UNLOCKING STUDENT AND PROGRAM SUCCESS WITH COMPREHENSIVE ASSESSMENT

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Texas Workforce Commission
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AGENDA

- **Exploring the Components of Comprehensive Assessment**
  - **Essential Assessment Components for Compliance**
  - **Assessment Components for Enhancing the Learning Journey**
  - **Personalized Pathways for Student Growth**

OBJECTIVES

Participants will be able to:

1. Identify the required elements and how they impact students.

2. Tailor Measurable Skills Gain (MSG) strategies to individual goals.

3. Utilize EFLs and test results, including alternative testing, to drive outcomes.

4. Recognize how Comprehensive Assessment promote student/program success by: Improving <u>retention</u>, <u>Accelerating progress</u>, and <u>Increasing completion rates</u>.

AEL SERVICES – MEETING DIVERSE NEEDS

HIGH SCHOOL EQUIVALENCY	INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION	ENGLISH AS A SECOND LANGUAGE	WORKPLACE LITERACY	CAREER PATHWAYS
ESL EL CIVICS	POST-RELEASE SECOND CHANCE	FAMILY LITERACY	ON-RAMP/ BRIDGE PROGRAMS	DISTANCE EDUCATION PD CALL CENTER
ESL FOR PROFESSIONALS	MATH ASSISTANCE CALL CENTER	INTEGRATED EDUCATION & TRAINING	DIGITAL LITERACY	REMOTE/ DISTANCE LEARNING
INTERNATIONALLY TRAINED PROFESSIONALS	FINANCIAL LITERACY	JUSTICE INVOLVED REINTEGRATION	RE-ENTRY CORRECTIONS	TRANSITION TO PSE

STAKEHOLDERS

Students

Teachers

Program Staff

Career Navigators

Curriculum Leads
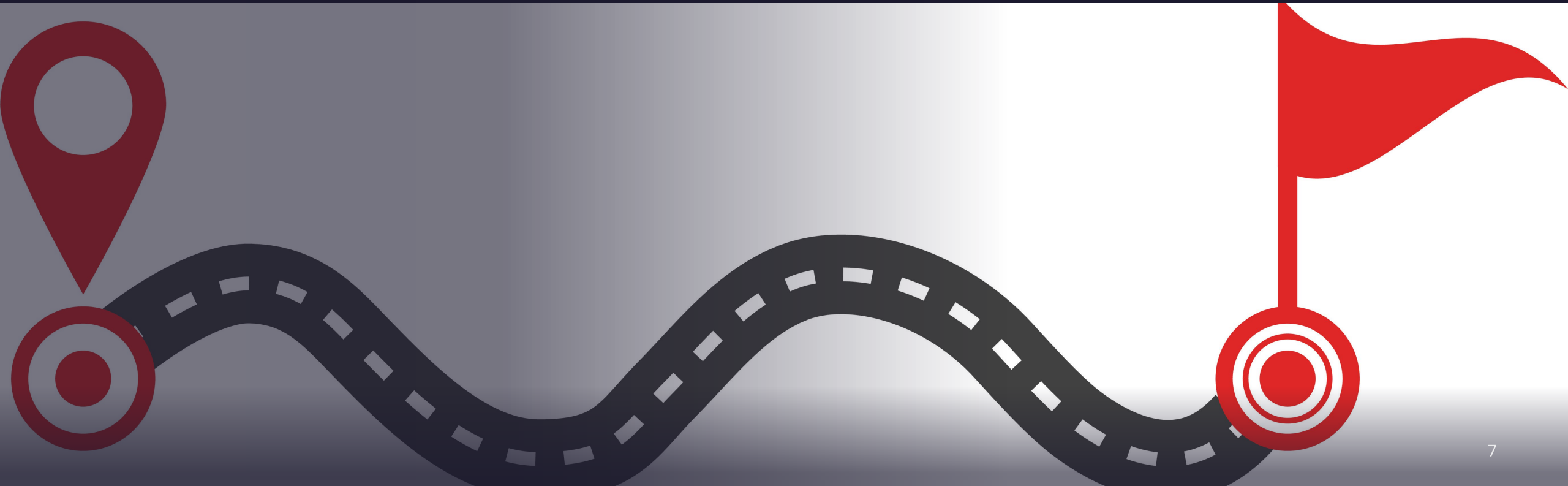
Program Directors

One-Stop Partners

Community Partners

Employers

What is Comprehensive Assessment?

WHAT IS COMPREHENSIVE ASSESSMENT?

It is a HOLISTIC APPROACH …AND ROADMAP that identifies the strengths and needs of Adult Learners.

It's the foundation for learning and student success.

HOLISTIC APPROACH . . . AND ROADMAP TO SUCCESS

① Determine Eligibility

- Ensures students qualify for AEL Services.

② Set Clear Goals

- Identify aspirations.
- Tailor learning pathways.

③ Understand Background

- Educational history.
- Employment experience.

④ Uncover Barriers

- Recognize obstacles.
- Develop support solutions.

⑤ Supports Needed

- Assists with retention.
- Supports completions.

⑥ Proactive

- Periodic follow-up.
- Identifies changes that impact student success.

ELIGIBILITY DETERMINATION

Age Verification

- Confirm age requirements.

