SECTION 1: ACCOUNTABILITY

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1. Introduction

ACCOUNTABILITY in adult education takes many forms. There is accountability at the student, instructor, program director, county, state and national level. Local programs are held accountable for their students' performance which is measured by a pre- and post-assessment. In addition, programs are held accountable for enrollment goals and academic performance. Besides local program goals, Kentucky Adult Education (KYAE), is held accountable for meeting the following federal and state indicators:

1. Adult Education and Family Literacy Act (Title II) of the Workforce Investment Act
2. Council on Postsecondary Education (State) GED and Transition to Postsecondary Education Goal

To monitor and evaluate the utilization of federal funds, local programs are required to gather quality data and report it to KYAE, which in turn reports this information to the U.S. Department of Education (U.S. DOE), Office of Vocational and Adult Education (OVAE). As part of the year-end reporting process, Kentucky is required to submit a Data Quality Standards Checklist with the end of year report to the U.S. Department of Education. The data entered in AERIN and reported to OVAE impacts federal, state and local funding and proves to others that adult education is important and effective. More immediately, data helps improve the quality of teaching.

2. Desk Audits

Program Support Associates perform desk audits quarterly. During desk audits, if discrepancies are noticed in AERIN, the Program Support Associate will provide on-the-spot assistance in regard to correcting errors.

Assessment is a form of accountability. Assessment for accountability means to assess some unit of analysis, such as, students, staff or an entire program to satisfy stakeholders external to the unit itself. Results are always summative. Example: to be eligible for federal incentive funding, the state must meet the negotiated percentage of their federal indicators.

Student Assessment

The assessment process is ongoing and begins the moment a student enters the program. The assessment process is an important tool for retaining students as it gives instructors the chance to understand and support the learning goals and needs of each adult.

Effective assessment ensures that students are placed at the right learning level. Placement at either too high or too low a level is harmful to retention as instruction will either be too hard or too easy. If placement is too high, student progress will be slower and therefore de-motivating to the student. If placement is too low, students may become bored and not fully engaged in learning.

It is important to provide appropriate assessment to students. The assessments are the foundation, although not the only aspect, of educational measurement.

All students enrolled in Kentucky Adult Education are administered appropriate assessments with the purpose to:

- Guide teachers' development of progress plans that meet students' needs
- Guide students' decisions regarding their progress plans and attendance
- Facilitate efficient and effective instruction
- Satisfy accountability requirements of the National Reporting System (NRS).

For more detailed information regarding student assessments see the KYAE Policy and Procedure Manual at http://www.kyae.ky.gov/policy/

Staff and Program Assessment

Assessment of individuals (instructors or program directors) uses the individual, and his/her learning, as the unit of analysis. It can be quantitative or qualitative, formative or summative, standards-based or value-added, and most importantly is used for improvement. The results are aggregated when used for accountability purposes. Examples: improvement in an instructor's knowledge after a professional development course.

Below are links that can assist you as a program director to identify areas of strengths or weaknesses that need improvement for you, your staff or program:

Program Director

- Program Director Self-Evaluation Forms http://www.kyae.ky.gov/educators/selfeval.htm
- Program Self -Review Guide: http://www.kyae.ky.gov/educators/forms.htm

Instructor

- Instructor Self-Evaluation Forms http://www.kyae.ky.gov/educators/selfeval.htm

4. Federal and State Goals

National Reporting System (NRS)

The Adult Education and Family Literacy Act (Workforce Investment Act, Title II) requires that every state utilize an electronic information system for reporting program results to the U.S. Department of Education. Kentucky's online electronic information system is known as Adult Education Reporting Information Network (AERIN). AERIN is a Web-enabled management information system (MIS) developed to meet the individual needs of KYAE's adult education programs, while meeting the guidelines of the National Reporting System.

The National Reporting System for adult education is an outcome-based reporting system for state-administered, federally and/or state-funded adult education programs. Developed with the support of the U.S. Department of Education's Office of Vocational and Adult Education (OVAE), the NRS continues a cooperative process with state adult education directors and OVAE to identify appropriate student outcomes for adult education. The U.S. Department of Education uses information from the NRS to meet accountability requirements and to justify federal investment in adult education programs.

The goals of the NRS are to:

- Establish a national accountability system for adult education programs by identifying measures for national reporting and their definitions
- Establishing methods for data collection, developing software standards for reporting to the U.S. Department of Education
- Developing training materials and activities on NRS requirements and procedures

The NRS improves the public accountability of adult education by documenting its ability to meet federal policy and programmatic goals. The collection of state outcome data enables states to correlate effective practices and programs with successful outcomes and assists states in assessing progress in meeting their adult education goals.

