
**Workforce
Investment Act
of 1998,
Title II:
Adult
Education and
Family
Literacy Act**

**Request For
Proposals for
FY11 and FY12
Funding**

**Kansas Board of Regents
Adult Education
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368
785.296.0175
www.kansasregents.org**

WIA Title II Information for Grant Applicants

The Adult Education and Family Literacy Act is Title II of the Workforce Investment Act of 1998. The Workforce Investment Act combines federal legislation for employment, adult education, and vocational rehabilitation programs to create an integrated, "one-stop" system of workforce development for adults and youth. Entities funded under the Adult Education and Family Literacy Act (AEFLA) are mandatory partners in this one-stop delivery system. The act replaces the Adult Education Act (AEA), the National Literacy Act of 1991, and other previous adult education and literacy legislation.

Kansas adult education is guided by a state plan developed and approved by the Kansas Board of Regents and the U. S. Department of Education. The Kansas Adult Education State Plan was developed cooperatively with adult education center directors and coordinators who provide services to citizens in Kansas. Input was solicited and incorporated from other adult education partners and stakeholders. The questions and answers below provide an overview of the goals, key components, and funding as outlined in the full Kansas Adult Education State Plan.

What are the goals of the Adult Education and Family Literacy Act?

The act requires specified performance measures and levels of performance to assess the progress of the state agency in enhancing and developing more fully the literacy skills of its adult population. The state agency is required to use AEFLA grant funds to award multi-year grants to eligible providers to develop, implement, and improve adult education and literacy activities. These activities include basic skills instruction for the workforce and family life, English-as-a-second-language and citizenship skills classes, and adult secondary education classes leading to an adult high school diploma.

The central focus of AEFLA is on serving those adults designated most in need, including adults with the lowest skill levels, with disabilities, or with other significant barriers to employment and self-sufficiency. Eligible providers are expected to provide intensive, quality instructional and support services to adults and to meet state levels of performance.

Who does the Adult Education and Family Literacy Act serve?

AEFLA programs in Kansas serve adults and out-of-school youth age 16 and over. An individual who qualifies for services must meet one of the following conditions:

- does not have a secondary credential;
- does not have basic reading, writing, or math skills; or
- does not have proficiency in the English language necessary to function in the multiple adult roles of citizen, employee, and family member.

What are the expected outcomes of Adult Education and Family Literacy Act activities?

AEFLA-funded providers in Kansas report their levels of performance in eight measures. These eight measures demonstrate the following adult learners' accomplishments:

1. Learning gains measuring completion of an educational functioning level in reading, math, and/or writing for adult basic education and adult secondary education participants and in reading, listening, and/or writing for English-as-a-second-language participants
2. Entry into employment
3. Retention or improvement of employment
4. Completion of GED Testing and receipt of the Kansas State High School Diploma

5. Placement in postsecondary education or training
6. Achievement of skills necessary to pass the U.S. citizenship examination
7. Increased involvement of parents in school-age children's education through participation in family literacy
8. Increased involvement of parents in pre-school-age children's literacy activities through participation in family literacy

Who may apply for AEFLA funding?

The following are eligible applicants who, if awarded funding, become eligible providers:

1. Local education agency (LEA) with demonstrated effectiveness at providing adult education/literacy services
2. Community-based organization with demonstrated effectiveness at providing adult education/literacy services
3. Volunteer literacy organization with demonstrated effectiveness at providing adult education/literacy services
4. Institution of higher education with demonstrated effectiveness at providing adult education/literacy services
5. Public or private nonprofit agency with demonstrated effectiveness at providing adult education/literacy services
6. Library with demonstrated effectiveness at providing adult education/literacy services
7. Public housing authority with demonstrated effectiveness at providing adult education/literacy services
8. Nonprofit institution that is not described in any of the subparagraphs 1 through 7 and has demonstrated effectiveness at providing adult education/literacy services
9. Consortium of the agencies, organizations, institutions, libraries, or authorities described in any of the subparagraphs 1 through 8.

All eligible applicants will have direct and equitable access to apply for grants through this *Request for Proposals* and the same grant announcement process and application process (i.e., this *Request for Proposals* process) will be used for all eligible applicants in the State of Kansas, as required by Section 231 [c] of the Adult Education and Family Literacy Act.

What elements are evaluated to determine if an eligible applicant receives Adult Education and Family Literacy Act Funding and becomes an eligible provider?

AEFLA, Section 231 [e] of the Workforce Investment Act of 1998 **requires** the consideration of the following 12 elements in the awarding of grants to eligible applicants:

1. The degree to which the eligible applicant will establish measurable goals for participant outcomes
2. The past effectiveness of an eligible applicant in improving the literacy skills of adults and families, and after the one-year period beginning with the adoption of an eligible agency's performance measures under section 212, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding performance measures, especially with respect to those adults with the lowest levels of literacy
3. The commitment of the eligible applicant to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills
4. Whether or not the program provided by the eligible applicant—
 - (A) is of sufficient intensity and duration for participants to achieve substantial learning gains; and

- (B) uses instructional practices such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read
5. Whether the eligible applicant's activities are built on a strong foundation of research and effective educational practice
 6. Whether the eligible applicant's activities effectively employ advances in technology, as appropriate, including the use of computers
 7. Whether the eligible applicant's activities provide learning in real-life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship
 8. Whether the eligible applicant's activities are staffed by well-trained instructors, counselors, and administrators
 9. Whether the eligible applicant's activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies
 10. Whether the eligible applicant's activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs
 11. Whether the eligible applicant maintains a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures
 12. Whether the local communities have a demonstrated need for additional English literacy programs.

In addition to the federal requirements for determining who receives AEFLA funding, the Kansas Adult Education State Plan **requires** the following two additional considerations:

13. The degree to which the eligible applicant receives local financial support and is viewed as a valuable component of the sponsoring institution or non-profit agency
14. The degree to which the eligible applicant provides cost-effective adult education services

How are programs that receive Adult Education and Family Literacy Act funds held accountable for quality services?

Local AEFLA providers receive funding for the initial year of the grant period (FY 2011) through a competitive process. Funding for the second year of the grant (FY 2012) is contingent on each provider's FY 2011 performance on the following negotiated targets: the number of participants served, the percentage of all participants achieving an educational functioning level completion, the percentage of participants identifying the goal and achieving the *enter employment* outcome, the percentage of participants identifying the goal and achieving the *retain/improve employment* outcome, the percentage of participants identifying the goal and achieving the outcome of *obtaining the GED*, and the percentage of participants identifying the goal and achieving the outcome of *entering postsecondary education or training*.

