



KANSAS BOARD OF REGENTS

KANSAS ADULT EDUCATION POLICY MANUAL

Effective: July 1, 2017

**Kansas Adult Education Policy
Manual**

(Effective, July 1, 2017)

The manual is designed in sections to accommodate periodic updates – please help keep your manual as current by routinely replacing outdated sections. Please encourage all adult education staff members in your program to read and thoughtfully practice the procedures detailed below.

For more information on any of the policies in this manual, please contact KBOR Adult Education staff at 785-430-4283

Complements to this manual include the following documents:

- 1) *WIOA Combined State Plan*;
- 2) PABLO user manual;
- 3) *The Kansas Adult Education Proficiency Attainment Model Planner (PAM)*.

Contents of this manual are organized by the following categories:

- 1. Acronyms and Definitions**
- 2. Indicators of a Quality Adult Education Program**
- 3. Staff Qualifications and Professional Development**
- 4. Services to Learners**
- 5. Research-based Practice**
- 6. Funding**
- 7. Services to Individuals with Disabilities**
- 8. Environment**
- 9. Basic Skills Certification**
- 10. Evaluation and Record Keeping**
- 11. Assessment**
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1. Acronyms and Definitions

Acronyms and Definitions

ABE: Adult basic education (educational functioning levels 1 through 4)

ADA: Americans with Disabilities Act

AEFLA: *Adult Education and Family Literacy Act*, Title II of the *Workforce Innovation and Opportunity Act* which funds adult education services in Kansas

ASE: Adult secondary education (educational functioning levels 5 and 6)

CCRS: College and Career Readiness Standards for Adult Education

CASAS: Comprehensive Adult Student Assessment System, a national assessment-to-instruction system based on competencies identified as essential for adults to function effectively in their multiple life roles of employees, family members and community members

COABE: Commission on Adult Basic Education, a national professional association for adult educators

DAEL: Division of Adult Education and Literacy, the division of the Office of Career, Technical and Adult Education of the United States Department of Education

ED: U.S. Education Department, federal agency which oversees Adult Education

EFL: Educational functioning level; the descriptor of student performance determined by standardized testing used by the National Reporting System. There are four levels (1-4) for adult basic education (ABE) learners, two levels (5-6) for adult secondary education (ASE) learners, and six levels (7-12) for English-as-a-second-language (ESL) learners.

IELCE: Integrated English Literacy and Civics Education, both an allowable activity and federal funding for services to adults to achieve competency in the English language, receive instruction on the rights and responsibilities of citizenship and civic preparation, and workforce training.

ELA: English language acquisition (EFL levels 7 through 12)

ESOL: English for speakers of other languages (alternative term for ELA)

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

GED®: General Educational Development test battery; if passed, an examinee receives the Kansas State High School Diploma

IDEA: Individuals with Disabilities Education Act, federal legislation on education services for individuals with disabilities

IEP = Individual Education Plan, a required plan of action and educational support for pupils with disabilities in public schools

LD = Learning Disability

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OHI = Other Health Impairment

SED = Severe Emotional Disturbance

SLD = Specific Learning Disability

KAEA: Kansas Adult Education Association, a state professional association for adult educators

Kansas WorkReady! Credential: The Kansas career readiness credential based on three WorkKeys® assessments

KBOR: Kansas Board of Regents, state agency responsible for postsecondary education and the state agency recognized by the USDOE for oversight of AEFLA funding and sub grantees

LEP: Limited English proficiency, status of learners with limited English language skills

MVAEA: Missouri Valley Adult Education Association, a Midwest regional professional association for adult educators

NRS: National Reporting System for data collection and reporting as required under AEFLA – data are collected on PABLO in Kansas

OCTAE: Office of Career, Technical, and Adult Education, office in the United States Education Department where the Division of Adult Education and Literacy is housed

PABLO: Kansas's adult education data collection and reporting system

PIP: Program Improvement Plan submitted by each grantee

PSE: Postsecondary education or other training at the postsecondary level

SIA: Standards-in-Action, a federal initiative to improve teacher and administrator use, understanding and development of content standard-based education

TABE: Tests of Adult Basic Education, the approved assessment for ABE students in Kansas

TABE CLAS-E: Tests of Adult Basic Education Complete Language Assessment System-English, the approved assessment for ESL students in Kansas

WIOA: Workforce Innovation and Opportunity Act: federal workforce development legislation, of which, Adult Education and Family Literacy is Title II. Effective July 1, 2016.

Kansas Statute # 72-4517

Chapter 72: SCHOOLS

Article 45: ADULT EDUCATION PROGRAMS

Title: Definitions.

Definitions. As used in this act:

- (a) "Board" means the board of education of any school district or the board of trustees of any community college.
- (b) "State board" means the state board of regents.
- (c) "State plan" means the plan for adult basic education programs prepared and adopted by the state board in accordance with state and federal law.
- (d) "Adult basic education program" means a program of one or more courses in general education subjects taught at the grade school or high school level under the supervision of a board for eligible persons which is included in the state plan and for which federal funds are received pursuant to federal law.
- (e) "Eligible persons" means persons who (1) have attained the age of 16, (2) have not graduated from high school and have not been recognized as having achieved an equivalent level of education, and (3) are not now regularly enrolled in school.
- (f) "Adult supplementary education program" means a program of one or more courses in any subject, other than courses in the adult basic education program or courses approved for state funding purposes, which is conducted under the supervision of a board for persons who have attained the age of 16.
- (g) "Federal law" means the adult education act of 1966 (title III, P.L. 89-750), and acts amendatory thereof.

History: L. 1974, ch. 311, § 1; L. 1999, ch. 147, § 116; L. 2000, ch. 86, § 4; April 20

2. Indicators of Quality Programs

FY 2018 Indicators of a Quality Adult Education Program
Including Standards and Measures

Effective July 1, 2017
(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.

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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 last full program year.

Measure 2.2

High (10 pts.)	The program provides workplace readiness instruction, as demonstrated through the achievement of a Kansas WorkReady! 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 WorkReady! 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: Standardized assessment –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 WorkReady! 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 WorkReady!** Certificate, receipt of a certificate at the four different levels “counts” as follows:

1 Platinum Level WorkReady! 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 WorkReady! Certificate on Student Report B-11 for last full program year.

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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 (Accuplacer, 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 <i>mean</i> number of participant hours exceed the state's previous year mean by 10% or greater.
Medium (5 pts.)	The <i>mean</i> 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.

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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.

- 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.
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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.

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

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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 <i>Northstar Basic Computer Use</i> screening or assessment will complete the <i>Northstar Basic Computer Use</i> 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 <i>Northstar Basic Computer Use</i> screening or assessment will complete the <i>Northstar Basic Computer Use</i> 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 <i>Northstar World Wide Web</i> , <i>Windows</i> , <i>Using E-mail</i> , <i>Microsoft Word</i> , <i>Social Media</i> , <i>Microsoft Excel</i> , or <i>Microsoft PowerPoint</i> 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 <i>Northstar World Wide Web</i> , <i>Windows</i> , <i>Using E-mail</i> , <i>Microsoft Word</i> , <i>Social Media</i> , <i>Microsoft Excel</i> , or <i>Microsoft PowerPoint</i> 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)].

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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. <ul style="list-style-type: none">• A minimum of 18 contact hours will equal 6 credit hours attained for full-time staff.• A minimum of 9 contact hours will equal 3 credit hours attained 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. <ul style="list-style-type: none">• A minimum of 18 contact hours will equal 6 credit hours attained for full-time staff.• A minimum of 9 contact hours will equal 3 credit hours attained for part-time staff.

Definitions:

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

Credit Hour – A "credit hour" is the unit of measuring professional development credit where 3 contact hours equals 1 credit hour. Credit hours can be awarded in increments of .5 credits.

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 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 directly related to AEFLA-funded services.
 - LINCS – Literacy Information and Communication System.
 - World Education – E-Learning Professional Development for Adult Educators
4. Additional professional development opportunities ***may be incentivized*** at KBOR staff discretion. Requests can be submitted to Kansas Adult Education Staff. 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	Credit Hours
AO-K Team Teacher Training	Face to face	Two Days	██████
AO-K Peer Learning Training	Face to face	Four-hour session	██████
College and Career Readiness Standards (CCRS) Trainings Institute I	Face to face	1 Day	██████
College and Career Readiness Standards (CCRS) Trainings Institute II	Face to face	2.5 Days	██████

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College and Career Readiness Standards (CCRS) Trainings Institute III	Face to face	2.5 Days	
STAR Training			
Institute I	Face to face	Two Days	
Institute II	Face to face	Two Days	
Institute III	Face to face	Two Days	
National Certification	Face to face	Institutes I - III	
STAR Refresher	Face to face	Three-hour session	
LINCS	Face to face or online training	Determined by training	
NRS	<i>Suspended until revised for WIOA</i>		
World Education	Online training	Determined by training	
Additional PD Certificate-Eligibility (refer to #4 above)	Face to face or online training	Determined by training	<ul style="list-style-type: none"> <u>NOTE: There is no guarantee that PD delivered prior to approval will be approved for certificate purposes.</u> Credit hour credit will be determined by KBOR staff.

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 (FY17) and 1st, 2nd, and 3rd quarters of the current fiscal year (FY18). Programs shall provide electronic certificates of completion called PDCert with end of quarter reports using the naming convention on the reporting calendar to adultedreports@ksbor.org. ALL certificates MUST be received no later than April 17, 2018 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 current fiscal year. Documentation of degrees will be reviewed during periodic on-site monitoring.

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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 last 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.	1 st Quarter Data Validation Check error free and all reports accurate and on time.
2 pts.	2 nd Quarter Data Validation Check error free and all reports accurate and on time.
2 pts.	3 rd 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 last full program year and 1st, 2nd, and 3rd quarters of the current 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

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Definitions:

Core outcomes – 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.

Cost calculation: 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 last 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.
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Definitions:

Core outcomes – 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.

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

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

3. Staff Qualifications, Program & Professional Development

3.1 Statutory Authority

Adult education programs must employ instructional and administrative staff with appropriate backgrounds in compliance with KSA 72-4526 and in response to Measure 7.1 of Indicators of Program Quality.

Kansas Education Statute # 72-4526

Chapter 72: SCHOOLS

Article 45: ADULT EDUCATION PROGRAMS

Title: Teacher qualifications; certificate of accomplishment; regulations; participation by nonresidents; authority of teachers and administrators.

72-4526. Teacher qualifications; certificate of accomplishment; regulations; participation by nonresidents; authority of teachers and administrators.

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

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

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

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

Note on section (b): This section was written in the 1970's and applies to the authority of local school district or community college boards to issue certificates of accomplishment – no such certificates of accomplishment are currently authorized under the Kansas State 4-Year Plan for Adult Education and Family Literacy, but the section was included for historical accuracy.

3.2 Professional Development Requirements for Program Staff

Program staff must participate in required workshops and may participate in further professional development opportunities available through KBOR regional workshops, Kansas Adult Education Association (KAEA), Commission on Adult Basic Education (COABE), and other state or national organizations.

Kansas Board of Regents Adult Education requires new program directors to attend a New Director's Orientation which is scheduled on an as-needed basis. KBOR staff will notify new directors when the New Director Orientation date is set.

Program directors and coordinators are required to attend all scheduled Program Leaders Meetings (PLM). PLM dates are determined at the last scheduled PLM in the fiscal year. Local program directors should not only encourage staff to attend professional development activities but also provide reasonable support.

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Professional Development Offerings

Training		Who delivers?	How to Renew (if required)	Certificate?	How often?
Director	1. New Director's Orientation	KBOR	N/A	NO	A minimum of once during the first year.
	2. PABLO Basics	KBOR and/or Local Program	N/A Updates annually	YES -- upon completion of KBOR training	Initial training by local program
	3. Program Leaders Meetings	KBOR	N/A	NO	As determined at Program Leaders Meeting
	4. Technology (<i>Teknimedia</i>)	KBOR and/or Local Program	Updates annually	NO	Initially and then annually as updates occur.
	5. Proficiency Attainment Model (PAM)	KBOR and/or Local Program	N/A Review program use annually	YES -- upon completion of KBOR training	Initial training by local program
	6. Kansas ShopTalk	KBOR	NA	NA	2nd Tuesday even months only
	7. NRS (<i>National Reporting System</i>) Online Courses: • Module A within first six months of hire date • Modules B, C, D, E, and F within one year of hire date	NRS ONLINE	N/A	YES—upon completion of <i>each</i> NRS Training Module	ONCE
	• Module A. <u>What Is the NRS?</u> (20 -- 35 minutes)	NRS ONLINE	N/A	YES—upon completion of <i>each</i> NRS Training Module	Within six months of hire date
	• Module B. <u>Data Quality Guide Training Courses 8-part online course</u> (1 hr 15 min to 1 hr 45 min)	NRS ONLINE	N/A	YES—upon completion of <i>each</i> NRS Training Module	Within one year of hire date
	• Module C. <u>NRS Data Flow (10-15 minutes)</u> (10 -- 15 minutes)	NRS ONLINE	N/A	YES—upon completion of <i>each</i> NRS Training Module	Within one year of hire date
	• Module D. <u>Using NRS Data (10-15 minutes)</u> (10 -- 15 minutes)	NRS ONLINE	N/A	YES—upon completion of <i>each</i> NRS Training Module	Within one year of hire date
	• Module E. <u>Scenarios 5 part course</u> (Picks up where <u>Using NRS Data</u> ended) (1 hr 15 min to 2 hrs)	NRS ONLINE	N/A	YES—upon completion of <i>each</i> NRS Training Module	Within one year of hire date
	• Module F. <u>Data Use Guide Training</u> (1 hr 15 minutes to 1 hr 45 minutes)	NRS ONLINE	N/A	YES—upon completion of <i>each</i> NRS Training Module	Within one year of hire date

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Training		Who delivers?	How to Renew (if required)	Certificate?	How often?
Staff and Faculty	1. PABLO Basics	KBOR and/or Local Program	N/A Updates annually	YES -- upon completion of KBOR training	Initial training by local program
	2. NRS (National Reporting System) Online Courses: <ul style="list-style-type: none"> Module A within first six months of hire date Modules B, C, D, E, and F within one year of hire date 	NRS ONLINE	N/A	YES—upon completion of each NRS Training Module	ONCE
	<ul style="list-style-type: none"> Module A. <u>What Is the NRS?</u> (20 -- 35 minutes) 	NRS ONLINE	N/A	YES—upon completion of each NRS Training Module	Within six months of hire date
	<ul style="list-style-type: none"> Module B. <u>Data Quality Guide Training Courses 8-part online course</u> (1 hr 15 min to 1 hr 45 min) 	NRS ONLINE	N/A	YES—upon completion of each NRS Training Module	Within one year of hire date
	<ul style="list-style-type: none"> Module C. <u>NRS Data Flow</u> (10 -- 15 minutes) 	NRS ONLINE	N/A	YES—upon completion of each NRS Training Module	Within one year of hire date
	<ul style="list-style-type: none"> Module D. <u>Using NRS Data</u> (10 - 15 minutes) 	NRS ONLINE	N/A	YES—upon completion of each NRS Training Module	Within one year of hire date
	<ul style="list-style-type: none"> Module E. <u>Scenarios 5 part course</u> (Picks up where <u>Using NRS Data</u> ended) (1 hr 15 min to 2 hrs) 	NRS ONLINE	N/A	YES—upon completion of each NRS Training Module	Within one year of hire date
	<ul style="list-style-type: none"> Module F. <u>Data Use Guide Training</u> (1 hr 15 minutes to 1 hr 45 minutes) 	NRS ONLINE	N/A	YES—upon completion of each NRS Training Module	Within one year of hire date
	3. Proficiency Attainment Model (PAM)	KBOR and/or Local Program	N/A Review program use annually	YES -- upon completion of KBOR training	Initial training by local program
	ASSESSMENT				
	4. <u>ALL</u> Staff and Faculty Administering OR Scoring TABE:				
	A. TABE 9 & 10:	Local and CTB/McGraw-Hill Training Video Workbook	Refresher every two years	YES -- CTB/McGraw-Hill	PRIOR to the FIRST TIME faculty or staff administer or score TABE
	1. Must complete the How to Plan and Administer TABE 9 & 10 Training Video Workbook				
	2. Upon completion of the TABE 9 & 10 Training Video Workbook, the Test Administrator Certification Application must be sent to: i. CTB/McGraw-Hill				
	3. Upon program's receipt of the TABE Test Administrator Certificate, the program must send a copy of the certificate to: i. AdultEdReports@ksbor.org				
	4. Local program directors must ensure that faculty and staff participate in refresher training on administering, scoring, and interpreting TABE 9 & 10 every TWO years.	Local	Local	NO	Every two years

