

**ADULT EDUCATION AND
FAMILY LITERACY ACT
STATE PLAN EXTENSION**

**FISCAL YEAR 2013
JULY 1, 2012 – JUNE 30, 2013**

KANSAS BOARD OF REGENTS

1000 SW Jackson Street, Suite 520

Topeka, Kansas

66612-1368

BOARD MEMBERS

Ed McKechnie, Chair

Tim Emert, Vice Chair

Christine Downey-Schmidt

Mildred Edwards

Fred Logan

Dan Lykins

Robba Moran

Janie Perkins

Kenny Wilk

ADMINISTRATION

Andy Tompkins, President and Chief Executive Officer

ACADEMIC AFFAIRS

Gary Alexander, Vice-President

ADULT EDUCATION

Susan A. Fish, Director

Karen Seals, Associate Director

(OPEN), Associate Director

Warren Lampe, Operations Coordinator

The Kansas Board of Regents believes and supports the view that every individual has the right to expect that all decisions with reference to employment, i.e. selection, discipline, promotion or termination, and all decisions with reference to student status, i.e. admission, academic achievements and discipline, be made without regard to age, race, color, religion, sex, marital status, national origin, physical handicap or disability, status as a Vietnam Era Veteran, or other factors which cannot be lawfully considered, to the extent specified by applicable federal and state laws.

Table of Contents

| | | |
|-------------------------|--|-----------|
| Preface | | 1 |
| 1.0 | Certifications, Assurances, Drug Free Requirements | 3 |
| 1.1 | Certifications..... | 3 |
| 1.2 | Assurances..... | 4 |
| 1.3 | Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirement..... | 6 |
| 1.4 | Disclosure of Lobbying Activities..... | 10 |
| 2.0 | Needs Assessment | 9 |
| 2.1 | Individuals Most in Need..... | 9 |
| 4.0 | Annual Evaluation of Adult Education and Literacy | 10 |
| 4.1 | Annual Evaluation..... | 10 |
| 5.0 | Performance Measures | 11 |
| 5.1 | Eligible Agency Performance Measures and State Mandated Additional Performance Indicators..... | 11 |
| 6.0 | Procedures for Funding Eligible Providers | 13 |
| 7.0 | Participation and Comment | 13 |
| 7.1 | Governor’s Comments..... | 13 |
| Appendix A | | 15 |
| | President Tompkins’s Request to Governor for Review of State Plan Extension | 18 |
| | Governor Brownback’s Letter of Review and Comments | 21 |
| Appendix B | Kansas Indicators of a Quality Adult Education Program | 24 |
| Appendix C | Kansas Board of Regents Table of Organization Chart | 28 |

THIS PAGE WAS INTENTIONALLY LEFT BLANK.

PREFACE

The passage of the Workforce Investment Act of 1998 (WIA) [Public Law 105-220] by the 105th Congress has ushered in a new era of collaboration, coordination, cooperation and accountability. The overall goal of the Act is “to increase the employment, retention, earnings of participants, and increase occupational skill attainment by participants, and, as a result improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation.” The key principles inculcated in the Act are as follows:

- streamlining services;
- empowering individuals;
- universal access;
- increased accountability;
- new roles for local boards;
- state and local flexibility; and
- improved youth programs.

The purpose of Title II, The Adult Education and Family Literacy Act (AEFLA) of the Workforce Investment Act of 1998, is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy services in order to:

- assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- assist adults who are parents obtain the educational skills necessary to become full partners in the educational development of their children; and
- assist adults in the completion of a secondary school education.

The major purposes of *Kansas’ Adult Education and Family Literacy Program State Plan Extension for Fiscal Year 2013* are to accomplish the following:

- provide a comprehensive blue print for implementation of Title II of the Act;
- serve as a basis for both immediate and long-range planning and continuous, systematic evaluation of program effectiveness; and
- provide a basis for common understanding among Kansas Board of Regents Adult Education, Kansas adult education and family literacy programs, adult education stakeholders, other interested entities and the U.S. Department of Education.

The plan extension is designed to update the *Kansas Four-Year State Plan: Adult Education and Family Literacy* submitted in April 2000. The revisions are in line with the guidelines provided by the United States Department of Education (USDOE), Division of Adult Education and Literacy (DAEL).

THIS PAGE WAS INTENTIONALLY LEFT BLANK.

