

**ADULT EDUCATION AND
FAMILY LITERACY ACT
STATE PLAN EXTENSION**

**FISCAL YEAR 2012
JULY 1, 2011 – JUNE 30, 2012**

KANSAS BOARD OF REGENTS
1000 SW Jackson Street, Suite 520
Topeka, Kansas
66612-1368

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PREFACE

The passage of the Workforce Investment Act of 1998 (WIA) [Public Law 105-220] by the 105th Congress has ushered in a new era of collaboration, coordination, cooperation and accountability. The overall goal of the Act is “to increase the employment, retention, earnings of participants, and increase occupational skill attainment by participants, and, as a result improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation.” The key principles inculcated in the Act are as follows:

- streamlining services;
- empowering individuals;
- universal access;
- increased accountability;
- new roles for local boards;
- state and local flexibility; and
- improved youth programs.

The purpose of Title II, The Adult Education and Family Literacy Act (AEFLA) of the Workforce Investment Act of 1998, is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy services in order to:

- assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- assist adults who are parents obtain the educational skills necessary to become full partners in the educational development of their children; and
- assist adults in the completion of a secondary school education.

The major purposes of *Kansas’ Adult Education and Family Literacy Program State Plan Extension for Fiscal Year 2012* are to accomplish the following:

- provide a comprehensive blue print for implementation of Title II of the Act;
- serve as a basis for both immediate and long-range planning and continuous, systematic evaluation of program effectiveness; and
- provide a basis for common understanding among Kansas Board of Regents Adult Education, Kansas adult education and family literacy programs, adult education stakeholders, other interested entities and the U.S. Department of Education.

The plan extension is designed to update the *Kansas Four-Year State Plan: Adult Education and Family Literacy* submitted in April 2000. The revisions are in line with the guidelines provided by the United States Department of Education (USDOE), Division of Adult Education and Literacy (DAEL).

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1.0 CERTIFICATIONS, ASSURANCES AND LOBBY DISCLOSURE

UNITED STATES DEPARTMENT OF EDUCATION Office of Vocational and Adult Education

The Adult Education and Family Literacy Act Enacted August 7, 1998 as Title II of the Workforce Investment Act of 1998 (Public Law 105-220)

The Kansas Board of Regents (State Agency) of the State of Kansas hereby submits its revised State plan extension to be effective until June 30, 2012. The eligible agency also assures that this plan, which serves as an agreement between State and Federal Governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances.

CERTIFICATIONS

EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (34 CFR Part 76.104)

- (1) The plan is submitted by the State agency that is eligible to submit the plan.
- (2) The State agency has authority under State law to perform the functions of the State under the program.
- (3) The State legally may carry out each provision of the plan.
- (4) All provisions of the plan are consistent with State law.
- (5) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- (6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
- (7) The agency that submits the plan, specified by the title in the certification, has authority to submit the plan.
- (8) The plan is the basis for State operation and administration of the program.

ASSURANCES

WORKFORCE INVESTMENT ACT OF 1998 (Public Law 105-220)

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

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

Section 241 Administrative Provisions

- (a) Supplement Not Supplant.—Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.
- (b) Maintenance of Effort.—
 - (1) In General.—
 - (A) Determination.—An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.
 - (B) Proportionate reduction.—Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—
 - (i) shall determine the percentage decreases in such effort or in such expenditures; and
 - (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.
 - (2) Computation.—In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.
 - (3) Decrease in federal support.—If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.

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

Kansas Board of Regents

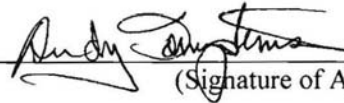
(State Agency)

1000 SW Jackson, Suite 520

Topeka, KS 66612-1368

(Address)

By:



(Signature of Agency Head)

President and CEO

(Title)

March 23, 2011

(Date)

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making

false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**


As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT Kansas Board of Regents	PR/AWARD NUMBER AND/OR PROJECT NAME State Administered Adult Education Basic Grants Program
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Dr. Andy Tompkins, President and CEO	
SIGNATURE 	DATE March 23, 2011

