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# Overview

All Adult Education and Family Literacy Act (AEFLA) grantees receive a formal on-site review from the Colorado Department of Education’s (CDE) Office of Adult Education Initiatives (AEI) at least once within each three year grant cycle. Additionally, grantees that are identified as “High Risk” via the [AEI Risk Assessment](http://www.cde.state.co.us/cdeadult/grantees/handbook/risk-assessment) at the beginning of any given program year will receive a formal on-site review during that program year.

The primary purpose of the on-site review is to verify grantee accountability for program implementation and management, which includes compliance with appropriate federal and state laws. A secondary purpose is to identify grantee needs for technical assistance. During the on-site review, members of AEI will review and evaluate documentation, interview program personnel and learners, and observe sites and programming. The team may request additional materials and information as needed. Depending on the findings of the on-site review, the grantee may be put on a Program Improvement Plan (PIP) or Corrective Action Plan (CAP).

Within 30 business days of the monitoring visit, AEI will provide a final version of this On-Site Review report to the grantee, including a short summary of findings. If items are found to be non-compliant a program improvement plan and/or a corrective plan may be put in place depending on the nature of the items that are not in compliance.

# Basic Information

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| Program Year | AEFLA Award Amount | IELCE Award Amount | Visit Type |
| 2017-2018 | $ | $ | * Triennial * At-Risk |

# Contact Information

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| Grantee Authorized Representative | | AEI Primary Contact & On-Site Review Leader | |
| **Name, Title** |  | **Name, Title** |  |
| **Telephone** |  | **Telephone** |  |
| **Email** |  | **Email** |  |
| Grantee Primary Contact | | AEI On-Site Reviewer | |
| **Name, Title** |  | **Name, Title** |  |
| **Telephone** |  | **Telephone** |  |
| **Email** |  | **Email** |  |
| Grantee Fiscal Contact | | AEI On-Site Reviewer | |
| **Name, Title** |  | **Name, Title** |  |
| **Telephone** |  | **Telephone** |  |
| **Email** |  | **Email** |  |

# Peer Review (Optional)

AEI, as part of the on-site review process and as is identified in the CO WIOA State Plan, supports grantees utilizing a Peer Review process. This process includes inviting a Peer Reviewer from another adult education program with expertise in an area of quality improvement. The efforts of the Peer Reviewer will support the grantee to improve practices and enhance delivery. The process of selecting the area of focus for the Peer Review will be based on the needs of the grantee and agreed upon by the program’s AEI Program Coordinator and the program’s director.

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| Peer Reviewer | |
| **Name, Title** |  |
| **Telephone** |  |
| **Email** |  |
| **Expertise** |  |

# Pre-Visit Document Review

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| Documents Grantee Sends to Adult Education Program Coordinator | | |
| **Pre-Review Documentation**  *Grantees must place the following items into a Syncplicity folder set up by the AEI Program Coordinator at least two weeks prior to the On-Site review.* | **Grantee Comments** | **AEI Staff Comments** |
| 1. List of current staff that are paid by federal AEFLA/IELCE funds, match and program income, including:    1. Hours Per Week    2. Title    3. TABE and/or CASAS assessment administrator certified, as applicable    4. LACES users and their LACES access/role.    5. Assessment Coordinator    6. Assessment Administrators    7. Accessible Design Coordinator    8. Fiscal Contact |  | *AEI will review the current staff list in conjunction with:*   * *Staff salaries outlined in the AEFLA/IELCE budget(s)* * *the services outlined in the application* * *AEI’s list of certified assessment administrators* * *AEI’s list of LACES users and roles* |
| 1. Job descriptions for AEFLA-funded staff positions, including:    1. LACES System Administrator    2. Assessment Coordinator    3. Assessment Administrators    4. Accessible Design Coordinator    5. Fiscal Contact   \*Please note that separate job descriptions for these AEI-defined roles are not required, but job descriptions submitted for these roles should indicate the relevant responsibilities. |  | *AEI will review the job descriptions in conjunction with state policies to ensure required responsibilities are addressed.* |
| 1. Revenue and expenditure detail reports for the current fiscal year (beginning July 1, 2017). The reports must clearly show federal funds, match, and program income. |  | *AEI will review the revenue and expenditure detail reports with the CDE’s Grants Fiscal Office to ensure:*   * *Federal, match, and program income funds are clearly labeled* * *Program income is in a separate account* * *Costs are allowable* |
| 4. Memorandums of Understanding (MOU) and/or partnership contracts that utilize AEFLA/IELCE funds (if not already on file with AEI office). |  | *AEI will review the MOUs/contracts in conjunction with:*   * *Partnerships outlined in the application* * *Funds outlined in agreements match the funds in the AEFLA/IELCE budget(s)* |
| 5. Schedules   * 1. Current class schedule, including instructor name(s) and class level(s)   2. Class descriptions   3. Intake/Orientation Schedule   4. Testing Schedule |  | *AEI will review the class schedule in conjunction with:*   * *services outlined in the application* * *Colorado State Assessment Policy, including that the testing schedule aligns with a managed enrollment process and the requirement that post-testing is available after a minimum of 40 hours of instruction* |
| 6. Marketing Materials |  | *AEI will review the marketing materials in conjunction with:*   * *services outlined in the application* * *Colorado State Accessible Design Policy* * *responses to interview questions about target populations* |
| 7.Current year’s professional learning schedule/tracking document, including:   * 1. Title/topics of professional learning offerings staff attend   2. Internal or external   3. Date   4. Attendance information   5. Format   6. Length (hours)   7. Sign-In Sheets and Agendas (if available) |  | *AEI will confirm that a professional learning tracking system is in place that conforms to the Colorado State Professional Learning Plan.* |
| 8. Conflict of Interest Policy |  | *AEI will confirm that a conflict of interest policy is available and on file.* |
| 9. Review the On-Site Review Activities outlined on page 5 that are required during the visit. Use this information to draft the on-site review agenda. Please consider travel time (if necessary). AEI may require edits to the agenda and will discuss this on a phone call at least three days before the on-site review. |  |  |

