Technical College System of Georgia
Office of Adult Education

On-Site Program Review

Manual

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Appendices

Chapter 1

Overview of Program Quality Assessment System

Since its inception, the Office of Adult Education (OAE) has employed a variety of program evaluation methods. In 2004, the OAE recognized the need to consolidate separate evaluation activities into an *integrated program evaluation system* characterized by standardization, enhanced cost-effectiveness, and utilization. OAE has worked closely with the field-based Assessment Committee and The Research and Development Unit at The University of Georgia (UGA) to design a system that yields useful information without placing unreasonable demands on state staff and local practitioners.

Functional Model of the Program Quality Assessment System

Five components have been identified which contribute to this comprehensive *Program Quality Assessment System.* These areas are assessed using both existing and newly developed data sources to produce standardized reports. These reports are designed for maximum utility and for fair comparison across the OAE-funded programs. Program quality is assessed by the OAE by addressing the following 5 components:

1. ***Assessment of Program Service***. This area uses the service information that each program enters into the Georgia Adult Learners Information System (GALIS) that was implemented in July 2006. Key statistics that are used for this assessment include the *number of students served*, both in total and by county, *the number of contact hours*, and *the cost per contact hour* for the state grant.

2. ***Assessment of Academic Outcomes***. This area is measured using two sources of data: (1) GALIS data reporting *student assessment scores* and *level completions*; (2) *outcomes of student goals* measured through GALIS data matching reports.

3. ***Self-Assessment of Program Quality.*** This document looks across a variety of features and activities in an individual program. It is completed by each program administrator and submitted on an annual basis. The major categories for documentation are leadership and program management, qualified instructors, community collaboration and support, quality of educational program, and educational gains.

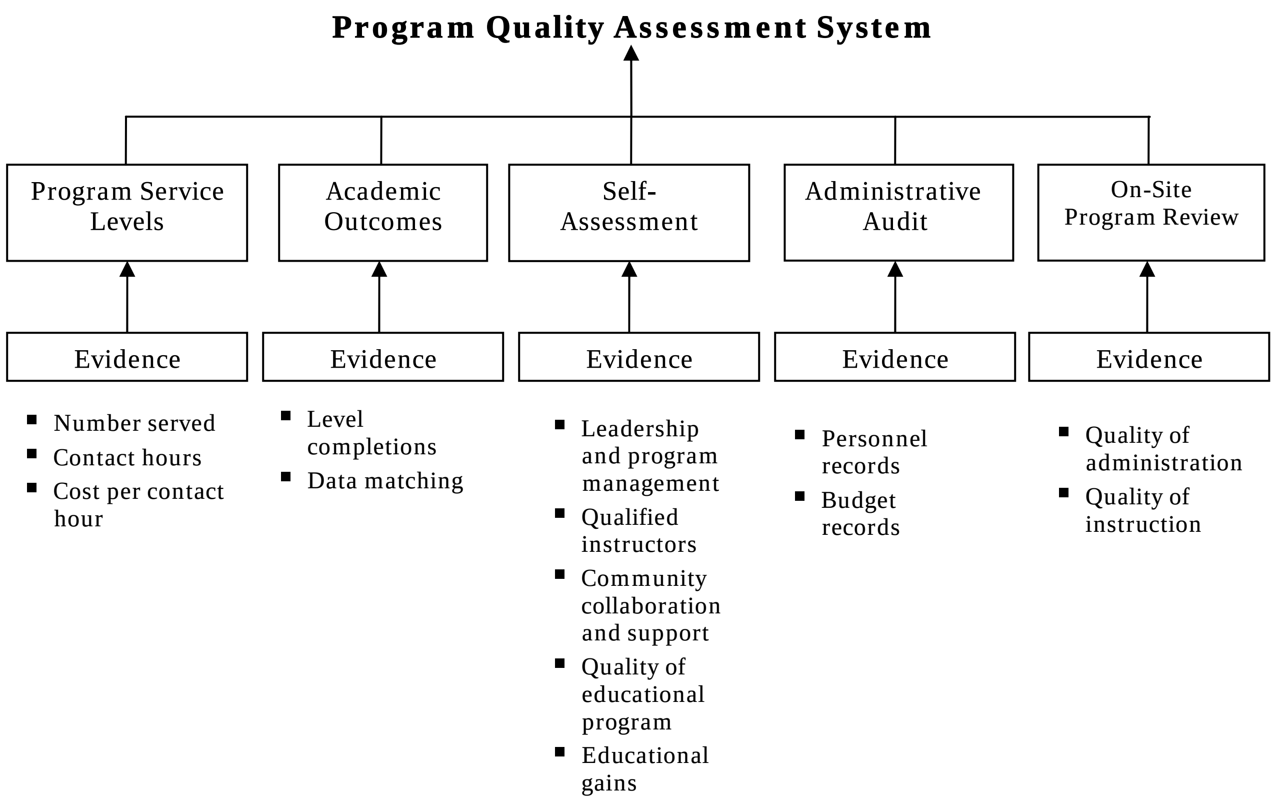
4. ***On-Site Program Review***. These data are collected on a regular basis by a peer team consisting of program administrators and instructors. These teams are facilitated by OAE staff and The University of Georgia personnel. The on-site review focuses on two major categories: quality of administration and quality of instruction. General on-site program reviews are conducted on a five-year cycle, while special problem-oriented reviews and ones requested by an

individual program are conducted as needed to address specific problems that have come to light from the above data sources or by other means.

5. ***Administrative Program Audit***. On a periodic basis or when the state recognizes the need to do so, the *personnel* and *financial* records of a local program may be audited by the Technical College System of Georgia and The Office of Adult Education or other appointed auditors.

The sources of information for each of these areas offer independent evidence but come together to provide a comprehensive view of program quality. Figure 1 provides a graphic representation of each of the areas which contribute to the *Program Quality Assessment System*, indicating the evidence that is used in measuring each component.