Education Status

- Lack of HSD/HSE.
- Basic skills deficient.
- English Language Learner.

Residency

- Verify Texas residency.

ELIGIBILITY BY AGE GROUP

- **16 Years Old**: Court Order required.

- ≥ **17-18**: Not enrolled in school AND without an HSD/HSE require one of the following:
  - Court Order
  - Parent/Guardian permission on enrollment form. _Must attempt to get permission first!_
    If unavailable:
    - Proof or student self-attestation of living separately from parent/guardian
    - Proof and/or student self-attestation of homelessness

- ≥ **19:**
  - Basic-skills deficient (functioning below HS graduate level)
  - No HSD/HSE
  - English Language Learner

Texas Administrative Code (TAC) §831.101

IDENTIFYING STUDENT GOALS

Charting the Course to Success

COMPREHENSIVE ASSESSMENT IN ACTION

Eligibility
Program requirements.

1

Skills Assessment
- Baseline Testing
- Alternative Placement
- Class Placement
- Informal Assessments
- Posttesting

2

Orientation
Tailored to program.
- Expectations, including follow-up after exit.
- Student Handbook
- Policies (incl. attendance)
- Code of Conduct

3

ITEC
Understand:
- Digital literacy/access
- Education, Employment
- Goal(s), Planned MSG, and Outcomes
- Potential barriers
- Support services/referrals
- Learning Plan
- Periodic follow-up/update

4

Partners
- Collaborating
- Co-enrollment
- Data sharing
- Student supports
- Student employment

5

6

Celebration
Starts with belief and recognition.

REQUIRED ELEMENTS 1 thru 3

1. **<u>Data Collection, Documentation, Match</u>**: Enrollment Intake Form. *Accurate* and *secure* handling of Personally Identifiable Information (PII). Match data in TEAMS.

2. **<u>Release of Information</u>**: *Obtain* signed and dated consent for data sharing and collaboration.

3. **<u>Digital Literacy Questionnaire</u>**: *Assess* needs and *ensure* equitable access to technology and digital skills training.

REQUIRED ELEMENTS 4 thru 6

WHILE YOU WAIT.
1. Distance Learning
2. Career Exploration
3. Financial Literacy

TEST

ORIENTATION

4. **Waitlist Management**: *Minimize* wait times by *providing* alternative options.

5. **Testing, Placement, Gains, Outcomes**: *Use* NRS-approved tests or Alternative Placement. *Share* results with Student, Teacher, and Career Navigator.

6. **Orientation**: *Tailor* orientation to program needs and *document* in TEAMS Career Services.

REQUIRED ELEMENTS 7 thru 9

7. ***ITEC Plan**:
   Collaborate to *develop* a roadmap for student success (including Planned MSG). *Review* and *update* regularly.

8. **Student Support Needs**:
   Proactively *identify* and *address* barriers beyond academic needs.

9. **Referrals**:
   Connect students to relevant resources for success and *follow-up!* Co-enroll with WIOA Programs.

Reference: TWC AEL Performance Guide

ENROLLMENT INTAKE FORM ➡➡

Texas Educating Adults Management System (TEAMS)
Enrollment Intake Form

(See AEL Enrollment Form Instructions for answer descriptions/definitions)

Adult Education and Literacy (AEL) providers must collect certain demographic and personal information from individuals seeking AEL services to comply with federal and state requirements. AEL providers staff collecting this information are trained to obtain, maintain, and protect personally identifiable information. Students can request a copy of local privacy policies at any time. This document contains Personally Identifiable Information (PII). All entities with access to this document are expected to protect PII as instructed in TWC guidance: WD Letter 02-18 and WD Letter 13-08 at all times.

Personal Identifying Information

Unique TEAMS ID (Office Use):	Enrollment Date:

Last Name:	First Name:	Middle Initial:

SSN: ⬅⬅	SSN Collection Date:	☐ SSN Did not disclose

Recorded by:

DL/ID **(Choose One):** ☐ Driver's License (DL) or ☐ State Identification card (ID)

DL/ID State:	DL/ID Number:

Recorded by:

DL/ID Collection Date:	☐ DL/ID Did not disclose

Identity Document Used **(Choose One, additional selections on next page):**
☐ Birth Certificate
☐ Official record showing date of birth
☐ Baptismal record
☐ DD-214/Certificate of Release or Discharge from Active Duty
☐ Federal, state, or local government ID card
☐ Hospital record of birth
☐ Passport
☐ Public assistance/social service records
☐ School records

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- ☐ School ID card
- ☐ Work permit
- ☐ Native American tribal document
- ☐ Other official documents issued by a federal, state, or local government agency
- ☐ Other official documents issued by a foreign government agency, such as a consular ID card
- ☐ Unable to obtain documentation – Extenuating circumstance noted in file ⬅⬅

Document Number: _____

Has Identity Document been Uploaded **(Choose One)**: ☐ Yes ☐ No

Date of Birth:	Age:

Gender **(Choose One)**: ⬅⬅
☐ Male ☐ Female ☐ Non-Binary ☐ Participant did not self-identify ☐ No answer

Ethnicity **(Choose One)**:
☐ Yes - Hispanic/Latino ☐ No - Not Hispanic/Latino ☐ Participant did not self-identify

