



FY2006 Ohio ABLE Local Program Certification Checklist

The purpose of this checklist is to provide local programs with a guide to the policies, processes and materials that need to be in place to verify the level of implementation of the NRS data quality standards. The standards are organized into four content areas that define high quality data collection systems.

1. **Data Foundation and Structure** - This content area addresses whether the local program has in place the foundation and structures for collecting quality data that meet O-PAS guidelines. Standards measure whether the program implements policies for assessment, follow-up and goal setting; whether the local program staff knows the policies; and whether local programs are working to collect accurate and reliable student data.
2. **Data Collection and Verification** - This area measures whether the program collects data according to O-PAS guidelines, using procedures that are likely to result in high reliability and validity. Standards also address whether data are collected in a timely manner, are systematically checked for errors and whether the local program has processes for verifying the validity of the data.
3. **Data Analysis and Reporting** - The quality standards in this content area include whether the program has systems for analyzing and reporting data, including appropriate databases and software. The standards also address whether analyses and reports are produced regularly, reports are used to check for errors and missing data, standards meet O-PAS and state needs and reports are useful to state and local staff for program management and improvement.
4. **Staff Development** - The standards under this area address whether the program has systems for professional development for local staff on O-PAS. This includes ensuring that the program has provided training on data collection, measures, assessment, goal setting and follow-up procedures. Standards also focus on whether training is ongoing and continuous (for all new staff), meets the needs of local staff and is designed to improve data quality.

Many of these standards are included in the Indicators of Program Quality and the procedures for O-PAS. Some of the standards are interrelated and may have been completed by the local programs as a matter of operating. Some of the processes will need to take place over time. The full implementation of all the standards and processes will lead to a stronger and more effective system for the students served by Ohio ABLE programs.

If the local program fails to meet **exemplary** standards in any area, the program's performance will be considered unacceptable and the program must include a brief data quality improvement plan within this document. This plan should describe how the program will move toward exemplary quality within the next fiscal year. The plans must address all standards that the program did not meet, describe what new

policies or procedures it will put in place to meet the standards, identify barriers to moving to a higher quality level and the technical assistance needed to implement the plan. For areas at exemplary quality, the program may optionally submit a data quality improvement plan to describe how the program will continually improve.

Levels of Quality and Quality Improvement

Within each area there are three levels of quality that reflect whether the program has policies and procedures likely to improve the reliability and validity of data.

- **Acceptable Quality.** Program policies and procedures for implementing O-PAS meet the essential requirements for O-PAS implementation, as described in the *O-PAS Manual* and the Revised Indicators of Program Quality. This level reflected the minimum acceptable requirements for Fiscal Year 2003.
- **Superior Quality.** Program procedures go beyond the minimum to promote higher levels of data validity and reliability through more rigorous definitions, regular oversight of data collection methods, ongoing assistance to staff members on O-PAS data issues and procedures for verifying the accuracy of data. Programs were required to have O-PAS policies and procedures conforming to this level for Fiscal Year 2004.
- **Exemplary Quality.** The program has procedures and systems that promote the highest levels of data validity and reliability, including systems for verifying data accuracy from local program staff, systems for monitoring data collection and analyses and has corrective systems to improve data on an ongoing basis. Program procedures indicate a focus on continuous improvement of the quality and accuracy of data. Programs were required to have O-PAS policies and procedures conforming to this level by June 30, 2005. This level of quality is expected for subsequent fiscal years.

Programs are to use this checklist to rate their implementation of the data quality standards in their O-PAS data collection procedures. Programs are also to describe details of their data collection policies and procedures for some standards. Programs must also include with the checklist a plan for data quality improvement. The director of the program must certify the checklist and it must be submitted to the State ABLE Office at the same time the Annual Performance Report is sent to OLRC each year on or before September 29 at 4:45 PM.

The checklist presents the standards for each content area and quality level. Programs are to report whether they have the policy process or procedure described by the standards by indicating “yes” if the standard has been met or “no” if it has not been met.

Narrative Detail

Some standards require the programs to provide additional information, such as the name of assessments used or the follow-up methods, or a narrative description with more detail. Narrative descriptions may be brief – but sufficient enough to convey the information requested.

Data Quality Improvement Plan

If the program fails to meet exemplary standards in any area, the program's performance will be considered unacceptable and the program must include a brief data quality improvement plan that describes how it will meet exemplary quality and move toward exemplary quality within the next year (during Fiscal Year 2007).

The plan must address all standards that the program did not meet, describe what new policies or procedures it will put in place to meet the standards, identify barriers to moving to a higher quality level and describe the technical assistance needed to implement the plan.

For programs meeting the exemplary level in all areas during Fiscal Year 2006, the director may submit an optional data quality improvement plan that describes how the program will move toward continuous improvement for the July 1, 2006-June 30, 2007 reporting period. For example, this plan might include use of data and professional development activities beyond the minimum expectations.

The State ABLÉ Office will offer technical assistance to programs that fail to meet the exemplary level during Fiscal Year 2006.

Certification

The last page of the checklist is a certification page, where the program director or the administrator of the agency where the local adult education and literacy program resides, must certify to the accuracy of the information in the checklist. The director or administrator must sign this page. A copy of the original page with signature must be submitted with the checklist.

Additional Note

Any reference to the program having a policy should be inferred to mean the Ohio Department of Education ABLÉ policy.

A. Data Foundation and Structure

Standards or Process	Level of Quality	Program Achievement	
		YES	NO
1. Program has a written assessment policy that specifies the standardized assessment(s) to use for accountability for adult students.	Acceptable		
2. Program has a written assessment policy that specifies the time periods (in hours or weeks) for when to pre- and posttest.	Acceptable		
3. Score ranges are tied to educational functioning levels (EFL) for placement and for reporting gains for accountability.	Acceptable		
4. Program has a written assessment policy that provides guidance on tests and placement for special populations (e.g., students who are unable to be tested due to language or disability).	Acceptable		
5. List the assessments used by your program for ABE and ESOL.	ABE Assessments:		
	ESOL Assessments:		
6. Program has written policies for goal setting procedures.	Acceptable		
7. Program differentiates goals established for ABLELink tracking and goals for acceptable instruction.	Acceptable		
8. Program uses the state level data match for the GED and employment Core Indicators of Performance.	Acceptable		
9. Program uses the state approved method for tracking entrance into post secondary education. (data match and survey)	Acceptable		
10. Program maintains a list of which students are to be tracked.	Acceptable		
11. Program has established a regular schedule (e.g. quarterly) for submission of data.	Acceptable		
12. Local program meets state established schedule for data submission so that the program data can be included in ABLELink reports.	Acceptable		

A. Data Foundation and Structure

Standards or Process	Level of Quality	Program Achievement	
		YES	NO
13. Local program has established a procedure for collecting Social Security numbers, including how to deal with missing numbers (use of GED Security Number).	Acceptable		
14. The program has written definitions for all measures (including demographic measures and contact hours), defined according to NRS requirements and has provided them to all staff.	Acceptable		
15. Program has regular schedule for data submission to ODE for data matching and meets schedule required by state policy.	Acceptable		
16. The local program has a comprehensive data dictionary, which defines all measures on state student data forms and in the state data system, and has provided it with an explanation to all local staff. [For example, the O-PAS and/or ABLELink Manual]	Superior		
17. Local program knows and follows the ABLE assessment policy for the percentage of students to be pre- and posttested.	Superior		
18. Local program has made available to local staff on a continuous basis additional technical assistance and resources on assessment, data collection and follow-up procedures (e.g., site visits, contact persons, manuals, online resources).	Superior		
If yes, briefly describe the assistance and how it is provided.			
19. For local program follow-up for post-secondary achievement, the program has provided written guidance or assistance on how to improve tracking students both covered by the data match and by survey.	Superior		
20. The local program has a system for verifying that program staff are following state data policies and procedures	Exemplary		
If yes, briefly describe your verification procedures.			

B. Data Collection and Verification

Standards or Process	Level of Quality	Program Achievement	
		YES	NO
1. Local program uses database error checking functions to identify out-of-range values and missing data.	Acceptable		
2. Local program uses state student data forms for collecting all student information for ABLELink.	Acceptable		
3. Local programs record contact hours according to the state guidelines or procedures.	Acceptable		
4. A local program staff member has been identified with clear responsibility for data collection and data entry.	Acceptable		
5. Local program director checks data for errors before submitting to state office.	Acceptable		
If yes , explain error checking process, including what data are checked and how often.			
6. Programs submit accurate data to ABLELink at least quarterly.	Superior		
7. Program director reviews local data for errors (such as missing data, out-of-range values and anomalous data) and to identify program improvements needed and has a system to resolve them.	Superior		
8. Programs have documented procedures for correcting errors and resolving missing data that programs use.	Superior		
If yes , briefly explain your data review and error correction system.			
9. Program director reviews local data for accomplishments and has a system for sharing these with the staff.	Superior		
10. Directors provide additional technical assistance, as needed, to local staff reporting poor data.	Superior		
11. Local program has a regular system for verifying (through software, onsite auditing, contact with local staff) that the program staff are following state data collection procedures.	Exemplary		
If yes , briefly describe the methods used for verification, including use of the correct assessments and assessment forms, reporting of accurate score ranges for placement and for reporting advancement for accountability.			

