

## Module 2 ACCOUNTABILITY

### Adult Basic Education – Adult Education and Literacy – Adult Education and Family Literacy – Workforce Investment Act

#### Workforce Investment Act (WIA)

The Workforce Investment Act is a customer-focused system of meeting the educational, training, and employment needs of a variety of individuals. It seeks to integrate programs funded by several federal initiatives, including the Adult Education and Family Literacy Act. Also, it seeks to create a unified reporting system for similar programs through the National Reporting System (NRS). Individual states develop a plan to meet the criteria of the NRS for student outcomes. In turn, local AEL sites must meet the criteria specified by the State plan for measuring the educational gain of students.

#### **Goals and Core Indicators of the WIA Title II - Adult Education and Family Literacy Act and NRS Core Outcome Measures**

<i>Goals of Adult Education described in the Adult Education and Family Literacy Act of WIA</i>	<i>Core Indicators required by the Adult Education and Family Literacy Act of WIA</i>	<i>National Reporting System Core Outcome Measures</i>
Assist adults to become literate and to obtain the knowledge and skills necessary for employment and self-sufficiency.	Improvements in literacy skill levels in reading, writing and speaking the English language; numeracy; problem-solving; English language acquisition; other literacy skills.	- Educational gains (achieve skills to advance educational functioning level)
Assist parents to obtain the skills necessary to be full partners in their children's educational development	Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement	- Enter employment - Retain employment - Placement in postsecondary education or training
Assist adults in the completion of secondary school education.	Receipt of a secondary school diploma or its recognized equivalent.	- Receipt of an alternative secondary school certificate or pass GED tests.

**Workforce Investment Act of 1998, U.S. Department of Labor, Employment and Training Administration, September, 1998**

## **LOCAL DATA COLLECTION**

### **INTAKE**

When students enter the program, intake staff collect NRS measure data, including demographics such as age, ethnicity, race, and gender, as well as, family information. Contact information is recorded on the intake form which will be used in retention and follow-up activities. Intake staff completes give directions for completing an intake form and sends the forms to data entry staff . Intake often includes a goal setting process, where students, with staff guidance, decide on short- and long-term goals for attending class. If the program uses a follow-up survey for goals, the process and procedures for collecting and recording information is explained to students. The student is told that they may be contacted after they leave class or exit the program.

### **TEACHERS**

Teachers have a large role in data collection in most programs. They report student attendance or contact time, assess students, report test scores, and sometimes are involved in the goal-setting process. In addition, since teachers have direct contact with students, they are often asked to provide student information that was missing or incorrect at other stages of the data collection process. Ideally, teachers not only help with completing forms, but also have a role in reviewing data and reports.

NOTE: Valid and accurate data collection is part of everyone's responsibility.

### **CLERICAL AND ERROR CHECKING STAFF**

The data collection process results in a high volume of paper (forms, test scores, attendance records, surveys) that clerical staff receives and tracks. Staff must develop an organized system for managing this paper flow. The process includes receiving forms from other staff for checking and correcting. Once error checkers correct forms, program staff then completes the data entry.

### **DATA ENTRY AND DATA SYSTEM**

One or more staff members must enter information from forms into the program's database (LACES). Data entry may occur at an instructional site, or the program may have a central data entry point to which all sites submit their forms for key entry. Programs must have an individualized student database that is organized to allow the program to examine relationships among student and program variables, attendance, and student outcomes. Once forms are keyed, data entry staff should review error reports promptly and resolve errors and missing data by returning forms to the staff members who collected the problem data. The Dashboard has interactive graphs to help expedite the process but thorough checks must be done at least quarterly.

### **REPORTING AND ERROR CHECKING**

An essential feature of the data collection process must be regular and frequent review of data entered into the data system. The data system has pre-programmed error reports that allow for a review of inconsistent, out-of-range, and missing data. Data entry and clerical staff should regularly review these reports and should return them to teachers, intake workers, and clerical staff to clarify problems and obtain the missing data. Corrections should then be sent to data entry staff so they can enter them into the database.

