Technical College System of Georgia
Office of Adult Education

On-Site Program Review
Manual

November 2018

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Chapter 1

Overview of the On-Site Program Review Process

I. Purpose

The On-Site Program Review process is designed to assess critically important aspects of the educational process that are not available through statistical reports and self-assessments. The review focuses on the dimensions of Program administration and instruction that are best assessed by deploying a Program Review Team to meet with the individuals involved in the Program, reviewing records maintained by the Program, and observing the ways in which the Program implements procedures and provides instruction.

II. Conceptual Model of Program Quality

A conceptual model was developed to guide the design of the review process. Using input from the field and the results from three years of operation, the model in Figure 1 represents the primary Program-level categories that have been determined essential in assessing Program quality. This figure indicates that Program Administration and Program Instruction are the two primary factors that contribute to educational outcomes.

While it is difficult for a single measure to provide a complete assessment of a Program’s operation, the On-Site Program Review incorporates multiple components and draws from a variety of data sources to provide information about the quality of the administrative and educational procedures and practices of adult education programs.

Figure 1. Conceptual Model of the On-Site Program Review

- Quality of Program Administration
  - Leadership
  - Program records
  - Staff development
  - Collaboration

- Quality of Instruction
  - Facilities, equipment, and technology
  - Classroom instruction
  - Curriculum

- Educational Outcomes
  - Level completions
  - GED completions
  - Student data matching
III. **Scope**

During the on-site visit, the Program Review Team spends four days gathering information to assess two primary dimensions: The **Quality of Administration** and the **Quality of Instruction**. Twelve distinct categories provide focus for the examination of these dimensions (see Table 1). The on-site review asks for information related to each category from the past two calendar years.

<table>
<thead>
<tr>
<th>Table 1. Dimensions and Categories for On-Site Program Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimension I. The Quality of Administration</strong></td>
</tr>
<tr>
<td>Category 1</td>
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<td>Category 2</td>
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<td>Category 3</td>
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<td>Category 4</td>
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<tr>
<td>Category 5</td>
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<tr>
<td><strong>Dimension II. The Quality of Instruction</strong></td>
</tr>
<tr>
<td>Category 6</td>
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<tr>
<td>Category 7</td>
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<tr>
<td>Category 8</td>
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<td>Category 9</td>
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<td>Category 10</td>
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<tr>
<td>Category 11</td>
</tr>
<tr>
<td>Category 12</td>
</tr>
</tbody>
</table>

IV. **Findings and Reporting**

After the Review Team collects data on the Program, a formal report is prepared and submitted to the Office of Adult Education (OAE). After its review, OAE staff members forward the report to the Program Administrator and the organization head of the Adult Education Program under review. The report is designed to assist Program Administrators in improving Program quality. Findings from the reviews are communicated in two forms:

a. Specific ratings used for assessing each of the twelve categories; the meaning of those ratings are listed in Table 2.

b. Specific feedback in the form of **required actions, recommended actions, suggestions for continuous improvement, and commendations** (See Table 3 for a description of these types of feedback).
Table 2. Rating Scale for Program Review

<table>
<thead>
<tr>
<th>Rating</th>
<th>Label</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Good</td>
<td>The Program meets all federal and state standards with no required action.</td>
</tr>
<tr>
<td>3</td>
<td>Acceptable</td>
<td>The Program meets most federal and state standards with minimal areas of deficiency.</td>
</tr>
<tr>
<td>2</td>
<td>Marginal</td>
<td>The Program demonstrates uneven performance or substandard practices were noted.</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
<td>The Program is characterized by unacceptable quality.</td>
</tr>
</tbody>
</table>

Table 3. Types of Feedback from Program Reviews

<table>
<thead>
<tr>
<th>Required Actions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This type of feedback indicates a specific area of non-compliance with state or federal regulations or a significant problem area in the Program. A required action necessitates the development of an action plan to address the problem and submission of that plan to the Office of Adult Education.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended Actions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This type of feedback indicates that the Review Team believes an area requires specific attention by the Program Administrator, even though the Program may technically be in compliance. A recommendation requires the Program Administrator to submit a one-time response to the Office of Adult Education.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions for Continuous Improvement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This type of feedback consists of ideas for continuous improvement offered by the Review Team for the Program Administrator to consider. No action or response is required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commendations</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This type of feedback indicates that the Review Team identified a practice or procedure related to one or more categories that went above and beyond the expected performance for that category.</td>
<td></td>
</tr>
</tbody>
</table>

V. Preparation and Distribution of Report

Once the on-site review process has been completed, a UGA Facilitator will prepare a draft of the report and share it first with the Grant Program Support Coordinator (GPSC) on the review team to check the accuracy of the narrative and action items. Then the report is submitted to the UGA co-director for program evaluation for an initial review. The co-director for program evaluation will work closely with the facilitator in the finalization of this first draft. The report is then submitted to the Director for Instructional Services for review and feedback. A revised
version of the report is then sent out to all the team members for further input and possible corrections. Once the team input has been received, the report will be revised as necessary, and then re-submitted to the Director for Instructional Services for review. If further revisions are necessary, the UGA team makes these changes. The review is then sent to the Assistant Commissioner of Adult Education. Once the Assistant Commissioner approves the report it is distributed to the Program Administrator and the organization head of the Adult Education Program under review. Please see Figure 2 in Chapter 3 for a complete description of the review process for the final report.

Please note: All information collected and discussed during the On-Site Program Review is confidential. Review team members are not to discuss, or communicate in any manner, knowledge of any aspects of the On-Site Program Review.

VI. Follow-Up Visits to Program Sites

Required Actions and Recommended Actions made by the review teams are to be addressed in writing by the Program Administrator of the Adult Education Program under review. The OAE Staff will review these responses and request any additional information that might be necessary. If it is deemed that a site visit is necessary to verify that the required action was carried out, the GPSC of the respective Adult Education Program under review will conduct a site visit to ensure that everything is satisfactorily resolved.

Suggested Actions will be compiled in Appendix K and distributed to the Director of Instructional Services (DIS) under separate cover. The DIS will then communicate the suggested actions to the Program Administrator under review.

VII. Appeals

If the Program Administrator wishes to appeal any of the findings in the report, she or he must write to the Assistant Commissioner within 30 days describing the nature of the concern. The Assistant Commissioner will then decide whether the appeal can best be handled by a simple review of the transcripts from the review or whether an additional site visit is necessary. In the case of a site visit, two members of the state staff will visit the site to investigate the issue.
Chapter 2

Procedures for On-Site Program Reviews

I. Pre-Planning

A. Selection and Notification of Programs to Be Reviewed
The Office of Adult Education (OAE) selects the Programs to be reviewed and works with the University of Georgia (UGA) team to create the review schedule. The Program Administrator of a selected Program is notified by OAE at least four weeks prior to the visit. The UGA team then works with the Program Administrator to plan the on-site review. At that time, the Program Administrator is sent a written request for information to use in preparing for the review. This information includes a current list of facilities, schedules of classes offered, course enrollments, and instructors. The Program Administrator under review is responsible for keeping UGA informed of any changes to the schedule or the instructional team that may impact the review.