Race: **Check all that apply.**
- ☐ American Indian or Alaskan Native
- ☐ Asian
- ☐ Black/African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

Contact Information

Street Address:			
City:	State: **TX**	Zip Code:	Zip4:
Mobile Phone:		Work Phone:	
Home Phone:		Email:	
Additional Comments:			

Equal Opportunity Information

Disabled (Reference Instructions for definitions) **(Choose One)**:
- ☐ Yes
- ☐ No
- ☐ Participant did not self-identify

Category of Disability: **Check all that apply.**
- ☐ The impairment is primarily physical, due to a chronic health condition.
- ☐ The impairment is primarily physical, including mobility.
- ☐ Because of mental illness, psychiatric disability, or emotional condition, the participant has serious difficulty concentrating, remembering, or making decisions.
- ☐ The participant is blind or has serious difficulty seeing.
- ☐ The participant is deaf of has serious difficulty hearing.
- ☐ The participant has a learning disability.
- ☐ The participant has a cognitive or intellectual disability.
- ☐ Participant does not wish to disclose his/her category of disability.

Veteran Characteristics

Veteran Status **(Choose One)**:	Eligible Veteran Status **(Choose One)**:
☐ Yes	☐ Yes, less than or equal to 180 days
☐ No	☐ Yes, eligible Veteran
☐ Status not known	☐ Yes, other eligible person
	☐ No

Disabled Veteran **(Choose One)**:	Veteran Spouse **(Choose One)**:
☐ Yes	☐ Yes
☐ Yes, special disabled	☐ No
☐ No	

Date of Actual Military Separation (YYYYMMDD): _____

Employment and Education Information

Employment Status at Program Entry (Choose One): ↩ *Best Practice* ← ←
- ☐ Employed (enter hours employed per week in box below)
- ☐ Employed, but received Notice of Termination of Employment or Military Separation is pending
- ☐ Not in labor force (choose reason for not looking for work in box below)
- ☐ Unemployed

Long-Term Unemployed at Program Entry (Choose One):
- ☐ Yes, unemployed ≥ 27 consecutive weeks
- ☐ No

Hours Employed per Week: ← ←

Reason for not looking for work (Not in labor force) (Choose One):
- ☐ Full-time caregiver/parent
- ☐ Disabled
- ☐ Incarcerated
- ☐ Ineligible to work
- ☐ Dependent
- ☐ Institutionalized

Other reason not looking for work:

Type of Community (Choose One): ☐ Rural or ☐ Urban

School Status at Program Entry (Choose One):
- ☐ In-school, secondary school or less
- ☐ In-school, alternative school
- ☐ In-school, post-secondary school
- ☐ Not attending school or secondary school dropout
- ☐ Not attending school; secondary school graduate or has a recognized equivalent
- ☐ Not attending school; within age of compulsory school attendance

Highest School Grade Completed (1- 12 or 0 for no grades completed):

Highest Education Level Completed (Choose One):
- ☐ Attained secondary school diploma
- ☐ Attained a secondary school equivalency
- ☐ The participant with a disability receives a certificate of attendance/completion as a result of successfully completing an Individualized Education Program (IEP)
- ☐ Completed one or more years of post-secondary education
- ☐ Attained a post-secondary technical or vocational certificate (non-degreed credential)
- ☐ Attained an Associate's degree
- ☐ Attained a Bachelor's degree
- ☐ Attained a degree beyond a Bachelor's degree
- ☐ No Educational Level Completed

Location of Highest Level Completed (Choose One):
- ☐ In the US
- ☐ Outside the US **(Please answer the Post-Secondary Follow-up questions below, if the individual attained a degree or non-degreed credential outside the US)** ← ←

Post-Secondary Follow-up questions (For Outside the US only) ← ←
What is your field of study? **(Choose One):**
- ☐ Agriculture, Food & Natural Resources
- ☐ Architecture & Construction
- ☐ Arts, A/V Technology & Communication
- ☐ Business, Management & Administration
- ☐ Education and Training
- ☐ Finance
- ☐ Government & Public Administration
- ☐ Health Science
- ☐ Hospitality and Tourism
- ☐ Human Services
- ☐ Information Technology
- ☐ Law, Public Safety, Corrections & Security
- ☐ Manufacturing

Column A
☐ Marketing, Sales & Service
☐ Science, Technology, Engineering & Mathematics
☐ Transportation, Distribution & Logistics
☐ Other (please specify):

From what Country was the degree or credential obtained?	← ←
From what Institution was the degree or credential obtained?	← ←
How many years of work experience do you have in this field?	← ←
Do you want to be reemployed in the same field? (Choose One): ☐ Yes ☐ No	← ←

Migrant and Seasonal Farmworker Characteristics

Migrant and Seasonal Farmworker Status (Choose One):

☐ Seasonal Farmworker Adult

☐ Migrant Farmworker Adult

☐ MSFW Youth

☐ Dependent Adult

☐ Dependent Youth

☐ No

Public Assistance Information

On Public Assistance (Choose One): ☐ Yes ☐ No ☐ Did not disclose

Expanded Eligibility for TANF (Choose One):	Exhausting TANF within 2 years (Choose One):
☐ Yes ☐ No ☐ Not Applicable	☐ Yes ☐ No ☐ Not Applicable

