

Texas Practices in Program and Data Management for Program Improvement

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A LOOK AT HISTORICAL PERFORMANCE IN TEXAS

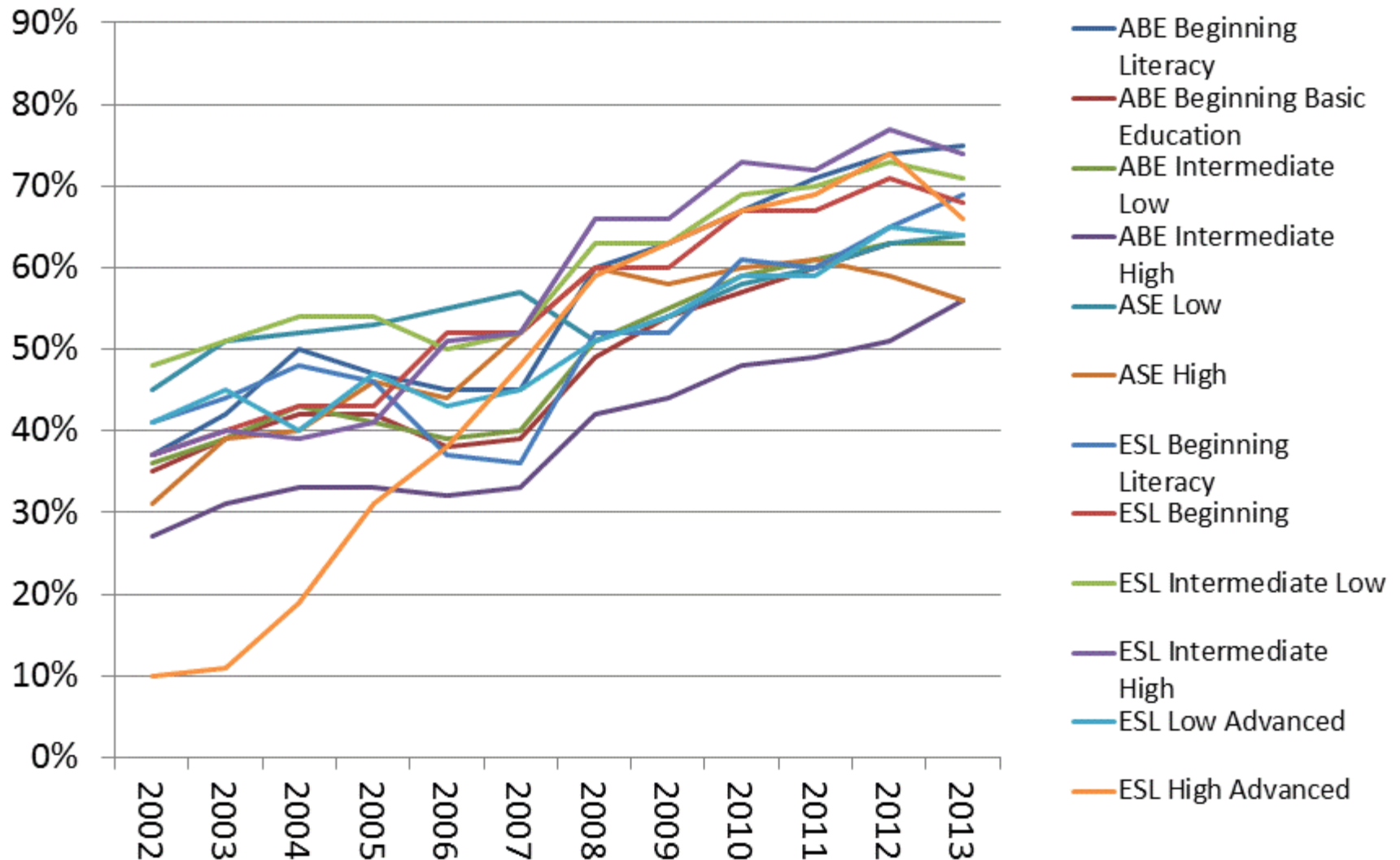


Background

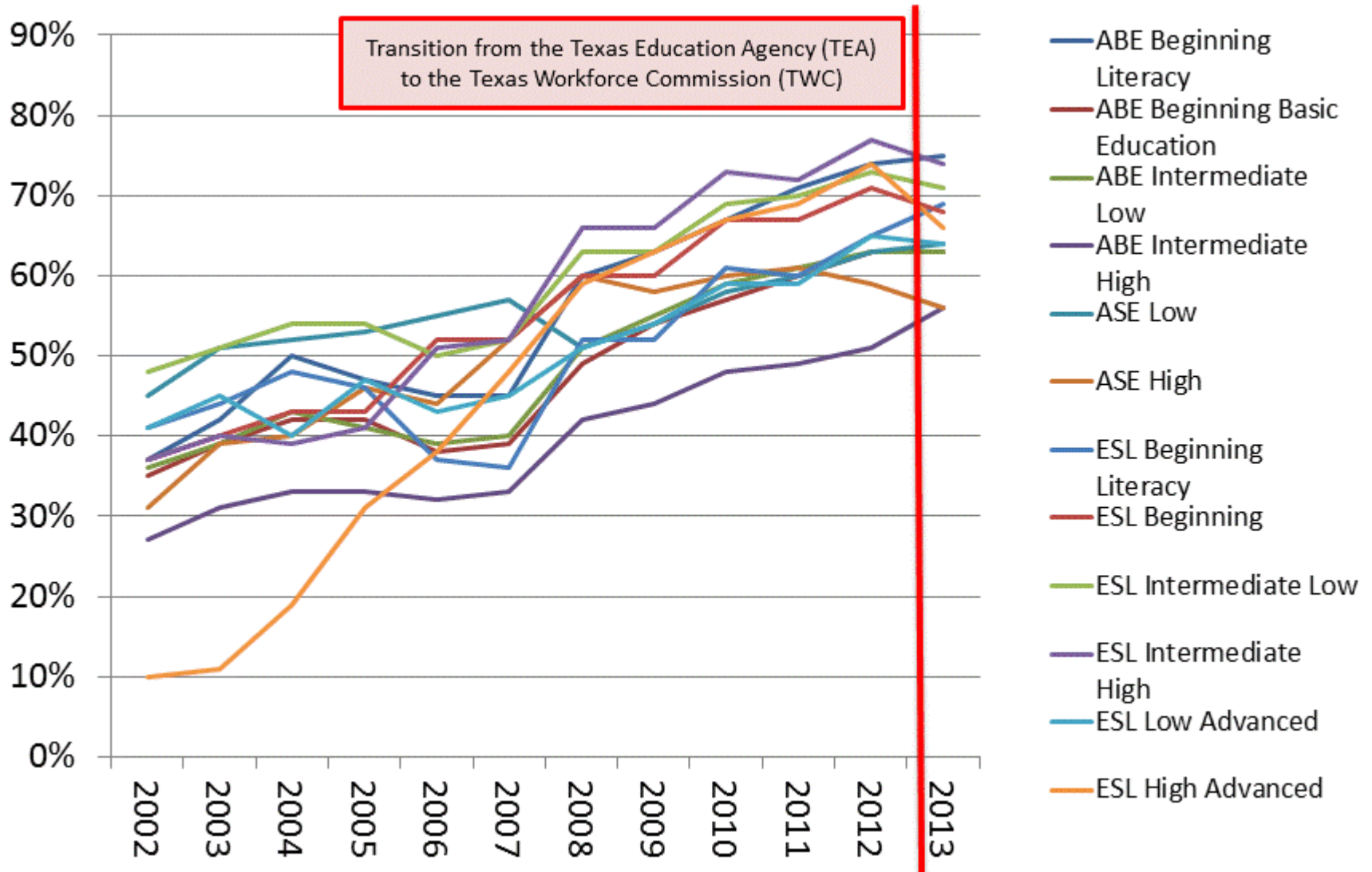
- The statewide adult education and literacy program was transferred from the Texas Education Agency (TEA) to the Texas Workforce Commission (TWC) in September 2013, including over 100 service provider contracts
- During 2013-14 , new rules were established, data management system was transferred and entire system re-procured including professional development system
- TWC consulted with prior program staff to discuss strategies used to improve statewide performance prior to 2013