Figure 1. Functional Model of the Program Quality Assessment System



Chapter 2

Overview of On-Site Program Review Process

I. Purpose

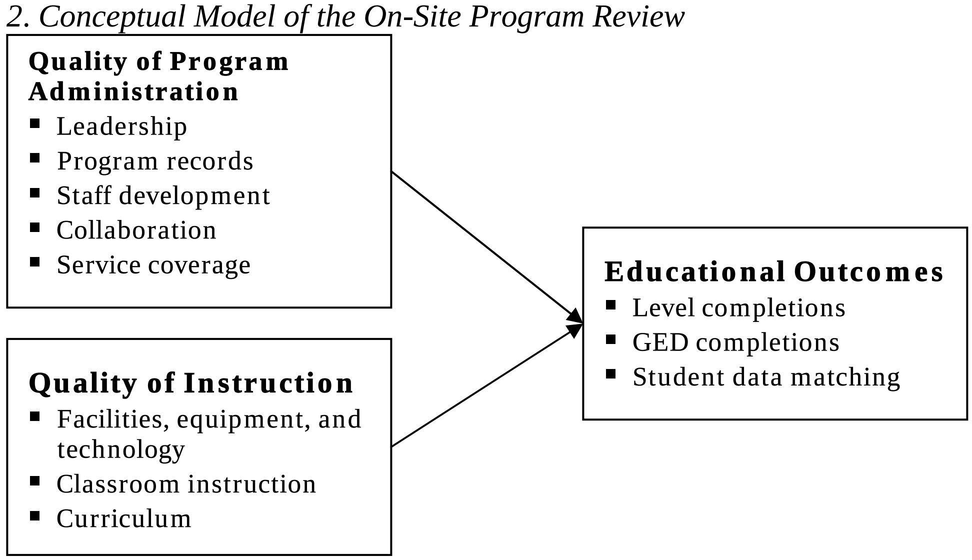
The On-Site Program Review process is an integral component of the Office of Adult Education's theory-driven, comprehensive Program Quality Assessment System. The On-Site Program Reviews are designed to access critically important aspects of the educational process that are not available through statistical reports and self-assessments. The review focuses on the aspects of **program administration** and **instruction** that are best assessed through meeting 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

The On-Site Program Review is central to the Program Quality Assessment System described above. A conceptual model was developed to guide the design of these program reviews. Using input from the field and the results from three years of operation, the model in Figure 2 represents the primary program-level categories that have been determined to be the important factors in assessing program quality. This figure indicates that program administration and program instruction are the two primary factors that contribute to the educational outcomes.

This simple model incorporates multiple variables that address a number of aspects of program quality. While it is difficult for a single measure to capture all of these, the On-Site Program Review incorporates multiple components and draws from a variety of data sources to provide high quality information about the quality of the educational process and learning outcomes of a program.

Figure 2. Conceptual Model of the On-Site Program Review



III. Scope

During the on-site visit, the review team spends three days assessing the two major dimensions: The *Quality of Administration* and the *Quality of Instruction*. These two major dimensions are examined with respect to 14 distinct categories (see Table 1). The on-site review covers activity in the 14 categories for the past two calendar years.

Table 1. Dimensions and Categories for On-Site Program Reviews	
Dimension I. The Quality of Administration	
Category 1	Program Leadership
Category 2	Management of Program Records
Category 3	Staff Development
Category 4	Collaboration
Category 5	Service Coverage
Dimension II. The Quality of Instruction	
Category 6	Instructional Facilities, Equipment and Technology
Category 7	Instruction for Adult Basic Literacy Students
Category 8	Curriculum for Adult Basic Literacy Instruction
Category 9	Instruction for Adult Secondary Students
Category 10	Curriculum for Adult Secondary Instruction
Category 11	Instruction for ESL Students
Category 12	Curriculum for ESL Instruction
Category 13	Instruction for EL Civics Students
Category 14	Curriculum for EL Civics Instruction

Although the program review is not a formal audit, the team collects certain information about fiscal management that will assist the budget specialists at the Office of Adult Education in preparing systematic budget reviews. Specifically, the on-site team will examine fiscal documentation and procedures and submit a short report to the OAE budget specialists responsible for on-going audits.

IV. Findings and Reporting

After the review team collects data on the program, a formal report is prepared and submitted to the Service Delivery Area (SDA) Program Administrator and the organization head by the Office of Adult Education. The report is designed to assist program administrators in continuously improving program quality. Findings from the reviews are communicated in two forms:

a. Specific feedback in the form of ***required actions***, ***recommended actions*** and ***suggestions for improvement*** (See Table 2 for a description of these types of feedback).

b. Specific ratings for each of the fourteen categories listed in Table 1; the ratings and their meanings are listed in Table 3.

Table 2. Types of Feedback from Program Reviews	
Required Actions	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.
Recommended Actions	This type of feedback indicates that the team believes that 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.
Suggestions for improvement	This type of feedback consists of ideas for continuous improvement offered by team members for the Program Administrator to consider. No action or response is required.

Table 3. Ratings Used to Assess the Quality of Program Administration and Instruction		
Rating	**Label**	**Meaning**
5	Exemplary	The program is excellent with respect to this category and is of a high enough quality to serve as a model for other programs in the state.
4	Very Good	The program is above average with respect to this category and meets or exceeds criteria set by the federal and state standards.
3	Satisfactory	The program is of average quality and meets all or most federal and state standards with respect to this category.
2	Marginal	The program demonstrates minimally acceptable levels on most aspects of this category, but uneven performance or substandard practices were noted.
1	Unsatisfactory	The program is characterized by unacceptable quality with respect to this category.

V. Preparation and Distribution of Report

Towards the end of the on-site review process, a UGA facilitator will prepare a draft of the report and submit it to the UGA project directors for an initial review. After making any preliminary changes to the first draft, the UGA project staff will share the first draft with team members for input and possible corrections. **(For a description of the team, please see the next section, Chapter 3, page 9, V., line 4**). Once the team input has been received, the report will be revised as necessary then submitted to OAE for final review and approval. Once the report is finalized, it will be distributed to the SDA Program Administrator and the organization head.

