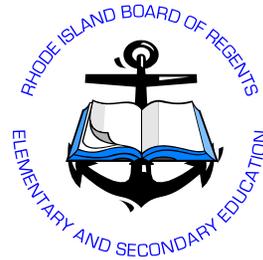


Rhode Island Department of Elementary and Secondary Education

Office of Multiple Pathways

Adult Education Local Program Monitoring Tool



References: Building the Critical Links: Recommendations of the Rhode Island Governor's Adult Literacy Task Force, August 2004
Workforce Investment Act of 1998 (WIA), Title II, Adult Education and Family Literacy Act, (AFLA), Section 231 (e)

Updated Spring 2013

This monitoring tool for Adult Education Programs outlines requirements, acceptable documentation, and guiding questions for the following Program Quality Indicators:

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Indicator 1A: Learners Progress toward Literacy & Numeracy Goals that Impact Adult Roles: *Learner Outcomes*

| Principle Objective | Examples of Acceptable Documentation | Requirements |
|---|---|--|
| <p>1A.0 Staff works with students to identify educational and career goals and to assess progress toward those goals.</p> <p>WIA, AEFLA, Section 231 (e), Considerations (1), (2), (4a), (7)</p> | <p>1) Documentation on File at RIDE</p> <ul style="list-style-type: none"> <input type="checkbox"/> CALIS Tables 4.1, 4B.1, (Ignore Minimum Attendance) *Gains, Hours/Student <input type="checkbox"/> Table 5.1 shows acceptable follow up goal achievement in meeting negotiated core indicators <input type="checkbox"/> Program Website (review of, if available) <input type="checkbox"/> Annual RIDE Funding Application- Evidence that the program has goal setting procedures in place for students <input type="checkbox"/> Quarterly program reports <p>Pre-Visit Submission</p> <ul style="list-style-type: none"> <input type="checkbox"/> EFL Performance Review shows 80% or greater for learner gains/meeting core indicators <p>On-site Documentation/Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current documentation that describes the program’s goal setting procedures including timelines for individual student review. <input type="checkbox"/> Student records including, assessment(evidence that methods used are formalized and authentic),demographics and attendance <input type="checkbox"/> Records of student follow-up (CALIS call-list with recorded dates) <input type="checkbox"/> Student contracts/progress reports <input type="checkbox"/> | <p>1A.1 Learners’ progress is demonstrated by advancing performance levels (as described in standards), obtaining secondary degree or certificate, enrolling in higher education or job training, securing employment or advancement in their job.</p> <p>1A.2 Learners remain in the program long enough to meet their own education goals. (Number of hours per student)</p> |

Indicator 1B: Learners Progress toward Literacy & Numeracy Goals that Impact Adult Roles: Assessment of Learner Performance

| Principal Objective | Examples of Acceptable Documentation | Requirements |
|--|---|--|
| <p>1B.0 The program has a consistent process that meets state guidelines to assess student achievement across outcomes and over time.</p> <p>WIA, AEFLA, Section 231 (e), Considerations (1), (2), (11)</p> | <p>1) Documentation on File at RIDE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual RIDE funding application <input type="checkbox"/> Authentic/alternative assessment mechanisms identified in basic Program Information Guide. <input type="checkbox"/> Curriculum outline inclusive of approaches and philosophy in Basic Program Information Guide | <p>1B.1 Assessment tools and procedures are based on an understanding of the learning process and the complexities of language, literacy, and numeracy acquisition and use.</p> <p>1B.2 The assessment process is ongoing and uses various tools (standardized tests, authentic products and projects, observation, portfolios, self-assessment rubrics) to place students and guide instruction.</p> <p>1B.3 Assessment tools and procedures are consistent with program philosophy, and aligned with instructional approaches, curricula, and state-wide standards.</p> <p>1B.4 Students are actively involved in the assessment of their own progress.</p> <p>1B.5 Staff works with students to develop self-assessment strategies to monitor their own performance and growth.</p> <p>1B.6 All students have a complete and accessible file of assessment results.</p> |
| | <p>2) Pre-Visit Submission</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sample student self assessment tool <input type="checkbox"/> Written assessment procedure(s) | |
| | <p>3) On-site Documentation/Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student assessment records showing progress (using formalized and authentic methods) <input type="checkbox"/> Sample assessment tools <input type="checkbox"/> <input type="checkbox"/> | |