Texas Performance in Core Outcome Measures from 2002-2013



Texas Performance in Core Outcome Measures from 2002-2013



A drive towards improvement

- In 2002 <50% of Texas programs were meeting educational functioning level targets
- Texas Education Agency implemented a series of strategies between 2002-2012 to improve statewide performance



Key Strategies Prior to Program Transition by Texas Education Agency to Improve Performance

Problem	Solution
Funding based entirely on contact hours; no incentive to make gains	<ul style="list-style-type: none">• Inclusion of educational functioning level gains in performance based funding• Awards/recognition for meeting targets
Programs weren't post-testing	<ul style="list-style-type: none">• Encouraged and incentivized post-testing• Created reports in Texas Educating Adults Management System (TEAMS) so programs could monitor post-testing, easily target specific students, and monitor minimum number of instructional hours between pre/post tests
Limited accountability	<ul style="list-style-type: none">• Development of the Performance Improvement Plan (PIP); programs had to improve in educational functioning levels in order to be taken off a PIP



Key Strategies Prior to Program Transition by Texas Education Agency to Improve Performance

Problem	Solution
Lack of ease for self-monitoring	<ul style="list-style-type: none">• Development of Adult Education Grant Information System, a dashboard tool which easily showed programs their compliance and performance in a dashboard format
Programs didn't know what worked	<ul style="list-style-type: none">• TEA performed a needs assessment and shared with programs what "good" programs were doing
The "right" people weren't monitoring	<ul style="list-style-type: none">• Access to TEAMS, the statewide data management system was encouraged for teachers• Data-detective training was provided for teachers to learn how to use data to target instruction



