



# **Performance Standards and WVABE Program Accountability**

## **Section 9**



**2011 - 2012**

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## Performance Standards and WVABE Program Accountability

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## Program Performance

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As financial support for adult education tightens, the need to demonstrate program performance at the state and local levels becomes critical. It is not enough to simply provide instruction and trust that your students learned something. Since your adult education class competes for available funding, you must be able to tell your story convincingly. Being accountable for the use of your adult education resources requires you to know how your program is measured, understand how your results compare to performance standards, and to continually make improvements in instruction and classroom management. When faced with limited program resources, your challenge as a WVABE instructor is not necessarily about doing more with less, but about doing better with what you have.

### How is the performance of my WVABE program measured?

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The National Reporting System (NRS) began in the 1990s as a project to develop an accountability system for the federally-funded adult education program. In August 1998, the Adult Education and Family Literacy Act within the Workforce Investment Act of 1998 (WIA) became law. This Act established accountability requirements, including that states must develop outcome-based performance standards for adult education programs, as one means of determining program effectiveness. NRS expanded to establish measures and methods that are in line with WIA requirements.

### What are the NRS core measures?

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**NRS core measures** apply to all WVABE students receiving 12 or more hours of service (contact hours). As required by federal law, each state annually negotiates performance standards for the **core outcome measures** to be applied to the upcoming fiscal/program year. Our state's negotiated performance standards are found in [West Virginia Adult Basic Education Performance Measures](#) (Section 9 Appendix).

There are four types of **Core Measures**: outcome measures, demographic measures, student status measures, and participation measures.

- **Outcome Measures** include educational gains, entered employment, retained employment, receipt of secondary school diploma or General Educational Development (GED®) diploma, and placement in postsecondary training;
- **Demographic Measures** include ethnicity, gender, and age;
- **Student Status Measures** include employment status, public assistance status, disability status, rural residency status, and learner reasons for attending;
- **Participation Measures** include contact hours received and enrollment in instructional programs for special populations or topics (such as family literacy or workplace literacy).

## **As a WVABE instructor, what is my role in documenting program performance on the NRS core outcome measures?**

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State and/or federal funding of your WVABE program requires that you demonstrate accountability through accurate record keeping. You are responsible for collecting, maintaining, and providing information that proves the quality of your instruction. WVABE relies on the **Adult Education Management Information System (AEMIS)** as the central collection point for statewide NRS data. Local programs are responsible for accurate collection of data related to the four NRS Core Measures.

### **Data Entered in AEMIS by the Local Program**

Whether you enter data into AEMIS yourself or you provide information to a data manager, **you** (the WVABE instructor) are ultimately responsible for the details entered in AEMIS regarding the demographics, goals, status, participation, and educational gains of your students.

### **Data Obtained from Data-Matching AEMIS Data with Other Agencies**

The rest of the data (employment outcomes, GED or diploma completion, and placement in postsecondary training) tracks student outcomes through “data matching” between AEMIS and other state and national databases. This means that AEMIS compares your students’ social security numbers to those in the state employment records, statewide training programs, Higher Education Commission, West Virginia Department of Education database (i.e., WVEIS), and Oklahoma Scoring (for the GED) to find out whether your students went on to achieve the program goals that were set and recorded in AEMIS.<sup>1</sup>

As the WVABE instructor, your part in data matching includes obtaining accurate social security numbers from students, having them sign release of information forms, and indicating in AEMIS that this has been completed.

## **Are any other student achievements included under the NRS measures?**

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In addition to the **core measures**, the NRS has identified **secondary (optional) measures** that are not used as a basis for assessing state or local performance. These **optional measures** include achievements related to employment, community, and family as well as work-based project learner achievements and secondary (high school) student status measures.

Why track optional information? When NRS measures were being developed, many participating educators voiced the belief that these additional categories were important to the identity of programs and to the goals and purposes of adult education. Although the federal government may not review these specific outcomes, the State of West Virginia considers how your students fare with these activities, even if the student

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<sup>1</sup> AEMIS calculates these results as collective totals and does not reveal individual student information.

attends less than 12 hours of class and still meets the objective. Of course, WVABE instructors also realize that students themselves value many of these goals.

Your role in verifying these outcomes involves appropriate goal setting and documenting the achievements in the individual student files. (Keep in mind that federal core outcomes should take priority in setting student goals for the fiscal/program year.)

## **Which core outcomes have performance measures?**

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To receive adult education funds from the U.S. Department of Education (USDE), the State of West Virginia must project statewide outcomes for each of three federal core indicators in the upcoming fiscal/program year and have these outcomes approved. This means that the state estimates what percentage of students (with a minimum attendance of 12 hours) will complete a particular activity that they set as a primary or secondary goal for the fiscal/program year. If the USDE does not agree, the outcomes must be negotiated.