Throughout the grant period, providers must enter data in PABLO every 30 calendar days to facilitate regular analyses of performance (i.e., progress toward targets) using real-time data. Local providers' data are reviewed quarterly by KBOR Adult Education. A contracted program monitor reviews a randomly selected sample of learners' files in each AEFLA program every year to ensure that the data entered into PABLO are accurate and complete.

How are Adult Education and Family Literacy Act programs funded?

AEFLA specifies percentages for distribution of grant funds to eligible providers (including programs for corrections education and other institutionalized individuals), state leadership activities, and administrative expenses of the local program and state agency. Of the federal funds, 82.5% is allocated to local providers through the competitive grant process.

Of the 82.5% of federal funding allocated as flow-through funding to local providers, up to 10% may be used to provide educational services for criminal offenders in correctional institutions and for other institutionalized individuals. Individuals are considered "institutionalized" when incarcerated, housed or sheltered in one of the following:

- Prison
- Jail
- Reformatory
- Work farm
- Detention center
- Halfway house, community-based rehabilitation centers, or other similar facilities
- Mental, medical or special institutions.

Institutionalized individuals must meet the same eligibility criteria described above. However, those providers serving individuals in correctional institutions must give priority to those qualified individuals who are likely to leave the correctional institution within five years of participation in the program.

Of the 82.5% of federal funding allocated as flow-through funding to local providers up to five percent (5%) may be used for administrative costs. (Additional funding for administrative costs may be requested, but the eligible provider must have a very strong rationale for exceeding the 5% limit.) Each successful applicant may apply for an additional amount of up to 5% of the federal funding awarded, which must be used for allowable state leadership activities, such as professional development. This additional federal funding will be awarded upon submission and approval of the local providers' state leadership plans. The remaining 12.5% of federal funds is maintained at the state level, with 5% being used for state-level administrative costs and the remaining 7.5% being used for state-level designed and initiated state leadership activities.

In addition to federal funds, states are required to provide matching funds equivalent to a minimum of 25% of the total amount expended for adult education in the state. In Kansas these matching funds amount to approximately \$1.2 million annually, of which 100% is allocated to local providers. Since federal and state adult education funding is extremely limited, every eligible provider is required to contribute a cash match equal to a minimum of 25% of its federal allocation. This local cash match may be derived from a local mill levy, donations, or other community resources. This local cash match must be reflected on each eligible applicant's proposed budget, and expenditures must be reported to and audited by the Kansas Board of Regents Adult Education staff.

While funding for the first year of the grant process is allocated by the proposal reviewers, for the second year of the grant, eligible providers will receive funding through a formula that incorporates factors of size and quality of services, as well as a base level of funding.

For FY 2011, awards are expected to range from approximately \$75,000 to \$400,000, with an average award amount of \$175,000. Programs approved for funding are not guaranteed the full

funding amount requested. Once funding amounts have been determined by the review committee, grant recipients that are not awarded the full amount for which they applied will have an opportunity to negotiate targeted outcomes with KBOR Adult Education. However, the negotiation process will involve only slight reductions in targeted outcomes and NOT a full revision to the activities described in the grant proposal.

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Conditions for Submission of Application

To be considered for funding, all applicants must meet the following conditions:

- Particular attention should be paid to the requirements contained in the section entitled *United States Department of Education and Kansas Board of Regents Adult Education and Family Literacy Act (AEFLA) Grant Application Assurances, FY 2011 and FY 2012*. The certification and submission by the authorized officials indicates that the grantee has read and will comply with these requirements.
- The assurances must be signed by an individual who has been authorized by the applicant or grantee organization to enter the organization into a legally binding contractual agreement. The “Head of Sponsoring Institution” is the individual who will represent the applicant or grantee in the event any legal disputes arise. For school districts, this person is the superintendent; for community and technical colleges, this person is the president; for education service centers and nonprofit organizations, this person is the executive director.
- The assurances must also be signed by the individual considered the “Chief Financial Officer” of the sponsoring organization. The signature of this person confirms that the organization is willing and able to meet the fiscal accountability requirements of the grant.
- The assurances must also be signed by the individual appointed by the organization to serve as the “Adult Education Program Director.” This person will serve as the day-to-day contact for the Kansas Board of Regents Adult Education staff.
- The *Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-free Workplace* must be signed by the “authorized representative.” For school districts, this person is the superintendent; for community and technical colleges, this person is the president; for education service centers and nonprofit organizations, this person is the executive director.
- The applicant agrees to complete the scope of work described in the application at the contracted price.
- A Notice of Grant Award (NOGA) will be issued for the applications that are approved. The NOGA will incorporate this RFP, the instructions for each form, and the approved final application as negotiated with KBOR Adult Education and will constitute the binding agreement between the parties.
- All required attachments must be submitted along with the application for it to be eligible for review and scoring. The application will not be reviewed or scored if any required attachments do not accompany the original signed application submitted by mail or hand-delivered AND for the application submitted as an email attachment.
- It should be clearly understood that the applicant will not necessarily receive the amount requested, if a lesser amount is determined to be appropriate by the proposal reviewers.
- The applicant shall furnish such additional information as KBOR Adult Education may reasonably require.
- KBOR Adult Education reserves the right to select the proposals containing the best offer considering the outcomes desired.

