



QA / PA


Quality Assurance and Performance Accountability Session

Presented by Veronica Moore, Program Specialist

Maria Morrow, Program Specialist

Elena Madrid, Supervisor

Agenda

- Review of QA/PA Positions General Roles and Responsibilities – Elena
 - What TWC Knows – Maria (POC and survey responses).
 - What the Programs Know – Veronica and Maria
 - A Collaborative Vision – Elena
 - Tools and Resources – Community of Practice – Elena
 - Case Studies – Topics of Discussion
 - What Comes Next
- 

Goals and Gains

- Build community and support for QA / PAs
- Shared resources and tools
- Stronger presence when it comes to these positions
- Notable results in student outcomes, program services, performance and accountability



General Roles and Responsibilities

Ravensburger

The Puzzle

- Performance Accountability > Puzzle Box – Big Picture
- Quality Assurance > Puzzle Pieces – to make the Big Picture evolve





Quality Assurance (QA)

- Process, procedure, and policy driven
- Knowledgeable of Program requirements
- Develops processes to meet quality outcomes/standards
- Asks 5 W's & the How
 - What is the goal?
 - When are processes and procedures implemented?
 - What is the timeframe on expected outcomes?
 - Why do the processes need to be implemented?
 - Where are processes implemented and where does staff find guidance?
 - How do we best implement these processes?

QA Responsibilities

(RFA 320-18-01
Attachment A)

- Development of and adherence to Standard Operating Procedures (includes all required and local level SOPs)
- Effectively lead auditing and observation of work to evaluate compliance with policies and procedures and adherence to grant requirements
 - Conducting regular audits at the local level to ensure processes are running smoothly and identify any areas that need improvement, retraining or updating
- Provision of technical assistance for improvement and enhancement
 - Understanding processes and software utilized (TEAMS) to assist at local level before contacting TEAMS TA, IT or PS

QA - Do the Responsibilities Match the Qualifications?

• **Responsibilities / Duties**

- Development of and adherence to Standard Operating Procedures
- Effectively lead auditing and observation of work to evaluate compliance with policies and procedures and adherence to grant requirements
- Provision of technical assistance for improvement and enhancement

Skills/Experience

- Writing SOPs
- Auditing
- Program improvement / enhancement
- TEAMS utilization
- Effective communication
- Data Analysis



Performance Accountability (PA)

- Performance Outcome and Accountability Driven
- Process Procedural Success
- Change/Improvement Agent
- Data Analyst and Reporting

PA Responsibilities

(RFA 320-18-01
Attachment A)

- Manage compliance to the Texas AEL Assessment Guide, Applicable AEL and WD letters, and other performance requirements
 - Support coordination of data collection and performance reporting for Discretionary Innovation Projects funded by the Agency to expand new service options, as applicable
 - Serve as the point of contact for staff for program and/or consortia, if applicable, questions related to accountability, assessment, and data management
- *Develop and conduct trainings regularly to keep staff up to date. Understanding policy to answer questions or knowing who to contact for questions that need additional clarification

PA - Do the Responsibilities Match the Qualifications?