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 *Recommendation actions* made by the review teams are to be addressed in writing by the Program Administrator of the adult education program. 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 Regional Educational Coordinator (REC) of the respective SDA will conduct a site visit to ensure that everything is satisfactorily resolved.

VII. Challenges

If the Program Administrator wishes to challenge 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 challenge 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 3

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, ensuring that each program is evaluated a minimum of one time every five years. The Program Administrator of a selected program is notified by OAE at least four weeks prior to the visit. The University of Georgia (UGA) team then works with the Program Administrator to schedule and plan the on-site review. At that time, the Program Administrator is sent written information to use in preparing for the review.

B. Construction of the Review Team

The program review team consists of five members:

1. An experienced Service Delivery Area (SDA) Program Administrator,
2. an experienced ABE/GED® teacher who has been nominated by an SDA Program Administrator,
3. an ESL teacher who has been nominated by an SDA Program Administrator,
4. an OAE Regional Educational Coordinator (REC) or other OAE staff member, and
5. a representative appointed by the UGA project team.

When possible, the Program Administrator from the SDA under review is provided the opportunity to nominate program administrators and teachers as possible members of the review team. No member of the review team may work in the same region as the program under review. 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 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 a given calendar year. Ultimately, the UGA project team nominates the members of the on-site program review team to the OAE, which makes the final decision about the team's composition.

C. Scheduling the Review

The UGA team works with the local program and with the review team members to identify a three-day period for the review. Most reviews take place in January, February, or March.

D. Scheduling Selected Activities in Advance

The review team has considerable latitude in how they use their time on site, and the Program Administrator 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 fourteen categories in the allotted time, the UGA team works with the Program Administrator to schedule certain data collection events in anticipation of the visit. The events to be pre-scheduled are:

1) An interview with the SDA's Program Administrator.

2) An interview with the College President or School Superintendent (or other high ranking official in the parent institution).

3) A group interview with teachers.

4) A group interview with students.

5) Group or individual interviews with representatives from collaborating community organizations.

6) An interview with administrative staff.

In addition, the UGA team will allow the SDA Program Administrator to identify two specific classrooms to be visited by the review team. All other decisions about classroom visitations and file review 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 in advance.

E. Advance Program Information for the Review Team

Review team members receive information prior to the visit so they may familiarize themselves with the program and the review procedures. This information is drawn from (a) the program's most recent National Reporting System (NRS) reports, (b) most recent program self-assessment; and (c) additional information supplied by the program at the request of OAE. UGA sends this information to the team members at least one week prior to the on-site visit. Before meeting at the site, UGA also schedules a conference call with all team members to review the materials, make initial plans for the visit including the hotel to which all team members will stay, and to exchange phone numbers.

F. Payment for Costs of the Review

With respect to financing the on-site program review, the Office of Adult Education (OAE) will pay for each Regional Educational Coordinator's (REC) expenses. UGA Facilitator expenses are paid by The Research and Development Unit at UGA. Program Administrators will cover their expenses from their program budgets. Teacher expenses are to be paid from the professional development budget of the SDA program that employs them.

The on-site program review process is designed to be useful to all involved. Therefore, it is hoped that administrators and teachers will benefit from this opportunity to visit another program, provide suggestions for continuous improvement, and also learn new information that can be utilized in their programs.

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 and (b) fully plan the three-day schedule, including unannounced classroom visitation and file review. An example of a complete schedule is below.

B. Schedule for the On-Site Program Review

The on-site review is typically scheduled for three days beginning on a Tuesday. However, all team members must plan to arrive on the Monday night to ensure that the review begins promptly on Tuesday morning. The facilitator will work 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:

Tuesday	8:00-9:30 a.m.	Review Team Meeting
	9:30-10:30 a.m.	Initial Meeting with Program Administrator, Staff, and tour of facilities
	10:30-12:00 p.m.	Data Collection
	1:00-4:00 p.m.	Data Collection
	4:00-5:00 p.m.	Review Team Meeting
	6:00-8:00 p.m.	Data Collection
Wednesday	8:30-9:00 a.m.	Review Team Meeting
	9:00-12:00 p.m.	Data Collection
	1:00-4:30 p.m.	Data Collection
	4:30-5:00 p.m.	Review Team Meeting
	6:00-8:00 p.m.	Data Collection
Thursday	8:30-3:00 p.m.	Initial Report Development
	3:00-4:00 p.m.	Exit Interview with Program Administrator

This schedule will be adapted to the individual site based on the number of classrooms and locations in which instruction is offered.

Chapter 4

Data Collection

The five-member team divides into two data collection teams for certain on-site activities.

The Administrative Team consists of the UGA facilitator and the visiting SDA Program Administrator. This team focuses on collecting data related to the **Quality of Program Administration**. Key activities include:

a. Conducting an interview with the SDA Program Administrator,
b. conducting the interview with the College President or School Superintendent,
c. conducting group or individual interviews with representatives from collaborating community organizations,
d. conducting a group interview with teachers,
e. conducting an interview with administrative staff,
f. reviewing program files,
g. collecting the fiscal information required by the OAE's budget specialist, and
h. collecting other information they deem necessary to rate the Quality of Program Administration.

The Instruction Team is led by the Regional Educational Coordinator (REC) and also includes the Adult Basic Education/General Educational Development (ABE/GED®) Teacher, and the English as a Second Language (ESL) teacher. The team focuses on collecting data pertaining to the **Quality of Instruction**. Key activities include:

a. Visiting classrooms that serve a variety of learners (i.e., ABE, GED®, ESL),
b. examination of student files,
c. examination of classroom facilities,
d. examination of instructional materials and technology,
e. interviews with students, and
f. collecting other information they deem necessary to rate the Quality of Instruction.

Data Collection Activities: Administrative Team

I. Review of Program Records

A number of program records are reviewed during an On-Site Program Review, including written policies and procedures, student permanent records and work folders, and other written documentation. 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.