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| On-Site Review Activities | | |
| **Staff Member** | **Format** | **Estimated Time** |
| Local Assessment Coordinator | Interview, Document Review, Testing Room Observation, Materials Storage Observation | 60 minutes |
| (Differs by Program) | Intake and Orientation Interview or Observation | 60 minutes |
| Accessible Design Coordinator | Interview and Materials Storage Observation | 60 minutes |
| Fiscal Manager | Interview | 60 minutes |
| One to Three Instructors Representative of Program Offerings  (If the program is providing ESL, one person needs to be an ESL instructor) | Interview | 45 minutes per instructor; total of 2 hours and 15 minutes |
| One to Three Instructors Representative of Program Offerings  (If the program is providing ESL, one observation needs to be in an ESL class. The observations do not have to be the same as the instructors that are interviewed.) | Observation | 20 minutes per observation; total of 60 minutes |
| A Group of ABE/ASE Learners Representative of Program Offerings | Group Interview | 20 minutes |
| A Group of English Language Learners Representative of Program Offerings | Group Interview | 20 minutes |
| Program Director | Interview | 90 minutes |

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| AEI Staff Pre-Visit Review | |
| **Pre-Review Documentation – AEI Staff** These are documents that state AEI staff already have on file and will review prior to the on-site review. | **AEI Staff Comments** |
| 1. Grant application and any program updates/revisions for the current program year |  |
| 1. Program budget(s) |  |
| 1. Requests for Funds (RFF) to ensure drawdowns are requested at least quarterly |  |
| 1. Program Income Policy |  |
| 1. Monthly Data Monitoring Reports |  |
| 1. Local Data Procedures Policy |  |
| 1. Local Assessment Procedures Policy |  |
| 1. Accessibility Design Policy |  |
| 1. Approved Distance Learning Programs (if applicable) |  |
| 1. MOUs and/or contracts |  |
| 1. Open Program Improvement Plans and/or Corrective Action Plans (if applicable) |  |

# On-Site Visit Evidence Collection

The following tables outline what evidence will be collected during the on-site visit by AEI staff. Findings for each item will be labeled as compliant (“C”) or non-compliant (“NC”) once the on-site visit has concluded. For a few items, in particular the instructor observations, AEI is in the process of gathering information to form a baseline for technical assistance in the future. Those items will be labeled “N/A” in the “Finding” Column.  
  
Please consider sharing this document with any and all relevant staff members in preparation for the visit.

