

KANSAS Adult Education Annual Report

Narrative

December 30, 2010

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

A. Activities:

KBOR Adult Education state staff conducted technical assistance visits in person and via HD conferencing, webinars and phone in FY10:

- Out-of-range PABLO (State Reporting System) quarterly data reports and program improvement progress reports were discussed with program directors/coordinators and staff and/or e-mail feedback provided.
- Technical assistance visits were provided to Wichita Indochinese Center data quality and data use.
- On-site visits to Flint Hills Technical College and USD 383 Manhattan to observe teachers using the Standards-in-Action observation system.
- Provided feedback through e-mail the program's progress toward FY10 program improvement initiatives.
- Garden City Community College and Kansas City Kansas Community College received technical assistance via a conference call regarding their program's postsecondary education goal setting, follow up and reporting process for FY2010.

B. Projects:

Teknimedia Digital Literacy Project Begins

In FY2010, Kansas Adult Education identified and began professional development for a statewide digital literacy curriculum that is web-based with both knowledge and performance-based assessments and instruction. Teknimedia was identified as the program to use to provide digital literacy for all levels as it begins with the most fundamental—how to use a mouse. FY2011 will be the full rollout and implementation with professional development support.

Standards-in-Action Project

In FY 2010, Kansas was selected to participate in the Standards-in-Action project. The impact from this project is multi-faceted—from teacher to overall program and curriculum planning. FY2011, we will provide a substantive evaluation of the project

and have designed a plan for sustainability. However in the short-term, Kansas Adult Education has been able to use many of the tools from the project to provide technical assistance to five programs to help them develop sound standards-based instructional plans.

Adult Basic Education Leadership Academy

In FY 2008, in collaboration with Kansas State University, KBOR AE began a 3-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 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, five doctoral candidates, ten earned their masters degree in adult education and one earned a bachelor's degree.

Linkages with post-secondary 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, there are still policies and processes in place that have created barriers to the obvious relationships that would be beneficial to adult education participants. The incentive funding received for FY2010 provided the impetus for all adult education programs to improve their postsecondary institution linkages. Each program provided an end of year report on the additional outcomes generated due to the incentive funding. The refined goal setting and getting process has helped Kansas programs increase the number of participants transitioning to postsecondary education from 293 in FY 2003 to 557 in FY 2006 to 767 in FY 2010.

C. Local Programs:

In FY 2010, Kansas disseminated up to 5% of the State Leadership funds to local programs for site-determined professional development activities linked to their program's annual improvement plan. 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 and progress reviewed quarterly as well as annually.

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

The Kansas *Indicators of a Quality Adult Education Program* are used as a basis for monitoring and evaluating performance in adult education program. Kansas Board of Regents Adult Education contracted with Cary Brinegar, a former special education director, to conduct on-site monitoring visits and to evaluate programs' effectiveness based on the twenty-five measures of the ten quality indicators.

The monitoring contractor provided a detailed summary of each program's performance on the measures of the *Indicators*. In addition to detailed reports on individual program findings, the program monitor also provided an overall summary of findings and recommendations to state staff for technical assistance and professional development. Individual program evaluations were disseminated to programs, and state staff members provided immediate and intensive technical assistance to programs that were identified as needing assistance in specific areas.

As in previous years, the program monitor concentrated on examining learners' permanent files to ensure that the information (especially assessment information, goal information, and hours/minutes of participation) entered into PABLO was accurate. The monitor also reviewed local programs' responses to learners' requests for accommodations and services provided to learners with documented disabilities and possible disabilities. Local programs' performances on other measures were determined by desk audits using PABLO data or other evidence submitted by local programs directly to the state office, e.g., educational degrees of instructional staff members, salaries paid to adult educators, involvement of local stakeholders in program planning.

In FY 2010, Kansas adult education participants continued to achieve a high number of core outcomes; however, percentages of learners achieving outcomes were not as high as in previous years. In FY 2009, 64.9% of all participants achieved the goal of "educational functioning level completion." In FY 2010, only 59% of all participants completed an educational functioning level (see Table 4). While the overall percentage of level completions declined in this reporting period, Kansas Adult Education is confident that the reported level completions are a result of quality instruction and programming—not simply a result of frequent posttesting. In FY 2010, 71% of adult

education participants in all educational functioning levels except ASE High were posttested. These posttesters averaged 133.86 hours of participation. In comparison, in FY 2009, 76% of adult education participants in all educational functioning levels except ASE High were posttested, but these posttesters averaged only 114 hours of participation. The increase of almost 20 hours in the mean hours of participation demonstrates Kansas Adult Education's commitment to following its testing policies and to keeping learners enrolled in adult education until they have made significant learning gains.