## **PROGRAM ADMINISTRATIVE REVIEW**

The review process should include a regular opportunity for the program director and other program leaders to review data reports. As the person most responsible, the director may often look at the “big picture,” and bring a different perspective to the data review process. This review may raise further questions about data integrity, requiring another round of data checking and verification among the staff. The program director may share data reports with staff as a means to identify problems, track progress, and receive staff buy-in into the data collection process by demonstrating how data can be used for program management and inform continuous program improvement.

## **STATE DATA SYSTEM AND REPORTING**

All local program data is dynamically available to the state agency and used for integration into the state data reporting system. The state level database combines the individual program data into a state aggregated report. As part of the data integration process, state staff may identify errors or inconsistencies in local data, initiating another round of data checking, cleaning, and data entry by the local program.

## **FEDERAL REPORT**

All states send their data to the U.S. Department of Education (ED) annually, using the NRS data tables. ED then creates a national report and submits the report to the U.S. Congress and uses the data in determining state performance incentives. Prior to creating the national report, ED reviews each state’s data tables for errors and inconsistencies and asks for corrected data tables from states, as needed. In turn, states may once again need to review local program data to correct data problems and contact local program directors for corrections. Local staff then needs to identify problems and correct errors and resubmit data to the state, which then provides corrected tables to ED.

## **SUMMARY: THREE KEY CONCEPTS**

The discussion around the model data collection process identifies two key characteristics central to the success of a good data collection system. First, the process requires many people working together as a team. Each point of the process represents a staff person who has a definite role in data collection. Each person must know his or her job and do it right. Ideally, each staff member will also accept responsibility, as a member of the team, for fulfilling his or her role. The team makes the process work, which includes collecting and recording accurate and timely information, submitting the information to the next staff person in the process, and reviewing and correcting information that is missed or erroneous.

The second characteristic of a good data collection process is that it has many checkpoints and feedback loops. There are frequent checks on the data (when forms are first completed, after data entry, prior to report submissions) and several opportunities to improve data integrity. At each checkpoint, there is a staff member who has the responsibility and authority to correct the data. In addition, several different levels of staff (clerical and data entry, teachers, program directors, state and federal) review the data. This review by staff, internal and external to the process, produces quality data.

The third concept is in WY the expectation is that all local providers will meet the NRS Measures.

\*\*Information from <http://www.nrsonline.org/training>

## Performance Measures for Wyoming

**Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.**

Performance Measures	(PY 2011-2012)
<b>1. Beginning Literacy (ABE)</b>	<b>25 %</b> of Beginning Literacy level enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
<b>2. Beginning Basic Education ABE</b>	<b>28 %</b> of Beginning Basic ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
<b>3. Low Intermediate ABE</b>	<b>29 %</b> of Low Intermediate ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
<b>4. High Intermediate ABE</b>	<b>32 %</b> of High Intermediate ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
<b>5. Low Adult Secondary Education</b>	<b>48%</b> of Low ASE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
<b>6. Beginning Literacy (ESL)</b>	<b>28 %</b> of Beginning Literacy (ESL) enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
<b>7. Low Beginning ESL</b>	<b>52 %</b> of Low Beginning ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
<b>8. High Beginning ESL</b>	<b>39%</b> of High Beginning ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
<b>9. Low Intermediate ESL</b>	<b>39 %</b> of Low Intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
<b>10. High Intermediate ESL</b>	<b>34 %</b> of High Intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
<b>11. Advanced ESL</b>	<b>28%</b> of Advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.

**Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.**

Performance Measures	2011-2012
<b>12. Placement in Postsecondary Education or Training</b>	<b>82</b> % of adult learners with a goal of advanced education or training will enroll in postsecondary education or training.
<b>13. Placement in unsubsidized</b>	<b>61</b> % of adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment.
<b>14. Retention in unsubsidized employment</b>	<b>62</b> % of the relevant enrollment will retain unsubsidized employment in the third quarter after the program exit quarter.

**Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.**

Performance Measures	2011-2012
<b>15. High School Completion/GED</b>	<b>86</b> % of adults with a high school completion goal will earn a recognized equivalent of the high school diploma.

These are negotiated each spring with Office of Vocational and Adult Education by the state ABE office and implement beginning July 1<sup>st</sup> with the new grant year. The local programs are given these as the performance targets and the results are used in the funding formula for distribution of state and federal ABE funds.