

## Examples of State Funding Formulas

California	<p>Funding is based on size of program. State \$ are size-driven formula fed \$ are performance based.  <a href="http://www.cde.ca.gov/sp/ae">www.cde.ca.gov/sp/ae</a></p> <p>Funding is based on generated payment points which include learning gains, from 225 and 231 programs and Student Outcome Data Sets (SODS) from EL Civics programs earned in a prior grant year. A student must receive a minimum of 12 hours of instruction to be eligible for one or more payment points. Payment points are generated through the use of CASAS reading, math, and listening tests, including: Life Skills; Employability Competency System (ECS); Life and Work; Workforce Learning Systems; Providing Options for the Workplace, Education, and Rehabilitation (POWER); U.S. Government and History; or Oral Citizenship Interview.</p> <p>Payment points from pretests and post-tests are achieved when students earn a significant learning gain or complete two levels, as follows:  <b>Significant Learning Gain:</b></p> <ul style="list-style-type: none"> <li>○ Pretest score 210 or below—five point gain or greater on CASAS post-test</li> <li>○ Pretest score 211 or higher—three point gain or greater on CASAS post-test</li> <li>○ Learners with developmental disabilities: POWER assessment—need three points or greater scaled score gain</li> </ul> <p><b>Completing Two Levels:</b></p> <ul style="list-style-type: none"> <li>○ Post-test score indicates student completed two levels as defined in the chart entitled “California Benchmark Levels.” Refer to this chart in the CASAS Administration Manual for the CASAS scaled score ranges associated with each level.</li> </ul> <p>Enrolled students are able to achieve up to two or five payment points depending upon the program focus area.</p> <p><b>ABE and ESL: (Including Family and Vocational Literacy and ESL-Citizenship)</b>  Each student may achieve up to two payment points as follows:  1. Significant learning gain  2. Completing two levels</p> <p><b>ASE or GED:</b>  A gain of two payment points from pretests and post-tests is possible if a student functions at a pretest score at or below 235 and a post-test score at 246 or above. An agency may receive up to three payment points per student within the program year as follows:  1. Significant learning gain  2. Completing two levels  3. Attaining a high school diploma or a GED certificate</p> <p><b>EL Civics - Citizenship Preparation</b>  Each student may achieve up to four payment points as follows:  1. Significant learning gain  2. Completing two levels  3. CASAS U.S. Government and History test  4. Oral Citizenship Interview test</p>
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	<p>EL Civics - Civic Participation  Each student may gain up to five payment points as follows:</p> <ol style="list-style-type: none"> <li>1. Significant learning gain</li> <li>2. Completing two levels</li> <li>3. Completing and passing up to three CDE-approved additional assessments. (Additional assessments must be preceded by a minimum of 30 hours of scheduled instruction.)</li> </ol>																						
Georgia	<p><b><u>Federal Allocation</u></b></p> <p style="text-align: right;"><u>Percentage</u></p> <p style="text-align: center;"><b><u>Section 231</u></b>  (Maximum increase - 4%; maximum decrease -3% from prior year)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 40px;">Needs as identified in Census Data</td> <td style="text-align: right; vertical-align: bottom;">33.33%</td> </tr> <tr> <td style="padding-left: 40px;">Contact hours generated as recorded on NRS Table 4</td> <td style="text-align: right; vertical-align: bottom;">33.33%</td> </tr> <tr> <td style="padding-left: 40px;">Number of students completing an EFL as recorded on NRS Table 4</td> <td style="text-align: right; vertical-align: bottom;">33.33%</td> </tr> </table> <p style="text-align: center;"><b><u>Section 225 and EL-Civics</u></b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 40px;">Enrollment as recorded on NRS Table 4 for Institutionalized or EL-Civics</td> <td style="text-align: right; vertical-align: bottom;">25%</td> </tr> <tr> <td style="padding-left: 40px;">Contact hours as recorded on NRS Table 4 for Institutionalized or EL-Civics</td> <td style="text-align: right; vertical-align: bottom;">25%</td> </tr> <tr> <td style="padding-left: 40px;">Number of students completing an EFL as recorded on NRS Table 4 for Institutionalized or EL-Civics</td> <td style="text-align: right; vertical-align: bottom;">50%</td> </tr> </table> <p><b><u>State