Unfortunately, in FY 2010, Kansas Adult Education did not meet its negotiated performance projection at any educational functioning level. However, we are confident that the current level of performance, while not as high as in previous fiscal years, accurately reflects learners' increases in knowledge and skills. The 80.83% of the pre- and posttesters who completed an educational functioning level is more descriptive of the actual performance of Kansas adult education participants (see Table 4b). And, unlike previous fiscal years, in FY 2010 posttests were administered only if the participant had a minimum of 70 hours of instruction at the end of a session or if the learner had at least 40 hours of instruction and was exiting the program within one week.

While Kansas Adult Education did not achieve its negotiated performance percentages on the other four core measures, the number of participants identifying goals was significantly increased on three of the remaining four core outcomes. The number of participants identifying the goal of "entering employment" increased from 1,079 participants in FY 2009 to 1,457 in FY 2010. Similarly, the number of participants identifying the goal of "retaining/improving employment" increased from 1,181 in FY 2009 to 2,956 in FY 2010. The number of participants with the goal of "entering postsecondary education or training" increased from 969 in FY 2009 to 1,077 in FY 2010.

For the first time ever, Kansas Adult Education used data matching with the Kansas Department of Labor to determine the entered employment outcomes for all unemployed, available adult education participants (not simply those who had identified the goal) and retained/improved employment outcomes for all employed adult education participants and for all unemployed participants who entered employment (not simply those who had identified the goal). In FY 2010, 2971 unemployed adult education participants who did not identify an employment goal were employed in the first quarter after exiting the adult education program (see Table 13). In FY 2010, an additional 3,382 adult education participants who were employed but did not identify the goal of retaining/improving employment had actually retained or improved employment by the third quarter after exiting the adult education program (see Table 13). By combining the number of adult education participants who had identified the goals with those who had not identified the goal but had actually achieved the outcome, 3443 adult education participants who were unemployed at the time they entered the adult education program were employed in the first quarter after exiting the adult education program. In addition, 5311 adult education participants who were employed at the time they entered the adult education program or were employed in the first quarter after exiting the program were retained in employment in the third quarter after exiting the adult education program.

The other core outcome that Kansas has been focusing on since FY 2006 is the “entered postsecondary education or training” measure. Kansas increased the number of participants who achieved this outcome from 557 in FY 2006 to 767 in FY 2010. Processes have been put in place to help learners identify the components necessary for successful transitioning to enter postsecondary education/training. In addition, Kansas adult education programs are incorporating many of these components into their programming for all adult secondary education learners and advanced ESL learners. Kansas Adult Education remains committed to moving the “terminal” educational achievement for our adult learners from obtaining a GED® to obtaining a postsecondary degree or technical certificate.

The mean hours of attendance per learner has increased more than 300% since FY 1999 to an average of 133.85 hours per participant in FY 2010. This statistic is linked to the three following significant factors: (1) adult education programs have made research-based programmatic changes that have improved retention of all learners; (2) adult education programs are focusing intensive services on lower-level learners that need such services to reach their goals; and (3) adult education programs are retaining higher level learners longer to improve their college readiness and employability skills.

With each grant cycle or continuation funding application, 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 that reflects the same outcomes. In February 2009, Kansas Adult Education published the sixth Kansas Adult Education “report card.” Each local program’s FY 2009 performance was compared with its FY 2008 and FY 2007 performance and the state’s performance on the core indicators. In addition, each local program’s percentage of the Kansas Adult Education total federal and state funding, the program’s percentage of the state’s total number of participants served, and the program’s percentage of the state’s total number of core outcomes achieved were illustrated in a table. This very graphic representation of each program’s contribution compared to its funding will be used again in the FY 2010 performance report.

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:

During FY 2010, Kansas Adult Education made significant gains in its working relationship with its WIA Title I partners. In August, 2009, the state director was appointed to the KansasWorks State 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. Since October 2008, the Kansas Adult Education staff has met bimonthly with the liaison and a staff person from the Kansas Department of Commerce (the WIA Title I agency in Kansas) to identify ways to improve collaboration on the state level, as well as on the local level, between Title I and Title II.

