How Instruction and Data Influence Performance

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Goals

• Instructors will be knowledgeable of NRS data and performance requirements.

• Instructors will know about accurate data tracking.

• Instructors will be knowledgeable of essential instructional components for retaining and motivating students.
The Adult Education and Family Literacy Act is what Basic Skills/CCR is funded under.

NCCCS is the designated state agency responsible for the allocation of federal and state funds under this Act. The College and Career Readiness Unit, under the NCCCS Programs and Student Services Division, provides leadership, oversight, professional development, technical assistance, and monitors and evaluates programs funded through WIOA-AEFLA grants.

82.5% of the funds are then dispersed to local providers who receive the grant. NC has 76 providers in 2016-17. 58 Community Colleges and 18 CBO’s received funds to provide Adult Literacy Services.
WIA to WIOA

- AEFLA was authorized under the Workforce Investment Act (WIA) of 1998.
- WIA was reauthorized under the Workforce Innovation and Opportunity Act (WIOA) on July 22, 2014.
WIOA’s Vision

- WIOA aims to increase access to and opportunities for employment, education, training, and support services. The act explicitly recognizes the need to coordinate services in order to create a full system of education and training for adults with barriers to employment.

https://sites.ed.gov/octae/2015/05/20/wioa-a-vision-to-revitalize-the-workforce-system/
• Provider can demonstrate past effectiveness in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy.
WIOA Consideration 5

• Program is (A) of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and (B) uses instructional practices that include the essential components of reading instruction.
WIOA Consideration 7

• Provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.
WIOA Consideration 8

• Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.
WIOA Consideration 9

- Provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality development, including through electronic means.
The provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.
Pieces of the program

Instructors

Data Specialists

Administrators

Assessment Specialists
# Red Flag Monitoring

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<th>Program Name</th>
<th>2016-17 Target</th>
<th>% making level gain 2015-16</th>
<th>% making level gain 2014-15</th>
<th>Difference in performance between 2014-15 and 2015-16</th>
<th>Meeting 90% of 2016-17 target</th>
<th>Meeting 2016-17 target</th>
<th>% Post-testing 2015-16</th>
<th>% of NRS students without an initial placement in 2015-16</th>
<th>Percent change in total attendance hours between 2014-15 and 2015-16</th>
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Red Flag Monitoring Activity

• Use your own Red Flag Monitoring
  – Do you have any red dots?
  – Do you have any green dots?
  – Identify one strength of the program
  – Identify one area that needs improvement
  – Develop two – three strategies to address the
    area of improvement
Current Table 4

- Look at your Current Table 4
  - Colleague (XLET4)
- This shows where your program is in completing levels for 2016-17.
  - Does not include HSE or Post-secondary
  - Only shows one record per student
- Does this look like what you expect?
- Are there areas you want to look into?
NRS Reporting and Performance Measures
How are we measured?

- Measurable Skill Gains
- Employment rates after exit
- Median earnings after exit
- Completion of secondary diploma and becoming employed or entering post-secondary education or training within one year of exit
- Completion of post-secondary diploma for students who exit our program and post-secondary education
What do I need to know?

1. Participants and reportable individuals
2. Program entry and exit, and periods of participation
3. Measurable skill gain (MSG)
4. Employment performance indicators
5. Credential attainment indicator
Participants and Reportable Individuals

**Participant:**
- Only upon achieving 12 contact hours after program entry
- Reported on NRS and Statewide Performance Report tables
- Count toward performance measures

**Reportable Individual:**
- Provides identifying information
- Taken action that demonstrates an *intent* to use program services
- Has less than 12 contact hours
Six Key Issues

1. Participants and reportable individuals
2. Program entry and exit, and periods of participation
3. Employment performance indicators
4. Measurable skill gain (MSG)
5. Credential attainment indicator
6. Participant exclusions from indicators
• **Program entry**—the date on which a reportable individual enrolls in an adult education and family literacy program
Program Exit

- **Program exit** occurs when the participant has not received services for the past 90 consecutive calendar days and has no additional services scheduled (i.e. registered for an upcoming class). The date of exit is the last date on which the participant receives services.

