.3 will be evaluated based on the number of participants reported on PABLO as exited from levels 4, 5, 6, and 12 on Student Reports C-6 and C-12 and the number of participants being College Ready on Student Report B-12 for the last full program year.

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

Measure 3.1

High (10 pts.)	The *mean* number of participant hours exceed the state's previous year mean by 10% or greater.
Medium (5 pts.)	The *mean* number of participant hours exceed the state's previous year mean by 5-9%.

Definition:
Mean number of participant hours – The average of all participants' hours.

Performance on measure 3.1 will be determined by PABLO data using the program summary report for the last full program year.

Measure 3.2

High (6 pts.)	The program meets or exceeds 80% of its negotiated goals.
Medium (3 pts.)	The program meets 60 – 79% of its negotiated goals.

Definitions:
Core outcomes – Up to 15 core outcomes including complete an educational functioning level for all levels except 6, obtain employment, retain/improve employment, obtain a GED® or high school diploma, and enter post-secondary education or training program. All core outcomes use federal definitions. **For FY16, performance on follow-up outcomes of Entered Employment and Retained Employment will not be counted against programs.**

NOTE: Performance on measure 3.2 will be determined by PABLO data for the last full program year and the goals from the program's last full program year funding application.

Measure 3.3

High (10 pts.)	27% or greater of participants enrolled FY13 at Levels 4, 5, 6, 11,or 12 transition to postsecondary education or training programs by FY16.
Medium (5 pts.)	25% to 26% of participants enrolled FY13 at Levels 4, 5, 6, 11 or 12 transition to postsecondary education or training programs by FY16.

Note: Performance on measure 3.3 will be determined with data match with KHEDS. A three year lag will be used to determine transition. This aligns with Foresight 2020.

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

Measure 4.1

High (10 pts.)	Classes at all program sites; including any outreach sites, are scheduled 8 or more hours per week.

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

Expectation of scheduling:
Minimum intensity to be awarded quality points is eight hours per week. All **classes** must be offered a minimum of eight (8) hours per week to be awarded points, not a combination of hours, i.e., ABE/GED® is offered a minimum of 8 hours a week during the day and/or a minimum of 8 hours a week in the evening, not 8 hours per week during the daytime and only 6 hours per week in the evening. Similarly, Beginning ESL is offered a minimum of 8 hours a week during the day and/or 8 hours a week during the evening, not 4 hours for Beginning ESL on Monday and Wednesday evenings and 4 hours of Intermediate ESL on Tuesday and Thursday evenings.

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

Programs using alternative scheduling designs must submit documentation showing how students will attend a minimum of 8 hours per week.

NOTE: Performance on measure 4.1 is determined by desk monitoring from program's current fiscal year application, as well as supporting documentation.

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

Measure 5.1

High (6 pts.)	25% of participants at levels 1, 2, 3, 4, 5, 6, 9, 10, 11 or 12, who need digital literacy instruction based on the *Northstar Basic Computer Use* screening or assessment will complete the *Northstar Basic Computer Use* module.
Medium (3 pts.)	15% to 24% of participants at levels 1, 2, 3, 4, 5, 6, 9, 10, 11 or 12, who need digital literacy instruction based on the *Northstar Basic Computer Use* screening or assessment will complete the *Northstar Basic Computer Use* module.

Definitions: Northstar Digital Literacy assessments provide meaningful assessment that could lead to a certificate useful for employers and job seekers. Online assessment modules include *Basic Computer Use*, *World Wide Web, Windows, Using E-mail, Microsoft Word, Social Media, Microsoft Excel,* and *Microsoft PowerPoint.*

The **denominator** includes students that score less than 10 on the *Northstar Basic Computer Use* screening pre-test and students that score less than 85% on the *Northstar Basic Computer Use* assessment.

The **numerator** includes students that score 85% or higher on the *Northstar Basic Computer Use* assessment following instruction.

NOTE: Performance on measure 3.4 is determined by data collected through the Northstar Digital Literacy Sponsor site and submitted for the first three quarters in FY17.

Measure 5.2

High (6 pts.)	50% of participants at levels 1, 2, 3, 4, 5, 6, 9, 10, 11 or 12 will complete the *Northstar World Wide Web, Windows, Using E-mail, Microsoft Word, Social Media, Microsoft Excel,* or *Microsoft PowerPoint* module.
Medium (3 pts.)	40% to 49% of participants at levels 1, 2, 3, 4, 5, 6, 9, 10, 11 or 12 will complete the *Northstar World Wide Web, Windows, Using E-mail, Microsoft Word, Social Media, Microsoft Excel*, or *Microsoft PowerPoint* module.