See the [West Virginia Adult Basic Education Performance Measures](#) chart in the *Appendix* of this section of the *Handbook*. The chart shows the outcomes recommended for WV by the USDE for the current Fiscal Year and as projected for the coming Fiscal Year. There are three federal core indicators:

- **Core Indicator #1 (learning gains outcomes):** Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy problem-solving, English Language acquisition, and other literacy skills.
- **Core Indicator #2 (employment outcomes):** Placement in, retention in, or completion of unsubsidized employment or postsecondary education/training.
- **Core Indicator #3 (education outcomes):** Receipt of a secondary school diploma or its recognized equivalent.

In addition to the federal core indicators, the state of West Virginia has also set performance measures for **participation outcomes (enrollment and contact hours)**. See the [General Guidelines for Monthly Student Enrollment and Attendance](#) in this section of the *Handbook*. Programs must meet 65% of the recommended guidelines.

## **What are learning gains core outcomes?**

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All adult education programs (except work-based classes) are required to show **learning gains outcomes (core indicator #1, measures 1-12 on the chart)** for students who attend class at least 12 hours. Educational improvement is measured by standardized tests (TABE, CASAS, BEST Literacy or BEST Plus). The WVABE instructor administers pre-tests (entry) and post-tests (interim and/or exit), keeps the original test results in the permanent program intake/progress student file, and records test scores in AEMIS. The test results place students into NRS levels (FFLs). Learning

gains are demonstrated by comparing pre- and post-test results to show movement to a higher FFL.

Because learning gains are required for all WVABE students (except work-based project learners), AEMIS automatically assumes a goal of *improve basic skills* for ABE and ESL students whether or not the instructor designates that measure as a primary or secondary goal in AEMIS.

**Note:** With basic skills improvement assumed, you technically do not have to mark this goal in AEMIS, and could instead check other program outcomes as primary and/or secondary goals to be achieved in the fiscal/program year.

## **What are employment and education core outcomes?**

**Employment outcomes (core indicator #2) and education outcomes (core indicator #3)** are measured only for those students who set a primary or secondary goal of meeting that specific outcome (entering or retaining employment, entering training, getting a GED diploma or equivalent). The percentages shown on the [Performance Measures chart](#) refer to the completion rate expected for students with that goal.

**Note:** For **employment outcomes**, AEMIS can only match data with the following out-of-state systems: Maryland, District of Columbia, Virginia, Pennsylvania, New Jersey, and Ohio. This list includes all our border states except for Kentucky. For **GED outcomes**, only in-state results can be data-matched. For **other education outcomes** AEMIS can only data-match with in-state public institutions.

## **Does my WVABE program have to meet the outcome levels in every federal core measure?**

Each program is responsible for each Federal Measure in which there are students enrolled into AEMIS for 12 or more student contact hours. Each grantee is credited by AEMIS for the student **learning gains** in measures 1–5 and 7–12 in Core Indicator #1 (see [West Virginia Adult Basic Education Performance Measures, Section 9 Appendix](#)). This is calculated by AEMIS through pre-test, interim test, and post-test scores entered for the student.

In addition, WVABE programs are responsible for the Federal Measures in Core Indicators #2 and #3 for students with a goal of obtain unsubsidized employment, retain an unsubsidized job, enter postsecondary, or pass the GED if they are entered into AEMIS for 12 or more student contact hours. WVABE programs will be accountable for meeting or exceeding a minimum percentage of the learning gains and outcomes of all students in their classes. The outcomes in Core Indicators #2 and #3 will be data-matched for each student entered into AEMIS with the appropriate agency using a Social Security number.

## **Why should I mark student goals for core measures related to employment, retaining employment, entering postsecondary, and obtaining a GED if they are automatically matched with other agencies?**

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Keep in mind that AEMIS uses data matches not only to calculate how many of your students achieve the program goals that you select (NRS Table 5) but also how many students have achievements that you did not select (NRS Table 13). For example, if you have 20 students in your class who might succeed on the GED this year and you select GED as a goal for all of them; just 12 successes will give you the required 60% rate, which would be counted toward your overall program performance within Table 5. On the other hand, if many students show up on NRS Table 13 as achieving the GED but did not have it marked as a goal; the discrepancy would indicate that you have problems with setting appropriate goals with your student.

## **What do I do about students who achieve goals that are not captured by the data match with other agencies?**

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Students who do not provide a social security number or do not sign a release of information cannot be counted in the data match with other agencies. In addition, students who attain the GED or enter post-secondary education in another state are not counted in the match. Finally, only those who achieve an employment goal within West Virginia, its border states (except for Kentucky), or New Jersey are counted in the data match.

