

Instructional Services Program Management Monitoring Tool

Program:	Administrator:
Date: Click here to enter a date.	Reviewer:

Program Planning & Continuous Program Improvement

1. Briefly describe the program planning practices used to assess the needs of the adult education program, including IET and IELCE, develop site locations, and create class schedules. [Include any formal/informal needs assessments (and results) that were conducted].
2. Briefly discuss how the program engages faculty and staff in the continuous program improvement process.
3. Describe and provide evidence that external stakeholders are involved in the program improvement process.

Recruitment, Outreach, and Retention Plans

1. Provide a copy of the program's R&R plan with the most recent updates containing quantitative and/or qualitative outcomes.
2. What methods do you use to manage and evaluate the effectiveness of recruitment, outreach, and retention efforts?
3. What are the program's most effective recruitment efforts? What are the specific results of the activity(ies)?
4. What are the program's most effective retention efforts? What are the specific results of the activity(ies)?

Data Collection and Reporting

1. What is the local process to ensure that *all* personnel are being entered into GALIS?

2. Describe how *all* levels of program personnel are engaged in data collection and reporting for the program (e.g., Data Manager, Program Administrator, Intake and Assessment Staff, Teachers, Instructional Support Staff, etc.).
3. Does the program have a written plan for ensuring attendance hours are being entered by the specific date within 5 days of the attendance occurrence?
4. What local system or process is in place to identify and to correct errors, which ensures data integrity and quality? Please provide examples (e.g., sign-in sheets, assessments, intake form).

Student Support Services

1. Provide specific examples of how the program has supported students with disabilities during this fiscal year.
2. How does the program provide resources to help eligible adult students effectively engage in the program?
3. Who does the program collaborate with to ensure eligible adult students have access to needed additional resources?

Student Records and FERPA (Family Educational Rights and Privacy Act)

1. Describe the plan your program uses to maintain and protect the privacy of student education records.
2. What is the program's process for maintaining ongoing record maintenance checks?
3. Describe and provide evidence of the program's most recent FERPA training.

Teacher Effectiveness and Retention

1. Describe and provide documentation of the process for determining and establishing teacher expectations.

2. **What system is in place to monitor teacher performance regularly and to provide feedback and support to the instructors based on this information? Provide documentation/evidence.**
3. **Describe the process the program has in place to retain high quality and high performing teachers.**
4. **Please provide documentation listing the teachers who have received CCRS Training.**
5. **Describe how the program has implemented standards-based instruction. What local practices have been put in place that would demonstrate the implementation of standards-based instruction? (e.g., using standards-aligned curriculum materials and lesson plans)**

Staff Development

1. **Provide a copy of the local PD plan for this fiscal year and provide documentation that *all* personnel have opportunities for professional development.**
2. **What evidence can you provide indicating that *all* program personnel receive *all* required technical trainings (NRS, Assessment Policy, IAF, etc.) annually?**
3. **For new employees, please describe and provide documentation of assessment policy and test administration training.**

Technology, Distance Education and Digital Literacy

1. **How does the program ensure that *all* students have access to Distance Education opportunities?**
2. **How are Digital Literacy skills being implemented into the curriculum and classroom instruction? Which online, computer-based, or application-based software is the program using?**
3. **What type of internal and external training do teachers receive in order to incorporate technology into their instruction? (e.g., ABE, ESL, IELCE, Workplace, Corrections, etc.)**
4. **How does the program document that both ABE and ELL teachers are incorporating technology into the instructional learning environment?**

5. **Highlight ways in which technology is being creatively used for instruction within your program.**

Transition

1. **How many hours does the transition coordinator(s) work per week? Provide a copy of the job description for your transition coordinator(s). How much time do they spend on each area of duties?**
2. **How does the Transition Coordinator support both students and teachers?**
3. **How do students receive workforce readiness skills training? Does the program have a specific workforce readiness skills curriculum?**
4. **What process do you have in place to periodically evaluate the effectiveness of Transition efforts?**
5. **Which issues with the program's transition plan have been identified? Describe how the program is working to improve transition efforts continuously.**

Collaboration and Community Partnerships

1. **With whom does the program collaborate to ensure that all communities in your service area are served and that students have access to a variety of resources and services? (Include MOUs, MOAs, letters of agreement and/or collaboration agreements.)**
2. **Provide evidence of how the program is engaged with the comprehensive One-Stop(s).**
3. **Describe and provide evidence of how the program is working with other community partners (outside of the required partners).**
4. **Provide a description and documentation of One-Stop, Local Workforce Development Board and other collaborative partner meetings and communications.**
5. **How does the program provide adult education program information to the various community partners?**

6. **What type of agreement(s) does the program have in place to provide support for Integrated Education Training (IET)?**

7. **How is the program involved with the local CLCP(s)? If the program's full-service area does not have a CLCP, what effort is the program making to support the implementation of a CLCP?**

Integrated Education and Training (IET)

1. **What IET opportunities are available for students?**

2. **How is the program working with other partners to implement additional IET opportunities for students?**

3. **How is/are the IET classes funded?**

4. **How many students have participated in the available IET opportunity(ies) during the current fiscal year? How many have completed the program (current fiscal year)?**

5. **Provide the single set of learning objectives for each IET class.**

Integrated English Literacy and Civics Education (IELCE) (If applicable)

1. **What has the program implemented to meet WIOA requirements for the IELCE program?**

2. **What IELCE opportunities does the program currently have established?**

3. **How does your program recruit and retain IELCE students?**

Emergency Operations Plan

1. **How often and what type of training do program personnel receive on the Emergency Operations Plan? Please provide documentation that includes off-campus and satellite class locations.**

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2. How does the program ensure that all students are knowledgeable of what they should do in the case of an emergency?

Support from Office of Adult Education

1. What support is needed from the Office of Adult Education?

Continuous Program Improvement Considerations

Necessary Actions:

Suggestions:

List of Possible Documents

- ✓ Meeting agendas, minutes, sample emails, sign in sheets
- ✓ Assessment training records
- ✓ Attendance records: student sign-in sheets, GALIS reports
- ✓ Census of Need by county
- ✓ Collaboration Records: agendas, agreements, sample emails
- ✓ Emergency Plan: written policies, procedures, training records for staff and students
- ✓ Employee contracts and job descriptions
- ✓ GALIS edit-check reports
- ✓ Intake and Orientation: policies, procedures, and orientation plans/materials
- ✓ Local policies and procedures: data entry and record keeping
- ✓ Needs assessments (internal and external)
- ✓ Personnel Evaluations and Classroom Observation records
- ✓ Program evaluation data
- ✓ Program improvement plans, strategic and action plans, and updates
- ✓ Recruitment and Retention plans (with updates)
- ✓ Sample emails and other communication records related to data issues and accountability
- ✓ Site maps and class schedules
- ✓ Staff Development and training records: registrations, sign-in sheets, agendas, GALIS reports, plans
- ✓ Student records: policies and procedures for management of student records
- ✓ Student Recruitment: brochures, announcements, advertisements, and other promotional materials
- ✓ Student Retention: articles, newsletters, pictures, displays, sample certificates and awards
- ✓ Surveys: stakeholder, organization, employee, student, etc.
- ✓ Time/effort reports
- ✓ Time-sheets