Adult Education and Literacy at TWC

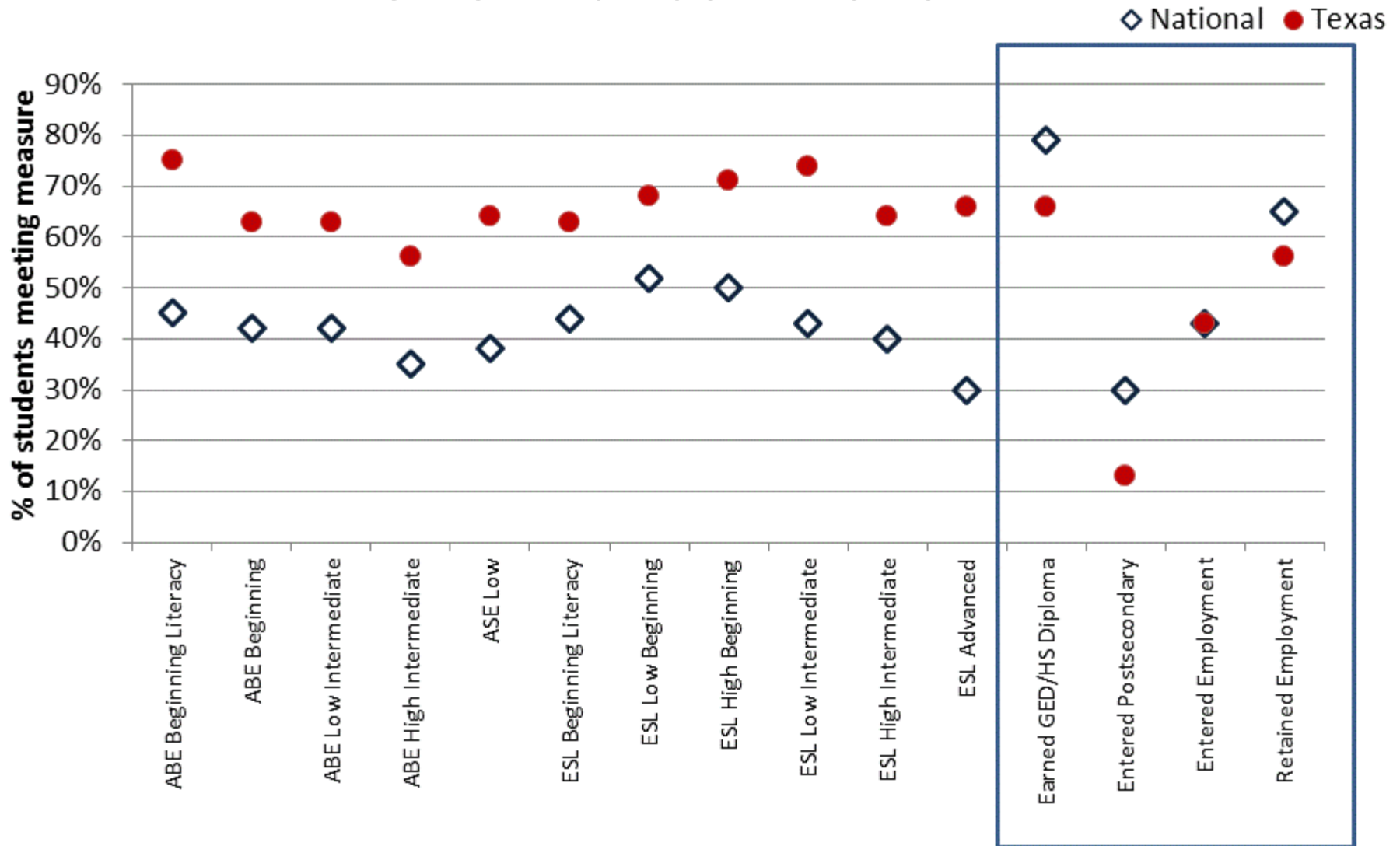
MAINTAIN PERFORMANCE

INCREASED OUTCOMES

STRENGTHENED ACCOUNTABILITY

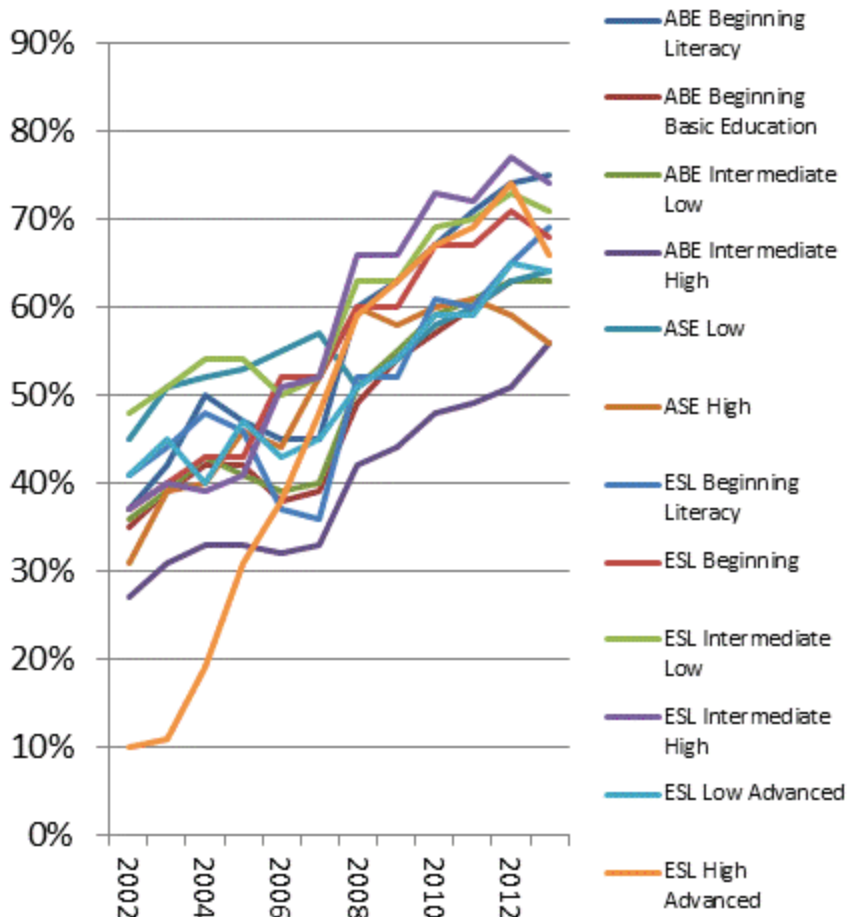


Overall Comparison to National Performance – 2013-14

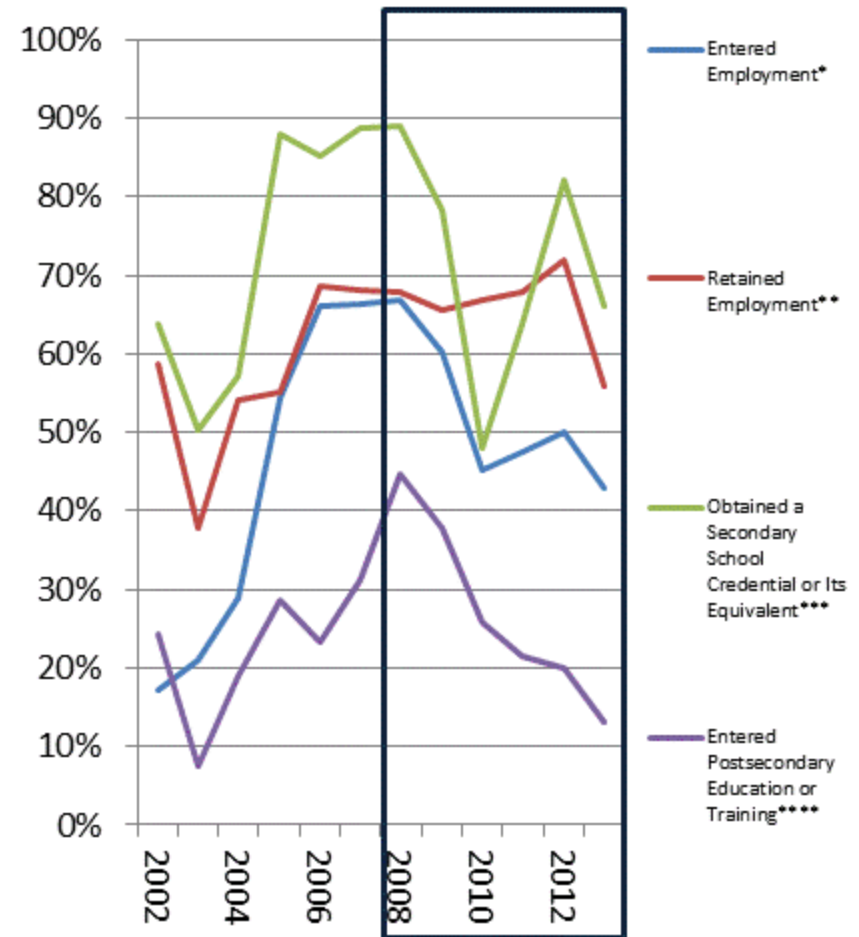


Texas Performance from 2002-2013

Outcome Measures