## **How do I compare learning gains in my class to federal core measures?**

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As long as you keep your class information current in AEMIS, then AEMIS can tell you how educational gains are stacking up in your class during the year. When you (or your data manager) enter attendance information and assessment results, the system updates the data so you can see how many students you have in each federal functioning level (FFL), how many hours they have attended, and how many of those students remained in or completed an FFL, advanced to another FFL, or separated from your class before completing. AEMIS can generate NRS reports with a wealth of information about your program. For more information regarding AEMIS reports, refer to the [AEMIS User's Guide](#).

## **How do I compare employment and education follow-up data from my class to the federal core measures?**

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Unlike learning gain information, AEMIS cannot give you an immediate report on the follow-up data (new or retained employment, postsecondary enrollment, GED completion) for the current fiscal/program year. GED, post-secondary, and employment data is matched periodically throughout the year, so if your class information is up-to-date, you may be able to see how your class is doing by checking the Desktop

Monitoring Report (DMR) in AEMIS. A student exiting your class during Fiscal Year 2011 will be matched for follow-up outcomes.

Once the final data match is made, the state office issues a report card on program outcomes and each program may view their program results in AEMIS.

You may also ask AEMIS to generate Table 5, *Core Follow-up Outcome Achievement*, for previous fiscal/program years. For information on how to generate NRS Tables using AEMIS, refer to the [AEMIS User's Guide](#). Table 5 only reports students who have been officially withdrawn from class as does Table 13.

### **What happens if my class data falls below the state participation measures or the federal outcome measures?**

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State and regional adult education personnel regularly monitor AEMIS to identify program performance at the county level as well as individual classes. If consistent performance problems surface, the regional adult education coordinator will contact the local program director and/or WVABE instructor(s) to discuss the problem area(s) and provide technical assistance. If you have questions or concerns about your own class performance, you are encouraged to contact your regional adult education coordinator directly.

#### **Participation Measures: Failure to meet at least 65% of recommended enrollment and/or contact hours.**

As explained in the next part of this *Handbook* section, [General Guidelines for Monthly Student Enrollment and Attendance](#), the regional adult education coordinators examine data to determine class locations that fall below the recommended guidelines for student enrollment and contact hours. When classes consistently (two consecutive months) do not meet the minimum requirements, the local program should consider alternative schedules and/or other efforts to improve recruitment and retention. Contact your regional adult education coordinator for technical assistance. If a variety of activities fail to increase enrollment and improve contact hours after three consecutive months, the class should be closed.

#### **Core Outcome Measures: Failure to meet at least 60% of the selected federal core indicators (learning gains, employment entry, employment retention, postsecondary training, GED).**

State and regional adult education coordinators also monitor class and program data to determine how students are performing academically and whether they meet their goals after exiting the program. Regional adult education coordinators will discuss specific problem areas directly with WVABE instructors and local program directors, providing technical assistance whenever possible to improve the outcomes. Individual classes and countywide programs are required to meet or exceed 60% of their overall performance measures.

If your specific WVABE class data is not showing performance when compared to the federal core measures, you should talk with your local program director and your regional adult education coordinator to discuss the situation. Please do not wait for your regional adult education coordinator to contact you. Early intervention through technical assistance, professional development, and other strategies could be your best line of defense.

### **Where can I get more details about WVABE program performance requirements?**

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Contact your [regional adult education coordinator](#).

### **Where can I find more information about the National Reporting System (NRS)?**

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Visit the National Reporting System web site at <http://www.nrsweb.org> or contact your [regional adult education coordinator](#), your [AEMIS technical assistance manager](#) (aka baby bear), or Louise Miller at [louise@wvabe.org](mailto:louise@wvabe.org).

# GENERAL GUIDELINES FOR MONTHLY STUDENT ENROLLMENT AND ATTENDANCE

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## Monthly Guidelines

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Monthly enrollment and attendance guidelines are intended to assist program planners in monitoring effective use of funds and appropriate class location, scheduling, and attendance. By examining monthly enrollment and attendance patterns, program planners can also measure the effectiveness of student recruitment and retention efforts.

Below is a chart that shows how to **estimate** the recommended enrollment and attendance of students **per instructor**. The chart is based on a 4-week month. If the class is closed for holidays, weather, etc., or the number of instructor(s) change, the recommended enrollment and attendance hours are automatically pro-rated by the Adult Education Management Information System (AEMIS). AEMIS calculates recommended contact hours and enrollment based upon actual **instructional hours** logged on the **log attendance screen**.

If there is more than one instructor in the class, the required enrollment and attendance is multiplied by the number of instructors in the class simultaneously. (See chart below.)

<b>Instructional Time</b>	<b>Enrollment (per instructor)</b>	<b>Attendance/Contact Hours (per instructor)</b>
3 hours/week	8	96
6 hours/week	8	192
9 hours/week	8	288
12 hours/week	8	384
15 hours/week	10	450
20 hours/week	13	600
25+ hours/week	15	900

Programs that report to WVABE through AEMIS but are not funded through ABE or EL/Civics grants (e.g., SPOKES, HTGR, Even Start) may have different enrollment and attendance requirements. (SPOKES Instructors should see [Section 16](#) for SPOKES guidelines.) If you have questions about your class requirements, please contact your

local program coordinator for guidance in this area.