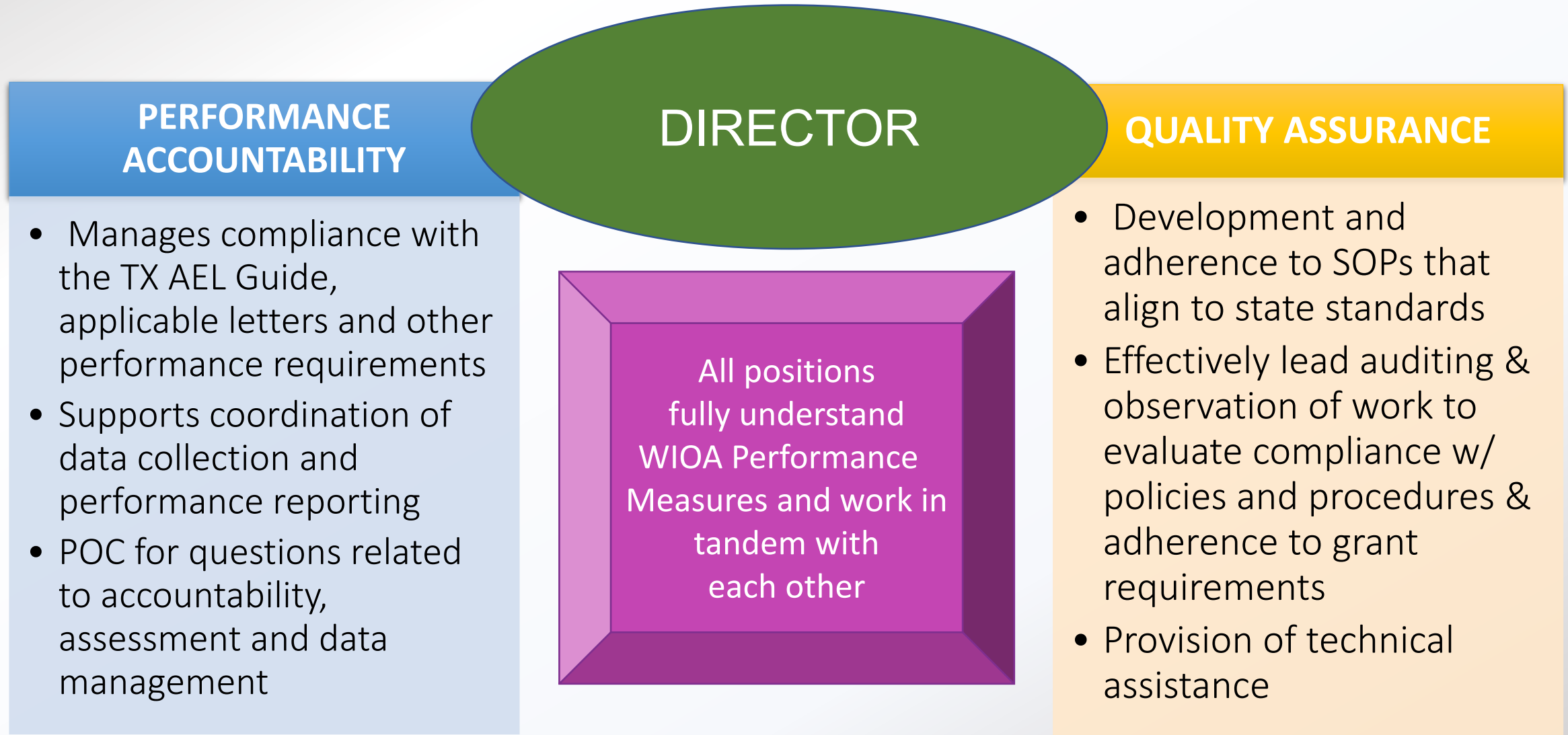
• Responsibilities / Duties

- Manage compliance to the Texas AEL Assessment Guide, Applicable AEL and WD letters, and other performance requirements.
- Support coordination of data collection and performance reporting for Discretionary Innovation Projects funded by the Agency to expand new service options, as applicable
- Serve as the point of contact for staff for program and/or consortia, if applicable, questions related to accountability, assessment, and data management

Skills/Experience

- Interpret and communicate state and federal guidance
- Training development and oversight
- Liaison
- Excellent communication skills
- Data analysis

QA and PA - Separate but Not the Same!





Check In



What TWC Knows

How are you assessing the programs for Quality and Compliance?

Weatherford

Our leadership staff meets regularly, and we discuss any new guidance from TWC. If new guidance warrants it, we put new local policy into place that assures our program remains compliant. If appropriate, we update SOPs and notify staff. If we have questions about guidance, we seek clarification from TWC.

We observe individual classrooms, we strategically assign PD to instructional staff, and we also periodically survey students to get their input.

Navarro

Host monthly calls for instructors and assist with monthly calls for aides. I review lesson plans weekly and meet with staff one-on-one to follow-up classroom visits.

HGACC

We also provide an annual business meeting where we discuss new written policies and guidelines, updated monitoring tools and all requirements for conducting internal monitoring. We also review monitoring results and summaries from the previous year so that we can focus on these issues in the current year.

Victoria and Region 20

Internal mini "audits," i.e., imitating the monitoring visits we have had for our program in the past.