B. Construction of the Review Team
The Program Review Team consists of five members:

1. An experienced Program Administrator from an Adult Education Program
2. An experienced ABE teacher
3. An experienced ESL teacher
4. A Grant Program Support Coordinator (GPSC) or other OAE staff member, and
5. A representative appointed by the UGA project team to serve as Facilitator.

The Assistant Commissioner and the Director of Instruction select experienced Program Administrators to serve on review teams. Program Administrators in the state are asked to nominate ABE and ESL teachers to serve on review teams, and those names are submitted directly to OAE. Once the OAE staff has assigned a Program Administrator, ABE teacher, ESL teacher, and GPSC to a review team, that list is forwarded to UGA. The UGA staff adds the Facilitators and prepares a roster of the teams. Under special circumstances (e.g., large, dispersed Programs) the composition of the review team may be augmented or otherwise altered.

The criteria for selecting individuals to be potential members of the review team are relevant administrative or instructional experience, knowledge of the type of Program being reviewed (size, location, and focus), and the absence of any apparent conflict of interest with the Program being reviewed. Program Administrators and teachers are not expected to serve on a review team more than once a year and Program Administrators whose programs are under review will not be assigned to a review team during the same calendar year.

The Program Administrator brings to the team knowledge of the overall administration of an Adult Education Program. The Program Administrator works with the Facilitator to collect information that reflects the quality of the administrative aspects of the Adult Education Program. The Program Administrator assists in conducting interviews, in identifying and interpreting OAE policy on administration for the Facilitator, and in advising the Facilitator about administrative aspects that might otherwise have been overlooked. The Program
Administrator takes notes from the interviews and observations for discussion by the entire team at the report-writing meeting. The Program Administrator also works with the ABE Teacher and the ESL/IELCE Teacher and Grant Program Support Coordinator to visit sites and collect information that documents the quality of the instructional program within the Adult Education Program under review. The Program Administrator assists with the review of the administrative files and participates in the interview with the Program Administrator under review.

**The ESL Teacher** brings to the team knowledge in ESL curriculum and instruction and IELCE curriculum and instruction within an Adult Education Program. The ESL Teacher participates in interviews with teachers and students, examines student folders, and observes classroom activities and the use of facilities and equipment. The ESL Teacher takes notes from the interviews and observations for discussion by the entire team at the report-writing meeting.

**The ABE Teacher** brings to the team knowledge in ABE curriculum and instruction within an Adult Education Program. The ABE Teacher participates in interviews with teachers and students, examines student folders, and observes classroom activities and the use of facilities and equipment. The ABE Teacher takes notes from the interviews and observations for discussion by the entire team at the report-writing meeting.

**The Grant Program Support Coordinator** brings knowledge of the most recent Office of Adult Education (OAE) policy. The Grant Program Support Coordinator works with the ABE and ESL team members to collect information that reflects the quality of the instructional Program within the Adult Education Program under review. Specifically, the Grant Program Support Coordinator serves as a consultant to the instructional team members by providing information about OAE policy on instructional practice by ensuring that all aspects of the instructional program are examined, and by helping the instructional team members identify areas within the Adult Education Program under review that might need improvement. The Grant Program Support Coordinator works with the Facilitator in reviewing the appropriate administrative files. The Grant Program Support Coordinator takes notes from the interviews and observations for discussion by the entire team at the report-writing meeting. The Grant Program Support Coordinator also provides transportation to and from the Program Review sites for the team members.

**The Facilitator** brings to the committee expertise in chairing committees and writing reports from information collected by committee members. The Facilitator chairs the meetings and coordinates the activities of the On-Site Program Review team. The Facilitator ensures that the appropriate information for the Program Review is collected and discussed in a professional manner. The Facilitator also participates in interviews and observations of administrative and instructional stakeholders, and makes notes from those activities for discussion by the entire team at the report-writing meeting. The Facilitator leads team members in the discussion of the contents of the final report and is responsible for writing the final report. The Facilitator has the final word on decisions made during the On-Site Program Review process. The Facilitator provides transportation to and from the Program Review site for the team members.

**D. Scheduling the Review**
The UGA team works with OAE staff to identify dates for the Program Reviews.
E. Scheduling Selected Activities in Advance
The review team has considerable latitude in how they use their time on site, and the Program Administrator under review is expected to assist them in obtaining access to the personnel, files, classrooms, and buildings they deem necessary. However, in order to ensure that the team is able to rate all twelve categories in the allotted time, the UGA staff works with the Program Administrator under review to schedule certain data collection events in anticipation of the visit. The events that are pre-scheduled are:

1. An initial scheduling conversation, a formal interview, and an exit meeting with the Program Administrator of the Adult Education Program under review
2. An interview with the College President or School Superintendent (or other high ranking official in the host institution)
3. One or more group interviews\(^1\) with teachers, students, and representatives from collaborating community organizations.
4. Interviews with administrative staff

In addition, the UGA staff asks the Program Administrator of the Adult Education Program under review to select one classroom of each type (i.e. ABE & ESL) that he/she deems most outstanding to be visited by the review team. The decision and selection to visit other classrooms or review other files will be made by the review team when they arrive on site. There is one important exception: If the review team plans to visit sites that have restricted access (e.g., a correctional facility), the UGA team will notify the Program Administrator under review in advance.

F. Advance Program Information for the Review Team
UGA staff collects and provides review team members information prior to the visit so they may familiarize themselves with the Program and the review procedures. This information is drawn from the Program’s most recent National Reporting System (NRS) reports, and additional information supplied by the Program at the request of OAE. Before meeting at the site, the Program Review Team has an opportunity to review the materials, make initial plans for the visit, and exchange contact information during the annual training workshop conducted by UGA in collaboration with OAE. OAE provides information on the quality of the hotels submitted by the Program Administrator before reservations are made.

G. Payment for Costs of the Review
With respect to financing the On-Site Program Review, the Office of Adult Education (OAE) pays for the expenses of each Grant Program Support Coordinator (GPSC). UGA Facilitator expenses are paid by The Adult Education Research and Development Unit at UGA. Program Administrators’ expenses are covered by their Program budgets. Teacher expenses are paid by the professional development budget of the Adult Education Program that employs them.

\(^1\) Group interviews should be limited to 8-10 individuals. Depending on the size of the Program additional group interviews may be necessary.

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II. On-Site Activities

A. Initial Planning
Immediately upon arriving on site, the team holds an opening meeting to: (a) discuss the review process and ensure that all team members are comfortable with their roles, (b) plan the four-day schedule, including unannounced classroom visitation and file review, and (c) meet with the Program Administrator. An example of a complete schedule appears below.

B. Schedule for the On-Site Program Review – A Typical Example
The on-site review is typically scheduled for four days beginning on a Monday afternoon. The Facilitator works with the team to adjust the schedule as necessary and plan meals and breaks.