There is no recommended maximum number of students that a class can adequately serve. This is dependent on a number of varying factors, such as number of instructors, available space, instructional levels of students, and type of scheduling. However, instructors and program administrators should work together to determine the maximum number of students that can best be served in each particular class setting.

While at one time it was felt that WVABE should never turn any adult learner away, many programs have found that overcrowded classes are not beneficial to the student. As a result, some programs have chosen to set class limits and use waiting lists when the maximum number of students that can be adequately served at one time has been met. This decision is at the discretion of the local program.

WVABE does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, or any other characteristic protected by law in access to their programs. **Therefore, programs may NOT limit the number of individuals from a specific group (e.g., 16-18 year olds, low level readers, etc.) allowed in a class at any given time.**

## **Monitoring Class Enrollment**

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**Instructors should monitor the actual monthly percentages for their own class enrollment and student attendance/contact hours using AEMIS.** Instructors can view the *ABE 300A Monthly Attendance Report* ([Section 4 Appendix](#)) that summarizes monthly attendance for each class in AEMIS. Instructions for accessing this report can be found in the [AEMIS User's Guide](#).

### **Key Points for Tracking Attendance:**

New enrollees, attendance, and achievements must be updated by the 10<sup>th</sup> of the following month—as stated in your local program ABE grant award.

- When logging instructional hours for the instructor in AEMIS, only log instructional time, not planning time. If class is closed due to inclement weather or other reasons, do not log time for the instructor(s) during that time.
- When logging time for a substitute in AEMIS, log the attendance in the time allotted for the regular instructor. Do not add the substitute to the instructor list on the class roster. This will increase the enrollment requirements for the class.
- Student attendance/contact hours should be counted **ONLY** for those hours in which the student is in attendance at the class location for *instructional purposes*.
- The only way that student *Proxy Hours* (contact hours for distance learners) may be counted for study outside of class hours is if the class has a certified DE instructor and the student is enrolled in the distance education program (i.e., student meets the definition of a distance learner). For more information, see [Section 13](#) of this *Handbook*.

Regional adult education coordinators are able to analyze monthly and year-to-date enrollment and attendance, types of students being served, and percent of the guidelines being met on a monthly basis. This information is used to determine class locations that consistently fall below the recommended guidelines.

## **Factors that Impact Enrollment**

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The enrollment guidelines are designed to serve as benchmarks; however, **there are varying factors that may impact compliance with these guidelines**. The actual number of hours taught by the instructor each month is taken into consideration when monitoring the enrollment. For example:

A class that meets three hours/week should normally generate 96 student contact hours per month. This is based on 12 hours of instruction/month with 8 students (4 days x 3 hours/day = 12 hours/month and 12 hours x 8 students = 96 contact hours). However, if the class meets only three days during a particular month, then the class only needs to generate 72 student contact hours that month.

### **Factors that impact enrollment:**

- Closure due to weather, holidays, county-specific closings, etc.
- Faculty senate and staff meetings
- Instructor participation in in-service training
- Planning time for on-site reviews
- Rural or geographically-isolated locations of classes
- High number of low-level learners
- Classes serving specific target populations, such as hearing impaired
- Classes funded by other grant sources (such as SPOKES)

When monitoring enrollment and student attendance/contact hours, these and other appropriate factors should be taken into consideration. Obviously, attention should be given to minimizing factors that create a disruption in class attendance. Whenever possible, substitute instructors should be used when the regular instructor is unable to be present for class.

## **Classes that Fall Below the Minimum Guidelines**

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When a class falls below the recommended guidelines for **three** consecutive months, it is recommended that the class be closed or relocated (taking into consideration outstanding factors). Therefore, when a class begins to fall below the recommended guidelines and in particular after **two** consecutive months, it is time to improve recruitment and retention procedures immediately. Instructors and program administrators are encouraged to read [Section 7](#) of the *Instructor Handbook*.

### **Other Options:**

- Conduct a local survey to determine the need for the class and the desired time and date.

- Consider relocating the class to another location in the county.
- Change the time or day that the class is offered.
- Encourage current students to bring a friend to class.
- Obtain student feedback, asking them what they think would increase enrollment.
- Try offering a short-term special topic class, such as a 10-week class on Math for Parents or Computer Literacy.
- If childcare is a problem for some students, contact a local service organization for help.
- Organize car pools for students with transportation problems.
- Offer distance education (PLATO, KeyTrain, Rosetta Stone, etc.) to improve student contact hours.

Since word of mouth is still the best recruitment tool for WVABE programs, it is important that you reach out to a variety of audiences in your local communities. Use every opportunity you have to talk about the benefits of the program and the success of former students. Remember—former and current students are your best ambassadors. Encourage them to recruit for you!

