

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

## Effective July 1, 2007

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

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

### Measure 1.1

<b>The program serves participants who are representative of the ethnic diversity of the under-educated population in the program’s service area, including limited English proficient adults. (2 points)</b>		
<b>High (2 pts.)</b>	<b>The <i>percentage</i> of each ethnic group served by the program adequately reflects those identified as qualifying for services according to the most current U. S. Census and Kansas data.</b>	
<b>Medium (1 pts.)</b>	<b>The <i>percentage</i> of each ethnic group served by the program somewhat reflects those identified as qualifying for services according to the most current U. S. Census and Kansas data.</b>	
<b>Low (0 pts.)</b>	<b>The <i>percentage</i> of each ethnic group served by the program does not reflect those identified as qualifying for services according to the most current U. S. Census and Kansas data.</b>	

**NOTE:** All programs will access common U.S. Census and Kansas data sources for standardized determination of ethnic diversity by county. Further detail on accessing these common data sources will be available from KBOR adult education staff or the most current Request for Proposal application packet.

#### **Definitions:**

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

Undereducated population – adults 16 and over without a high school diploma or GED, or those with a high school diploma or higher level of education that have identified low skill levels or low levels of English proficiency.

Service area – the county or counties the adult education program serves.

Each ethnic group – the number of participants in each of the ethnic groups as determined by U.S. Department of Education definitions.

### Measure 1.2

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

#### **Definitions:**

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

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

### Measure 1.3

<b>The program serves participants with documented disabilities. (2 points)</b>		
	<b>High (2 pts.)</b>	<b>10% or more of participants have documented disabilities and the program provides appropriate services and/or accommodations.</b>
	<b>Medium (1 pts.)</b>	<b>5% to 9% of participants have documented disabilities and the program provides appropriate services and/or accommodations.</b>
	<b>Low (0 pts.)</b>	<b>Less than 5% of participants have documented disabilities and the program provides appropriate services and/or accommodations.</b>

#### **Definitions:**

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

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

**NOTE:** Documentation of a “specific learning disability” is much more narrowly defined for federal reporting on PABLO.

Appropriate services and/or accommodations – program maintains evidence in the participant’s file on the **Follow-up Documentation** form that one-on-one counseling was

provided on a regular basis. During the initial counseling session, the participant should be informed about possible accommodations, with follow-up counseling sessions conducted on a regular basis to evaluate effectiveness of recommended accommodations (if applicable) and to monitor participant's progress, perceptions of progress and effectiveness of accommodations (if applicable). Evidence of counseling, services, and effectiveness of accommodations (if applicable) should be recorded on the ***Follow-up Documentation*** form. If appropriate, the participant should also be directed to other relevant services available in the community and/or through other resources.

**NOTE:** The *Procedural Guide of the Accommodating Adults with Disabilities in Adult Education Programs* (Mellard, Gilbert, & Parker, 1998, Revised 2005) provides an excellent format for helping adult learners identify appropriate accommodations.

**Measure 1.4**

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

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

**Measure 2.1**

<b>Participants make significant educational/workplace readiness gains. (12 points)</b>		
	<b>High (12 pts.)</b>	<b>65% or more of all participants at Levels 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, and 12 complete an educational functioning level within a program year.</b>
	<b>Medium (6 pts.)</b>	<b>55% to 64% of all participants at Levels 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, and 12 complete an educational functioning level within a program year.</b>
	<b>Low (0 pts.)</b>	<b>Less than 55% of all participants at Levels 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, and 12 complete an educational functioning level within a program year.</b>

**Definition:**

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

### Measure 2.2

<b>The program provides workplace readiness instruction, confirmed through standardized assessments, to participants. (6 points)</b>		
	<b>High (6 pts.)</b>	<b>The program provides workplace readiness instruction to 30% or greater of its participants in Levels 2, 3, 4, 5, 6, 10, 11, and 12.</b>
	<b>Medium (3 pts.)</b>	<b>The program provides workplace readiness instruction to 20% to 29% of its participants in Levels 2, 3, 4, 5, 6, 10, 11, and 12.</b>
	<b>Low (0 pts.)</b>	<b>The program provides workplace readiness instruction to less than 20% of its participants in Levels 2, 3, 4, 5, 6, 10, 11, and 12.</b>

#### **Definition:**

Workplace readiness instruction – Instructor led instruction using the *Workplace Essential Skills* multi-media curriculum.