Additional Youth Characteristics

Foster Care Youth (Choose One): ☐ Yes ☐ No ← ←

Additional Reportable Characteristics (Status at Program Entry)

Homeless Status (Choose One): ☐ Yes ☐ No	Low-Income Status (Choose One): ☐ Yes ☐ No

English Language Learner: (Choose One): ☐ Yes ☐ No

Cultural Barriers (Choose One): ☐ Yes ☐ No ☐ Participant did not self-identify

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Immigrant (Choose One): ☐ Yes ☐ No ☐ Did not disclose

Displaced Homemaker (Choose One): ☐ Yes ☐ No ← ←

Single Parent (Choose One): ☐ Yes ☐ No ☐ Participant did not self-identify ← ←

Parent of Child(ren) ages 0-5 (Choose One):	Parent of Child(ren) ages 6-10 (Choose One):
☐ Yes ☐ No ☐ Did not disclose	☐ Yes ☐ No ☐ Did not disclose
Parent of Child(ren) ages 11-13 (Choose One):	Parent of Child(ren) ages 14-18 (Choose One):
☐ Yes ☐ No ☐ Did not disclose	☐ Yes ☐ No ☐ Did not disclose
Ex-Offender Status (Choose One):	Date released from Incarceration (YYYYMMDD):
☐ Yes ☐ No ☐ Did not disclose	

One-Stop Program Participation
(Participant received services under Title 1, Chapter 4, Subtitle C of WIOA) ← ←

WIOA Adult (Choose One):	WIOA Dislocated Worker (Choose One):
☐ Yes, Local Formula	☐ Yes, Local Formula
☐ Yes, Statewide	☐ Yes, Statewide
☐ Yes, Both Local Formula and Statewide	☐ Yes, Both Local Formula and Statewide
☐ Reportable Individual	☐ Reportable Individual
☐ No	☐ No

WIOA Youth (Choose One):

☐ Yes, Local Formula

☐ Yes, Statewide

☐ Yes, Both Local Formula and Statewide

☐ Reportable Individual

☐ No

Adult Education: Yes

WIOA Job Corps (Choose One): ☐ Yes ☐ Reportable Individual ☐ No ☐ Unknown

WIOA Vocational Rehabilitation (VR): ← ← TITLE IV

☐ Yes (youth transition services for secondary students with disabilities)

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Vocational Rehabilitation & Employment (adult services)

Both VR and VR&E (if participant received services from both VR and VR&E)

No

Unknown

WIOA Wagner-Peyser Employment Service **(Choose One):** ← ← **TITLE III**

Yes ☐ Reportable Individual ☐ No ☐ Unknown

WIOA YouthBuild Grant Number:

For Corrections and Institutional Funded Program Participants Only

In Correctional Facility **(Choose One):**	In Community Corrections **(Choose One):**
☐ Yes ☐ No	☐ Yes ☐ No
Other Institutionalized setting **(Choose One):**	On Parole **(Choose One):**
☐ Yes ☐ No	☐ Yes ☐ No

On Probation (Community Supervision) **(Choose One):** ☐ Yes ☐ No

Special Program Type

Family Literacy Participant **(Choose One):**	In Workplace Literacy Program(s) **(Choose One):**
☐ Yes ☐ No	☐ Yes ☐ No

Participant in Job & Training Program **(Choose One):** ☐ Yes ☐ No

Referral Type

One-Stop Center referral **(Choose One):**	TANF referral:
☐ Yes ☐ No ☐ Did not disclose	☐ Yes ☐ No ☐ Did not disclose

Referral from College **(Choose One):** ☐ Yes ☐ No

- One-Stop Center = Workforce Solutions Office
- TANF = Temporary Assistance for Needy Families

Participant Acknowledgement and Release of Information

The information provided is complete and correct to the best of my knowledge. I agree to abide by Adult Education Program policies, rules and regulations. I further understand the submission of false information is grounds for rejection of my application, withdrawal of acceptance, and cancellation of enrollment. My signature below shall constitute acknowledgement to statistical use of my records of enrollment, progress, credential obtainment, and transition to postsecondary enrollment or employment. My signature below also authorizes use of my personally identifiable information, including my employment and wage information pre, during and post- enrollment for audit, study and evaluation of the Adult Education and Literacy program performance and other state and federally-funded programs.

Such programs may include but are not limited to those under the laws administered by the Texas Education Agency and the Texas Higher Education Coordinating Board.

I acknowledge that the Adult Education and Literacy program and that TWC may release personal identifiable information to other local, state, federal, partners and/or stakeholders for verification of state and federal program requirements, performance reporting, audit, evaluation, study and to monitor the programs performance.

Participants who are 17 and 18 years of age must have written parental permission or qualify for another exemption from compulsory attendance law. Additional information may be found at: TWC Website Privacy & Security Information

Participant Signature		Date	
Parent/Guardian Signature		Date	

COMPREHENSIVE ASSESSMENT - KEY COMPONENTS

Grant Required Components

1. PIRL - Enrollment Form - Data Management	2. Release of Information	3. Digital Literacy and Access Questionnaire
4. Waitlist Management	5. Testing and Placement	6. Orientation
7. Individual Training, Education, Career Plan (ITEC)	8. Student Support Needs	9. Referrals (Connect and Follow-up)

Enhancing the Experience

10. Learning Style Assessments	11. Informal Assessments	12. Diagnostic Tools
13. Data Sharing	14. Collaborating Partners	15. Supporting, Encouraging, Recognizing, and Celebrating!