**If, after attempting a variety of interventions to increase enrollment, the class still falls below the minimum guidelines, the class should be closed.** It is important to maximize the instructional expertise of WVABE instructors and limited program resources.

## **Weighted Attendance/Contact Hours for Learners with Disabilities**

WVABE has a policy for *Weighted Attendance/Contact Hours for Learners with Disability* ([Section 2](#)). It states that for students with “physical or learning disabilities, or with mental impairments who have a written diagnosis by a certifying professional...,” teachers may count student contact hours as time and a half.



**AEMIS Tip:** In AEMIS, for every hour logged on the *Log Attendance Form* for a student with a student type of *Documented Disability*, AEMIS automatically increases the hours on the ABE 300A and Class Summary Report by an additional .5 hours in the appropriate FFL level.

Because AEMIS handles this automatically, you should NOT input or record 1.5 hours when logging attendance within AEMIS. Be certain that *Documented Disability* has been selected as a student type on the student’s *ABE 400A/Student Profile Form* ([Section 4 Appendix](#)), and simply enter the actual time on task.

## Strategic Technical Assistance Review (STAR)

The primary purpose of the Strategic Technical Assistance Review (STAR) is to provide support and assistance to struggling local programs. In addition, the Adult Education and Family Literacy Act requires that the WVDE Office of Adult Education and Workforce Development have a formalized process for monitoring the quality of adult education and literacy activities, and evaluating improvement in WVABE programs. The STAR process is used to fulfill this requirement.

Each year, local programs are selected for the STAR process. Program selection is based on the following:

- How the program performed on the federal core outcome measures
- Whether the program met attendance and contact hour requirements
- Whether the program/staff or the regional adult education coordinator requested technical assistance
- Number of years since the last programmatic review

Much of the STAR process data collection and documentation is done by the regional adult education coordinator prior to the STAR visit. The regional adult education coordinator must:

- Complete a *Class Profile Sheet*
- Generate a *Desk Monitoring Report* from AEMIS
- Conduct a *Data Quality Audit* during a Site Visit
- Use the [Instructional Checklist](#) (Section 9 Appendix) and the *Administrative Checklist* ([WVABE Technical Assistance Guide for Administrators](#) Appendix) to check for the following specific areas of concerns:

Instructional		Administrative
<p><b>Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• Retention Plan</li> <li>• Intake Procedures</li> <li>• Measureable Goals</li> <li>• Assessment Procedures</li> <li>• Confidentiality</li> <li>• Most In Need Served</li> </ul> <p><b>Instructional Delivery</b></p> <ul style="list-style-type: none"> <li>• Technology Use</li> <li>• Research-Based Educational Practices</li> <li>• Activities with Real Life Context</li> </ul>	<p><b>Staff Development</b></p> <ul style="list-style-type: none"> <li>• Personnel with Relevant Training</li> <li>• Collaboration with Peers</li> </ul> <p><b>Coordination</b></p> <ul style="list-style-type: none"> <li>• Collaboration with Other Agencies</li> <li>• Flexible Class Schedules and Support Services</li> </ul> <p><b>Data Management</b></p> <ul style="list-style-type: none"> <li>• Performance Measures</li> <li>• AEMIS Use</li> </ul>	<p><b>Program Planning</b></p> <ul style="list-style-type: none"> <li>• Program Goals/ Budget</li> <li>• Advisory Council</li> <li>• Needs Assessment</li> <li>• Classroom Facilities</li> </ul> <p><b>Program Performance</b></p> <ul style="list-style-type: none"> <li>• AEMIS Up-to-Date</li> <li>• Recruitment</li> <li>• Retention</li> </ul> <p><b>Staff Development</b></p> <ul style="list-style-type: none"> <li>• Qualified Personnel</li> </ul>

As part of the STAR process, WVABE state and regional staff and <sup>2</sup>STAR Mentors visit selected programs to monitor their performance. This STAR team focuses only on the areas of greatest need recommended by the regional adult education coordinator and on the concerns identified by the program personnel. STAR Mentors, chosen for their expertise in the specific areas, provide technical assistance in the areas identified by the regional adult education coordinator and the STAR team.

The chart on the following page shows the STAR Technical Assistance Review Process.

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<sup>2</sup> The STAR Mentors do not evaluate program effectiveness but might be involved with a visit that includes evaluation by other staff.

# STRATEGIC TECHNICAL ASSISTANCE REVIEW

**STAR**

## I. Initial Program Review (Regional Adult Ed. Coordinator- RAEC)

- a. Conduct Desk Monitoring.
  - ✓ Complete Class Profile Sheet from ABE application.
  - ✓ Generate Desk Monitoring Report from AEMIS.
- b. Conduct Class Visit.
  - ✓ Conduct Data Quality Audit.
  - ✓ Complete Program Files Checklist.
  - ✓ Complete only appropriate sections of Administrator and Instructor Checklists as necessary.
  - ✓ Identify specific area(s) of concern for STAR Team to address or report on how problems have been resolved.