B. Data Collection and Verification

Standards or Process	Level of Quality	Program Achievement	
		YES	NO
12. Director verifies data have been corrected in local database after errors have been found.	Exemplary		
13. Director has procedures for regular contact with staff on data issues to identify problems and provide assistance.	Exemplary		
If yes , specify procedures and type of contact			

C. Data Analysis and Reporting

Standards or Process	Level of Quality	Program Achievement	
		YES	NO
1. The local program produces required reports for the state and for local program use.	Acceptable		
2. Director checks APR reports for errors and missing data and obtains corrected data from program staff.	Acceptable		
3. Program director or coordinator reviews APR reports for errors and accuracy.	Superior		
4. Program staff use data for program management and improvement	Superior		
If yes , provide at least one example of use of data for this purpose in the last year.			
5. Local programs access data reports that are useful for program management and improvement.	Superior		
If yes , briefly describe the usefulness of two reports produced by your system.			
6. Program has a system of regular contact with local staff on data analysis issues and reporting needs to identify technical assistance needs.	Exemplary		
If yes , specify method and frequency of contact.			
7. Program has documented procedures for dealing with analysis problems and deviations.	Exemplary		
8. Program compares data with prior years' data for discrepancies, reasonableness and to identify trends in good and bad performance.	Exemplary		

D. Staff Development

Standards or Process	Level of Quality	Program Achievement	
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		YES	NO
1. Local program staff have been provided training on general O-PAS requirements, including assessment policy and procedures, follow-up policies and goal setting procedures.	Acceptable		
If yes , briefly describe when the most recent training occurred, its duration and about what percent of local providers attended.			
2. Local staff have received training on data collection procedures.	Acceptable		
3. Local staff have been trained on data entry into ABLELink.	Acceptable		
4. Local staff have had training on how to produce and/or interpret reports produced by ABLELink.	Acceptable		
5. Training has been provided on conducting follow-up survey for tracking entrance into post-secondary education.	Acceptable		
6. Program provides at least one additional training annually to local staff on O-PAS issues, data entry or data analysis issues.	Acceptable		
If yes , briefly describe when the most recent additional training occurred, its duration and about what percent of staff attended. This training should not be the same as the one described above in item number 1.			
7. There is planned, continuous training (at least one training annually) on data collection and O-PAS issues.	Superior		
If yes , briefly describe frequency, duration and content of training.			
8. O-PAS training is planned and delivered based on needs of local staff and evaluations of previous training.	Superior		
If yes , briefly describe your needs assessment process.			
9. Program has developed and is implementing a plan for ongoing staff development on O-PAS and data use issues to promote continuous improvement.	Exemplary		
If yes , briefly describe the plan.			
10. Program has timely intervention strategies to identify data problems as they occur and to provide training to staff to correct the problems.	Exemplary		

D. Staff Development

Standards or Process	Level of Quality	Program Achievement	
		YES	NO
If yes, briefly describe the process.			

FY 2006 DATA QUALITY IMPROVEMENT PLAN

The program *must* submit a quality improvement plan for each content area that does not meet all of the standards within the Exemplary Level. A separate plan must be completed for each content area. Copy this chart as needed.

1. Content area:	
<i>Question</i>	<i>Response</i>
2. For each standard not met, describe your planned approach to implementing changes that will allow you to meet the standard.	
3. Describe the barriers or problems you anticipate, if any, to implement these plans.	
4. Describe <u>any</u> technical assistance you might need to implement these planned changes. (e.g. State Office, resource centers, local)	
5. If you believe you will be unable to meet any standard please explain why and when it can be met.	

FY 2006 DATA QUALITY CHECKLIST CERTIFICATION

Note: The director of adult education or administrator of the agency in which the federal adult education program resides must sign this certification.

Certification

I certify that to the best of my knowledge, the information contained in this document is true and accurately reflects the program's data collection policies and procedures for collecting and reporting data for the U.S. Department of Education's National Reporting System for adult education.

Name of Agency

Signature

Name and Title

Date