In May 2009, the United States Department of Education and Department of Labor announced that Kansas would receive WIA incentive funding. This funding provided the resources to put the plans formulated over the previous eight months into place. WIA incentive funding was distributed as follows and was used to achieve the following goals:

- Increased cooperation and collaboration on the state level to enhance and connect the public workforce system and the adult education system. These activities required no expenditures of incentive funds.
- Increased collaboration among the staffs of local Workforce Investment Boards (WIBs), one-stop centers and local adult education programs to ensure non-duplication of services. These activities were supported with \$150,00.00 of the incentive funds distributed among the five local Kansas Workforce Investment Boards and \$150,00.00 of the funds distributed among the 30 Kansas adult education programs, based on the number of core outcomes achieved by each program. WIBs and adult education programs were required to use the funds as locally determined to help adult education participants transition into postsecondary education technical programs.
- Enhanced partnerships among adult education, postsecondary technical and community colleges and local one-stop centers focusing on out-of-school youths and undereducated adults. The new program, named KAN-GO, required the collaboration of the three partners. The desired participant outcomes of KAN-GO included the following: improved basic skills, attainment of a high school credential, entering and completing postsecondary education training program; development of technical skills, attainment of a Kansas WORK!Ready Certificate, and improved employment. The activities supporting the attainment of these outcomes were funded through a competitive grant process open to local adult education programs in collaboration with a postsecondary technical education provider and the local KansasWorks Center. The remaining \$488,155.00 was disseminated through this competitive grant process.

The following table illustrates the learner outcomes resulting from the KAN-GO funding. While the reported number of outcomes is significant, the limited time frame for the grant (November 1, 2009 – September 30, 2010) resulted in the actual number of outcomes being underreported. Outcomes, such as becoming employed in a targeted high-skills/high-demand job) are still being achieved.

KAN-G0 Learner Outcomes	
Learner Outcomes	Numbers
Obtained a Kansas WORKReady! certificate	531
Transitioned to a targeted technical education course of study	424
Completed the targeted course of study	258
Became employed in a targeted high-skills/high-demand job	62
TOTAL	1275

Because of the success of the original KAN-GO project, Kansas Adult Education and Kansas Department of Commerce awarded KAN-GO II funding in November 2010 to the three most successful KAN-GO I implementers. Collaborative efforts involving WIA Title I, Title II and postsecondary technical education are currently underway to find additional resources to fund KAN-GO III and to identify policies and procedures that hinder the total integration of the three systems.

In March 2010, an historic meeting took place between the executive directors and staff of local area workforce boards and AEFLA funded adult education program directors with support from the Vice President of Academic Affairs, Kansas Board of Regents and a regent from the Kansas Board of Regents. The facilitator helped workforce and adult education leaders discuss barriers to providing services and referrals. The groundbreaking meeting generated a series of local meetings between workforce and adult education staff that provided the context for a policy brief entitled, “Preparing More Kansans for the 21st Century Jobs” prepared by a third-party. While not all of the policy brief’s recommendations received favorable review, the brief provided a context for continued discussions to improve the relationships and policies between the two entities. A workforce and adult education summit is being planned for April 2011.

Kansas Department of Commerce also received two additional grant opportunities in which adult education is an active participant. The two grants are 1) planning grant for Career Pathways through the U.S. Department of Labor and 2) planning and implementation grant for the Kansas Health Professions Opportunity Project (KHPOP) through the U.S. Department of Health and Services. The first grant has provided an opportunity for adult education to be an integral partner in the state’s planning for career pathways and making a systemic change to the delivery system from adult education to postsecondary education. The second grant’s targeted populations are those receiving SRS benefits that will be losing those benefits within 12 months and those who are at or below 200% of the poverty level. This grant will provide the perfect venue for SRS and adult education to work together to provide comprehensive support services with integrated basic skills and postsecondary education and training programs (also supported by the local area WIBs and one-stops). The one-stops will have career coaches who will help the participants through every phase of their education and training plan. Currently in the planning phase, FY2011 will be the first opportunity to provide data on the results of this collaborative work.

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

The following programs were awarded ELCE funding for FY 2010. 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.

Program	Total Number of Learners Impacted	Additional Learners Served
Barton County Community College	31	12
Garden City Community College	413	142
Johnson County Community College	1231	439
Pittsburg Adult Learning Center USD 250	20	8
Seward County Community College	428	81
Wichita Area Technical College	175	175
Wichita Indochinese Center	361	25
TOTAL	2659	882

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

Completed an educational level: 566
 Achieved citizenship skills: 359
 Entered Post-Secondary Education: 7
 Achieved GED goal: 1

TOTAL 933*

***FY 2010 total does not include outcomes for retained and entered employment.**

The funded programs used the additional funding provided by the English Literacy and Civics Education (ELCE) Grant in a variety of ways to improve services, as represented by the following examples:

Garden City Community College’s Adult Learning Center provided civic classes to Garden City residents in three locations, East Garden Village, a mobile home park, Buffalo Jones Elementary School, and the Garden City Community College campus. In addition to the civics classes, the program at these three locations includes English-as-a-second-language instruction, technology instruction, and Family Migrant Literacy services. Because of the ELCE funding, the GCCC Adult Learning Center (ALC) was able to offer Saturday classes which targeted employed meat processing plant employees who often are unable to attend day or evening classes that meet on weekdays due to their frequently fluctuating work schedules.

Every level of learner (ABE, ASE as well as ESL) at the ALC spends at least one hour per week in a civics education class. These classes focus on United States history and government. For new immigrants, the civics education classes are more intensive and include lessons that range from city regulations to the process for acquiring a green card to how to participate in their children's school activities. A new series of classes involves the laws governing marriage in the United States. The ALC discovered that many refugees who were married in their native countries were married in a religious ceremony with no legal documentation. Therefore, in the United States, these individuals were not considered married. The classes resulted in several refugees being remarried in civil ceremonies—after securing marriage licenses.

Another component to the ALC civics education classes that was added in FY 2010 was the driver's education component. Many of the students did not understand the difference between a learner's permit and a driver's license. They thought a person could legally drive with only a permit. In FY 2010, 52 refugee students learned to drive and received their driver's license through the Adult Learning Center with a course taught by a state certified driving instructor. In FY 2011, the class will be expanded to include Hispanic students.

Johnson County Community College's Project Finish has developed and teaches a fifteen-hour civics education class for all Class 3 (intermediate ESL) students. The goal of this course is to expand and expound upon what it means to be a *participating* citizen of the United States. The fundamental concepts of civil rights, civic responsibility, government, geography, and history are taught to these potential U. S. citizens. In addition, students are also instructed in American culture, holidays, and customs, and policies and procedures for acquiring U. S. citizenship are explored. In FY 2010, 230 students participated in this 5-week long course which is offered at every ESL site at least once each semester.

The **Pittsburg Adult Education Center** used ELCE funding to continue to provide contextually-based ESL instruction that focused on English for the workplace, including workplace safety; English for healthy living, including medical terms and the process for securing a doctor or dental appointment, inoculations, and over-the counter medications; English to support your child's education; and English for civic and community participation

The **Wichita Area Technical College Adult Learning Center** used ELCE funds to finance their entire ESL program in FY 2010, serving 175 learners that would not have been served without the ELCE funding.

The **Wichita Indochinese Center (WIC)** used ELCE funding to continue having 20% of all the class time in the intermediate and advanced ESL classes devoted to contextually-based civics education. This has been a major philosophical shift for this program which historically has taught ESL through a vocabulary-based method.

In FY 2010, WIC required the targeted students to read newspaper articles from the *Wichita Eagle* or *Easy English News* or *News for You* and to lead their classmates in discussions about current affairs in the United States, how political processes in the United States differ from those in their native countries, and/or about cultural practices in the United States. Learners were also taught how to use the internet to gain more knowledge about U.S. history, government, holidays, customs, political parties, and public figures. In order to better understand the CIS naturalization process, learners watched the video *INS Mock Naturalization Interviews* as well as mock USCIS interviews on *YouTube*.

Taking the contextually-based instruction even further, classes were taken to the main branch of the Wichita Public Library where students secured library cards and were given a tour of all the free resources the library system provides. Three times during FY 2010, the students and at least one instructor attended citizenship swearing-in ceremonies. A final testament to the adaptation of the contextually-based learning model is that a majority of the targeted students volunteered in helping with voter registration sponsored by the league of Women Voters.