

Kansas Narrative Report 2012-2013

Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan

PABLO

PABLO is the statewide, web-based data collection and reporting system for Kansas. State Leadership funds have supported the development of necessary updates to the system for the FY 2013 NRS revisions.

STudent Achievement in Reading (STAR)

Mini-grants awarded State Leadership funding to support four programs' participation in STudent Achievement in Reading (STAR) training. Twenty four educators received training concerning assessment and delivery of evidence-based reading instruction. Kansas will use State Leadership funds during FY 2014 to obtain certification for two state trainers and support STAR implementation by up to six more programs.

Teknimedia

In FY 2013, Kansas Adult Education used State Leadership funds to continue support for Teknimedia, a web-based technology literacy curriculum which includes performance-based assessments and instruction. State Leadership funds were also used to offer three regional Teknimedia training sessions.

College and Career Readiness Standards (CCRS) Training

State staff and three teachers and local coordinators attended the National Adult Education College and Career Readiness Institute (Louisville, KY) supported by State Leadership funds. Conference attendees then trained three more teachers who planned and will deliver the July 2013 *Kansas College and Career Readiness Standards Summer Event* also using State Leadership funds.

Accountability and Assessment Training

State leadership funds were used to provide webinars and face-to-face training about new follow-up measure cohorts, survey and data matching requirements for the new cohorts, data quality and required data collection, and the state assessment policy.

Fiscal Training

The Associate Director for Accountability and Assessment delivered Webinar and face-to-face trainings to program directors and business office staff members from local programs. Trainings were focused on fiscal compliance and related documentation.

New Director Training

Three new Adult Education directors received training covering critical information needed during the first quarters of leadership. Kansas has adopted a professional development plan for new directors based on a "just in time" model, delivering a general orientation when a director is hired, then specific training as reports for each quarter become due. We will also provide a webinar to help new directors prepare annual grant continuation applications.

COABE

The Kansas Board of Regents Associate Director of Adult Education attended the Commission on Adult Basic Education national conference.

Program Leaders Meetings

State Leadership funds supported three FY 2013 program leaders meetings at which data analysis, NRS changes, increasing enrollment, changes to the content of the GED test, Teknimedia practices and parameters, Accelerating Opportunity-Kansas, and other topics were discussed.

Accelerating Opportunity – Kansas

State leadership funds supported team teaching and wrap-around student support services within the Accelerating Opportunity initiative in Kansas (AO-K). The AO-K initiative focuses on the delivery of career and technical education simultaneously with adult basic skills instruction.

Performance Based Funding Revision

Kansas completed revision of its performance based funding formula which was originally implemented in 2000. Because Kansas distributes such a high percentage (83%) of local funds based on outcomes and quality measures outlined in the Performance Based Funding Formula, it acts as the major policy tool for adult education. It drives the exemplary outcomes that we achieve.

State Leadership funds were used to support a contract with MPR Associates who conducted a statewide survey about the current formula, facilitated meetings with a committee of state staff and seven local program directors, and provided modeling. The committee presented the revised formula at the April Program Leaders Meeting. The formula was then formally approved by the Board of Regents in May. The table below summarizes the major changes in the formula.

BASE FUNDING	Current	Revised
Institutional Grant (about \$30,000)	17%	17%
Need (poverty, unemployment, education, English proficiency)	0	2
Enrollment (as percent of need)	<u>0</u>	<u>11</u>
TOTAL BASE FUNDING	17%	30%
PERFORMANCE FUNDING		
Student Outcomes (Employment, PSE, GED, etc.)	40%	45%
Quality (Percent of students with outcomes, staff qualifications, etc.)	43%	25%
TOTAL PERFORMANCE FUNDING	83%	70%

Other changes:

- Funding will be based on three year rolling averages in order to provide more fiscal stability to programs.
- Enrollment was added to the formula in response to several years of declining program enrollments and the Board of Regents strategic goal of increasing adult engagement in higher education.
- The state outcomes of college readiness and transition to postsecondary education regardless of program exit were added in to support the Regents' goal of 60% postsecondary attainment for adults in Kansas.
- A state level gain outcome to include five point score gains was added.
- An outreach supplement was added to promote equity among providers and encourage programs to serve rural populations.

The formula will be fully implemented in FY 2015.

Program Monitoring

State leadership funding was used to support state staff monitoring of local programs. The use of on-site and desk monitoring ensures compliance with state and federal policies, high quality data, and an opportunity to compare quality performance among programs and from year to year.