1.0 CERTIFICATIONS, ASSURANCES AND LOBBY DISCLOSURE

UNITED STATES DEPARTMENT OF EDUCATION Office of Vocational and Adult Education

The Adult Education and Family Literacy Act Enacted August 7, 1998 as Title II of the Workforce Investment Act of 1998 (Public Law 105-220)

The Kansas Board of Regents (State Agency) of the State of Kansas hereby submits its revised State plan extension to be effective until June 30, 2013. The eligible agency also assures that this plan, which serves as an agreement between State and Federal Governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances.

CERTIFICATIONS

EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (34 CFR Part 76.104)

- (1) The plan is submitted by the State agency that is eligible to submit the plan.
- (2) The State agency has authority under State law to perform the functions of the State under the program.
- (3) The State legally may carry out each provision of the plan.
- (4) All provisions of the plan are consistent with State law.
- (5) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- (6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
- (7) The agency that submits the plan, specified by the title in the certification, has authority to submit the plan.
- (8) The plan is the basis for State operation and administration of the program.

ASSURANCES

WORKFORCE INVESTMENT ACT OF 1998 (Public Law 105-220)

Section 224 (b) (5), (6), and (8)

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

Section 241 Administrative Provisions

- (a) Supplement Not Supplant.—Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.
- (b) Maintenance of Effort.—
 - (1) In General.—
 - (A) Determination.—An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.
 - (B) Proportionate reduction.—Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—
 - (i) shall determine the percentage decreases in such effort or in such expenditures; and
 - (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.
 - (2) Computation.—In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.

- (3) Decrease in federal support.—If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.
- (4) Waiver.—The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

Kansas Board of Regents

(State Agency)

1000 SW Jackson, Suite 520

Topeka, Kansas 66612

(Address)

By:



(Signature of Agency Head)

President and CEO

(Title)

3-21-12

(Date)

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying

the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs

(a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**


As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

| | | |
|---|--|--|
| <p>Type of Federal Action: a. contract _____ b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance</p> | <p>Status of Federal Action: a. bid/offer/applicat ion _____ b. initial award c. post-award</p> | <p>Report Type: a. initial filing _____ b. material change</p> <p>For material change only: Year _____ quarter _____ Date of last report _____</p> |
| <p>Name and Address of Reporting Entity: _____ Prime _____ Subawardee Tier _____, if Known:</p> <p>NO LOBBYING ACTIVITIES</p> <p>Congressional District, <i>if known</i>:</p> | | <p>If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</p> <p>Congressional District, <i>if known</i>:</p> |
| <p>Federal Department/Agency:</p> | <p>Federal Program Name/Description:</p> <p>CFDA Number, <i>if applicable</i>: _____</p> | |
| <p>Federal Action Number, if known:</p> | <p>Award Amount, if known: \$</p> | |
| <p>Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i></p> <p>NO LOBBYING ACTIVITIES</p> | <p>b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i></p> | |
| <p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p> | <p>Signature: </p> <hr/> <p>Print Name: <u>Andy Tompkins</u></p> <p>Title: <u>President and CEO</u></p> <p>Telephone No.: <u>785-296-1237</u> Date: _____</p> | |
| <p>Federal Use Only</p> | <p>Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</p> | |

NEEDS ASSESSMENT

The purpose of this section is to update the literacy needs of Kansas' eligible target populations as required in Section 224(b)(1) of the Act which states that "an objective assessment of the needs of the individuals in the State or outlying area for adult education and literacy services (shall be conducted), including individuals most in need and hardest to serve."

2.1 INDIVIDUALS MOST IN NEED

The 2010 U.S. Census Bureau was used to provide the data in the following tables (<http://factfinder2.census.gov>):

Table 1

**Total Number and Percentage of
1,802,904 Kansas Adults (25 years and over)
Who Have Not Attained a High School Diploma or Equivalent**

| Kansans | Less than 9th Grade | 9th to 12th Grade Completed, but No Diploma or Equivalent | TOTAL |
|----------------|---|--|----------------|
| Number | 75,722 | 118,992 | 194,714 |
| Percent | 4.2% | 6.6% | 10.8% |

Table 2

**Kansas Population 18 to 24 Years and
Educational Level Attainment**

| | |
|---|----------------|
| Number of 18 - 24 Year Old Residents | 290,884 |
| Number Without a High School Diploma or Equivalent | 42,469 |
| Percentage Without a High School Diploma or Equivalent | 14.6% |