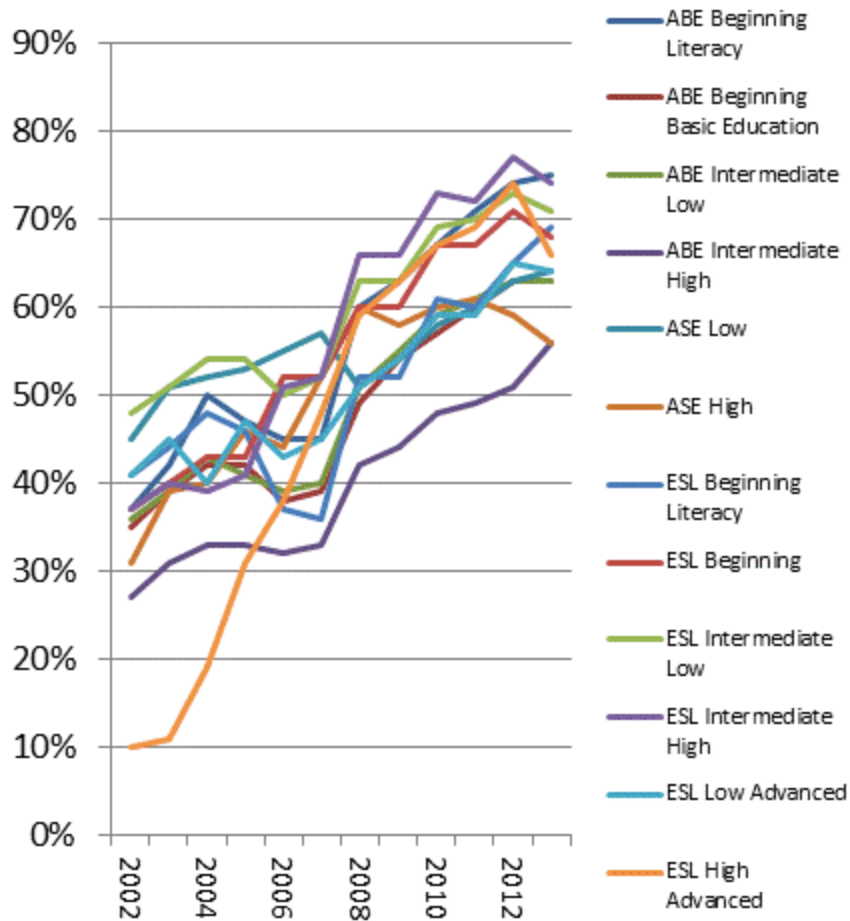


Secondary Outcome Measures

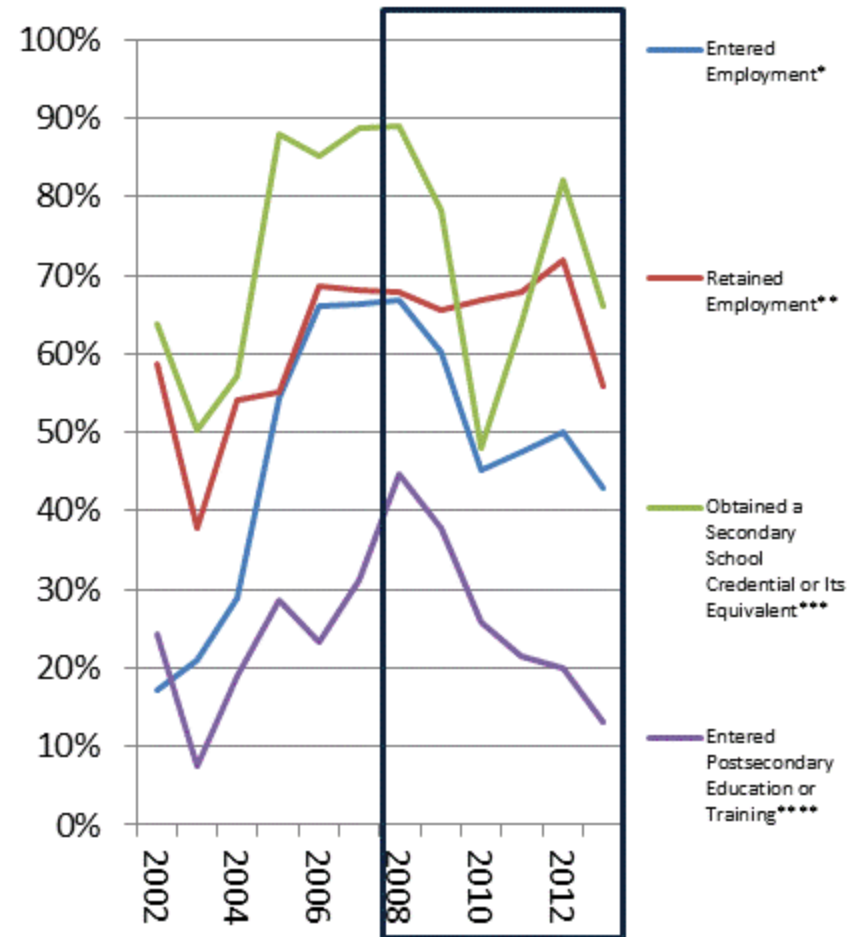


Texas Performance from 2002-2013

Outcome Measures



Secondary Outcome Measures



Contractual Enhancements to Maintain and Boost EFL Performance

- Contract continuation based on performance
- Deliverables:
 - PD plan for continuous improvement
 - Standard Operating Procedures for Data Management and Documentation
 - Intake and Assessment
 - Professional Development
- Staffing requirements: PD coordinator, TEAMS/data coordinator
- Programs are required to validate and certify data



Contractual Enhancements to Maintain and Boost Secondary Outcome Measure Performance