Standardized assessment – CASAS Pre-Employment/Work Maturity Checklists A, B, C, D, E and F administered following standardized assessment protocol as outlined in the *KBOR CASAS Pre-employment/Work Maturity Checklist Assessment Manual* (July 1, 2005) and three ACT *WorkKeys* assessments—Reading for Information, Applied Mathematics, and Locating Information.

**NOTE:** This measure will be evaluated based on the number of participants reported on PABLO as having completed CASAS Pre-employment/Work Maturity Checklist Pretests A and F AND Checklist Pretests(s) and Posttest(s) B, C, D, and/or E through instruction during the current fiscal year.

Programs may also provide a list of participants who have received a **Kansas WorkReady!** Certificate. Each participant receiving a **Kansas WorkReady!** Certificate will “count” as one (1) percentage point toward meeting the “high” or “medium” standard on this measure.

### Measure 2.3

<b>The program adheres to standardized testing protocol, confirmed by reviewing randomly selected learners’ permanent files. (6 points)</b>		
	<b>High (6 pts.)</b>	<b>90% to 100% of learner files examined reveal no testing protocol irregularities.</b>
	<b>Medium (3 pts.)</b>	<b>80% to 89% of learner files examined reveal no testing protocol irregularities.</b>
	<b>Low (0 pts.)</b>	<b>Less than 80% of learner files examined reveal no testing protocol irregularities.</b>

#### **Examples of testing protocol irregularities:**

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

#### **Examples of invalid or unreliable test scores:**

A test score derived from a CASAS assessment that is incorrectly scored; a test score that is above or below the valid test range for a CASAS assessment; a test score that is

derived from the same test form administered to the learner previously and within the past six months; a CASAS Functional Writing Assessment picture task score and level determined by only one certified scorer or determined by two or more non-certified scorers.

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

**Measure 3.1**

<b>Participants spend a significant amount of time in instructional activities. (4 points)</b>		
	<b>High (4 pts.)</b>	The <i>median</i> number of participant hours for program participants in Levels 1, 2, 3, 4, 7, 8, 9, 10, 11 and 12 is 50 or more hours.
	<b>Medium (2 pts.)</b>	The <i>median</i> number of participant hours for program participants in Levels 1, 2, 3, 4, 7, 8, 9, 10, 11 and 12 is 40 to 49 hours.
	<b>Low (0 pts.)</b>	The <i>median</i> number of participant hours for program participants in Levels 1, 2, 3, 4, 7, 8, 9, 10, 11 and 12 is less than 40 hours.

**Definition:**

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

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

**Measure 3.2**

<b>The number of participants with up to 4 program goals is directly proportionate to the number of participant outcomes (i.e., achieved program goals). (8 points)</b>		
	<b>High (8 pts.)</b>	The total number of outcomes achieved after <i>learners</i> have identified their goals is equal to or greater than the total number of program participants, as measured by PABLO.
	<b>Medium (4 pts.)</b>	The total number of outcomes achieved after <i>learners</i> have identified their goals is 80% to 99% of the total number of participants, as measured by PABLO.
	<b>Low (0 pts.)</b>	The total number of outcomes achieved after <i>learners</i> have identified their goals is less than 80% of the total number of participants, as measured by PABLO.

**Examples:**

Example 1: 100 participants have 175 goals (not all of them chose more than 1 goal). 75 participants achieved 150 outcomes. Total number of outcomes (150) divided by total number of participants (100) equals 1.5, or 150%.

Example 2: 200 participants have 400 goals. 180 participants achieved 175 outcomes. Total number of outcomes (175) divided by total number of participants (200) equals .87, or 87%.

**Note:** Outcomes are defined in the *PABLO Users' Manual*, Appendix 1. All learners must have the goal of "complete an educational level." Learners have the option to choose one, two, or three additional goals.