DEEPER DIVE: ORIENTATION BEST PRACTICES

Program Overview

- Services.
- Expectations include follow-up after exit.
- Student Handbook.
- Policies (including attendance).

Support Resources

- Tutoring, Counseling, Referrals.
- Distance Education Call Center.
- Math Assistance Call Center.

Success Strategies

- Time management.
- Learning style assessment.
- Note taking, study tips.
- Test anxiety.

Student Rights

- Grievance procedures.
- Code of Conduct.

Orientation Guest Speakers:

- Former students
- Workforce Solutions (discuss services - Title I WIOA Youth Programs)
- Employers / Industry Representatives
- Community Partners (Healthcare, Goodwill, United Way)

COMPREHENSIVE ASSESSMENT
ALIGN FOR SUCCESS

PROGRAM IMPACT

Thomas Bailey, a leading expert on community college redesign as it relates to developmental education students, and others show that programs which **spend quality time with students throughout the duration of the program** pays off later in **better retention, faster progress, and higher completion rates.**

Source: Impact of Comprehensive Intake Services on the
Progress of Adult Education and Literacy Students - April 2021

PROGRAM IMPACT – STUDY FINDINGS

Comprehensive Assessment has been found to **improve student retention and performance** in Texas Workforce Commission AEL program.

- **Positive Impact:** Comprehensive assessments improve student retention and performance.

- **Study Design:** Examined the impact of assessments provided during orientation or early weeks of class.

- **Limitations:** Study involved only 26 program providers, limiting generalizability.

- **Groups:**
  - Intensive: Received high level of intake services.
  - Moderate: Received lower level of intake services.

- **Findings:** Intensive group demonstrated:
  - Higher average gains
  - More HSE tests passed
  - Shorter time to achieve gains

COMPREHENSIVE ASSESSMENT + EMPOWERED STAFF
=
RETENTION AND STUDENT SUCCESS

1 **Targeted Support**
Identify individual needs and potential barriers.

2 **Personalized Instruction**
Tailored learning plan to student goals.

3 **Continuous Monitoring**
Track progress and adjust support.
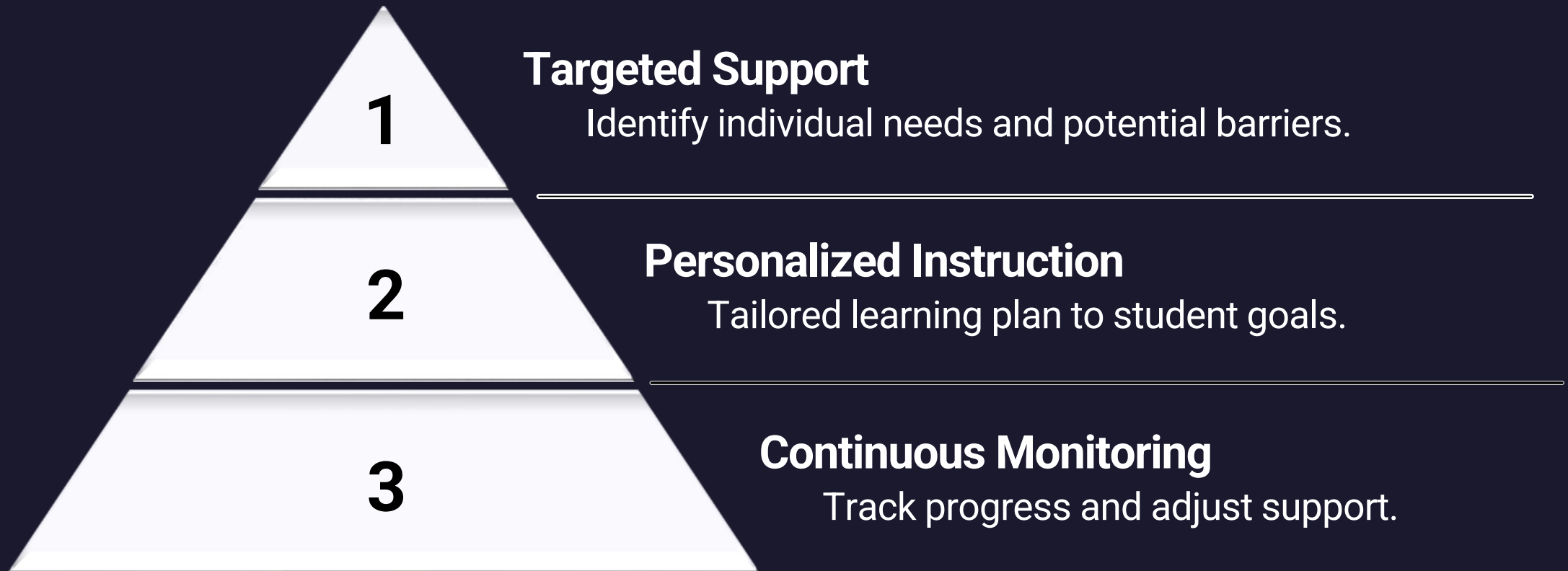
PLANNING FOR MEASURABLE SKILLS GAIN (MSG)

- **Identify the student's goal.** <u>What does the student want to achieve</u>?