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Staff and Faculty	ASSESSMENT, continued	Who delivers?	How to Renew (if required)	Certificate?	How often?
	B. TABE CLAS-E:	Local and CTB/McGraw-Hill Training Video Workbook	Refresher every two years	YES -- CTB/McGraw-Hill	PRIOR to the FIRST TIME faculty or staff administer or score TABE
	1. Must complete the TABE CLAS-E Staff Development Workbook				
	2. Upon completion of the TABE CLAS-E Staff Development Workbook, the Test Administrator Certification Application must be sent to: i. CTB/McGraw Hill				
	3. Upon program's receipt of the Test Administrator Certification Application, the program must send a copy of the certificate to: i. AdultEdReports@ksbor.org				
	4. Local program directors <u>must</u> ensure that faculty and staff participate in refresher training on administering, scoring, and interpreting TABE CLAS-E every <u>TWO</u> years.	Local	Local	NO	Every two years
	ORIENTATION Administrator, Transition Coordinator*, Career Coach* with NO additional role as a director or teacher. *Suggested supplemental resources	Who delivers?	How to Renew (if required)	Certificate?	How often?
	1. Proficiency Attainment Model (PAM)	KBOR and/or Local Program	N/A • Review program use annually	YES -- upon completion of KBOR training	Initial training by local program
	2. PABLO Basics	KBOR and/or Local Program	N/A Updates annually	NO	Initial training by local program
	3. FAFSA/Financial Aid Resources Training*	Local Program	N/A Updates annually	NO	OPTIONAL
	4. College Admissions and Enrollment System*	Local Program	N/A Updates annually	NO	OPTIONAL
	Technology Teacher (additional requirements)	Who delivers?	How to Renew (if required)	Certificate?	How often?
	1. Technology/Teknimedia	KBOR and/or Local Program	Updates annually	NO	Initially and then annually as updates occur
	Citizenship Teacher (additional requirements)	Who delivers?	How to Renew (if required)	Certificate?	How often?
	1. CASAS Government and History Citizenship Test Administration	KBOR and Local Program	N/A Updates annually	NO	Initially and then annually as updates occur

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Training		Who delivers?	How to Renew (if required)	Certificate?	How often?
Data Tech (Data Entry Only)	1. PABLO Basics	KBOR and/or Local Program	N/A Updates annually	YES -- upon completion of KBOR training	Initial training by local program
	2. NRS (National Reporting System) Online Courses: <ul style="list-style-type: none"> Module A within first six months of hire date Modules B, C, D, E, and F within one year of hire date 	NRS ONLINE	N/A	YES—upon completion of each NRS Training Module	ONCE
	<ul style="list-style-type: none"> Module A. <u>What Is the NRS?</u> (20 -- 35 minutes) 	NRS ONLINE	N/A	YES—upon completion of each NRS Training Module	Within six months of hire date
	<ul style="list-style-type: none"> Module B. <u>Data Quality Guide Training Courses</u> 8-part online course (1 hr 15 min to 1 hr 45 min) 	NRS ONLINE	N/A	YES—upon completion of each NRS Training Module	Within one year of hire date
	<ul style="list-style-type: none"> Module C. <u>NRS Data Flow</u> (10 -- 15 minutes) 	NRS ONLINE	N/A	YES—upon completion of each NRS Training Module	Within one year of hire date
	<ul style="list-style-type: none"> Module D. <u>Using NRS Data</u> (10 - 15 minutes) 	NRS ONLINE	N/A	YES—upon completion of each NRS Training Module	Within one year of hire date
	<ul style="list-style-type: none"> Module E. <u>Scenarios</u> 5 part course (Picks up where <u>Using NRS Data</u> ended) (1 hr 15 min to 2 hrs) 	NRS ONLINE	N/A	YES—upon completion of each NRS Training Module	Within one year of hire date
	<ul style="list-style-type: none"> Module F. <u>Data Use Guide Training</u> (1 hr 15 minutes to 1 hr 45 minutes) 	NRS ONLINE	N/A	YES—upon completion of each NRS Training Module	Within one year of hire date
	3. Proficiency Attainment Model (PAM)	KBOR and/or Local Program	N/A Review program use annually	YES -- upon completion of KBOR training	Initial training by local program

3.3 The Relationship between Program Improvement and Professional Development

Both program improvement and professional development are required components for Adult Education programs funded by the Kansas Board of Regents.

Professional development focuses on the learning needs of individual practitioners (teachers, counselors, administrators, support staff, paraprofessionals.) Professional development activities include participation in face-to-face or online workshops, courses, webinars, sharing groups, research, study circles, communities of practice, curriculum and materials review, curriculum or assessment materials development, and peer coaching or mentoring.

Program improvement focuses on improving program effectiveness. The focus is on the systems that create a program. Examples of program development activities include curriculum development, materials development, promoting student involvement in decision-making, program restructuring, redesigning intake processes, preparing a staff orientation or handbook program expansion, or piloting a new program. Effective program improvement is not possible without examining the professional strengths and needs of staff.

3.4 Program Improvement Plan

Individuals serving in administrative leadership positions and instructional staff positions funded (even partially) through federal, state, or local matching AEFLA funds (including adult education mill levy funds) are encouraged to maintain current, active individual professional development plans. These plans should reflect participation in activities directly linked to the Program Improvement Plan (PIP).

A Program Improvement Plan is included within a program's continuation funding application. Programs determine their program improvement plan goal and objective and provide supporting data or description of the issue prompting the selection of the goal, a broad statement of the desired educational outcome that provides a foundation for the benchmark measure, and the single measure to identify the benchmark chosen for the program's selected Quality Points monitoring.

Every program improvement plan includes the program's strategy and specific actions to implement and achieve the benchmark measure; staff accountable for the activity; target date; and resources including personnel time, publications, data, professional development, etc. needed for the activity.

If the program's program improvement plan includes professional development, the final PIP report submitted in December details progress toward achieving the benchmark measure identified in the previous year's funding application. This report may also include information concerning the impact of professional development activities and other state leadership projects on the program's performance to achieve the identified program improvement goals. The PIP provides information on improvements related to the staff, program, and learner outcomes.

3.5 Professional Development Guidelines

The goals of the professional development guidelines are to:

1. Encourage the utilization of Program Improvement Plans as a tool for guiding professional development;
2. Support professional development priorities that align with program outcomes and maximize limited resources;
3. Assist local program staff in the development of skills and knowledge to support higher levels of student achievement;
4. Support the integration of skills and knowledge acquired through professional development into the classroom.

General Support

Programs should consider that all staff paid by federal, state or local adult education funds complete an Individual Professional Development Plan (IPDP) and participate in professional development activities to meet the plan. Staff members are always encouraged to attend activities that become available throughout the year.

The KBOR Adult Education guidelines for professional development activities supported by Federal and Local AEFLA funding are:

- a. Professional development is an investment of time and expense. Adult educators are encouraged to attend only trainings that are beneficial to their professional growth and student success.
- b. Staff members attending approved professional development opportunities are encouraged to report them on their IPDP.
 - An IPDP can be revised during the program year.
 - The IPDP approval procedure, including the program director's signature, is determined by each program. The IDPD is then maintained in the staff member's program personnel file.
- c. Programs will follow all established KBOR Adult Education registration and cancellation policies.
 - Programs/individuals will be charged for costs incurred when policies are not followed

**Allowable Professional Development Activities
Supported through
Federal and Local AEFLA Funding**

Must be clearly related to:

- ✓ Activities sponsored by the Kansas Board of Regents Adult Education
- ✓ Participation in special projects
- ✓ Workshops supported by local program
- ✓ Classroom visits and peer observations
- ✓ Involvement in professional organizations, including KAEA
- ✓ College courses
- ✓ State or in-state regional Adult Education conferences
- ✓ Out-of-state or Adult Education national conferences

3.6 Adult Education Staff Tuition Reimbursement Policy

As it pertains to federal (AEFLA) or local matching funds used for professional development, a local program may choose to reimburse an individual for a maximum of nine (9) undergraduate or graduate credit hours per program year as program funds are available. Eligible local staff and/or instructors must work a minimum of 15 hours per week in adult education and have a year's experience in Kansas adult education. Coursework must be related to the staff or teacher's adult education duties. Reimbursement is provided when a copy of the paid receipt and a passing grade ("C" or better for undergraduate courses and "B" or better for graduate courses) for the course are received by the local program director or state staff. Exceptions to this policy must be submitted to and approved by the State Director of Adult Education. No college tuition may be paid prior to completion of the course. Tuition is a REIMBURSED expenditure ONLY.

3.7 Local Program Pre-Paid Fees for Other Training Activities Prepayment Policy

As it pertains to federal (AEFLA) or local matching funds used for professional development, local adult education programs which commit to pay for staff to attend a workshop, institute or other state-sponsored event but encounter staff who fail to attend or successfully complete the professional development activity may be asked to repay the expended federal or state fund at the Kansas Board of Regents Adult Education's discretion. If the local program does not receive repayment from the individual, the funds would need to be repaid from the program's local funds and NOT from AEFLA federal or state funds.

4. Services to Learners

4.1 Adult Education Activities Provided in Kansas

The Kansas Board of Regents will award multi-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 in the following categories:

Adult education and literacy activities, which may include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

Adult Education (AE) instruction uses a curriculum based on state-adopted challenging content standards to increase an individual's ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; transition to postsecondary education and training; and obtain employment.

Literacy activities provide individuals with the instruction necessary to increase 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.

Workplace adult education and literacy includes adult education and literacy activities offered in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Family literacy programs provide activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities:

- Parent or family adult education and literacy activates that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
- Interactive literacy activities between parents or family members and their children.
- Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
- An age-appropriate education to prepare children for success in school and life experiences.

English Language Acquisition (ELA) offers instruction in reading, writing, speaking, and comprehension of the English language that leads to attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training or employment.

Integrated English Literacy and Civics Education (IELCE) education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

Workforce preparation provides programs or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training and employment.

Integrated Education and Training provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

4.2 Services Provided in English and Other Languages

Program services to non-native speakers of English may be offered in native languages other than English in order to provide *emergency or other vital communication*, i.e., information presented during orientations. However, the focus of instruction must be on acquisition of skills in the English language, not on native language skills. Preparation for a high school equivalency test in languages other than English is not permitted with AEFLA funds.

4.3 Adult Education Transition

4.3.1 Transition to Postsecondary Education or Training (PSE)

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

4.3.2 Adult Education/Postsecondary Co-enrollment

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

Learners can participate or co-enroll in adult education and technical education simultaneously or sequentially, Co-enrollment in postsecondary education is allowable under the following conditions:

1. Students *who do not have a high school* credential and are enrolled in postsecondary education may qualify for adult education services if they are enrolled in a postsecondary education course that does not duplicate ABE/ASE. For example, an individual cannot be served in adult education if they are taking a general math or English composition at the postsecondary level because these subjects are taught as part of ABE/ASE or GED® preparation. Enrollment in both would be duplication of services. However, an individual who is being served in an adult education program may be enrolled in a postsecondary Career and Technical Education (CTE), physical education, study skills, or psychology class because instruction in these classes would not duplicate the instructional services provided by the adult education program.
2. Students who have a *high school credential but are receiving adult education services based on TABE scores which identify skill deficiencies* may not be enrolled in a postsecondary education course in the same subject area(s) in which they qualified for adult education services (reading, math, and/or writing).

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3. An individual receiving ELA services in an adult education program may be enrolled in postsecondary education but may not be enrolled in an ESOL class for which the post-secondary institution is receiving state aid.

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

4.4 Eligible Adults

Programs must follow the eligibility guidelines as established by WIOA. Students must be at least 16 years of age, and 16 and 17-year-olds must have a disclaimer from their school district of *current residence* (not necessarily the last high school attended) prior to receiving AEFLA services, in compliance with the Compulsory Attendance Act, KSA 72-1111.

(4) Eligible Individual – The term “eligible individual” means an individual –

- A. Who has attained 16 years of age;
- B. Who is not enrolled or required to be enrolled in secondary school under state law; and
- C. Who –
 - i. Is basic skills deficient;
 - ii. Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - iii. Is an English language learner

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, an eligible individual:

1. Does not have a secondary school diploma or its equivalent.

OR

2. Does not have basic reading, writing, or math skills.
 - A. Scores below 622 on a TABE Reading Diagnostic Test; or
 - B. Scores below 637 on a TABE Math Diagnostic Test; or
 - C. Scores below 614 on a TABE Language Diagnostic Test.

OR

3. 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 608 on a TABE Listening Diagnostic Test; or
 - B. Scores below 589 on a TABE Reading Diagnostic Test; or
 - C. Scores below 613 on a TABE Writing Test.

Kansas Adult Education Eligibility Requirements

Kansas Education Statute # 72-1111

Chapter 72: SCHOOLS

Article 11: SCHOOL ATTENDANCE, CURRICULUM AND ACCREDITATION

Title: Compulsory school attendance; exemptions.

Chapter 72: School

Article 11: School Attendance, Curriculum And Accreditation

Statute 72-1111: Compulsory school attendance; exemptions. (a) Subject to the other provisions of this section, every parent or person acting as parent in the state of Kansas, who has control over or charge of any child who has reached the age of seven years and is under the age of 18 years and has not attained a high school diploma or a general educational development (GED) credential, shall require such child to be regularly enrolled in and attend continuously each school year (1) a public school for the duration of the school term provided for in [K.S.A. 72-1106](#), and amendments thereto, or (2) a private, denominational or parochial school taught by a competent instructor for a period of time which is substantially equivalent to the period of time public school is maintained in the school district in which the private, denominational or parochial school is located. If the child is 16 or 17 years of age, the parent or person acting as parent, by written consent, or the court, pursuant to a court order, may allow the child to be exempt from the compulsory attendance requirements of this section.

(b) If the child is 16 or 17 years of age, the child shall be exempt from the compulsory attendance requirements of this section if: (1) The child is regularly enrolled in and attending a program recognized by the local board of education as an approved alternative educational program; (2) the child and the parent or person acting as parent attend a final counseling session conducted by the school during which a disclaimer to encourage the child to remain in school or to pursue educational alternatives is presented to and signed by the child and the parent or person acting as parent. The disclaimer shall include information regarding the academic skills that the child has not yet achieved, the difference in future earning power between a high school graduate and a high school dropout, and a listing of educational alternatives that are available for the child; or (3) the child is regularly enrolled in a school as required by subsection (a) and is concurrently enrolled in a postsecondary educational institution, as defined by [K.S.A. 74-3201b](#), and amendments thereto. The provisions of this clause (3) shall be applicable to children from and after July 1, 1997 and shall relate back to such date.

(c) Any child who is under the age of seven years, but who is enrolled in school, is subject to the compulsory attendance requirements of this section. Any such child may be withdrawn from enrollment in school at any time by a parent or

person acting as parent of the child and thereupon the child shall be exempt from the compulsory attendance requirements of this section until the child reaches the age of seven years or is re-enrolled in school.

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(d) Any child who is determined to be an exceptional child, except for an exceptional child who is determined to be a gifted child, under the provisions of the special education for exceptional children act is subject to the compulsory attendance requirements of such act and is exempt from the compulsory attendance requirements of this section.

