



Wisconsin AEFLA Data Flow Exercise

For questions or additional information about this exercise, please contact Ben Konruff ben.konruff@wtcsystem.edu. Updated 5/21/2021

**AEFLA Data Flow Exercise:**

Data for Adult Education and Family Literacy Act (AEFLA) performance accountability and WTCS reporting are entered at different times during each student’s educational experience, and are subject to varying challenges to ensure completeness, timeliness, and accuracy.

Although conceptually simple, efforts to ensure data quality for accountability, reporting, and program improvement often get complicated by real-world realities. Not all students have complete identifying information or want to provide it. Demands on staff members’ time prevent timely entry of system data. Technology tools for data collection may have limitations.

To develop a data collection and reporting process that complies with AEFLA performance accountability and reporting requirements, WTCS AEFLA providers must have a clear picture of their data collection, data quality management, and WTCS reporting processes. Documentation that highlights where data enter the system, their source, and manner of validation make this process much easier.

To support your team’s effort to develop a seamless process of AEFLA performance accountability and reporting, WTCS AEFLA providers are encouraged to engage in an AEFLA data flow exercise. This guide will walk you through the data mapping process by prompting you to fill in key details about your organization’s data flow at different points in the student experience. Mapping the data flow process will help to identify potential data quality and completeness challenges that can be addressed through continuous improvement strategies for accurate and timely data collection and reporting.

**Team Completing Exercise:**

1.
2.
3.
4.
5.
6.
7.
8.

**Date of Completion:**

**Student Intake**

During the intake process, students provide information about their prior education experience, demographics, contact information, and so on. In the spaces below, respond to the prompts for each required AEFLA data element. Additionally, respond to the prompts below the data table.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Client Information:** | **How is the data collected? (e.g., Intake Form, electronic assessment results, case management discussions, etc.)** | **Who is responsible for collecting the data?** | **Who is responsible for entering the data into the student-record-keeping system and when is it entered?** | **Is data being reported to the WTCS Office?** |
| Client First Name |   |   |   |  |
| Client Middle Initial |   |   |   |  |
| Client Last Name |   |   |   |  |
| Social Security Number |   |   |   |  |
| Birth Date |   |   |   |  |
| Sex |   |   |   |  |
| Race/Ethnicity |   |   |   |  |
| Work Status at Enrollment |   |   |   |  |
| Highest Grade Completed at Enrollment |   |   |   |  |
| Highest Credential Received at Enrollment |   |   |   |  |
| High School Attended |   |   |   |  |

*Data Quality Efforts:*

Describe your process to ensure accuracy of the above collected data.
Example: Reports are developed to identify data entered in error. Staff review and correct data entry errors. Updates on progress in addressing errors is discussed at monthly staff meetings.

*Data Error Correction:*

How are corrections made if data is in error? Who makes the corrections? Are particular kinds of data entry errors more common than others? If so, why?

**Student Intake Continued**

In the spaces below, respond to the prompts for each AEFLA data element. Additionally, respond to the prompts below the data table.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Barriers to Employment Information:** | **How is the data collected? (e.g., Intake Form, electronic assessment results, case management discussions, etc.)** | **Who is responsible for collecting the data?** | **Who is responsible for entering the data into the student-record-keeping system and when is it entered?** | **Is data being reported to the WTCS Office?** |
| Person with Disability |   |   |   |  |
| Displaced Homemaker |   |   |   |  |
| Single Parent |   |   |   |  |
| Long Term Unemployed (27 weeks or longer) |   |   |   |  |
| Exhausting TANF |   |   |   |  |
| Foster Care Youth Status |   |   |   |  |
| Homeless Individual, Children, Youth or Runaway Youth |   |   |   |  |
| Ex-Offender |   |   |   |  |
| Low Income |   |   |   |  |
| Migrant and Seasonal Farm Worker |   |   |   |  |

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*Data Error Correction:*

How are corrections made if data is in error? Who makes the corrections? Are particular kinds of data entry errors more common than others? If so, why?

**Assessment**

Following student intake, students likely take a pre-test to determine placement. In the spaces below, respond to the prompts for each AEFLA data element. Additionally, respond to the prompts below the data table.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Results:** | **How is the data collected? (e.g., Intake Form, electronic assessment results, case management discussions, etc.)** | **Who is responsible for collecting the data?** | **Who is responsible for entering the data into the student-record-keeping system and when is it entered?** | **Is data being reported to the WTCS Office?** |
| Test Date |   |   |   |  |
| Test Topic |   |   |   |  |
| Test Name |   |   |   |  |
| Scale Score |   |   |   |  |
| NRS Level |   |   |   |  |
| Completed ELL Instructional Level (level 6) |   |   |   |  |

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*Data Error Correction:*

How are corrections made if data is in error? Who makes the corrections? Are particular kinds of data entry errors more common than others? If so, why?

**Participation**

Following assessment, students continue their engagement in program activities. In the spaces below, respond to the prompts for each AEFLA data element. Additionally, respond to the prompts below the data table.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Participation:** | **How is the data collected? (e.g., Intake Form, electronic assessment results, case management discussions, etc.)** | **Who is responsible for collecting the data?** | **Who is responsible for entering the data into the student-record-keeping system and when is it entered?** | **Is data being reported to the WTCS Office?** |
| System Office Grant Number |   |   |   |  |
| Grant Entry Date |   |   |   |  |
| Hours of Service for the Period |   |   |   |  |
| Proxy Hours |   |   |   |  |
| Beginning Hours (total for all periods) |   |   |   |  |
| Intermediate Hours (total for all periods) |  |  |  |  |
| Advanced Hours (total for all periods) |  |  |  |  |
| Services Provided Through Grant Activity |  |  |  |  |
| Training Outcomes Codes |  |  |  |  |
| Type of Facility |  |  |  |  |
| Grant Exit Date |  |  |  |  |
| Continuing in Grant Activity |  |  |  |  |
| Exclusion |  |  |  |  |
| Incarcerated |  |  |  |  |
| Incarceration Release Date |   |   |   |  |

*Data Quality Efforts:*

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*Data Error Correction:*

How are corrections made if data is in error? Who makes the corrections? Are particular kinds of data entry errors more common than others? If so, why?

**Participation Continued**

Explore how the following codes for each of the below AEFLA data elements will be collected and entered into the student-record-keeping system. The identified categories for each data element are especially important to accurate AEFLA data reporting.

1. Services Provided Through Grant Activity
	1. 21-Adult Secondary Education (*needed for the Credential Attainment Indicator)*
	2. 27-Family Literacy
	3. 29-Workplace Literacy
	4. 34-Integrated English Literacy and Civics Education
	5. 35-Adult Basic Education Integrated Education and Training
	6. 36-Adult Secondary Education Integrated Education and Training
	7. 37-English as a Second Language Integrated Education and Training
	8. 38-Integrated English Literacy and Civics Education Integrated Education and Training
2. Training Outcomes Codes
	1. 07-Obtained GED
	2. 08-Obtained High School Equivalency Degree (HSED)
	3. 09-Obtained High School Diploma
	4. 13-Complete Partial GED/HSED (passed a subtest)
	5. For students reported in Integrated Education and Training or Workplace Literacy (37-Completed Progress Towards Training Milestones and 38-Passed technical/occupational skills exams or received industry certification)