The team may review some documents in advance, while others are 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 Administrative Team is strongly encouraged to review the program's student files and relevant documents prior to the meeting with the program's administrator.**

II. Interviews

A key element in data collection is the interview. Both the Administrative Team and the Instruction Team will conduct interviews. However, below are the listed interviews to be conducted by the **Administrative Team.**

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.** *Please see **Appendix A** for a list of possible questions to ask during the interview with the Program Administrator 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 in integrated with the program and the extent to which the literacy program is supported by the larger institution; i.e., financially, technologically and with resources. *Please see **Appendix B** for a list of possible 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 possible 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 classroom operations, student files and professional development. *Please see **Appendix D** for a list of possible questions to ask during the group interview with the 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 E** for a checklist of possible questions to ask during the interview with Collaborative Partners.*

III. Review of Fiscal Information

The Administrative Team will also submit a one paragraph description of how the fiscal matters are handled by the program. This information will be obtained through interviews with the Program Administrator and the program's President or School Superintendent. *Please see **Appendix F** for guidelines and questions to answer regarding the collection of fiscal information.*

Data Collection Activities: Instruction Team

I. Guide for Observations of Facilities and Individual Classrooms

The Review Team needs to decide the overall condition of facilities, equipment, and technology in which classrooms reside. Individual classroom observations are conducted by the review teams to assess areas such as the type of instruction taking place, how the students interact in the class with each other and with teachers, and the types of materials used. *Please see **Appendix G** for a list of what to look for while observing facilities and individual classrooms.*

II. Group Interview with Students

In this interview, students are asked questions related to areas such as class satisfaction, knowledge of emergency procedures, and use of technology. *Please see **Appendix H** for a list of possible questions to ask during the group interview with the students.*

III. Interviews with Teachers (informally)

During the program review, the instruction team will have an opportunity to interact with teachers and engage in discussions about the program and teacher instruction. These are not structured interviews but informal occasions to gain more insight. For consistency and accuracy, please ask the **same** interview questions at each site. *Please see **Appendix I** for a list of questions that can be asked.*

IV. Review of Student Files

Student Files are reviewed to determine how well information is maintained and updated; i.e. Student Educational Plans (SEPs). *Please see **Appendix J** for a checklist of things to look for when reviewing student files.*

Note: Multiple copies of Appendices G, I, and J 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 fourteen categories, (b) decide on specific feedback (e.g., recommended actions), and c) jointly develop the narrative to support those decisions. Subsequent to the visit, the full report is drafted by the UGA facilitator and submitted to the UGA project office. UGA staff members forward copies to review team members for input and revision. The final draft is then submitted to the OAE. After reviewing and accepting the report, the OAE distributes the report to the SDA Program Administrator and organization head. With respect to confidentiality, **under no circumstances is a draft report of a review to be shared with any persons who did not participate in the review.**

The report for each on-site program review is prepared following these general guidelines:

a) Using the data collection notes developed from the appendices, the team discusses its findings for each of the program review categories relevant to the program. Using the information they have collected during the program review 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 fits 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 and Suggested Actions.

Documents Used In Report Preparation

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

1. Report Preparation Worksheets

Report preparation sheets are for possible use by the review team during the authoring session in collating information before determining scores and feedback. *Please see **Appendix K** for 14 Report Preparation Worksheets; one for each program review category.*

2. On-Site Program Review Worksheet for Determining Scores

Once the review team has completed their discussions about the individual categories, the team has to come to a consensus on the 14 scores. *Please see **Appendix L** for the worksheet to be used by the review team to record the overall score determined for each category.*

Instructions for Facilitators: Report Preparation

I. Discussion and Audiotaping

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 14 categories appearing in the **"On-Site Program Review Score Sheet" in Appendix L** of the program review. During this discussion that is **not** audiotaped, the review team should:

- Evaluate the data that they have pertaining to each category,
- Reach a consensus "score" for each category (scores of 1, 2, 3, 4, and 5 are acceptable), and
- Decide what evidence to cite in order to support the scores. This is especially important with respect to scores of 1, 2, and 5.

After lunch, the review team should hold an audiotaped "authoring session" in which you specify exactly what will be in the report. Please run a digital recorder and an audiotape recorder to ensure that we have at least one good copy. In order to facilitate transcription, please record your information for each category in the follow 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 justifies the rating

Be sure to label with the *SDA #* and if you have to use more than one tape, please add a notation such as "tape 1 of 2".

II. Transcription

The two recordings from the program review are to be delivered to the project team no later than the Monday following the on-site review. UGA will transcribe the tapes and will send a Word document to the UGA Facilitator that will serve as the shell for the report.

III. Final Report Writing and Subsequent Events

Once the facilitator receives the shell document, 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. Therefore, nothing should be in the executive summary that is not also in the main document. It is a summary of that *document*, not a section in which to make new observations. This is critically important with respect to the listing of *required actions*, *recommended actions*, and *suggestions for* *improvement*; 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 item in a main report category must also appear in the executive summary. In addition, in no case should a category rating appear without accompanying text. If the rating is "meets requirements," you might have a single sentence saying that everything is satisfactory.

IV. 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.

Appendix A

INTERVIEW QUESTIONS FOR PROGRAM ADMINISTRATORS

PROGRAM LEADERSHIP

1. Program Planning: How do you develop, implement, and manage program planning? Explain how you use internal and external needs assessments, program evaluation data, reports of program improvements, and strategic plan(s) and updates to conduct program planning. **Documents**: ▪ Needs assessments (internal, external) documents ▪ Program evaluation data ▪ Reports of program improvements, strategic plan, and updates
2. **Continuous Program Improvement**: How do you collect information and use feedback for continuous improvement? In what ways do you use input and feedback from all stakeholders, organization surveys, student surveys, and strategic action plans? **Documents**: ▪ records of staff meetings ▪ training records ▪ methods for input and feedback from all stakeholders ▪ organization surveys ▪ student surveys ▪ strategic and action plans
3. **Institutional Support:** How well is your program supported by the home institution, including funding, facilities, equipment, and technology? In what ways are you involved with the larger organization in which your program is located?