Quarterly monitoring visits that focus on different topics

Do you have examples of tools or a process that you are utilizing for program improvement?

| | |
|-------------|--|
| SWTJC | Monthly Site Supervisor Meetings (SSMs) and Monthly Site Meetings |
| Brownsville | Student program surveys, weekly meeting time with teachers who may have any questions on related items Weekly checklists for teachers to assist with data requirements |
| Navarro | We survey students and staff for feedback to make improvements in technology we can provide (hotspots, webcams, etc.) and other services we can refer or implement. I host monthly meetings with instructors and assist with monthly aide meetings where staff are encouraged to share strategies, concerns, and participate in program improvement. |
| Denton | Our program has a monitoring SOP for conducting QA reviews. |
| Region 5 | If we find a process or practice not in compliance, we provide one-to-one and/or group interventions to correct, and re-train. There are times when we required staff to conduct self-assessments. We feel the self-assessments are effective in teaching staff to monitor themselves as well. |

What do you feel you need further assistance with in working as a QA or PA [at the local level]?

- Having a FAQ that addresses the most common compliance issues and how to correct them
- Make TWC auditing tools more accessible in order to create a local monitoring checklist
- Flowchart(s) and timelines to help train new personnel on best practices that deliver positive results
- Strategies for better communication and information sharing with subrecipients or partners
- Best practices for follow up after a process change due to review findings



What obstacles, if any, do you have related to these positions?

- Time for planning and review committee that includes non-administrative staff
- Coordinating time with staff for retraining and guidance on new practices and procedures
- Reviewing data with teachers regularly
- Having one person try to juggle both the QA and PA position
- Knowing where program gaps are and being able to develop best practices to address them



What support can TWC provide for these positions?

- Have a section for QA/PA in the Community of Practice. Provide monthly meetings, webinars, trainings and guidance.
- Conduct Zoom meetings to go over letter content
- Templates and checklists
- Develop data reports, tools, etc. with consortia in mind
- Networking meetings throughout the year
- Provide contact list of QA/PA throughout the state
- More training for QA/PA
- Thorough job descriptions





Game Time!
What do you know?

Conducting regular local level audits helps Programs:

- a) Ensure processes are running smoothly
- b) Identify areas that need improvement retraining or updating
- c) Catch and correct mistakes before end of year close out
- d) All the above



All of the following are required SOP's except:

- a) Recruitment & advertising
- b) Orientation
- c) Comprehensive Assessment, testing & placement
- d) Professional Development
- e) Referral/Co-enrollment across core programs
- f) Data collection and management & PII



Where do you send an email if you have an issue with TEAMS?

- a) TEAMSaid@twc.state.tx.us
- b) TEAMS.TechnicalAssistance@twc.state.tx.us
- c) itsnotmyfault@twc.state.tx.us
- d) TEAMSworks@twc.state.tx.us



Where do you send an email if you have a policy or program question?

- a) AdultEducation@twc.texas.gov
- b) idontgetit@twc.state.tx.us
- c) AELTA@twc.state.tx.us
- d) AELcontracts@twc.texas.gov



Which TWC guidance should you use to ensure Program compliance?

- a) AEL Guide and Testing Guide
- b) AEL and WD Letters
- c) MOUs
- d) Required and local SOPs
- e) a, b and d
- f) All the above



All the following are examples of Personally Identifiable Information except:

- a) Participant ID
- b) Phone numbers
- c) Social Security numbers
- d) Ages & birthdates
- e) Educational history
- f) None of the above



Which of the following is a responsibility of the QA?

- a) Responsible for fiscal accountability
- b) Coordinates planning and implementation for staff PD requirements
- c) Provide technical assistance for improvement and enhancement
- d) Provides support for Career Pathways objectives



Which of the following is a responsibility of the PA?

- a) Lead in distance learning, digital literacy and other education technology efforts of the program
- b) Work with Director to ensure deliverables are accurate and turned in on time
- c) Coordinate program instruction
- d) Act as a liaison between Workforce Solutions Offices, Vocational Rehabilitation services and other partners



To keep staff up to date and in compliance the PA should:

- a) Forward all emails
- b) Meet with every staff member once a month
- c) Request a report from each staff member weekly
- d) Develop and conduct trainings regularly



Data validation occurs monthly on:

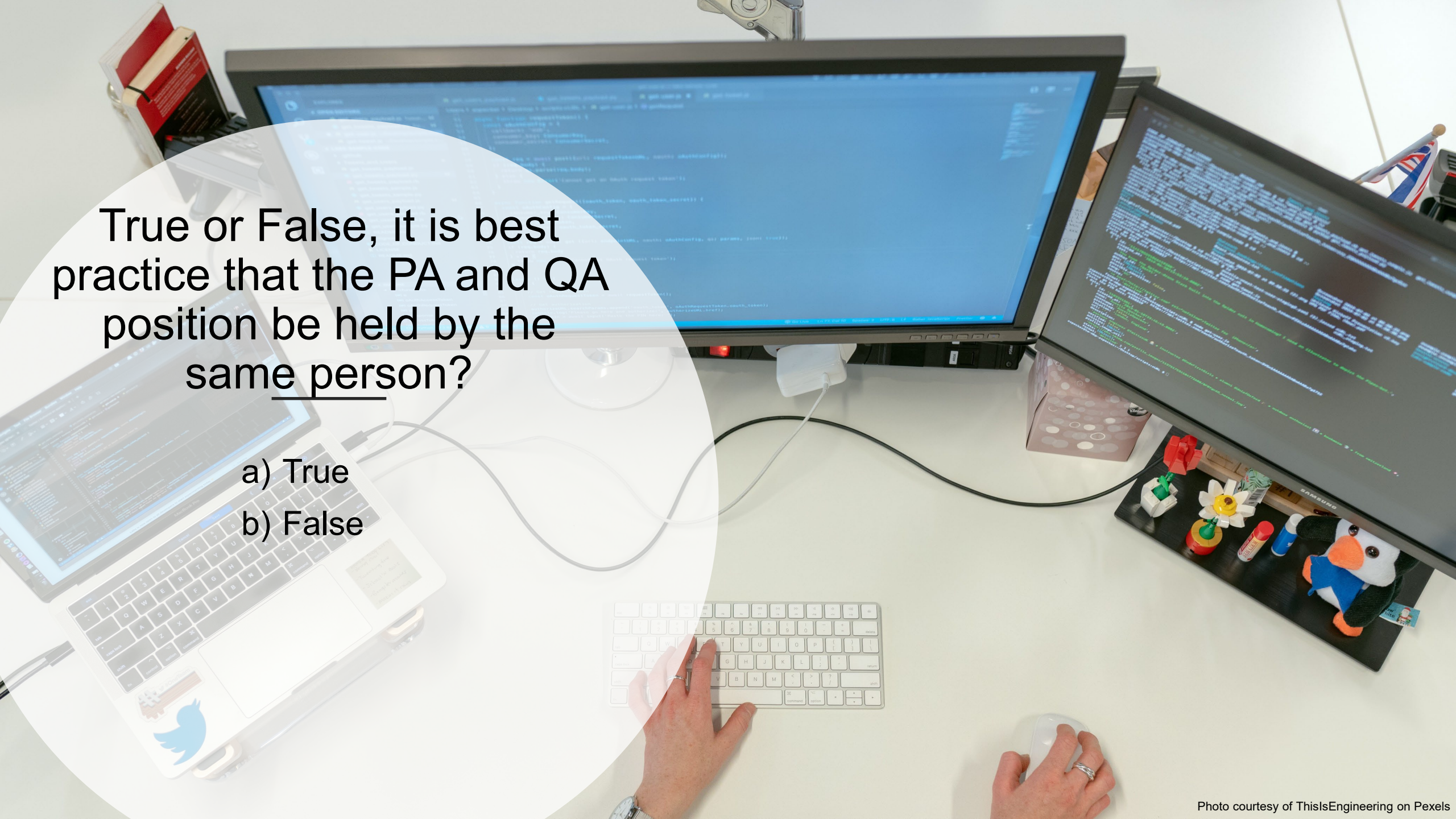
- a) The 20th
- b) The 3rd Thursday of every month
- c) The 15th
- d) The 1st



What percent of time is the grant **minimum requirement** for the PA and QA positions:

- a) 5% and 5%
- b) 20% and 15%
- c) 30% and 50%
- d) 20% and 10%





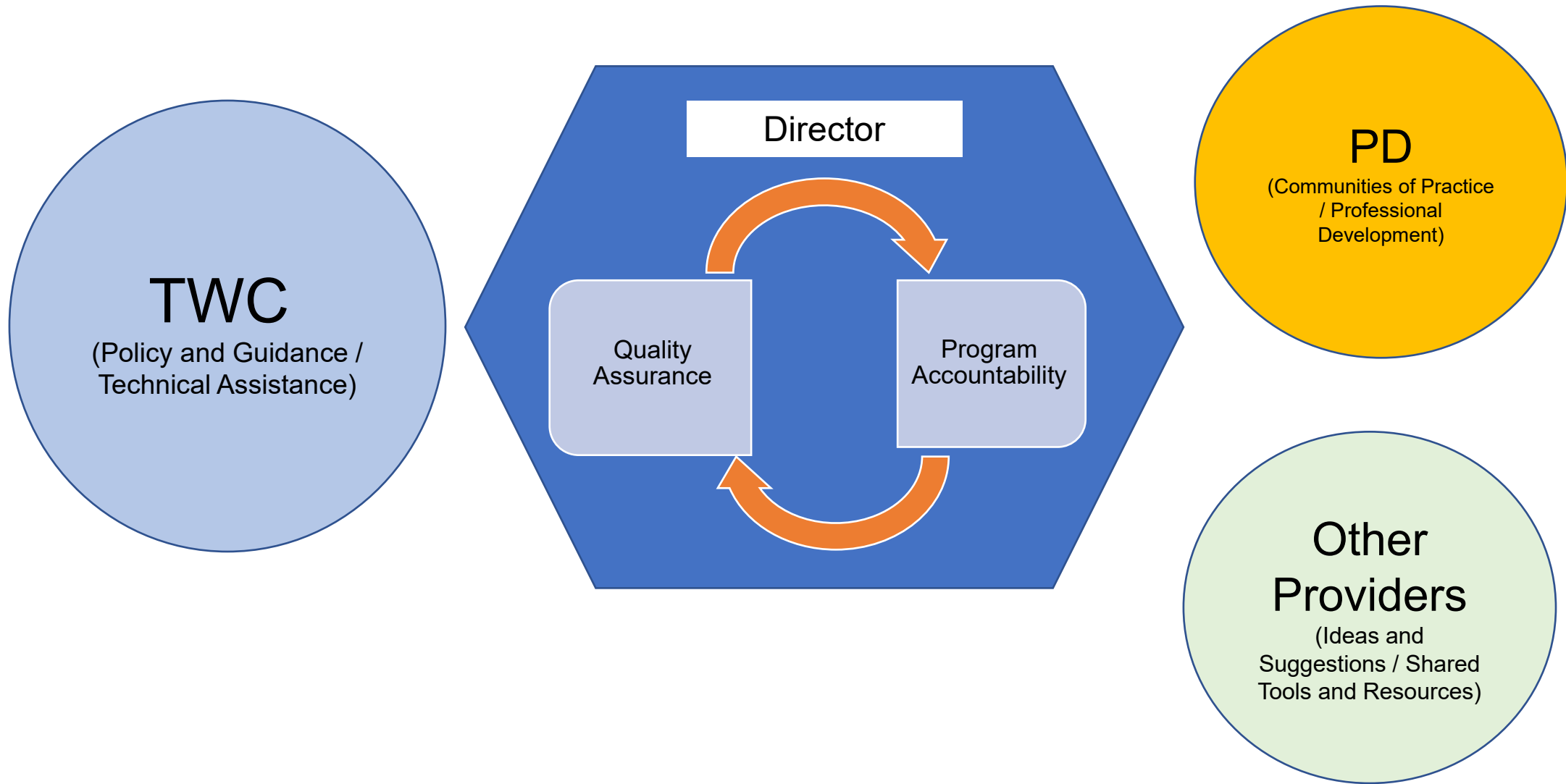
True or False, it is best practice that the PA and QA position be held by the same person?

- a) True
- b) False

Questions?



A Collaborative Vision

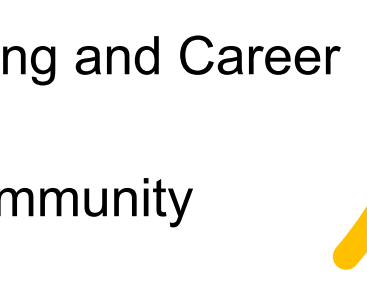


Tools and Resources

General Program Review / Internal

- Monitoring
- Sub-Recipient Monitoring
- SOPs
- Detailed Program Reviews

Ask: What areas area you looking to improve?