(e) Any child who has been admitted to, and is attending, the Kansas academy of mathematics and science, as provided in [K.S.A. 72-9711](#) et seq., and amendments thereto, is exempt from the compulsory attendance requirements of this section.

(f) No child attending public school in this state shall be required to participate in any activity which is contrary to the religious teachings of the child if a written statement signed by one of the parents or a person acting as parent of the child is filed with the proper authorities of the school attended requesting that the child not be required to participate in such activities and stating the reason for the request.

(g) When a recognized church or religious denomination that objects to a regular public high school education provides, offers and teaches, either individually or in cooperation with another recognized church or religious denomination, a regularly supervised program of instruction, which is approved by the state board of education, for children of compulsory school attendance age who have successfully completed the eighth grade, participation in such a program of instruction by any such children whose parents or persons acting as parents are members of the sponsoring church or religious denomination shall be regarded as acceptable school attendance within the meaning of this act. Approval of such programs shall be granted by the state board of education, for two-year periods, upon application from recognized churches and religious denominations, under the following conditions:

(1) Each participating child shall be engaged, during each day on which attendance is legally required in the public schools in the school district in which the child resides, in at least five hours of learning activities appropriate to the adult occupation that the child is likely to assume in later years;

(2) acceptable learning activities, for the purposes of this subsection, shall include parent (or person acting as parent) supervised projects in agriculture and homemaking, work-study programs in cooperation with local business and industry, and correspondence courses from schools accredited by the national home study council, recognized by the United States office of education as the competent accrediting agency for private home study schools;

(3) at least 15 hours per week of classroom work under the supervision of an instructor shall be provided, at which time students shall be required to file written reports of the learning activities they have pursued since the time of the last class meeting, indicating the length of time spent on each one, and the instructor shall

examine and evaluate such reports, approve plans for further learning activities, and provide necessary assignments and instruction;

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(4) regular attendance reports shall be filed as required by law, and students shall be reported as absent for each school day on which they have not completed the prescribed minimum of five hours of learning activities;

(5) the instructor shall keep complete records concerning instruction provided, assignments made, and work pursued by the students, and these records shall be filed on the first day of each month with the state board of education and the board of education of the school district in which the child resides;

(6) the instructor shall be capable of performing competently the functions entrusted thereto; and

(7) in applying for approval under this subsection a recognized church or religious denomination shall certify its objection to a regular public high school education and shall specify, in such detail as the state board of education may reasonably require, the program of instruction that it intends to provide and no such program shall be approved unless it fully complies with standards therefor which shall be specified by the state board of education.

If the sponsors of an instructional program approved under this subsection fail to comply at any time with the provisions of this subsection, the state board of education shall rescind, after a written warning has been served and a period of three weeks allowed for compliance, approval of the programs, even though the two-year approval period has not elapsed, and thereupon children attending such program shall be admitted to a high school of the school district.

(h) As used in this section:

(1) "Parent" and "person acting as parent" have the meanings respectively ascribed thereto in [K.S.A. 72-1046](#), and amendments thereto.

(2) "Regularly enrolled" means enrolled in five or more hours of instruction each school day. For the purposes of subsection (b)(3), hours of instruction received at a postsecondary educational institution shall be counted.

History: L. 1874, ch. 123, § 1; L. 1903, ch. 423, § 1; L. 1919, ch. 272, § 1; L. 1923, ch. 182, § 1; R.S. 1923, 72-4801; L. 1965, ch. 409, § 1; L. 1968, ch. 356, § 1; L. 1969, ch. 316, § 1; L. 1976, ch. 310, § 1; L. 1980, ch. 217, § 3; L. 1984, ch. 263, § 1; L. 1996, ch. 229, § 121; L. 1997, ch. 157, § 1; Revived and Amend., L. 2004, ch. 185, § 1; L. 2008, ch. 118, § 1; July 1.

Sample disclaimer forms from KSDE are included in the PDF version of the Kansas Adult Education Policy Manual.

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Simply put, absent one of the stated exemptions, the law requires that anyone who is 16 or 17 years old be enrolled in school – and if they are enrolled in school, they cannot be allowed to enroll in adult education. The law is in effect at all times, including summer when the public schools may be closed. The learner must not begin classes without a completed disclaimer form. It is the responsibility of the potential adult education learner to get the disclaimer forms completed – not that of the adult education program staff. The disclaimer forms and the counseling session need to be from the school district in which the 16- or 17-year-old resides currently, regardless if the student attended school there. If the 16- or 17-year-old is on an IEP, he/she must disenroll from school, and a disclaimer also needs to be completed. If a 16- or 17-year-old is emancipated (by a court order) or is married, he/she is considered an adult and may sign the disclaimer (no parental or guardian's signature is required).

4.5 Services to Individuals with Non-Immigrant Visas

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

EXCEPTION: Individuals in the United States on nonimmigrant visas are not eligible for services in adult education programs in Kansas

4.6 Collaboration with other agencies and business

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

Any fee for service monies collected at the local level must be reported as “locally generated” or “program income” and must be reinvested in the adult education program and used only for allowable expenditures under AEFLA. Locally generated funds are not reported as local match. No portion of the local cash match may be generated from AEFLA federal, state, and/or local matching funds.

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

4.6.1 Assessment services provided for other agencies

Programs are welcome to contract with outside agencies to provide assessments such as TABE or the GED® Ready™ Practice Tests for non-participants in AEFLA funded programs.

4.6.2 GED® Ready™ Practice Testing

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

4.6.3 2014 GED® Testing Fees

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

4.6.4 Distinguishing between Adult Education Participants and GED® Testers

Local adult education programs should distinguish carefully between the two groups, adult education participants and GED® testers, and should not compel adults who do not need or want adult education services to begin the program. According to the U.S. Education Department, adults who do not need adult education services should not be enrolled in the program. It would, therefore, be unethical to enroll adults who do not need the services of the adult education program simply to inflate the program's outcomes.

5. Policies on Research-based Practice

5.0 Programs must use evidence-based practices during orientation and instruction.

5.1 Use of the Proficiency Attainment Model (PAM)

Programs will follow all seven components of the Proficiency Attainment Model (PAM) described in *The Comprehensive Adult Education Planner* by Daryl Mellard, Ph.D., and David Scanlon, Ph.D., of the University of Kansas, amended in 2016. PAM was developed as a result of federally funded research and describes the following seven essential components of adult education in adult education programs:

- Pre-Enrollment;
- Orientation;
- Assessment;
- Instructional Planning;
- Instruction;
- High School Equivalency;
- Transition Planning;

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

Components of PAM may be adapted to best suit the local needs of adult learners. For example, in the area of goal setting, learners who set goals during pre-enrollment or orientation may revisit and change those goals in a later component. Alternatively, activities from the transition component may actually occur much earlier during orientation or instruction.

6. Policies on Funding

6.1 Kansas Adult Education Performance Based Funding Formula

The Kansas Adult Education Performance Based Funding Formula is being updated during the FY18 fiscal year to better align with WIOA.

6.2 Performance Outcomes

Federal, as well as state, performance outcomes are measured and used for funding purposes in Kansas.

Federal Performance Measures

Outcome: Measurable Skill Gain

Denominator (Cohort): All participants

Numerator: Total number of participants achieving a measurable skill gain.

Definition of Outcome:

1. Participant completes or advances one or more educational functioning levels from the starting level measured on entry into the program.
 - a. There are four levels for adult basic education (ABE), two for adult secondary education (ASE), and six levels of ESL.
 - b. The program decides the skill areas in which to assess the student based on the student's instructional needs.
2. The participant exits the adult education program and enters into postsecondary education.
3. A student at any entry level who achieves attainment of their high school equivalency.

Follow-up Measure #1: Employment Rate 2nd Quarter after Exit

Denominator (Cohort): Total number of participants who exit during the program year.

Numerator: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.

Definition of Outcome: The number of participants who exited during the reporting period who are found to be employed, either through direct UI wage record match, federal or military employment records, or supplemental wage information, in the second quarter after the exit quarter.

- The exit quarter is the quarter when the participant terminates or has not received instruction for 90 days, and is not scheduled to receive further instruction.

Process for Determining Outcome:

- Employment is working in a paid, unsubsidized job or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student.
- Outcome is primarily determined through data matching at the state level.
- Outcome may be determined by supplemental wage survey conducted at the local level.

Follow-up Measure #2: Median Earnings 2nd Quarter After Exit

Definition of Outcome: The median earnings for all participants employed in the second quarter after exit.

Process for determining outcome:

Total quarterly earnings, for all participants employed in the second quarter after exit, are collected by either direct wage record match or supplemental wage information. The collected quarterly wage information values are listed in order, from the lowest to the highest value. The value in the middle of this list is the median earnings value, where there is the same quantity of numbers above the median number as there is below the median number.

Follow-up Measure #3: Employment Rate 4th Quarter after Exit

Denominator (Cohort): Total number of participants who exit during the program year.

Numerator: The number of participants who are in unsubsidized employment during the fourth quarter after exit from the program.

Definition of Outcome: The number of participants who exited during the reporting period who are found to be employed, either through direct UI wage record match, federal or military employment records, or supplemental wage information, in the fourth quarter after the exit quarter.

- The exit quarter is the quarter when the participant terminates or has not received instruction for 90 days, and is not scheduled to receive further instruction.

Process for Determining Outcome:

- Employment is working in a paid, unsubsidized job or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student.
- Outcome is primarily determined through data matching at the state level.
- Outcome may be determined by supplemental wage survey conducted at the local level.

Follow-up Measure #4: Credential Attainment

Denominator (Cohort): All participants who exited during the program year and were in either a postsecondary education or training program OR in a secondary education program at or above the 9th grade level without a secondary school diploma or its equivalent.

Numerator: The number of participants who exited during the reporting period who obtained a recognized postsecondary credential during the program or within one year after exit OR those who were in a secondary education program and obtained a secondary school diploma or its recognized equivalent during the program or within one year after exit and were also employed, or in an education or training program leading to a recognized postsecondary credential within one year after exit.

Process for Determining Outcome:

- Follow-up surveys and/or state level data match are used to determine attainment of a recognized postsecondary credential.
- State level data match is the primary method used to determine attainment of a secondary school diploma or its recognized equivalent and subsequent enrollment into postsecondary education or training or entry into employment.
- For this measure a follow-up survey may be used to determine entry into postsecondary education or entry into employment for individuals who have received a secondary school diploma or its recognized equivalent.

Follow-up Measure #5: Effectiveness in Serving Employers

Retention (Retention with the same employer): Percentage of participants who are employed at the same employer in the second and fourth quarters.

Repeat Business Customers: Percentage of employers who receive services that use core program services more than once.

Process for Determining Outcome:

- Outcome is primarily determined through data matching at the state level.
- Outcome may be determined using data collected through the supplemental wage survey conducted at the local level.

State-Only and/or Optional Federal Performance Measures

Achieved Citizenship Skills

Denominator (Cohort): All ELA participants with a goal of obtaining citizenship skills

Numerator: The total number of ELA participants who obtain the skills necessary to pass the citizenship exam

Definition of Outcome: ELA participant attains the skills needed to pass the U.S. citizenship exam as measured by the CASAS Citizenship skills test.

Process for Determining Outcome:

- Participants with the goal of obtaining citizenship skills are pre-tested using the CASAS Citizenship skills test.
- Participants are post tested using the CASAS Citizenship skills test following sufficient instruction.

Increased Involvement in Children's Education

Denominator (Cohort): All participants enrolled in an approved family literacy program

Numerator: The total number of participants who increase involvement in education of dependent children

Definition of Outcome: Participant increases involvement in the education of dependent children under his or her care, including:

- Helping children more frequently with their school
- Increasing contact with children's teachers
- Having more involvement in children's school activities

Process for Determining Outcome: Outcome is self-reported by participant, either during follow-up survey, or while still attending class.

Involvement in Children's Literacy Activities

Denominator (Cohort): All participants enrolled in an approved family literacy program

Numerator: The total number of participants who increase involvement in education of dependent children

Definition of Outcome: Participant increases involvement in the literacy-related activities of dependent children under his or her care, including:

- Reading to children
- Visiting a library
- Purchasing books or magazines for children

Process for Determining Outcome: Outcome is self-reported by participant, either during follow-up survey, or while still attending class.

College Readiness

Denominator (Cohort): All participants

Numerator: The total number of participants demonstrating college readiness

Definition of Outcome: Participant demonstrates college readiness through the achievement of one of the following requirements:

- **TABE** scale scores of greater than 596 in reading and 595 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 an average of 170.
- **WorkKeys** scores of 6 on Reading for Information, 4 on Locating Information, and 6 on Applied Mathematics

Process for determining outcome: Applicable testing is used to determine the achievement of the outcome.

Left Public Assistance

Denominator (Cohort): All participants

Numerator: The total number of participants who left public assistance.

Definition of Outcome: Participant stops receiving Federal, State, or local government cash payments for which eligibility is determined by a need or income test.

Process for determining outcome: Outcome is self-reported by participant, either during follow-up survey, or while still attending class.

Kansas Education Statute K.S.A. 72-4521

Chapter 72: SCHOOLS

Article 45: ADULT EDUCATION PROGRAMS

Title: Establishment and operation agreements with state board; approval of applications and programs.

Text:

The state board may enter into agreements with any board for the establishment and operation of adult basic education programs and any board desiring to secure state and federal funds for the cost of conducting the same shall certify and file an application with the state board for the approval of such adult basic education program. The application shall be on a form prescribed and furnished by the state board, shall contain such information as the state board shall require, and shall be filed on or before July 1 of each year. Approval of the application and the program shall be prerequisite to payment of state and federal funds to any board.

History: L. 1974, ch. 311, § 5; L. 1999, ch. 147, § 118; July 1.

6.3 KBOR authority for AEFLA administration

KBOR is authorized to administer AEFLA federal and matching state or local funds (according to KSA 71-4517, 72-4518, 72-4519, and 72-4520), as well as local mill levy funds designated for adult education (according to KSA 71-617 and 72-4523). Programs receiving mill levy funds must spend the funds as a match to AEFLA-funded activities, and funds may not necessarily be spent in the same manner as local cash that is not used to match AEFLA funds.

According to relevant educational statutes, funds generated by local mill levy for adult education programs cannot be used to operate a GED® Testing Center nor pay the salaries or partial salaries of GED® examiners, alternate examiners, or support staff.

Kansas Education Statute K.S.A. 72-4518

Chapter 72: SCHOOLS

Article 45: ADULT EDUCATION PROGRAMS

Title: Acceptance of benefits of federal law; administration and supervision by state board; state plan; agreements with federal agencies authorized.

Text:

(a) The state of Kansas does hereby accept the provisions and benefits of federal law relating to adult basic education programs. The state board is hereby designated as the agency for administration of adult basic education programs and for supervision of the administration of adult basic education programs by

boards. The state board is authorized to prepare, from time to time amend, and administer the state plan in accordance with state and federal law.

(b) The state board shall enter into agreements with the United States office of education and other agencies of the federal government for the purpose of participation in adult basic education programs provided for by federal law. Any such agreement may contain provisions required or authorized by federal law, so long as the same are not in conflict with the provisions of this act.

History: L. 1974, ch. 311, § 2; L. 1999, ch. 147, § 117; July 1.

Kansas Education Statute K.S.A. 72-4519

Chapter 72: SCHOOLS

Article 45: ADULT EDUCATION PROGRAMS

Title: State and federal funds; allocation and distribution; where deposited; payments; rules and regulations.

Text:

(a) The state board shall be responsible for the allocation and distribution of state and federal funds for adult basic education programs in accordance with this act and with the state plan. Such moneys (sic) shall be expended only in accordance with and for the purposes specified in federal or state law or the state plan. Federal funds for adult basic education programs shall be deposited in the state treasury. Payments under this act may be made in installments and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments. The state board shall approve vouchers for disbursements from moneys (sic) in the state treasury for adult basic education programs, and the director of accounts and reports shall draw his warrants thereon in accordance with law.

(b) The state board may adopt rules and regulations for the administration of this act and for the distribution of federal and state funds for adult basic education programs so long as the same are not inconsistent with the provisions of this act.