Definitions: Northstar Digital Literacy assessments provide meaningful assessment that could lead to a certificate useful for employers and job seekers. Online assessment modules include *Basic Computer Use*, *World Wide Web, Windows, Using E-mail, Microsoft Word, Social Media, Microsoft Excel,* and *Microsoft PowerPoint.*

The public version of Northstar assessments have been used over 920,000 times.

The **denominator** includes students who complete, or bypass the *Northstar Basic Computer Use* module.

The **numerator** includes students completing the *Northstar World Wide Web, Windows, Using E-mail, Microsoft Word, Social Media, Microsoft Excel,* or *Microsoft PowerPoint* module.

NOTE: Performance on measure 3.4 is determined by data collected through the Northstar Digital Literacy Sponsor site and submitted for the first three quarters of FY17.

7. The program demonstrates a commitment to quality services to adult learners and to the professionalism of the field of adult education by having paid staff with appropriate educational background, with credentials in adult education, and with adequate training [AEFLA, Section 231, (e)(8)]. Full and part time Adult Education instructional staff and leadership participate in research-based professional development opportunities. [AEFLA, Section 231(b)].

Measure 7.1

High (6 pts.)	55% of the program's total full time and part time instructional staff and leadership complete professional development opportunities delivered by an approved provider. • A minimum of 3 certificates attained during FY17 for full time staff • A minimum of 2 certificates attained during FY17 for part time staff
Medium (3 pts.)	35-54% of the program's total full time and part time instructional staff and leadership complete professional development opportunities delivered by an approved provider. • A minimum of 3 certificates attained during FY17 for full time staff • A minimum of 2 certificates attained during FY17 for part time staff

Definitions:

Full and part-time staff – defined by the host Institution's human resource guidelines.

Certificate – a document certifying that one has completed the requirement/s of the professional development offering.

Approved professional development opportunities listed below as incentivized for funding:

1. National Reporting System (NRS) **NOTE:** ***Suspended beginning FY17 until OCTAE has approved NRS revisions.***

2. Professional development directly supported, developed or identified by Kansas Board of Regents Adult Education of at least three hours including but not limited to:
   • College and Career Readiness Standards Training
   • STAR Institutes
   • STAR Refresher Training
   • AO-K Team Teacher Training
   • AO-K Peer Learning Training

3. Professional development that is targeted to Adult Education and a minimum of at least three hours, and directly related to AEFLA-funded services.\
   • LINCS – Literacy Information and Communication System.
   • 2.5 hour LINCS certificate when filed with the Addendum Form to Supplement 2 ½ hour LINCS Course for Certificate-Eligible PD
   • World Education – E-Learning Professional Development for Adult Educators

4. Additional professional development opportunities that are a minimum of 3+ hours ***may be incentivized***. Requests can be submitted to the Associate Director of Staff and Professional Development. Request form is posted on the KBOR Adult Education website.

   http://www.kansasregents.org/academic_affairs/adult_education/adult_education_resources

Examples	Delivery Method	Duration	Certificate
AO-K Team Teacher Training	Face to face	Two Days	1 Certificate
AO-K Peer Learning Training	Face to face	Four-hour session	1 Certificate
College and Career Readiness Standards (CCRS) Trainings Institute I	Face to face	1.5 Days	1 Certificate
College and Career Readiness Standards	Face to face	2.5 Days	1 Certificate

(CCRS) Trainings Institute II			
College and Career Readiness Standards (CCRS) Trainings Institute III	Face to face	2.5 Days	1 Certificate
STAR Training			
Institute I	Face to face	Two Days	1 Certificate
Institute II	Face to face	Two Days	1 Certificate
Institute III	Face to face	Two Days	1 Certificate
National Certification	Face to face	Institutes I - III	1 Certificate
STAR Refresher	Face to face	Three-hour session	1 Certificate
LINCS	Face to face or online training	Determined by training	1 Certificate identified by course
NRS	*Suspended until revised for WIOA*		
World Education	Online training	Determined by training	1 Certificate identified by course
Additional PD Certificate-Eligibility (refer to #4 above)	Face to face or online training	Determined by training	• **NOTE:** *There is no guarantee that PD delivered prior to approval will be approved for certificate purposes.* • Following approval, PD activity is eligible for 1 certificate, as submitted by Program Leader

Professional development opportunities **NOT** incentivized for funding:

1. TABE Training
2. PABLO Training
3. PAM Training
4. Accommodations Training
5. New Director Orientation
6. Kansas Shop Talk
7. Program Leaders Meetings

NOTE: Performance on measure 7.1 for FY17 will be determined by 4th quarter of the last full program year (FY16) and 1st, 2nd, and 3rd quarters of the current fiscal year (FY17). Programs shall provide electronic certificates of completion called PDCert with end of quarter reports using the naming convention on the reporting calendar to www.AdultEdReports.org. ALL certificates MUST be received no later than April 17, 2017 to be counted for this measure.