To meet NRS requirements, each local adult education program uses AERIN to enter data. AERIN is a relational database, whereby information on individual students are linked to other variables in the database and data can be aggregated and analyzed for specific subgroups. AERIN is also capable of aggregating data to produce the required data for the federal reporting tables. Data submitted to the state is aggregated and submitted to DAEL which combines states data into a national database describing outcomes of adult education.

Federal Goals

As required by federal law, each state annually negotiates performance standards (see chart on page 5) for the core outcome measures (program performance) to be applied to the upcoming fiscal year.

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 GED, and placement in postsecondary training (called program performance by KYAE).

Demographic Measures include ethnicity, gender and age.

Student Status Measures include employment status, public assistance status, disability status, rural residency status and student 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).

In Kentucky, each local program is responsible for meeting the proposed level of performance set for Kentucky by the U.S. Department of Education, Office of Vocational and Adult Education. The chart below (NRS Core Outcome Measures) shows the performance levels required for the last year and the current fiscal year.

CORE OUTCOME MEASURES	July 1, 2007 – June 30, 2008	July 1, 2008 – June 30, 2009
Beginning ABE Literacy	Target 54%	Target 54%
Beginning ABE	Target 51%	Target 50%
Low Intermediate ABE	Target 53%	Target 54%
High Intermediate ABE	Target 48%	Target 50%
Low Adult Secondary Education	Target 51%	Target 55%
Beginning Literacy ESL	Target 38%	Target 43%
Low Beginning ESL	Target 44%	Target 53%
High Beginning ESL	Target 44%	Target 49%
Low Intermediate ESL	Target 58%	Target 47%
High Intermediate ESL	Target 57%	Target 46%
Advanced ESL Literacy	Target 44%	Target 34%
Enter Postsecondary Education or Training	Target 72%	Target 73%
Gain Employment	Target 67%	Target 69%
Retain Job	Target 54%	Target 59%
Earn a GED	Target 78%	Target 80%

What Program Directors Need to Know About the Federal Core Outcome Measures

As a Program Director, What is my Role in Documenting Program Performance?

Funding of your 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. Kentucky Adult Education relies on AERIN as the central collection point for statewide data. Whether you enter data into AERIN yourself or you provide information to a data clerk, **you (the program director) are ultimately responsible for the data entered in AERIN regarding the demographics, goals, status, participation and educational gains of your students.**

The follow-up measures (employment status, GED completion, and placement in postsecondary education) are "data matched" between AERIN and other databases. This means that AERIN will compare your students' social security numbers to those in the state employment records, CPE postsecondary educational data and the GED Testing Service to find out whether your students went on to achieve the program goals they set for themselves (with your help) when they entered your program.

In addition to receiving information from you, AERIN in turn can provide you with helpful reports on the status of your program performance and student participation so you can monitor your progress during the year. *If you need help generating AERIN reports, contact your Program Support Associate.*

How is Each Core Outcome Actually Measured?

To receive adult education funds from OVAE, the Commonwealth of Kentucky must project statewide outcomes for each federal core indicator 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 OVAE does not agree, the outcomes must be negotiated.

Does my Program Have to Meet the Outcome Levels in Every Core Measure?

Each program for fiscal year 2008-09 will be responsible for each Core Measure in which there are students entered into AERIN for twelve (12) or more attendance hours. Level completions are automatically marked by AERIN through pre-test and post-test scores entered for the student.

How do I Compare Level Completions in my Program to Each Core Measure?

As long as you keep your program information current in AERIN, then AERIN reports can demonstrate for you how educational gains are stacking up in your program during the year. When you (or your data clerk) enter attendance information and assessment results, the system updates the data so you can see how many students are in each level, how many hours they have attended and how many of those students remained in or completed a level, advanced to another level, or separated from your program before completing their goal. AERIN can generate reports with a wealth of information about your program. For more information regarding AERIN reports, refer to the *AERIN Data Manual*.

See KYAE Policy and Procedure Manual for policy concerning entering data in AERIN in a timely manner.

What Happens if my Program Data Falls Below the Core Measures?

State and regional adult education staff regularly monitors AERIN to identify program performance at the county level. If consistent performance problems occur, the Program Support Associate will contact the local program director and/or fiscal agent to discuss the problem area(s) and provide assistance. If you have questions or concerns about your own program performance, you are encouraged to contact your Program Support Associate directly.