Indicator 2A: Planning, Philosophy, On-Going Improvement & Management: *Philosophy and Policy*

| Principal Objective | Examples of Acceptable Documentation | Requirements |
|--|---|--|
| <p>2A.0 A mission statement defines the program’s roles and purposes, guiding principles and philosophy. Policies are reflective of such.</p> <p>WIA, AEFLA, Section 231 (e), Consideration (3)</p> | <p>1) Documentation on File at RIDE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual RIDE funding application <input type="checkbox"/> Program’s Mission/Philosophy statement(s) as outlined in the basic program information guide <hr/> <p>2) Pre-Visit Submission</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sample program policy in alignment with mission/philosophy <hr/> <p>3) On-site Documentation/Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Signage/program materials that reflect program mission/philosophy/guiding principles <input type="checkbox"/> Written program policy manual <input type="checkbox"/> Completed ADA self-evaluation document <input type="checkbox"/> Student policy manual/handbook/contract <input type="checkbox"/> Focus group meeting agendas, minutes, etc <input type="checkbox"/> | <p>2A.1 Staff, students, volunteers and members of the board participate in mission and policy development.</p> <p>2A.2 Policies address all aspects of program functioning (personnel, organizational structure, funding.) They are consistent with program’s mission, and are they easily accessible to staff and board.</p> <p>2A.3 Policies exist that describe how special needs populations have equitable access and are served in an integrated and equitable manner.</p> |

Indicator 2B: Planning, Philosophy, On-Going Improvement & Management: *Planning, Evaluation and Improvement*

| Principal Objective | Examples of Acceptable Documentation | Requirements |
|--|---|--|
| <p>2B.0 There are comprehensive planning and evaluation processes that involve all program constituents, including students, staff, volunteers, community members, and board members.</p> <p>WIA, AEFLA, Section 231 (e), Considerations (3), (4a), (5), (11), (12)</p> | <p>1) Documentation on File at RIDE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual RIDE funding application <input type="checkbox"/> Quarterly RIDE reports identifying issues and plans to address them | <p>2B.1 Plans contain clear implementation steps and timelines.</p> <p>2B.2 Plans are easily accessible, and regularly reviewed, revised and evaluated.</p> <p>2B.3 Community needs, program data, and relevant research on adult learning is incorporated into planning, evaluation, and on-going program improvement.</p> |
| | <p>2) Pre-Visit Submission</p> <ul style="list-style-type: none"> <input type="checkbox"/> “Three-Year” Plan with goals and timelines, program data used, evidence of stakeholder involvement | |
| | <p>3) On-site Documentation/Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community Needs Assessment <input type="checkbox"/> Board minutes documenting involvement in the planning process <input type="checkbox"/> Program Continuous Improvement Plan (CIP), if available <input type="checkbox"/> Other meeting minutes(e.g. staff, community network, student , etc) <input type="checkbox"/> Student Satisfaction Survey (STAND) <input type="checkbox"/> | |