All members of the review team are expected to be on site for the entire time, regardless of how near they live to the review site. A typical schedule is as follows:

Monday, Day 1
1:00pm Team members arrive in the afternoon for initial team meeting and the development of the schedule for the week
2:00pm All team members meet with the Program Administrator at the main site for brief history of the site, tour of program facilities, and any changes to the Program the team needs to know about
3:00pm Review of administrative files
3:00pm Visit afternoon and evening classes as needed

Tuesday, Day 2
9:00am Facilitator and Grant Program Support Coordinator review administrative files
Program Administrator and Teachers visit classrooms at main site
11:00am Facilitator and Program Administrator interview Administrative Staff
12 noon Lunch
1:00pm All team members visit classrooms
3:00pm Facilitator and Program Administrator interview Collaborating Partners
Grant Program Support Coordinators and Teachers interview students and visit other classrooms
5:00pm Dinner
6:00pm Visit evening classrooms
7:00pm Facilitator and GPSC collect completed observation forms

Wednesday, Day 3
8:30am Facilitator and Program Administrator interview President or Superintendent
Grant Program Support Coordinators and Teachers visit classrooms
9:00am Facilitator and Program Administrator interview Teachers
Grant Program Support Coordinators and Teachers visit classrooms
10:00am Facilitator and Program Administrator interview Administrative Staff
Grant Program Support Coordinator and Teachers visit classrooms
12 noon Lunch
1:00pm Facilitator, Program Administrator, and GPSC interview Program
Administrator under review (other team members visit classes)

3:30pm All team members visit classrooms for the remainder of the afternoon
5:30pm Dinner
6:30pm Visit evening classrooms and/or have a team meeting
7:00pm Facilitator and GPSC collect completed observation forms. Team members write up summary notes (what classes observed, when and where, overall program achievements and areas needing improvement) in preparation for Thursday’s team meeting

Thursday, Day 4

8:30-3:00pm Initial Report Development including review of everyone’s summary notes (what questions are still not answered, what gaps exist in the evidence needed for assessing each category, what information is still needed for the report?), recording of narrative outline and completion of evidence documentation for supporting action items
Facilitator makes sure all observation forms have been completely filled out and collects these along with summary notes

3:00-4:00pm Exit meeting with Program Administrator

This schedule is adapted based on the number of locations in which instruction is offered.
Chapter 3

Data Collection and Report Preparation

I. Data Collection - Introduction

The role of the Review Team is to collect information that will lead to conclusions about the Quality of Administration and Instruction within the Adult Education Program under review.

The data collection activities related to the Quality of Program Administration are conducted by the Facilitator, the Grant Program Support Coordinator, and the Program Administrator only. Key activities include:

1. Conducting an interview with the Program Administrator for the Adult Education Program under review,
2. Conducting the interview with the College President or School Superintendent,
3. Conducting group or individual interviews with representatives from collaborating community organizations,
4. Conducting a group interview with teachers,
5. Conducting interviews with administrative staff,
6. Reviewing Program files, and
7. Collecting other information deemed necessary to rate the Quality of Program Administration.

Team members assessing Quality of Instruction are led by the Grant Program Support Coordinator (GPSC) and include the ESL/IELCE and the ABE Teachers. The review team Program Administrator and/or Facilitator joins this group during periods of time when there are no activities for reviewing the quality of administration scheduled. Key activities include:

1. Visiting classrooms that serve a variety of learners (i.e., ABE, ESL, IELCE),
2. Examining student files,
3. Observing classroom facilities,
4. Examining instructional materials and technology (present and in-use),
5. Interviewing students,
6. Interviewing teachers, and
7. Collecting other information deemed necessary to rate the Quality of Instruction.
II. **Data Collection - Administrative Activities**

A. **Review of Program Records**
A number of Program records are reviewed during an On-Site Program Review, including written policies and procedures, and student permanent records and work folders. The primary purpose for examining these records is to determine how well the records are maintained and how well the records meet both federal and state guidelines. A complete listing of the documentation necessary for the review is included at the end of Appendix A.

The team may review some documents in advance, while others are made available during the on-site visit. The review of these records may raise additional questions and suggestions for other follow-up activities during the visit. While the review of the Program records is an essential component of the On-Site Program Review, the information found in them constitutes only one source of data for rating Program categories. **Please note: The team should review the Program’s administrative files and relevant documents prior to the interview with the Program Administrator.**

B. **Interviews**
A key element in data collection is the interview. Individuals responsible for both the Administrative Activities and the Instructional Activities conduct interviews. Below are the interviews to be conducted as part of the **Administrative Activities.**

a. **Interview with Program Administrator:** The purpose of this interview is to acquire information related to areas such as the Program’s operations, including policies, procedures, staff development, and emergency procedures. **All Program documents must be available to the review team during the interview.** Program Administrators under review may choose to prepare written answers for Appendix A prior to the interview as long as this action does not replace the interview. The written answers can be referenced in order to provide more clarification. **Please see Appendix A for the list of suggested questions to ask during the interview with the Program Administrator under review and what supporting documents and files should be reviewed by the review team.**

b. **Interview with President or Superintendent:** The purpose of this interview is to determine how well the institution is integrated with the Program and the extent to which the Adult Education Program is supported by the larger institution (e.g., financially, technologically, and with resources). **Please see Appendix B for a list of suggested questions to ask during the interview with the President/School Superintendent.**

c. **Interview with Administrative Staff:** The purpose of this interview is to acquire information related to the functioning and efficiency of a Program from the perspective of the support staff. **Please see Appendix C for a list of suggested questions to ask during the group or individual interview with Administrative Staff.**

d. **Group Interview with Teachers:** The purpose of this interview is to acquire information related to topics such as leadership, curriculum and instruction, classroom operations,
student files, and professional development. Please see Appendix E for a list of suggested questions to ask during the group interview with Teachers.

e. **Interview with Collaborative Partners:** This interview will enable the review team to gain insight into the Program’s support from the community and any collaborative efforts that take place. Please see Appendix D for a list of suggested questions to ask during the interview with Collaborative Partners.

III. **Data Collection - Instructional Activities**

A. **Guide for Observations of Facilities and Individual Classrooms**
The review team should observe the overall condition of facilities, equipment, and technology in which classrooms reside. Additionally, classroom observations should take note of the classroom layout, the materials used, and the resources available for students and teachers. Please see Appendix G for a list of what to look for while observing facilities and individual classrooms.

B. **Observing Instruction**
The review team should observe several classes to assess the kind of instruction that is taking place across different types and levels of classes and different facilities. Additionally, instructional observations should take note of the types of instructional activities taking place, how technology, whiteboards, textbooks, handouts or other materials are being used for teaching, and the kinds of interactions occurring between students and the teacher. Please see Appendix H for a list of what to look for while observing instruction.

C. **Interviews**
   a. **Interview with Students:** In this interview, students are asked questions related to areas such as their satisfaction with instruction, the curriculum, knowledge of emergency procedures, and use of technology. Please see Appendix F for a list of suggested questions to ask during the group interview with the students.

b. **Interviews with Teachers:** During the Program Review, the team will have an opportunity to interact with a group of teachers and engage in discussions about the Program administration and instruction. These are informal, yet structured occasions to gain more insight. For comparative purposes, please ask the same interview questions at each site. Please see Appendix E for a list of questions to ask.

D. **Review of Student Files**
Student Files are reviewed to determine how well information is maintained and updated; i.e. Student Learning Plans. Please see Appendix I for a checklist of things to look for when reviewing student files.