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| Local Assessment Coordinator Interview (Approx. 60 minutes) | | | | |
| **Item** | **Citation** | **AEI Look-Fors** | **Evidence Collected** | **Finding** |
| Describe how the assessment schedule is developed. Please include differences by site/location and between pre- and post-testing, if any. | Colorado Assessment Policy | Assessment schedule was developed in consideration of intake/orientation schedules, managed enrollment processes, and the requirement to post-test at a minimum at the end of each unit of instruction. |  |  |
| How do you know when a student needs to take a test? Include differences by site/location and between pre- and post-testing, if any. | Colorado Assessment Policy | Ensure that all new students are pre-tested before attending classes, that returning learners are pre-tested before attending classes each FY and PoP and that continuing learners are pre-tested each FY.    Ensure that learners are post-tested at 40 hours or a higher threshold listed in the grantees LAP, or at a minimum at the end of each unit of instruction. AEI is checking that learners are post-tested early if they demonstrate readiness or are leaving the program. |  |  |
| Describe how the program determines what subject areas new learners and returning learners will be tested in. | Colorado Assessment Policy | Students are tested in reading, mathematics, or language.  Students are taking assessments in the content areas of demonstrated need that they will be receiving instruction. |  |  |
| Are there situations where learners start classes before they are tested? | Colorado Assessment Policy | New and returning learners do not start classes before being assessed each FY and PoP. |  |  |
| Describe how the appropriate assessment form and level are determined for testing. | Colorado Assessment Policy | The locator and appraisal are being used for new learner pre-tests.  For continuing/returning learners, the most recent assessment is used to determine the next form and level if the assessment was administered within the last six months.  Post-tests are assigned using an alternate form if administered within the same six-month period and that programs are using the vendor next form/level charts based on the last test form/score. |  |  |
| Describe local processes for when a learner is post-tested early. | Colorado Assessment Policy | Local controls during assessment scheduling to identify when a post-test is early, that the director signature is secured prior to early post-testing the learner, and that the instructional hours exception is completed and uploaded in LACES. |  |  |
| Please show us your assessment inventory tracking sheet for one site/location. | Colorado Assessment Policy, Assessment Assurances | There is an inventory system in place. |  |  |
| Describe how you provide testing accommodations, including:   * How do you know a student needs accommodations? * How do you administer various testing accommodations (i.e., extra time, audio, braille) and under what circumstances? | Colorado Assessment Policy | Official accommodations documentation is on file and followed (e.g. IEP).  Accommodations are consistently applied for each learner during all testing. |  |  |
| Please show us the assessment script that is read before each test.   * Is the same script used by all assessment administrators? * Is the amount of time a student has to take the test clear? | Colorado Assessment Policy | The same script is used by all assessment administrators.  The script used includes the amount of time for each test. |  |  |
| Do you utilize assessment proctors?  If so, what are there proctors’ responsibilities? | Colorado Assessment Policy | Proctors may not: Provide instructions at the beginning of a testing session, score tests, or advise learners on class placement based on their test scores. |  |  |
| Describe how assessments are scored.  Describe how you ensure re-testing occurs for out-of-range and invalid scores. | Colorado Assessment Policy | Vendor scoring charts are used when hand-scoring answer sheets.  Checks are in place for out-of-range and invalid scores which may require re-testing.  Re-testing occurs quickly after an invalid test administration. |  |  |
| Describe how testing results are communicated to learners and to instructional staff (if not involved in the testing process). Include how results are used to inform placement in, or advancement through classes. | Colorado Assessment Policy | Instructional staff have access to test scores.  Evidence that scores are used to place learners into and advance learners through classes.  Scores are used to design a program of study for the learner. |  |  |
| Does the program accept assessment scores from other organizations? If yes, describe the process for vetting and collecting that testing and scoring information. | Colorado Assessment Policy | Processes are in place to check the following:   * The test is an approved assessment listed in the state assessment policy; * The test was administered within the previous 6 months; * The complete battery was administered in the content area(s) needed (TABE only); * The administrator meets test administrator requirements outlined in this policy when the assessment was delivered\*; * The learner was given a locator/appraisal (if applicable) prior to pre-testing; and * All test procedures, e.g., time limits, etc., have been followed. |  |  |
| Please show us the room(s) you use for testing. . | Colorado Assessment Policy | Students would be far enough away from each other.  Visual aides are not available.  Space is quiet. |  |  |
| Please show us the locked area where assessment materials are kept. Describe which staff have access to the testing materials.  Where is the key kept when not in use? | Colorado Assessment Policy | Assessment materials are locked and can only be accessed by the local assessment coordinator.  Key is kept in a secure location. |  |  |
| Please show us the assessment training certifications you have on file. | Colorado Assessment Policy | A certificate is on file for all approved assessment administrators. |  |  |