Allocation</u></b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 40px;">Needs as identified in Census Data</td> <td style="text-align: right; vertical-align: bottom;">10%</td> </tr> <tr> <td style="padding-left: 40px;">Contact hours generated as recorded on NRS Table 4</td> <td style="text-align: right; vertical-align: bottom;">30%</td> </tr> <tr> <td style="padding-left: 40px;">Number of students completing an EFL as recorded on NRS Table 4</td> <td style="text-align: right; vertical-align: bottom;">20%</td> </tr> <tr> <td style="padding-left: 40px;">Completion Percentage (Completions/enrollment)</td> <td style="text-align: right; vertical-align: bottom;">30%</td> </tr> <tr> <td style="padding-left: 40px;">Enrollment as recorded in GALIS</td> <td style="text-align: right; vertical-align: bottom;">10%</td> </tr> </table> <p>(For FY '09 Max Increase - 1%; max decrease - 3%)</p>	Needs as identified in Census Data	33.33%	Contact hours generated as recorded on NRS Table 4	33.33%	Number of students completing an EFL as recorded on NRS Table 4	33.33%	Enrollment as recorded on NRS Table 4 for Institutionalized or EL-Civics	25%	Contact hours as recorded on NRS Table 4 for Institutionalized or EL-Civics	25%	Number of students completing an EFL as recorded on NRS Table 4 for Institutionalized or EL-Civics	50%	Needs as identified in Census Data	10%	Contact hours generated as recorded on NRS Table 4	30%	Number of students completing an EFL as recorded on NRS Table 4	20%	Completion Percentage (Completions/enrollment)	30%	Enrollment as recorded in GALIS	10%
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Kansas	<p>We have a funding formula funding that gives base funding to all funded providers and additional funding is based on performance. (12% base, 88% performance)</p> <p><b>Base funding</b>  50% of state funds evenly divided as base funding among all providers</p> <p><b>Performance funding</b></p> <ul style="list-style-type: none"> <li>• <b>Learner outcomes</b> <ul style="list-style-type: none"> <li>○ 50% of federal funds on learner outcomes on core and selected secondary measures</li> <li>○ Educational gain outcomes – doubled for learners in two lowest ABE levels and three lowest ESL levels</li> </ul> </li> <li>• <b>Program quality</b> <ul style="list-style-type: none"> <li>○ 50% of federal and 50% of state funds</li> </ul> </li> </ul> <p>Based on # of quality points a program earns relative to the statewide total generated that year</p> <ul style="list-style-type: none"> <li>• <b>Quality points</b></li> </ul>																						

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	<ul style="list-style-type: none"> <li>❖ Awarded based on provider performance on 25 measures encompassing 10 quality indicators</li> <li>❖ Points awarded based on:             <ul style="list-style-type: none"> <li>❖ Annual state monitoring visit</li> <li>❖ Data in end-of-year reports and learner follow-up surveys</li> <li>❖ Records maintained by state staff</li> </ul> </li> </ul>
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Kentucky	<p>Each Kentucky county is entitled to a core services grant determined by formula to fund adult literacy services, adult basic education, GED preparation/adult secondary education, English as a second language, family literacy, corrections education in full-service jails and workplace education.</p> <p>The Kentucky Adult Education Act of 2000 requires services to be targeted to communities with the greatest need; therefore, the funding formula is based on the number of adults in each county without a high school diploma or GED, age 18 and over, according to the 2000 U.S. Census. Funding is distributed through grants to eligible organizations in every Kentucky county based on a request for proposal process determined by KYAE.</p> <p>Workforce Alliance funds for workplace education projects are available through successful application pending the availability of funds.</p> <p>English literacy/civics funding is available on a limited basis to adult education providers based on an RFP process determined by KYAE.</p> <p><b>PERFORMANCE FUNDING</b></p> <p>Performance Funding consists of two parts – Program Performance Funding and Student Performance Funding. County programs may receive both Program Performance Funding and Student Performance Funding. County programs that are not eligible for Program Performance Funding may still qualify for Student Performance funding for students achieving the outcomes described below.