**Measure 3.3**

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

**Definitions:**

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

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

**Measure 4.1**

<b>The program design and implementation process at the program's main site incorporates the components of the Comprehensive Adult Education Planner (PAM – Mellard and Scanlon, University of Kansas). (4 points)</b>		
	<b>High (4 pts.)</b>	<b>Program design and implementation incorporates all seven components of PAM at the program's main site.</b>
	<b>Medium (2 pts.)</b>	<b>Program design and implementation incorporates a minimum of six components of PAM at the program's main site.</b>
	<b>Low (0 pts.)</b>	<b>Program design and implementation incorporates fewer than six components of PAM at the program's main site.</b>

**Definitions:**

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

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

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

**Explanation of implementation of PAM components:**

Documentation of full implementation of each PAM component includes the following:

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

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

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

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

**Assessment** – A process to determine learners’ basic skills in multiple areas. Informal assessments may include instructor-generated tests or “end-of-chapter” tests. Formal assessments include standardized tests that have stringent protocols and comparable forms of pre- and posttests. In Kansas, formal assessments include CASAS Diagnostic Reading, Math, and Listening Tests, CASAS Functional Writing Assessment--Picture Task, CASAS Pre-employment/Work Maturity Checklists, and KBOR Technology Competency Checklists. Programs must have an assessment policy and schedule that is followed by all staff members.

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

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

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

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

**Measure 4.2**

<b>The program design and implementation process for all program sites incorporates the components of the Comprehensive Adult Education Planner (PAM – Mellard and Scanlon, University of Kansas). (4 points)</b>		
	<b>High (4 pts.)</b>	<b>Program design and implementation incorporates all seven components of PAM at the program’s main site and 100% of outreach (satellite) centers.</b>
	<b>Medium (2 pts.)</b>	<b>Program design and implementation incorporates a minimum of five components of PAM at all program sites.</b>
	<b>Low (0 pts.)</b>	<b>Program design and implementation incorporates fewer than five components of PAM at all program sites.</b>

**Measure 4.3**

<b>Program services, including instructional activities and support services, and scheduling reflect the identified needs of the community. (4 points)</b>		
	<b>High (4 pts.)</b>	<b>Intensive instructional services are offered to participants at all program sites, including any outreach sites, a minimum of 8 or more hours per week.</b>
	<b>Medium (2 pts.)</b>	<b>Intensive instructional services are offered to participants at all program sites, including any outreach sites, 6 to 7 hours per week.</b>
	<b>Low (0 pts.)</b>	<b>Intensive instructional services are offered to participants at all program sites, including any outreach sites, fewer than 6 hours per week.</b>

**Definitions:**

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

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

**Explanation of instructional services and hours:**

All **classes** are offered a minimum of 8 hours per week, not a combination of hours, i.e. ABE/GED is offered a minimum of 8 hours a week during the day and/or a minimum of 8

hours a week in the evening, not 8 hours per week during the daytime and only 6 hours per week in the evening. Similarly, Beginning ESL is offered a minimum of 8 hours a week during the day and/or 8 hours a week during the evening, not 4 hours for Beginning ESL on Monday and Wednesday evenings and 4 hours of Intermediate ESL on Tuesday and Thursday evenings.

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

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

**Measure 5.1**

<b>The program has a technology plan and incorporates use of current technology into participant instruction. (2 points)</b>		
	<b>High (2 pts.)</b>	<b>All program sites incorporate using a computer and other multi-media into instructional activities.</b>
	<b>Medium (1 pts.)</b>	<b>75% to 99% of program sites incorporate using a computer and other multi-media into instructional activities.</b>
	<b>Low (0 pts.)</b>	<b>Less than 75% of program sites incorporate using a computer and other multi-media into instructional activities.</b>

**Definition:**

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

**Measure 5.2**

<b>The program provides technology-specific instruction, including current computer applications and use of Internet, to participants. (6 points)</b>		
	<b>High (6 pts.)</b>	<b>The program provides technology-specific instruction, including computers and use of internet, to 75% to 100% of its participants.</b>
	<b>Medium (3 pts.)</b>	<b>The program provides technology-specific instruction, including computers and use of internet, to 25% to 74% of its participants.</b>
	<b>Low (0 pts.)</b>	<b>The program provides technology-specific instruction, including computers and use of internet, to 0% to 24% of its participants.</b>

**Definition:**

Technology-specific instruction – instruction to participants in the use of facsimile machines, photocopiers, office telephone systems, computers and computer applications in current common use (i.e., Windows 98 or greater or Mac equivalent) and internet access. (A significant number of computers used by participants during technology instruction must have internet access.)