The following fourteen National Reporting System (NRS) tables are submitted to OVAE at the end of each fiscal year.

Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Table 2: Participants by Age, Ethnicity, and Sex

Table 3: Participants by Program Type and Age

Table 4: Educational Gains and Attendance by Educational Functioning Level

Table 4B: Educational Gains and Attendance for Pre- and Post-tested Participants

Table 4C: Educational Gains and Attendance for Participants in Distance Education

Table 5: Core Follow-up Outcome Achievement

Table 5A: Core Follow-up Outcome Achievement for Participants in Distance Education

Table 6: Participant Status and Program Enrollment

Table 7: Adult Education Personnel by Function and Job Status

Table 8: Outcomes for Adults in Family Literacy Programs (Optional)

Table 9: Outcomes for Adults in Workplace Literacy Programs (Optional)

Table 10: Outcomes for Adults in Correctional Education Programs

Table 11: Secondary Outcomes Measures (Optional)

Table 12: Work-based Project Learners by Age, Ethnicity, and Sex (Optional)

Table 13: Core Follow-up Outcome Achievement for Prior Reporting Year and for Unintended Outcomes (Optional)

Table 14: Local Grantees by Funding Source

Following are examples of each of the fourteen tables listed above.

Table 1

Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Directions: Enter the number of participants* by educational functioning level, ethnicity,*** and sex.**

Entering Educational Functioning Level (A)	American Indian or Alaskan Native		Asian		Black or African-American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	(N)
ABE Beginning Literacy													
ABE Beginning Basic Education													
ABE Intermediate Low													
ABE Intermediate High													
ASE Low													
ASE High													
ESL Beginning Literacy													
ESL Low Beginning													
ESL High Beginning													
ESL Intermediate Low													
ESL Intermediate High													
ESL Advanced													
Total													

*A participant is an adult who receives at least twelve (12) hours of instruction. Work-based project learners are not included in this table.

**See attached definitions for educational functioning levels.

***A participant should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging.

Table 2
Participants by Age, Ethnicity, and Sex

Directions: Enter the number of participants by age,* ethnicity, and sex.

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African-American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
16–18													
19–24													
25–44													
45–59													
60 and Older													
Total													

*Participants should be classified based on their age at entry. Participants entering the program prior to the current program year should be classified based on their age at the beginning of the current program year. Work-based project learners are not included in this table.

The totals in Columns *B*–*M* should equal the totals in Column *B*–*M* of Table 1. Row totals in Column *N* should equal corresponding column totals in Table 3.

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Table 3
Participants by Program Type and Age

Directions: Enter the number of participants by program type and age.

Program Type (A)	16–18 (B)	19–24 (C)	25–44 (D)	45–59 (E)	60 and Older (F)	Total (G)
Adult Basic Education						
Adult Secondary Education						
English-as-a-Second Language						
Total						

The total in Column *G* should equal the total in Column *N* of Table 1.
The total in Columns *B*–*F* should equal the totals for the corresponding rows in Column *N* of Table 2 and the total in Column *N* of Table 1.
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Table 4

Educational Gains and Attendance by Educational Functioning Level

Directions: Enter number of participants for each category listed, total attendance hours, and calculate percentage of participants completing each level.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy							
ABE Beginning Basic Education							
ABE Intermediate Low							
ABE Intermediate High							
ASE Low							
ASE High*							
ESL Beginning Literacy							
ESL Low Beginning							
ESL High Beginning							
ESL Intermediate Low							
ESL Intermediate High							
ESL Advanced							
Total							

Table 4
Educational Gains and Attendance by Educational Functioning Level

The total in Column *B* should equal the total in Column *N* of Table 1.

Column *D* is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column *E* represents a subset of Column *D* (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column *F* is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column *D + F + G* should equal the total in Column *B.*

Column *G* represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column *H* is calculated by using the following formula: $H = \frac{ColumnD}{ColumnB}$

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

Table 4B

Educational Gains and Attendance for Pre- and Posttested Participants

Directions: Enter number of pre- and posttested participants for each category listed, calculate percentage of posttested participants completing each level, and enter total attendance hours for posttested completion.

Entering Educational Functioning Level (A)	Total Number Enrolled Pre- and Posttested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy							
ABE Beginning Basic Education							
ABE Intermediate Low							
ABE Intermediate High							
ASE Low							
ASE High*							
ESL Beginning Literacy							
ESL Low Beginning							
ESL High Beginning							
ESL Intermediate Low							
ESL Intermediate High							
ESL Advanced							
Total							

Include in this table only students who are both pre- and posttested.