**Note:** Multiple copies of Appendices G, H, & I are provided so the review team can collect data and record information for each site by name.
Report Preparation

After all data is collected, the members of the team work together to (a) assign ratings to the twelve categories; (b) decide on specific feedback (e.g., action items, including evidence to support required and recommended action items); and (c) jointly develop the narrative to support those decisions. Rating assignments, action items, and information to support ratings and action items are prepared following these general guidelines:

a. Using the notes taken during the data collection activities, the team discusses its findings for each of the Program Review categories relevant to the Program. Using this information and their own knowledge of the field, the members reach a consensus rating for each category. Taking all components included in each category into consideration, the team is expected to assign the score that most accurately represents the team findings.

b. The team works together to craft the description of the findings in each category and to determine the type of feedback to be offered, i.e. Required, Recommended, Suggested Actions and/or Commendations.

Category narratives and action items should include the names of sites in order for the Program Administrator under review to know where the improvement is needed. Neither teachers nor students will be named in an action item or in the overall report.

IV. Report Preparation - Documents

There are two sets of documents that are used during the on-site report preparation stage:

A. Individual Team Member’s Notes
Individual team members are responsible for the accuracy of the notes taken during interviews and observations and for handing these over to the facilitator for the authoring session and report preparation.

B. On-Site Program Review Template for Determining Scores
Once the review team members have completed their discussions about the individual categories, the team arrives at a consensus on the 12 scores. The facilitator compiles everyone’s notes in a template in preparation for the discussing about ratings and action items. The Facilitator’s version of the template will serve as the official version and will be used to develop the draft report. Suggested actions are to be included in Appendix K, Suggested Actions Worksheet, and will be forwarded to the Director of Instructional Services separate from the final report.

V. Report Preparation – Instructions for Facilitators

A. Discussion and Audio-taping
Efficient, targeted audiotaping will make report preparation easier for all involved. Since the last day of each site visit is devoted to collaborative report preparation, it is suggested that the morning be used to conduct a structured discussion in which the review team evaluates each of the 12 categories appearing in the Action Item Worksheet in Appendix K of the Program review.

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This discussion is **not** audio taped. During this discussion, the review team should:

a. Evaluate the data pertaining to each category,

b. Reach a consensus “score” for each category (see p. 6, Table 2),

c. Decide what evidence to cite in order to support the scores. **This is especially important with respect to scores of 1 and 2**, and

d. Develop narratives that adequately describe the category and rationale for the score.

After a decision has been reached on all categories, the review team should hold an audio-taped “authoring session” in which they specify exactly what will be in the report. Please run two digital recorders to ensure that there is at least one intact copy. In order to facilitate transcription, the team should record the information for each category in the following manner:

a. Explicitly state the category you are addressing; i.e., “We are now addressing category…”

b. Clearly state the rating your group has decided; i.e., “The rating for this category is…”

c. Supply the “text” that provides the evidence for the rating and the action items.

Be sure to label each file with the **name** of the Adult Education Program under review and if you have to use more than one file, please add a notation such as “audio file 1_date of review and audio file 2_date of review.”

**B. Transcription**

The two recordings from the Program Review are to be delivered to the UGA project team no later than the Monday following the on-site review. UGA staff members will transcribe the recordings and will send a Word document to the UGA Facilitator. That transcript will serve as the shell for the report.

**C. Draft Report Writing**

Once the Facilitator receives the report template from the UGA project staff, it is the Facilitator’s responsibility to write a polished, first draft of the report. One key element of the Program Review Report is the **Executive Summary**, which in essence, is a quick reference for the reader who would like to know the contents and findings of the overall report. It is a **summary** of the document, not a section in which to make new observations. This is critically important with respect to the listing of **Required Actions** and **Recommended Actions**; every bulleted item listed in these sections in the executive summary must appear **verbatim** in the appropriate category in the main report and, conversely, every bulleted item in a main report category must also appear in the executive summary. The exception to that policy is the placement of the **Suggested Actions** which will be forwarded separately to the Director of Instructional Services for distribution to the Program Administrator. In addition, in no case should a category rating appear without accompanying text (evidence) containing an adequate explanation to support the rating.

**VI. Report Preparation - Collection and Storage of Materials**

After completion of the final report, the Facilitator should submit all notebooks collected from the review team and return them to UGA. Team members should be advised that the notebooks
and the tapes will be kept on file for possible review by funders, auditors, or anyone who applies under the Freedom of Information Act.

VII. Completing the Final Report

The flow of the draft report for review and revision is illustrated in Figure 2. Once the Facilitator completes the draft report, the document is shared with the Grant Program Support Coordinator (GPSC) on the review team to check the accuracy of the narrative and action items. Then the report is submitted to the UGA co-director for program evaluation for an initial review. The co-director for program evaluation will work closely with the facilitator in the finalization of this first draft. The report is then submitted to the Director for Instructional Services for review and feedback. A revised version of the report is then sent out to all the team members for further input and possible corrections. Once the team input has been received, the report will be revised as necessary, and then re-submitted to the Director for Instructional Services for review. If further revisions are necessary, the UGA team makes these changes. The review is then sent to the Assistant Commissioner of Adult Education. Once the Assistant Commissioner approves the report it is distributed to the Program Administrator and the organization head of the Adult Education Program under review. (NOTE: Under no circumstances is a draft report of a review to be shared with any persons who did not participate in the review.)

Team members must return their reviews within 10 work days to allow UGA staff to compile the recommended revisions. If suggested edits warrant further discussion, or for example, there are discrepancies among team members regarding the score or the evidence provided, a teleconference will be scheduled as soon as possible. A member of the UGA staff will chair the teleconference. The discussion will be audio-recorded. After any necessary revisions are made, the final draft will be sent to the OAE’s Director of Instructional Services for review and the process as described earlier and as laid out in Figure 2 is followed.
Figure 2. Flow Chart for Completing Reports

- Facilitator prepares initial draft of the report
- Facilitator shares initial report draft with GPSC
- Facilitator sends report draft to UGA co-director for program evaluation for initial review
- UGA co-director for program evaluation and Facilitator finalize draft
- UGA staff submits draft to the Director for Instructional Services for review
- UGA staff sends revised version of the report to Program Review team members
- Program Review team members submit input to UGA staff
- UGA staff revises report as necessary
- UGA staff resubmits report draft to the Director for Instructional Services for review
- UGA staff completes any additional revisions
- UGA staff sends final draft of report to the Assistant Commissioner of Adult Education
- Report receives approval and the Assistant Commissioner of Adult Education sends the report to the Program Administrator under review
Appendix A (pp. 20-33)

INTERVIEW QUESTIONS FOR PROGRAM ADMINISTRATOR

Program Relation to Host Institution

1. Tell me about your history with the Program (how long in position, previous position, especially if in Program)?

2. How does the host institution support your Program (funding, facilities, equipment, technology)?

3. In what ways are you, your faculty/staff, or students involved with the host institution?

Program Leadership

4. Tell me about your comprehensive Program planning practices, including the implementation of Integrated Education and Training (IET) and College and Career Readiness Standards (CCRS).

5. What information do you collect for Program planning (e.g. internal and external needs assessments, Program evaluation data, reports of Program improvements, strategic plans)?