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

**Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion -- Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

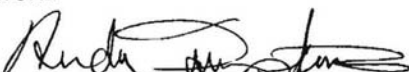
Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

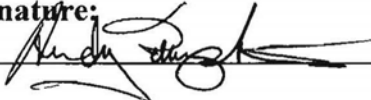
NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Kansas Board of Regents Education	State Administered Adult Basic Grants Program
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Dr. Andy Tompkins, President and CEO	
SIGNATURE	DATE
	March 23, 2011

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

(See reverse for public burden disclosure)

<p>1. Type of Federal Action: a. contract _____ b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance</p>	<p>2. Status of Federal Action: a. bid/offer/application _____ b. initial award c. post-award</p>	<p>3. Report Type: a. initial filing _____ b. material change For material change only: Year _____ quarter _____ Date of last report _____</p>
<p>4. Name and Address of Reporting Entity: _____ Prime _____ Subawardee _____ Tier _____, if Known: NO LOBBYING ACTIVITIES Congressional District, if known:</p>	<p>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:</p>	
<p>6. Federal Department/Agency:</p>	<p>7. Federal Program Name/Description: CFDA Number, if applicable: _____</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known: \$</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): NO LOBBYING ACTIVITIES</p>	<p>b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>	<p>Signature:  Print Name: <u>Andy Tompkins</u> Title: <u>President and CEO</u> Telephone No.: <u>785.296.1237</u> Date: <u>3/21/2011</u></p>	
<p>Federal Use Only</p>	<p>Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</p>	

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the

Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

NEEDS ASSESSMENT

The purpose of this section is to update the literacy needs of Kansas' eligible target populations as required in Section 224(b)(1) of the Act which states that "an objective assessment of the needs of the individuals in the State or outlying area for adult education and literacy services (shall be conducted), including individuals most in need and hardest to serve."

2.1 INDIVIDUALS MOST IN NEED

The 2005 – 2009 American Community Survey 5-Year Estimates were used to provide the data in the following tables (<http://factfinder.census.gov>):

Table 1

**Total Number and Percentage of
1,775,427 Kansas Adults (25 years and over)
Who Have Not Attained a High School Diploma or Equivalent**

Kansans	Less than 9th Grade	9th to 12th Grade Completed, but No Diploma or Equivalent	TOTAL
Number	74,568	120,729	195,297
Percent	4.2%	6.8%	11.0%

Table 2

**Kansas Population 18 to 24 Years and
Educational Level Attainment**

Number of 18 - 24 Year Old Residents	303,959
Number Without a High School Diploma or Equivalent	41,642
Percentage Without a High School Diploma or Equivalent	13.7%

Table 3

Kansas Population (18 – 64 years), Who Speak a Language Other Than English at Home, and Number/Percent Who Report Speaking English “Less Than Very Well”

Language Spoken at Home	Number	Percent
Spanish or Spanish Creole	64,793	56.6%
Asian and Pacific Island	16,739	53.4%
Other Indo-European	6,226	23.3%
Other	2,562	30.9%
TOTALS	90,320	

The data indicate that conservatively 250,000 Kansans age 18 and older lack a high school diploma or its equivalency and/or lack English-language proficiency. The *2005 – 2009 American Community Survey 5-Year Estimates* also identified 110,662 persons living in Kansas who were not U.S. citizens. All of these populations are served in Kansas Adult Education and Family Literacy programs.

4.0 ANNUAL EVALUATION OF ADULT EDUCATION AND LITERACY ACTIVITIES

4.1 ANNUAL EVALUATIONS

The Kansas *Indicators of a Quality Adult Education Program* (Appendix B) are used to evaluate basic grant applications, to monitor programs, and to determine the “quality” component of the funding formula. The Indicators are revised periodically to ensure that the indicators, measures, and standards support continuous improvement. The attached Indicators will be used as the desk monitoring tool and the on-site monitoring instrument during FY 2012 and will also be used to determine the “quality” component of the FY 2013 funding formula.