- Additions, including any required attachments, or replacements to the application will not be accepted after the closing date for submitting the application—April 30, 2010.
- KBOR Adult Education will not be liable for any costs incurred in the preparation and submission of the application.
- The grantee must commence and perform project activities according to the timelines described in the application. Failure to do so may result in reduction and reallocation of funds.
- KBOR Adult Education reserves the right to revoke a grant award for reasons including but not limited to the following:
 - ◆ Noncompliance with application’s provisions and assurances
 - ◆ Failure to implement the grant program or to use grant funds and the required 25% cash match in accordance with the RFP, program rules and guidelines, Title II of the Workforce Investment Act of 1998, or the application approved by KBOR Adult Education
 - ◆ Lack of program success as evidenced by progress reports and program data
 - ◆ Failure to provide timely program data on PABLO
 - ◆ Failure to account for grant funds in accordance with standards for financial management, to retain proper documentation for grant expenditures, or to provide information to auditors and monitors
 - ◆ Failure to meet performance measures or standards as specified in the RFP
 - ◆ Failure to provide accurate, timely, and complete information as required by KBOR Adult Education to evaluate the effectiveness of the grant program
- The decision by KBOR Adult Education to revoke the grant award is final and may not be appealed.
- All materials, conceptions, and products created or conceived by the grantee, its employees, agents, consultants or subcontractors arising out of this grant shall be the sole property of KBOR Adult Education. KBOR Adult Education and the USDOE shall hold the copyright and trademark to all materials, conceptions, and products, created or conceived under this grant. The grantee shall so bind all concerned through written agreements with subcontractors or consultants. All materials and products arising out of this grant must include the following statement: *This (publication, video, pamphlet, etc.) was produced by (the sponsoring organization) and funded by a grant from the Kansas Board of Regents and the Office of Vocational and Adult Education (OVAE), United States Department of Education under the Adult Education and Family Literacy Act, Title II, Workforce Investment Act of 1998.*
- Competitive applications that do not address all of the statutory requirements are not eligible to be considered for funding and will not be corrected through negotiation.

Proof of Financial Stability

All public school districts, educational service centers, community colleges and technical colleges must include a copy of the summary annual audit report for the immediate prior fiscal year. The annual audit must be determined by KBOR Adult Education to be in compliance the applicable audit standards. All applicants must be deemed by KBOR Adult Education to be financially stable at the initial time of preliminary selection for funding in order to receive a grant award.

All nonprofit organizations (excluding public school districts, educational service centers, community colleges and technical colleges) must submit along with the application indicators of financial stability, including but not limited to the following:

- Most recent (i.e., within the last two years from the date the grant application is submitted) audit report, including a statement of financial position, statement of activities (income statement), statement of cash flows, and note disclosures
- Independent auditor's opinion (standard report)

If the grant applicant is also subject to the Single Audit Act of 1996, as amended, the audit report must also include reports in accordance with Government Auditing Standards, as promulgated by the United States Government Accountability Office and Office of Management and Budget (OMB) Circular A-1.

Alternatively, if the organization has not yet had the first annual audit conducted, the grant applicant may file a compilation of financial statements, including a report on compiled financial statements, a statement of financial position, statement of activities (income statement), and statement of cash flows. The compilation report must be prepared by a verified public accountant in accordance with the standards promulgated by the American Institute of Certified Public Accountants.

The application will not be reviewed or scored if this information does not accompany the application when it is submitted. The audit or compilation report will be reviewed by the KBOR Associate Director of Adult Education responsible for financial affairs.

The KBOR Associate Director of Adult Education responsible for financial affairs will consider the financial data provided in the application and determine whether the applicant provided sufficient information. Applications submitted with insufficient financial data at the time of original submission will be rejected. Applicants submitting insufficient financial data will not be permitted to submit additional financial data at a later date in order to qualify the application for consideration.

For applications that have sufficient financial data, the KBOR Associate Director of Adult Education responsible for financial affairs will use that data to determine whether the applicant is financially stable. The associate director may judge the applicant to be financially unstable based upon a deficiency of net assets, a deficiency of net unrestricted assets, the ration of current assets to current liabilities, deficiencies in cash

flow, qualifications to the opinions of an independent auditor on the applicant's financial statements, and any other financial data submitted with the application.

A competitive grant will not be awarded to an entity that is not financially stable as determined by the KBOR Associate Director of Adult Education responsible for financial affairs at the initial time the determination is made, regardless of the final score or ranking of the application. This determination will be made based upon the financial and other information disclosed in the audit or compilation report submitted with the original grant application. Financial stability will be considered before a grant award is issued for each year of subsequent funding and is a pre-condition for award.

All nonprofit organizations, excluding school districts, regional service centers, community colleges and technical colleges, must also submit current proof (i.e., within the last 10 years) of nonprofit status along with the application. An applicant may show current nonprofit status by any or the following means:

- Copy of a letter from the Internal Revenue Service recognizing that contributions to the organization are tax deductible under Section 501(c)(3) of the Internal Revenue Code
- Statement from a state taxing body or the state attorney general certifying that the organization is a nonprofit organization operating within the state and that no part of its net earnings may lawfully benefit any private shareholder or individual
- Certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant
- Any item described above if that item applies to a state or national parent organization, together with a statement by the parent organization that it is a local nonprofit affiliate

NOTE: The application will not be reviewed and scored if acceptable proof of nonprofit status as stated above does not accompany the application *when it is submitted*. A grant will not be awarded to a nonprofit organization that cannot demonstrate nonprofit status at the time of application submittal.

INSTRUCTIONS FOR ADULT EDUCATION GRANT PROPOSAL

An electronic copy (WORD) of the AEFLA grant proposal must be submitted **no later than 5:00 PM on April 30, 2010**, to the following email address: **dglass@ksbor.org**
In addition five hard copies of the proposal (one signed original plus four copies) must be postmarked or hand delivered **no later than April 30, 2010**, to the following address: Kansas Board of Regents Adult Education, 1000 SW Jackson Street, Suite 520, Topeka, KS 66612-1368, Attn: Margy McCready. Hand-delivered applications must be submitted **no later than 5:00 PM on April 30, 2010**. **Applications postmarked or hand delivered after the stated deadlines will not be reviewed or funded.**

Please note the following important dates:

February 24, 2010	AEFLA Proposal Writing Workshop 10:30 AM - 4:30 PM Holiday Inn 10920 Nall Avenue Overland Park, KS
March 3, 2010	AEFLA Proposal Writing Workshop 10:30 AM – 4:30 PM Ramada Inn 420 SE 6 th Avenue Topeka, KS
March 10, 2010	AEFLA Proposal Writing Workshop Holiday Inn 549 S. Rock Road Wichita, KS
April 9, 2010	Letter of Intent to Submit a Proposal Due Nomination of Grant Reviewer Due
April 29, 2010	Webcast Workshop for Grant Reviewers 1:00 – 4:00 PM
April 30, 2010	Webcast Workshop for Grant Reviewers
April 30, 2010	Proposals Due to KBOR Adult Education
May 14, 2010	Competitive AEFLA Grant Reviews Kansas Board of Regents 1000 SW Jackson, Suite 520 Topeka, KS
May 21, 2010	Announcement of Grant Recipients and Funding Allocations

Submission of Letter of Intent and Nomination of Grant Reviewer

A letter of intent to submit a grant proposal must be submitted no later than 5:00 PM on April 9, 2010. This letter should be submitted electronically as an email attachment to dglass@ksbor.org.

The name of an individual to serve as a grant reviewer with a copy of his/her vita must accompany the letter of intent. While all nominees may not be needed to serve on the review committee, each nominee must be available to participate in a web-cast proposal reviewers' training at one of the following times: Thursday, April 29, 2010, 1:00 – 4:00 PM or Friday, April 30, 2010, 9:00 – 12:00 AM. The reviewer must also be available to meet with other proposal reviewers from 8:30 A.M. to 5:00 P.M., Friday, May 14, 2010, at the Kansas Board of Regents, 1000 SW Jackson, Suite 520, Topeka, KS. All reviewers will be reimbursed for travel expenses at the state rate and will also be given an honorarium of \$100.00.

Applications must include complete responses to the nine (9) sections below in the order presented. Responses should be written with sufficient detail to allow reviewers to fully understand the scope of proposed activities, yet be succinct and brief. Except for pre-formatted KBOR forms, all page-length maximums include single-sided pages with at least a 12-point font, no less than one-inch margins on all sides, and single spacing. Applicants should send **an original signed copy plus four photocopies** of the completed application by the stated deadline. Do **not** include supplemental materials unless specifically requested in the instructions.

Sections:

1. Cover Page, with name of eligible applicant, contact person, address of agency, phone number and email address.
2. Signed Adult Education Grant Application Assurances Form
3. Signed Certifications Form
4. Program Abstract (no more than 5 pages)
 - Includes a mission statement for the program
 - Provides a history of the program and details of its effectiveness at serving adult learners
 - Outlines the program's strategic plan objectives through FY 2012, at a minimum
 - Describes the area of the state the applicant will be serving and provides evidence of need for adult education services in this area
 - Explains how the adult education services provided by the applicant will not duplicate services already available in the area and how the applicant collaborates with other services providers in order to maximize services to adult learners
5. Responses to required elements include the following tables and narratives:
 - Table 1: Educational Functioning Level Completions
 - Table 2: Number and Percentages of Participants Achieving Outcomes
 - Table 3: Services to Low Level Learners
 - Table 4: FY 2011 Instructional Programming Yearly Schedule
 - Table 5: FY 2011 Program Locations, Class Schedules and Population
 - Narrative (no more than 5 pages): Description of the instructional aspects of the adult education program
 - Table 6: Instructional Equipment Inventory
 - Table 7: FY 2011 AEFLA Program Personnel Positions
 - Table 8: Educational Attainment Level, Certification, and Credential of AEFLA Staff
 - Narrative (no more than 2 pages): Description of collaborative partnerships
 - Narrative (no more than 2 pages): Description of support services
 - Table 9: Adult Education Advisory Board
 - Table 10: Percentage of AEFLA Participants with Disabilities
 - Table 11: Percentage of AEFLA Participants with Disabilities Who Completed an Educational Functioning Level
 - Narrative (no more than 2 pages): Description of the information management system
 - Table 12: Data Quality Evaluation
 - Table 13: County Characteristics
 - Table 14: History of ESL and Citizenship Instruction
 - Table 15: History of Local Support
 - Table 16: History of Cost Effectiveness
6. FY 2011 Proposed Budget
7. Job descriptions for every staff position funded entirely or partially with AEFLA funds
8. Proof of financial stability

9. Proof of nonprofit status (if applicable)

**United States Department of Education and Kansas Board of Regents
Adult Education and Family Literacy Act (AEFLA) Grant Application Assurances
FY 2011 and FY 2012**

_____, an eligible provider that has demonstrated the ability and the capacity to provide quality adult education and literacy services within Kansas in the past and with a clearly defined plan to provide higher quality and/or expanded services to adult education and literacy learners in Kansas in the future, does hereby make application for FY 2011 and FY 2012 funding.

We understand the approval of any provider shall be determined based upon the applicant's demonstration of the program's ability and capacity to provide quality adult education services resulting in learner outcomes. The applicant must also demonstrate a need for continued or expanded adult education services in the service area the applicant serves. Funding of approved applicants is dependent on the availability of federal and/or state funds.

We understand and agree to the following federal requirements as outlined in the Workforce Investment Act of 1998 (Title II—Adult Education and Family Literacy Act: Subtitle A—Adult Education and Literacy Programs), subsequent federal requirements, and state policies for receipt of adult education funding:

1. Funds received under this subtitle will not be expended for any purposes other than for activities allowed under this subtitle.
2. 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.
3. The sponsoring entity of a program receiving a grant under this subtitle may **not** deduct an indirect fee for any services or additional costs required to conduct the activities allowed under this subtitle.
4. A minimum of a **25% local cash match** to federal funds is required. Funded providers must maintain a level of local support that, at a minimum, is equivalent to the local support (cash and in kind) provided in the previous fiscal year.
5. Each provider receiving a grant under this subtitle must maintain a record of actual expenditures of local, state, and federal funds for activities allowed under this subtitle. **The local, state, and federal funds MUST BE maintained in separate line items in order to maintain their separate identities for reporting and auditing purposes.** Commingling of these separate sources of funding is NOT allowed. The actual expenditures must reflect (within 10%) the amounts allocated for each line item in the annual budget approved by Kansas Board of Regents Adult Education.
6. Each provider receiving a grant under this subtitle **may not charge** any AEFLA participant a fee for instructional services. However, a provider may charge a nominal fee for consumable materials and instructional materials that eventually become the property of the learner. A provider may also charge individuals who do not qualify for adult education services and other non-participants for adult education services, such as GED practice testing. Each funded provider must maintain an accounting system for all fees and monies generated by the federally- and state-funded adult education program. These generated fees and monies must be reinvested in and used for the enhancement of the federally- and state-funded adult education program. These fees and monies may **not** be used as a portion of the required local match nor to supplant local support. The monthly, semi-annual, and annual budget reports must include an accounting of the amount of fees and monies collected and the subsequent expenditures. Similar to local,

state, and federal allocations, funds generated by fees should be spent in the fiscal year they are collected