4. Staff Hiring and Retention Practices: How do you hire and retain staff? How much turnover do you experience in your teaching staff? **Documents**: ▪ written policies and other relevant documents
5. **Emergency Operations Plan:** What are the procedures related to your Program's Emergency Operations and Safety Plan function? **Documents**: ▪ written policies and procedures ▪ training plans for staff and students ▪ availability of plan to staff and students

MANAGEMENT OF PROGRAM RECORDS

6. **Documentation of Learning Outcomes:** How does your Program maintain records of learning outcomes? **Documents** (GALIS and NRS reports) for: ▪ GED® completions ▪ level completions ▪ student assessment data ▪ student goal attainment ▪ postsecondary enrollment; employment gain

7. Implementation of NRS: How do you use GALIS reports to maintain student records and to provide accurate data for NRS reports? **Documents**: ▪ local policy/ guidelines ▪ local GALIS reports ▪ edit check and error reports ▪ data matching results information ▪ GALIS student records ▪ job descriptions training records
8. Student Follow-up Measures: Explain the processes that you use for data quality to ensure accurate follow-up measures? **Documents**: ▪ information about data matching and confidentiality release form included in orientation information ▪ confidentiality release of information appropriately documented on Intake Assessment Forms ▪ follow-up surveys ▪ self-reporting
9. Recruitment, Outreach and Retention Plans: How are the recruitment and retention plans implemented and do they meet the needs of the population within the program area including low-income, individuals with disabilities, single & displaced homemakers, and limited English proficiency? **Documents**: ▪ program files ▪ needs assessments ▪ brochures, announcements, and advertisements ▪ student records

10. Student Intake Process: What are the procedures for student intake and orientation? **Documents**: ▪ written intake policies and procedures ▪ orientation plan/materials ▪ randomly selected intake assessment forms ▪ training activities
11. Student Records: Where are student permanent records located? Who maintains them, how are they updated, how are they secured who has access to them? **Documents:** ▪ 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.) ▪ Underage Permission to Enroll form (if applicable) ▪ documentation of diagnosed learning disability and/or special accommodations (if applicable) ▪ student educational plans ▪ attendance records (i.e., student sign-in sheets)
12. Student Assessment: What are your procedures related to assessing student progress? Do you implement approved standardized tests? **Documents**: ▪ 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

13. **Personnel Records:** How do you maintain your personnel records and how do you verify teacher qualifications?

Documents:
- 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

STAFF DEVELOPMENT

14. **Access to Staff Development:** How well is systematic staff development implemented for full and part-time teachers, teacher aides, administrative staff, and volunteers?

Documents:
- 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
- SD reports from GALIS
- UGA on-line courses

15. Staff Development Activity: To what extent have staff members participated in staff development activities within the past two years?

Activity	Number of Participants					
	Full-time teachers	Part-time teachers	Admin-istration	Volunteers	Support Staff	Other
Online Staff Development						
Annual Fall Institute						
Teacher's Academy/COABE Regional Meeting						
Special Initiatives Training						
NRS/Assessment Policy Training						
GALIS Training						

16. **Training for GALIS and NRS:** How are teachers and support staff appropriately and adequately trained to use GALIS and NRS reporting?

Documents:
- records for local and state staff development training
- job descriptions
- training plans
- workshop evaluations

17. **Evaluation of Staff Development**: How do you evaluate staff development and how is evaluation data used to plan future staff development activities?

Documents:
- agendas
- memos
- reports

COLLABORATION

18. **Collaboration:** How does the program collaborate with other community agencies and how often do you meet formally with them? **Documents**: ▪ letters of agreement, memoranda of understanding, etc. ▪ community resource lists ▪ budgets
19. **Advisory Committee:** To what extent does your Program work with each county to develop and implement long-term plans? **Documents**: ▪ community plan ▪ schedules and minutes of meetings
20. **Local Workforce Investment Board:** To what extent is your Program involved with the Local Workforce Investment Board (if applicable)? **Documents**: ▪ Local Workforce Investment Board plans ▪ meeting notes ▪ intra-agency agreements ▪ reports
21. **One-Stop*:*** To what extent is the Program involved in One-Stop (if applicable)? **Documents:** ▪ financial records ▪ memoranda of understanding ▪ brochures ▪ other promotional information

SERVICE COVERAGE

As part of the program review, please make sure that all students have reasonable access to educational services. In making this assessment please use the following questions:

22. Do you believe the program is meeting the educational needs of all the adults in the counties that your SDA covers? (or) Could you tell us what educational services are provided in each of the counties of your SDA?
23. Are you offering services for learners at all educational levels and for ESL? Where and on what schedule are these offered? What documentation can you provide that demonstrates your efforts to serve all segments of the community?
24. Does your program offer both day and evening classes? Do you think you have adequate coverage in both time frames? To what extent does your program offer flexible scheduling, i.e., classes that meet outside the normal Monday-Friday 9-6 timeframe or that meet on Saturday or Sunday? **Documents**: ▪ site map
25. Do you think there are people within your Service Delivery Area who are not receiving the services offered by your Program? Please describe and say how you will address this.

Appendix B

INTERVIEW QUESTIONS FOR PRESIDENT OR SCHOOL SUPERINTENDENT

1. What is your perspective of the program?
2. How is the program integrated into the mission of the institution?
3. What support is provided to assist students' transition from the literacy program into postsecondary educational opportunities?
4. In what ways does the institution support the program (financial, materials, technology, etc)?
5. How are resources allocated to the program?
6. What else would you like to tell us about the program?

Appendix C

INTERVIEW QUESTIONS FOR ADMINISTRATIVE STAFF

1. What is your position / job responsibilities?
2. How long have you been working in this position/program?
3. How are you involved in program planning and improvement efforts?
4. How are you involved in conducting needs assessments, planning, and implementing organization changes?
5. What methods are in place for collecting and using information and suggestions for continuous feedback?
6. How is the emergency plan used?
7. How did you learn about it?
8. How are you trained in emergency procedures?
9. What is your responsibility in an emergency?
10. Whose responsibility is it to maintain the current emergency evacuation plan and implement it if necessary?
11. How are students made aware of and trained in emergency procedures?