Column *D* is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column *E* represents a subset of Column *D* (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column *F* is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column *D + F + G* should equal the total in Column *B.*

Column *G* represents the number of learners still enrolled who are at the same educational level as when they entered.

Each row total in Column *H* is calculated using the following formula: $H = \frac{ColumnD}{ColumnB}$

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

Table 4C

Educational Gains and Attendance for Participants in Distance Education

Directions: Enter number of distance education participants for each category listed, calculate percentage of participants completing each level, and enter total proxy and direct attendance hours.

Entering Educational Functioning Level (A)	Total Number Enrolled In Distance Education (B)	Total Estimated and Actual Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy							
ABE Beginning Basic Education							
ABE Intermediate Low							
ABE Intermediate High							
ASE Low							
ASE High*							
ESL Beginning Literacy							
ESL Low Beginning							
ESL High Beginning							
ESL Intermediate Low							
ESL Intermediate High							
ESL Advanced							
Total							

Include in this table only students who are counted as distance education students.

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column E represents a subset of Column D (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when they entered.

Each row total in Column H is calculated using the following formula: $H = \frac{ColumnD}{ColumnB}$

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

Table 5
Core Followup Outcome Achievement

CORE FOLLOWUP OUTCOME MEASURES	Number of Participants With Main or Secondary Goal	Number of Participants Included in Survey Sample	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
ENTERED EMPLOYMENT*						
RETAINED EMPLOYMENT**						
Obtained a GED or Secondary School Diploma***						
Entered Postsecondary Education or Training****						

Instructions for Completing Table 5

* Report in Column B the number of participants who were unemployed at entry and who had a main or secondary goal of obtaining employment and who exited during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

** Report in Column B: (1) the number of participants who were unemployed at entry and who had a main or secondary goal of employment who exited during the program year and who entered employment by the end of the first quarter after program exit and (2) the number of participants employed at entry who had a main or secondary goal of improved or retained employment who exited during the program year.

*** Report in Column B the number of participants with a main or secondary goal of passing GED tests or obtaining a secondary school diploma or its recognized equivalent who exited during the program year.

**** Report in Column B the number of participants with a main or secondary goal of placement in postsecondary education or training who exited during the program year.

If survey is used, then the number in Column C should equal the number in Column B unless random sampling was used. If one or more local programs used random sampling, then enter in Column C the total number of students included in the survey. If data matching is used, then Column C should be left blank.

If survey is used, then the number in Column D should be less than Column C, unless there was a 100-percent response rate to the survey. If data matching is used, then the number reported in Column D the number in Column B. (If the numbers in these two columns are equal, then it means that all Social Security numbers are valid and that there are no missing Social Security numbers.) should be the total number of records available for the data match. That number is normally less than

Column E $= \frac{ColumnD}{ColumnB}$, *unless one or more programs used random sampling*. If random sampling was used, see Appendix C of the *NRS Survey Guidelines* for further instructions on reporting.

In Column F, the number should be equal to or less than the number in Column D.

Column G is the number in Column F divided by the number in Column D. Column G should never be greater than 100 percent. If the response rate is less than 50 percent (Column E), then the percent reported in Column G is not considered valid.

Table 5A
Core Followup Outcome Achievement for Participants in Distance Education

CORE FOLLOWUP OUTCOME MEASURES	Number of Participants With Main or Secondary Goal	Number of Participants Included in Survey Sample	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Percent Achieving Outcome
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**	**(G)**
ENTERED EMPLOYMENT						
RETAINED EMPLOYMENT						
Obtained a GED or Secondary School Diploma***						
Entered Postsecondary Education or Training****						

Include in this table only students who are counted as distance education students.

Follow the same instructions for Completing Table 5 to complete Table 5a, repeated below.

* Report in Column B the number of participants who were unemployed at entry and who had a main or secondary goal of obtaining employment and who exited during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

** Report in Column B: (1) the number of participants who were unemployed at entry and who had a main or secondary goal of employment who exited and who entered employment by the end of the first quarter after program exit and (2) the number of participants employed at entry who had a main or secondary goal of improved or retained employment who exited in the first and second quarter

*** Report in Column B the number of participants with a main or secondary goal of passing GED tests or obtaining a secondary school diploma or its recognized equivalent who exited during the program year.

**** Report in Column B the number of participants with a main or secondary goal of placement in postsecondary education or training who exited during the program year.