7. Budget records must be submitted quarterly. Documentation of actual expenditures from the institutional business office must also be submitted with the quarterly budget reports. The combined line items on each quarterly budget reports must be within 10% of each of the line items on the approved annual budget.
8. Budget revisions resulting in a change greater than 10% in any budget line item from the originally approved budget must be approved by Kansas Board of Regents Adult Education prior to expenditure of funds.
9. Not more than 5% of federal funds should be used for administrative purposes. However, a provider may request to use additional federal funds for administrative purposes. This request must be in writing with a detailed rationale explaining why the additional administrative cost is necessary and how the additional administrative funds will be spent.
10. Each provider receiving a grant under this subtitle may apply for State Leadership Funds (federal funds) to address the professional development needs of the program staff. A provider may choose to allocate additional **local funds** for program improvement efforts, including professional development and other approved State Leadership activities. **State funds may not be allocated for State Leadership activities.**
11. Each provider receiving a grant under this subtitle should not use more than 8% of its allocated federal funds to carry out Section 225 (services to institutionalized adults). While a provider may request to use additional federal funds to serve institutionalized adults, the amount of federal funds allocated for services to institutionalized adults may not exceed ten percent of the total federal authorization. The cost of any services to institutionalized adults must be reported on the appropriate line on the annual budget and semi-annual budget forms.
12. All funds must be spent within the fiscal year for which they are approved or must be allocated and spent within 90 days of the end of the fiscal year (prior to September 30). Carryover of funds from one fiscal year to the next is not allowed.
13. For FY 2011, proposal reviewers will determine the amount of funding allocated to each successful applicant. In FY 2012, a funding formula based on quality factors and learner outcomes will be used to determine the amount of all awards.
14. The program must support the performance goals of the state by establishing appropriate program goals and outcomes through a negotiation process with the Kansas Board of Regents Adult Education. **Valid, accurate data from learner records must be entered into PABLO on a monthly basis, at a minimum, and reviewed regularly by all staff members to ensure the program staff is cognizant of the provider's efforts to meet its negotiated outcomes.**
15. Reviews of PABLO reports and self-evaluations using the *Indicators of a Quality Adult Education Program* must be conducted throughout the fiscal year to ensure the provider is continuously monitoring its effectiveness and efficiency. These same tools will be used as a basis for the formal monitoring process.
16. Local program records must be retained for a minimum of five years.
17. State and local agreements must be on file.
18. An electronic version of the funding application must be submitted no later than 5:00 P.M., April 30, 2010. In addition, an original signed version of the grant application and four copies must be postmarked or hand delivered by the stated deadline, **or the application will not be reviewed nor funded.**
19. The program director or coordinator must participate in three one-and-one-half-day meetings designed for program directors and coordinators during FY 2011.
20. **This funding application covers FY 2011 and FY2012. An applicant must be approved by the proposal review committee in order to receive funding for the**

initial year of the grant cycle. The grant proposal will serve as a contract between KBOR Adult Education and the local provider submitting the proposal. Failure to perform the activities described in the submitted proposal or outlined in these assurances, failure to be on track to meet the performance targets, or failure to meet or exceed the performance targets will result in the following three-stage process: (1) warning stage, (2) probation stage, (3) termination stage. During the warning stage, a performance improvement plan will be required, and KBOR Adult Education technical assistance will be provided or made available. In the probation stage, a corrective action plan will be required that specifies what must change and by when. Technical assistance will again be provided. In the event the program fails to meet the objectives of the corrective action plan, KBOR Adult Education will move to the termination stage. In the termination stage, the provider's allocated funds will be transferred to another provider or providers in the state. At each of these stages, KBOR Adult Education will communicate the status in writing to the president, superintendent, or executive director of the sponsoring institution.

21. Funding for FY 2012 is contingent on the program's FY 2011 performance on the following negotiated targets: the number of participants served, the percentage of all participants achieving an educational functioning level completion, the percentage of participants identifying the goal and achieving the *enter employment* outcome, the percentage of participants identifying the goal and achieving the *retain/improve employment* outcome, the percentage of participants indentifying the goal and achieving the outcome of *obtaining the GED*, and the percentage of participants identifying the goal and achieving the outcome of *entering postsecondary education or training*. The provider's performance as measured by the *FY 2011 Indicators of a Quality Adult Education Program* will also be used to determine the "quality" component of the AEFLA funding formula.
22. Funding for FY 2012 is contingent on federal legislation. If reauthorization of the *Workforce Investment Act of 1998* or new legislation replacing the *Workforce Investment Act of 1998* occurs, a new *Kansas Adult Education State Plan* will be required. The new legislation and new state plan will result in a new competitive grant process.

Name of AE Program Director

Name of Chief Financial Officer

Signature of AE Program Director

Signature of Chief Financial Officer

Date

Date

Name of Head of Sponsoring Institution

Signature of Head of Sponsoring Institution

Date

1.3 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 judgment 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.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND /OR PROJECT NAME Adult Education and Family Literacy Local Grant Program
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

D 80-0013

Program Abstract

In no more than five (5) single-sided pages with at least a 12-point font, no less than one-inch margins on all sides, and single spacing, provide an overview of your adult education program. The description should contain the following:

- The program's mission
- A history of the program and details of its effectiveness at serving adult learners
- The program's strategic plan objectives through FY 2012, at a minimum
- A description of the area of the state the applicant serves and evidence of need for adult education services in this area
- An explanation of how the adult education services provided by the applicant does not duplicate adult education services already available in the area OR an explanation of how the applicant will provide high quality yet more cost-efficient adult education services than the current provider in a specific area
- A description of how the applicant collaborates with other service providers in order to maximize services to adult learners

Required Element 1: The degree to which the eligible applicant will establish measurable goals for participant outcomes

Required Element 2: The past effectiveness of an eligible applicant in improving the literacy skills of adults and families

TABLE 1: Program Name _____

NOTE: See Appendix A for definitions of Educational Functioning Levels.

EDUCATIONAL FUNCTIONING LEVEL COMPLETIONS															
	FY 2007			FY 2008			FY 2009			FY 2010 (Quarters 1 -3)			FY 2011 (Projected)		
EDUCATIONAL FUNCTIONING LEVELS	# Part	# Comp	% Comp	# Part	# Comp	% Comp	# Part	# Comp	% Comp	# Part	# Comp	% Comp	# Part	# Comp	% Comp
1. Beginning Literacy ABE															
2. Beginning ABE															
3. Low Intermediate ABE															
4. High Intermediate ABE															
5. Low Adult Secondary															
7. Beginning Literacy ESL															
8. Low Beginning ESL															
9. High Beginning ESL															
10. Low Intermediate ESL															
11. High Intermediate ESL															
12. Low Advanced ESL															
TOTALS															
6. High Adult Secondary															
TOTALS															

Required Element 1: The degree to which the eligible applicant will establish measurable goals for participant outcomes

Required Element 2: The past effectiveness of an eligible applicant in improving the literacy skills of adults and families

TABLE 2: Program Name _____

NOTE: See Appendix A for definitions of outcomes.