- Requirement, with targets, for all grant recipients to develop one career pathway program per year
 - Includes integrated education and training, work-based or workplace initiatives, and ESL for internationally-trained workers
- Requirement, with targets, for all grant recipients to do transitions classes
- Requirement for programs to provide college and career bridge activities in all classes and to develop individual training, education and career plans



Other Enhancements to Boost Secondary Outcome Measures

- Regional integration events to improve adult education and one-stop provider engagement
- Performance-based funding
- Incentive awards



Performance-based Funding

Early Payout—Available on or before March 1, 2015	Portion of 5% Performance-Based Funding
Measure A: Total Served with 12+ Hours	30%
End-of-Year Payout Measures— Available on or before September 1, 2015	
Measure B: Educational Gains	35%
Measure C: Transition and Career Pathway Class Enrollment	35%



Incentive Awards

- Partnership with employers
- Integration with colleges
- Integration with workforce investment boards



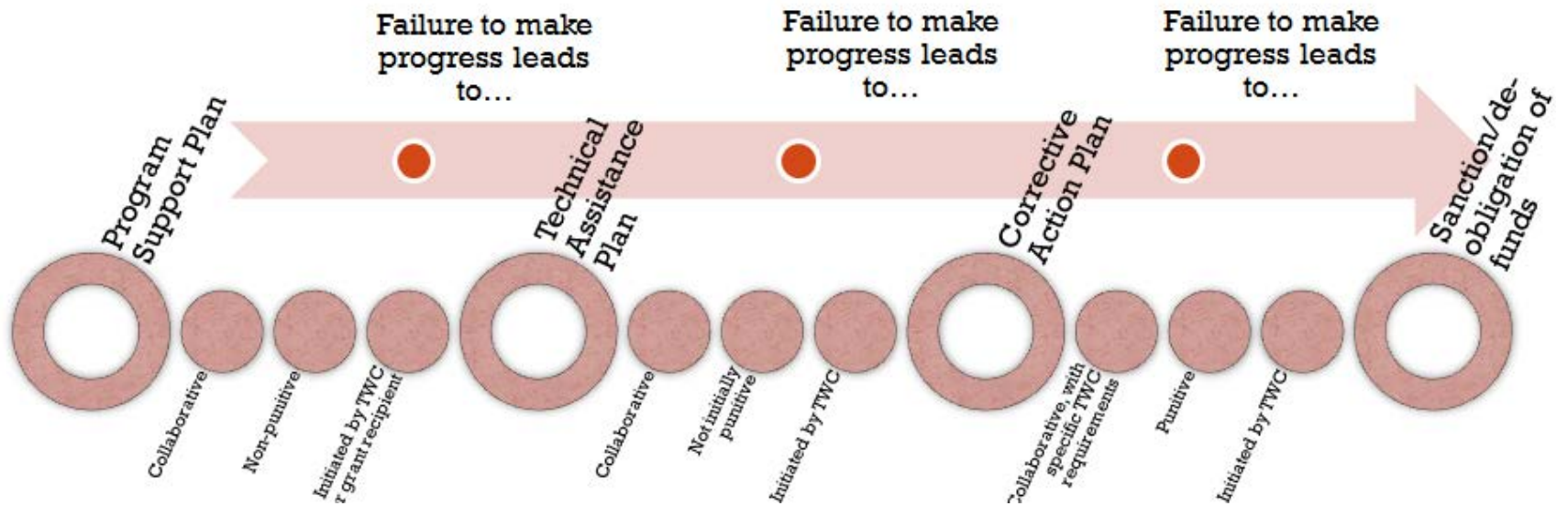
Just-in-time Remediation

- TWC staff charged with analyzing data monthly to identify issues
 - AEL program and contract staff analyze and communicate with local programs
 - Assistant director leads performance enhancements with Division of Operational Insight
 - Brief executive management monthly
- Programs are required to have TEAMS access for all teachers
- Programs are placed on a program support plan *immediately* if concerns arise from data review



Just-in-Time Remediation

STAGES OF REMEDIATION



Summary of Best Practices

Tips for Replication

- Requirement for consistent and timely data entry
- Incentives for performance
- Remediation methods that are timely, transparent, phased, and consistently applied
- Ongoing communication from the very top (executive leadership) to the very bottom (providers) about program performance
- Strategic professional development to address weaknesses and gaps



QUESTIONS?

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