Appendix C / p. 2

(Interview Questions for Administrative Staff, cont'd)

12. What is your role in collecting and reporting student data?
13. How are you trained to do this?
14. How do you make sure that student data are entered accurately into GALIS?
15. How does the program try to serve all of the people in the community that need access to adult education classes (including low-income, individual with disabilities, single & displaced homemakers, limited English proficiency)?
16. What is the student intake process? What is your role in this? How were you trained?
17. How are student records maintained?
18. Where are students records located, who has access to them, who maintains them, when are they updated, how are they updated, how is security maintained?
19. How are students assessed (if part of your role)?
20. How do you learn to do student assessments (if part of your role)?
21. What types of staff development do you have the opportunity to take part in?

22. Is staff development usually available in the areas that you need? What have been recent topics? What topics would be useful?
23. How have you been trained in the requirements for the National Reporting System?
24. What type of training have you had about data collection and GALIS reporting procedures?
25. If you have been involved in the implementation of a special initiative (one identified by OAE), what has been your role?
26. What kind of orientation or training did you receive for this initiative?
27. Based on your experience in this position, what administrative processes work well (what shouldn't be changed) and why?
28. What changes would you suggest in the program administrative processes and why?

Appendix D

INTERVIEW QUESTIONS FOR TEACHERS
(Related to Program Management and Leadership)

1. What is your teaching position?
2. How long have you been teaching in this program?
3. Based on your experience in this position, what administrative processes work well (what shouldn’t be changed) and why?
4. What changes would you suggest in the program administrative processes and why?
5. How are you involved in program planning and improvement efforts?
6. How are you involved in conducting needs assessments, planning, and implementing organization changes?
7. What methods are in place for collecting and using information and suggestions for continuous feedback?

Appendix D / p. 2

(Interview Questions for Teachers, cont'd)
(Related to Program Management and Leadership)

EMERGENCY PROCEDURES

8. How is the emergency plan used?
9. How did you learn about it?
10. How are you trained in emergency procedures?
11. What is your responsibility in an emergency?
12. Whose responsibility is it to maintain the current emergency evacuation plan and implement it if necessary?
13. How are students made aware of and trained in emergency procedures?

Appendix D / p. 3
(Interview Questions for Teachers, cont’d)
(Related to Program Management and Leadership)

PROCEDURES RELATED TO STUDENTS

12. What is your role in collecting and reporting student data?
13. How are you trained to do this?
14. How do you make sure that student data are entered accurately into GALIS?
15. How does the program try to serve all of the people in the community that need access to adult education classes (including low-income, individuals with disabilities, single & displaced homemakers, limited English proficiency)?
16. What is the student intake process? What is your role in this? How were you trained?
17. How are student records maintained?
18. Where are students records located, who has access to them, who maintains them, when are they updated, how are they updated, how is security maintained?
19. How are students assessed (if part of your role)?

Appendix D / p. 4
(Interview Questions for Teachers, cont'd)
(Related to Program Management and Leadership)

TRAINING AND DEVELOPMENT

20. How do you learn to do student assessments (if part of your role)?
21. What types of staff development do you have the opportunity to take part in?
22. Is staff development usually available in the areas that you need? What have been recent topics? What topics would be useful?
23. How have you been trained in the requirements for the National Reporting System?
24. What type of training have you had about data collection and GALIS reporting procedures?

Appendix E

INTERVIEW QUESTIONS FOR COLLABORATIVE PARTNERS

1. What types of agreement do you have with the program?
2. In what ways do you and the program collaborate?
3. How often do you meet formally?
4. How do you work with the program to avoid unnecessary duplication?
5. How are joint or cooperative services publicized to the community?
6. How do you work with the program to enhance instruction?
7. How do you jointly try to address the needs of all segments of the community population (including low-income, individual with disabilities, single & displaced homemakers, limited English proficiency)?
8. How are extended support services provided to students?

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

9. How is your Advisory Committee organized?
10. What is the role of your Advisory Committee?
11. What are the major activities undertaken by your Advisory Committee?
12. What role does the Advisory Committee have in developing the long-term plan?
13. How often does the Advisory Committee meet?

Appendix E / p. 2
(Interview Questions for Collaborative Partners, cont'd)

(If applicable)

14. How do you work together on the Local Workforce Investment Board?
15. How is the 5-year plan for Title I activities and services in your local area developed and implemented?

(If applicable)

16. How are core services offered through One-Stop?
17. How does this coordinated effort work?

Appendix F

REVIEW OF FISCAL INFORMATION

COLLECTING INFORMATION ON FISCAL MANAGEMENT: The Administrative team will submit a one paragraph description of how the fiscal matters are handled in accordance with the following questions:

1. How well are budget records and approvals maintained?   **Documents**: ▪ budget documents ▪ documentation of approval(s)
2. To what extent does the Program allocate state and federal funds appropriately?   **Documents**: ▪ approved budgets ▪ payroll records ▪ monthly requisitions
3. How are financial records maintained and safeguarded?
4. Describe the Program's purchasing and expenditure procedures. How well is it working for the program?
5. Describe the Program's local approval process for the use of travel funds. How well is it working for the program?

Appendix G

GUIDE FOR OBSERVATIONS OF FACILITIES AND INDIVIDUAL CLASSROOMS

(The focus of this data collection activity is on the facilities, equipment, technology, and classroom instruction)

***Name of Site*________________________________**

FACILITIES, EQUIPMENT, AND TECHNOLOGY (answer these 9 questions only once per site)

1. How adequate is the overall physical plant in which the classrooms and offices reside? What does the building look like?
2. How well is it maintained?
3. Are the overall facilities clean and well lit?
4. Are emergency plans posted by the door and easily visible in each classroom?
5. What technology is available for students and teachers to use?
6. Is the technology adequately maintained?
7. To what extent are appropriate technologies and equipment (computers, Internet, video, audio, etc.) available to all students (levels and type of classes)?
8. To what extent do the Program's overall facilities provide a comfortable, non-threatening environment for adult learning?
9. How well are the overall equipment, supplies, and materials maintained?