Documents Referenced
- Needs assessments (internal, external) documents
- Program evaluation data
- Reports of Program improvements, strategic plan, and updates

28 November 2018
6. In what ways do you use this information for continuous improvement purposes?

7. To what extent do all stakeholders, view, collect, and use data for strategic planning (including Program personnel)?

8. As the Program Administrator, how do you support and monitor the implementation of the CCRS?

9. What is the Program doing to implement IET and what strategies, activities, etc., are being used in IET?

Documents Referenced
- Records of staff meetings
- Training records
- Methods for input and feedback from all stakeholders
- Organization surveys
- Student surveys
- Strategic and action plans

Management of Program Records

10. Who is responsible for establishing, updating and (when necessary) implementing the emergency operation and evacuation plan for each site, including special protocols for students with disabilities?
11. What are the Program’s policies and practices for GALIS and NRS initial data entry and updates?

Documents Referenced
- Emergency plan
- Training plans for staff and students
- Evidence of Availability of plan to staff and students

12. How does the Program ensure accurate and error free GALIS and NRS data?

Documents Referenced
- Job descriptions
- Training records
- Local policies and procedures
- GALIS edit-check reports
- Emails and other communication records

13. How are you (Program Administrator) involved in this process?

14. How are teachers and support staff involved in this process?

15. How are teachers and support staff trained to use GALIS?

16. How are teachers and support staff trained to use NRS?
17. Is more training needed in either of these areas?

18. In which sites are student records secured and made readily accessible for auditing by authorized persons?

19. What is the procedure throughout the SDA for securing student permanent records and making them readily accessible for audit purposes?

20. Who is/are the designated authorized personnel who monitor both paper and electronic student records to ensure they are timely and accurately completed?

21. What systems are in place to ensure these are completed in a timely and accurate manner?

22. What procedural practices are in place to protect and keep student records confidential?
23. Describe the protocols that are in place to identify and report any compromising of data integrity-related issues.

24. What training is conducted (and documented in GALIS) to help inform and familiarize all staff about the importance of data privacy and data security?

Documents Referenced
- Written policies and procedures for managing student records
- Random selection of student records (intake assessment forms including level completions and goal selection, conference notes, other required Program forms, etc.
- Verification of Eligibility for Public Benefit form (if applicable)
- Underage Youth Application for Program Enrollment (if applicable)
- Documentation of diagnosed learning disability and/or special accommodations (if applicable)
- Student individualized learning plans
- Attendance records (i.e., student sign-in sheets)
- GALIS Reports – Professional Development Report by Staff (AL271) and Professional Development Report by Opportunity (AL270)

Student Intake and Progress

25. What are your procedures for student intake and orientation?

Documents Referenced
- Written intake policies and procedures
- Orientation plan/materials
- Randomly selected intake assessment forms
- Training activities

26. What are Program procedures for assessing student progress?
27. How is the Program ensuring that the standards are being implemented in the classroom?

**Documents Referenced**
- Use of OAE approved assessments
- Implementation of OAE assessment procedures according to *Adult Learner Assessment Policies and Procedures Manual*
- Records of appropriate post-testing procedures and forms
- Student records for current assessment information
- Training records

28. What methods and techniques does the Program employ for student recognition?

**Documents Referenced**
- Sample certificates
- Retention plan
- Articles, newsletters
- Displays
- National Adult Education Honor Society documentation

29. In what way is the Program meeting the educational needs of all the adults in the counties that your adult education Program covers?

30. Are the Program’s facilities properly equipped to serve students with disabilities?

**Documents Referenced**
- Site maps
- Facility maps
- Accessibility plans
31. What documentation can you provide that demonstrates your efforts to serve all segments of the community?

32. Do you think there are people within your Program area who are not receiving the services offered by your Program? Why do you think that is?

Staff and Staff Development

33. To what extent do faculty/staff stay in their positions?

Documents Referenced
- Written policies and other relevant documents
- Organizational Chart

34. Explain how you verify teacher qualifications.

35. Describe how personnel records are maintained.

Documents Referenced
- Location of personnel files
- Procedures for maintenance of personnel files
- Certification that all teachers meet minimum educational requirements
- Time-sheets
- Time/effort reports
- Contracts
- Evaluations
- Personnel change forms

36. Who has been trained on the College and Career Readiness Standards?

37. What kind of training has occurred on the College and Career Readiness Standards?
38. To what extent have staff/teachers participated in any of these development activities in the past two years? Fill table below: Staff Development Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time teachers</td>
</tr>
<tr>
<td>Annual Fall Conference</td>
<td></td>
</tr>
<tr>
<td>Teacher Institutes</td>
<td></td>
</tr>
<tr>
<td>CCRS Training</td>
<td></td>
</tr>
<tr>
<td>IET Training</td>
<td></td>
</tr>
<tr>
<td>IELCE Training</td>
<td></td>
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<tr>
<td>ESL Summit</td>
<td></td>
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<tr>
<td>Data Manager Training</td>
<td></td>
</tr>
<tr>
<td>NRS/Assessment Policy Training</td>
<td></td>
</tr>
<tr>
<td>GALIS Training</td>
<td></td>
</tr>
<tr>
<td>Local Staff Development</td>
<td></td>
</tr>
</tbody>
</table>

39. Based on the table, how systematically is staff development implemented for the staff listed?

Documents Referenced
- Registration for teachers to attend state or regional staff development training
- Documentation of local staff development training for all administrative and classroom personnel (sign-in sheets, agendas, handouts evaluations, etc.)
- Local training records
- Staff Development reports from GALIS
- UGA on-line courses
40. How do you evaluate staff development?

41. How is evaluation data used to plan future staff development activities?

Documents Referenced
- Agendas
- Memos
- Reports

42. What more do you think is needed in the area of staff development?

Documents Referenced
- Written policies and other relevant documents

Collaboration and Service Coverage

43. How are the recruitment and retention plans implemented?

44. Do they meet the needs of the population within the Program area, including low-income, individuals with disabilities, single parents, displaced homemakers, and individuals who are limited English proficient?

Documents Referenced
- Recruitment and Retention plans (with updates)
- Needs assessments
- Brochures, announcements, and advertisements
- Student records
- Census of need for each site (provided by OAE)
45. What other community agencies does your Program collaborate with? (Local Workforce Development Board, One Stop, etc.) How often do you meet formally with any of them?

46. What direct interaction or connection do you have with the other WIOA Core Partners to help serve students with disabilities? (i.e., Vocational Rehabilitation, Department of Labor, etc.)

47. Do you serve as a member of the Local Workforce Development Board (LWDB)? If yes, describe your involvement. If you do not serve on the LWDB, what activities have you undertaken to engage with the board?

Documents Referenced
- Local Workforce Development Board plans
- Meeting notes
- Intra-agency agreements
- Reports
- Financial records
- Memoranda of understanding
- Brochures
- Other promotional information

48. What types of agreements, such as memoranda of understanding, do you have with collaborators?

49. To what extent does your Program work with counties you do not serve to develop and implement long-term plans regarding adult education services?
50. How does the Program work with advisory committees to develop and implement long-term plans regarding adult education services?