Indicator 2C: Planning, Philosophy, On-Going Improvement & Management: *Communication*

| Principal Objective | Examples of Acceptable Documentation | Requirements |
|---|--|--|
| <p>2C.0 The program promotes openness and the sharing of information, ideas, and expertise.</p> <p>WIA, AEFLA, Section 231 (e), Considerations (3), (8), (9)</p> | <p>1) Documentation on File at RIDE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Job descriptions <input type="checkbox"/> Partners from Basic Program Guide <input type="checkbox"/> Program Website(if available) | <p>2C.1 Management structures and staff roles and responsibilities are clearly defined and communicated.</p> <p>2C.2 Various program efforts such as recruitment, intake, orientation, instruction and support services are coordinated and support one another.</p> <p>2C.3 The program maintains a working partnership with funders and policy makers, and informs them of the program’s achievements, plans and needs and of developments in the larger literacy community.</p> <p>2C.4 The program maintains working partnerships with next-step agencies and institutions such as employers, career centers, post secondary education and job training.</p> |
| | <p>2) Pre-Visit Submission</p> <ul style="list-style-type: none"> <input type="checkbox"/> Program brochures, flyers <input type="checkbox"/> List of Instructional Personnel <input type="checkbox"/> List of Administrative Personnel | |
| | <p>3) On-site Documentation/Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Newsletters, literature <input type="checkbox"/> Press releases <input type="checkbox"/> Letters to Board, funders/policy makers <input type="checkbox"/> community resources manual used for referrals <input type="checkbox"/> Staff members interview – job duties <input type="checkbox"/> List of partners/contacts/network: employers, career centers, job training <input type="checkbox"/> MOU's, partnership agreements including; <input type="checkbox"/> Evidence that the program actively collaborates with multiple partners in the community to expand the services available to adult learners and to prevent duplication of services. <input type="checkbox"/> Description of the number and types of agencies, organizations, institutions, etc. with whom the eligible provider currently collaborates, coordinates and cooperates. <input type="checkbox"/> Description of the process the local provider has initiated to implement the memorandum of understanding (MOU) with the local Workforce Development Center. <input type="checkbox"/> Other meeting minutes(e.g. staff, community network, student , etc) <input type="checkbox"/> | |

| Indicator 2D: Planning, Philosophy, On-Going Improvement & Management: Finance | | |
|---|---|---|
| Principal Objective | Examples of Acceptable Documentation | Requirements |
| <p>2D.0 The program utilizes standard accounting and auditing procedures that are sound, ethical, and consistent with program policy and funding requirements.</p> <p>WIA, AEFLA, Section 231 (e), Considerations (3), (8)</p> | <p>1) Documentation on File at RIDE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual RIDE funding application <input type="checkbox"/> RIDE expenditure request submissions | <p>2D.1 Continuity of funding is maintained so that payroll, rent and other fiscal obligations are met in a timely manner.</p> <p>2D.2 The budget is developed with appropriate input from staff and students.</p> <p>2D.3 The budget is coordinated with planning and evaluation, and it allocates resources to best meet the needs and goals of the program.</p> <p>2D.4 Facilities are comfortable, safe, and adequately equipped. (Barrier free, ADA compliant)</p> |
| | <p>2) Pre-Visit Submission</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies of sub-contractual agreements (if applicable) <input type="checkbox"/> List of instructional personnel including class assignments, work schedules, FTE and specific role (testing administrator) <input type="checkbox"/> List of administrative personnel including work schedules and FTE | |
| | <p>3) On-site Documentation/Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written budget planning procedures <input type="checkbox"/> Adequate facilities-ADA Self evaluation <input type="checkbox"/> Expenditure records/reports/agreements <input type="checkbox"/> Time and efforts records <input type="checkbox"/> Evidence of match(incl. in-kind) <input type="checkbox"/> Inventory and equipment records <input type="checkbox"/> Copy of most recent audit <input type="checkbox"/> Budget meeting agendas, minutes, etc <input type="checkbox"/> | |