- Tools and Resources Other:
 - NRS Tools
 - TWC – Technical Assistance / Policy / Guidance
 - PD Centers – Instruction / Distance Learning and Career Navigation
 - Tools and Resources from the QA / PA Community
 - Communities of Practice
- 

Communities of Practice

Closed Community for QAs, PAs and Directors Only

The screenshot shows the homepage of the Texas Adult Education and Literacy PD Portal. At the top, there is a navigation bar with links for Home, Find a Program, Institutes, PD Portal, TWC, Students, Special Initiatives, Library, and Move Ahead with Adult Ed. Below the navigation bar, a large heading reads "WELCOME TO THE TEXAS ADULT EDUCATION AND LITERACY PD PORTAL". Three main action buttons are displayed: "Create an Account" (with a person icon), "Login to the PD Portal" (with a login icon), and "Help Videos" (with a play button icon). Below these buttons, a paragraph explains the target audience: instructional and leadership staff of TWC-funded AEL programs, community-based and faith-based organizations, and Texas Correctional Institutions. A search bar is located at the top right of the page.

PD Portal Instructional PDFs
Below is where you will find all the info you need for getting started, navigating, and succeeding in the PD Portal. Click on the links below for detailed help instructions.

| Before Beginning | Navigating the Portal |
|---|---|
| <ul style="list-style-type: none"> Adjusting Pop-ups in Google Chrome Adjusting Pop-ups in Mozilla Firefox Creating a PD Portal Account Overview of Learner Home Picking Subjects of Interest | <ul style="list-style-type: none"> Adding an External Training Joining and Posting in Connect Communities Updating User Record Viewing Your Active Transcript |
| Troubleshooting | Search for Training |
| <ul style="list-style-type: none"> Launching a Live Webinar - Desktop & Laptop Launching a Live Webinar - Mobile Device PD Portal FAQs Resetting Your Password Toggling to and from Curriculum Player and Connect Communities Using the Curriculum Player | <ul style="list-style-type: none"> Requesting a Live Webinar Search for Training: Global Search Search for Training: Learning Search Using the Events Calendar to Find Live Training |
| After a Training | After a Training |
| <ul style="list-style-type: none"> Completing Evaluations Locating Certificates of Completion Reviewing Content in Course Already Completed Running a Report for Completed Professional Development | <ul style="list-style-type: none"> Completing Evaluations Locating Certificates of Completion Reviewing Content in Course Already Completed Running a Report for Completed Professional Development |

Step 1: Login to the PD Portal

The screenshot shows the user interface of the Texas Adult Education and Literacy Professional Development Portal. The header includes the title "Texas Adult Education and Literacy Professional Development Portal" and a navigation menu with options like My Learning, Connect Communities, Find Training, Reports, ILT, Admin, and Help! A user profile card for "Hi Elena!" is visible, showing 16 Completions, 0 Hours, and 0 Badges. Below the profile card, there is a section for "Your Subjects" with a note that no subjects are currently added. A "Transcript View" section displays a table with columns for "PAST DUE", "DUE SOON", and "ASSIGNED / NO DUE DATE". The table shows 0 past due items, 0 due soon items, and 2 assigned items. A "NEW in the PD Portal" section is at the bottom.

| ASSIGNED / NO DUE DATE | | |
|------------------------|----------|------------------------|
| 0 | 0 | 2 |
| PAST DUE | DUE SOON | ASSIGNED / NO DUE DATE |

Step 2: Connect to Communities

Texas Adult Education and Literacy Professional Development Portal

Navigation: My Learning | Connect Communities | Find Training | Reports | ILT | Admin | Help!

Communities

All Communities

My Communities

- Administrator Leadership Excellence Academy Community (ARCHIVED)**
This is a community for the participants in the Administrator Leadership Excellence Academy. +47
- Adult Education and Literacy Instruction Community of Practice**
The community of practice allows members to share, discuss and ask/answer questions about evidence-based best practices for classroom instruction. This is where the additional info can go. +99
- DL Academy Community of Practice**
This community is open to any adult educator who works in a Texas Approved Distance Learning curriculum. Threads here will include references to specific tasks required within the DLearning in Texas (Part 3) online curriculum. +99
- PD Coordinators**
This community is for program PD Coordinators. +99
- PD Portal Support**
This community is for those of us who want to learn more about the PD Portal. New tips and tricks will be posted periodically. Members are invited to post questions about the PD Portal and join us as we **Learn It Live** during the week. **Learn It Live** sessions can be located by hovering on top of *Find Training* tab and select *Events Calendar*. For... +99
- Performance Accountability and Quality Assurance**
This community is for Performance Accountability and Quality Assurance AEL staff. +53