## II. Preliminary Planning (RAEC & State ABE Staff)

- a. Document steps taken by RAEC to provide assistance.
- b. Document how any problem areas have been resolved by RAEC.
- c. Determine technical assistance needs, and identify Mentors and other staff needed for STAR Team.
- d. Send request for STAR Mentor.
- e. If a STAR Visit is needed – assemble team (RAEC, STAR Mentor(s), state/regional staff), set date, notify class site and local administrator
- f. If no visitation is required, then all documentation must still be submitted to State ABE office for future reference.

## III. STAR Visit (STAR Team & Mentor)

- a. Conduct Admin & Programmatic visitation
  - ✓ Review Administrator and/or Instructional Checklist and discuss identified areas of concern with administrator.
  - ✓ Discuss Instructional Checklist and identified areas of concern with instructor(s)/staff.
  - ✓ Recommend strategies for technical assistance.
- b. Review student folders/ class files.
- c. Conduct student surveys/interviews (if applicable).

## VI. Monitor Progress and Document Outcomes (RAEC, Edward Hicks, STAR Team)

- a. Report progress at quarterly RAEC/State staff meeting. (RAEC)
- b. Follow-up to assure that recommended activities are completed according to timeline. (RAEC)
- c. Monitor timeline and progress of each STAR Visit. (All)
- d. Maintain records of programs. (All)
- e. Recommend further action/ T.A. (All)

## V. STAR Follow-up Meeting (STAR Team)

- a. Distribute all documents to entire team.
- b. Review strategies and suggestions of STAR Mentor and feedback from administrator and/or instructor(s).
- c. Set timeline for completion of follow-up activities.
- d. Prepare report for grantee within 30- days after the STAR Mentor has submitted Mentor Checklist (if applicable).

## IV. STAR Mentor Technical Assistance Visit(s) (STAR Mentor)

- a. Visit local program and address pertinent issues identified by team.
- b. Fill out Mentor Checklist(s).
  - ✓ Indicate dates of technical assistance.
  - ✓ Add comments wherever possible.
- c. Provide Feedback form on back of checklist to the instructor or administrator.
  - ✓ Send this in along with checklist to Edward Hicks (WVDE).

Revised 9/9/10

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# APPENDIX

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## Section 9

### Performance Standards and WVABE Program Accountability



## West Virginia Adult Basic Education Performance Measures

**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.**

	FY11	FY12
<b>Measure 1 (0-1.9 grade levels)</b>	<b>80% of beginning literacy ABE</b> learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	<b>81% of beginning literacy level</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 2 (2-3.9 grade levels)</b>	<b>72% of beginning ABE</b> learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	<b>74% of beginning level ABE</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 3 (4-5.9 grade levels)</b>	<b>69% of low intermediate ABE</b> learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	<b>72% of low intermediate ABE level</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 4 (6-8.9 grade levels)</b>	<b>61% of high intermediate ABE</b> learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	<b>62% of high intermediate ABE level</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 5 (9-10.9 grade levels)</b>	<b>60% of low adult secondary level</b> learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	<b>61% of low adult secondary level</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 6 (11-12.9 grade levels)</b>	<b>NA</b> (the Federal government does not recognize completion of level 6) <b>high adult secondary level</b> learners will acquire the level of basic skills needed to complete the educational functioning level.	<b>NA</b> (the Federal government does not recognize completion of level 6) <b>high adult secondary level</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 7 180 &amp; below</b>	<b>68% of beginning literacy ESL</b> learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	<b>66% of beginning literacy ESL level</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 8 181-190</b>	<b>70% of low beginning ESL</b> learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	<b>44% of low beginning ESL level</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 9 191-200</b>	<b>65% of high beginning ESL</b> learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	<b>60% of high beginning ESL level</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 10 201-210</b>	<b>82% of low intermediate ESL</b> learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	<b>71% of low intermediate ESL level</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 11 211-220</b>	<b>80% of high intermediate ESL</b> learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	<b>71% of high intermediate ESL level</b> learners will acquire the level of basic skills needed to complete the educational functioning level.
<b>Measure 12 221-235</b>	<b>54% of advanced ESL level</b> learners will acquire the level of basic skills needed to complete the educational functioning level.	<b>49% of advanced ESL level</b> learners will acquire the level of basic skills needed to complete the educational functioning level.