If survey is used, then the number in Column C should equal the number in Column B unless random sampling was used. If one or more local programs used random sampling, then enter in Column C the total number of students included in the survey. If data matching is used, then Column C should be left blank.

If survey is used, then the number in Column D should be less than Column C, unless there was a 100-percent response rate to the survey. If data matching is used, then the number reported in Column D should be the total number of records available for the data match. That number is normally less than the number in Column B. (If the numbers in these two columns are equal, then it means that all Social Security numbers are valid and that there are no missing Social Security numbers.)

Column E $= \frac{ColumnD}{ColumnB}$, unless one or more programs used random sampling. If random sampling was used, see Appendix C of the NRS Survey Guidelines for further instructions on reporting.

In Column F, the number should be equal to or less than the number in Column D.

Column G is the number in Column F divided by the number in Column D. Column G should never be greater than 100 percent. If the response rate is less than 50 percent (Column E), then the percent reported in Column G is not considered valid.

Table 6
Participant Status and Program Enrollment

Directions: Enter the number of participants for each of the categories listed.

Participant Status on Entry into the Program (A)	Number (B)
Disabled	
Employed	
Unemployed	
Not in the Labor Force	
On Public Assistance	
Living in Rural Area*	
Program Type	
In Family Literacy Program**	
In Workplace Literacy Program**	
In Program for the Homeless**	
In Program for Work-based Project Learners**	
Institutional Programs	
In Correctional Facility	
In Community Correctional Program	
In Other Institutional Setting	
Secondary Status Measures (Optional)	
Low Income	
Displaced Homemaker	
Single Parent	
Dislocated Worker	
Learning Disabled Adult	

*Rural areas are places with less than 2,500 inhabitants and located outside urbanized areas.
**Participants counted here must be in a program specifically designed for that purpose.

Table 7
Adult Education Personnel by Function and Job Status

Directions: Enter an unduplicated count of personnel by function and job status.

Function (A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
State-level Administrative/ Supervisory/Ancillary Services			
Local-level Administrative/ Supervisory/Ancillary Services			
Local Teachers			
Local Counselors			
Local Paraprofessionals			

In Column *B*, count one time only each part-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column *C*, count one time only each full-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column *D*, report the number of volunteers (personnel who are not paid) who served in the program administered under the Adult Education State Plan.

Table 8
Outcomes for Adults in Family Literacy Programs (Optional)

Directions: Enter the number of participants in family literacy programs for each of the categories listed.

Core Followup Outcome Measures (A)	Number of Participants With Main or Secondary Goal (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (F)	Weighted Average Percent Achieving Outcome (G)
COMPLETED AN EDUCATIONAL FUNCTIONING LEVEL *						
ENTERED EMPLOYMENT						
RETAINED EMPLOYMENT						
Obtained a GED or Secondary School Diploma						
Entered Postsecondary Education or Training						
Increased Involvement in Children's Education						
Helped more frequently with school						
Increased contact with children's teachers						
More involved in children's school activities						
Increased Involvement in Children's Literacy Activities						
Reading to children						
Visiting library						
Purchasing books or magazines						

For reporting completion of Educational Functioning Level:

* Report in Column *B* for this row all family literacy program participants who received 12 or more hours of service. Column *F* should include all participants reported in Column *B* who advanced one or more levels.

Compute Column *G* for this row using the following formula: $G = \frac{ColumnF}{ColumnB}$

For reporting Followup Measures:

Follow instructions for completing Table 5 to report these outcomes. However, include only family literacy program participants in Table 8.

Achievement of one or more of the increased involvement in children's education or children's literacy activities measures should be counted only once per participant. However, the specific outcome should be recorded in the subcategory and more than one outcome may be reported, so that the total for the three subcategories may be greater than the total reported for the overall category. For example, a participant who helped more frequently with schoolwork and increased contact with child's teachers would be recorded in both categories but would be counted only once in the overall category of "increased involvement in children's education."

Table 9
Outcomes for Adults in Workplace Literacy Programs (Optional)

Directions: Enter the number of participants in workplace literacy programs for each of the categories listed.

Core Followup Outcome Measures (A)	Number of Participants With Main or Secondary Goal (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (F)	Weighted Average Percent Achieving Outcome (G)
COMPLETED AN EDUCATIONAL FUNCTIONING LEVEL*						
ENTERED EMPLOYMENT						
RETAINED EMPLOYMENT						
Obtained a GED or Secondary School Diploma						
Entered Postsecondary Education or Training						

For reporting completion of Educational Functioning Level:
* Report in Column *B* for this row all workplace literacy program participants who received 12 or more hours of service. Column *F* should include all participants reported in Column *B* who advanced one or more levels.