</p> <p><b>PROGRAM PERFORMANCE FUNDING</b></p> <p>To qualify for Program Performance Funding, county adult education programs must meet or exceed their enrollment goal and at least 70 percent of the county’s performance indicators (70 percent of the levels or goals in which programs have students enrolled):</p> <ul style="list-style-type: none"> <li>• Completing NRS educational levels (beginning literacy, beginning ABE, low intermediate ABE, high intermediate ABE, low adult secondary, ESL beginning literacy, ESL low beginning, ESL high beginning, ESL low intermediate, ESL high intermediate and ESL advanced)</li> <li>• Entering postsecondary education/training</li> <li>• Earning a GED</li> </ul> <p>The two employment-related indicators are not considered when determining Program Performance Funding because the data match cannot be completed in time for awarding the funding. However, these indicators continue to be important in determining Kentucky’s eligibility for federal Workforce Investment Act (WIA) incentive awards. It’s important that providers continue to mark the employment goals for students where appropriate.</p> <p><b>STUDENT PERFORMANCE FUNDING</b></p>
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	<p>Student Performance Funding provides an opportunity for programs to increase their funding through specific student outcomes. Programs may earn Student Performance Funding for the following:</p> <ul style="list-style-type: none"> <li>• Each GED attainment.</li> <li>• Each family literacy student making a learning gain or earning a GED and meeting an average of four PACT hours (two facilitated and two unfacilitated) and two parenting hours per month while enrolled in family literacy.</li> <li>• Students making multiple level gains.</li> <li>• Each GED graduate transitioning to postsecondary education.</li> <li>• Each Kentucky Employability Certificate (KEC) and Kentucky Manufacturing Skill Standards (KMSS) certificate attainment.</li> </ul>
Missouri	<ul style="list-style-type: none"> <li>• 81% base, 19% performance</li> </ul> <p><b>Base funding</b></p> <ul style="list-style-type: none"> <li>• Based on audited learner contact hours</li> <li>• 50% of state and federal funding <ul style="list-style-type: none"> <li>○ A provider’s total audited learner contact hours in the first preceding fiscal year for which audited totals are available (i.e., FY 04 for FY 06 program year)</li> </ul> </li> <li>• Remaining base <ul style="list-style-type: none"> <li>○ A provider’s previous three-year average of its total audited contact hours (i.e., using FY 02 – 04 for FY 06)</li> </ul> </li> </ul> <p><b>Performance funding</b></p> <ul style="list-style-type: none"> <li>• Based on # of individuals achieving two core measures <ul style="list-style-type: none"> <li>○ Completion of EFLs</li> <li>○ GED</li> </ul> </li> </ul> <p><b>Categorical funding</b></p> <ul style="list-style-type: none"> <li>• Earmarked funds <ul style="list-style-type: none"> <li>○ Data entry, marketing, technology, One Stop coordination</li> </ul> </li> <li>• Averages three-year expenditures in each category with a fixed dollar amount awarded based on level of expenditures</li> </ul>
Montana	<p><b>Base funding: 65%</b>  50%: # of students enrolled (after intake &amp; assessment)  (adjusted by % of the tiers—below)</p> <p>Need: 15%  Census data based on the primary county you serve (i.e. poverty, education, unemployment)</p> <p>Tier approach to account for rural/urban sites:  Tier 1 = 1-200 (120% of base)  Tier 2 = 201-600 (100% of base)  Tier 3 = 601 – up (80% of base)</p> <p><b>Take 10% off of the top for discretionary funds for special needs/special projects with an RFP process</b></p> <p><b>Performance funding: 35%</b>  5%: # of students in more than 12 hours or more</p>

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	(raw number) 15%: made educational gain (based on students served) (percentage) 15%: Core outcomes based on: GED completion; enter/retain employment; transition to PS education
Ohio	Not yet. The new formula will be based on 65% need 35% performance. Details are not yet final.
Rhode Island	We are about to enter the second year of the first three-year phase of a six-year process to go from enrollment funding to outcome-reimbursement. In the first three years we use bonuses and penalties tied to negotiated targets and milestones. In the next three years we will ask our agencies/networks to earn a substantial portion of their funding by producing and being reimbursed for achievement of outcomes.
South Dakota	We pay \$450 per student for public programs and partial funding if other funds are used to make up the difference to meet the \$450 amount.