5.0 PERFORMANCE MEASURES

One of the major intents of the Adult Education and Family Literacy Act (AEFLA) was to establish performance measures to demonstrate increased accountability in line with the major goals and objectives of the Workforce Investment Act of 1998. Sections 212(b)(2)(A) and 212(b)(2)(B) of AEFLA specify that each eligible agency (e.g. the Kansas Board of Regents)

is subject to certain core indicators of performance and has the authority to specify additional indicators. The federally mandated core indicators are as follows:

- Demonstrated improvement in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement;
- Receipt of an (adult) secondary school diploma or its recognized equivalent (GED--Kansas State High School Diploma).

5.1 ELIGIBLE AGENCY PERFORMANCE MEASURES AND STATE MANDATED ADDITIONAL PERFORMANCE INDICATORS

This section outlines Kansas Adult Education and Family Literacy Program benchmark projections for Fiscal Year 2012. Table 5 displays two types of benchmark projections: (1) state benchmarks and (2) federally mandated benchmarks included in the National Reporting System (NRS) for adult education. There are five (5) state mandated benchmarks and fifteen (15) federally mandated benchmarks for a total of twenty (20) benchmarks for the Kansas Adult Education and Family Literacy Program. The state mandated benchmarks focus on: (1) the number of adult learners who achieve the skills necessary to pass the U.S. Citizenship Test; (2) the number of adult learners who increase their involvement in their school-age children's educational activities; (3) the number of adult learners who increase their involvement in their preschool-age children's literacy activities; (4) the number of adult learners who achieve a Kansas *WorkReady!* certificate; and (5) the number of adult learners who demonstrate "college readiness." The federally mandated benchmarks are in compliance with the National Reporting System.

The Kansas Adult Education benchmark projections were formulated based on the following factors: (1) analysis of FY 2005, FY 2006, FY 2007, FY 2008, FY 2009, and FY 2010 core outcomes attainment levels and (2) analysis of predicted economic factors impacting Kansas. The federally mandated benchmarks will be reviewed and approved by the U.S. Department of Education (USDOE), Division of Adult Education and Literacy (DAEL) after a negotiation process.

**Kansas Adult Education and Family Literacy Program
Performance Projections for Fiscal Year 2012**

STATE-IDENTIFIED OUTCOMES	FY05 Number Attained	FY06 Number Attained	FY07 Number Attained	FY08 Number Attained	FY09 Number Attained	FY10 Number Attained	FY12 Number Projected
Achieved Citizenship Skills	397	473	563	473	418	475	525
Increased Involvement in Children's Educational Activities	193	217	150	92	120	98	90
Increased Involvement in Children's Literacy Activities	310	336	192	160	193	138	120
Achieve Kansas WorkReady! Certificate						677	725
Demonstrated "College Readiness"						1242	1350
FEDERAL OUTCOMES Educational Gains (Measured by Completion of an Educational Functioning Level)	FY05 Percent Attained	FY06 Percent Attained	FY07 Percent Attained	FY08 Percent Attained	FY09 Percent Attained	FY10 Percent Attained	FY12 Percent Projected
Adult Basic Education (ABE)							
Beginning Literacy ABE	69%	63%	64%	71%	66%	56%	60%
Beginning ABE	64%	63%	63%	66%	63%	60%	64%
Low Intermediate ABE	62%	64%	64%	64%	63%	58%	62%
High Intermediate ABE	55%	56%	56%	58%	60%	50%	54%
Adult Secondary Education (ASE)							
Low ASE	42%	50%	53%	58%	57%	49%	53%
English as a Second Language (ESL)							
Beginning Literacy ESL	61%	63%	70%	65%	64%	59%	63%
Low Beginning ESL	NA	NA	74%	76%	69%	67%	70%
High Beginning ESL	NA	NA	72%	72%	69%	64%	68%
Low Intermediate ESL	62%	63%	67%	69%	65%	61%	66%
High Intermediate ESL	60%	64%	64%	70%	62%	59%	63%
Advanced ESL	46%	55%	46%	56%	49%	35%	45%
OTHER FEDERAL CORE OUTCOMES							
Entered Employment	60%	67%	68%	77%	47%	45%	50%
Retained/Improved Employment	78%	87%	83%	75%	58%	79%	70%
Earned GED or HS Completion	69%	69%	72%	80%	83%	77%	82%
Entered Postsecondary Education or Training	55%	62%	65%	77%	77%	73%	78%

