

PROVIDER SELECTION

Purpose: The purpose of this section is to identify how providers are selected for specific monitoring strategies. Various sources of data are used throughout the implementation of the Quality Assurance System. The monitoring component of the system is risk-based. Risk assessment is the identification of any event/factor that could have a negative impact on a federal program. Providers are ranked on performance indicators and operational risk factors are assessed by using a Risk Matrix. The results of the Risk Assessment process are used to determine the appropriate monitoring strategy(ies) to be implemented.

DATA REVIEW

The compliance and level of performance of services delivered by each provider requires continuous monitoring. Data is a key accountability tool used to measure past and present performance. The review of various sources of data is an integral part of the activities which will support the appropriate monitoring strategy for selected service providers. Following are some of the data sources that may be used to assess provider's performance:

- Grant Application including Assurances
- Workforce Education staff interviews
- Project Disbursement Report (DOE 499) for Adult Education and Family Literacy Programs
- Project Amendment Request(s)
- Auditor General Audit Reports
- Community Based Organizations' (CBO) Audit Reports
- National Reporting System (NRS) - Adult Education Annual Report
- Florida Education Training and Placement Information Program (FETPIP)
- Workforce Development Information System (WDIS)

KEY PERFORMANCE INDICATORS

Performance Outcomes

Providers are ranked on the level of achievement on performance indicators specific to the programs of Adult Education and Family Literacy and the data available. If the summary data requires the application of values and/or weights, the Quality Assurance Team may consult with the appropriate Workforce Education staff.

Adult Education and Family Literacy

The Adult Education and Family Literacy Act (AEFLA) of 1998 requires that state and local program administrators establish a comprehensive accountability system to assess the effectiveness of eligible agencies (state departments of education) in achieving continuous improvement of adult education and literacy activities. The performance accountability system also assists in verifying the return on investment of the Federal funds in adult education and family literacy activities. AEFLA mandates that each eligible agency must at a minimum use all three of the primary core indicators listed below. However, each eligible agency may establish additional core indicators of performance that it may wish to track in the administration and delivery of its programs.

Each eligible agency must establish levels of performance for each of the core indicators of performance which, at a minimum, are expressed in objective, quantifiable, and measurable form and show the progress of the eligible agency toward continuously improving performance. These levels of performance are identified in the State Plan. The eligible agency and the Secretary of Education reached agreement on these identified levels of performance and the eligible agency must annually prepare and submit to the Secretary of Education a report outlining its progress in achieving the agreed-upon levels of performance. In addition, the eligible agency and eligible providers negotiate levels of performance (and rates of reimbursement for performance) during the request for proposal (RFP) approval process. Eligible providers submit performance reports for the primary core indicators mid-year (January) and end-of-year (July).

Primary Core Indicators

- Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.

- Placement in, retention in, or completion of postsecondary education, training, or unsubsidized employment.
- Attainment of a secondary diploma or its recognized equivalent.

Secondary Core Indicators (in 2006-2007 Family Literacy grants)

- Increased involvement in the education of children.
- Increased involvement in literacy related activities of children.

LEADERSHIP CONTRACTS

Contracts that promote and support the providers of Adult Education and Family Literacy to enhance student performance will be monitored. Once targeted districts are identified for onsite monitoring, such support contracts may be included in scheduled activities. Should additional protocols be developed specific to these agencies, such protocols would be distributed prior to any monitoring activity. Alternative schedules may also be implemented. Such contracts include but are not limited to Leadership Grants, Associations, and Regional Training Centers.

Workforce Education
Leadership Performance Data Review
Date:

AGENDA

I. Introductions

II. Quality Assurance System – Risk Assessment

III. Performance Data Review

- A. Outcome: Identify the lowest performing agencies relative to the performance indicators.
- B. Data to be reviewed: *(include date/period covered when appropriate)*
Adult Education and Family Literacy

IV. Review and Discussion

1. What are the key performance indicators?
2. Identify tiers?
3. What are the 15-20 lowest performing agencies?
4. Are there any extenuating circumstances applicable to any of these agencies?
5. Are there any concerns with the agencies' data collecting / reporting system?

V. Identification of agencies and recommendations for monitoring strategies.
Using the data, identify and discuss performance tiers, rating tiers and potential monitoring strategies.

VI. Summary

VII. Next Steps – Operational Risk Factors – Monitoring Team
Critical Factors – Program Managers

VIII. Participants: