

# **KANSAS Adult Education Annual Report**

## **Narrative**

### **December 30, 2009**

## **1. Successful activities, programs and projects supported with State Leadership Funds.**

### **A. Activities:**

**KBOR Adult Education** provided 28 on-site regional professional development workshops throughout the year:

- **Comprehensive Adult Student Assessment System (CASAS):**
  - a. ECS Implementation – Assessment to Instruction: five workshops, 161 attended, 149 individuals certified
  - b. CASAS Implementation Update- one workshop, 31 attended, 31 certified (Total CASAS Certified and recertified 180)
  - c. Writing Part I- two workshops, 37 staff trained
  - d. Writing Part II- three workshops, 54 staff attended, 52 staff certified
  - e. Writing Recertification-36 staff recertified (Total CASAS Writing Certified and recertified: 86)
- *Using Data for Program Improvement, PABLO and Goal Setting:* 2 workshops, 52 staff trained;
- *Accommodating Adults with Disabilities:* one workshop, 38 staff trained;
- *Using Performance Based Assessments—Technology and Pre-employment Checklists:* one workshops, 22 staff trained
- *Leadership Academy:* 8 institutes, 44 Directors/Coordinators/Teachers participated;
- *Adult Education Directors’/Coordinators’ Workshops* – focused on data analysis, program improvement, partnering with workforce, goal setting and postsecondary transitioning: three workshops, (55, 46, 49 directors and coordinators attended the workshop).
- *Writing Power Through Words:* two workshops, 85 attended total
- *GED® Beyond the Basics:* one workshop, 47 attended
- *Math Institute Developing Algebraic Thinking:* 45 attended
- *Math Workshop:* 2 follow up workshops to Math Institute, 40 attended each
- *Goal Setting and Lesson Planning:* two workshops, 57 attended
- *Goal Setting and Goal Getting in Adult Education:* one workshop, 54 attended
- *Adult Education: Job, Career, Profession?* one workshop, 15 attended

**KBOR Adult Education** state staff conducted technical assistance visits in FY09:

- Out-of-range PABLO (State Reporting System) quarterly data reports were discussed with program directors/coordinators and staff.

- Two on-site technical assistance visits were provided to Wichita Indochinese Center regarding curriculum, data quality and assessment after the program experienced the loss of their long-time program coordinator.
- On-site visits to Butler Community College and Cowley Community College to provide technical assistance regarding issues with their program’s intensity of services, scheduling and assessment protocol.
- The FY09 monitoring report(s) areas of concern as well as progress toward FY09 program improvement initiatives were discussed with program directors and staff with a continued emphasis on the program’s transition plan—including the goal setting process and learner follow up.

## **B. Projects:**

### **Math Teacher Training**

The TIAN project provided the impetus for Kansas Board of Regents Adult Education to restructure the delivery of professional development. In year three, the focus of Kansas mathematics professional development was on increasing the teacher’s content knowledge and confidence with algebra. Using the ten Annenberg modules entitled *Learning Math: Patterns, Functions and Algebra*, a cohort of math teachers participated in a year-long study of algebra. Pam Meader, adult education teacher from Maine, facilitated the August two-day institute while the five Kansas practitioner leaders (teachers who had participated in TIAN) observed and trained for facilitating the training for the remainder of the year. The entire cohort met three times throughout the year, and then regionally organized groups met an additional three times between and after whole-group trainings. The content was as follows:

August 2-day Institute	<b>Session 1: Algebraic Thinking</b>
	<b>Session 2: Patterns in Context</b>
	<b>Session 3: Functions and Algorithms</b>
Regional Group Meeting	<b>Session 4: Proportional Reasoning</b>
September 1-day Workshop	<b>Session 5: Linear Functions and Slope</b>
	<b>Session 6: Solving Equations</b>
Regional Group Meeting	<b>Session 7: Nonlinear Functions</b>
March 1-day Workshop	<b>Session 8: More Nonlinear Functions</b>
	<b>Session 9: Algebraic Structure</b>
Regional Group Meeting	<b>Session 10: Classroom Case Studies</b>