- **However**, the exit date from service cannot be determined until at least 90 consecutive calendar days have elapsed since the participant last received services. Services do not include self-service, information-only services, activities, or follow-up services. This also requires that there are no plans to provide the participant with future services.
Period of Participation (POP)

- Every entry is counted as a period of participation, even if it occurs during the same program year.

- Participants with more than one program entry will have multiple periods of participation in a program year.
Periods of Participation - Implications

Participants with more than one program entry have multiple periods of participation in a program year.

Every period of participation is a new service period and treated as if the participant is a new participant (follow-up, MSG, etc.).

A new intake process is required for each period of participation.
Periods of Participation (POP) 
MSG Indicator Example

- **POP 1**
  - 12+ Contact Hours
  - MSG is evaluated.

- **POP 2**
  - 12+ Contact Hours
  - MSG is evaluated **again**.

- **POP 3**
  - 12+ Contact Hours
  - MSG is evaluated **again**.

Program Entry/Reentry
Program Exit (90 days since last service)
Strategies to Retain Students

• Identify student goals and connect to objectives of the class
• Provide instruction that is motivating and engaging
• Contact students when absent
• Have peer buddies
• Be available to students for questions and assistance
5 minute stretch break
Key Issues for NRS

1. Participants and reportable individuals
2. Program entry and exit and periods of participation
3. Measurable skill gain (MSG)
4. Employment performance indicators
5. Credential attainment indicator
Measurable Skill Gain Indicator (MSG)

The percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as academic, technical, occupational, or other forms of progress, towards such a credential or employment.

- Similar to Educational Functioning Level Gains, but with a few changes
  1) 4 ways to get a MSG now
  2) Individuals are counted based upon periods of participation (POP)
  3) Adult Secondary Education High is now counted for a MSG since there are now several possible routes to get a MSG that apply to them
- Reported in Table 4. New Tables published on the National Reporting System website (www.nrsweb.org)
- Only one MSG counts per period of participation
Consideration 3

• Demonstrate Past Effectiveness

• State adjusted level of performance for MSG is 36% for 2016-17 and 38% for 2017-18
Measurable Skill Gain

5 Types of Measurable Skill Gain

- Secondary Diploma/Equivalent
- Secondary or Post-Secondary Transcript
- Educational Functioning Level Gain
- Progress toward Milestones
- Passing Technical/Occupational Knowledge Based Exam

Used in Title II
Secondary Diploma/Equivalent

• New Method to earn a MSG
• Any student with 12 or more hours who receives their AHS or HSE diploma in the program year gets counted as a measurable skill gain (MSG)
Educational Functioning Level Gain

Documented achievement of at least once educational functioning level of a participant who is receiving instruction below the postsecondary education level. Programs may measure educational functioning level gain in one of three ways:

The approved pre- and post-tests must be based on the list of tests the Secretary of Education determines to be suitable for use in the National Reporting System for Adult Education. The list of approved assessments is published annually in the Federal Register.
Method 1 to EFL Gain

• (1) Comparing the participant’s initial educational functioning level, as measured by a pre-test, with the participant’s educational functioning level, as measured by a post-test.
  – No change from how we currently track level gain (test code/component with lowest EFL at the beginning of the program year)
Method 2 to EFL Gain

- (2) States that offer adult high school programs that lead to a secondary school diploma or its recognized equivalent may measure and report educational gain through the awarding of credits or Carnegie units.