Measure 7.2

High (6 pts.)	50% of paid instructional and administrative leadership staff has graduate degrees.
Medium (3 pts.)	30% to 49% of paid instructional and administrative leadership staff has graduate degrees.

Definitions:

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

NOTE: Performance on measure 7.2 will be determined by KBOR Adult Education staff from documentation reported in PABLO on the individual local program staff profile at the end of the third quarter for the <u>current</u> fiscal year. Documentation of degrees will be reviewed during periodic on-site monitoring.

Measure 7.3

High (10 pts.)	The program meets or exceeds its annual program improvement plan objective/s.
Medium (5 pts.)	The program makes significant progress toward meeting its program improvement plan objective/s.

Definitions:

Significant progress toward objective – Program demonstrates significant improvement from previous fiscal year.

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

NOTE: Performance on measure 7.3 is determined by program's improvement plan objective/s and PABLO data for the <u>last</u> full program year.

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

Measure 9.1

(Up to 10 pts.)	Using PABLO, the program enters data regularly and in a timely manner, monitors data for accuracy, and submits all reports accurately and on time.
2 pts.	1st Quarter Data Validation Check error free and all reports accurate and on time.
2 pts.	2nd Quarter Data Validation Check error free and all reports accurate and on time.
2 pts.	3rd Quarter Data Validation Check error free and all reports accurate and on time.
4 pts.	End of Year Data Validation Check error free and all reports accurate and on time.

NOTE: Performance on measure 9.1 will be determined by 4th quarter of the <u>last</u> full program year and 1st, 2nd, and 3rd quarters of the <u>current</u> fiscal year, data validation checks, desk monitoring, and the Operations Coordinator's record of dates of report submissions and e-mail communications.

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

Measure 10.1

	The program provides quality adult education services at a cost <u>per core outcome</u> that is aligned with the state **mean** cost per outcome.	
	10 points	>$250.00 less than state mean
	8 points	$201.00 to $250.00 less than state mean
	6 points	$151.00 to $200.00 less than state mean
	4 points	$101.00 to $150.00 less than state mean
	2 points	Equal to state mean to $100.00 less than state mean
	0 points	$1.00 to $100.00 greater than state mean
	-2 points	$101.00 to $200.00 greater than state mean
	-4 points	$201.00 to $300.00 greater than state mean
	-6 points	$301.00 to $400.00 greater than state mean
	-8 points	$401.00 to $500.00 greater than state mean
	-10 points	$501.00 or more greater than state mean

Definitions:
<u>Core outcomes</u> – Includes only the federal core outcomes; (1) educational gain (completion of an educational functioning level), (2) achievement of the GED®, (3) entrance into postsecondary education, (4) entrance into employment, and (5) retention/improvement in employment.

<u>Cost calculation</u>: Amount of allocated federal and state funding/Number of core outcomes = Cost per core outcome

NOTE: Performance on measure 10.1 will be determined by KBOR Adult Education staff based on the local program's federal and state funding and the total number of participant outcomes as defined above for <u>last</u> full program year.

Measure 10.2

High (10 pts.)	The percentage of the local program participants' core outcomes achieved exceeds the percentage of state and federal funds received by the local program.

Definitions:
<u>Core outcomes</u> – Includes only the federal core outcomes; (1) educational gain (completion of an educational functioning level), (2) achievement of the GED®, (3) entrance into postsecondary education, (4) entrance into employment, and (5) retention/improvement in employment.

<u>Percentage calculation</u>: Program's combined federal and state funding/Kansas Adult Education's <u>total </u>amount of federal and state funding = program's percentage of total Kansas Adult Education funding. Program's number of core outcomes/Kansas Adult Education's total number of core outcomes = program's percentage of total Kansas Adult Education's core outcomes

The difference between *program's percentage of total Kansas Adult Education funding* and *program's percentage of total Kansas Adult Education's core outcomes* determines the program's performance on this measure. For example, Program A received $124,000 **(3%)** of the total state and federal dollars ($4,898, 998), and its learners achieved 294 **(2%)** core outcomes of the state's total number of core outcomes (17,154). Program A would receive <u>no</u> points for this measure.

NOTE: Performance on measure 10.2 will be determined by KBOR Adult Education desk monitoring based on the local program funding and the total number of participant core outcomes as defined above for <u>last</u> full program year.