One of the main things we learned from the Algebraic Thinking for Teachers in year three was that teachers really need a component of the professional development that is relevant and applicable to their every-day classroom experience. So in follow up to year three, we returned to a focus on classroom instruction. The five returning practitioner leaders (PL) used teacher feedback from the previous year to develop year-long professional development for teachers on how to improve instruction for NRS Levels 4 and 5. Using actual state assessment data, the PL’s reviewed CASAS assessments for those levels to determine the most missed competencies and the underlying basic skills

(content standards) that needed to be taught. Based on that review of data, they developed a year-long training—using some materials from the TIAN Facilitator’s Handbook-- as well as developing or utilizing their own. Unfortunately, because of a significantly reduced budget for Kansas Adult Education, the training for FY2010 had to be postponed. We are hopeful to be able to offer the training in FY2011.

### **Improving Writing Instruction**

As Kansas continues to raise the bar on the GED® as well as shift local adult education programs’ thinking that the GED® is no longer a sufficient level of education for our participants, we recognized that writing instruction also needed to be improved. With the completion of the development of writing content standards in FY09, the timing was right for two workshops that would increase the teachers’ methods for teaching writing.

*GED®: Beyond the Basics* and *Writing Power through Words* workshops were presented by Bonnie Goonen and Susan K. Pittman-Shetler. The goals of *Beyond the Basics* were to assist participants to:

- Identify opportunities for writing, reading, and mathematics activities that use real-life materials.
- Incorporate workplace materials into high-level classroom activities.
- Conduct higher-level lessons in the areas of reading, writing, and mathematics.
- Experience the positive outcomes of an authentic-based lesson for the GED® classroom.
- Apply strategies in the classroom based on the research and the latest information from the GED® Testing Service.
- Assist their students in obtaining the necessary skills for success in transitioning to higher education institutions and the workplace.

While the goals of *Power through Words* were to help teachers to:

- Analyze current research on the teaching of the writing process to adult students.
- Incorporate different writing activities in the classroom by using the POWER method of writing.
- Analyze the writing samples provided by their students and identify errors in grammar, usage, and sentence structure.
- Develop an individualized plan to assist students in systematically improving their writing.
- Initiate an ongoing process of assessing writing to make adjustments in the student’s writing plan.

### **Adult Basic Education Leadership Academy**

In PY2007, in collaboration with Kansas State University, KBOR AE began a three-year project, designed from the input of the Kansas AE Advisory Board, to provide professional development for AE local program directors, assistant directors, coordinators and lead teachers. Over the course of the last three years, participants have had the opportunity to earn 18 graduate credit hours towards a master’s or doctoral degree. The collaborative nature of the project allows KBOR AE to have a strong

influence in the design and delivery of the instruction in the course. The schedule of courses is:

Fall 2007	Organization and Administration in Adult Basic Education
Spring 2008	Program Planning for Adult Education
Fall 2008	Quality Program Improvement and Staff Management
Spring 2009	Developing Teams and Leadership/Marketing and Advocacy for Adult Education
Fall 2009	Curriculum Development and Instructional Leadership
Spring 2010	Building Instructional Capacity

The goals of the Academy were three-fold: 1) to provide intensive, practical applicable course work that could be implemented systematically and programmatically with immediacy; 2) to raise the professionalism of Kansas adult educators and the educational credentials of the Kansas adult education leaders and 3) to help groom and prepare the next generation of potential adult education program directors and leaders. The Academy's impact has not been totally measured. However, in one participant's words, "Without this semester's study, it is entirely possible it [the local program] would have continued in the same vein. As a direct result of the use of these tools [SIA Observation System, School Effectiveness Survey, and Adult Education Program Self-Assessment] the program will see marked changes including more professional development related to new instructors, curriculum development, role shifts, and mentoring."