Documents Referenced
- Advisory committee member list with contact information
- Community plan
- Schedules and minutes of meetings

51. Is there anything more you would like to say about Program planning, managing records, staff development, collaboration, or service coverage?

WIOA Implementation

Integrated Education and Training (IET)

52. How many students are involved in IET?

53. Who is responsible for the implementation of IET?

54. How are you tracking the students’ progress in IET?

IELCE (if applicable)
- How is the citizenship component implemented in the classes?

- How is IET being implemented in the IELCE classes?

- How many IELCE students are involved in IET?
• Who is responsible for IET in IELCE?

• How are you tracking the progress of students in IET in IELCE?

IET Partnerships
• With whom are you partnering to provide IET?

• What is involved in the partnership(s)?

• How is the partnership(s) formalized?

Local Workforce Development Board and One-Stop Participation
• How does the One-Stop Center provide information to potential Adult Education students?

• What kind of information does the One-Stop Center provide to you after they have contact with a potential Adult Education student?

• How does the Program follow-up with those referrals?

• What kinds of activities, strategies, agreements, etc., does the Program have with the One-Stop Center?

Documents Referenced in Appendix A

Program Leadership
• Needs assessments (internal, external) documents
• Program evaluation data
• Reports of Program improvements, strategic plan, and updates
• Records of staff meetings
• Training records
• Stakeholder Surveys
• Organization surveys
• Student surveys
• Strategic and action plans

Management of Program Records

Personnel/Institution
• Emergency Plan - written policies, procedures, and other relevant documents
• Emergency training plans for staff and students
• Faculty and staff job descriptions
• Local policies and procedures for data entry and record keeping
• GALIS edit-check reports
• Emails and other communication records related to data issues and accountability
• Organizational Chart
• Location of personnel files
• Procedures for maintenance of personnel files
• Certification that all teachers meet minimum education requirements
• Time/effort reports
• Employee Contract (example)
• Personnel Evaluations (example)
• Personnel change forms
• Registration for teachers to attend state or regional staff development training
• Documentation of local staff development training for all administrative and instructional personnel (sign-in sheets, agendas, handout evaluations, etc.)
• Staff development reports from GALIS
• UGA online courses
• Records for local and state staff development training
• Training plans
• Program evaluation data
• Reports of Program improvements, strategic plan, and updates

Students
• Sample certificates
• Retention plan
• Articles, newsletters, pictures
• Displays
• National Adult Education Honor Society documentation
• Written intake policies and procedures
• Orientation plan/materials
• Training activities
• Written policies and procedures for managing student records
- Random selection of student records (intake assessment forms including level completions and goal selection, conference notes, other required Program forms, etc.)
- Verification of Eligibility for Public Benefit form (if applicable)
- Underage Youth Application for Program Enrollment (if applicable)
- Documentation of diagnosed learning disability and/or special accommodations (if applicable)
- Student individualized learning plans
- Attendance records (i.e., student sign-in sheets)
- Use of OAE approved assessments
- Implementation of OAE assessment procedures according to Adult Learner Assessment Policies and Procedures Manual
- Records of appropriate post-testing procedures and forms
- Student records for current assessment information

**Staff Development**
- Records for local and state staff development training
- Job descriptions
- Training plans
- Workshop evaluations
- Registration for teachers to attend state or regional staff development training
- Documentation of local staff development training for all administrative and classroom personnel (sign-in sheets, agendas, handouts, evaluations, etc.)
- Local training records
- Staff development reports from GALIS
- UGA on-line courses

**Collaboration and Service Coverage**
- Recruitment and Retention plans (with updates)
- Needs assessments
- Brochures, announcements, and advertisements
- Census of need for each site (provided by OAE)
- Site maps
- Local Workforce Development Board plans
- Collaborative meeting notes
- Intra-agency agreements
- Memoranda of understanding
- Brochures
- Other promotional information
- Advisory Committee member list with contact information
- Community Plan
- Schedules and minutes of meetings related to long-term plans for adult education services
Appendix B (pp. 34-35)

INTERVIEW QUESTIONS FOR PRESIDENT OR SCHOOL SUPERINTENDENT

1. Tell me about the organization’s Adult Education Program and your role in it?

2. How does the Program align with the mission of the overall organization?

3. In what ways does your institution support the Program (financial, materials, technology, etc.)?

4. How are resources allocated to the Program?

5. In what ways do you find the Program under review successful?

6. How do you think the Program could be improved?

7. What support is provided to assist students’ transition from the Adult Education Program into postsecondary educational opportunities?

8. How does the Program and One-Stop Center work together to support Adult Education?

9. What else would you like to tell us about the Program?
WIOA Implementation

- In what ways is the organization supporting the Program with the development of Integrated Education and Training (IET) opportunities for the adult education students?

- How is adult education represented on the Local Workforce Development Board (LWDB)?

- If adult education does not have a designee on the LWDB, what process(es) are in place to ensure coordination within the organization is effective to meet the established federal and state accountability requirements impacting workforce development initiatives and equitable access to adult students to workforce development training and core partner services?
Program Leadership

1. What are your job responsibilities?

2. How long have you been working in this Program?

3. How are you involved in Program planning and improvement efforts (needs assessments and implementation of changes)?

4. What methods are in place for collecting and using information and suggestions for continuous feedback?

5. What are your responsibilities in the event of an emergency and how are you trained?

6. How are students made aware of and trained in emergency procedures?

Management of Program Records

7. What is your role in collecting and reporting student data? How are you trained to do this?

8. Explain the process that the Program has to collect data related to student progress?

9. How do you make sure that student data are entered accurately into GALIS and that data entry deadlines are met?

10. Do you have a role in the student intake process? If yes, what is your role and how were you trained?
11. Do you have a role in the student assessment process? If yes, what is your role and how were you trained?

12. How are student records secured and maintained?

**Staff Development**

13. What types of staff development do you have the opportunity to take part in?

14. Is staff development usually available in the areas that you need?

15. What recent topics have been useful to you?

16. What topics would be useful?

17. What kind of training have you received related to the National Reporting System for Adult Education?

**Quality of Administration**

18. Overall, what administrative processes have worked well (what shouldn’t be changed) and why?

19. What changes would you suggest in the Program administrative processes and why?
INTerview QUESTIONS FOR COLLABORATIVE PARTNERS

1. In what ways do you and the Program collaborate?

2. What types of agreements (written or otherwise) do you have with the Program?

3. How often do you meet formally (meetings, webinars) or informally (emails, phone calls)?

4. Are there any issues with the Program’s service coverage or with duplication of the Program’s key services with other agencies?

5. How are joint or cooperative services publicized to the community?

6. How do you jointly try to address the needs of all segments of the community population (including low-income, individuals with disabilities, single parents and displaced homemakers, limited English proficient)?

7. Do you know if support services are provided to students, and if so, which ones?

8. Is there anything else you would like to add, or do you have any questions for us?

*For members of local Advisory Committees who may be part of this focus group

9. Which county or area do you represent on the Advisory Committee? (if relevant)
10. How long have you been a member of the Advisory Committee?