History: L. 1974, ch. 311, S. 3; July 1.

Kansas Education Statute K.S.A. 72-4520

Chapter 72: SCHOOLS

Article 45: ADULT EDUCATION PROGRAMS

Title: Basic education programs; establishment and operation by local boards; standards and criteria; cooperative agreements.

Text:

Each board is authorized to establish, conduct, maintain and administer an adult basic education program and such program shall meet standards and criteria set by the state board. Cooperative agreements among boards may be entered into for providing in conformity with the purposes of this act, such programs, facilities, equipment and services as may be necessary or desirable. No such cooperative agreement shall be effective until the same has been approved by the state board which approval shall be granted if such agreement complies with the standards and criteria established by the state board.

History: L. 1974, ch. 311, S. 4; July 1.

Kansas Education Statute K.S.A. 71-617

Chapter 71: SCHOOLS - COMMUNITY COLLEGES

Article 6: STATE AID AND FISCAL PROVISIONS

Title: Adult basic education; tax levy authorized, limitations, protest; fund, sources; expenses.

Text:

(a) The board of trustees of any community college may levy a tax in each year for a period of not to exceed five (5) years or not to exceed one-fourth (1/4) mill on all taxable tangible property within the district to maintain and operate an adult basic education program at a level approved by the state board. In no event shall the tax levy authorized hereunder be at a rate which will produce an amount in excess of fifty thousand dollars (\$50,000).

Such tax levy shall be in addition to all other tax levies authorized or limited by law. Proceeds from such tax levy shall be deposited in the adult education fund of the community college which fund is hereby established. All moneys received by a community college for adult basic education shall be deposited in the adult education fund. The expenses of a community college attributable to adult basic education shall be paid from the adult education fund.

(b) No tax levy shall be made under authority of this section until a resolution authorizing such a levy is passed by the board of trustees and published once a week for three (3) consecutive weeks in a newspaper having general circulation in the community college district, and such resolution shall specify the millage rate of such tax levy and the period of time for which such tax levy shall be made under authority thereof. After the adoption of such resolution such levy may be made unless, within ninety (90) days following the last publication of the resolution, a petition in opposition to such levy, signed by not less than five percent (5%) of the qualified electors of such community college district, is filed with the county election officer of the county in which the main campus of the community college is located. In the event such a petition is filed, such levy shall not be made without the question of levying the same having been submitted to and been approved by a majority of the qualified electors of the district voting at an election which shall be called for that purpose or at the next general election.

History: L. 1974, ch. 311, S. 8; L. 1974, ch. 312, S. 2; L. 1978, ch. 283, S. 1; L. 1979, ch. 223, S. 2; L. 1980, ch. 207, S. 45; July 1.

Cross References to Related Sections: Adult education programs see chapter 72, article 45.

Kansas Education Statute K.S.A. 72-4523

Chapter 72: SCHOOLS

Article 45: ADULT EDUCATION PROGRAMS

Title: Tax levy authorized; limitations; disposition of proceeds; adult education fund; protest petition.

Text:

(a) Subject to the provisions of subsection (b), the board of any school district may make an annual tax levy for a period of not to exceed five years in an amount not to exceed 1/2 mill upon the assessed taxable tangible property within the school district to maintain and operate an adult basic education program at a level approved by the state board and for the purpose of paying a portion of the principal and interest on bonds issued by cities under authority of K.S.A. 12-1774, and amendments thereto, for the financing of redevelopment projects upon property located within the school district. Proceeds from the tax levy, except for an amount to pay a portion of the principal and interest on bonds issued by cities under authority of K.S.A. 12-1774, and amendments thereto, for the financing of redevelopment projects upon property located within the school district, shall be deposited in the adult education fund of the school district, which fund is hereby established. Notwithstanding any other provision of law, all moneys (sic) received by the school district from whatever source for adult basic education shall be credited to the adult education fund established by this section. The expenses of a school district directly attributable to adult basic education shall be paid from the adult education fund.

(b) No tax levy shall be made under this section until a resolution authorizing the levy is passed by the board and published once a week for three consecutive weeks in a newspaper having general circulation in the school district. The resolution shall specify the millage rate of the tax levy and the period of time for which the tax levy shall be made under authority thereof. After adoption of the resolution, the levy may be made unless, within 90 days following the last publication of the resolution, a petition in opposition to the levy, signed by not less than 5% of the qualified electors of the school district, is filed with the county election officer of the home county of the school district. In the event a petition is filed, the tax shall not be levied without the question of levying the same having been submitted to and approved by a majority of the qualified electors of the school district voting at an election which shall be called for that purpose or at the next general election.

(c) The board of any school district which has made a tax levy authorized under the provisions of this section may initiate procedures to renew its authority to make such a tax levy at any time after the final levy under a current authorization is certified to the county clerk.

History: L. 1974, ch. 311, S. 7; L. 1974, ch. 312, S. 1; L. 1 ch. 52, S. 177; L. 1985, ch. 242, & 1; July 1.

6.4 Education statutes concerning use of AEFLA funds

Kansas Education Statute K.S.A. 72-4523

Chapter 72: SCHOOLS

Article 45: ADULT EDUCATION PROGRAMS

Title: Tax levy authorized; limitations; disposition of proceeds; adult education fund; protest petition.

Text:

(a) Subject to the provisions of subsection (b), the board of any school district may make an annual tax levy for a period of not to exceed five years in an amount not to exceed 1/2 mill upon the assessed taxable tangible property within the school district to maintain and operate an adult basic education program at a level approved by the state board and for the purpose of paying a portion of the principal and interest on bonds issued by cities under authority of K.S.A. 12-

1774, and amendments thereto, for the financing of redevelopment projects upon property located within the school district. Proceeds from the tax levy, except for an amount to pay a portion of the principal and interest on bonds issued by cities under authority of K.S.A. 12-1774, and amendments thereto, for the financing of redevelopment projects upon property located within the school district, shall be deposited in the adult education fund of the school district, which fund is hereby established. Notwithstanding any other provision of law, all moneys (sic) received by the school district from whatever source for adult basic education shall be credited to the adult education fund established by this section. The expenses of a school district directly attributable to adult basic education shall be paid from the adult education fund.

(b) No tax levy shall be made under this section until a resolution authorizing the levy is passed by the board and published once a week for three consecutive weeks in a newspaper having general circulation in the school district. The resolution shall specify the millage rate of the tax levy and the period of time for which the tax levy shall be made under authority thereof. After adoption of the resolution, the levy may be made unless, within 90 days following the last publication of the resolution, a petition in opposition to the levy, signed by not less than 5% of the qualified electors of the school district, is filed with the county election officer of the home county of the school district. In the event a petition is filed, the tax shall not be levied without the question of levying the same having been submitted to and approved by a majority of the qualified electors of the school district voting at an election which shall be called for that purpose or at the next general election.

(c) The board of any school district which has made a tax levy authorized under the provisions of this section may initiate procedures to renew its authority to make such a tax levy at any time after the final levy under a current authorization is certified to the county clerk.

History: L. 1974, ch. 311, S. 7; L. 1974, ch. 312, S. 1; L. 1 ch. 52, S. 177; L. 1985, ch. 242, & 1; July 1.

Kansas Education Statute K.S.A. 71-614
Chapter 71: SCHOOLS - COMMUNITY
COLLEGES Article 6: STATE AID AND FISCAL
PROVISIONS

Title: General fund; transfer authorizations; operating expense;
certain expenditures prohibited.Text:

71-614. General fund; transfer authorizations; operating expense; certain expenditures prohibited. Any lawful transfer of money from the general fund of a community college to the career technical education fund, adult education fund, adult supplementary education fund or motorcycle driver safety fund shall be an operating expense in the year the transfer is made. The board of trustees of any community college may transfer moneys from its general fund to its career technical education fund, adult education fund, adult supplementary education fund or motorcycle driver safety fund. Expenditures for career technical education, adult basic education, adult supplementary education and motorcycle driver safety shall not be made from the general fund of a community college.

History: L. 1973, ch. 274, § 19; L. 1974, ch. 311, § 12; L. 1974, ch. 312, § 3; L. 1979, ch. 223, § 1; L. 1980, ch. 207, § 42; L. 1989, ch. 39, § 4; L. 2011, ch. 97, § 18; July 1.

6.5 Budgets and budget reports

All AEFLA programs must submit an annual budget on forms approved by KBOR Adult Education. The budget must detail proposed expenditures for federal and state funding awarded through the funding formula, local cash match and any available mill levy (also see section 4.2 above), and funds generated by adult education services. Programs must send annual budgets with original signatures by mail or scanned and sent electronically. The budget must reflect adequate financial management. **Federal, state, and local funds must be maintained in separate line items in order to maintain separate identities for reporting and auditing purposes.** Commingling of these separate sources of funding is not allowed.

During the course of a fiscal year, a budget addendum is required when additional funds are awarded. These budget addenda must be submitted to and approved by KBOR Adult Education. Budget revisions that do not result from the receipt of additional funds should reflect changes in line items, but the total funds awarded in federal and state funds, as well as the total cash match, must remain the same. **Budget modifications must be approved prior to expenditures.**

In addition, programs are required to submit budget reports and statements of balance to KBOR Adult Education on approved budget report forms on December 1st and March 1st. Documentation from the host institution's business office, showing separate expenditures for state, federal, and local funds must be submitted with the budget reports. These budget reports must be emailed to KBOR Adult Education at adultedreports@ksbor.org. A final budget report and final statement of expenditures is also required to be submitted one month following the close of the fiscal year.

Federal or state amounts not **expended** by June 30 of a fiscal year must be returned to KBOR. No carryover is permitted from one fiscal year to the next. Programs need to observe the following maximum or minimum percentages for federal funds:

- ☐ A maximum of 5% of federal funds may be spent on non-professional development non-instructional costs. Programs may apply for a waiver;
- ☐ A minimum of 5% of the amount of federal funding must be spent on professional development activities. (The funds used may be local or federal.)
- ☐ A maximum 20% of federal funds may be spent on services to adults in institutions (section 400).

Maintenance of effort of the local match is required so that the level of local support remains consistent or increases. Even if federal funding decreases or if the final total award amount decreases from one fiscal year to the next, the agency supporting the program is required to sustain the level of the local match from the previous year—at a minimum.

Programs are required to submit a Capital Outlay Inventory for each capital outlay item (e.g. equipment, computer software program, or furnishings) costing \$5,000 or more. A program's Capital Outlay Inventory must correspond to reported capital outlay expenditures on the Adult Education Annual Budget Report. All adult education programs must submit a Capital Outlay Inventory form annually even if no funds were

expended in this line item. Programs must submit the Capital Outlay Inventory form for the previous fiscal year no later than July 30, 2013. The Capital Outlay Inventory form and quarterly budget reports may be submitted by mail or as an e-mail attachment. Original and revised annual budgets must be submitted with original signatures by mail or scanning and e-mailing. Sample forms and instructions are included at the end of this manual. Following instructions carefully will help prevent delays in approval.

A fiscal year begins on July 1 and ends on June 30. A budget revision may be submitted at any time up to May 30th, following approval of the budget for a fiscal year, **but the revised budget must be approved by the KBOR Adult Education staff prior to any expenditure proposed in the budget revision.** A budget modification request is required if a program desires to move funding amounts from one section to another or if changes within the same section line item exceed 10%.

A budget report accounts for what the program has spent in each quarter. The amounts spent in each quarter must add up to the total budgeted amount. Back up documentation from the host institution's business office must be submitted with each budget report.

The final budget report and final statement of expenditures account for what the program spent during the fiscal year. Documentation from the host institution's business office, showing separate expenditures for state, federal, and local funds must be submitted with the final fiscal report and statement of final expenditures. Documentation of the local match must be included with the final budget report. Federal or state amounts not spent by June 30 of a fiscal year must either be returned to KBOR or encumbered and spent by September 30 of the following fiscal year. No carryover is permitted from one fiscal year to the next.

Programs are encouraged to first spend local funds then state funds before spending federal funds, *but all funds, **including local cash**, must be spent as approved in the original budget or an approved budget revision.* Local cash matches must be spent in the fiscal year they are reported on the annual budget report. They cannot be carried over from one fiscal year to the next.

NOTE: Original annual budgets, revised annual budgets and final statement of expenditures require an original signature and, therefore, must be scanned and e-mailed or submitted by mail or hand delivered to KBOR. The quarterly budget reports do not require an original signature and may be submitted as an e-mail attachment.

6.6 Policy on Use of AEFLA Funds and Locally Generated Funds

Adult education services, including adult basic education (ABE), adult secondary education (ASE), English Language Acquisition (ELA), GED® preparation, Integrated English Literacy and Civics Education (IELCE), workplace preparation, and technology skills, must be accessible at no or a minimal charge to all adults who qualify. To offset the costs of consumable instructional materials and equipment and other instructional and support services, local programs may establish policies concerning consistent, *reasonable* fees charged to individuals. To avoid creating any barriers to AEFLA services, local policies concerning reasonable fees must be consistently set, clearly defined, and published in advance. Programs

must also have a plan in place to ensure that fees do not adversely impact the participation of economically-disadvantaged adult learners.

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

One hundred percent (100%) of any funds generated by the use of federal, state, and/or local matching AEFLA funds must be reinvested in the AEFLA program. These locally generated funds cannot be considered and reported as local matching funds. However, these locally generated funds must be reported on the quarterly and final annual budget reports—both the amount of locally-generated funds and the line item(s) in which they were expended.

6.7 Policy Regarding Use of Professional Development Funds

Professional development funds must be used from federal AEFLA or local funds. Programs must use 5% of the total federal allocation for professional development. Allowable professional development activities must be linked directly to improving delivery of adult education services. Instructional and marketing activities, GED® Test administration training and staff administration salaries are not allowable professional development activities. Federal funds used for professional development activities require a separate budget form and are subject to approval by the Kansas Board of Regents Adult Education Division.

Kansas Adult Education Policy Manual

Program: Program Director: Address: Phone Number: E-Mail Address:	Please Check Appropriate Budget Box	FY 2014 Basic Grant Budget Adult Education and Family Literacy Act			Budget Modification	
	Initial Guaranteed Budget					
	Addendum	Date Submitted	Date Approved	Date Submitted		
	Addendum	Date Submitted	Date Approved	Date Submitted		
	Addendum	Date Submitted	Date Approved	Date Submitted		
	Addendum	Date Submitted	Date Approved	Date Submitted		
	Final Report	Date Submitted	Date Approved	Date Approved		
NOTE: Leave no cells blank; enter 0 if there are no expenditures	Federal Funds <small>*Note: Limit of 5% for admin. Costs (Section 100)</small>	State Funds	Local Funds <small>Note: Must equal or exceed the previous FY's match</small>	Total of federal, state and local funds	Locally Generated Funds (Program Income)	
100 ADMINISTRATION (maximum 5% of federal funds)						
Administrators Salary (Adult Education portion only)				\$ -		
Administrators Withholdings & Benefits				\$ -		
Support Staff Salary/Wages				\$ -		
Support Staff Withholdings & Benefits				\$ -		
Administration Building & Maintenance				\$ -		
Administration Office Supplies (each item less than \$500)				\$ -		
Administration Capital Outlay (each item \$500 or over)				\$ -		
Administration In-State Travel				\$ -		
Advisory Board Meeting Expenses				\$ -		
Staff Meeting Expenses				\$ -		
Professional Development (Basic)*				\$ -		
Other Administrative Expenses (please list below) (e.g., advertising)				\$ -		
SUBTOTAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
200 INSTRUCTION						
Instructional Salaries/Wages				\$ -		
Instructional Withholdings & Benefits				\$ -		
Instructional Building & Maintenance				\$ -		
Instructional Supplies (each item less than \$500)				\$ -		
Instructional Capital Outlay (each item \$500 or over)				\$ -		
Instructional In-State Travel				\$ -		
Student Transportation				\$ -		
Student Childcare				\$ -		
Other Instructional Expenses (please list below)				\$ -		
Substitute Costs				\$ -		
SUBTOTAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
GRAND TOTAL 100 Through 200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300 Special Project Funds						
400 Amount of Instruction Subtotal proposed for correctional or other residential institutions						

*Professional development breakout of funds are reported on separate budget worksheets.