### **State Literacy Resource Center**

KBOR Adult Education has completed compiling the list of resources and has made them available online from the KBOR Adult Education website! The Kansas State Literacy Resource Center is a library of more than 2000 resources for adult educators and other stakeholders, including print materials, CD-ROMs, videos, and audiocassettes.

### **Linkages with Postsecondary Institutions**

While adult education in Kansas is housed with the state agency responsible for all public postsecondary education in Kansas and the opportunities for collaboration with post-secondary institutions may be seen as unlimited, the Ready for College grant—Kansas' Next Step project--has been extremely important in creating the synergy (and the funding) to truly encourage those critical postsecondary linkages. Nineteen of the 30 Kansas Adult Education programs have a postsecondary institution as their host. Seven of those programs participated in the Next Step project and have developed 'transition programs' with a refined goal-setting process. All 30 programs have worked on establishing benchmarks so participants and teachers can have a defined way of measuring the student's progress. The refined goal setting and getting process has helped Kansas increase the number of participants achieving the outcome from 457 in PY2004 to 703 in PY2008 with an overall percentage of 73% for PY 2008 from 46% in PY2004.

All Kansas Board of Regents Adult Education Programs are required to have a written plan for transition. Transition plans were reviewed with programs during the first quarter

data review calls and recommendations were made to improve the processes. The following is an example of one local program’s action plan for transition goal setting.

**Cloud County Community College ABE Program Transition Plan  
Action Plan – Entrance into Post-Secondary Education or Training**

**Persons responsible: ABE professionals who works most closely with student & student.**

<u>Action</u>	<u>Completion Date</u>
---------------	------------------------

- |   |       |
|---|-------|
| 1. Determine possible career options/majors (During PAM Instruction & Transition Components)        |       |
| a. Complete Discover Program – Career Asst. Center  | _____ |
| b. Discuss future outlook for possible majors   | _____ |
| 2. Identify possible schools (start with websites) (During PAM Instruction & Transition Components) |       |
| a. Consider locations   | _____ |
| b. Consider student fit and available resources   | _____ |
| c. Narrow choices down to options   |       |
| i. _____  | _____ |
| ii. _____   | _____ |
| iii. _____  | _____ |
| d. Campus visit or visits (optional)  | _____ |
| 3. Begin process to attend selected school (During PAM Instruction/Transition Components)           |       |
| a. Apply for admission  | _____ |
| b. Have GED® transcripts / information sent   | _____ |
| c. Fill out FASFA   | _____ |
| d. Research scholarships & activities   | _____ |
| e. Schedule appointment with Admissions for entrance testing  | _____ |
| f. Schedule appointment with Advising   | _____ |
| g. Talk to TRIO and/or Learning Skills Center Staff   | _____ |

**C. Local Programs:**

In PY2008, Kansas disseminated 8% of the State Leadership funds to local programs for site-determined professional development activities. Annually, local programs are required to submit a Program Improvement Plan (PIP) with an objective that can be measured as having a significant impact on learner outcomes. Professional development activities are then linked to the PIP objective

## 2. Effectiveness of the adult education and literacy activities based on the core indicators of performance.

Unfortunately, for the first time in nine years, Kansas Adult Education did not exceed the previous years' overall percentage of learners who achieved the goal of "educational functioning level completion." In PY 07-08, 67.3% of all participants completed an educational functioning level, but in PY 08-09, only 64.9% of all participants completed an educational functioning level (see Table 4). However, the percentage of participants who pretested and posttested and completed an educational functioning level remained steady, with 83% of pre- and posttested participants completing an educational functioning level in both PY 07-08 and PY 08-09 (see Table 4b). After a review of the data and analysis of local programs' input, the leading premise for the reduction in the overall percentage of educational level completers is the implementation in PY 08-09 of much more rigorous assessment policies, such as the requirement that NO learner be posttested with less than 30 hours of instruction (which has been further revised to not less than 40 hours of instruction in PY 09-10). In addition, in an attempt to improve testing procedures, the following new measure of the *Kansas Indicators of a Quality Adult Education Program* has been implemented:

### Measure 2.4

<b>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. (8 points)</b>		
	<b>High (8 pts.)</b>	<b>90% to 100% of post-tested learners are posttested initially between 70 and 100 hours of participation.</b>
	<b>Medium (4 pts.)</b>	<b>80% to 89% of post-tested learners are posttested initially between 70 and 100 hours of participation.</b>
	<b>Low (0 pts.)</b>	<b>Less than 80% of post-tested learners are posttested initially between 70 and 100 hours of participation.</b>

While the regression in this area of program improvement is disheartening, we are confident that now and in the future, all educational level completion outcomes will be a result of adult education interventions—not the result of testing every learner regardless of the number of hours of participation.

Significant improvement was demonstrated in the percentage of learners who achieved the "obtained a GED or secondary school diploma" outcome from 79.8% in PY 07-08 to 82.7% in PY 08-09. This increase is most likely a result of the significant increase in the average hours of participation for ASE Low and ASE High level learners, from 39.1 hours in PY 07-08 to 47.4 hours in PY 08-09. Kansas continues to see an increase in the number of learners who identify the goal of "entering postsecondary education or training" (from 928 in PY 07-08 to 969 in PY 08-09), the number of learners who achieve this outcome (from 642 in PY 07-08 to 703 in PY 08-09), and the percentage of learners who achieve this outcome (from 76.6% in PY 07-08 to 77.4% in PY 08-09).

Kansas Adult Education had an increase in the number of participants from 8,611 in PY 07-08 to 8,916 in PY 09-09, resulting in a 3.5% increase. Even more significant is the

increase in the average number of hours per participant from 81 hours in PY 07-08 to 91 hours in PY 08-09—a percentage increase of 12%! Without this increase in average number of hours per participant, the percentage of learners who achieved the “educational functioning level completion” outcome would have been even lower.

With each grant cycle or continuation funding application, Kansas Adult Education programs are required to project and negotiate core and secondary outcomes with the state office for the upcoming year. Programs must also identify a program improvement objective related to one of the core outcomes. In February 2009, Kansas Adult Education published the sixth Kansas Adult Education “report card.” Each local program’s actual performance was compared with its negotiated performance on the core indicators, its actual performance percentages were compared with the state averages, its cost effectiveness (cost per participant and cost per outcome) was compared with the state average, and its progress toward meeting its program improvement objective was detailed.

### **3. Integration of activities sponsored under Title II with other adult education, career development, and employment and training activities, including integration and coordination with Workforce Investment Act partners.**

#### **A. Coordination with Workforce Investment Act partners:**

Adult Education and Family Literacy Act programs continue to collaborate with and provide services to WIA partners. Adult education has historically worked very closely on the state and local level with the Department of Social and Rehabilitation Services (SRS), the agency responsible for Welfare-to-Work and TANF programs, and Vocational Rehabilitation Services (Voc-Rehab). Kansas Adult Education provides *CASAS Implementation* training for both SRS and Voc-Rehab staff members and Kansas One-Stop Centers (Kansas Workforce Development Centers) staffs, since these programs also use the CASAS Employability Competency System (ECS) to determine the basic skill levels of the clients they serve.

In addition to adult education being housed in the agency responsible for postsecondary education in Kansas, 19 of the 30 AEFLA-funded adult education programs are sponsored by community and/or technical colleges. Adult education has been working to develop the relationships that seem obvious at the local level, but for which, until the ABE Leadership Academy and the Next Step project, little had been provided to adult education programs in the way of professional development and funding resources. However, both avenues have elevated the directors knowledge, ability and for at least seven programs, the monetary resources to expand the relationships.