Table 3

**Kansas Population (18 – 64 years),
Who Speak a Language Other Than English at Home, and
Number/Percent Who Report
Speaking English “Less Than Very Well”**

| Language Spoken at Home | Number | Percent |
|---------------------------|----------------|---------|
| Spanish or Spanish Creole | 125,037 | 55.8% |
| Asian and Pacific Island | 33,706 | 53.5% |
| Other Indo-European | 26,566 | 22.4% |
| Other | 8,762 | 29.6% |
| TOTALS | 194,071 | |

The data indicate that conservatively 330,000 Kansans age 18 and older lack a high school diploma or its equivalency and/or lack English-language proficiency. The *2010 U.S. Census* also identified 119,431 persons living in Kansas who were not U.S. citizens. All of these populations are served in Kansas Adult Education and Family Literacy programs.

4.0 ANNUAL EVALUATION OF ADULT EDUCATION AND LITERACY ACTIVITIES

4.1 ANNUAL EVALUATIONS

The Kansas *Indicators of a Quality Adult Education Program* (Appendix B) are used to evaluate basic grant applications, to monitor programs, and to determine the “quality” component of the funding formula. The Indicators are revised periodically to ensure that the indicators, measures, and standards support continuous improvement. The attached Indicators will be used as the desk monitoring tool and the on-site monitoring instrument during FY 2013 and will also be used to determine the “quality” component of the FY 2013 funding formula.

5.0 PERFORMANCE MEASURES

One of the major intents of the Adult Education and Family Literacy Act (AEFLA) was to establish performance measures to demonstrate increased accountability in line with the major goals and objectives of the Workforce Investment Act of 1998. Sections 212(b)(2)(A) and 212(b)(2)(B) of AEFLA specify that each eligible agency (e.g. the Kansas Board of Regents)

is subject to certain core indicators of performance and has the authority to specify additional indicators. The federally mandated core indicators are as follows:

- Demonstrated improvement in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement;
- Receipt of an (adult) secondary school diploma or its recognized equivalent (GED-- Kansas State High School Diploma).

5.1 ELIGIBLE AGENCY PERFORMANCE MEASURES AND STATE MANDATED ADDITIONAL PERFORMANCE INDICATORS

This section outlines Kansas Adult Education and Family Literacy Program benchmark projections for Fiscal Year 2013. Table 5 displays two types of benchmark projections: (1) state benchmarks and (2) federally mandated benchmarks included in the National Reporting System (NRS) for adult education. There are five (5) state mandated benchmarks and fifteen (15) federally mandated benchmarks for a total of twenty (20) benchmarks for the Kansas Adult Education and Family Literacy Program. The state mandated benchmarks focus on: (1) the number of adult learners who achieve the skills necessary to pass the U.S. Citizenship Test; (2) the number of adult learners who increase their involvement in their school-age children's educational activities; (3) the number of adult learners who increase their involvement in their preschool-age children's literacy activities; (4) the number of adult learners who achieve a Kansas *WorkReady!* certificate; and (5) the number of adult learners who demonstrate "college readiness." The federally mandated benchmarks are in compliance with the National Reporting System.

The Kansas Adult Education benchmark projections were formulated based on the following factors: (1) analysis of FY 2006, FY 2007, FY 2008, FY 2009, FY 2010, and FY 2011 core outcomes attainment levels and (2) analysis of new NRS definitions. The federally mandated benchmarks will be reviewed and approved by the U.S. Department of Education (USDOE), Division of Adult Education and Literacy (DAEL) after a negotiation process.