11. What are the major activities undertaken by your Advisory Committee?

12. What role does the Advisory Committee have in developing a long-term plan for the Program?

13. How does the Advisory Committee communicate with the Program Administrator or other Program personnel?

14. Do you have suggestions for improving the work of the Advisory Committee?

15. Is there anything else you’d like to add, or do you have any questions for us?

*For core WIOA partners who may be part of the focus group*

16. How does the Adult Education Program coordinate with your organization and other community partners to provide Integrated Education and Training opportunities for adults residing in your local communities?

17. Please describe any services or events that resulted from these, and other, partnerships that provide workforce preparation training for adults in the service delivery area?
Appendix E (pp. 40-46)

INTERVIEW QUESTIONS FOR TEACHERS (group and/or individual)
(and Transition Coordinator/Specialist)

Quality of Administration

Program Leadership
1. What classes do you teach?

2. How long have you been teaching in this Program?

3. How are you involved in Program planning and improvement efforts?

4. What suggestions would you make to improve the Program and why?

5. What methods are in place for collecting and using information and suggestions for continuous feedback, such as GALIS, CCRS, Career Pathways, etc.?

6. What are some professional development sessions led by the program administrator to keep staff informed, eg. curriculum changes and implementation preparations?

7. What are your responsibilities in the event of an emergency and how are you trained?

8. How are students made aware of and trained in emergency procedures?

Management of Program Records
9. What is your role in collecting and reporting student data, ie. GALIS, and how are you trained?

10. How do you make sure that student data are entered accurately into GALIS and that data entry deadlines are met?
11. What staff position is responsible for data verification?

12. What is your role in the student intake process and how are you trained?

13. What is your role in the student assessment process and how are you trained?

14. How do you use assessment data for teacher/learning plan development?

15. How are student records secured and maintained?

Service Coverage
16. How does the Program serve the people in the community that need access to adult education classes (including low-income, individuals with disabilities, single parents and displaced homemakers, limited English proficient)?

Staff Development
17. What types of staff development do you have the opportunity to take part in?

18. What recent staff development topics have been useful to you?

19. What staff development topics would be useful?

20. How is transfer of learning demonstrated ie, classroom, local staff, meeting, etc.?

21. How have you been trained in the requirements for the National Reporting System?
22. Overall, what administrative processes have worked well, and why?

23. What changes would you suggest in the Program administrative processes, and why?

Facilities and Operations
24. How do the classrooms and other teaching facilities affect your teaching decisions and the strategies you use?

25. Are the facilities properly equipped to serve students with disabilities? Provide an example.

26. What would improve the facilities, such as lighting, security, signage, etc.?

Use of Technology
27. What technologies are available for you to use in your classroom? Do you use them? Why or why not?

28. What technology is in place to accommodate students with disabilities?

29. How well are the equipment and technology maintained?

30. What do you use in your classroom to help your students become more digitally literate, e.g. NorthStar Digital Literacy?

Recruitment & Retention
31. What strategies do you use to recruit students?

32. What strategies do you use to improve retention in your classes?
33. What GALIS report(s) and monitoring tools, such as Measurable Skills Gains Calculation Tool do you use in student recruitment and retention efforts in your classroom?

**Instruction**
34. How do you decide which instructional strategies to use with your students?

35. How do you develop an individualized learning plan for each student? How do you use these learning plans to guide instruction?

36. What differences in strategies based on the type of student or the type of class you are teaching do you use for Adult Basic Education Students, including GED preparation? English Learners? IELCE students?

37. What is the process for students to request accommodations?

**Curriculum**
38. How do you decide on which curricular materials to use with your Adult Basic Education students, including GED preparation? English Learners? IELCE students?

39. Which curricular materials do you use? Which have been most useful?

40. What software are you using? In what classes?

41. What online educational resources (OER) are you using? In what classes?

42. Do you have a sufficient quantity of instructional materials (probe for books, software, technological materials, etc.) for students on the various levels you teach? What more do you need?

43. Do you have adequate access to technology and web-based resources? What more do you need?

44. Overall, what suggestions would you make to improve the curriculum and
instruction in the Program, and why?

Classroom/Instructional Support
45. Describe any instructional support or volunteers you have in your classroom.

46. What role do they play? What training do they receive?

Student Feedback and Recognition
47. Describe the methods, such as face to face, use of technology, etc. you use to communicate with students?

48. How do you give them feedback on testing and other instructional progress especially student learning outcomes?

49. How do you recognize your students’ achievements?

WIOA Implementation

College and Career Readiness Standards (CCRS)
50. What type of training have you received on the College and Career Readiness Standards (CCRS)?

51. How are the College and Career Readiness Standards used to guide your instruction?

52. How are the College and Career Readiness Standards used in the process of identifying and selecting appropriate curriculum for each group?

Integrated Education and Training (IET)
53. What training have you received regarding Integrated Education and Training (IET)?
54. What role do you play in the delivery of IET?

55. Which Career Pathways does your program offer?

56. How do you contextualize instruction to those pathways?

57. What type of training have you received on how to implement contextualized curriculum and instruction?

58. Was the training adequate in terms of being able to effectively use the standards within your classroom?

59. What type of soft skills curriculum do you use for your students? Did you receive adequate training on how to implement the curriculum?

60. What is the process for connecting with other agencies to provide "wrap-around" services for your students?

Integrated English Literacy and Civics Education (IELCE)

61. What training have you received to explain the requirements of IELCE?

62. If your program was previously funded for EL/Civics, what changes have been made with instruction?

Transition

63. What is your role with the One-Stop? Have you conducted any trainings with clients of the One-Stop?

Transition to College and Career (for Teachers)

64. How do you work with the Transition Coordinator/Specialist?
65. How do you incorporate transition to college and the workforce into your instruction?
66. How do you incorporate soft skills into your instruction?

**Transition to College and Career (for Transition Coordinator/Specialist)**

67. How do you support both students and teachers?

68. Describe the methods through which students receive soft skills training? Does the program have a specific soft skills curriculum?

69. How do you evaluate the effectiveness of your program’s transition efforts?

70. Describe how the program is working to improve transition efforts on an ongoing basis.

71. Is there anything else you would like to add or ask us?
INTERVIEW QUESTIONS FOR STUDENTS

(Questions about Administration)

1. How did you learn about this Program?

2. How long have you been enrolled in this Program?

3. Tell us about what you had to do to enroll in the Program?

4. What changes would you suggest making in the enrollment or registration process?

5. What do you think about your classroom? Is it comfortable? Are there distractions that keep you from learning?

6. How do you know what to do in case of an emergency in the classroom?

7. Have you been informed of any opportunities to receive workforce training while in the Program? If yes, can you provide an example?

8. What is your goal when you complete this Program?

9. How well is the Program helping you to meet your goal(s)? Provide an example.

10. What suggestions would you make to improve the Program, and why?
Instruction and Curriculum

11. What is your typical day in school like? How many hours are you in class each week?

12. Tell us a little about your class(es). What does the teacher usually do? What do you usually do?

13. How satisfied are you with the instruction you are receiving in this Program? Provide an example.

14. What suggestions would you make to improve the instruction or your learning experience?

15. Do you have the books and other materials you need for your classes? Does your class have enough materials for each student to use during class?