Directors Signature: _____ Date Signed: _____ Authorized Fiscal Officer Signature: _____ Date Signed: _____

Typed Name: _____ Typed Name: _____

Official Title: _____

Kansas Adult Education Policy Manual

FY 2014 Federal and State Budget Detail		
Budget Line (instruction, non-instruction/administrative, etc.)	Budget Activity Description (i.e., Data entry clerk, program administration, software, textbooks, workbooks, utilities, copies, postage, instructional salary, mileage,	Total Cost Estimate
Instructional		
Non-instructional/Administrative		
This line example only: support staff salary	Data entry clerk	\$8,000.00

Kansas Adult Education Policy Manual

FY 2014 Professional Development Federal Budget Detail Adult Education and Family Literacy Act				
Program Name _____	_____ Initial Budget _____ Final Budget Date Submitted _____ Date Approved _____		_____ Budget Modification Date Submitted _____ Date Approved _____	
Budget Line (substitute cost, travel, personnel, registration)	Budget Activity Description (i.e., mileage, conference fees, lodging, stipend)	Total Cost Estimate	Local Matching	Local Unreported
This line example only: Lodging and meals	Program Leaders Meetings	\$2,000.00		
Stipend		\$0.00	\$0.00	\$0.00
Substitute Costs		\$0.00	\$0.00	\$0.00
Professional Development Supplies		\$0.00	\$0.00	\$0.00
Inservice Cost		\$0.00	\$0.00	\$0.00
Staff Travel		\$0.00	\$0.00	\$0.00
College Tuition Reimbursement		\$0.00	\$0.00	\$0.00
Registration Costs		\$0.00	\$0.00	\$0.00
Lodging and meals		\$0.00	\$0.00	\$0.00
Other (please list below)		\$0.00	\$0.00	\$0.00
		\$0.00	\$0.00	\$0.00
		\$0.00	\$0.00	\$0.00
Total		\$0.00	\$0.00	\$0.00

Kansas Adult Education Policy Manual

FY 2014 Basic Grant Reimbursement Request Adult Education and Family Literacy Act	
Requests for reimbursement may be made monthly. The deadline is the eighth of each month. All requests should be sent directly to Nancy Olsen, at nolsen@ksbor.org. Following approval of the reimbursement request funds will be available no later than the end of the month.	
Program _____	Reimbursement Request Period for which request is made: From: _____ To: _____
Record actual expenditures for the period for which reimbursement is requested. This should include all purchase order amounts, salary, benefits, and other actual charges or encumbrances during the time period. Approved purchase orders can still be in progress at the time of the request.	Date Submitted: _____ Approved: _____ Date: _____
200 INSTRUCTION	
Administrators Salary (Adult Education portion only)	\$ -
Administrators Withholdings & Benefits	\$ -
Support Staff Salary/Wages	\$ -
Support Staff Withholdings & Benefits	\$ -
Administration Building & Maintenance	\$ -
Administration Office Supplies (each item less than \$500)	\$ -
Administration Capital Outlay (each item \$500 or over)	\$ -
Administration In-State Travel	\$ -
Advisory Board Meeting Expenses	\$ -
Staff Meeting Expenses	\$ -
Professional Development	\$ -
Other Administrative Expenses (please list below)	\$ -
SUBTOTAL	\$ -
200 INSTRUCTION	
Instructional Salaries/Wages	\$ -
Instructional Withholdings & Benefits	\$ -
Instructional Building & Maintenance	\$ -
Instructional Supplies (each item less than \$500)	\$ -
Instructional Capital Outlay (each item \$500 or over)	\$ -
Instructional In-State Travel	\$ -
Student Transportation	\$ -
Student Childcare	\$ -
Other Instructional Expenses (please list below)	\$ -
Substitute Costs	\$ -
SUBTOTAL	\$ -
TOTAL 100 Through 200	\$ -

Kansas Adult Education Policy Manual

FY 2014 ELCE Grant Budget Adult Education and Family Literacy Act	
Program _____	_____ Initial Budget _____ Final Report
NOTE: Leave no cells blank; enter 0 if there are no expenditures	Federal Funds
200 INSTRUCTION	
Instructional Salaries/Wages	\$ -
Instructional Withholdings & Benefits	\$ -
Instructional Building & Maintenance	\$ -
Instructional Supplies (each item less than \$300)	\$ -
Instructional Capital Outlay (each item \$300 or over)	\$ -
Instructional In-State Travel	\$ -
Student Transportation	\$ -
Student Childcare	\$ -
Other Instructional Expenses (please list below)	\$ -
Substitute Costs	\$ -
SUBTOTAL	\$ -
GRAND TOTAL	\$ -
300 Special Project Funds	
400 Amount of Instruction Subtotal proposed for correctional or other residential institutions	
<div style="display: flex; justify-content: space-between;"> <div> Director's Signature: _____ Typed Name: _____ Date Signed: _____ </div> <div> Authorized Fiscal Officer's Signature: _____ Typed Name: _____ Date Signed: _____ Official Title: _____ </div> </div>	

FY 2014 Federal ELCE Budget Detail		
Budget Activity Description (i.e., software, textbooks, workbooks, utilities, copies, postage, instructional salary)	Budget Line (instruction, instructional supplies, etc.)	Total Cost Estimate
This line example only: Instructional salaries	Support staff salary	\$8,000.00

Kansas Adult Education Policy Manual

FY 2014 ELCE Grant Reimbursement Request																											
Adult Education and Family Literacy Act																											
Requests for reimbursement may be made monthly. The deadline is the eighth of each month. All requests should be sent to Nancy Olsen, at nolsen@ksbor.org.																											
Following approval of the reimbursement request funds will be available no later than the end of the month.																											
Program _____	Reimbursement Request Period for which request is made: From: _____ To: _____																										
Record actual expenditures for the period for which reimbursement is requested. This should include all purchase orders, salary, benefits, and other actual charges during the time period. Purchase orders can still be in progress at the time of the request.																											
<table border="1"> <tr> <td>200 INSTRUCTION</td> <td></td> </tr> <tr> <td>Instructional Salaries/Wages</td> <td>\$ -</td> </tr> <tr> <td>Instructional Withholdings & Benefits</td> <td>\$ -</td> </tr> <tr> <td>Instructional Building & Maintenance</td> <td>\$ -</td> </tr> <tr> <td>Instructional Supplies (each item less than \$300)</td> <td>\$ -</td> </tr> <tr> <td>Instructional Capital Outlay (each item \$300 or over)</td> <td>\$ -</td> </tr> <tr> <td>Instructional In-State Travel</td> <td>\$ -</td> </tr> <tr> <td>Student Transportation</td> <td>\$ -</td> </tr> <tr> <td>Student Childcare</td> <td>\$ -</td> </tr> <tr> <td>Other Instructional Expenses (please list below)</td> <td>\$ -</td> </tr> <tr> <td>Substitute Costs</td> <td>\$ -</td> </tr> <tr> <td>SUBTOTAL</td> <td>\$ -</td> </tr> <tr> <td>GRAND TOTAL</td> <td>\$ -</td> </tr> </table>		200 INSTRUCTION		Instructional Salaries/Wages	\$ -	Instructional Withholdings & Benefits	\$ -	Instructional Building & Maintenance	\$ -	Instructional Supplies (each item less than \$300)	\$ -	Instructional Capital Outlay (each item \$300 or over)	\$ -	Instructional In-State Travel	\$ -	Student Transportation	\$ -	Student Childcare	\$ -	Other Instructional Expenses (please list below)	\$ -	Substitute Costs	\$ -	SUBTOTAL	\$ -	GRAND TOTAL	\$ -
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400 Amount of Instruction Subtotal proposed for correctional or other residential institutions																											
Director's Signature: _____ Typed Name: _____ Date Signed: _____																											

Adult Education Budget Instructions

(This form may also be used for budget modifications or revisions.)

Before beginning, please note the following requirements:

- ☐ **A maximum of 5% of federal funds may be spent in section 100 (non-instructional).** Programs may apply for a waiver for non-instructional expenditures over 5%. Except for professional development costs programs may use available state funds for section 100 as needed.
- ☐ **A maximum of 20% of federal funds may be spent for institutions** (includes activities in residential correctional, medical, mental, youth, or special institutions).

Type the name of your adult education program next to "Program Name." Indicate the type of funding that budget is for [(i.e., comprehensive (including separate budget for professional development from comprehensive funds), EL Civics (including separate budget for professional development from EL Civic funds) and which budget reporting period (i.e., initial, modification, quarterly).

Indicate in the columns the adult education funds for the current year, including federal funds, state funds, local funds, and total funds (i.e., federal funds plus state funds plus local funds). Use amounts for federal and state funds that have been allocated to your program from the funding formula. Local funds are defined as any cash-matching funds from non-federal, non-state sources, such as a private grant or ABE mill levy. All mill levy funds designated by law for adult education must be used exclusively for adult education services; however, all mill levy funds do not have to be included in the budget in the year collected. Programs must consider maintenance of effort requirements when budgeting local funds.

In sections 100 through 200, report actual funds allowed for the year. Any amounts not spent or encumbered by June 30, and encumbered amounts not spent by September 30, must be returned to Kansas Board of Regents.

In **section 100**, indicate federal, state, local, and total funds for administrator salaries (including director and/or coordinator as applicable) and for any support staff during the period of the budget. Also indicate any other administrative funds, such as consultant services, office supplies, postage, telephone, printing, and other items "Administrative" costs are non-instructional costs of administering the adult education program.

In **section 200**, indicate federal, state, local, and total funds for instructional salaries (any paid teaching staff, whether in an institution or a non-institutional setting, or other instructional staff, such as a counselor), instructional supplies (supplies used to provide instruction to adult education learners), and any other instructional items.

Add up the 2 SUBTOTAL amounts and indicate them in the "GRAND TOTAL" columns. **Double check your calculations and cross check rows and columns horizontally and vertically. Do not include the column titled "Locally Generated."**

In **section 300**, indicate any funds expended for special projects.

In **section 400**, indicate the amount of section 200 (**instructional costs**) subtotal that is proposed for correctional or other residential institutional costs.

Locally Generated Column: This column should be figured separately from the remainder of the budget. Include in this column all locally generated funds from Adult Education fees or charges to non-AEFLA participants and expenditures. The initial budget report should include local carry-over funds. Quarterly budget reports should include any additional locally generated funds received.

The budget must be signed by the Program Director and Chief Financial Officer

Budgets and budget modifications (or revisions) **need original signatures; only quarterly budget reports may be submitted with typed signatures.**

Reimbursement of federal funds requires a completed and approved reimbursement request form.

The State is responsible to ensure that local programs have only “cash on hand” to meet actual and immediate needs. To ensure that the “cash on hand” is not greater than that necessary to meet actual and immediate needs, reimbursement, rather than advanced payment, is the method for payment to local programs. The requirement of a request listing actual expenditures by line item ensures that funds requested match actual expenditures. Requests for reimbursement do not necessarily follow the timeline for quarterly reports. This process will provide for more timely technical assistance for budget issues.

Quarterly Statement of Expenditures
Adult Education and Family Literacy Act
CUMULATIVE

AEFLA - FY2014
QUARTER 1

Due October 14, 2013

Program 0

Federal		State	
1. Amount of federal grant award	\$ -	7. Amount of state grant award	\$ -
2. Total federal monies received to date	\$ -	8. Total state funds received to date	\$ -
3. Total federal monies expended to date	\$ -	9. Total state funds expended to date	\$ -
4. Estimate of federal monies encumbered this quarter	\$ -	10. Estimate of state funds encumbered this quarter	\$ -
5. Balance of federal grant remaining	\$ -	11. Balance of state grant remaining	\$ -

I certify that to the best of my knowledge, the above report accurately reflects fiscal transactions of this program for the period indicated.

Program Director

Date: _____

Prepare's Contact information (if different than Director):

Name: _____

E-mail: _____

Phone: _____ FAX: _____

Program Name _____

Adult Basic Education Final Statement of Expenditures (for final fiscal report) for Program Year Ending June 30

**** Attach Itemized Details of Expenditures ****

Due Date: July 30, 20 __

1. Statement of expended **Federal Funds** for the period from July 1, 20 __, to June 30, 20 __ (after all encumbrances have cleared)
 - A. Total Federal Funds Allocated \$ _____
 - B. Total Federal Funds Reimbursed \$ _____
(Figure must correspond with total *federal* expenditure reported on final approved budget)
 - C. Amount Returned to KBOR Adult Education \$ _____
(Subtract amount on line "B" from amount on line "A". Enclose check for this amount with this report.)
2. Statement of expended **State Funds** for the period from July 1, 20 __, to June 30, 20 __ (after all encumbrances have cleared)
 - A. Total State Funds Received \$ _____
 - B. Total State Funds Expended \$ _____
(Figure must correspond to total *state* expenditure reported on final approved budget)
3. Statement of expended **Local Matching Funds** for the period from July 1, 20 __, to June 30, 20 __ (after all encumbrances have cleared)
 - A. Total Local Matching Funds Expended in FY 20 __ \$ _____
(Figure must correspond to total *local* expenditure reported on final approved budget)
 - B. Total Local Matching Funds Expended in previous fiscal year \$ _____

Kansas Adult Education Policy Manual

4. Statement of **Locally-generated Funds** resulting from services provided fully or partially through WIA Title II funding (e.g., student fees and contracted services) for the period July 1, 20____, to June 30, 20____) **Attach Itemized Details of Expenditures of these funds.** All locally generated funds must be used to support adult education services.

A. Total Locally-generated Funds \$ _____

B. Total Locally-generated Funds Expended \$ _____
(Figure must correspond to total *locally-generated funds* expenditure reported on final approved budget)

C. Total Carry-over of Locally-generated Funds for FY 20____ \$ _____
(Subtract amount on line "B" from amount on line "A".)

5. Statement of Expenditures for **Institutionalized Adult Education Participants** for the period July 1, 20____, to June 30, 20____

A. Total *Federal Funds* Expended for Institutionalized Adult Education
Participants \$ _____
(Figure must correspond to total expenditures reported on final approved budget)

I certify that to the best of my knowledge, the above report accurately reflects fiscal transactions of this program for the period July 1, 20____, to June 30, 20____.

Director's Signature: _____

Typed Name: _____

Date Signed: _____

Authorized Fiscal Officer's Signature _____

Typed Name: _____

Official Title: _____

Date Signed: _____

Adult Education (AEFLA) Capital Outlay

Inventory for FY _____

Name of Adult Education Program: _____

Today's Date: _____

Did your program purchase any capital outlay items (e.g., equipment or furnishings) costing \$500.00 or more **each** with federal or state adult education (AEFLA) funds during FY ____? (If you are not sure, check the most recent approved budget for the fiscal year that just ended.)

If **no**, please put a ☐ in the space below and return this form to KBOR with annual reporting _____. Do not fill in the table below.

If **yes**, fill out the table below for each individual item purchased that cost more than \$500.00.

Item Name	Cost of Item	Current Location of Item	Is Item Clearly Marked?	Local ID# of Item
**Laser Printer	\$639.00	ABE classroom	Yes	2010-1629

**** Sample Item**

[Code of Federal Regulations]

[Title 34, Volume 1, Parts 1 to 299]

[Revised as of July 1, 2000]

From the U.S. Government Printing Office via GPO Access

[CITE: 34CFR80.20]

[Page 196]

TITLE 34--EDUCATION

**PART 80--UNIFORM ADMINISTRATIVE REQUIREMENTS FOR GRANTS AND
COOPERATIVE AGREEMENTS TO STATE AND LOCAL GOVERNMENTS--Table of
Contents**

Subpart C--Post-Award Requirements

Sec. 80.20 Standards for financial management systems.