GUIDE TO OBSERVATIONS OF FACILITIES AND INDIVIDUAL CLASSROOMS

(The focus of this data collection activity is on the facilities, equipment, technology, and classroom instruction)

***Name of Site*_______________________________**

CURRICULUM AND INSTRUCTION (answer these 14 questions for each classroom observed)

10. What type of class is it?
11. What does the classroom look like?
12. How would you describe the classroom furnishings?
13. How well is the classroom maintained?
14. Do the students look comfortable?
15. What technology is available for students to use? How is it being used?
16. What learning materials are available for students to use? How are they being used?
17. Does the material appear to be appropriate for the students in the class?
18. What instructional strategies is the teacher using?
19. Do the instructional strategies appear to be appropriate for the students in the class and the material being taught?
20. How does the teacher work with struggling students?
21. If there are teacher aides, what are they doing?
22. Are student records complete and properly maintained?
23. What student recognition is visible in the classroom?

Appendix H

INTERVIEW QUESTIONS FOR STUDENTS

1. How did you learn about this program?
2. How long have you been enrolled in this program?
3. What is your goal when you complete this program?
4. How well is the program meeting your goal(s)?
5. Tell us about what you had to do to enroll in the program?
6. What do you think about the registration process for classes?
7. What changes would you suggest making in the enrollment or registration process?
8. What do you think about your classroom? Is it comfortable? Are there distractions that keep you from learning?
9. How do you know what to do in case of an emergency in the classroom?
10. What is your typical day in school like?
11. Tell us a little about your class(es). What does the teacher usually do? What do you usually do?
12. What are some of the activities that you do in class?

Appendix H / p. 2
(Interview Questions for Students, cont'd)

13. How many hours are you in class each week?
14. Do you have the books and other materials you need for your classes?
15. What do you think about the books and other materials that you use?
16. What type of equipment or computers do you have in your class and how are they used?
17. How often do you use the computers? Who decides when you can use them?
18. [If there is a technology lab] How many hours do you use the lab each week and for what purposes?
19. What do you think about the software programs that are on the computers you use?
20. How does using the computer help you with your work?
21. How do you find out how you are doing with your schoolwork?
22. How are the things you accomplish in school recognized?
23. How satisfied are you with the program?
24. What do you like best about the program?
25. What suggestions would you make to improve the program and why?

Appendix I

QUESTIONS FOR INFORMAL INTERVIEWS WITH TEACHERS

(Related to Instruction and Curriculum)

***Name of Site*________________________________**

Note: Your task here is to talk to teachers informally to find out as much as you can about their experiences teaching. We provide more questions than you can ask so please use your judgment. However, those **questions that are bolded must be asked.** Also, if student folders are kept in the classroom, ask to review some randomly selected folders for accuracy and completeness.

FACILITIES AND OPERATIONS

1. **How do the classrooms and other teaching facilities affect your teaching decisions and the strategies you use? What would improve the facilities?**
2. **How do you think the facilities affect the students' learning?**
3. How are class schedules (length of classes and time of day) determined?

USE OF TECHNOLOGY

4. **What technologies are available for you to use in your classroom? Do you use them?**
5. How do you think the available technology affects learning in the classroom?
6**. How are the equipment and technology maintained?**
7. What is the procedure for obtaining supplies? Are requests handled in a timely manner?

Appendix I / p. 2

(Questions for Informal Interview with Teachers, cont'd)
(Related to Instruction and Curriculum)

***Name of Site*________________________________**

STAFF DEVELOPMENT

8. **What types of staff development do you have the opportunity to take part in? How is this scheduled?**
9. Is staff development usually available for the topics that you need? What have been recent topics and what other topics would you recommend?

RECRUITMENT, RETENTION AND TEACHING

10. **What strategies do you use to recruit students?**
11. **What strategies do you use to improve retention in your classes?**
12. Tell us how you interact with students in the classroom? Describe a typical class and how you decide what to teach.
13. What are typical assignments and workloads for students (appropriate in degree of difficulty and expectations?
14**. What types of instructional strategies do you use in the classroom? How do you select or decide which instructional strategies to use? (based on or consistent with research?)**
15. **What materials and software are available for you to use in your classroom? Do you feel you have a sufficient quantity of materials for students on the various levels you teach?**
16. How do you select teaching materials to support the curriculum?
17. How do you use the available materials and software in your instruction? How do they affect your teaching and student learning in the classroom?

Appendix I / p. 3

(Questions for Informal Interview with Teachers, cont'd)
(Related to Instruction and Curriculum)

***Name of Site*_______________________________**

18. How do you develop an SEP for each student? How do you use the SEP in your instruction?
19. How do you connect the instructional material with the experience of your students? How do you accommodate each student's learning needs?
20. What materials and software are available for you to use in your classroom? Do you use them in your instruction?

CLASSROOM/INSTRUCTIONAL SUPPORT Questions related to Teacher's Aides (if applicable)

23. How many teacher aides (volunteers) assist in your classroom?
24. What is the role of the teacher aides (volunteers)? What training do they receive?
25. How do they help you provide instruction?
26. **How do you give students feedback on testing and other instructional progress?**

(Questions for Informal Interview with Teachers, cont'd)
(Related to Instruction and Curriculum)

***Name of Site*______________________________**

STUDENT FEEDBACK AND RECOGNITION

27. What are the procedures for referring students with special needs? What type of training have you received in this area?
28. How are assessments used to inform instruction?
29. How have you been trained to administer assessments? When and how are pre and post assessments done?
30. How are students recognized for their achievements?
31. **Overall, what suggestions would you make to improve the curriculum and instruction in the program and why?**

Appendix J

STUDENT FILES CHECKLIST

***Name of Site*______________________________**

I. INTAKE ASSESSMENT FORM	Satisfactory?	Notes
1. Student Demographic Information		
2. Student Status		
3. Special Populations/Needs (if applicable)		
4. Short-term and Long-term Goals (jointly agreed upon by student and teacher)		
5. Completed Signatures and Dates		
6. Educational Functioning Level		
7. Test Data		
8. Updated Adult Learner Conference Notes (quarterly at a minimum)		