CASAS Functional Writing Assessment Training

A face-to-face training was conducted using state leadership funding. Ten local programs, with a total of 30 staff, attended the training to become certified to administer and score the CASAS Functional Writing Assessment. This was the last face-to-face training conducted prior to the elimination of the CASAS Functional Writing Assessment from the list of approved NRS assessments.

Describe any significant findings from the eligible agency’s evaluation of 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 programs. They also determine how much individual programs receive in Quality Points which account for 50% of state funding and 40% of federal funding (41% of total) based on programs’ performance on 24 specific measures. The measures address many factors including service to lowest level learners, posttest rates, performance on negotiated goals, intensity of scheduled instruction, technology instruction, and the portion of students achieving core and secondary outcomes,

In FY 2013, Kansas adult education programs met or exceeded performance targets in seven of 15 federal indicators. The state met or exceeded targets in two of the four follow-up outcomes, Obtained GED and Entered Employment, and came within two points of the PSE target. Because we do not have any historical data to indicate trends on the follow-up measures, these outcomes are perhaps more notable as indicators of our ability to project the outcomes for the newly defined cohorts than as measures of performance.

The rate of completion of EFLs has fluctuated greatly over the past five years, but is down about 5% from FY 2012 (from 64% to 59%). Level gain has decreased in all but three levels. We will examine these numbers closely in coming months as we make plans to regain lost ground, but one factor seems immediately apparent: a decrease in the average number of attended hours. Average attendance hours had been increasing every year since FY 2008, but decreased sharply in FY 2013. We will study the data to understand this change, but we know that one of our newest audiences, about 1,000 students co-enrolled in CTE under the Accelerating Opportunity: Kansas (AO-K) initiative, attended on average 70 hours. That accounts for only some of the loss, however, since the average attendance for non-AO-K students at 97 hours was still lower than the average of all learners for the past three years.

Fiscal Year	Average Attended Hours
2009	91
2010	102
2011	104
2012	106
2013	94

AO-K students achieved level gains at a lower rate than other students with only about 36% completing an EFL. Although that may be attributable to the lower attended hours, we had hoped that the use of contextualized instruction would have made learning more efficient. The eight local programs that offer AO-K are reviewing their data to see if there is any correlation between career pathway choices and CASAS score increases.

Because increasing enrollment is a goal of the Kansas Board of Regents strategic plan, it was very gratifying to see that enrollment statewide increased by 1,918 students or 25% for FY 2013.

Fiscal Year	Enrollment
2009	8916
2010	9034
2011	8100
2012	7642
2013	9560

Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards, adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the one-stop system and an estimate of the Title II funds being used to support activities and services through the one-stop delivery system.

In the fall of 2011, the Kansas Board of Regents was awarded an *Accelerating Opportunity Grant by Jobs for the Future*. Accelerating Opportunity seeks to change the way adult basic education is delivered by putting adult students on track to earn a postsecondary, industry relevant credential while they continue to improve their basic skills and prepare for the GED Test. AO-K has created heightened collaboration between the eight programs participating in AO-K and their local one-stops. AO-K programs are currently offering 27 career pathways at 13 community and technical colleges in Kansas. As of October 2013, this workforce initiative has served over 2400 students who have earned 683 college credentials and 2,397 industry credentials, with more than 700 employed since January 2012.

Describe successful activities and services supported with EL/Civics funds, including the number of programs receiving EL/Civics grants and an estimate of the number of adult learners served.

In FY 2013, 614 additional learners were served by six programs using EL/Civics grants. One program, Johnson County Community College, reported that ESL graduates had recently been showcased in keynote addresses by their new college president as models of achievement and inspiration. Programs reported these specific outcomes for learners served with EL/Civics funds:

- 378 learners completed an EFL
- 339 learners acquired citizenship skills
- 16 learners transitions to higher education

EL/Civics funds were used to support additional services including:

- Summer and weekend sessions
- Coordination
- EL Civics instruction for learners in low intermediate ESL
- A ten-hour content-specific Civics Education class to all Level 3 ESL students

Below are highlighted activities for FY 2013:

- Writing letters to the editor to discuss problems and solutions regarding community issues (e.g. neighborhood clean-up, loud noise late at night)
- Volunteering to conduct voter registration for the League of Women Voters
- Assigning attendance at certain events , e.g., events at the college, public forums, and naturalization events
- Mock voting in classrooms, learning how to fill out a ballot and the privacy of such ballot
- Discussing Information about the possibility of applying for the Dream Act as a path to more permanent legal status
- Completing increasingly complex medical history forms, ending with an actual form from a primary care practice
- Inviting successful ESL graduates, now well established in business and community, to speak to current students