  - ❑ Basic literacy skills
  - ❑ Job Advancement
  - ❑ GED/HSE
  - ❑ Training and Credential
  - ❑ Employment
  - ❑ Post-secondary education

- **Choose appropriate MSG based on <u>intake level</u>, <u>student's goals</u>, and <u>program study</u>.**
  - – Identify at initial assessment.
  - – Forecast to facilitate gain/goal attainment.
  - – Provide clear path forward for students and providers.

- **Develop a <u>Plan to support the student</u>.**
  - – Ensure student understands how MSG helps reach student's goal.
  - – Workplace Literacy: AEL + Employer. MOUs: services, expectations, progress milestones (pre and posttests).
  - – Monitor student progress regularly to track progress and for timely intervention if needed.

WIOA: 5 TYPES OF MEASURABLE SKILLS GAINS
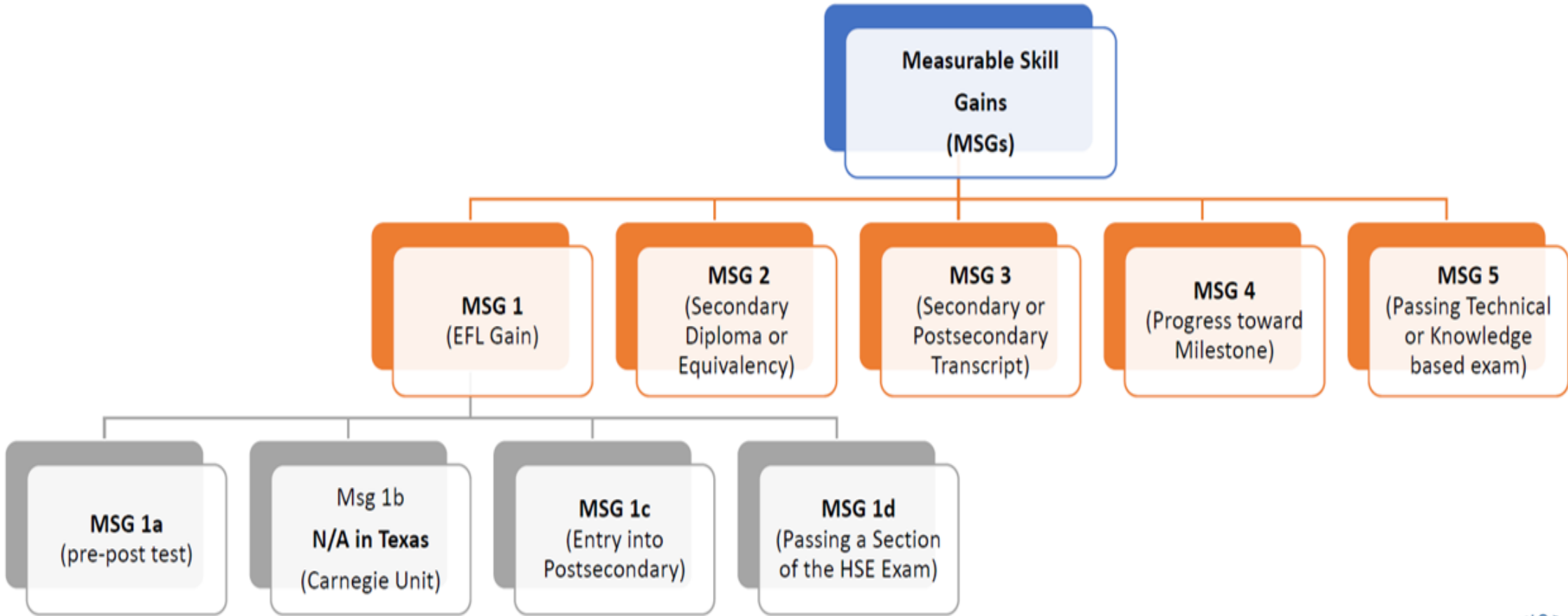
* MSG 3- 4-5 for IET. MSG 4 for Workplace Literacy – See AEL Performance Guide [Insert new link]

MSG OVERVIEW - PY 24-25 UPDATES

MSG Type	Name	Which Participants May Earn This?	Details
Type 1a	**Achievement on an NRS-approved pretest or posttest**	Any AEL participant	Documented achievement of at least one EFL on an approved NRS test by a participant who is receiving instruction below the postsecondary education level
Type 1b	<u>Carnegie Units</u>	N/A	1b not recognized in Texas
Type 1c	**Postsecondary enrollment**	Any AEL participant enrolled in Popular Services prior to enrollment in postsecondary education	Documented enrollment in Popular Services and then sequentially enrolls in postsecondary education or training during the same program year.
Type 1d	**Passage of State approved HSE Subtest**	AEL participants who lack a high school diploma, or it's recognized equivalent	Documented passage of a sub-test on a State-recognized HSE exam. Passage must be within the same program year
Type 2	**HSE achievement**	Any AEL participant that lacks a US high school diploma or high school equivalency	Documented attainment of a secondary school diploma or its recognized equivalent
MSG Type	**Name**	**Which Participants May Earn This?**	**Details**
Type 3	**Transcript or report card**	Participants enrolled in an IET, including Apprenticeships	Postsecondary transcript or report card for a sufficient number of credit (or equivalent) hours that shows a participant is meeting the state unit's academic standards
Type 4	**Progress Milestone**	Participants in Workplace Literacy (WPL) or an IET including Apprenticeships	Satisfactory or better progress report toward established milestones as defined by industry standards from an employer (WPL) or a Training Provider for an IET. (Workplace Literacy: To report MSG 4, an MOU with Employer identifying the milestone(s) or industry standard is required)
Type 5	**Skills Progression** Passing an occupational exam or progress toward attaining occupational skills identified by trade-related benchmarks for specific occupations	Participants enrolled in an IET, including Apprenticeships	Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams

TAILORING STUDENT SUPPORT SERVICES

Academic Support

- Tutoring, peer-tutoring.
- Study groups.
- Supplemental Distance Learning.

Counseling Services

- Personal counseling.
- Career guidance.
- Financial counseling.
- Education guidance.

Accommodations

- For disabilities (learning or physical).
- Language barriers.

Technology Access

- Computer labs.
- Device loaner programs.
- Online resources.
- Hotspots.
- Digital Literacy training.

Referral Network

- Childcare.
- Housing.
- Healthcare.
- Employment.
- Health and Human Services.
- Workforce Solutions.
- Vocational Rehabilitation.

Flexible Scheduling

- Evening, weekend classes.
- Distance Learning.
- Remote and/or hybrid options.

COLLABORATING WITH PARTNERS

Workforce Solutions

- Support services.
- Workforce preparation.
- Job placement.
- Career services.

Colleges and Universities

- Remedial AEL Classes.
- Transition to postsecondary education.
- Prep for College-bound dependents.

Community Organizations

- Support services.
- Resources.
- Work experience.

Local Employers

- Workplace Literacy programs.
- IET development.
- Employment opportunities.

CONTINUOUS IMPROVEMENT

Program Evaluation

Professional Development

Data Driven Decisions

Student Feedback

MONITORING STUDENT PROGRESS

Baseline Assessment

Evaluate initial skill levels.

| 1 |
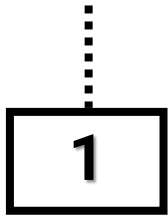
Periodic Testing

Measure skill gains over time.

| 3 |

| 2 |
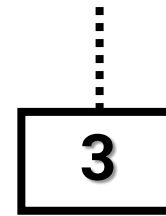
Goal Check-Ins

Discuss progress, adjust plans.

| 4 |
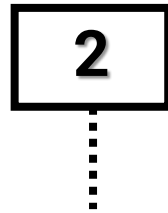
Celebrations

Recognize achievements.
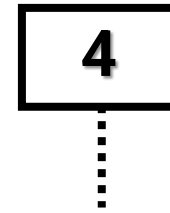
COMPREHENSIVE ASSESSMENT
Personalize Learning and Support for Student Growth

EFL AND TEST RESULTS

The Power of Test Results

- Test results offer valuable insights into student strengths and areas for improvement.
- They help identify specific knowledge gaps and learning needs.
- This data allows for targeted instruction and personalized learning strategies.

EFLs & Test Results: Building Blocks for Success

- **Personalized Learning Paths**: EFLs guide curriculum development tailored to individual needs.
- **Targeted Interventions**: Test results highlight specific areas requiring focused support.
- **Realistic Goal Setting**: EFLs provide a framework for setting achievable and motivating goals.

BEYOND THE NUMBERS (EFL & TESTS)

Revealing Hidden Strengths:

- **EFL scores are not just data points.** They represent individual journeys and potential waiting to be unlocked.

- **Traditional tests can be limited.** They often fail to capture the wealth of experience and "hidden" skills adult learners possess.

- **Small victories deserve big celebrations.** Acknowledging incremental progress can significantly impact learner motivation and self-efficacy.

BEYOND THE NUMBERS (EFL & TESTS)

Uncovering Learning Preferences/Skills:

- **Deep Dive into Results:** Analyze test scores and qualitative data to identify areas of strength and preferred learning styles (visual, auditory, kinesthetic).

- **Recognize & Validate Prior Learning:** Interview learners, explore their experiences, and create opportunities to demonstrate existing skills.

- **Tailor Instruction:** Adapt teaching methods and materials to match individual learning styles and build upon existing strengths.

BEYOND THE NUMBERS (EFL & TESTS)

Empowering through Collaboration and Goal Setting:

- **Transparent Communication:** Explain EFLs and test results clearly and emphasize their value in setting personalized goals.

- **Joint Goal Setting:** Engage learners as active participants in setting realistic and achievable learning objectives.

- **Connect to Aspirations:** Help learners understand how improving their EFLs aligns with their personal and professional goals (e.g., better jobs, further education, supporting their children's education).

BEYOND THE NUMBERS (EFL & TESTS)

Visualizing Progress and Celebrating Achievements:

- **Track and Display Progress:** Utilize visual aids (charts, graphs, personalized trackers) to showcase individual growth over time.

- **Celebrate Milestones:** Acknowledge and celebrate even small achievements to reinforce effort and build confidence.