NUMBER and PERCENTAGES of PARTICIPANTS ACHIEVING OUTCOMES															
	FY 2007			FY 2008			FY 2009			FY 2010 (Quarters 1 -3)			FY 2011 (Projected)		
Outcomes	# Part	# Comp	% Comp	# Part	# Comp	% Comp	# Part	# Comp	% Comp	# Part	# Comp	% Comp	# Part	# Comp	% Comp
Entered Employment															
Retained/Improved Employment															
Received GED															
Entered Post-secondary Education or Training															
Achieved U.S. Citizenship Skills															
Increased Involvement in Children's Education*															
Increased Involvement in Children's Literacy* Activities															

Programs will only be responsible for meeting projected percentages—not numbers.

* Only participants in family literacy programs may identify this goal and achieve this outcome.

Required Element 3: The commitment of the eligible applicant to serve individuals in the community who are most in need of literacy services, including individuals who have minimal literacy skills

TABLE 3: Program Name _____

SERVICES to LOW LEVEL LEARNERS (EFLs 1, 2, 7, 8, 9 and 10)							
FY 2008		FY 2009		FY 2010 (Quarters 1-3)		FY 2011 (Projected)	
Number	Percent of All Participants	Number	Percent of All Participants	Number	Percent of All Participants	Number	Percent of All Participants

Required Element 4: The program is of sufficient intensity and duration for participants to achieve substantial learning gains.

Table 4: Program Name _____

FY 2011 INSTRUCTIONAL PROGRAMMING YEARLY SCHEDULE				
ACTIVITY	TARGETED POPULATION (EFL Levels)	BEGINNING DATE	ENDING DATE	HOURS OF INSTRUCTION PER ORIENTATION or SESSION
Orientation				
Orientation				
Orientation				
Orientation				
Orientation				
Orientation				
Orientation				
*				
Session				
Session				
Session				
Session				
Session				
Session				
Session				
Session				
Session				
*				
Thanksgiving Break				
Winter Holiday Break				
Spring Break				
Summer Break				
Additional Holiday				
Additional Holiday				
Additional Holiday				
Additional Holiday				
Additional Holiday				

* Table is in WORD format. Rows may be may be added or deleted as necessary, or additional copies of the entire table may be made if needed.

Required Element 5: The eligible applicant’s activities are built on a strong foundation of research and effective educational practice.

Required Element 6: The eligible applicant’s activities effectively employ advances in technology, as appropriate, including the use of computers.

Required Element 7: The eligible applicant’s activities provide learning in real-life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.

Describe the instructional aspects of your adult education program, addressing each of the required elements listed above. Include information about curriculum, instructional methods (especially curriculum and instructional methods that provide learning in real-life contexts), scheduling, program components linked to successful learner outcomes, i.e., orientation, one-on-one counseling, goal setting, intensive instruction, test taking (assessment), and transitioning. Explain not only the instructional design used by your program, but also the research underlying your program’s instructional design and implementation. Limit your description to no more than five (5) single-sided pages with at least a 12-point font, no less than one-inch margins on all sides, and single spacing. If needed, a sixth page with references may be included.

Required Element 8: The eligible applicant’s activities are staffed by well-trained instructors, counselors, and administrators.

Table 7: Program Name _____

List all paid (not volunteer) staff positions involved in implementation of adult education services (paid with AEFLA state, federal, and/or local matching funds). Complete the remainder of the chart with all information requested. If staff member is paid with other funds, list the staff member and the position assignment, but do not complete the remainder of the form. This chart should only reflect time worked in and salary/wages paid for adult education activities. Do not report work time and/or salary/wages for other employment assignments. **Make additional copies of this form as needed.**

FY 2011 AEFLA PROGRAM PERSONNEL POSITIONS								
ADULT EDUCATION POSITION ASSIGNMENT/STAFF MEMBER'S NAME	SALARY or HOURLY WAGE for ADULT EDUCATION ASSIGNMENT	NUMBER of HOURS per WEEK WORKING in ADULT EDUCATION	NUMBER of WEEKS per YEAR WORKING in ADULT EDUCATION	AMOUNT PAID from FEDERAL/ STATE AEFLA FUNDS	% PAID from FEDERAL/ STATE AEFLA FUNDS	AMOUNT PAID from OTHER FUNDS (i.e., local matching funds)	% PAID from OTHER FUNDS	LIST SOURCE(S) of OTHER FUNDS
TOTALS								

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Required Element 9: The eligible applicant’s activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies.

Describe the collaborative partnerships that your adult education program has established with other community agencies or entities. Include how collaboration with these partners has enabled your program to leverage other resources in the community and, therefore, to provide more services or improved services to adult learners. Focus this narrative on how collaborative efforts demonstrate the following: (1) your program is recognized by other community members as a valuable resource to the community, and (2) your program has a history of collaboration with other community members to expand and improve services instead of duplicating services. Limit your description to no more than two (2) single-sided pages with at least a 12-point font, no less than one-inch margins on all sides, and single spacing.

Required Element 10: The eligible applicant’s activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

Describe the support service (such as child care and transportation) that your adult education program provides (or through collaborations with other community partners is provided) to enable individuals to attend and complete the program. Limit your description to no more than two (2) single-sided page with at least a 12-point font, no less than one-inch margins on all sides, and single spacing.

Required Element 10: The eligible applicant’s activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

TABLE 10: Program Name _____

PERCENTAGE OF AEFLA PARTICIPANTS with DISABILITIES				
FY 2007	FY 2008	FY 2009	FY 2010 Quarters 1-3	FY 2011 (projected)

TABLE 11: Program Name _____

PERCENTAGE OF AEFLA PARTICIPANTS with DISABILITIES WHO COMPLETED an EDUCATIONAL FUNCTIONING LEVEL				
FY 2007	FY 2008	FY 2009	FY 2010 Quarters 1-3	FY 2011 (projected)

Required Element 11: The eligible applicant maintains a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures.

Describe the information management system currently used to report participant outcomes and to monitor program performance. In addition, describe the checks-and-balance system in place to ensure that the data entered into the information management system is accurate and timely. Also describe how this system is used by your staff as a tool for continuous program improvement. Limit your description to no more than two (2) single-sided pages with at least a 12-point font, no less than one-inch margins on all sides, and single spacing.