II. STUDENT EDUCATION PLAN	Satisfactory?	Notes
9. Demographics		
10. Academic Area and Level		
11. Curriculum Framework Indicators		
12. Assigned Materials		
13. Start / End Date		
14. Performance Outcomes		

III. OTHER	Satisfactory?	Notes
15. Assessment Data		
16. Underage Youth Paperwork (if applicable)		

Appendix K

REPORT PREPARATION WORKSHEET

Quality of Program Administration

Category 1: Program Leadership

Data Sources - Interview with the Program Administrator (Appendix A) - Interview with Administrative Staff (Appendix C) - Interview with Teachers (Appendix D & I) - Interview with Students (Appendix H)
Notes:

REPORT PREPARATION WORKSHEET

Quality of Program Administration

Category 2: Management of Program Records

Data Sources - Interview with the Program Administrator (Appendix A) - Interview with Administrative Staff (Appendix C) - Interview with Teachers (Appendix D & I) - Interview with Students (Appendix H) - Review of Student Files (Appendix J)
Notes:

REPORT PREPARATION WORKSHEET

Quality of Program Administration

Category 3: Staff Development

Data Sources - Interview with the Program Administrator (Appendix A) - Interview with Administrative Staff (Appendix C) - Interview with Teachers (Appendix D & I)
Notes:

REPORT PREPARATION WORKSHEET

Quality of Program Administration

Category 4: Collaboration

Data Sources - Interview with the Program Administrator (Appendix A) - Interview with Collaborative Partners (Appendix E)
Notes:

Appendix K / p. 5

REPORT PREPARATION WORKSHEET

Quality of Program Administration

Category 5: Service Coverage

Data Sources: - Interview with the Program Administrator (Appendix A) - Interview with Administrative Staff (Appendix C) - Interview with Teachers (Appendix D & I) - Interview with Students (Appendix H)
Notes:

REPORT PREPARATION WORKSHEET

Quality of Instruction

Category 6: Instructional Facilities, Equipment and Technology

Data Sources - Facilities and Individual Classroom Observations (Appendix G) - Interview with Teachers (Appendix D & I) - Interview with Students (Appendix H)
Notes:

REPORT PREPARATION WORKSHEET

Quality of Instruction

Category 7: Instruction for Adult Basic Literacy Students

Data Sources - Facilities and Individual Classroom Observations (Appendix G) - Interview with Students (Appendix H) - Interview with Teachers (Appendix D & I) - Review of Student Evaluations
Notes:

REPORT PREPARATION WORKSHEET

Quality of Instruction

Category 8: Curriculum for Adult Basic Literacy Instruction

Data Sources - Interview with Teachers (Appendix D & I) - Interview with Students (Appendix H) - Review of Student Files (Appendix J) - Review of books and other materials, student evaluations, current curriculum, software course schedules for duration of classes, course outlines for intensity of instruction, written policies, classroom/program displays
Notes:

REPORT PREPARATION WORKSHEET

Quality of Instruction

Category 9: Instruction for Adult Secondary Education

Data Sources - Facilities and Individual Classroom Observations (Appendix G) - Interview with Students (Appendix H) - Interview with Teachers (Appendix D & I) - Review of Student Evaluations
Notes:

REPORT PREPARATION WORKSHEET

Quality of Instruction

Category 10: Curriculum for Adult Secondary Instruction

Data Sources - Interview with Teachers (Appendix D & I) - Interview with Students (Appendix H) - Review of Student Files (Appendix J) - Review of books and other materials, student evaluations, current curriculum, software, course schedules for duration of classes, course outlines for intensity of instruction, written policies, classroom/program displays
Notes:

REPORT PREPARATION WORKSHEET

Quality of Instruction

Category 11: Instruction for ESL Students

Data Sources - Facilities and Individual Classroom Observations (Appendix G) - Interview with Students (Appendix H) - Interview with Teachers (Appendix D & I) - Review of Student Evaluations
Notes:

REPORT PREPARATION WORKSHEET

Quality of Instruction

Category 12: Curriculum for ESL Instruction

Data Sources - Interview with Teachers (Appendix D & I) - Interview with Students (Appendix H) - Review of Student Files (Appendix J) - Review of books and other materials, student evaluations, current curriculum, software course schedules for duration of classes, course outlines for intensity of instruction, written policies, classroom/program displays
Notes:

REPORT PREPARATION WORKSHEET

Quality of Instruction

Category 13: Instruction for EL Civics Students

Data Sources - Facilities and Individual Classroom Observations (Appendix G) - Interview with Students (Appendix H) - Interview with Teachers (Appendix D & I) - Review of Student Evaluations
Notes:

REPORT PREPARATION WORKSHEET

Quality of Instruction

Category 14: Curriculum for EL Civics Instruction

Data Sources - Interview with Teachers (Appendix D & I) - Interview with Students (Appendix H) - Review of Student Files (Appendix J) - Review of books and other materials, student evaluations, current curriculum, software course schedules for duration of classes, course outlines for intensity of instruction, written policies, classroom/program displays
Notes:

Appendix L

ON-SITE PROGRAM REVIEW WORKSHEET FOR DETERMINIG SCORES

Assessment Area	Category	Score	Comments & Notes
Quality of Administration	1. Program Leadership		
	2. Management of Program Records		
	3. Staff Development		
	4. Collaboration		
	5. Service Coverage		
Quality of Instruction	6. Instructional Facilities Equipment, and Technology		
	7. Instruction for Adult Basic Literacy Students		
	8. Curriculum for Adult Basic Literacy Instruction		
	9. Instruction for Adult Secondary Students		
	10. Curriculum for Adult Secondary Instruction		
	11. Instruction for ESL Students		
	12. Curriculum for ESL Instruction		
	13. Instruction for EL Civics Students		
	14. Curriculum for EL Civics Instruction		