**NOTE:** This measure will be evaluated based on the number of participants reported on PABLO as completing a technology level during the current fiscal year.

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

**Measure 6.1**

<b>The program receives local financial support in addition to the minimum required amounts to provide services. (8 points)</b>		
	<b>High (8 pts.)</b>	<b>Host institution or non-profit agency provides a 35% or greater match (in cash) to federal funds.</b>
	<b>Medium (4 pts.)</b>	<b>Host institution or non-profit agency provides at least a 25% but less than a 35% match (in cash) to federal funds.</b>
	<b>Low (0 pts.)</b>	<b>Host institution or non-profit agency provides less than a 25% match (in cash) to federal funds.</b>

**Definitions:**

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

**Measure 6.2**

<b>Paid instructional and administrative staff receives compensation comparable to equivalent staff in other programs in the same agency. (2 points)</b>		
	<b>High (2 pts.)</b>	<b>Host institution or agency pays program staff a salary that is equal to or better than staff counterparts' salaries.</b>
	<b>Medium (1 pts.)</b>	<b>Host institution or agency pays program staff a salary that is 1% to 5% less than staff counterparts' salaries.</b>
	<b>Low (0 pts.)</b>	<b>Host institution agency pays program staff a salary that is greater than 5% less than staff counterparts' salaries.</b>

**Definitions:**

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

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

**Measure 7.1**

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

**Definitions:**

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

**Measure 7.2**

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

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

**Measure 7.3**

<b>Professional development provided with federal funds results in the program meeting its program improvement plan objective(s). (6 points)</b>		
	<b>High (6 pts.)</b>	<b>The program meets or exceeds its annual program improvement objective(s).</b>
	<b>Medium (3 pts.)</b>	<b>The program makes positive progress toward meeting its program improvement plan objective(s).</b>
	<b>Low (0 pts.)</b>	<b>The program fails to make positive progress toward meeting its program improvement plan objective(s).</b>

**Definitions:**

Professional development provided with federal funds – professional development activities supported with 8% State Leadership Funds.

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

For example, a program’s improvement plan (PIP) objective is as follows: Central Kansas Community College Adult Education will increase the overall educational gains percentage from 61% (achieved in FY05 and a projected 63% in FY06) to 65% in FY07. Subsequently, the program achieves 64% in educational gains overall. The improvement is 1% over FY06’s performance. While the program did not meet their PIP objective, it did make positive progress toward achieving its objective.

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

**Measure 8.1**

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

**Explanation of partners who recognize the value of the program:**

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

Programs should provide evidence that documents ongoing collaboration on KBOR/Adult Ed/Form-COLLABORATION or similar form.

## Measure 8.2

<b>The program seeks and responds to input from local stakeholders pertaining to planning for local services. (4 points)</b>		
	<b>High (4 pts.)</b>	<b>Program seeks input and documents evidence of responses to input from a minimum of 5 different stakeholders each year.</b>
	<b>Medium (2 pts.)</b>	<b>Program seeks input and documents evidence of responses to input from 3 to 4 different stakeholders each year.</b>
	<b>Low (0 pts.)</b>	<b>Program seeks input and documents evidence of responses to input from fewer than 3 different stakeholders each year or has limited documentation of inputs or responses.</b>

### **Definitions:**

Seek input from stakeholders – examples of seeking input include advisory council meetings, planning sessions, community surveys, staff surveys, participant evaluations or questionnaires, and focus group sessions.

Documents evidence of responses – examples of documenting evidence of responses include formal and informal notations or reports:

1. Memos or letters of response to staff or to advisory councils stating how their input was incorporated into planning;
2. Advisory council minutes showing program agreement to use input in program services;
3. Summary of survey results and a statement on the use of the results; and
4. Written evidence of policy change based on stakeholder input.

Example 1: Program A holds an advisory council meeting. During the meeting the stakeholders discuss two program needs and make suggestions to A on possible solutions. Program A's director implements two of the suggestions and documents them on her copy of the minutes from the meeting.