  - Adult High School level gain occurs when students have completed the following:
    - Placed at ASEL for the program year
    - Have completed at least 50% of required credits to earn an Adult High School Diploma
    - Have completed one credit in the program year
Method 3 to EFL Gain

- States may report an educational functioning level gain for participants who exit the program and enroll in postsecondary education and training during the program year.
  - Student exits the program during the program year (not received services for 90 days and no further services scheduled)
  - Student enrolls in post-secondary education and training during the program year
Student Scenario 1

• Jane comes into your program on July 6 and stays in your program.
  – She pre-tests on July 6 at ABEHI
  – She post-tests on December 15 at ASEL
  – She remains in your program through June, but doesn’t post-test again.
  – How many periods of participation does Jane have?
  – How many Measurable Skills Gains (MSG) does she have?
Student Scenario 2

• Maria comes into your program on August 15 and stays in your program until November 16 and comes back on May 16.
  – She pre-tests on August 15 at ESLLI
  – No post-test was given before Maria exits in November
  – On May 16, Maria pre-tests at ESLLI
  – On June 30, Maria post-tests at ESLLI

– How many periods of participation does Maria have?
– How many measurable skills gains does Maria have?
Develop your own scenario
Lunch
Share Scenario
Intensity and Duration

• **WIOA Consideration 5**: Program is (A) of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and (B) uses instructional practices that include the essential components of reading instruction.
Example of Class

• 10 students begin on January 1
• 2 students leave in less than 12 hours
• 2 students leave between 12 and 40 hours
• >>>>Hit minimum hours for post-testing>>>>>
• 1 student leaves between 40 and 60 hours
• >>>>Hit recommended hours for post-testing>>>>>
• 2 students leave between 60 and 100 hours
• 3 students are still there after 100 hours
Statistics for NC Participants (12 or more hours)

Student Retention percentages

- 39% less than 30 hours
- 22% 30-40 hours
- 14% 40-60 hours
- 8% 60-70 hours
- 6% 70-100 hours
- 11% more than 100 hours

2/24/2017
What do you think?

• How many hours do you think are needed for students to make an educational functioning level gain?
Percentage of Students Completing a level by Total Hours

- Percentage of Students Completing Level
- Number of Students Retained
- Hours Students are Retained
- # retained
- % completing level

2/24/2017
Intensity and Duration

- Schedule classes so that students have enough instructional hours to post-test
- Make sure students attend long enough to post-test or receive their HSE/AHS diploma, earn the number of Carnegie units, or enter into Post-secondary
Data Tracking

• Assessments and LEIS forms need to be given to LEIS/data entry personnel immediately. Do not hold paperwork.

• Web Advisor in LEIS (mandatory July 2017)
  – Record hours with the actual date the student attends and not a sum for a month.
  – Regularly update hours and testing to ensure ability to see performance for participants at the 12 hour mark.
What do the instructors know?

• How well do the instructors know their students?

• Do instructors know each of the students’ goals?

• Do instructors know why the student is attending the college or CBO?
  – More specifically, why is the student attending Basic Skills?
How do you structure your class?

• Do you have daily lesson plans?
• Do your lesson plans reflect your students’ goals?
• Are your lesson plans aligned with the NC Adult Education Standards?

• Common Curriculum
  http://commoncurriculum.com/
Learning to Ask the Right Questions to Students

- Can you identify your academic strengths & weaknesses?
- Do you know your learning style and what accommodations you need for academic success?
- Do you know what strategies work the best for you in completing academic work?
- Are you able to communicate your academic needs to your teachers and fellow students?
Types of Learning Styles

- Visual: See it
- Auditory: Hear it
- Kinesthetic: Do it
Assess Motivation & Independence (Sandler, 2008)

• 1. Did you need support and structure in high school?
• 2. Do you routinely need help from other to keep you motivated and focused?
• 3. Do you thrive on individual attention from teachers?
• 4. Do you prefer to immerse yourself in a subject?
• 5. Do you need a high- energy environment?
• 6. Do you have trouble falling asleep?
Tracking MSG in your classroom
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### Completing Classroom Tool

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2/24/2017
Your Turn

• Use your classroom report and complete the “Classroom Chart”
  – For Colleague this report is the section report from XLEPLA
  – For LACES this is the Instructor Section View
What did you learn from this exercise?
Main Points from this session

• Measure programs on Measurable Skills Gains and ultimately employment and postsecondary transition.
• Importance of accurate tracking of data.
• Retention of students is essential for making gains.
• Engaging instruction is essential in retaining and motivating students.
Closing Comments and Questions