16. How are the books and other materials used for your classes?

17. Do the books and materials fully meet your learning needs? How could these be improved?

18. What type of equipment or computers do you have in your class and how are they used?

19. Who decides how and when computers are used?

20. [If there is a technology lab] How many hours do you use the lab each week and for what purposes?
21. What do you think about the software Programs that are on the computers you use?

22. How does using the computer help you with your work?

23. How do you find out how you are doing with your schoolwork?

24. How are the things you accomplish in school recognized?

25. Anything else you’d like to add? Or ask us?
Appendix G
FY 2019 Facilities and Classrooms Observation Guide

<table>
<thead>
<tr>
<th>County:</th>
<th>Classroom #:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Site:</th>
<th>Nbr of Classrooms:</th>
</tr>
</thead>
</table>

Date: Click here to enter a date.
Observer:

<table>
<thead>
<tr>
<th>Seating Capacity:</th>
<th>Standard Seats: Choose an item.</th>
<th>Computer Desks: Choose an item.</th>
</tr>
</thead>
</table>

Y=Yes  S=Somewhat  N=No  N/O=Not Observed

Describe the overall appearance and condition of the building or classroom(s):
__________________________________________________________________________________
__________________________________________________________________________________

<table>
<thead>
<tr>
<th>Physical Plant</th>
<th>Notes:</th>
<th>Mark all observed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1. Clean and free of environmental hazards (mold, mildew, water damage, etc.)</td>
<td>☐ Y ☐ S ☐ N ☐ N/O</td>
<td>☐ Audio Player</td>
</tr>
<tr>
<td>P2. Appropriate lighting and ventilation</td>
<td>☐ Y ☐ S ☐ N ☐ N/O</td>
<td>☐ Computers</td>
</tr>
<tr>
<td>P3. Well maintained</td>
<td>☐ Y ☐ S ☐ N ☐ N/O</td>
<td>☐ Copier</td>
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<td>P4. Appropriate furnishings</td>
<td>☐ Y ☐ S ☐ N ☐ N/O</td>
<td>☐ Document Camera</td>
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<td>P5. Free from safety hazards (inside and/or outside of building)</td>
<td>☐ Y ☐ S ☐ N ☐ N/O</td>
<td>☐ Fax</td>
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<tr>
<td>P6. Adequate signage (interior/exterior)</td>
<td>☐ Y ☐ S ☐ N ☐ N/O</td>
<td>☐ Internet (wired)</td>
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<tr>
<td>P7. Adequate and clean restroom facilities</td>
<td>☐ Y ☐ S ☐ N ☐ N/O</td>
<td>☐ Internet (wireless)</td>
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<table>
<thead>
<tr>
<th>Safety and Accessibility</th>
<th>Notes:</th>
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<tr>
<td>SA1. Emergency Map posted</td>
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<td>SA2. Emergency Plan posted</td>
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<td>SA3. Handicap Accessible</td>
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<td>SA4. Adequate outdoor lighting</td>
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<td>SA5. Adequate Security</td>
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<td>SA6. Comfortable &amp; Non-threatening</td>
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<thead>
<tr>
<th>Classroom</th>
<th>Notes:</th>
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<td>C1. Storage area is uncluttered &amp; orderly</td>
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<td>C2. Curriculum materials</td>
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<tr>
<td>C3. Contextual learning materials</td>
<td>☐ Y ☐ S ☐ N ☐ N/O</td>
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<td>C4. Technology is current</td>
<td>☐ Y ☐ S ☐ N ☐ N/O</td>
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<tr>
<td>C5. Technology is functional</td>
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<td>C6. Student Recognition</td>
<td>☐ Y ☐ S ☐ N ☐ N/O</td>
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<td>C7. Sign-In Sheet in compliance</td>
<td>☐ Y ☐ S ☐ N ☐ N/O</td>
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Describe the technology available in the classroom(s).

Notes/Concerns:

28 November 2018
Appendix H
FY 2019 Instructional Observation Guide

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<th>Teacher:</th>
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<td>Class Type: Choose an item.</td>
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<td>Date: Click here to enter a date.</td>
<td>Time in:</td>
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<tr>
<td>Number of Students: Choose an item.</td>
<td>Subject: Choose an item.</td>
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</table>

**Directions:** Complete the following based on a 30-minute classroom observation. Use the lists for each section to indicate what instruction, materials, or interactions are observed.

1. **Describe what the teacher is doing.**

2. **What is the teacher teaching?**

3. **Is curriculum and instruction contextualized to a pathway identified by the program?**
   - Yes
   - No
   - What is the Pathway?
   - What instructional methods are being used to teach to the pathway?

4. **Is the teacher incorporated soft skills? If so, how?**

   - Differential Instruction
   - Standards-based Instruction evident
   - Instructor-led
   - Demonstration
   - Activity/game
   - Internet/Website
   - Discussion
   - Group/pair
   - Lecture
   - Peer review
   - Q & A
   - Role Play
   - Problem-based
   - Project-based
   - Application
   - Transference
   - Communication skills
   - Decision-making skills
   - Leadership skills
   - Teamwork
   - Problem-solving
   - Employability skills
   - Other
5. Describe the materials being used and how are they being used.

- Audio/visual Instructional media
- Books (hard copy/electronic)
- Guided Instruction
- Learning Centers
- Directions
  - Oral or Written
- Posters / Visual displays
- Projections
- Quiz/test
- Software
- Stimulated Learning activity(s)
- Visuals
- Websites
- Citizenship
- Other

6. How is the teacher addressing learning differences?

- Assistive Technology
- Cooperative learning
- Auditory
- Visual
- Kinesthetic
- Peer tutoring

7. Describe teacher/student interactions.

- Teacher
  - Checks understanding
  - Guided Observation
  - Instructor-led
  - Learner-centered
  - Computer-assisted / Self-directed
  - Group Activity / Peer Discussions
  - Practice and feedback
  - Q & A Period(s)
  - Role Playing / Stimulated Activity

- Student
  - Active
  - Engaged
  - Inquiring
  - Passive
  - Disengaged
  - Ignoring

8. Describe how the technology is being used for instruction. (☐ Not in use during time of observation.)

- Instructional Environment
- Facility / Access available
- Interactive board
- Internet Resources / Digital Literacy
- LCD Projector
- Portable devices
- Software Applications
- Computer Lab / Stations
- Other
- Distance Education

*If not readily ascertained, inquire about students’ regular access to a computer lab.*
## Individual Student Learning Plan Review

**Primary Student Guiding Tool:** ☐ Student Learning Plan ☐ Lesson Plan ☐ Syllabus

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Continuous Program Improvement Considerations

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<td>Signature – Review Team Member</td>
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Appendix I
FY 2019 Student Files Checklist
(The Verification of Eligibility Affidavit should be pulled forward in the Student Permanent Folder for students who are enrolled for multiple fiscal years.)

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<td>Date:</td>
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<th>Selected Student Records (name, EFL, etc.)</th>
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**Notes:**
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<td>5. Service Coverage</td>
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<td>Quality of Instruction</td>
<td>6. Instructional Facilities Equipment, and Technology</td>
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<td>7. Instruction for Adult Basic Education Students</td>
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Appendix K

SUGGESTED ACTION(S) WORKSHEET

Program: [enter Program name here], (enter review dates here)

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<th>Category (Name and #)</th>
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