Step 3: Select Performance Accountability and Quality Assurance

Activity

- If you are not able to access the community, please email a request for access to elena.madrid@twc.state.tx.us

The screenshot shows a web browser window with the URL <https://twc.csod.com/phnx/driver.aspx?routename=Social/Communities/CommunityWithFeed&Root=59#loaded>. The browser's address bar and tabs are visible at the top. The main content area displays the 'Texas Adult Education and Literacy Professional Development Portal' header. Below the header is a navigation menu with items: My Learning, Connect Communities, Find Training, Reports, ILT, Admin, and Help!. The main content area is titled 'Performance Accountability and Quality Assurance' and features a search bar, a 'Main' tab, and a 'Members' tab. A yellow box highlights the 'Options' dropdown menu in the top right corner of the community page. The page also includes a 'Create a discussion posting' form with a 'Select Topic' dropdown, a 'Post' button, and a 'Cancel' button. A sidebar on the right shows '87 MEMBERS' and a 'View all' link, along with 'Featured' and 'Trending' sections. The 'Cornerstone' logo is visible in the bottom left corner.

Navigating

The screenshot shows a web application interface. At the top, there is a breadcrumb trail: [Communities](#) > [Performance Accountability and Quality Assurance](#) > [Topics](#). Below this is a decorative banner with a light blue, green, and purple background featuring speech bubble icons. The main heading is "Performance Accountability and Quality Assurance" with an "Options" dropdown menu to its right. Below the heading is a navigation bar with three tabs: "Main", "Topics" (which is active), and "Members". To the right of the tabs is a search box labeled "Search within community" with a magnifying glass icon. The main content area is divided into four sections, each with a folder icon and a title: "Meeting Materials", "Policy", "Questions", and "TWC Tools/Resources".

Communities > Performance Accountability and Quality Assurance > Topics

Performance Accountability and Quality Assurance Options ▾

Main Topics Members

Meeting Materials

Policy

Questions

TWC Tools/Resources

SWOT Analysis Template

Strengths, Weaknesses, Opportunities and Threats

| Strengths | | Weaknesses | |
|---------------|--|------------|--|
| | | | |
| Opportunities | | Threats | |
| | | | |

| Strengths | | Weaknesses | |
|--|--|---|--|
| <ul style="list-style-type: none"> • Dedicated instructors with rich experience and knowledge in AEL instruction • Fantastic facilities (computer labs and classrooms) in our newly renovated building for teaching • We do a very job, get good student evaluations for the work we do, but is this sustainable? • Staff have a good relationship with students • Well established process for monitoring and program improvement | | <ul style="list-style-type: none"> • The number of classes in our 1st yr. program keep increasing and requiring more instructors but staff not increasing • There is little communication or collaboration between the instructors • No real mentoring program for instructors or new staff • Schedule of classes not pre-planned in advance of a new program year • 30% of students not making it to 12 hours • Students placed in DL without a good assessment of the students' digital literacy skills or access to technology | |
| Opportunities | | Threats | |
| <ul style="list-style-type: none"> • Program funds to be used for increased support in the area DL and Remote learning • Development and support for QA and PA positions • Targeted goal planning for service/program improvement established for the program year using information gathered with process established for monitoring and program improvement • Increase open communication with staff to gain feedback for improvement • Take a more holistic approach to program/service improvement by addressing all areas that impact service not just instruction | | <ul style="list-style-type: none"> • No diversified enough in offerings for service/classes • We do not disseminate reports or report on what we are doing in terms of program/service improvement • We do not complete the assessment cycle and use data formally to improve services – we need a working group or task force to get buy in from all staff • Not widespread knowledge of what is going on in services – need to all take responsibility to find that out and act on possible partnerships • Accountability is not seen as a team responsibility | |

What To Expect for PY 21 - 22

- Quarterly meetings
- Project
 - Program Review to Identify Areas for Improvement
(All programs emailed their Detailed Program Review)
 - Identify areas of priority
 - Come up a with plan, timeline, benchmarks for improvement
 - Implementation and monitoring of progress
 - Progress evaluation



Tentative Meeting Schedule

- Virtual in late Nov or early Dec
- F2F at TALAE pre-conference February 9th
- Virtual in May
- Next year at the Fall Institute



Inquiring Minds
Want to Know

Thank you!

- Veronica Moore, Program Specialist
- Maria Morrow, Program Specialist
- Elena Madrid, Supervisor
- TCALL team