Financial Administration

(a) A State must expend and account for grant funds in accordance with State laws and procedures for expending and accounting for its own funds. Fiscal control and accounting procedures of the State, as well as its subgrantees and cost-type contractors, must be sufficient to:

- (1) Permit preparation of reports required by this part and the statutes authorizing the grant, and
- (2) Permit the tracing of funds to a level of expenditures adequate to establish that such funds have not been used in violation of the restrictions and prohibitions of applicable statutes.

(b) The financial management systems of other grantees and subgrantees must meet the following standards:

- (1) Financial reporting. Accurate, current, and complete disclosure of the financial results of financially assisted activities must be made in accordance with the financial reporting requirements of the grant or subgrant.
- (2) Accounting records. Grantees and subgrantees must maintain records which adequately identify the source and application of funds provided for financially-assisted activities. These records must contain information pertaining to grant or subgrant awards and authorizations, obligations, unobligated balances, assets, liabilities, outlays or expenditures, and income.
- (3) Internal control. Effective control and accountability must be maintained for all grant and subgrant cash, real and personal property, and other assets. Grantees and subgrantees must adequately safeguard all such property and must assure that it is used solely for authorized purposes.
- (4) Budget control. Actual expenditures or outlays must be compared with budgeted amounts for each grant or subgrant. Financial information must be related to performance or productivity data, including the development of unit cost information

whenever appropriate or specifically required in the grant or subgrant agreement. If unit cost data are required, estimates based on available documentation will be accepted whenever possible.

(5) Allowable cost. Applicable OMB cost principles, agency program regulations, and the terms of grant and subgrant agreements will be followed in determining the reasonableness, allowability, and allocability of costs.

(6) Source documentation. Accounting records must be supported by such source documentation as cancelled checks, paid bills, payrolls, time and attendance records, contract and subgrant award documents, etc.

(7) Cash management. Procedures for minimizing the time elapsing between the transfer of funds from the U.S. Treasury and disbursement by grantees and subgrantees must be followed whenever advance payment procedures are used. Grantees must establish reasonable procedures to ensure the receipt of reports on subgrantees' cash balances and cash disbursements in sufficient time to enable them to prepare complete and accurate cash transactions reports to the awarding agency. When advances are made by letter-of-credit or electronic transfer of funds methods, the grantee must make drawdowns as close as possible to the time of making disbursements. Grantees must monitor cash drawdowns by their subgrantees to assure that they conform substantially to the same standards of timing and amount as apply to advances to the grantees.

(c) An awarding agency may review the adequacy of the financial management system of any applicant for financial assistance as part of a preaward review or at any time subsequent to award.

(Approved by the Office of Management and Budget under control number 1880-0517)

(Authority: 20 U.S.C. 3474; OMB Circular A-102)

[53 FR 8071 and 8087, Mar. 11, 1988, as amended at 53 FR 49143, Dec. 6, 1988]

7. Policies on Services to Individuals with Disabilit

7.1 Local policies on services to adults with disabilities must not discriminate nor violate the Americans with Disabilities Act (ADA). Programs are encouraged to establish and share local policies on minimum qualifications for learners with the ability to benefit from adult education services.

Because programs cannot be discriminatory in any manner in their service to individuals, programs need to ensure that they have made a concerted effort to serve all learners effectively. This effort means the program has appropriate materials for all levels, has posted non-discrimination policies as required under the Americans with Disabilities Act (ADA), is physically accessible, does not impose "unreasonable" time limits, provides appropriate accommodations, etc. This does not mean that programs have to create "new" programs or provide special "exclusive" services for learners.

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

It is also not unreasonable for a program to emphasize—from the first day of a learner's experience with the program—that adult education is an EDUCATION program and participation in the program requires measurable education or workforce readiness progress that is appropriate for the learner AND is pursued by the learner.

Ideally, the program has developed a very consistent process that is used with each and every learner. This process would include the following steps: teacher/learner identify a reasonable goal(s), teacher/learner work toward the goal(s), teacher/learner measure progress toward the goal(s), teacher/learner revise goal(s), methods, materials, etc. as necessary, teacher/learner monitor progress toward the goal(s), etc. When this process is followed with EVERY learner, the program should have a record that *confirms* that the program is the appropriate placement for the learner or *confirms* that the program is not an appropriate placement for the learner.

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

Similarly, a learner with limited ability must demonstrate progress toward an "appropriate" goal. If the learner cannot/does not/will not demonstrate progress, the program should have a record of the learner's identified goal(s), plan for achieving the goal(s), monitoring of progress

toward goal(s), etc. If these elements are in place, and a learner is not making measurable progress toward an appropriate educational goal, then the adult education program is obviously not the appropriate placement (program) for the learner. Even if the learner "is happy in our program," "likes to attend our program," "is developing more appropriate social skills," etc., these are not measurable education/workplace preparation goals, and, while they may be appropriate goals for some programs, they are not (absent from any other measurable education/workforce readiness progress) sufficient reasons for programs to continue to provide services to an individual.

Following these procedures does not mean that programs have to generate excessive additional paperwork. Most programs already have a process for identifying appropriate goals, log of learner attendance/efforts, a learning plan which includes assignments, teacher's comments, learner's reviews of his/her progress, records of teacher/learner joint reviews of progress, etc. Of course, learner handbooks and other orientation materials should state very clearly the expectations of the program--that all learners will identify and work toward an appropriate education/workforce readiness goal and that learners will demonstrate ongoing measurable progress.

For special needs learners—to ensure programs are not being discriminatory—there would not be the same expectation or timeframe, etc., as for learners who did not have special needs. For example, if a learner had a mobility problem and had to depend on public transportation, he/she may not be able to attend the program during inclement weather, so an attendance policy would have to allow for these special circumstances. A learner who has a developmental disability (e.g. mental retardation, Down's syndrome, autism) may be able to document a learning gain of five points on the TABE only after 160 or more hours of instruction instead of the more typical 70-100 hours of instruction. However, if the learner is showing no learning gains—even on teacher-constructed tests, end-of-chapter tests, etc., and different methods have been tried and proven unsuccessful, then the learner (and perhaps an advocate/aide/parent) needs to be informed that unless measurable progress toward a goal is made by a defined future date, then the learner will no longer be a participant in the program because the program is not an appropriate placement for this learner.

When this process is followed, learners have been given due process, programs have not been discriminatory, and the program has followed a consistent process that documents that concerted efforts were made to help the learner meet his/her education/workplace readiness goal(s).

Programs need to emphasize that while learners may have "other" goals, the federal/state monies are tied to very specific goals, and expenditure of these monies to serve learners whose primary reason for attending the program is not aligned with these federal/state goals is an inappropriate expenditure of funds.

How long does the learner need to stay out when "disenrolled"?

If a program is not an appropriate placement for the learner now, then it most likely will not be an appropriate placement six months from now. Of course, for learners who are "disenrolled" because they violated an attendance policy, conduct policy, etc., the program will most likely

be an appropriate placement when the learner decides that he/she can adhere to the program's policies. Programs should also have a clearly defined written policy about how long a person will be disenrolled before he/she can apply for readmission and the process for readmission. This does not mean a program "has to" readmit every learner after a certain waiting period. Adult education programs have the option to not allow a learner who has been a threat to a teacher, another learner, or even to the equipment and materials in a program to re-enroll enroll.

In short, it is extremely important that an adult education program has ample *supporting documentation* to negate any claim of discriminatory actions in its services to adult learners. A "paper trail" of the program's honest, well-planned, diligently-executed efforts to serve all learners will support the program's written policy to disenroll learners when the program determines (based on the documented evidence) that this is not an appropriate placement for the learner and continued service to the learner would be a *misuse* of federal and state funding.

7.2 Adults needing accommodations for disabilities should be identified as early in the learning process as possible. Program staff should refer to The Comprehensive Adult Education Planner (PAM) and Accommodating Adults with Disabilities in Adult Education Programs manuals for further information and procedures. Counseling of adult learners should include referral to the most appropriate placement for the learners needs, regardless of disability status.

In order to "document" a disability, adult education programs should use the Americans with Disabilities Act (ADA) guidelines. Under the ADA broad definitions, program staff can accept several types of documentation of a disability. One of the most common forms of documentation in an educational environment is a self-report from an individual that he/she has been identified as having a special need and served under the Individual with Disabilities Education Act (IDEA), frequently known as "Special Education." Appropriate forms of evidence include an obvious physical disability and/or written confirmation of a disability from an appropriate diagnostician. Program staff should note in the learner's file the type of documentation that was provided.

However, not everyone who says he/she needs accommodations in the learning or testing environment has a disability. Programs should follow up the group enrollment process with one-on-one interviews, especially with learners who self-identify as needing accommodations. This private discussion may provide an environment that is more conducive to soliciting information about why the individual believes he/she needs accommodations to be successful in testing situations. For example, if a learner reports that he received Special Education services in school and that his IEP stated that he should be allowed additional time during testing, this person has a "history of a disability" which is one of the qualifying elements for identification of a disability under ADA. Therefore, this individual would be considered as having a disability for the reporting system.

However, in the private interview setting another learner may report that she will need accommodations because she has dyslexia. When the interviewer questions the learner about her diagnosis, the learner reports that her friend read an article about dyslexia. When the learner and her friend discussed the information provided in the article, they decided that the reason the learner was having trouble reading was because she was dyslexic. The learner

also reports she never received Special Education services and that she has never been diagnosed by a professional. While this learner *may* have a specific learning disability, this self-diagnosis and self-reporting of a need for accommodations is not sufficient to identify this person as having a disability.

8. Policies on Environment

8.1 Local policies on appropriate behavior and dress should be posted, and programs should get signatures of adults confirming that they have been appropriately informed about the policies. ADA signs explaining non-discrimination policies should be posted on a wall or bulletin board in plain sight. Discrimination on the basis of age or other demographic designator, such as requiring learners of a certain age group to participate in services for that age group, is not permitted.

According to KSA 72-4526, "(c) Any board may adopt regulations governing the operation of adult education programs. Any board may authorize persons not residents of the district to participate in adult education programs. The teachers and administrators in such adult education programs shall have the same authority over students as is exercised in regular school instruction."

A sample policy for conduct and dress might include the elements in the following draft. Each local program should have its agency's legal staff review proposed conduct and dress codes to ensure that the codes are legally defensible and are aligned with the policies of the sponsoring institution.

<<PROGRAM>> CODE OF CONDUCT

For everyone to be able to learn well, <<PROGRAM>> asks you to please follow these rules:

1. Be aware of the needs of fellow students.
2. Do not disturb others with unnecessary noise, movement, swearing, or other disruptions.
3. Do not abuse physically or verbally, threaten, hit or mistreat any person.
4. Be courteous to and respectful of staff, other students and their property.
5. Do not use, sell, possess, distribute or be under the influence of narcotics, drugs, or alcohol.
6. Do not be in possession of any item that could be considered to be a weapon.
7. Do not smoke or chew tobacco while in the building or on school grounds.
8. Do not bring children or other persons into the study rooms.
9. No fund raising, buying, or selling is permitted (such as Avon, Amway, or candy from your child's school).
10. Taking plants or animals into the school requires prior permission from the director.

<< PROGRAM>> DRESS CODE

In <<Program>> learners will always:

- ☐ Be clean and odor free.
- ☐ Wear shoes.

In <<Program>>, learners will not:

- ☐ dress in such a way that others are distracted from studying.
- ☐ dress in such a way as to be a danger to themselves or others.
- ☐ display immoral, obscene, or indecent messages or pictures.
- ☐ display messages or pictures promoting violence, gang activity, or drugs (including alcohol and tobacco).

Failure to follow <<PROGRAM>> Code of Conduct or Dress Code may result in dismissal.

I have read, or had read to me, and understand this page.

Student Signature_____Date _____

Staff Member Signature_____Date _____

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

8.3 *Outreach sites, including those that are in close physical proximity to another outreach site, must meet the same requirements as the main program site in reference to performance on measures in the Indicators of a Quality Adult Education Program.*

9. Basic Skills Certification

9.1 What is the Kansas WORKReady! Certificate?

Kansas WORKREADY! is a state-wide initiative that uses WorkKeys®, a national ACT assessment system, to produce a career readiness certificate documenting an individual's skills in the following areas:

Applied Mathematics: the skills people use when they apply mathematical reasoning and problem-solving techniques to work-related problems;

Locating Information: the skills people use when they work with workplace graphics, such as charts, graphs, tables, forms, maps, diagrams, and instrument gauges; and

Reading for Information: the skills people use when they read and use written text in order to perform duties such as memos, letters, directions, signs, policies, and regulations.

Kansas WORKREADY! Certificates have the following four levels:

Bronze: An individual achieving this level possesses core skills for approximately 30 percent of the jobs profiled by WorkKeys®.

Silver: An individual achieving this level possesses core skills for approximately 70 percent of the jobs profiled by WorkKeys®.

Gold: An individual achieving this level possesses core skills for approximately 90 percent of the jobs profiled by WorkKeys®.

Platinum: An individual achieving this level possesses core skills for approximately 99% of the jobs profiled by WorkKeys®.

The individual's lowest score on any one test determines the level (bronze, silver, etc.) of certificate awarded.

Platinum	= must receive a score of 6 or above on all three tests
Gold	= must receive a score of 5 or above on all three tests
Silver	= must receive a score of 4 or above on all three tests
Bronze	= must receive a score of 3 or above on all three tests

(Example: If an individual scores 4 in *Applied Math*, 3 in *Locating Information*, and 5 in *Reading for Information*, a Bronze certificate is awarded.)

9.2 What are the benefits to my adult learners and my program to becoming involved with the Kansas WORKReady! Certificate initiative?

The Kansas WORKReady! Certificate, signed by the current Governor of Kansas, is beneficial to students in secondary and post- secondary schools who are earning their diploma, degree or other industry certificate. The WORKReady! Certificate indicates a student is prepared with basic transferable skills and is equipped to learn job-specific skills.

By becoming a partner with the Kansas Department of Commerce and KansasWorks, your program will expand its capacity to educate and prepare a world class workforce that will significantly contribute to the future economic prosperity for Kansas. Partnerships are necessary for achieving this goal. The Kansas Department of Commerce and Kansas Adult Education share common stakeholders—potential and current employees and Kansas businesses/employers— so we need to communicate effectively using a common voice with these stakeholders. The WORKReady! Certificate will provide adult learners with an important tool for securing employment or improved employment, and it will provide employers with a means to identify individuals with basic skills who are ready to learn the specific skills for a job.

Another advantage of this partnership to the adult education program is that by helping learners obtain WORKReady! Certificates, is the program's opportunity for increased performance-based funding. 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 appropriate score on the *Kansas Indicators of a Quality Adult Education Program* Measure 2.2, the percentage of program participants that achieve a Kansas WorkReady! Certificate at the four different levels--“count” as follows:

1 Platinum Level WorkReady! 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.

IMPORTANT: Programs may also obtain a list of participants in their program who have received a Kansas WorkReady! Certificate. Adult Education programs do not have to actually do the WorkKeys testing themselves.

9.3 What would be my program's role as a partner in the Kansas WORKREADY! Certificate initiative?

As a partner, your program would have the following responsibilities:

1. Administer the WorkKeys® tests *Applied Math*, *Reading for Information*, and *Locating Information* in accordance with all ACT, Inc. testing protocol and standards;
2. Use a standard numbering convention to ensure certificate verification
3. Secure all WORKREADY! Certificates to ensure authenticity and avoid theft and forgery;
4. Assist adult learners in registering on Kansas Works so their certificates can be added to the database;
5. Send adult learners' names, scores and identifying numbers of those seeking employment or nearly ready to seek employment to the local workforce center for inclusion in the secure database;
6. Protect each learner's privacy and confidentiality rights by having the adult learner sign a release giving his/her permission to enter his/her personal information into the database;
7. Market the certificate to your respective stakeholders; and
8. Do not discriminate against any individual because of age, race, ancestry, gender, color, religion, national origin, disability, political affiliation or belief.

Department of Commerce will provide approved paper certificates in platinum, gold, silver, and bronze, and print candidates name and scores using the standardized state-provided template.