**Kansas Adult Education and Family Literacy Program
Performance Projections**

| STATE-IDENTIFIED OUTCOMES | FY 2006 Number Attained | FY 2007 Number Attained | FY 2008 Number Attained | FY 2009 Number Attained | FY 2010 Number Attained | FY 2011 Number Attained | FY 2013 Number Projected |
|--|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|----------------------------------|
| Achieved Citizenship Skills | 473 | 563 | 473 | 418 | 475 | 771 | 566 |
| Increased Involvement in Children's Educational Activities | 217 | 150 | 92 | 120 | 98 | 129 | 118 |
| Increased Involvement in Children's Literacy Activities | 336 | 192 | 160 | 193 | 138 | 185 | 175 |
| Achieve Kansas WorkReady! Certificate | N/A | N/A | N/A | N/A | 677 | 905 | 807 |
| Demonstrated "College Readiness" | N/A | N/A | N/A | N/A | 1242 | 1329 | 1312 |
| FEDERAL OUTCOMES | FY 2006 Percent Attained | FY 2007 Percent Attained | FY 2008 Percent Attained | FY 2009 Percent Attained | FY 2010 Percent Attained | FY 2011 Percent Attained | FY 2013 Percent Projected |
| Educational Gains (Completion of Educational Functioning Level) | | | | | | | |
| ADULT BASIC EDUCATION (ABE) | | | | | | | |
| Beginning Literacy ABE | 63% | 64% | 71% | 66% | 56% | 73% | 62% |
| Beginning ABE | 63% | 63% | 66% | 63% | 60% | 70% | 66% |
| Low Intermediate ABE | 64% | 64% | 64% | 63% | 58% | 70% | 64% |
| High Intermediate ABE | 56% | 56% | 58% | 60% | 50% | 60% | 56% |
| ADULT SECONDARY EDUCATION (ASE) | | | | | | | |
| Low ASE | 50% | 53% | 58% | 57% | 49% | 56% | 55% |
| ENGLISH AS A SECOND LANGUAGE (ESL) | | | | | | | |
| Beginning Literacy ESL | 63% | 70% | 65% | 64% | 59% | 66% | 65% |
| Low Beginning ESL | NA | 74% | 76% | 69% | 67% | 69% | 72% |
| High Beginning ESL | NA | 72% | 72% | 69% | 64% | 68% | 70% |
| Low Intermediate ESL | 63% | 67% | 69% | 65% | 61% | 62% | 68% |
| High Intermediate ESL | 64% | 64% | 70% | 62% | 59% | 63% | 65% |
| Advanced ESL | 55% | 46% | 56% | 49% | 35% | 39% | 47% |
| CORE FOLLOW-UP OUTCOMES | | | | | | | |
| Entered Employment | 67% | 68% | 77% | 47% | 45% | 45% | 33% |
| Retained/Improved Employment | 87% | 83% | 75% | 58% | 79% | 59% | 79% |
| Earned GED or HS Completion | 69% | 72% | 80% | 83% | 77% | 85% | 84% |
| Entered Postsecondary Education or Training | 62% | 65% | 77% | 77% | 73% | 90% | 30% |

6.0 PROCEDURES FOR FUNDING ELIGIBLE PROVIDERS

Section 203(5) of the Act states “the following public or private non-profit entities are eligible to apply to the eligible agency for an award: local educational agencies, community-based organizations (CBOs) of demonstrated effectiveness, volunteer literacy organizations of demonstrated effectiveness, an institution of higher education, a public or private non-profit agency, libraries, public housing authorities (PHAs), non-profit institutions, not described above, with the ability to provide literacy services to adults and families, and a consortium of the agencies, organizations, and institutions, libraries, or authorities described above.”

In the spring of 2010 a competitive grant process was conducted, and 25 entities were funded. These 25 successful applicants have the support of the following sponsoring institutions: 18 community colleges (five community colleges form the Southeast Kansas Adult Education Consortium), 2 technical schools/colleges, 9 unified school districts (three unified school districts form the Paola/Osawatomie/Ottawa Adult Education consortium), and 2 community-based organizations. In spring of 2011, one of the community colleges opted to join the Southeast Kansas Adult Education Consortium, reducing the number of funded entities to 24. Funding for these 24 entities will continue through June 30, 2013. In addition to the sponsoring entities, the majority of Kansas Adult Education and Family Literacy programs have numerous local partnerships and collaborations that have resulted in adult learners being served more effectively and more efficiently.

7.0 PUBLIC PARTICIPATION AND COMMENT

7.1 GOVERNOR’S COMMENTS

This FY 2013 extension of the Kansas Four-Year State Plan: Adult Education and Family Literacy was submitted to the Governor for review and comment to comply with the mandate in section 224(d)(1)(2) of the Act which states “the eligible agency shall submit the State plan, and any revisions to the State plan, to the Governor of the state or outlying area for review and comment and ensure that any comments by the Governor regarding the State plan, and any revisions to the State plan, are submitted to the Secretary.” (See Appendix A for the President Tompkin’s letter requesting the Governor review this document and Governor Brownback’s letter of response.)