6.0 PROCEDURES FOR FUNDING ELIGIBLE PROVIDERS

Section 203(5) of the Act states “the following public or private non-profit entities are eligible to apply to the eligible agency for an award: local educational agencies, community-based organizations (CBOs) of demonstrated effectiveness, volunteer literacy organizations of demonstrated effectiveness, an institution of higher education, a public or private non-profit agency, libraries, public housing authorities (PHAs), non-profit institutions, not described above, with the ability to provide literacy services to adults and families, and a consortium of the agencies, organizations, and institutions, libraries, or authorities described above.”

In the spring of 2010 a competitive grant process was conducted, and 25 entities were funded. These 25 successful applicants have the support of the following sponsoring institutions: 18 community colleges (five community colleges form the Southeast Kansas Adult Education Consortium), 2 technical schools/colleges, 9 unified school districts (three unified school districts form the Paola/Osawatomie/Ottawa Adult Education consortium), and 2 community-based organizations. In addition to the sponsoring entities, the majority of Kansas Adult Education and Family Literacy programs have numerous local partnerships and collaborations that have resulted in adult learners being served more effectively and more efficiently. The 25 entities that were recommended for funding by the proposal review committee in May 2010 will receive continuation funding in Fiscal Year 2012.

7.0 PUBLIC PARTICIPATION AND COMMENT

7.2 GOVERNOR’S COMMENTS

This FY 2012 extension of the *Kansas Four-Year State Plan: Adult Education and Family Literacy* was submitted to the Governor for review and comment to comply with the mandate in section 224(d)(1)(2) of the Act which states “the eligible agency shall submit the State plan, and any revisions to the State plan, to the Governor of the state or outlying area for review and comment and ensure that any comments by the Governor regarding the State plan, and any revisions to the State plan, are submitted to the Secretary.” (*See Appendix A for the President Tompkin’s letter requesting the Governor review this document and Governor Brownback’s letter of response.*)

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APPENDIX A

President Tompkin's Letter of Request and Governor Brownback's Letter of Review and Comments

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KANSAS BOARD OF REGENTS

March 24, 2011

The Honorable Sam Brownback
Governor, State of Kansas
2nd Floor, Statehouse
Topeka, Kansas 66612

Dear Governor Brownback:

I am providing a copy of the *Kansas Adult Education and Family Literacy State Plan Extension: Fiscal Year 2012* for your review. Because reauthorization of the Workforce Investment Act, Title II, Adult and Family Literacy Act (AEFLA) has not occurred, states are required to submit extensions of their plans with performance target revisions in order to receive allotments under AEFLA. Additionally, the U.S. Department of Education, Office of Vocational and Adult Education, requires that the state plan extension be reviewed by the Governor and any comments made by the Governor be submitted as an addendum to the state plan. I would appreciate a letter from you that confirms you have reviewed this extension of the state plan.

Once you have reviewed this document and provided your response, we will submit the plan to the U.S. Department of Education as required. A fact sheet that provides a brief overview of the adult learners served and the impact of adult education in Kansas during FY 2010 and a "report card" detailing the outcomes of the thirty local adult education programs is also enclosed. In addition, Dianne Glass, Director of Adult Education, has developed a PowerPoint presentation that provides additional information about adult basic education in Kansas. I would be happy to share this presentation with you.

I am proud to submit this plan for your review and comment for the following reasons:

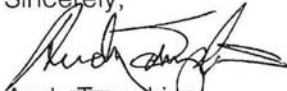
- This plan supports one of the strongest adult basic education programs in the United States based on data released March 7, 2011, by the U. S. Department of Education.
- Kansas adult basic education, English-as-a-second-language, and GED

★ LEADING HIGHER EDUCATION ★

- Kansas adult basic education, English-as-a-second-language, and GED preparation programs are integral components in Kansas' system for lifelong learning.
- The adult education program is research-based in terms of documenting learner needs and using proven instructional strategies.
- The numerous and meaningful outcomes achieved by the learners served in Kansas adult education programs are documented through nationally standardized assessments, learner surveys, and data matching with the Kansas Department of Labor's data.
- The employment-related outcomes achieved by adult learners served in Kansas adult education programs provide evidence of the substantial contribution that this program makes to the workforce development and economic development systems of Kansas.