Compute Column *G* for this row using the following formula: $G = \frac{ColumnF}{ColumnB}$

For reporting Followup Measures:
Follow instructions for completing Table 5 to report the outcomes. However, include only workplace literacy program participants in Table 9.
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Table 10
Outcomes for Adults in Correctional Education Programs

Directions: Enter the number of participants in correctional education programs for each of the categories listed.

Core Followup Outcome Measures (A)	Number of Participants With Main or Secondary Goal (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (F)	Weighted Average Percent Achieving Outcome (G)
COMPLETED AN EDUCATIONAL FUNCTIONING LEVEL*						
ENTERED EMPLOYMENT						
RETAINED EMPLOYMENT						
Obtained a GED or Secondary School Diploma						
Entered Postsecondary Education or Training						

For reporting completion of Educational Functioning Level:

* Report in Column *B* for this row all correctional educational program participants who received 12 or more hours of service. Column *F* should include all participants reported in Column *B* who advanced one or more levels.

Compute Column *G* for this row using the following formula: $G = \frac{ColumnF}{ColumnB}$

For reporting Followup Measures:

Follow instructions for completing Table 5 to report the outcomes. However, include only correctional educational program participants in Table 10.

Table 11
Secondary Outcome Measures (Optional)

Directions: Enter the number of participants for each of the categories listed.

Secondary Outcome Measures (A)	Number of Participants With Main or Secondary Goal or Status (B)	Number of Participants Obtaining Outcome (C)	Percentage Achieving Outcome (D)
Achieved Work-Based Project Learning Goal			
Left Public Assistance			
Achieved Citizenship Skills			
Increased Involvement in Children's Education*			
Increased Involvement in Children's Literacy Activities*			
Voted or Registered To Vote			
Increased Involvement in Community Activities			

Each row total In Column *D* Is calculated using the following formula: $D = \frac{ColumnC}{ColumnB}$

* Enter the total number of participants who achieved this goal regardless of whether the participant was in a family literacy program. Use Table 8 to enter achievements of family literacy participants. The number reported here may be higher than reported in Table 8 because it includes all participants who achieved this goal.

Table 12 (Optional)
Work-based Project Learners by Age, Ethnicity, and Sex

Enter the number of work-based project learners by age,* ethnicity, and sex.

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African-American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
16–18													
19–24													
25–44													
45–59													
60 and Older													
Total													

Only participants designated as work-based project learners should be included in this table. These participants should not be included in Tables 1–5.

The total in Column *N* should equal the number of work-based project learners reported in Table 6.

*Participants should be classified based on their age at entry.

Table 13 (Optional)
Core Followup Outcome Achievement for
Prior Reporting Year and for Unintended Outcomes

For Column B, enter the number of participants for each of the outcome categories for outcomes not reported in the prior reporting period. For Column C, enter the number of participants achieving each outcome who did not have the outcome as a goal.

Core Followup Outcome Measures (A)	Number of Participants With Main or Secondary Goal Who Achieved Outcome but Were Not Reported in the Prior Reporting Period (B)	Number of Participants Achieving Outcome in Current Year Who Did Not Have the Outcome as a Goal (C)
Entered Employment		
Retained Employment		
Obtained a GED or secondary school diploma		
Placed in postsecondary education or training		

For Column *B,* report the number of participants who had the core outcome as a primary or secondary goal and who achieved that outcome according to the core outcome definitions (see Table 5) but *were not reported in the prior program year.*
For Column *C,* report the number of participants who achieved the outcome in the current reporting year but *did not have the outcome as a main or secondary goal.*

Table 14
Local Grantees by Funding Source

Enter the number of each type of grantee (see attached definitions) directly funded by the state, and the amount of federal and state funding they receive.