THIS PAGE WAS INTENTIONALLY LEFT BLANK.

APPENDIX A

THIS PAGE WAS INTENTIONALLY LEFT BLANK.

**President Tompkin's Letter of Request and
Governor Brownback's Letter of
Review and Comments**



KANSAS BOARD OF REGENTS

March 20, 2012

The Honorable Sam Brownback
Governor, State of Kansas
2nd Floor, Statehouse
Topeka, Kansas 66612

Dear Governor Brownback:

I am providing a copy of the *Kansas Adult Education and Family Literacy State Plan Extension: Fiscal Year 2013* for your review. Because reauthorization of the Workforce Investment Act, Title II, Adult and Family Literacy Act (AEFLA) has not occurred, states are required to submit extensions of their plans with performance target revisions in order to receive allotments under AEFLA. Additionally, the U.S. Department of Education, Office of Vocational and Adult Education, requires that the state plan extension be reviewed by the Governor and any comments made by the Governor be submitted as an addendum to the state plan. I would appreciate a letter from you that confirms you have reviewed this extension of the state plan.

Once you have reviewed this document and provided your response, we will submit the plan to the U.S. Department of Education as required. A fact sheet that provides a brief overview of the adult learners served and the impact of adult education in Kansas during FY 2011 is also enclosed.

I am proud to submit this plan for your review and comment for the following reasons:

- This plan supports one of the strongest adult basic education programs in the United States based on data released by the U. S. Department of Education.
- Kansas adult basic education, adult secondary education, and English as a Second language programs are integral components in Kansas' system for lifelong learning.
- The meaningful outcomes achieved by learners served in Kansas adult education programs are documented through nationally standardized assessments, learner surveys, and data matching with the Kansas Postsecondary Database and the Kansas Department of Labor.
- The employment-related outcomes achieved by adult learners served in Kansas adult education programs are a substantial contribution to the workforce and economic development of Kansas.

I am pleased regarding the work of Kansas Adult Education and about its plan to meet the learning needs of undereducated Kansans in FY 2013.

Sincerely,



Andy Tompkins
President and CEO

Enclosure

★ LEADING HIGHER EDUCATION ★

Kansas Board of Regents Adult Education

FY 2011 Annual Report on Programs Funded under the Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy Act

Adult Learner Enrollment

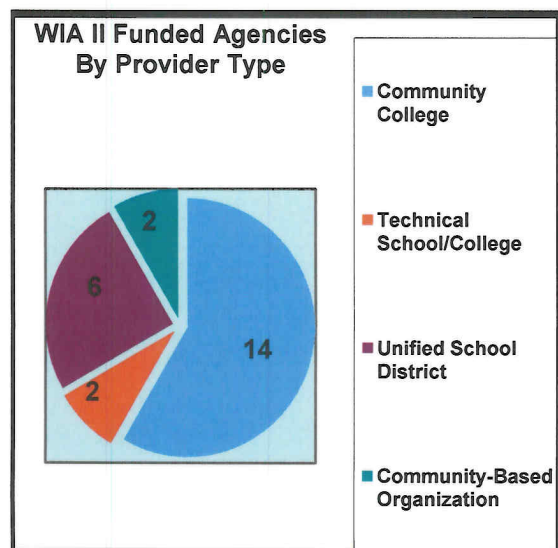
| | |
|--|--------------|
| English as a Second Language | 3,364 |
| Adult Basic Education | 3,873 |
| Adult Secondary Education | 863 |
| Total in Program <small>(Participants with 12 or more hours)</small> | 8,100 |