I am quite pleased regarding the work of Kansas Adult Education and about its plan to meet the learning needs of undereducated Kansans in FY 2012.

Sincerely,



Andy Tompkins
President and CEO
Enclosures

April 18, 2011

Dr. Andy Tompkins
President and CEO
Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368

Dear President Tompkins:

I have reviewed the *Kansas Adult Education and Family Literacy State Plan Extension*. Thank you for providing me with the opportunity to review this document and to examine the Kansas Board of Regents' plan for serving undereducated adult learners in Fiscal Year 2012.

Lack of English language proficiency and limited reading and math skills continue to be the largest barriers to meaningful employment for many Kansans. Limited basic skills also affect parental engagement in literacy and educational activities of their children. This plan outlines how Kansas adult education programs will continue to provide high quality services that help adult learners improve their basic skills and obtain and retain meaningful employment.

I am pleased to support adult education programming and the Kansas Adult Education and Family Literacy Program State Plan Extension. Please extend my thanks to adult education professionals at both the state and local levels. I truly appreciate their efforts.

Sincerely,



Sam Brownback
Governor of Kansas

APPENDIX B

Kansas Indicators of a Quality Adult Education Program Including Standards and Measures

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FY 2011 Indicators of a Quality Adult Education Program Including Standards and Measures

Effective July 1, 2011

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

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

Measure 1.1

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

Definitions:

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

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

Definitions (continued):

Each minority ethnic group – the number of participants in each of the minority ethnic groups as

determined by U.S. Department of Education definitions.

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

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

Measure 1.2

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

Definitions:

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

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

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

Measure 1.3

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

Definitions:

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

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

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

Measure 1.4

The program provides ongoing advising and appropriate special services for participants with documented disabilities. (6 points)		
	High (6 pts.)	Based on program files, program provides ongoing advising and appropriate special services for <i>all</i> participants with documented disabilities.
	Medium (3 pts.)	Based on program files, program provides ongoing advising to participants with documented disabilities, but appropriate services are not provided to all participants with disabilities or the provision of appropriate services is not accurately documented.
	Low (0 pts.)	Based on program files, program provides limited advising and/or limited special services to individuals with documented disabilities.

Definitions:

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

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

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

Measure 1.5

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

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

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

Measure 2.1

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

Definition:

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

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

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

Measure 2.2

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

Definitions:

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

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 that achieve a **Kansas WorkReady!** Certificate, receipt of a 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.

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

Measure 2.3

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

Definitions:

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

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

Measure 2.4

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

Definitions:**Examples of testing protocol irregularities:**

Incorrect CASAS diagnostic pre- and/or posttest administered, invalid or unreliable test scores, missing CASAS score(s) and/or answer sheet(s), missing technology checklist(s), missing CASAS Pre-Employment/Work Maturity checklist(s), documentation of technology competency not attached to technology pre/post test(s), documentation of workplace readiness competency not attached to CASAS checklist(s).

Examples of invalid or unreliable test scores:

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

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

Measure 2.5

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

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

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

Measure 3.1

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

Definition:

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

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

Measure 3.2

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

Definitions:

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

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

Measure 3.3

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

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

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

Measure 4.1

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

Definitions:

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

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

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

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

Explanation of PAM components required to be implemented:

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

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

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

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

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

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

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

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

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

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

Measure 4.2

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

Definitions:

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

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

Expectation of scheduling:

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

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

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

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

Measure 5.1

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

Definition:

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

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

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

Measure 5.2

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

Definition:

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

COMPUTER BASICS 1 Certificate Modules

Mouse Tutorial—English or Spanish
PC100 Basic Skills
PC101 Computer Basics (Optional)