Required Element 11: The eligible applicant maintains a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures.

TABLE 12: Program Name _____

Complete the following table. Enter the source of the data used to provide the information reported in the listed tables completed in this grant application. Then evaluate the quality (validity and reliability) of the information provided in the listed tables.

DATA QUALITY EVALUATION				
TABLE	DATA SOURCE	DATA QUALITY		
		HIGH	MEDIUM	LOW
TABLE 1				
TABLE 2				
TABLE 3				
TABLE 10				
TABLE 11				
TABLE 14				
TABLE 16				

Required Element 12: The local communities have a demonstrated need for additional English literacy programs.

In order to complete the following table, go to [Kansas QuickFacts from the US Census Bureau](#). From the drop-down menu in the upper left-hand corner, select a county and click on the “Go” button. When the county-specific page is displayed, click on “Browse data sets for _____ County,” located at the upper right side of the page. When the “_____ County, Kansas QuickLinks” page displays, scroll down to “Census 2000 population, demographic, and housing information,” and click on “Social characteristics.” When this page displays, scroll down and you will find “NATIVITY AND PLACE OF BIRTH” information and “LANGUAGE SPOKEN AT HOME” information. From this page you will be able to complete the following table. Enter information for each county in which your program provides ESL classes. **Table is a WORD Document; additional rows may be added if needed.**

TABLE 13: Program Name _____

COUNTY CHARACTERISTICS				
County	Number* “Speak English Less than Very Well”	Percent “Speak English Less than Very Well”	Number** “Not a Citizen”	Percent “Not a Citizen”
TOTAL				

***NOTE:** An applicant providing ESL services in a county with more than 5,000 individuals over the age of 5 who report speaking English “less than very well” may submit an *English Literacy and Civics Education (ELCE)* proposal.

****NOTE:** An applicant providing citizenship classes as part of its ESL curriculum in a county with more than 5,000 individuals who are not U. S. citizens may submit an *English Literacy and Civics Education (ELCE)* proposal.

Required Element 12: The local communities have a demonstrated need for additional English literacy programs.

TABLE 14: Program Name _____

HISTORY OF ESL and CITIZENSHIP INSTRUCTION					
	FY 2007	FY 2008	FY 2009	FY 2010 (Q 1-3)	FY 2011 (Projected)
Number of ESL Participants					
Percentage of ESL Completers					
Number of Learners with Citizenship Goal					
Percentage Citizenship Goal Attained					

Requirement Element 13: The eligible applicant receives local financial support and is viewed as a valuable component of the sponsoring institution or non-profit agency.

TABLE 15: Program Name _____

HISTORY OF LOCAL SUPPORT						
	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Local Cash Match						
% of Federal Allocation						
% of Total Allocation						

Requirement Element 14: The eligible applicant provides cost-effective adult education services.

TABLE 16: Program Name _____

HISTORY OF COST EFFECTIVENESS						
	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011 (Projected)
Cost Per Participant						
Cost Per Outcome						

Program Budget

Indicate total dollar amounts for each category in which the program is requesting funds. A narrative of no more than two (2) additional pages may accompany the budget , explaining how funds will be used. Pay close attention to the federally imposed percentage limitations on certain line items.

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Appendix A

Core Outcome Measures Definitions and Educational Functioning Level Descriptors

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National Reporting System Core Outcome Descriptors

GOAL	APPLICABLE PARTICIPANTS (Who is included in the denominator?)	HOW GOAL IS OBTAINED (Who goes into the numerator/)	HOW AND WHEN IS OUTCOME DETERMINED?
Improvement in literacy skill levels in reading, numeracy, and/or writing for ABE and GED students; improvements in reading, writing, and/or speaking the English language for ESL students	All participants with 12 or more hours of instruction	Participants who achieved the skills to complete and/or advance an educational functioning level	Outcome determined by pre- and posttesting within the current fiscal year
Placement in unsubsidized employment	All unemployed participants who identified the goal “to enter employment”	Participants who entered unsubsidized employment	Outcome determined by data matching with Department of Labor UI data— first quarter after participant exits program
Retention/advancement in unsubsidized employment	All employed participants who identified the goal “to retain/improve employment” and unemployed participants who identified the goal “to enter employment” and achieved this goal	Participants who retained/improved employment	Outcome determined by data matching with Department of Labor UI data— third quarter after participant exits program
Placement in postsecondary education or training	All participants who identified the goal “to enter postsecondary education or training	Participants who entered postsecondary education or training	Outcome determined by data matching with sponsoring postsecondary education institution and surveying—prior to October 1 of the subsequent fiscal year
Receipt of GED	All participants who identified the goal “to receive GED”	Participants who received the Kansas State High School Diploma	Outcome determined by data matching with GED database—prior to October 1 of the subsequent fiscal year

**National Reporting System
Secondary Outcome Descriptors Adopted by Kansas**

GOAL	APPLICABLE PARTICIPANTS (Who is included in the denominator?)	HOW GOAL IS OBTAINED (Who goes into the numerator/)	HOW AND WHEN IS OUTCOME DETERMINED?
Increase in involvement in children's educational activities	All participants who identified the goal "to increase involvement in children's educational activities, have children aged 5 to 9, and are participating in a family literacy program	Participants who increase involvement in children's educational activities	Outcome determined by evidence collected on forms developed by Even Start
Increase in involvement in children's literacy activities	All participants who identified the goal "to increase involvement in children's literacy activities, have children aged birth through 4 years, and are participating in a family literacy program	Participants who increase involvement in children's literacy activities	Outcome determined by evidence collected on forms developed by Even Start
Achieve citizenship skills	All participants who identified the goal "achieve the skills necessary to become a U.S. citizen"	Participants who achieve the skills necessary to become a U.S. citizen	Outcome determined by pre-and posttesting on CASAS <i>Government and History Test for Citizenship</i> (Beginning in FY11, CASAS <i>Citizenship Interview Test</i> will also be required.)