Learner Characteristics

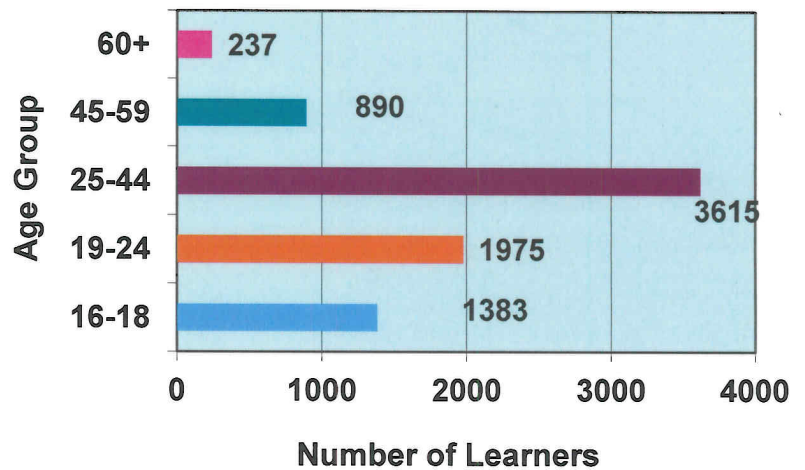
| | |
|-------------------------------------|-------|
| American Indian or Alaskan Native | 124 |
| Asian | 835 |
| Black or African American | 832 |
| Hispanic or Latino | 3,231 |
| Native Hawaiian or Pacific Islander | 9 |
| White | 2,901 |
| Two or More Races | 168 |

Gender

| | |
|--------|--------------|
| Female | 4,636 |
| Male | 3464 |



Age of Learners



Learner Status at Enrollment

| | |
|--|--------------|
| Employed | 3,654 |
| Unemployed | 2,985 |
| Not in the Labor Force | 1,461 |
| Adults in Correctional System <small>(Community corrections, county jails, and other correctional facilities)</small> | 280 |
| On Public Assistance | 1,156 |
| Adults with Disabilities | 535 |

Kansas State High School Diploma (GED®)

| | |
|-----------------------|--------------|
| Total Awarded in 2011 | 3,801 |
|-----------------------|--------------|

Cost Per Participant

| | |
|---------------------------|-----------------|
| Federal and State Funding | \$539.51 |
| State Funding Only | \$182.05 |

Cost Per Learner Outcome

| | |
|---------------------------|-----------------|
| Federal and State Funding | \$386.32 |
| State Funding Only | \$130.36 |

Kansas Adult Education Performance Results FY 2011

Improvement in Educational Levels

The following data shows the percentage of adults enrolled at each educational functioning level (equivalent to approximately two grade levels) who were administered both a pre-test and post-test* and who acquired the basic skills needed to complete that level:

| | |
|---|------------|
| Adult Basic Education Beginning Literacy | 91% |
| Adult Basic Education Beginning Basic | 91% |
| Adult Basic Education Intermediate Low | 90% |
| Adult Basic Education Intermediate High | 79% |
| | |
| Adult Secondary Education Low | 75% |
| Adult Secondary Education High | 83% |
| | |
| English as a Second Language Beginning Literacy | 89% |
| English as a Second Language Low Beginning | 90% |
| English as a Second Language High Beginning | 86% |
| English as a Second Language Low Intermediate | 76% |
| English as a Second Language High Intermediate | 75% |
| English as a Second Language Low Advanced | 46% |

*Validated by nationally standardized assessment

Learner Goal Attainment

The following data shows the per cent of adults who achieved their goal of passing the GED® test and obtained a Kansas State High School Diploma as verified by data matching with GEDTS:

| | |
|---|------------|
| Obtain GED®/Kansas State High School Diploma | 85% |
|---|------------|

The following data shows the per cent of adults who achieved their goal of entering employment and/or improving employment as verified by data matching with the Kansas Department of Labor:

| | |
|-------------------------------------|------------|
| Entered Employment | 45% |
| Retained/Improved Employment | 59% |

The following data shows the per cent of adults who achieved their goal of entering postsecondary education or training as verified by data matching with postsecondary institutions and follow-up surveys:

| | |
|--|------------|
| Entered Postsecondary Education or Training | 90% |
|--|------------|

The following data shows the number of adults who achieved their goal of gaining the skills and knowledge necessary for passing the U. S. Citizenship Examination as measured by a standardized citizenship assessment or by actual obtainment of U. S. citizenship.

| | |
|--|------------|
| Gained U. S. Citizenship Skills | 771 |
|--|------------|

March 27, 2012

Dr. Andy Tompkins
President and CEO
Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368

Dear President Tompkins:

I have reviewed the Kansas Adult Education and Family Literacy State Plan Extension. Thank you for providing the opportunity to examine the Kansas Board of Regents' plan for serving undereducated adult learners in fiscal year 2013.