Example 2: Program B does a learner survey about class hours. As a result of the survey, B's director expands the evening hours from 6:00 PM to 8:00 PM two nights a week to 5:00 PM to 9:00 PM three nights a week and attaches a copy of the new class schedule to the survey summary.

Example 3: A staff committee in Program C meets and determines that certain local policies need to be changed. Based on recommendations from the staff committee, C changes three policies and acknowledges the work of the committee in the revised policy manual.

Programs should provide evidence that documents stakeholder input and program responses to input on KBOR/Adult Ed/Form-INPUT or similar form.

**9. The program maintains a high-quality information management system to report participant outcomes and monitor program performance [AEFLA, Section 231 (e)(11)].**

**Measure 9.1**

<p>The program monitors progress toward its program improvement objective(s) and negotiated outcomes by having accurate and up-to-date information on participants' demographics, assessments, goals, outcomes, and hours of participation, including appropriate surveying of exited learners with the PSE goal. (4 points)</p>		
	<p><b>High (4 pts.)</b></p>	<p>Using PABLO, the program enters data regularly and in a timely manner, monitors data for accuracy, and submits the annual report with the number of errors not exceeding five percent (5%) of the total number of participants served during the reported fiscal year.</p>
	<p><b>Medium (2 pt.)</b></p>	<p>Using PABLO, the program enters data regularly and in a timely manner, monitors data for accuracy, and submits the annual with the number of errors exceeding five percent (5%) but no more than ten percent (10%) of the total number of participants served during the reported fiscal year.</p>
	<p><b>Low (0 pts.)</b></p>	<p>Regarding PABLO, program does not enter data regularly or enters data in an untimely manner or does not monitor data for accuracy and submits the annual report with the number of errors exceeding ten percent (10%) of the total number of participants served during the reported fiscal year.</p>

**Definitions:**

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

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

Errors – entry or lack of entry of information into PABLO that results in data that does not correspond to the information in a learner's individual permanent file; entry or lack of entry of information into PABLO that does not follow the guidelines provided in the latest PABLO users' manual and the *Kansas Adult Education Assessment Policy* (Section 11, *Kansas Adult Education Policy Manual*). PABLO *Validate Data* queries are tools designed to assist programs in the identification of errors. However, an error that is not identified by a *Validate Data* query is still an error.

Appropriate surveying of exited learners – follows PSE surveying policy outlined in *PABLO Users' Manual*.

**Measure 9.2**

<b>The program uses PABLO data to initiate program improvement. (4 points)</b>		
	<b>High (4 pts.)</b>	<b>Program uses PABLO data to identify and undertake at least one major program improvement initiative within the current fiscal year that results in a significant measurable program improvement outcome.</b>
	<b>Medium (2 pt.)</b>	<b>Program uses PABLO data to identify and undertake a program improvement initiative within the current fiscal year that results in a measurable program improvement outcome.</b>
	<b>Low (0 pts.)</b>	<b>Program does not use PABLO data to identify, undertake, and monitor efforts of a program improvement initiative within the current fiscal year, or the program improvement initiative has not resulted in a measurable program improvement outcome.</b>

**Definitions:**

Major program improvement initiative and significant measurable program improvement outcome – a process that when implemented improves the percentage of one core outcome achieved by at least five percentage points or improves the percentage of one core outcome achieved to exceed the state overall average for that outcome, e.g., five percentage point increase in the percentage of level completers, or a five percentage point increase in the percentage of GED completers, or a five percentage point increase in the percentage of exited participants who enter PSE, or an improvement in the number of level completers by only one percent, but this percentage of completion is at least one full percentage point above the overall state average.

Program improvement initiative and measurable program improvement outcome – a process that when implemented improves the percentage of one core outcome achieved by less than five percentage points or improves the subset of a core indicators, e.g., three percentage point increase in the percentage of level completers, or a three percentage point increase in the percentage of GED completers, or a three percentage point increase in the percentage of exited participants who enter PSE, or six percentage points increase in the percentage of Level 5 completers (but this improvement in Level 5 completers did not increase the overall percentage of level completers by at least five percentage points or at least one point above the state overall average).

Program should provide evidence that documents use of PABLO data for identifying program improvement initiatives(s), for monitoring and responding to program improvement efforts, and measuring program improvement results.

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

**Measure 10.1**

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