In August, 2009, the state director was appointed to the State Workforce Investment Board. This appointment by the Governor is an example of a reinvigorated relationship

at the state level with our Title I partners. The Kansas Department of Commerce liaison with the Kansas Board of Regents was a key player in negotiating the appointment—after her meeting with DAEL staff during the May 2009 federal monitoring visit. The Adult Education office meets bimonthly with the liaison and a staff person from the Kansas Department of Commerce. The dialogue that is occurring is encouraging.

However, in spite of continuing efforts to ensure that adult education is appropriately represented on the five local Workforce Investment Boards (LWIBs), only one local board has a member that is a local adult education director. Two of the five LWIBs are alternative entities or “grandfathered” boards. Although, recently staff from the KBOR AE was asked to present at one of the LWIBs board meetings. During that meeting, one of the board members asked if the area adult education programs within that LWIB would like to make a nomination for the education representative for the LWIB. The three LWIBs that have been established since implementation of the Workforce Investment Act are composed of members appointed by the local chief elected officials. On these LWIBs a community college president or dean or a technical college president is recognized as the adult education representative. KBOR AE in partnership with the Kansas Department of Commerce representatives is working to provide the leaders of local adult education programs assistance in developing their local relationships. In March, 2010 a joint meeting with Workforce Investment Act partners and KBOR AE local program directors will be held to discuss how we can best integrate our services without duplication.

#### **4. Successful Activities and Services Supported with EL Civics Funds.**

The following programs were awarded ELCE funding for PY2008. The data in the table below demonstrate the total number of ESL learners impacted by the additional ELCE funding and the number of additional learners served as a result of the ELCE funding (see table below).

<b>Program</b>	<b>Total Number of Learners Impacted</b>	<b>Additional Learners Served</b>
Barton County Community College	40	27
Flint Hills Technical College	106	43
Garden City Community College	308	120
Johnson County Community College	1217	377
Pittsburg Adult Learning Center USD 250	34	9
Seward County Community College	375	203
Wichita Area Technical College	222	102
Wichita Indochinese Center	363	136
<b>TOTAL</b>	<b>2665</b>	<b>1066</b>



The seven programs report that the ELCE funding contributed directly to the achievement of the following additional outcomes:

Completed an educational level:	508
Achieved citizenship skills:	203
Entered Post-Secondary Education:	18
Achieved GED goal:	20

**TOTAL** **748\***

**\*PY2008 total does not include outcomes for retained and entered employment.**

The funded programs used the additional funding provided by the ELCE Grant in a variety of ways to improve services, as represented by the following examples:

**Flint Hills Technical College’s Adult Education Center** expanded services by adding evening classes using the *Ready to Go* series.

**Garden City Community College’s Adult Learning Center** purchased new technology—Smart Boards increasing the use of technology with learning videos, sound and “doing it by myself” exercises. Practically speaking, the ALC used some of the civics funds to teach participants about the laws and other aspects of obtaining a driver’s license. In addition, information regarding seat belts, child restraints, proper maintenance of a car were also provided. Participants learned how to abide by the laws while protecting their children and other family members from harm in an automobile.

**Johnson County Community College’s Project Finish** developed and taught a ten-hour Civics Education class for all Class 3 students. Over 200 students participated in this 5-week long course each semester. The Civics Education program was also introduced to Class 2 students.

The **Pittsburg Adult Education Center** purchased two laptops for student use with programs such as Rosetta Stone, EASY ESL curriculum, USA Learns, Ainsworth Keyboarding as well as wireless internet access.

The **Wichita Area Technical College Adult Learning Center** used program funds to purchase 60 Dell Netbooks with wireless connectivity and ‘text-to-talk’ capability. The training for the ESL instructors on integrating the technology into the classroom was funded through the ELCE grant. The funding allowed the program to add six additional ESL classes to the schedule.

The **Wichita Indochinese Center** committed to having every ESL class offered spend 20% of classroom time on Civics Education.