<b>Core Indicator #2: Placement in, retention in, or completion of unsubsidized employment or postsecondary education/training.</b>		
	<b>FY11</b>	<b>FY12</b>
<b>Measure 1</b>	<b>57%</b> of unemployed adult learners with a primary or secondary goal of <b>obtaining unsubsidized employment</b> (and available for work) will obtain unsubsidized employment.	<b>58%</b> of unemployed adult learners with a primary or secondary goal of <b>obtaining unsubsidized employment</b> (and available for work) will obtain unsubsidized employment.
<b>Measure 2</b>	<b>45%</b> of adults with a primary or secondary goal of <b>retaining their current job</b> will be retained on the job.	<b>40%</b> of adults with a primary or secondary goal of <b>retaining their current job</b> will be retained on the job.
<b>Measure 3</b>	<b>64%</b> of all students with a primary or secondary goal of <b>entering postsecondary education or job training</b> will enroll in further postsecondary academic or vocational programs.	<b>60%</b> of adult learners with a primary or secondary goal of <b>entering postsecondary education or job training</b> will enroll in further postsecondary academic or vocational programs.
<b>Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.</b>		
<b>Measure 1</b>	<b>77%</b> of all students with a primary or secondary goal of <b>passing the GED or completing the EDP</b> will earn a high school diploma or recognized equivalent.	<b>80%</b> of all students with a primary or secondary goal of <b>passing the GED or completing the EDP</b> will earn a high school diploma or recognized equivalent.

# Strategic Technical Assistance Review (STAR) Instructional Checklist

Name: \_\_\_\_\_ Grantee: \_\_\_\_\_ Date: \_\_\_\_\_

Class Site: \_\_\_\_\_ Class Name: \_\_\_\_\_ Interviewer: \_\_\_\_\_

## Instructional Planning

### 1. Program has a retention plan.

- Are potential barriers to attendance identified and addressed?
- Are there follow-up procedures for contacting students who leave the program before completing their goals?
- Who is responsible for the follow-up activities? \_\_\_\_\_

**YES NO N/A**

YES	NO	N/A

**Comments:**

### 2. Program's intake procedures are appropriate and effective.

- Is there a thorough intake process consistently used for all students?
- Does intake occur in a non-threatening setting (including an opportunity for a private conversation)?
- Is the intake process (i.e., managed or open-entry) effective for your type of program?
- Is accurate information collected for all required paperwork?

**YES NO N/A**

YES	NO	N/A

**Comments:**

Revised 6/2/2010

# Strategic Technical Assistance Review (STAR) Instructional Checklist

Name: \_\_\_\_\_ Grantee: \_\_\_\_\_ Date: \_\_\_\_\_

Class Site: \_\_\_\_\_ Class Name: \_\_\_\_\_ Interviewer: \_\_\_\_\_

**3. Program establishes measurable goals for participant outcomes.**

**YES NO N/A**

- Does program set appropriate programmatic goals for learners as evidenced in AEMIS?
- Are students achieving goals upon exit as evidenced in NRS Report Table 5 in AEMIS?
- Do NRS Tables 13 and 5 in AEMIS suggest areas of weaknesses in goal setting?
- Are goals outside of the federal CORE indicator goals/achievements being met as evidenced on the *Student Achievement Report* in AEMIS?

YES	NO	N/A

**Comments:**

**4. Program follows the state assessment policy and procedures.**

**YES NO N/A**

- Are the appropriate standardized assessment forms available and in use for the type of students enrolled (i.e., ESL, SPOKES, ABE, Literacy)?  
**NOTE:** This area is not appropriate for *Work Based Project Learners*.
- Do entry, interim and/or final assessments occur within the mandated time frames for the specific assessment instrument(s) used?  
**NOTE:** Refer to *Hours Between Assessment Report* in AEMIS.
- Does the documentation of assessment results that is maintained in the files match what is found in AEMIS (i.e., date, assessment, title, level, form, grade level of target instructional area)?

YES	NO	N/A

**Comments:**

# Strategic Technical Assistance Review (STAR) Instructional Checklist

Name: \_\_\_\_\_ Grantee: \_\_\_\_\_ Date: \_\_\_\_\_

Class Site: \_\_\_\_\_ Class Name: \_\_\_\_\_ Interviewer: \_\_\_\_\_

**5. Program protects the confidentiality of students and staff members.**

**YES NO N/A**

- Is strictly confidential information kept in a separate locked file?
- Does the program make use of appropriate release of information forms before sharing confidential information?
- Does the staff respect the privacy of students in the classroom?


**Comments:**

**6. Program serves individuals who are most in need (including students with low income or minimal literacy skills).**

**YES NO N/A**

- Does the program include ABE and/or ESL students who are at Literacy or Beginning levels as evidenced in NRS Table 4 in AEMIS (NRS and WVABE Reporting Standard)?
- Does the program serve the target populations identified in the most recent needs assessment?
- Target Population(s): \_\_\_\_\_
- Is there evidence of inclusion of special populations such as TANF participants, ex-offenders, older adults, youth, low literacy learners, English Language learners, etc.?