10. Program Evaluation and Record Keepin

10.1 Monitoring and Program Evaluation Procedures

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

Overall Risk Assessment Process and Special Conditions

To comply with this requirement, KBOR staff conduct an annual risk assessment of all sub recipients to determine their potential risk of noncompliance. In evaluating the risks posed by the grant recipients, KBOR utilizes a risk-based approach and considers the following:

- Funds Returned/Unspent/Misspent/Not drawn (10 pts)
- Single Audit findings (if single audit required at institution) (10 pts)
- Failure to Meet Performance Targets (10 pts)
- Failure to Meet Deadlines (20 pts)
- Data Reporting Issues (20 pts)
- Change in Essential Personnel (Data, Adult Education, Finance, etc.) (10 pts)
- Noted Violations in EDGAR Regulations (10 pts)
- Not Monitored in Last 4 Years (5 pts)
- Failure to Follow Grant Guidelines (5 pts)
- Public Risk Perception (5 pts)
- New personnel attend KBOR trainings (-5)

Additional Award Conditions (2 CFR Part 200, 200.207)

When a grantee has a history of failure to comply with the general or specific terms and conditions of a federal award, fails to meet expected performance goals, or is not otherwise responsible, the State may impose additional specific award conditions, such as:

- Requiring monthly receipt review before reimbursement of grant funds
- Requiring additional, more detailed financial reports
- Requiring additional project monitoring
- Requiring the grantee to obtain technical or management assistance
- Establish additional prior approvals
Grantee must notify KBOR with documentation of meeting special conditions.
- Documentation associated with condition will be maintained in a special file by KBOR

When a grantee warrants a special condition the notification will provide structure and communicate the requirements of the special condition. *

- The nature of the additional requirements
- The reason why the additional requirement is being imposed
- The nature of the action needed to remove the additional requirement
- The time allowed for completing the actions
- The method for requesting reconsideration of the additional requirements imposed

**Kansas Board of Regents reserves the right to determine the type of risk assessment by sole point assignment or combination of point assignments and working knowledge of the institution.*

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The risk assessment score from the prior grant year determines the special condition completed in the current grant year. If the special condition is not met or exposes further risk, then additional special conditions may be assigned at the discretion of the Kansas Board of Regents.

Conditional Compliance

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

Remedies for Noncompliance (2 CFR 200.338)

If there is failure to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions, as described in 200.207 Specific Conditions. If the Federal awarding agency or pass-through entity determines that noncompliance cannot be remedied by imposing additional conditions, the Federal awarding agency or pass-through entity may take one or more of the following actions, as appropriate in the circumstances.

- Temporarily withhold cash payments pending correction of the deficiency by the non-Federal entity or more severe enforcement action by the Federal awarding agency or pass-through entity.
- Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance.
- Wholly or partly suspend or terminate the Federal award.
- Initiate suspension or debarment proceedings as authorized under 2 CFR part 180 and Federal awarding agency regulations (or in the case of a pass-through entity, recommend such a proceeding be initiated by a Federal awarding agency).
- Withhold further Federal awards for the project of program.
- Take other remedies that may be legally available.

Risk Assessment Matrix by Category

Funds Returned/Unspent/Misspent/Not drawn (10 pts)

Institutions will be assigned point according to the severity of the above violation.

(2 CFR 200.303 (a))

Single Audit findings (if single audit required at institution) (10 pts)

The Kansas Board of Regents Accounting Department receives a copy of the sub recipient's single audit. If the KBOR accounting office does not receive a copy of the single audit, the institution is contacted to determine the reason for non-compliance. The single audit is then either submitted by the institution or documentation is provided proving that the institution receives less than \$750,000 in federal funds and is not required to have a single audit.

The single audits are reviewed by KBOR accounting personnel and if a letter of findings is part of the audit, KBOR accounting office notifies the Senior Director of Adult & Career Technical Education so that it will be noted on the Quality Assurance matrix. (2 CFR 200.331 (b) (2))

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Failure to Meet Performance Targets (10 pts)

Institutions are assigned points according to the severity of the above violation.

Failure to Meet Deadlines (20 pts)

Institutions are assigned points according to the severity of the above violation. ALL required documents and data must be accurate and submitted by the deadline.

Data Reporting Issues (20 pts)

Institutions are assigned points according to the severity of the above violation. KBOR Data personnel conduct an internal audit of any institutional issues pertaining to data and submit the report to the Senior Director of Adult & Career Technical Education. KBOR adult education staff conduct data reviews periodically throughout the year.

Change in Essential Personnel (Data, Adult Education, Finance, etc.) (10 pts)

Institutions are assigned points according to the severity of the above violation.

(2 CFR 200.331 (b) (3))

Noted Violations in EDGAR Regulations (10 pts)

Institutions are assigned points according to the severity of the above violation.

Not Monitored in Last 4 Years (5 pts)

The types of reviews consist of Perkins Program Review of Approved Programs, Perkins Data Evaluation and Accountability, Civil Rights Review, Perkins Fiscal Program Review.

Failure to Follow Grant Guidelines (5 pts)

Institutions are assigned points according to the severity of the above violation.

Public Risk Perception (5 pts)

Institutions are assigned points according to the severity of the above violation.

New personnel attend KBOR Perkins Grant management training

KBOR personnel can recommend removing risk points from the matrix based on the attendance of Perkins grant management training.

KANSAS BOARD OF REGENTS															
AEFLA QUALITY ASSURANCE RUBRIC <i>(Effective 2/1/2017)</i>															
Program	RISK FACTOR	Monitoring visit in last 4 years?	Failure to follow grant guidelines	Data Reporting Issues	Single Audit Findings (if required)	Prior Findings	Funds - Returned/ Unspent/ Misspent	Failure to meet negotiated performance benchmarks	Late, missing or errors on Fiscal or Program Reports	Noted Violations in EDGAR regulations	Change in Essential Personnel (Data, ABE, Finance, etc.)	Total FY 2017 Fed & State Instructional Funds <i>(DO NOT include local match or any PD Leadership funds)</i>	Program total count of learners (FY17)	Cost per student = Column N divided by Column O	FY 2017 Table 4 Ranking (out of "x" total programs)
Total Points		5	10	10	10	5	10	5	10	10	10				

10.2 Local Program Data Policies and Record Retention

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

Record Retention

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

- a. The retention period shall commence from the date of submission of the final expenditure report.
- b. If any litigation, claim or audit is started before the expiration of the retention period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved.
- c. Programs agree to cooperate in any examination and audit under the provisions of this paragraph.

10.3 Student Privacy and Data Releases

Student Privacy

Per 34 CFR Part 765.740:

- (a) Most records on present or past students are subject to the requirements of section 444 of GEPA and its implementing regulations in 34 CFR part 99. (Section 444 is the Family Educational Rights and Privacy Act of 1974.)
- (b) Under most programs administered by the Secretary, research, experimentation, and testing are subject to the requirements of section 445 of GEPA and its implementing regulations at 34 CFR part 98.

Programs and their host institutions are responsible for compliance with all federal privacy acts as they may apply to student records created and maintained as a recipient of adult education grant funding. If programs have any questions concerning FERPA, they should direct these to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605
(202) 260-3887 (Telephone)
(202) 260-9001 (Fax)

Data Releases

On the following two pages are data releases pertaining to student GED® testing records and data sharing for WIOA joint reporting purposes, respectively. In order to data match with GED Testing Service and our WIOA partners a student or their guardian must sign and date them, and the program must keep them on file. Student consent is voluntary and is not required for participation in any programs.

I hereby consent to the Kansas Board of Regents release of my high school equivalency (GED®) testing record including all the results and my scores to the Adult Education program I attended or that I am currently attending for the following reasons:

1. To determine what additional instruction I may need, if any, following testing;
2. To evaluate the effectiveness of the adult program; and
3. Other (please describe): _____

For students over the age of 18:

This consent shall be valid for two years from the date this consent form is signed by the student. Consent may be revoked upon the written notification by the student.

Printed name of student

Signature of student

Date

For students under the age of 18:

This consent shall be valid for two years from the date this consent form is signed by the parent or legal guardian. Consent may be revoked upon the written notification by the parent or legal guardian.

Printed name of parent or legal guardian

Signature of parent or legal guardian

Date

AUTHORIZATION FOR RELEASE OF INFORMATION

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The Family Educational Rights and Privacy Act (FERPA) and the Student Data Privacy Act both afford certain rights to students concerning the privacy of, and access to, their educational records even after students finish their academic careers. Individuals may choose to consent to the release of their education records to the parties specified below.

The Kansas Board of Regents works with other state agencies/organizations to more completely and accurately assess your education and related needs. To benefit your education and career goals, you may consent to sharing your records among those agencies you choose on the below list.

I hereby grant consent to allow the release, receipt and/or sharing of my personal information (such as identification, test results, attendance, education, occupation, employment training and personal goals and outcomes) to, with and between to the following agencies/organizations:

- ☐ All of the Below
- ☐ Kansas Board of Regents and Adult Education Centers
- ☐ Kansas Department for Aging and Disability Services
- ☐ Kansas Department for Children and Families
- ☐ Kansas Department of Commerce (including workforce partners receiving federal funds)
- ☐ Kansas Department of Corrections
- ☐ Kansas State Department of Education
- ☐ Kansas Department of Health and Environment

The purpose of this consent is to allow my personal information possessed by the agencies indicated above to be shared and used for determination of tuition subsidies, to determine my eligibility for education and training opportunities and support, and for reporting and program evaluation.

I understand that my consent is voluntary and is not required for my participation in any programs. I understand that my records may be released and shared as described above, until such time as I revoke my consent for further sharing.

Student Name (printed and then signed)

Date

Parent Name (printed and signed) if Student is under age 18

Date

11. Policies on Learner Assessment

11. Kansas Policies on Learner Assessment

This policy addresses background to and specific requirements of the assessment process for Kansas Board of Regents (Kansas Regents) Adult Education.

Quality assessment plays a major role in the following activities:

- Learners are accurately informed about their basic skill level(s);
- Learners are better equipped to determine appropriate short- and long-term goals;
- Instruction focuses on learners' identified needs instead of relying solely on pre-determined curricula;
- Learners and programs monitor progress toward goals;
- Learners and programs are better equipped to identify other factors that impact progress;
- Programs are accurately informed about learners' basic skill levels;
- Programs are better equipped to determine effectiveness of program design, instructors' proficiency, curricula and materials;
- Programs are able to inform stakeholders about learners' outcomes; and
- Programs have more accurate data on which to make decisions.

The assessment policies and procedures included in this document are designed to ensure that adult education programs in Kansas meet the following requirements of the National Reporting System (NRS):

- Use of state-wide standardized assessments with parallel forms of pre- and posttests to determine educational gain of participants;
- Use of standardized assessments that have a high degree of *reliability* (consistency of the test or the same level of test forms to provide the same score or nearly the same score in a test/retest situation) and a high degree of *validity* (the degree to which the test actually assesses what it is designed to assess);
- Use of consistent and appropriate testing protocols to ensure standardized administration and to ensure quality data; and
- Use of data to promote continuous improvement of local programs.

GENERAL ASSESSMENT REQUIREMENTS

Kansas Regents Adult Education is committed to the use of quality assessment for determining learners' entry levels and educational gains. Only assessments currently approved for use by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) and Kansas Regents Adult Education may be used to determine educational functioning level (EFL) and educational gains.

These assessments are listed below.

Test of Adult Basic Education (TABE) Survey or Complete Battery

TABE 9 and 10 Reading

TABE 9 and 10 Total Mathematics (Mathematics Computation and Applied Mathematics)

TABE 9 and 10 Language

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TABE Complete Language Assessment System–English (CLAS-E)

TABE CLAS-E A and B Listening

TABE CLAS-E A and B Writing

TABE CLAS-E A and B Reading

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

Initial Assessment/Program Placement

Learners are placed in an initial Educational Functioning Level (EFL) in PABLO, the Kansas Regents Adult Education statewide information management system, based on the subject a student wishes to study, or would best help students achieve their educational goals.

- TABE diagnostic tests are used to determine reading, mathematics, and language skill levels for ABE/ASE learners. The CLAS-E diagnostic tests are used to determine reading, writing, and listening skill levels for ESL learners.
- Programs must administer the TABE or CLAS-E Locator to identify the appropriate diagnostic pretest level (A, D, M, or E, or 1, 2, 3, or 4).
- The TABE Locator may be used for Accelerating Opportunity students. However, if the student has taken the ACCUPLACER test for entry into a college program, the ACCUPLACER /TABE crosswalk can be used, instead of the TABE Locator, to determine the appropriate level for diagnostic testing. (See the ACCUPLACER /TABE crosswalk) At no time may an ACCUPLACER score be used to determine the entry EFL or EFL completion.
- Learners must have valid TABE or CLAS-E diagnostic test score(s) for determining EFL *prior to completion of twelve hours* of participation in an adult education program.
 - If learners are continuing from the previous fiscal year, TABE or CLAS-E scores from tests administered in the previous fiscal year may be used to determine EFL.
- Unless they indicate a desire to study in only one area, ABE/ASE learners must be assessed in reading and mathematics at a minimum using either the TABE Survey or Complete Battery, Form 9 or 10, levels E, M, D, or A (as determined by Locator scores). Learners who indicate the desire to study in only one area may be pretested in only that area. For example, a learner who states that he has passed all but the mathematics portion of a high school equivalency exam and only wants to study mathematics could be pretested only in mathematics.
- If, after pretesting, learners disclose the desire to study in only one subject and that subject is different from the PABLO-assigned EFL, the EFL can be overridden. Override the EFL shown in the “Suggested” field in PABLO by entering the EFL based on the subject in which the learner desires to study in the “Entered” field on the “Current Tests” page. If an override is entered the reason must be documented in the “Notes” field on the same page.

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- ESL learners must be assessed at a minimum in reading and listening using CLAS-E, Form A or B, levels 1, 2, 3, or 4 (as determined by Locator scores). Learners are pretested in multiple skill areas in order to provide them and the program staff with adequate information about their basic skills levels.
- By default, PABLO automatically calculates a learner's NRS EFL using lowest diagnostic pretest scale score, however, any subject may be used to initially level a student, as long as program staff and the student feel like it is in the student's best interest. Scale scores must be entered into PABLO within one week of testing.
- **Reading:** When leveling a learner based on a reading score, a valid TABE or CLAS-E Reading test score must be entered in the "Current Tests" page of PABLO. If the learner's test score is not in the valid range, an additional TABE or CLAS-E Reading test must be administered (either at a lower or higher level, depending on whether the invalid test score was at the upper or lower end of the scale score) in order for the learner to achieve a valid diagnostic test score.

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

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

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

- **Listening:** When leveling a learner based on a listening score, a valid CLAS-E Listening test score must be entered. If the learner's test score is not in the valid range, an additional CLAS-E Listening test must be administered (either at a lower or higher level, depending on whether the invalid test score was at the upper or lower end of the scale score) in order for the learner to achieve a valid diagnostic test score.
Exception: When a learner's listening skills are so limited that he/she cannot achieve a valid diagnostic test score on the lowest level CLAS-E Listening test, a score of 0 may be entered as the listening score in the "Current Tests" page of PABLO. A score of 0 may only be entered if the lowest level test was administered and a valid score could not be achieved. The test form on which an invalid score was achieved and the date of testing must be entered in the "Notes" field on the "Current Tests" page of PABLO.

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- **Language or Writing:** When leveling a learner based on writing or language, a valid score derived from the TABE or CLAS-E must be entered.
- CTB/DRC does not specify the length of time a pretest is valid. Learners who “stop out”, for 180 days or more, **must** be pretested upon return to the program. Local program staff should avoid placing learners in classes that are either too high or too low, as doing so could have a negative impact on retention and progress, therefore they must carefully evaluate factors which could affect learners’ basic skill needs in deciding whether to administer new pretests to students who have stopped out more than 90 days, but less than 180 days.
- If a student who stopped out for more than 90 days returns for a second period of participation, and a new pretest is administered resulting in a gain based on their pretest from their first period of participation, a gain may be counted for the first period of participation.