Lack of English language proficiency and inadequate reading and math skills continue to be major barriers to employment for many Kansans. Limited basic skills also affect parents' engagement in the literacy and educational activities of their children. This plan outlines how Kansas adult education programs will continue to provide high quality services that help adult learners improve their basic skills and obtain and retain employment.

I am pleased to support adult education programming and the Kansas Adult Education and Family Literacy Program State Plan Extension. Please extend my thanks to adult education professionals at both the state and local levels. I truly appreciate their efforts.

Sincerely,



Sam Brownback
Governor of Kansas

THIS PAGE WAS INTENTIONALLY LEFT BLANK.

APPENDIX B

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

FY 2013 Indicators of a Quality Adult Education Program Including Standards and Measures Effective July 1, 2012

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)].
 - 1.1. The program effectively serves participants representative of the ethnic diversity of the under-educated population in the program’s service area as demonstrated by the educational gain percentage for the minority ethnic groups when compared to the majority (for that program) ethnic group’s educational gain percentage.
 - 1.2. The program serves participants at the lowest levels of educational attainment.
 - 1.3. The program provides participants with documented disabilities with quality services resulting in the same or similar educational gain percentage when compared to the educational gain percentage of those without disabilities.
 - 1.4. The program provides ongoing advising and appropriate special services for participants with documented disabilities.
 - 1.5. The program demonstrates a commitment to serve a larger percentage of undereducated adults in the community.
2. The program is of sufficient intensity and duration so that participants *demonstrate progress* toward their educational, employment, and postsecondary education and training goals [AEFLA, Section 231, (e)(4)(A) and (e)(7)].
 - 2.1. Participants make significant educational gains.
 - 2.2. The program provides workplace readiness instruction as confirmed through the standardized WorkKeys assessments that leads to a Kansas *WorkReady!* certificate and reported in PABLO.
 - 2.3. The program provides instruction, confirmed through standardized assessments, that prepares a participant to enter postsecondary education or training. The program adheres to standardized testing protocol, confirmed by reviewing randomly selected learners’ permanent files.

- 2.4. 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 (excluding Level 6 participants).
3. The program identifies yearly performance goals and documents participant outcomes, and participants remain in the program a *sufficient length of time* to achieve significant outcomes [AEFLA, Section 231(e)(1), (e)(4)(A), and (e)(7)].
 - 3.1. Participants spend a significant amount of time in instructional activities.
 - 3.2. Prior to each fiscal year, the program negotiates with KBOR and establishes the percentages of *core* outcomes that participants will achieve.
 - 3.3. Program sets high expectations for learners, provides ongoing support, advising and follow up and, in collaboration with postsecondary education partners, creates pathways for learners to enter postsecondary education or training programs.
4. 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)]. The program provides a flexible, yet intensive, schedule and appropriate support services [AEFLA, Section 231 (e)(10)].
 - 4.1. The program design and implementation process at the program's main site and all outreach sites incorporates the components of the Comprehensive Adult Education Planner as demonstrated by the score on the PAM Implementation Review Matrix.(PAM – Mellard and Scanlon, University of Kansas).
 - 4.2. Program design, including scheduling, instructional activities and support services, contribute to learners' persistence in the program.
5. Program activities effectively employ advances in technology, including the use of computers [AEFLA, Section 231, (e)(6)].
 - 5.1. The program has a technology plan and incorporates use of current technology into participant instruction.
 - 5.2. The program provides technology-specific instruction, including current computer applications and use of Internet, to participants.
 - 5.3. The program provides technology-specific instruction which results in participants earning a Computer Basics 1 and/or Computer Basics 2 certificate.
6. The program receives local financial support and is viewed as a valuable component of the sponsoring institution or non-profit agency.

- 6.1. The program receives local financial support in addition to the minimum required amounts to provide services.
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)].
 - 7.1. Paid instructional and administrative leadership staff members have appropriate educational backgrounds.
 - 7.2. Paid instructional and administrative leadership staff is currently KAEA credentialed.
 - 7.3. The program meets its program improvement plan objective (one 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**.
 - 8.1. The program collaborates with multiple partners to provide quality services to adult learners.
9. The program maintains a high-quality information management system to monitor learner, classroom and program performance, to evaluate program effectiveness, and to report participant outcomes. The program uses quality data as a key component in the decision-making process. [AEFLA, Section 231 (e)(11)].
 - 9.1. 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.
 - 9.2. The program demonstrates administrative capability by submitting accurate and timely budgets, quarterly budget reports, Program Improvement Plan (PIP) quarterly and end-of-year reports, the Capital Outlay report, and the English Language and Citizenship Education (ELCE) end-of-year report.
10. The program provides quality and cost-effective adult education services**.
 - 10.1. The program provides quality adult education services at a cost per core outcome that is aligned with the state median cost per outcome.
 - 10.2. The percentage of the state's total core outcomes achieved by the individual local program participants is equal to or exceeds the percentage of the total state and federal funds received by the local program.