- **Share Success Stories:** Highlight learner successes to inspire others and demonstrate the transformative power of adult education.

TEST RESULTS & STUDENT GOALS

Example:

1. Student's CASAS Baseline indicates student's likelihood to pass **the GED Language Arts exam is High** – *Ready to pass*.

2. Provide student with a **GED Ready Test** after student completes <u>12 direct contact hours</u>.

3. If eligible, provide **HSE Voucher** If score ≥ 145.

★ Reaching an attainable goal; fosters a sense of **progress, achievement, and motivation!**

COMPREHENSIVE ASSESSMENT
Student Supports

BASIC NEEDS & PARTNER REFERRALS

Financial Instability	Transportation Issues	Childcare/ Eldercare	Housing Insecurity
• Low income. • Unemployment.	• Lack of reliable transportation. • Distance. • No $'s for gas/bus.	• Responsible for dependents.	• Homeless. • Unstable living situation.

DIVERSE NEEDS

Physical Disabilities	Learning Disabilities	Language Barriers	Scheduling Conflicts
• Ensure accessibility, assistive technology. • Provide appropriate accommodations.	• Provide appropriate accommodations including test.	• Offer interpretation, translated materials.	• Flexible options, distance learning.
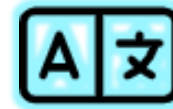
LEARNING DISABILITIES

Extended Time	Assistive Technology	Alternative Formats	Quiet Test Environment
• Testing. • Assignments.	• Text-to-speech, speech-to-text. • Captions or transcripts.	• Large print. • Audio materials.	• Minimize distractions.

LANGUAGE BARRIERS
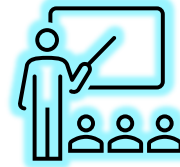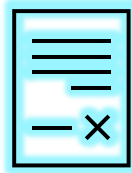
Translator/ Interpreter	Translated Materials	ESL Classes	Cultural Awareness
• In-person or remote. • Digital translation.	• AEL Services. • Instructions. • Forms.	• English Language acquisition. • Bilingual instruction.	• Staff training.

CUSTOMER EXPERIENCE
NO WRONG DOOR

> **Connection**	> **Entry**	> **Progress**	> **Completion**
...interest to enrollment	...from enrollment to entry	...from entry to completion	...to further education or career lift
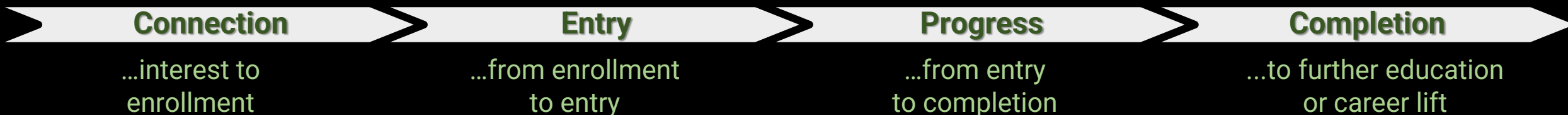
Referral

- System Partners
- Employers
- College Dev Ed
- Non-Profits/CBOs
- ISDs
- Libraries
- Community

Comprehensive Assessment

Intake ◆ Orientation ◆ On-ramp

- ✓ **Co-location**
- ✓ **Coordinated outreach**
- ✓ **All services orientation/introduction**
- ✓ **Integrated registration/eligibility forms**
- ✓ **Shared intake and testing**
- ✓ **Blended ITEC/IEP Plan**
- ✓ **Co-enrollment**
- ✓ **Leveraged case management**

Wrap-around Services

Workforce	AEL

Customer

VR	Veteran

Next Steps

- Training
- College
- Employment
- Promotion

--- Common Data Across Workforce System ---

What are your Comprehensive Assessment Success Strategies?

COMPREHENSIVE ASSESSMENTS
Resources

RESOURCES

TWC Program Guides: https://www.twc.texas.gov/agency/workforce-development-boards/guides

- Adult Education and Literacy – Title II
- Employment Service (Wagner-Peyser) – Title III
- Vocational Rehabilitation – Title IV
- Workforce Innovation and Opportunity Act – Title I

AEL LETTERS: TWC AEL and WD Policy Letters

PD PORTAL: https://twc.csod.com/client/twc/default.aspx

DISTANCE EDUCATION PD CALL CENTER: https://www.txdistanceedhelp.com/

VARK LEARNING STYLE ASSESSMENT: https://vark-learn.com/the-vark-questionnaire/

RESOURCES

- **COABE (Coalition on Adult Basic Education):** COABE offers a wealth of resources on EFLs, assessment, and best practices for adult education. Their website and conferences provide valuable information and professional development opportunities.

- **LINC (Literacy and Numeracy Information and Communication Technology):** While primarily focused on Canadian contexts, LINC provides excellent resources on using technology to support adult learners, including those working towards EFL goals.

- **WIOA Title II (Workforce Innovation and Opportunity Act):** This federal legislation emphasizes accountability and data-driven decision-making in adult education. Familiarize yourself with WIOA Title II requirements and leverage its resources to enhance your program's effectiveness.

Q&A

Texas Workforce Commission

Adult Education and Literacy

THANK YOU!

Your Questions and Feedback are Appreciated.

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