| Indicator 2E: Planning, Philosophy, On-Going Improvement & Management: <i>Records and Reports</i> | | |
|--|--|---|
| Principal Objective | Examples of Acceptable Documentation | Requirements |
| <p>2E.0 Records and reporting systems are consistent with program policy and with legal and funding requirements.</p> <p>WIA, AEFLA, Section 231 (e), Considerations (6), (8), (11)</p> | <p>1) Documentation on File at RIDE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual RIDE funding application <input type="checkbox"/> Quarterly reports <input type="checkbox"/> Financial reports <input type="checkbox"/> RIDE expenditure request submissions | <p>2E.1 Records and reports are clear, accurate, complete and readily accessible to appropriate constituents including students.</p> <p>2E.2 Record and reporting systems ensure appropriate confidentiality and security.</p> <p>2E.3 Data collection, recording and reporting (information management) systems are designed and understood to support planning, evaluation and program improvement, fundraising, immediate decisions, and quick response planning.</p> <p>2E.4 Appropriate technology is used to support easy access to and communication of information within the program, with funders, and with the state adult education division.</p> |
| | <p>2) Pre-Visit Submission</p> <ul style="list-style-type: none"> <input type="checkbox"/> N/A | |
| | <p>3) On-site Documentation/Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student records (including demographics, attendance, assessments and student goals.) <input type="checkbox"/> All student records are confidential and secure <input type="checkbox"/> CALIS Procedures/Use <ul style="list-style-type: none"> <input type="checkbox"/> Individual passwords for staff <input type="checkbox"/> Technology infrastructure for CALIS <input type="checkbox"/> Examples of how data is used for planning, program improvement, and fundraising (ex. waitlist) <input type="checkbox"/> <input type="checkbox"/> | |

| Indicator 3: Professional Development for All Staff* and Volunteers | | |
|--|--|--|
| Principal Objective | Examples of Acceptable Documentation | Requirements |
| <p>3.0 There is a program-wide professional development plan driven by needs of all staff, volunteers and students in balance with program and state-wide system goals.</p> <p>*All staff refers to directors, teachers, administrators, counselors, tutors and support staff</p> <p>WIA, AEFLA, Section 231 (e), Considerations (4b), (6), (8)</p> | <p>1) Documentation on File at RIDE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individual PD plans for all program staff | <p>3.1 The PD plan covers a wide range of issues including adult learning theory, instructional approaches, understanding of diverse cultures, use of support services and technology, and program improvement strategies (use of data for improvement, community partnership development, etc.)</p> <p>3.2 The PD plan includes a variety of professional development formats.</p> <p>3.3 Evidence exists that there are results in growth in behavior, knowledge and attitudes of staff and volunteers.</p> <p>3.4 There is a written process in place to determine the impact of professional development on instruction and student outcomes.</p> <p>3.5 PD is fully integrated into program and state system-wide planning.</p> <p>3.6 The program encourages commitment and active participation by all staff, volunteers, and administrators in PD.</p> <p>3.7 PD is supported by the program.</p> <p>3.8 The Program-wide PD plan is cohesive.</p> |
| | <p>2) Pre-Visit Submission</p> <ul style="list-style-type: none"> <input type="checkbox"/> Program-wide PD plan <input type="checkbox"/> Current staff listing, including role at program | |
| | <p>3) On-site Documentation/Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individual PD plans for all program staff with backup documentation /attendance records <input type="checkbox"/> Program-wide PD plan <input type="checkbox"/> The written program process to determine the impact of professional development on instruction/student outcomes <input type="checkbox"/> Staff training records: <ul style="list-style-type: none"> <input type="checkbox"/> DL101 Training (if applicable) <input type="checkbox"/> Assessment Training <input type="checkbox"/> NPO (for new staff if applicable) <input type="checkbox"/> | |