Provider Agency (A)	Total Number of Providers (B)	Total Number of Sub-Recipients (C)	WIA Funding		State Funding	
			Total (D)	% of Total (E)	Total (F)	% of Total (G)
Local Education Agencies						
Public or Private Nonprofit Agency						
Community-based Organizations						
Faith-based Organizations						
Libraries						
Institutions of Higher Education						
Community, Junior or Technical Colleges						
Four-year Colleges or Universities						
Other Institutions of Higher Education						
Other Agencies						
Correctional Institutions						
Other Institutions (non-correctional)						
All Other Agencies						
Total						

1. In Column (B), report the number of providers receiving a grant award or contract for instructional services from the eligible agency.
2. In Column (C), report the total number of each entity receiving funds as a sub-recipient. *(Entities receiving funds from a grantee as part of a consortium are to reported in column (C).*
3. In Column (E), the percentage is to be calculated using the following formula:

$$\frac{\text{Column D}}{\text{Total WIA}} = \text{Col (E)}$$

4. In Column (F), report total amount of state funds contributed. This amount need not necessarily equal the non-federal expenditure report on the Financial Status Report.
5. In Column (G), the percentage is to be calculated using the following formula:

$$\frac{\text{Column F}}{\text{Total State}} = \text{Col (G)}$$

GRANTEE DEFINITIONS FOR TABLE 14

Local Education Agencies are publicly funded entities designated to administer and provide primary and secondary education instruction and services within a city, county, school district, township or region.

Community-based Organizations (CBOs) are private nonprofit organizations of demonstrated effectiveness that are representative of a community or significant segment of a community.

Faith-based Organizations (FBO) are non-profit organizations associated with a faith community or multiple faith ministries.

Libraries are public state and community funded institutions that offer education and community services in addition to providing access to print, audio-visual and technology resources.

Community, Junior or Technical Colleges are public institutions of higher education that offer associate's degree and certificate programs but, with few exceptions, award no baccalaureate degrees.

Four Year Colleges or Universities are a public or private non-profit institution of higher education that primarily offers baccalaureate degree programs.

Other Institution of Higher Education is a public or private non-profit institution that is not a community, junior, or technical college or a four-year college or university.

Correctional Institutions refer to state or federal penal institutions for criminal offenders. These include prisons, jails, and other correctional detention centers.

Other Institutions (Non-Correctional) are any medical or special institutions not designed for criminal offenders.

All Other Agencies include other public (federal, state, local) agencies not listed in the categories above.

STATE GOALS

Relying solely on high school graduates will not allow the Kentucky Council on Postsecondary Education and KYAE to achieve the 2020 imperative of nearly doubling the number of working-age Kentuckians with a bachelor's degree. The adult education population must be reengaged in improving their educational skills and be better prepared to enter and succeed in college. State goals are set for the number of GED Graduates and those Transitioning to Postsecondary Education for Kentucky Adult Education in conjunction with the Council on Postsecondary Education in order to meet the 2020 goal.

State Goals for GED and Transitions to Postsecondary Education

Fiscal Year	GED Goal	Transitions Goal
2003	9,452	22%
2004	9,740	20%
2005	9,757	21%
2006	10,040	22%
2007	10,331	23%
2008	10,631	24%
2009	10,939	25%
2010	11,256	26%
2011	11,583	27%
2012	11,919	28%
2013	12,264	29%
2014	12,620	30%
2015	12,986	31%
2016	13,362	32%
2017	13,750	33%
2018	14,149	34%
2019	14,566	35%
2020	15,000	36%

COUNTY GOALS AND TARGETS

County Enrollment Goal

KYAE has adopted U.S. Census data as the basis for determining county enrollment goals and core services grant funding beginning in 2007-08.

- Specifically, KYAE will use 2000 U.S. Census county-level data on the number of persons, 18 years and older without a high school credential in each county.
- The population of 18 years and older will be used because most 16 and 17 year olds are or should be in high school.
- Reasons for using census data rather than literacy data:
    - Census data have a high degree of credibility and are the basis for many government programs.
    - Census data are regularly updated with no cost to KYAE.
    - The data are valid at national, state and county levels.
    - The data are comparable across the state and nation.
    - Census data are comparable across years; therefore, tracking progress is possible.

Data gathered is used to show state and federal legislators the important work of adult educators. It helps instructors, local programs, and the state make decisions about curriculum, instruction, assessment and professional development needs. In short, data is informative but only when it is quality data. Quality data are information that is accurate and unbiased and presented in a clear, complete, well-documented manner.

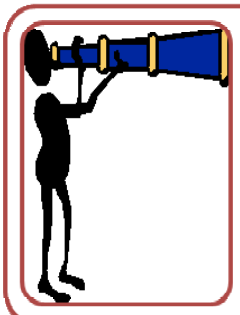
Seven Components of Data Quality

Reliability	•Follow same procedures over time.
Validity	•Ensure the measures truly represent their underlying concepts.
Objectivity	• Using appropriate data sources and sound analytical techniques, by using proven methods, and by carefully reviewing the content of all information and reports. •The accuracy, reliability and unbiased nature of information. •Involves both the content and the presentation of the information.
Integrity	•Data that is not compromised through corruption or falsification. • Integrity refers to the security, or protection, of information from unauthorized access or revision.
Transparency	•Involves having a clear description of methods, data sources, assumptions, outcomes, and related information that allow users to understand the data.
Reproducibility	•Data that can be reproduced by others by using the documented methods, assumptions and data sources to achieve comparable findings.
Utility	•Data that is useful and available to its intended audience.

