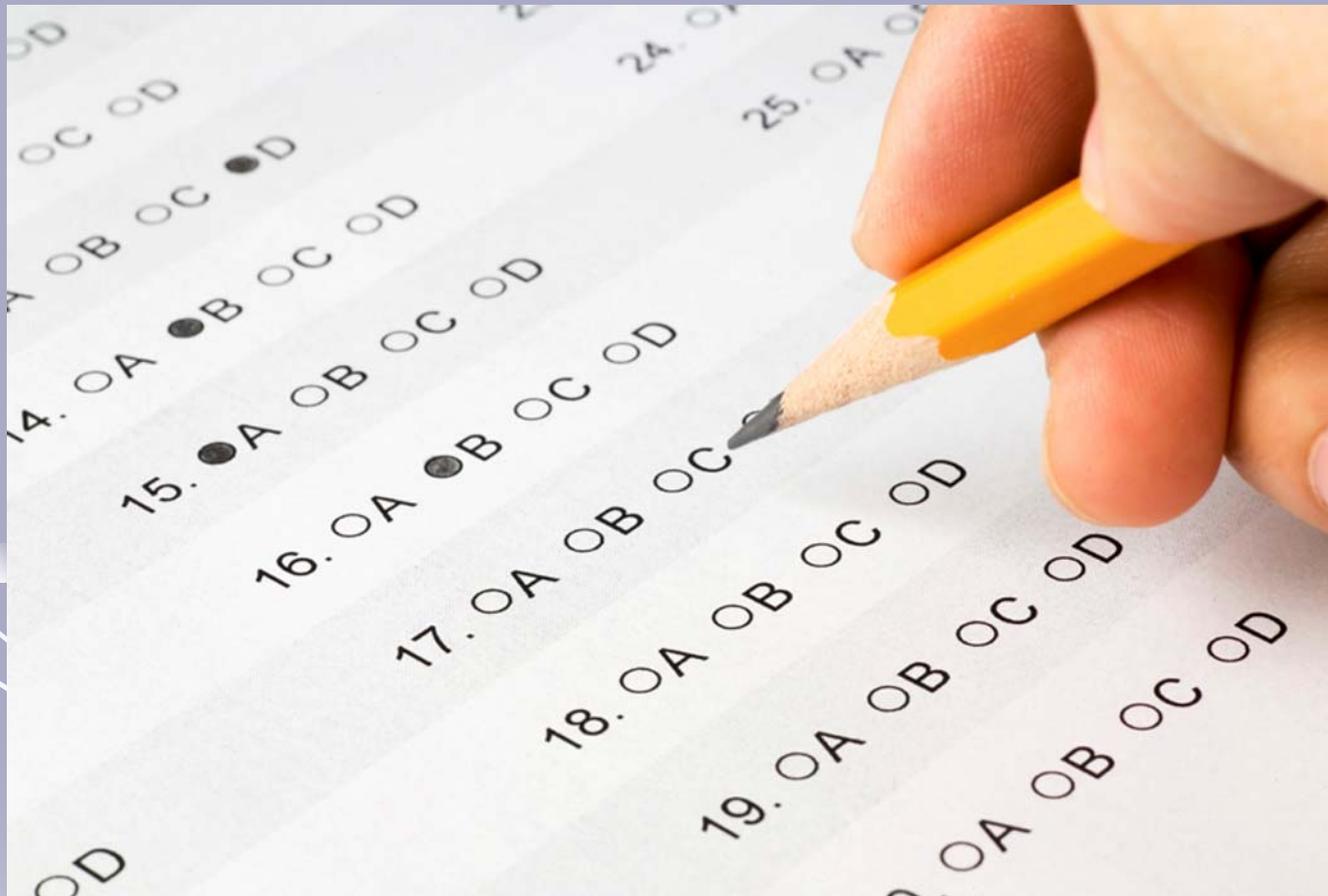


Peeling Back the Layers of Literacy Numeracy Gains

Literacy Numeracy Gains Measure

US DOL-ETA Region 2
State of Maryland
Baltimore City, MD

LITERACY NUMERACY MEASURE



Literacy/Numeracy Agenda

- Background
 - Changes in TEGL 17-05, TEGL 17-05 Change 1 (Literacy Numeracy), TEGL 17-05 Change 2 5/20/2009 (Literacy Numeracy)
 - Common Measures – Literacy/Numeracy Definitions
 - State of Maryland – What makes us number #1
 - Baltimore City – This is how we do it!

Background

- TEGL 17-05, Common Performance Measures Policy for the Employment and Training Accountability System
- TEGL 3-04 New Strategic Vision for the Delivery of Youth Services under the Workforce Investment System
- National Reporting System (NRS) for Adult Education – U.S. Department of Education

USDOL/ETA Policy

- **Latest policy guidance-** TEGL 17-05, dated 2/17/06; TEGL 17-05 Change 1, dated 8/13/07; TEGL 17-05 Change 2, dated 5/20/09
 - Rescinds previous policy guidance
 - TEGL 28-04, TEGL 7-99, TEGL 6-00 and 6-00 Change 1
 - Applies to DOL-funded programs *only*

Statistics from Department of Education

- In 1992, the National Adult Literacy Survey found the following distribution of adults, age 16 and over, in the prose literacy scale: 25% of adults were in Level 1 (lowest level of proficiency); 25-28% in Level 2; 33% in Level 3; 18-21% in Levels 4 and 5 (highest levels of proficiency). ([National Adult Literacy Survey](#), 1993)
- The Level 1 population included: 25% immigrants learning to speak English; 62% had terminated their education before completing high school; 25% percent age 65 or older; 26% with physical, mental, or health conditions that kept them from participating fully in work, school, housework, or other activities; 19% with visual difficulties affecting the ability to read print.

<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aefacts.html>

Definitions

- Out-of-School Youth:
 - High School Dropout (no diploma or equivalent)
 - High School Graduate (or equivalency) not in post-secondary
 - High School Graduate (or equivalency) in post-secondary – but basic skills deficient

Definitions - 2

- Basic Skills Deficient:
 - The youth computes or solves problems, reads, writes, or speaks English at or below the eighth grade level or is unable to perform these tasks at a level necessary to function on the job, in the individual's family, or in society.
 - States and grantees may develop their own definition, but it must include the language above.

Key to Success

- Conducting Pre- and Post-Tests:
 - Pre-test must occur within 60 days of the first youth program service, although can use pre-test from up to 6 months prior to participation
 - Post-test must occur by the end of one year of participation (whether first, second, or third year)

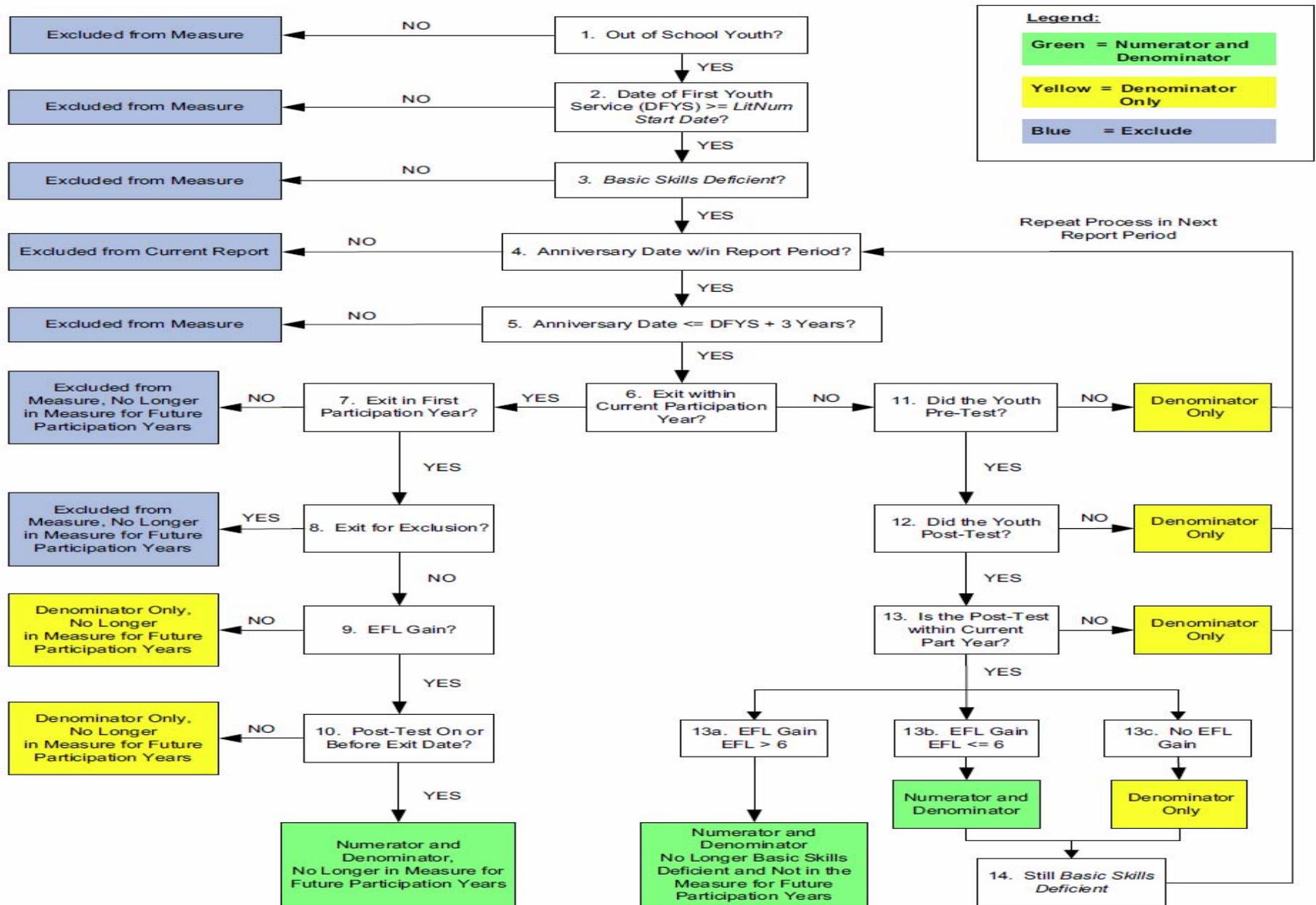


Assessment Information

- Wonderlic assessment has been approved to test for ABE
- TABE CLAS-E assessment has been approved to test for ESL
- ABLE has been removed from the list of approved assessments
- Educational Functioning Levels (EFL) are defined by US DOE and they reflect the various reading, speaking, and math skills necessary to function
- Approved Assessment Instruments:
 - ABE = TABE, CASAS and Work Keys
 - ESL = CASAS and BEST

Literacy/Numeracy Decision Path

(Third and Subsequent Years After State Implements the Measure)



TEGL 17-05 Change 2

- All participants must be post tested prior to their first youth service anniversary date at least Annually to Measure Educational Gain in Deficient Area(s)
- If Youth is in program more than one year, the last post test from prior year becomes the baseline for measuring educational gains in the subsequent year
- Once youth have an EFL of 7 in functional area, no longer assess in that area
- Literacy/Numeracy outcomes are measured on a yearly basis and are not determined until a full year has elapsed from the youth's Date of First Youth Service. From that point on, the youth's Literacy/Numeracy outcomes continue to appear in the quarterly and annual reports until the youth is excluded from or exits the measure
- The definition of Participation Year has been updated. The start date for year 2 participation is the 1st youth service date + 1 year + 1 day, for year 3 start date it is the 1st youth service date + 2 years + 1 day

Literacy Numeracy Gains Measure 1st Year Formula

*Of those out-of-school youth who are **basic skills deficient:***

Number of participants who increase one or more educational functioning levels (EFL)

Number of participants who have completed a year in the program (e.g., the anniversary date of their first youth service) plus the number of participants who exit before completing a year in the program

Literacy Numeracy Gains Measure Subsequent Year Formula

Of those out-of-school youth who are basic skills deficient:

Number of participants who increase one or more educational functioning levels (EFL)

- Number of participants who have completed a year in the program (e.g., the anniversary date of their first youth service occurs during the reporting period)
-

Literacy and Numeracy EFL Crosswalk

New EFL	Old EFL	ABE	ESL	Basic Skill Deficient
1	1		Beginning ESL Literacy	Basic Skill Deficient
2			Low Beginning ESL	
3		Beginning ABE Literacy	High Beginning ESL	
4	2	Beginning Basic Education	Low Intermediate ESL	
5	3	Low Intermediate Basic Education	High Intermediate ESL	
6	4	High Intermediate Basic Education	Advanced ESL	
7	5	Low Adult Secondary Education	Exit ESL	Not Basic Skill Deficient
8	6	High Adult Secondary Education		

Literacy Numeracy Reporting Schedule

Literacy/Numeracy Reporting Cohort Table

(Current Quarter is in Parentheses)

Report Period	July – Sept. Nov-08	Oct. – Dec. Feb-09	Jan. – Mar May-09	Apr. – June Aug-09 ²
Literacy and Numeracy Gains Cohorts for PY2008	10/1/2007 to 9/30/2008 (7/1/2008 to 9/30/2008)	1/1/2008 to 12/31/2008 (10/1/2008 to 12/31/2008)	4/1/2008 to 3/31/2009 (1/1/2009 to 3/31/2009)	7/1/2008 to 6/30/2009 (4/1/2009 to 6/30/2009)
	Nov-09	Feb-10	May-10	Aug-10
Literacy and Numeracy Gains Cohorts for PY2009	10/1/2008 to 9/30/2009 (7/1/2008 to 9/30/2009)	1/1/2009 to 12/31/2009 (10/1/2009 to 12/31/2009)	4/1/2009 to 3/31/2010 (1/1/2010 to 3/31/2010)	7/1/2009 to 6/30/2010 (4/1/2010 to 6/30/2010)
	Nov-10	Feb-11	May-11	Aug-11
Literacy and Numeracy Gains Cohorts for PY2010	10/1/2009 to 9/30/2010 (7/1/2010 to 9/30/2010)	1/1/2010 to 12/31/2010 (10/1/2010 to 12/31/2010)	4/1/2010 to 3/31/2011 (1/1/2011 to 3/31/2011)	7/1/2010 to 6/30/2011 (4/1/2011 to 6/30/2011)

Note: The cohorts refer to the youth's anniversary date in the youth program.

	Time Periods to be Reported Program Year PY2010			
	PY2010 Q1	PY2010 Q2	PY2010 Q3	PY2010 Q4
	11/14/2010	2/14/2011	5/15/2011	8/14/2011
Total Participants	10/1/2009 to 9/30/2010	1/1/2010 to 12/31/2010	4/1/2010 to 3/31/2011	7/1/2010 to 6/30/2011
Total Exiters	7/1/2009 to 6/30/2010	10/1/2009 to 9/30/2010	1/1/2010 to 12/31/2010	4/1/2010 to 3/31/2011
Entered Employment	1/1/2009 to 12/31/2009	4/1/2009 to 3/31/2010	7/1/2009 to 6/30/2010	10/1/2009 to 9/30/2010
Employment Retention	7/1/2008 to 6/30/2009	10/1/2008 to 9/30/2009	1/1/2009 to 12/31/2009	4/1/2009 to 3/31/2010
Average Earnings	7/1/2008 to 6/30/2009	10/1/2008 to 9/30/2009	1/1/2009 to 12/31/2009	4/1/2009 to 3/31/2010
Placement in Employment/Education	1/1/2009 to 12/31/2009	4/1/2009 to 3/31/2010	7/1/2009 to 6/30/2010	10/1/2009 to 9/30/2010
Attainment of Degree/Certificate	1/1/2009 to 12/31/2009	4/1/2009 to 3/31/2010	7/1/2009 to 6/30/2010	10/1/2009 to 9/30/2010
Literacy/Numeracy Gains	10/1/2009 to 9/30/2010	1/1/2010 to 12/31/2010	4/1/2010 to 3/31/2011	7/1/2010 to 6/30/2011

Let's take a closer look....

And see what Maryland is doing...





Department of Labor, Licensing
and Regulation

**Division of Workforce Development
and Adult Learning (DWDAL)**

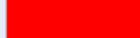


A Look at...

Literacy Numeracy in Maryland

**Office of Workforce Information and Performance
(OWIP)
by:**

PY10 QTR2 Literacy Numeracy

WIA ar Exchange Title I Performance - Maryland and Local Workforce Investment Areas - PY 2010 QTR2														
Mathematica v 7.2	ROLLING 4 QUARTERS													
	State Perform.	AA	BCO	BCI	FR	LS	MG	MM	PG	SM	SQ	US	WM	VO
Performance Measure		Perf.												
Youth Literacy/Numeracy	71.4%	84.2%	77.3%	61.9%	57.1%	20.0%	16.7%	0.0%			96.1%		80.8%	
Performance														
	= Exceeded Standard													
	= Meeting Standard (at least standard)													
	= Failing Standard (Perform 0% of standard)													
	= No Participants in Measure													

Literacy Numeracy – State Guidance

- Each quarter, state provides LWIAs with performance updates and corresponding performance export groups, indicating positives and negatives and who is going into PY10 reporting
- If an area is close to 80% of standard or fails a measure, state contacts area and goes over what has happened, what data shows, and what can be done to improve performance
- System allows reports to be run at any given time to show Literacy Numeracy data, i.e., who is in need of a post-test

Susquehanna – 96.1%

Harford and Cecil Counties

Two (2) Vendors

- Cecil County uses Sharon Ann Grose Education Foundation (SAGE)
- Harford County has the Harford County Public Schools
- Model is based on Harford Co. Schools' Reconnecting Youth Program – focus is on dropouts
- Strong tutorial program, each youth is provided a tutor 2 times a week to assist with reading and math
- Each vendor is responsible for assigning 5 or 6 youth to one tutor. Meeting at local libraries
- Year 1 – intensive portion of the contract – tutoring, hand-holding, and case management (Cecil has 25 youth in this stage and Harford has 55 youth)

Susquehanna – Continued

- End of Year 1 - Indicator of Intensity Level of Services for Follow-Up
- Year 2 - Level of Follow-Up is identified
(Cecil has 25 youth in this stage and Harford has 40 youth)
 - Minimum - once a month
 - Average - once every other week
 - Intensive - once a week
- Additional finances are given to vendor based upon intensity of follow-up services needed
- Competitive Procurement every 2 years, bidders conference goes over RFP page by page

Susquehanna – Continued

- Vendors are required to meet the state goal, which is listed in the RFP and contract. It is critical for vendors to achieve outcomes.
 - If the vendor does not meet goals, there is a kick out clause in the contract
 - If LWIA does not meet their performance, they are at risk of losing funding
- On a monthly basis, LWIA reviews enrollments and then sends the vendor a list for the year of youth in need of post-testing
- Close case management and tutors are critical to successful results

Anne Arundel County – 84.2%

- Contract out to 2 vendors, one for in-school youth (WAGES) and one for out-of-school youth (Anne Arundel Community College (AACCC) – Step Up to Success Program)
- All Step Up to Success Program youth are initially tested to determine what each youth needs to succeed; constant tutoring is available; tutors will work with youth on a one-on-one basis to increase CASAS scores
 - Found that using the CASAS and TABE was not the most accurate measure to determine success; started instead to use the practice GED as a guide to determine the likelihood of passing the GED in 3 months – found that youth can pass the CASAS but not pass the GED
 - If the math or reading scores are too low, youth are referred to AACCC Adult Basic Skills program for math or reading basic skills then re-tested to determine if they are ready for the program
 - Re-testing is based upon staff observations

Anne Arundel County – continued

- One GED instructor per 15 youth (2 groups of 15 youth each year)
- Vendor is trained to ensure goals are met and program records are well-managed
- Vendor reports student progress to LWIA; the report lists each youth and lists where they are with each youth goal
- Strong relationships with youth and establishing trust helps with youth success in the program
- Learn from class to class how to improve, e.g., regarding the most recent class, most youth had IEPs and some tested better in the morning rather than later in day, so instructors must be sensitive to youth needs

Western Maryland – 80.8% **Allegany, Garrett, and Washington Counties**

- Partnership with the Community College that goes above and beyond the contractual agreement
- Runs an in-house program, helps keep youth engaged
 - All youth can be monitored and tested often for strengths and weaknesses, for which assistance is readily available
 - Online remediation is available to all participants to work at their own pace on the Plato System
- GED instructor is on-hand, one (1) instructor per 10 students, keeping classes small
 - Literacy Numeracy shows the improvement of youth for GED testing and attainment
- Incentives
 - A \$5 gift card to Sheetz is awarded to those youth with perfect attendance for the week
 - The LWIA will pay for Driver's Ed classes if the youth passes Literacy Numeracy (becomes skills-sufficient) and earns his/her GED; thus helping with transportation to continue higher education

Baltimore County – 77.3%

- Has four programs that provide services to promote academic achievement , employability skills and life skills. Three of the programs (*Catapult, First Step, Inc., and Henkels & McCoy*) serve out-of-school youth and therefore are held accountable for meeting the Literacy Numeracy performance measure. As a result of hard work and dedication, these programs have consistently exceeded this performance measure. The following are best practices and strategies that Baltimore County employs to achieve Literacy Numeracy gains:
 - Upon entering the program, all participants are tested to determine if reading and math levels are below eighth grade level. Depending upon the program, the

Baltimore County – continued

- Participants are assigned to classes based on their skill level. Those with weaker skills attend the program on different days than those with stronger skills.
- Classroom sizes range from 8 – 15 students which allows for individualized instruction.
- Programs rarely provide group instructions. They provide intensive one-on-one instruction is given based on the participant's academic level. They also use various teaching methods to address various learning styles.
- Repetition is employed as a teaching method. Instructors require participants to practice concepts repeatedly until they can master the concept.
- Programs collaborate with other organizations (school systems, Dept. of Rehabilitation Services, etc.) to address youth with special needs (IEP, learning disabilities, etc.)

Baltimore County – continued

- Pre-Test (based on GED subject matter) are given before GED lessons are taught, to get an idea of what the student may know or needs to learn.
- GED Practice Test levels are posted every 30 days to allow the students to see progression.
- Participants are also held accountable for completing and returning homework assignments.
- Recognizing that attendance is a major factor in this process, participants receive stipends for classroom attendance - \$6 per day or \$8 per day if the participant has a child. Other incentives, depending on the program, include pizza parties, movie tickets, laptop computers, etc.



Baltimore County – continued

- The GED subject areas are enhanced by the following educational supplements that are relevant to the participants:
 - Supplemental reading materials (short novels, plays, news articles, magazines, etc.) assist in making the skill development more germane to the student's ability to analyze and interpret what they are reading and raise their level of comprehension.
 - Multi-media presentations (DVD's, educational computer websites, word games, word and number puzzles, etc.) are used to enhance GED instructions.
 - Life Skills classes utilize the method of character development through student/teacher driven discussions on character building (e.g. honesty, caring, integrity, justice, courage, etc.). These discussions are used to develop their thinking/reasoning skills.

Baltimore City – 61.9%

- Contract out to 5 vendors currently
 - Vendors are trained before program starts; on-going, technical assistance and guidance is always on-hand
 - Contract includes goals, both WIA and contract-specific
 - If goals are not met, vendors are found to be in non-compliance and receive corrective action plans
 - Quarterly monitoring visits and technical assistance are provided to ensure vendors are on-track in meeting their goals
 - Contract renewal is based upon vendor performance

Baltimore City – continued

- Meet monthly with WIA providers, and each provider has a career navigator provided to them to be a support system in providing technical assistance and guidance
- Progress reports are provided to the vendors
 - Weekly reports are provided to vendors to show progress; total enrollments, credentials, literacy numeracy, services received by participants, and case closures to occur
 - Reports and lists are provided weekly to show what youth are in need of a post-test and the allowable dates tests are needed
 - Follow-up reports are provided to vendors to ensure data on participants is collected in a timely fashion
 - Performance reports are reviewed weekly by the Assistant Director of Youth Services and the WIA management team

Baltimore City – Providers Literacy Numeracy Report

YOUTH SERVICES
PROVIDER LITERACY/NUMERACY REPORT
AS OF FEBRUARY 4, 2011

PROVIDER	ENROLLMENT	NOT DEFICIENT	DEFICIENT IN MATH	DEFICIENT IN READING	DEFICIENT IN BOTH	TOTAL DEFICIENT	PROFICIENT GRADE GAIN	TOTAL REMAIN DEFICIENT
CAREER ACADEMY 56 @WV/43 CARRYOVERS 15 WIA INCLUDES LAST YEAR 2 IN BOTH'S IN MATH 1 WAS IN MATH BUT NOW PROFICIENT								
GOODWILL INDUSTRIES								
HEALTHCARE CAREERS ALLIANCE								
HISTORIC EAST BALTIMORE COMMUNITY ACTION COALATION								
HOUSING AUTHORITY OF BALTIMORE CITY TOTAL								
PERFORMANCE MEASURE GOAL IS 65% AS OF FEBRUARY 4, 2011 WE ARE AT 13% 10 DIVIDED BY 76								

Lower Shore – 20%

Worcester, Wicomico, and Somerset Counties

- Vendors are used – Worcester and Somerset Counties both use the Board of Education, whereas Wicomico uses Telamon as the out-of-school vendor
 - Telamon is located in the same building as the LWIA administrative staff. For this vendor, no previous relationship with the youth is available. Vendor was misinformed early on by staff that a GED would suffice as a post-test for youth, thus causing the LWIA to fail Literacy Numeracy.
 - Telamon has decided to post-test with approved assessment every 3 months to ensure a post-test has been entered into the system for the youth. Previous participants have left the program early, prior to post-testing; and they feel this will help eliminate that glitch in the program.

Lower Shore – continued

- Board of Education has a previous relationship with the youth, who are then familiar to them when they commence the out-of-school youth program.
- For Somerset, “everyone knows everyone.” If youth drop out of the program, the vendor locates the youth and gets them re-engaged.
- RFP outlines performance and goals. Youth council reviews RFPs and vendor performance.
- ➤ Communication, inputting data entry from vendors has improved both internally and with vendors. Development of forms, i.e., outcome forms, to ensure data is captured and entered into MWE in a timely manner. Vendors fill in outcome forms to assist with several youth measures. Data is entered immediately into MWE when received from vendor.

Lower Shore – continued

- New counselor has been hired to document the certification of youth, initial pretest is given at this point and initial services are entered into MWE. The file is then passed back to the LSWA Youth Program Supervisor and any additional information will then be added by the program staff.
- Reports are run to see that performance data is entered appropriately for reporting and to determine what youth need a post-test. Vendors have requested periodic copies of these reports. Based on other regions providing these reports, it is our intent to furnish regular reports to vendors in the future so they can be kept aware of any information that is required to keep participant active and also register outcomes in a timely manner.

Note...

- *A trend exists in the school systems nationwide – Literacy Numeracy is an issue. But it can be successfully addressed.*

For more information...



Contact DLLR at

410-767-2173

www.dllr.maryland.gov

www.mwejobs.com

Let's Dig a little Deeper....

And see what Baltimore City is doing...



WORKFORCE INVESTMENT ACT

- WIA provides the framework for a unique national comprehensive workforce investment system.
- It is designed to meet both the needs of businesses, job seekers and those who want to further their careers.
- In response to the requirements of the new legislation Baltimore's Youth Council convened in February 2000.
- The Youth Council builds on many progressive initiatives in place in Baltimore.
- The YC identifies local resources available to youth, identifying service providers and involving them in the design and planning of the youth system.

HOW ARE SERVICE PROVIDERS SELECTED

- A Request For Proposal (RFP) is disseminated by the Youth Council.
- Youth Council teams meet to review and rank RFP's.
- Recommendations are shared with the Youth Council.
- A pre-award meeting is held with each selected service provider.
- The selected providers enroll youth:
 - 16-21 years of age
 - Out of school youth (those with a high school diploma and those in need of a high school diploma)
 - Seeking academic, occupational skills training or employment assistance
- Five providers were selected for 2010-2011 program year
 - Career Academy
 - Goodwill Industries of the Chesapeake, Incorporated (Youth Merchandising and Certification)
 - Healthcare Careers Alliance (partnership with Civic Works, Johns Hopkins Hospital, LifeBridge Health/Sinai, VSP & University of Maryland Medical System)
 - Historic East Baltimore Community Action Coalition, Incorporated (Connecting to Careers)
 - Housing Authority of Baltimore City (Successfully Moving Youth to Work)

DEFINING NUMERACY & LITERACY

- **NUMERACY**-The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines numeracy as the ability to reason with numbers and other mathematical concepts. To be numerically literate, a person has to be comfortable with logic and reasoning. Some of the areas that are involved in numeracy include: basic numbers, orders of magnitude, geometry, algebra, probability and statistic.

- **LITERACY**-The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines literacy as the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

MONITORING NUMERACY/LITERACY MEASURES IN BALTIMORE

- A two-day orientation is held with awarded service providers. The orientation provides a detailed overview of:
 - WIA performance standards
 - roles and responsibilities of service providers
 - contractual goals
 - program model of awarded providers
- Each provider is assigned a Management Information System (MIS) Technician. The MIS Technician is responsible for training their assigned providers on how to complete the MWE paperwork. The MIS Technician reviews the paperwork submitted by the provider before it is keyed.
- The MIS Technicians or MIS Supervisor generate a weekly Maryland Workforce Exchange (MWE) report. The reports are sent to providers to review participant progress (*enrollment, occupational skills training referrals, internships, credentials, employment, numeracy/literacy, case closures, exits*).
- Monthly meetings are held with the service providers (meetings serve as an outlet to discuss progress, challenges, best practices).

MONITORING NUMERACY/LITERACY MEASURES IN BALTIMORE

- Quarterly technical assistance sessions are held with the providers to assist with program implementation (*case management, results based accountability, employment development, TABE certification*).
- Each provider is assigned a Career Navigator. The Career Navigator maintains weekly contact with their assigned provider. They also:
 - review case management files/notes
 - provide recruitment/retention suggestions
 - discuss numeracy/literacy progress
 - monitor attendance
 - share employment, career fairs and training opportunities

ASSESSING PROGRESS

- On-going training is provided to clarify questions or concerns about WIA performance measures.
- Each provider is assigned a Management Information System (MIS) Technician that trains staff on how to complete MWE paperwork.
- MIS Technicians run reports weekly to monitor providers performance. Reports are shared with Out of School Youth (OSY) Administrator, Service Providers and Career Navigators.
- OSY Administrator meets individually with program managers to discuss performance.
- Quarterly monitoring are held to assess program progress and areas of improvement (BWIB YC members volunteer to assist).
- Providers are reminded on a regular basis “if it is not in MIS it does not exist”.
- Providers not performing well are placed on corrective action plan. Continued non-performance can jeopardize contract renewal.

NUMERACY/LITERACY CHALLENGES

- Literacy/numeracy is an issue nationwide.
- Some program participants have undetected learning disabilities.
- Program participants do not attend consistently to benefit from the services.
- Participants do not know how to balance work and academics.
- Lack of preparedness of participant prior to enrolling with selected service provider.
- Life circumstances (*daycare, lack of family support, relationship issues, traumatic events, etc.*).
- Unfortunately, some of the youth today require “instant gratification” and are not willing to work towards outcomes.

TRACKING PROGRESS

- The MIS Supervisor developed internal MWE charts that track program progress in the area of literacy/numeracy.
- The charts are generated weekly and shared with the service providers and career navigators.
- The charts provide providers with information as to who needs paperwork submitted, who needs a new TABE test and confirms who successfully achieved a literacy/numeracy gain.
- The BWIB Youth Council conducts quarterly monitoring to review service providers progress and challenges.

SAMPLE WIA SERVICE PROVIDER NUMERACY/LITERACY CHART 1

PROVIDER	ENROLLMENT	NOT DEFICIENT	DEFICIENT IN MATH	DEFICIENT IN READING	DEFIC. IN BOTH	TOTAL DEFIC.	PROFICIENT GRADE GAIN	TOTAL REMAIN DEFICIENT
PROVIDER A	133	114	14	1	4	19	8	11
PROVIDER B	29	8	21	0	0	21	7	14
PROVIDER C	51	51	0	0	0	0	0	0
PROVIDER D	31	6	6	1	18	25	3	22
PROVIDER E	50	8	28	5	9	42	12	31
TOTAL	294	187	69	7	31	107	30	78
PERFORMANCE MEASURE GOAL IS 65%								
AS OF MARCH 18, 2011 WE ARE AT 28%								
30 DIVIDED BY 107								
NEED ADDITIONAL 39								
WE NEED A TOTAL OF 70 IN ORDER TO MEET THE LITERACY/NUMERACY MEASURE								
REQUESTED FOR GRADE GAIN/PROFICIENCY								
PROVIDER A 15								
PROVIDER B 15								
PROVIDER C 19								
PROVIDER D 20								

SAMPLE WIA SERVICE PROVIDER NUMERACY/LITERACY CHART 2

NAME	LITERACY/ NUMEARACY	APP DATE	ED STATUS 1-DROP OUT 2-STUDENT 3-HS GRADUATE	TITLE	ACTIVITY	START DATE	EST. END DATE
Student 1	DEFICIENT IN BOTH	2/10/2011	3	YY	BEJ	2/10/201 1	12/31/ 2012
Student 2	DEFICIENT IN READING	11/12/2010	3	YY	IST	12/1/201 0	12/31/ 2011
Student 3	NOT DEFICIENT	2/4/2011	1	OY	WEX	2/11/201 1	12/31/ 2012
Student 4	DEFICIENT IN MATH	11/2/2010	1	OY	WWW	11/25/ 2010	11/26/ 2011
Student 5	WAS DEFICIENT IN READING BUT NOW PROFICIENT	12/6/2010	3	YY	LDP	2/8/2011	12/31/ 2012
Student 6	DEFICIENT IN BOTH	10/26/2010	1	OY	BEJ	12/1/201 0	12/31/ 2011
TOTAL 6							
NOT DEFICIENT 1							
DEFICIENT IN BOTH 2							
DEFICIENT IN READING 1							
DEFICINET IN MATH 1							

SAMPLE QUARTERLY MONITORING

2010 BWIB YOUTH COUNCIL FIRST QUARTER MONITORING AGENDA

MONDAY, NOVEMBER 8, 2010

- **Introductions**-Introduce members of your team and their function with the program.
- **DOL Strategic Vision**-Discuss how you are implementing DOL's four focus areas. Be specific.
 - Alternative Education
 - Meeting the demands of business, especially in high growth industries and occupations
 - Neediest youth
 - Improved Performance
- **Program Components**-Discuss the major components of your program and planned implementation. Be sure to address the 12-month follow-up service requirement.
- **Performance Standards**-Discuss the performance standards and explain how the program intends to meet them.
 - Placement in employment or education
 - Attainment of a degree or certificate
 - Literacy and numeracy gains
- **Progress/Challenges**-Assess your progress over the past quarter (July 1-September 30). What challenges have you encountered and how have they been addressed? What types of technical assistance can the Youth Council provide to enhance program success? Has the technical assistance provided to date been satisfactory? Address any major modification to your program.
- **Questions and Answers**

OBSERVATIONS BY BALTIMORE

- Achieving numeracy/literacy proficiency is a work in progress.
- Clearly convey the importance of meeting WIA Performance Standards to service providers and how it impacts us on local, state, regional and national level.
- Communicate with MIS Technicians about reports that are distributed. Encourage the development of charts for providers and staff to understand the data that is being reported.
- Identify resources for participants who need additional academic
- It is important to make sure the lines of communication are open with all providers and staff (*case worker, program manager, grant liaison, career navigator, MIS Supervisor and Technicians*)
- Attend local and state meetings to learn about updates that impact performance.
- **COLLABORATE, SHARE & DISCUSS!!!**

- For additional information or questions:

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Questions?



THANK YOU