Indicator 4A: Recruitment, Intake, and Orientation: *Recruitment*

| Principal Objective | Examples of Acceptable Documentation | Requirements |
|---|---|--|
| <p>4A.0 A recruitment plan is developed and implemented by students, staff and members of the larger community.</p> <p>WIA, AEFLA, Section 231 (e), Considerations (3), (12)</p> | <p>1) Documentation on File at RIDE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual RIDE funding application <input type="checkbox"/> Quarterly reports <input type="checkbox"/> Review of program website (if applicable) | <p>4A.1 Recruitment reflects the program's philosophy and mission.</p> <p>4A.2 Recruitment reflects ongoing assessment of community needs and responds to the program's ongoing evaluation and planning.</p> |
| | <p>2) Pre-Visit Submission</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examples of recruitment literature (promotional) | <p>4A.3 The program uses a variety of recruitment methods, in various native languages when appropriate, to reach the prospective student population identified in the recruitment plan.</p> |
| | <p>3) On-site Documentation/Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written recruitment procedure/plan <input type="checkbox"/> Community Needs Assessment <input type="checkbox"/> Recruitment literature, brochures, flyers, press releases, newspaper articles, radio ads (all in languages of student population) <input type="checkbox"/> Database of student recruitment <input type="checkbox"/> Examples of recruitment activities involving students, staff and community <input type="checkbox"/> Written student confirmation of how he/she became aware of the program <input type="checkbox"/> Documentation of referrals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <p>4A.4 The program documents where and how entering students became aware of the program and assesses the effectiveness of various recruitment strategies.</p> |

| Indicator 5: Curriculum, Instruction, Assessment, & Learning Environment | | |
|---|--|---|
| Principal Objective | Examples of Acceptable Documentation | Requirements |
| <p>5.0 Instruction is intentionally planned and based on best practices in the field.</p> <p>WIA, AEFLA, Section 231 (e), Considerations (1), (2), (3), (4a), (4b), (5), (6), (7), (8)</p> | <p>1) Documentation on File at RIDE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual RIDE funding application <input type="checkbox"/> Sample curriculum outlines and other curriculum artifacts as requested in Basic Program Info Guide | <p>5.1 Instructors develop lesson plans with clear objectives.</p> <p>5.2 Staff works with students to identify educational goals and to create individual education plans that are reviewed regularly.</p> |
| | <p>2) Pre-Visit Submission</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson Plans. Submissions should reflect logical scope and sequence. Plans should include the following components: <ol style="list-style-type: none"> 1. Learning objectives 2. Materials and Resources 3. Activities 4. Assessment 5. Wrap up and Reflection for Students (and Teacher) <input type="checkbox"/> Curriculum guide/course syllabus | <p>5.3 Instructors use technology to support instruction, where appropriate.</p> <p>5.4 Instructors use interactive and multi-sensory teaching methods.</p> <p>5.5 Instruction is contextual and reflects the needs, strengths, goals and interests of learners.</p> <p>5.6 Periodic assessment of student progress, both subjective and measurable is shared with the student.</p> |
| | <p>3) On-site Documentation/Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research based methodology – artifacts <input type="checkbox"/> Assessment records <input type="checkbox"/> Supportive learning environment (classroom observation) <input type="checkbox"/> Evidence of technology integration <input type="checkbox"/> Authentic materials <input type="checkbox"/> Homework assignments of real-life practice <input type="checkbox"/> Student feedback forms <input type="checkbox"/> Student files <input type="checkbox"/> Student portfolios <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <p>5.7 Instructors engage students in using and producing authentic materials (stories, letters, job-related materials, articles, graphs, poems, etc.) to enhance their reading, writing, language, and problem-solving skills.</p> <p>5.8 Instructors foster literacy and numeracy practice beyond the classroom.</p> <p>5.9 Staff provides opportunities for students to evaluate and give feedback to the program.</p> <p>5.10 Instructors foster a respectful learning environment.</p> |