Tennessee	<p><b>Base:</b> 90% of appropriation</p> <ul style="list-style-type: none"> <li>• Uses a two-year average to calculate funds based on:</li> <li>• 90% for # of students with a pre-test and 12 hours+ of attendance</li> <li>• 10% for # of hours spent on instruction</li> </ul> <p><b>Performance:</b> Ranked by importance and level of funding</p> <ul style="list-style-type: none"> <li>• Level completions – overall average</li> <li>• GED's as % of setting goal</li> <li>• Retention rate – compared to state average</li> <li>• Pre and post testing – exceeds national average</li> <li>• % of GED's as per NRS level 5 and 6</li> <li>• Level completions as per state goals</li> <li>• Outcomes – NRS Table 5</li> <li>• # served compared to availability by Census</li> <li>• Entered/retained employment, post secondary</li> <li>• On time with data requested by State Division of AE</li> </ul>
Texas	<p>Need: 25% based on number of eligible participants without a High School Diploma or Equivalency from 2000 Census and the number of persons on Free and/or Reduced Lunch based on Child Nutrition Program data per independent school district.</p> <p>Performance: 75% based on contact hours generated by each program. 100% of program state and federal funds are combined into one pot. No state funds are used for state leadership activities at the state level, but may support the local program's professional development activities.</p>
Utah	<p>For state funds: State funds can only support districts as fiscal agents; the money flows to them based on the formula.</p> <ol style="list-style-type: none"> <li>1. Base amount of 7% of the total appropriation distributed equally to each district with a state-approved plan performance standards.</li> <li>2. 25% of total appropriation for number of enrollees (Using federal enrollee status requirements).</li> <li>3. 16% of the total appropriation for student contact hours (must meet enrollee and participant status).</li> <li>4. 50% of the total appropriation for measurable outcomes: a. 30% of 50% for awarded high school diplomas b. 25% of the 50% for awarded GED certificates c. 30% of the 50% for enrollee level gains and d. 15% of the 50% for number of enrollee earned</li> </ol>

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	<p>adult education credits.</p> <p>5. Supplemental - 2% or balance of the total appropriation, whichever is smaller distributed to school districts for special program needs or professional development as determined by application.</p>
Washington	<p>We allocate all state and federal ABE and EL/Civics money among six funding regions in the state, based on need. Eligible applicants in each region compete for those funds with other eligible applicants in that region. (Note that any eligible applicant in the state may compete for funds in any or all funding regions in the state, but the monies in each region must be used for legal ABE activities and services within that region.) Monies are allocated based on each region’s share of the state’s “need,” considering:</p> <ul style="list-style-type: none"> <li>a. The state’s population aged 16+ without a high school diploma or GED (and not enrolled in high school);</li> <li>b. The state’s population aged 18-64 who speak English less than very well;</li> <li>c. The state’s population 16+ at less than 175% of poverty, and</li> <li>d. The prior three years’ ABE (including ESL, GED, etc.) attendance hours.</li> </ul> <p>We define performance in ABE as making a statistically significant gain measured by CASAS pre- and post-tests, or by earning a high school diploma or a GED. We use this performance information as part of our “rubrics” to rate competing applications within each funding region. We also had been allocating about 10 percent of our funds (about \$100,000/year) to separately dedicated “performance funding.” Now our entire community and technical college system has begun performance funding for all college programs. They have accepted our criteria for ABE and incorporated them into the overall college performance funding system, using state dollars.</p> <p>We combine all of our funding into one RFP/application process. All “regular” ABE, ESL, GED-prep., etc., money is divvied up as described above. Our family literacy and our volunteer literacy tutoring funding also are included in the one giant RFP, but these applicants for programs compete on a state-wide basis, instead of within funding regions. In addition, our State Legislature recently has begun appropriating dedicated ABE funds that are awarded separately, as and when they become available, and may be conditioned on serving new learners or to serve learners more intensely, or for special purposes (i.e., integrating ABE and vocational education).</p> <p>Most of last year’s Request-for-Proposals (RFP) information, including needs statistics, minimum components, funding regions, associated research findings, etc., still is available on our application/grant extension web site:  <a href="http://www.sbctc.ctc.edu/college/e-abe_grant_rfp.aspx">http://www.sbctc.ctc.edu/college/e-abe_grant_rfp.aspx</a></p>
Wisconsin	<p><b>Base:</b></p> <ul style="list-style-type: none"> <li>• <u>Federal Aid:</u></li> <li>• 50% distributed based on census figures of percentage of adults without a high school diploma</li> <li>• <u>State Aid:</u></li> <li>• 50% distributed based on census figures of percentage of adults without a high school diploma</li> </ul> <p>50% based on FTE’s (measure of accumulated hours of service).</p> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>• <u>Federal Aid:</u></li> </ul>

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	<ul style="list-style-type: none"><li>• 50% distributed based on percentage of NRS level completion (i.e., If a district has a 5.4% educational attainment, it gets 5.4% of this sub-pot)</li></ul> Levels are weighted. ABE and ESL levels 1 -3 are awarded 1.2 units of money per students versus 1 unit for levels 4 – 6.