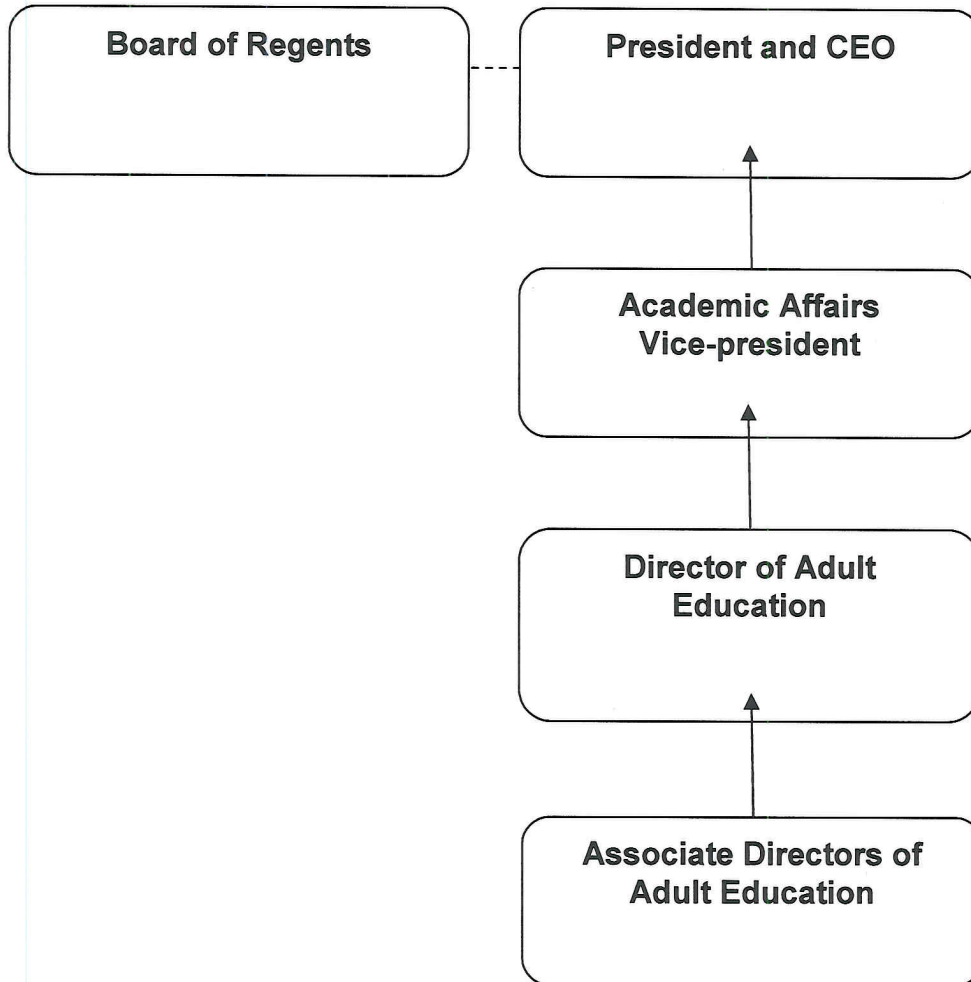
THIS PAGE WAS INTENTIONALLY LEFT BLANK.

APPENDIX C

Kansas Board of Regents Table of Organization

THIS PAGE WAS INTENTIONALLY LEFT BLANK.

Kansas Board of Regents Table of Organization



This chart is designed to reflect the line of authority from the authorized State official signing the State Plan Extension to the State Director of Adult Education. The line of authority goes from the State Director of Adult Education to the Vice-president of Academic Affairs, to the President and Chief Executive Officer of the Kansas Board of Regents. The President and CEO is the authorized State official who has the authority to sign the Kansas Adult Education and Family Literacy State Plan Extension.