Posttests/Program Progress

PABLO will automatically generate a level gain when indicated by the posttest scale scores entered.

TABE and CLAS-E provide alternate test forms and multiple test levels for posttesting. Options for posttesting include:

- Using the alternate form of the same level test
- Using the next higher level of either the same or the alternate form of the test *only when the learner has pretested near the top of the lower level*
- Using the same form as the pretest *if there are at least 180 days between testing or 120 hours or more of instruction between the first use and repeated use of the same form*, regardless of whether an alternate form has been used in between.

According to publisher guidelines, learners should be posttested initially *between 50 and 60 hours* of program services. There are four exceptions to this policy:

1. Programs may administer a posttest to ABE learners who have participated in a *minimum of 40* hours of instruction if they have indicated they are leaving the program.
2. Programs may administer a posttest to ESL learners who have participated in a *minimum of 50 hours* of instruction.
3. Programs may administer a posttest to learners with *more than 50 to 60* hours of instruction if posttesting earlier would interfere with the design of a class session. For example, if a class session is scheduled for nine weeks with 12 hours of instruction per week, posttesting could occur at the end of the class session.

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4. According to publisher guidelines, *Adult Secondary Education Low (EFL 5)* and *Adult Secondary High (EFL 6)*, learners may be posttested after a *minimum of 30* hours of instruction if they have indicated that they are leaving the program.

While all programs are expected to posttest a minimum of seventy percent (70%) of program participants each fiscal year, attempting to meet this expectation does not replace the absolute necessity of following all the assessment policies detailed above.

Although not all learners will demonstrate a learning gain at 50 to 60 hours, failing to posttest a learner will guarantee that no learning gain is recorded.

When learners' posttest scale scores indicate an educational level gain, PABLO will automatically calculate a completion.

Data Quality

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

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

Distance Learners

Programs must administer all assessments used to determine EFL and/or educational gain in-person. This applies to distance education learners as well as face-to-face learners.

Test Security

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

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

TABE Test Administration

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

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

Training and Technical Assistance

- Local programs are responsible to ensure that all staff and faculty administering or scoring TABE 9 & 10 complete the How to Plan and Administer TABE 9 & 10 Training Video Workbook and all staff and faculty administering or scoring CLAS-E complete the TABE CLAS-E Staff Development Workbook prior to the first time they administer or score the test. When faculty or staff complete a workbook, the Test Administrator Certification Application must be sent to CTB/DRC and a copy of the Test Administrator Certification must be sent to AdultEdReports@ksbor.org.
- New faculty and staff must complete training on the topics listed below within six months of being hired.
 - NRS policy, accountability policies, and data collection process
 - Definitions of outcome measures
- Local program directors and coordinators must participate in **yearly** face to face and/or webinar-based training provided by Kansas Regents Adult Education staff. Topics include:

- State assessment policies and procedures, including best practices
- NRS policy, accountability policies, and data collection process
- Definitions of outcome measures
- Local program directors must ensure that current faculty and staff receive **yearly** training on data collecting, reporting, and analysis, federal and state policies, and outcome measures.
- Local program directors must ensure that faculty and staff participate in refresher training on administering, scoring, and interpreting TABE and CLAS-E every **two** years.
- Local program administrators, faculty, and staff may access recorded training sessions on TABE and CLAS-E at any time.
- Local programs must document completed staff training on the “Staff Profile Information” page in PABLO.

PHASES OF ASSESSMENT

Assessing the progress and skills of learners is a continuous process, starting from the moment they arrive in the office or classroom and continuing until they leave the program. Programs or classes should consider the following phases of assessment:

Initial Assessment

Initial assessment must include pretesting, but programs may also choose to offer other tests which elicit different kinds of information about learners, e.g., learning styles or career interest inventories.

Ongoing Assessment

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

Forms of assessment not included in the approved list on page 1 of this document may be used to inform instruction or measure goals not specific to level gains, but they cannot be used for the purpose of documenting an EFL completion in PABLO. For example, the *CASAS Government and History for Citizenship Test* (Revised 2009) is a standardized instrument used in Kansas to document attainment of the goal of achieving citizenship skills, but it cannot be used to document educational gain.

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Posttesting to Determine Educational Gain

- Programs must provide intensive instruction and follow-up assessment in the area(s) that best suits a student's needs, and will help them in achieving their educational goals. When posttested, a level gain may be recorded in any area where a student completes and/or advances a level of instruction, regardless of the student's recorded initial Educational Functioning Level.
- The National Reporting System (NRS) does not require that learners be posttested in areas in which they have had no instruction.

GUIDELINES FOR ACCOMMODATIONS USING TABE AND CLAS-E FOR LEARNERS WITH DISABILITIES

Local Program Requirements

Local programs must adhere to legislation which addresses testing accommodations for learners with disabilities, including Section 504 in the Rehabilitation Act of 1973, the Individuals with Disabilities Education Improvement Act of 2004, the No Child Left Behind Act of 2001, and the ADA Amendments of 2008.

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

Adult Learner Requirements

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

Accommodations in Standardized Testing

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

Local test administrators may provide accommodations in test administration procedures or environment for students with documented disabilities without contacting Kansas Regents Adult Education or CTB/DRC.

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

Accommodations Not Expected to Influence Student Performance

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

Accommodations Which May Impact Student Scores (should be taken into consideration when interpreting scores) (See note below concerning accommodations for the Reading test.)

- Presentation
 1. Have stimulus material, questions, and/or answer choices read aloud
 2. Use a tape recorder for stimulus material, questions, and/or answer choices, except for a Reading test

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3. Have stimulus material, questions, and/or answer choices presented through sign language, except for a Reading test
 4. Use communication devices (e.g., text talk converter), except for a Reading test
 5. Use a calculator or arithmetic tables, except for a Mathematics Computation test
- Response
 1. Use graph paper to align work
 - Timing/Scheduling
 1. Use extra time for any timed test
 2. Take breaks that result in extra time for any timed test
 3. Extend the timed section of a test over more than one day, even if extra time does not result
 4. Have flexible scheduling that results in extra time

Accommodations Which Change What Is Measured (alters interpretation of test scores)

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

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

Test Forms for Use with Learners with a Disability

- TABE 9 or 10 Large Print (available in Complete and Survey editions)
- TABE 9 Braille (available in Complete and Survey Editions).
- TABE 9 Audio Taped Edition (available in Complete and Survey Editions).
- TABE Online
- CLAS-E Large Print

Contact KBOR Staff at for specific questions on appropriate accommodations practices for TABE and CLAS-E tests.

SUMMARY OF LOCAL PROGRAMS POLICY AND PROCEDURES

- Prior to testing, learners must be informed of the reason for the testing and how the test results will be used
- After testing, learners must be confidentially informed of test results and implications
- The appropriate amount of instruction must be provided between pretesting and posttesting
- The appropriate pretest and posttest must be administered, checking previous testing records to determine that the correct level and form of the test have been selected
- The test must be administered following the standardized testing protocol designed for the test and in an appropriate testing environment
- The test must be accurately scored
- The score must be checked for validity
- All valid test scores, test forms, and dates of testing must be accurately entered into the "Current Tests" page of PABLO within one week of the test administration
- All invalid test scores, test forms, and dates of testing must be accurately entered into the "Notes" field on the "Current Tests" page of PABLO within one week of the test administration

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Standardized Assessments Approved for Kansas Regents Adult Education Programs

Population/Subject Area	Kansas EFL	Assessments
Locator Tests		
ABE/ASE Locator	1-6	TABE 9 and 10 Practice Exercise and Locator Test
ESL Locator	7-12	CLAS-E Locator Test
Assessments for Determining Learners' Entry Levels/Level Completions for NRS Reporting		
Diagnostic Tests for ABE/ASE		
Diagnostic Reading	1-6	TABE 9 and 10
Diagnostic Mathematics	1-6	TABE 9 and 10
Diagnostic Language	1-6	TABE 9 and 10
Diagnostic Tests for ESL		
Diagnostic Reading	7-12	CLAS-E
Diagnostic Writing	7-12	CLAS-E
Diagnostic Listening	7-12	CLAS-E
Assessments for Other Outcomes		
WorkKeys Assessments	3-6, 11-12	Reading for Information, Locating Information, and Applied Mathematics
Technology	1-12	<i>Teknimedia</i> —PC100, PC101, PC110, PC120, and PC140
CASAS Citizenship	7-12	CASAS

NRS Test Benchmarks for Educational Functioning Levels

Educational Functioning Level	Test Benchmarks
Beginning ABE Literacy	TABE (9–10) scale scores (grade level 0–1.9): Reading: 367 and below Total Mathematics: 313 and below Language: 389 and below
Beginning Basic Education	TABE (9–10) scale scores (grade level 2–3.9): Reading: 368–460 Total Mathematics: 314–441 Language: 390–490
Low Intermediate Basic Education	TABE (9–10) scale scores (grade level 4–5.9): Reading: 461–517 Total Mathematics: 442–505 Language: 491–523
High Intermediate Basic Education	TABE (9–10) scale scores (grade level 6–8.9): Reading: 518–566 Total Mathematics: 506–565 Language: 524–559
Low Adult Secondary Education	TABE (9–10): scale scores (grade level 9–10.9): Reading: 567–595 Total Mathematics: 566–594 Language: 560–585
High Adult Secondary Education	TABE (9–10): scale scores (grade level 11–12): Reading: 596 and above Total Mathematics: 595 and above Language: 586 and above

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English as a Second Language

Educational Functioning Level	Test Benchmarks
Beginning ESL Literacy	TABE CLAS-E scale scores: Reading: 250-392 Writing: 200-396 Listening: 230-389
Low Beginning ESL	TABE CLAS-E scale scores: Reading: 393 - 436 Writing: 397-445 Listening: 390-437
High Beginning ESL	TABE CLAS-E scale scores: Reading: 437-476 Writing: 446-488 Listening: 438-468
Low Intermediate ESL	TABE CLAS-E scale scores: Reading: 477-508 Writing: 489-520 Listening: 469-514
High Intermediate ESL	TABE CLAS-E scale scores: Reading: 509-557 Writing: 521-555 Listening: 515-549
Advanced ESL	TABE CLAS-E scale scores: Reading: 558-588 Writing: 556-612 Listening: 550-607

Test	Recommended Number of Instructional Hours Between Pretest and Posttest
TABE 9/10 Alternate Form	50 – 60 hours recommended for ABE Levels 1 – 4 (40 hours minimum) 30 – 59 hours recommended for ASE Low level 5 (30 hours minimum)
TABE 9/10 Same Form	180 days or a minimum of 120 hours of instruction when using the same form.
TABE CLAS-E Alternate Form	60 – 95 hours recommended (50 hours minimum)
TABE CLAS-E Same Form	180 days or a minimum of 100 hours of instruction when using the same form.

12. Policies on Distance Education

12.1 Definitions Related to Distance Education:

Distance education is a formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Teachers support distance learners through communication via mail, telephone, email or online technologies and software. (*National Reporting System Implementation Guidelines, July, 2007*)

Note: Programs must have a student-classification policy, consistent with the NRS definition, for participants who receive both distance education and traditional classroom instruction during a program year (such as a blended distance-classroom approach or concurrent enrollment in both types of instruction). The program's student-classification policy must be submitted and approved by Kansas Adult Education staff prior to offering both distance education and traditional classroom instruction to a student.

Applicable Population: In Kansas AEFLA programs, "distance education" is defined as formal learning where students and instructors are separated by geography, time or both for the majority (greater than 50% of the hours of participation) of the instructional time.

Distance learners are those learners who participate initially in an on-site program, then participate in regularly scheduled reviews, progress testing, etc. through distance learning using distance learning materials delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Only those learners who are working intently on a program of study at a distance from, but under the supervision and with the support of an adult education instructor, may be identified as distance learners. (There is a check box on the PABLO *Student Info* tab to identify each program's distance learners.)

12.2 Measuring Contact Hours for Learners in Distance Education:

In order for a *program to identify a learner as a "distance learner"* and report his or her instructional hours generated through distance learning, the following requirements must be met:

1. Students must participate in a face-to-face orientation like any other student.
2. Like all students, students in distance education must have at least 12 hours of contact with the program before they can be counted for federal reporting. For distance learners, contact hours can be a combination of in-person contact and contact through any telephone, video, teleconference or online communication during which student and program staff interact and staff can verify the learner's identity.
3. This initial 12 hours of contact should include the program orientation, determination of the learner's distance learning compatibility, one-on-one advising with goal identification, and TABE Locator testing and pre-testing.
4. TABE Locator, pre-testing and post-testing must be conducted in person following the guidelines in the Kansas Assessment Policy, Section 11.
5. A distance learner must participate a minimum of eight hours of adult education instruction per week, unless the learner is participating in an IET program that includes other educational hours not counted in PABLO. The minimum eight hours of participation may be proxy hours based on actual clock time confirmed electronically (e.g., Blackboard, Aztec, Edmentum, SkillsTutor), teacher verification, learner mastery, or contact hours that can be a combination of in-person contact and contact through any

telephone, video, teleconference or online communication during which student and program staff interact and staff can verify the learner's identity.

- a. Proxy Hours: Proxy hours are defined as the time distance education students spend engaged in distance education activities, such as using distance education curricula. The hours for each activity are calculated using one of three models:
 - i. Clock-Time: This model assigns contact hours based on the elapsed time a learner is connected to and engaged in an online or standalone software program that tracks time. The software must provide a mechanism to time-out or logout students after a preset period of inactivity.
 - ii. Teacher Verification: This model assigns a fixed number of hours of credit for each assignment based on the teacher's determination of the extent to which a learner engaged in, or completed, the assignment. Contact hours for the teacher verification model are determined and established through a study conducted by the local program according to the following plan:
 1. Distance learning materials/resources are chosen.
 2. A sample of classes track how long they spend teaching the content, on a unit-by-unit basis.
 3. Average times for each unit are calculated from sample classrooms and that time is assigned for proxy contact hours for that unit.
 4. Training is conducted for each new set of educational materials added.
 - iii. Learner Mastery: This model assigns a fixed number of hours of credit based on the learner's demonstrated mastery of the content of a lesson. This model requires previous engagement by the student on curriculum and materials related to the test. A high percentage of correct responses on the mastery test earn the credit hours attached to the material.
6. In addition to the 32 hours per month of distance learning described above, a distance learner must interact with instructional or advising staff a minimum of four hours per month. The content of the four hours of interaction per month may include one-on-one advising, review of work completed; and/or TABE post-testing conducted in-person. Interaction may include any contact through telephone, video, teleconference or online communication where student and program staff can interact and where staff can verify the learner's identity.
7. Hours of participation for distance learners should be entered into PABLO.

13. Appendix A

**Documentation of Disabilities and Accommodations
Follow-up Forms**

Documentation of Disability

(To be completed for every learner identified as having a disability)

Student Name: _____ DOB: _____

Disability (list all): _____

Major life activity limited or restricted (Circle at least one): walking, seeing, hearing, speaking, learning, working, other (explain below)

Evidence: _____ Self-report; _____ Teacher observation; _____ IEP or psychological evaluation;
_____ Letter from medical personnel licensed to diagnose the disability;
_____ Other (explain below)

Name/Address of MD, psychologist, school district professional, and/or other diagnostic professional who conducted testing to determine disability: _____

Special Strategies Used or Services Provided	Date Initiated or Changed	Staff Initials	Student Initials

If no special strategies are listed, a reason must be given:

Date form completed: _____ Completed by: _____

Student's signature: _____

Counseling Follow-up Documentation Form

NOTE: To evaluate the effectiveness and appropriateness of the special strategies and/or services being provided to an individual with a disability, **follow up counseling must be provided** and documented on this form **at a minimum monthly and more often when needed.** This information is **confidential** and is to be shared with all involved instructors. However, this form is not to be copied or released to others except by authorized personnel and with written approval of the learner.

[illegible]**KBOR/Adult Ed/Form – ACCOM/required form**