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**Comments:**

# Strategic Technical Assistance Review (STAR) Instructional Checklist

Name: \_\_\_\_\_ Grantee: \_\_\_\_\_ Date: \_\_\_\_\_

Class Site: \_\_\_\_\_ Class Name: \_\_\_\_\_ Interviewer: \_\_\_\_\_

## Instructional Delivery

### 1. Program effectively uses technology in the classroom.

**YES NO N/A**

- Is there evidence in the student folders that software programs and the Internet are being used in the classroom for instruction?
- Is there evidence of use of other technology in the classroom e.g. white boards, podcasts, audio/visual equipment, calculators, etc. (e.g., student folders, class logs, etc.)?


**Comments:**

### 2. Program activities are built on research-based and effective educational practices.

**YES NO N/A**

- Is there evidence of activities that develop teamwork, collaborative learning, peer mentoring, etc.?
- Are there activities that encourage self-directed learning?
- Is there evidence that learning styles are considered in planning activities (e.g., multi-sensory options for learners)?
- Are instructional practices such as phonemic awareness, systematic phonics, fluency, and reading comprehension used in teaching reading?
- Is there instruction in higher level math up to and including Algebra 2, when appropriate?
- Are process writing steps (i.e., brainstorming, clustering [mapping], freewriting, proofreading, and revising) parts of the writing instruction?


**Comments:**

### 3. Program provides activities that offer real life context.

**YES NO N/A**

- Are instructional materials current and suitable for adult learners?
- Do activities and discussion include topics such as parenting skills, health issues, job preparation, and other life skills?


**Comments:**

# Strategic Technical Assistance Review (STAR) Instructional Checklist

Name: \_\_\_\_\_ Grantee: \_\_\_\_\_ Date: \_\_\_\_\_

Class Site: \_\_\_\_\_ Class Name: \_\_\_\_\_ Interviewer: \_\_\_\_\_

## Staff Development

### 1. Staff attends training sessions that are relevant to their program needs.

**YES    NO    N/A**

- Do instructional personnel attend core sessions that are required for their program area specialty (e.g., ABE, SPOKES, ESL, etc.)?
- Do instructional personnel select elective sessions that expand and enhance their skills in areas of need?
- Can staff identify strategies or approaches in use as a result of information acquired in trainings?



**Comments:**

### 2. Staff participates/collaborates with others in the field.

**YES    NO    N/A**

- Does staff take advantage of opportunities to communicate/collaborate with other adult educators (e.g., visit classes, participate in listserv/wiki discussions, attend staff meetings, respond to requests for information, etc.)?
- Does staff take part in activities that build the capacity of the statewide program (e.g., serve on conference or advisory committees, participate in graduation activities, make presentations, participate in professional organizations, etc.)?



**Comments:**

# Strategic Technical Assistance Review (STAR) Instructional Checklist

Name: \_\_\_\_\_ Grantee: \_\_\_\_\_ Date: \_\_\_\_\_

Class Site: \_\_\_\_\_ Class Name: \_\_\_\_\_ Interviewer: \_\_\_\_\_

## Coordination

**1. Program shows strong collaboration with WIB, DHHR, Judicial System, Literacy WV, K-12, higher education, or others.**

- Are students referred to other agencies (e.g., DRS, vision/hearing professionals, DHHR, food banks, Workforce WV, etc.) for needed screening or assistance?
- Are students referred to the program from other agencies/businesses?

YES	NO	N/A

**Comments:**

**2. Program offers flexible schedules and support services.**

- Do class schedules accommodate working learners?
- Does the program offer special classes such as math, resume writing, computer classes?
- Are there evening or other scheduled classes?
- Is current information about community resources such as child care, transportation, legal services, counseling, etc. available to students?
- Are students referred to support service agencies?
- Are accommodations offered/provided to students with disabilities (e.g., LD, ADHD, vision/hearing impairments, etc.)?

YES	NO	N/A

**Comments:**

# Strategic Technical Assistance Review (STAR) Instructional Checklist

Name: \_\_\_\_\_ Grantee: \_\_\_\_\_ Date: \_\_\_\_\_

Class Site: \_\_\_\_\_ Class Name: \_\_\_\_\_ Interviewer: \_\_\_\_\_

## Data Management

**1. Program is effective in meeting or exceeding performance measures at all levels.**

- Has the program met the federal core performance measures for the last three years?
- Has the program met the state attendance and enrollment guidelines for the last three years?

YES	NO	N/A

**Comments:**

**2. Program utilizes AEMIS effectively and in a timely manner.**

- Are monthly attendance and contact hours input by the 10th of each month?
- Are pre- and post-test scores recorded in AEMIS in a timely manner?
- Is there evidence of goal review sessions with learners, including accomplishments/achievements?
- Does the staff utilize the desk monitoring report found in AEMIS to monitor the program's performance?

YES	NO	N/A

**Comments:**