COMPUTER BASICS 2 Certificate Modules

PC110 Files and Folders
PC135 Exploring the Web
PC140 Basic Word Processing (MS Word 2007)

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

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

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

Measure 5.3

The program provides technology-specific instruction which results in participants earning a Computer Basics 1 and/or Computer Basics 2 certificate. (8 points)		
	High (8 pts.)	The program provides technology-specific instruction, and 65% or greater of the participants earn a Computer Basics 1 and/or Computer Basics 2 certificate(s).
	Medium (4 pts.)	The program provides technology-specific instruction, and 50% to 64% of the participants earn a Computer Basics 1 and/or Computer Basics 2 certificate(s).
	Low (0 pts.)	The program provides technology-specific instruction, yet less than 50% of the participants earn a Computer Basics 1 and/or Computer Basics 2 certificate(s), or the program does not provide technology-specific instruction.

Definition:

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

COMPUTER BASICS 1 Certificate Modules*

Mouse Tutorial—English or Spanish
PC100 Basic Skills
PC101 Computer Basics (Optional)

COMPUTER BASICS 2 Certificate Modules*

PC110 Files and Folders

PC135 Exploring the Web

PC140 Basic Word Processing (MS Word 2007)

Completing through instruction – After taking the pre-assessment and identifying the learner's needs, a module completed through instruction is one the participant's pre-test indicated was needed. Then the participant actually logs into the module and accumulates time completing the lessons. Finally, the participant must successfully complete the performance-based assessments throughout the lesson as well as the knowledge-based post-test for the module in order to have the module marked as being completed through instruction. The participant must complete through instruction at least **one** module required for the Computer Basics 1 or 2 Certificate for the certificate to count in the calculation for this measure and be marked in PABLO in the certificate section as "completed through instruction." Participants earning more than both certificates through instruction will count twice for the purposes of performance on this measure. For example, a program serves 500 students. Of the total enrollment, 150 students complete a Computer Basics 1 certificate through instruction, 100 students complete a Computer Basics 2 certificate through instruction and 50 students complete both. The calculation to determine performance would be 350 divided by 500 for a percentage of 70%.

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

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

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

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

Measure 6.1

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

Definitions:

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

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

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

Measure 7.1

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

Definitions:

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

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

Measure 7.2

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

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

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

Measure 7.3

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

Definitions:

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

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

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

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

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

Measure 8.1

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

Explanation of partners who recognize the value of the program:

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

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

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

Measure 9.1

The program monitors progress toward its program improvement objective(s) and negotiated outcomes by having accurate and up-to-date information on participants' demographics, assessments, goals, outcomes, and hours of participation, including appropriate surveying of exited learners with the PSE goal. (6 points)		
	High (6 pts.)	Using PABLO, the program enters data regularly and in a timely manner, monitors data for accuracy, and submits the annual report with the number of errors not exceeding five percent (5%) of the total number of participants served during the reported fiscal year.
	Medium (3 pt.)	Using PABLO, the program enters data regularly and in a timely manner, monitors data for accuracy, and submits the annual report with the number of errors exceeding five percent (5%) but no more than ten percent (10%) of the total number of participants served during the reported fiscal year.
	Low (0 pts.)	Regarding PABLO, program does not enter data regularly or enters data in an untimely manner or does not monitor data for accuracy and submits the annual report with the number of errors exceeding ten percent (10%) of the total number of participants served during the reported fiscal year.

Definitions:

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

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

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

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

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

Measure 9.2

The program demonstrates administrative capability by submitting accurate and timely budgets, quarterly budget reports, Program Improvement Plan (PIP) quarterly and end-of-year reports, the Capital Outlay report, and the English Language and Citizenship Education (ELCE) end-of-year report. (4 points)		
	High (8 pts.)	The program submits no more than two of the required reports and budgets inaccurately and/or after the reporting deadline.
	Medium (4 pt.)	The program submits three to five of the required reports and budgets inaccurately and/or after the reporting deadline
	Low (0 pts.)	The program submits more than five of the required reports and budgets inaccurately and/or after the reporting deadline.