Outcome Measures Definitions

Educational Functioning Level Descriptors—Adult Basic Education Levels

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Level 1</p> <p>Beginning ABE Literacy</p> <p>Pre-test Scores: CASAS Math: 200 and below CASAS Reading: 200 and below CASAS Writing: 200 and below</p> <p>Completion Benchmarks: CASAS Math: >200 CASAS Reading: >200 CASAS Writing: >200</p>	<p>Individual has no or very minimal reading or writing skills. At the lower range of this level, may have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. May recognize common signs that are universally accepted symbols. At the upper range of this level, individual can recognize, read and write letters and number, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases, including very simple messages. Can write basic personal information on simplified forms. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, questions marks); contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms and has few or no workplace skills. The individual can handle routine entry-level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Level 2</p> <p>Beginning Basic Education</p> <p>Pre-test Scores: CASAS Math: 201-210 CASAS Reading: 201-210 CASAS Writing: 201-225</p> <p>Completion Benchmarks: CASAS Math: >210 CASAS Reading: >210 CASAS Writing: >225</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Can write simple notes and messages based on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and some control of basic punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g., understands logos related to worker safety before using a piece of machinery; can read want ads and complete simple job applications.</p>

Outcome Measures Definitions

Educational Functioning Level Descriptors—Adult Basic Education Levels

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Level 3</p> <p>Low Intermediate Basic Education</p> <p>Pre-test Scores: CASAS Math: 211-220 CASAS Reading: 211-220 CASAS Writing: 226-242</p> <p>Completion Benchmarks: CASAS Math: >220 CASAS Reading: >220 CASAS Writing: >242</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order). Can use context to determine meaning; can interpret actions required in specific written directions. Can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits, can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements.</p>
<p>Level 4</p> <p>High Intermediate Basic Education</p> <p>Pre-test Scores: CASAS Math: 221-235 CASAS Reading: 221-235 CASAS Writing: 243-260</p> <p>Completion Benchmarks: CASAS Math: >235 CASAS Reading: >235 CASAS Writing: >260</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. Individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.</p>

Outcome Measures Definitions

Educational Functioning Level Descriptors—Adult Basic Education Levels

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Level 5</p> <p>Low Adult Secondary Education</p> <p>Pre-test Scores: CASAS Math: 236-245 CASAS Reading: 236-245 CASAS Writing: 261-270</p> <p>Completion Benchmarks: CASAS Math: >245 CASAS Reading: >245 CASAS Writing: >270</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials, and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.</p>
<p>Level 6</p> <p>High Adult Secondary Education</p> <p>Pre-test Scores: CASAS Math: 246 and higher CASAS Reading: 246 and higher CASAS Writing: 271 and higher</p> <p>Completion Benchmark: Pass Official GED Test Battery</p>	<p>Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college-level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others in written or oral form on software and technology use.</p>

Outcome Measures Definitions

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

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Level 7 Beginning ESL Literacy</p> <p>Pre-test Scores: CASAS Reading: <=180 CASAS Listening: <=180</p> <p>Completion Benchmarks: CASAS Reading: >180 CASAS Listening: >180</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no reading or writing skills in any language. May be able to recognize and copy letters, numbers and a few words (e.g. own name). May have little or no comprehension of how print corresponds to spoken language. Individual may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words. May recognize only common words, signs or symbols (e.g. name stop sign, product logos). Can handle only very routine entry-level jobs that do not require oral or written communication in English. May have no knowledge or use of computers.</p>
<p>Level 8 Low Beginning ESL</p> <p>Pre-test Scores: CASAS Reading: 181-190 CASAS Listening: 181-190 CASAS Writing: 136-145</p> <p>Completion Benchmarks: CASAS Reading: >190 CASAS Speaking: >0 CASAS Listening: >190 CASAS Writing: >145</p>	<p>Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information</p>	<p>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.</p>

Outcome Measures Definitions

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Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Level 9</p> <p>High Beginning ESL</p> <p>Pre-test Scores: CASAS Reading: 191-200 CASAS Listening: 191-200 CASAS Writing: 146-200</p> <p>Completion Benchmarks: CASAS Reading: >200 CASAS Listening: >200 CASAS Writing: >200</p>	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words and many other common words. Can read familiar phrases and simple sentences, but has a limited understanding of connected prose and may need frequent re-reading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p>	<p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</p>
<p>Level 10</p> <p>Low Intermediate ESL</p> <p>Pre-test Scores: CASAS Reading: 201-210 CASAS Listening: 201-210 CASAS Writing: 201-225</p> <p>Completion Benchmarks: CASAS Reading: >210 CASAS Listening: >210 CASAS Writing: >225</p>	<p>Individual expresses basic survival needs and participates in some routine social conversations, although with some difficulty. Understands simple learned phrases easily and some new phrases containing familiar vocabulary spoken slowly with repetition. Asks and responds to questions in familiar contexts. Has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary. Individual can write simple notes and messages on familiar situations, but may lack variety in sentence structure, clarity and focus of writing. Shows some control of basic grammar (e.g., present and past tense) and spelling. Uses some punctuation consistently (e.g., periods, commas, question marks, capitalization, etc.).</p>	<p>Individual can interpret simple directions, schedules, signs, maps, etc. Completes simple forms but needs support on some documents that are not simplified. Can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be clarified orally or through demonstration. Individual may be able to use simple computer programs and can perform a sequence of routine tasks given directions (e.g., fax machine, computer).</p>

Outcome Measures Definitions

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

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Level 11</p> <p>High Intermediate ESL</p> <p>Pre-test Scores: CASAS Reading: 211-220 CASAS Listening: 211-220 CASAS Writing: 226-242</p> <p>Completion Benchmarks: CASAS Reading: >220 CASAS Listening: >220 CASAS Writing: >242</p>	<p>Individual participates in conversation in familiar social situations. Communicates basic needs with some help and clarification. Understands learned phrases and new phrases containing familiar vocabulary. Attempts to use new language but may be hesitant and rely on descriptions and concrete terms. May have inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, logical order). Can use word analysis skills and context clues to determine meaning with texts on familiar subjects. Individual can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures. Can self- and peer-edit for spelling, grammar, and punctuation errors.</p>	<p>Individual can meet basic survival and social demands, and can follow some simple oral and written instructions. Has some ability to communicate on the telephone on familiar subjects. Can write messages and notes related to basic needs and complete basic medical forms and job applications. Can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>
<p>Level 12</p> <p>Advanced ESL</p> <p>Pre-test Scores: CASAS Reading: 221-235 CASAS Listening: 221-235 CASAS Writing: 243-260</p> <p>Completion Benchmarks: CASAS Reading: >235 CASAS Listening: >235 CASAS Writing: >260</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs, and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>

