

AEFLA Second-Year Funding Standards

Written 6.27.11 Effective 7.01.11
Revised 9.03.14

Introduction:

It is important that recipients of an Adult Education Family Literacy Act (AEFLA) grant strive to meet the academic needs of the adult learner. In doing so, a program's success is measured by analyzing the first-year outcomes through the utilization of second-year funding standards. Second-year funding standards are applied to all AEFLA recipients, including school districts, community-based organizations and other AEFLA qualifying programs. Second-year funding standards are applied to all AEFLA awards, including Adult Basic Education grants, English Language and Civics Education grants, and Prisons and Institutionalized grants following the first year of the multiple-year grant award.

The standards are based on the quality and intensity of educational services with students who are academically most in need who were served in the previous academic year. The National Reporting System (NRS) state tables 4 and 4B, and each program's Target Level Gains and Post-Testing Percentage Rates Report, serve as data reference points. Adult education programs must have an approved grant application (first year of funding) and a renewal application (subsequent years funding) on file with the Utah State Office of Education.

Purpose:

The purpose of second-year funding standards is to equitably distribute available AEFLA funds based on performance outcomes of the first year. Programs must have provided direct educational services to adult education students most in need, specifically; Adult Basic Education (ABE) levels 1-2 and English for Speakers of Other Languages (ESOL) levels 1-4 through the use of effective educational practices demonstrating adequate program improvement as measured by the AEFLA Second-Year Funding Standard parameters.

Adequate program performance is determined by:

- Increased student post-testing outcomes.
- Sufficient program instructional intensity resulting in improved student educational outcomes;
 - Enrollee academic level gains.
- Compliance with state reporting standards.

Standards Parameters:

The following standards and associated parameters apply to all recipients of AEFLA funds, including school districts, community-based organizations (CBOs) and other AEFLA qualifying agencies.

UTopia data from the previous program year is utilized for all data components of the funding standards.

Standards:

1. The program serves enrollees (federal definition: a student with a pre-test and 12 contact hours) most in need—ABE 1-2, and ESOL 1-4—based on the focus of the grant awarded. (Data source: program UTopia Target Level Gains and Post-Testing Percentage Rate report.)
2. The program adheres to the Utah Assessment Policy approved by the Division of Adult Education and Literacy of the U.S. Department of Education, and post-tests ABE and AHSC students after 50 instructional contact hours of participation (excluding AHSC 2) and post-tests ESL students after 60 instructional contact hours. All programs will post-test students at a percentage rate that meets or exceeds the national post-testing rate of 60%.
3. Enrollees (all levels except AHSC 2) will make EFL educational gains, meeting state targets (provided by the USOE) for each instructional EFL. (Data source: Target Level Gains and Post-testing Percentage Rate report.)
4. The program demonstrates administrative capability by submitting:
 - State required reports:
 - End-of Year Program Summary
 - Independent audit with no cited findings of missing or inaccurate data
 - Accurate reimbursement requests with documentation as required
 - Fees and Tuition report on or before the stated report deadline dates.

(Data source: program submission of requested reports.)

- Program maintains an average of 25 students base program enrollment averaging 25 students monthly (total number of ENROLLEES/10 months = %).

Future Year Program Standards and Program Expectations:

Programs will be required to increase Level Gain rates as determined by the state. The level of progress achieved in a program year cannot decrease during subsequent program years.

Programs that do not meet 2nd Year AEFLA Funding Rubric Standards with a minimum of six combined points total for Standards 1 , 2 and 3 for the program year will be placed on extended technical assistance and may be in jeopardy of not receiving future AEFLA funds.

Second Year AEFLA Expectations:

Second year funding is based on measurable outcomes from the previous program year. Academic outcomes are measured using the UTopia Target Level Gains and Post-Testing Rate.

2nd Year AEFLA Funding Rubric

Standard	Points
<p>1. Serving Most in Need ABE 1 -2 and ESOL 1-4 students Note: population measure is UTopia Target Level Gains and Post-Testing Rate report</p>	<p>3 points = population served is \geq 50% of the program's <u>TOTAL</u> population 2 points = if population served is $<$ 50% of the program's <u>TOTAL</u> population Measurement: most recent year Column A – Total Students</p>
<p>2. Post-Testing Rate</p>	<p>2 points = post-testing rates for <u>each</u> level served meets or exceeds the 60% national post-testing rate 1 point = post-testing % rate for <u>some</u> of the levels served is \geq the 60% national post-testing rate 0 points = post-testing % rate for <u>all</u> levels served is $<$ the 60% national post-testing rate Measurement: most recent year Column C - Percentage with Post-Tests</p>
<p>3. All Students Level Gain Rates</p>	<p>3 points = Level Gain % rates for <u>all</u> levels served \geq the State Target % with Level Gains 2 points = Level Gain % rate for <u>50%</u> of all levels is \geq the State Target % with Level Gains 1 point = Level Gain % rate for $<$ 50% of all levels served is \geq the State Target % with Level Gains Measurement: most recent year columns E and F - % with Level Gains and State Target % with Level Gains</p>
<p>4. Increased Level Gains – Two Year Comparison</p>	<p>3 points = Level Gains % rates increased from the previous year's Level Gain rates in 75% of the levels served 2 points = Level Gains % rates increased from the previous year's Level Gain rates in 50% of the levels served 1 point = Level Gains % rates increased from the previous year's Level Gains rates in 25% of the levels served Measurement: for both program years column E - % with Level Gains</p>

<p>5. Administrative Capability</p>	<p>1 point = submission of required program reports by state-defined deadlines including:</p> <ul style="list-style-type: none"> a. Quarterly reimbursements b. End-of-Year program narrative c. Collected Fees Report
<p>6. Base Program</p>	<p>1 point = Monthly the program serves an average of 25 students Measurement: Most recent year - Column A /10 months = %</p>

OUTCOME: 2nd year AEFLA award is based on:

10 - 13 points = full 2nd year funding allocation based on State's AEFLA funding allocation
7 - 9 points = 80% of 1st year's allocation based on State's AEFLA funding allocation
5 - 6 points = 60% of the 1st year's allocation based on State's AEFLA funding allocation
4 – 1 points = 40% of 1st year's allocation based on State's AEFLA funding allocation

Unallocated Funds:

Any unallocated second-year funds will be equitably distributed across awardees who have achieved 10-13 points.