Data collection is a complex process, involving many staff. It thus requires regular review and monitoring.

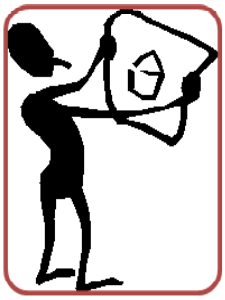
Discuss with staff

- Talk to all staff members about their understanding of the data collection process to ensure they are clear about what they are doing and the reasons for procedures. You might also ask them for insight into what is not working and what they think they could do better. Through this discussion you might also explore areas of resistance among staff and reasons why procedures are not working as they should. Staff may also have insights into ways to resolve data collection problems. You could use this information to work with staff to identify a plan for improving data collection procedures.



Observe data collection

- Observe staff most directly involved in data collection to evaluate whether processes are working as you envision them. For example, observe how data are entered, forms completed and missing or erroneous data are resolved. Identify areas of strength and weakness and discuss with staff.



Review program data

- The process begins by reviewing data on a regular basis. Data provides you with a picture of how your program is working. By critically evaluating this picture, you can get clues as to what is not working or your curiosity may be raised as to why things are working as they are. For example, why are some students post-tested and not others? What makes some groups of students stay longer than others? Why are students more successful in some classes?

- Review your program's data for anomalies, missing data and other inconsistencies to get insight into areas where more training may be needed.

You should examine reports and look at data enterd or collected by individual staff members. For example you could:

1. Spot-check data in AERIN against original data on forms.
2. Check for out-of-range values and look for numbers greater than 100% and number of students in sub samples greater than enrollments.
3. Examine individual student records for missing data and highest and lowest values recorded, to see whether they make sense. Check whether it is possible to obtain these values or scores.
4. Examine the data again after it has been checked and completed.
5. Examine reports for missing data, out-of-range values and patterns that seem suspect (for example, level gains with too few hours...)

Identify issues and problems.

- Reviewing data is bound to identify program areas that seem problematic or are otherwise worthy of further investigation. You should select and focus on issues and problems to address in your program improvement efforts.

Federal Requirements for Data Quality

As part of the year-end reporting process, Kentucky is required to submit a Data Quality Standards Checklist with the end of year report to the U.S. Department of Education. This checklist describes the process Kentucky has in place for collecting data that meets National Reporting System guidelines. It also addresses whether the state conducts validity studies to ensure processes are working to produce accurate and reliable data.

KYAE Policy and Procedure Manual http://www.kyae.ky.gov/policy/

National Reporting System for Adult Education (NRS) http://www.nrsweb.org/

Office of Vocational and Adult Education http://www.ed.gov/about/offices/list/ovae/index.html

Adult Education Handbooks and Guides from Other States

California Adult Literacy Professional Development Project

- Adult Education Administrator's Guide
  http://www.cde.ca.gov/sp/ae/ir/documents/aehandbook2005.pdf

Indiana Department of Education/ Division of Adult Education

- Program Director Handbook
  http://www.doe.state.in.us/adulted/admin_handbook.html
- Instructor Handbook
  http://ideanet.doe.state.in.us/adulted/teacher_handbook.html
- Media Kit
  http://ideanet.doe.state.in.us/adulted/pdf/admin_mediakit.pdf

Massachusetts Department of Education/ Adult Education

- Adult Basic Education Guide
  http://www.doe.mass.edu/acls/abeguide.pdf

Maine Adult Education

- Director's Handbook
  http://mainegov-images.informe.org/education/aded/dev/handbook/DirectorUs%20Handbook04.pdf

Texas Center for the Advancement of Literacy and Learning (TCALL)

- Teacher Toolkit
  http://www-tcall.tamu.edu/toolkit/contents.html
- Program Director
  http://www-tcall.tamu.edu/texaslearns/05admanual/cover.htm

West Virginia Adult Basic Education (WVABE)

- Program Director
  http://www.wvabe.org/misc_pdf/Admin_Technical_Assistance_Guide.pdf
- Instructor Handbook
  http://wvabe.org/teacherhandbook.htm