Indicator 6: Support Services

| Principal Objective | Examples of Acceptable Documentation | Requirements | |
|---|--|--|---|
| <p>6.0 Staff works with each student to identify assets and barriers to participation in a program and to achieving his/her personal, educational, and/or career goals.</p> <p>WIA, AEFLA, Section 231 (e), Considerations (1), (3), (7), (8), (9), (10)</p> | <p>1) Documentation on File at RIDE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Program Website (review of, if available) <input type="checkbox"/> Annual RIDE Funding Application- <input type="checkbox"/> CALIS tables, 4.1,4B.1 and 5.1 <input type="checkbox"/> Quarterly program reports <input type="checkbox"/> Partners and referral agencies identified in the Basic Program Information Guide <input type="checkbox"/> Job descriptions of case managers and counselors | <p>6.1 Staff works with each student to recognize and build on his/her strengths, interests, and experiences in developing goals and overcoming barriers.</p> <p>6.2 Staff provides students with information on appropriate support services available in their community and assist in referral to these services, when appropriate.</p> | |
| | <p>2) Pre-Visit Submission</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community Resource Guide <input type="checkbox"/> Written referral procedure for support services <input type="checkbox"/> MOU's, partnership agreements including; <ul style="list-style-type: none"> a) Evidence that the program actively collaborates with multiple partners in the community to expand the services available to adult learners and to prevent duplication of services. b) Description of the number and types of agencies, organizations, institutions, etc. with whom the eligible provider currently collaborates, coordinates and cooperates. c) Description of the process the local provider has initiated to implement the memorandum of understanding (MOU) with the local Workforce Development Center. | | <p>6.3 All program staff has access to current information about community agencies that provide support services.</p> <p>6.4 Staff is provided training in appropriate support and referral processes.</p> <p>6.5 Staff collaborates with community service providers to coordinate services.</p> |
| | <p>3) On-site Documentation/Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview with case managers, intake personnel, social workers, counselors, etc. <input type="checkbox"/> Student records <input type="checkbox"/> Written goal setting-procedures <input type="checkbox"/> Written referral procedures (demonstrating linkages to other resources) <input type="checkbox"/> <input type="checkbox"/> | | <p>6.6 Staff encourages students to become advocates for themselves and their families.</p> |

| Indicator 7: Community Interaction & Outreach | | |
|--|---|---|
| Principal Objective | Examples of Acceptable Documentation | Requirements |
| <p>7.0 Staff maintains collaborative relationships with resources (community services, public schools, libraries, higher education and job training, employers and career centers) in the community to ensure coordination of services and to share expertise.</p> <p>WIA, AEFLA, Section 231 (e), (3), (9), (10), (12)</p> | <p>1) Documentation on File at RIDE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partnerships and referral agencies listed in the Basic Program Information Guide <input type="checkbox"/> Program Website (review of, if available) <input type="checkbox"/> Annual RIDE Funding Application <input type="checkbox"/> CALIS tables, 4.1,4B.1 and 5.1 <input type="checkbox"/> Quarterly program reports | <p>7.1 Staff stays informed of the community's history, culture, political and social structures, needs and resources.</p> <p>7.2 Staff uses community demographics, economic and needs data to inform planning and evaluation.</p> <p>7.3 Staff invites community input into planning and evaluation of program's services.</p> <p>7.4 The program encourages staff and students to participate in community events and advocate for community concerns.</p> |
| | <p>2) Pre-Visit Submission</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examples of community events with staff and student participation <input type="checkbox"/> Evidence that the program promotes flexible schedules and support services. (Documentation example: information about other available services/brochures, class schedules, etc.) <input type="checkbox"/> MOU's, partnership agreements including; Evidence that the program actively collaborates with multiple partners in the community to expand the services available to adult learners and to prevent duplication of services. <input type="checkbox"/> Description of the number and types of agencies, organizations, institutions, etc. with whom the eligible provider currently collaborates, coordinates and cooperates. <input type="checkbox"/> Description of the process the local provider has initiated to implement the memorandum of understanding (MOU) with the local Workforce Development Center | |
| | <p>3) On-site Documentation/Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3 year plan based on community needs survey and data <input type="checkbox"/> Evidence of community input (meeting minutes) <input type="checkbox"/> Examples of advocacy efforts <input type="checkbox"/> Complete list of partner/referral agencies <input type="checkbox"/> Student files <input type="checkbox"/> Written goal setting-procedures- The program provides support services and/or referrals that promote student achievement of educational goals. <input type="checkbox"/> Written referral procedures (demonstrating linkages to other resources) <input type="checkbox"/> <input type="checkbox"/> | |