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

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

Measure 10.1

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

Definitions:

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

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

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

Measure 10.2

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

Definitions:

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

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

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

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

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

NOTE: Performance on this measure will be determined by KBOR Adult Education staff based on the local program funding and the total number of participant core outcomes as defined above. For FY2013 funding, performance will be determined using FY2011 funding and FY2011 core outcomes.

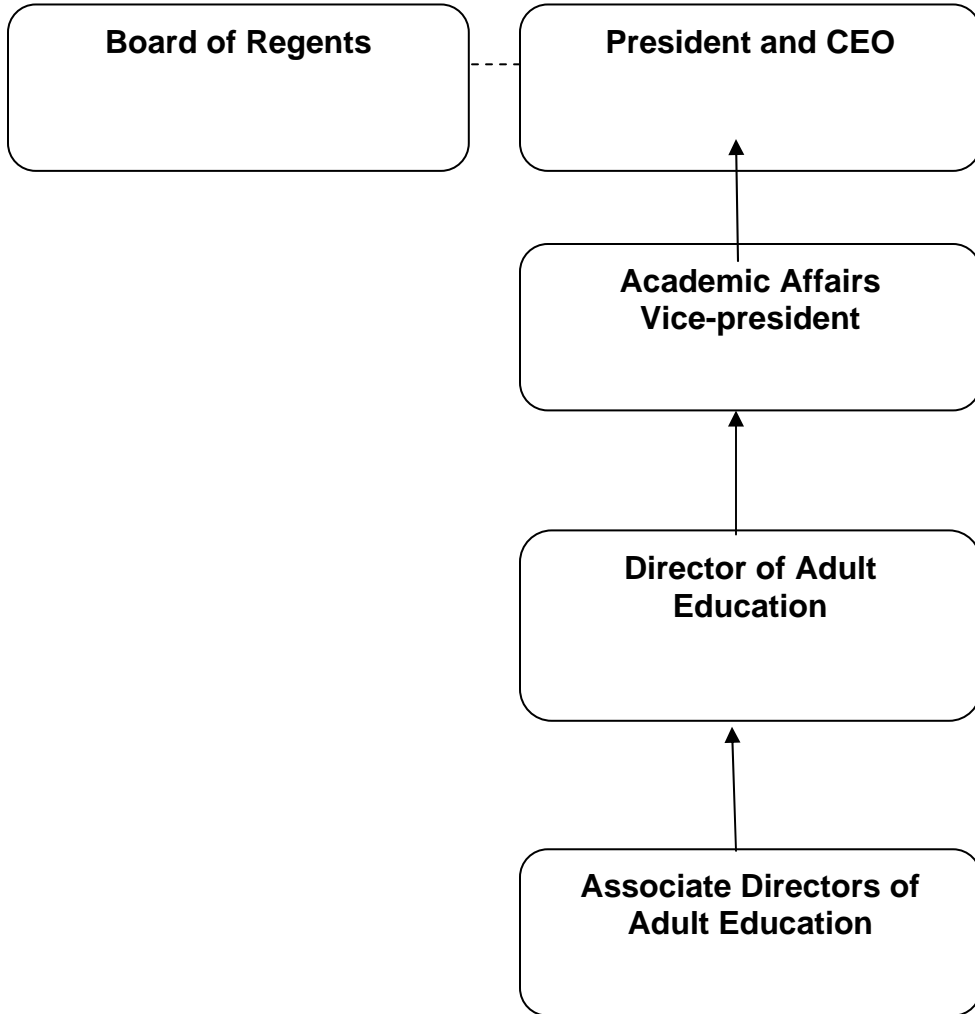
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APPENDIX C

Kansas Board of Regents Table of Organization

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Kansas Board of Regents Table of Organization



This chart is designed to reflect the line of authority from the authorized State official signing the State Plan Extension to the State Director of Adult Education. The line of authority goes from the State Director of Adult Education to the Vice-president of Academic Affairs, to the President and Chief Executive Officer of the Kansas Board of Regents. The President and CEO is the authorized State official who has the authority to sign the Kansas Adult Education and Family Literacy State Plan Extension.