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| Intake and Orientation Interview or Observation (Approx. 60 minutes) | | | | |
| **Item** | **Citation** | **AEI Look-Fors** | **Evidence Collected** | **Finding** |
| Describe how intake and orientation are scheduled. Include differences by site/location and between program types (ABE, ELA, etc.), if any. | Colorado Assessment Policy | Orientation and intake are taking place, they align with a managed enrollment process, are based on evidence/data, and align with assessment schedules. |  |  |
| What is the procedure if someone new wants to start services in the middle of a semester? | Colorado Assessment Policy | Managed enrollment process includes clear intake and orientation dates scheduled in advance that can be shared with new learners. |  |  |
| Do you have a waitlist? If so, how do you determine priority? | Colorado Assessment Policy | Waitlist process is consistently and equitably applied to all adults seeking services at the program. |  |  |
| Describe the topics addressed during orientation. Include differences by site/location and between program types (ABE, ELA, etc.), if any. | Colorado Assessment Policy | Includes evidence that topics covered set learners up for success.  Cross-reference against procedures listed in the LAP. |  |  |
| How does the orientation address learning needs through multiple forms of delivery? | Colorado Accessible Design Policy | Delivery of information addresses the needs of learners with disabilities. |  |  |
| How are learners informed that they can disclose learning needs? | Colorado Accessible Design Policy | Signs are posted at orientation, contact information for the Accessible Design Coordinator is provided. |  |  |
| Show or describe how required intake demographics are collected. | LACES Data Dictionary | * Processes in place for when learners do not report all required demographics * If using paper forms, document storage protocol * Processes in place to re-collect learner demographics during each new period of participation. |  |  |
| Show or describe how the importance of collecting Social Security numbers (SSN) is explained; Include how learners are informed that Social Security number reporting is not a requirement for programming. | LACES Data Dictionary | Grantee asks all learners for SSN at intake.  Explanation is provided that SSN reporting is not required for participation. |  |  |
| Show or describe how barriers to employment are explained to learners. | LACES Data Dictionary | A process is in place for describing barriers to employment.  Staff are not selecting barriers for learners during intake. |  |  |
| Show or describe how learners are informed of any fees or tuition, including when, how, and how much the learner needs to pay (if applicable). Include how the local Program Income Policy is followed in determining what amount, if any, the learner needs to pay. | Colorado State Program Income Policy | Program fees are explained during orientation and prior to enrollment.  Cross-reference against procedures listed in the local Program Income Policy. |  |  |
| Does the program share learner intake or assessment information with outside organizations? If yes, show learner data sharing consent forms. | Colorado Accessible Design Policy | If learner information is shared, review consent forms on file. |  |  |

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| Accessible Design Coordinator Interview (Approx. 60 minutes) | | | | |
| **Item** | **Citation** | **AEI Look-Fors** | **Evidence Collected** | **Finding** |
| Describe how accommodation needs are identified. | Colorado State Accessible Design Policy | All learners are notified of their right to disclose disabilities and use accommodations. Staff are not asking about disabilities. |  |  |
| How many students have asked for accomodations? Describe the process the program uses to determine whether or not an accommodation can be provided. Have any students been turned away? | Colorado State Accessible Design Policy | Documentation of decision-making process. If students have been turned away, the program made adequate attempts to provide services and/or made appropriate referrals. |  |  |
| Describe how staff that have access to learner disability information keep that confidential. | Colorado State Accessible Design Policy | Access to learner disability information is restricted to staff that need to implement accommodations.  Only staff trained to confidentially handle disability related information have access to that information. |  |  |
| Show how learning needs files for learners with accommodations are securely stored in a locked area with strictly limited access. | Colorado State Accessible Design Policy | All learning needs files are locked in a separate area from other folders to limit access. |  |  |
| To check that AEFLA paper and digital files are being kept for three years plus the current year, please show us 2 learning needs files (at random) from each of the three prior years and current year. | Colorado State Accessible Design Policy | Learning needs files are maintained and are kept separately from other files and to see if assessment accommodations were documented (if applicable). |  |  |
| Describe how staff members are trained on the Accessible Design policy. | Colorado State Accessible Design Policy | Cross reference with professional learning documentation provided before the visit. Topics covered and frequency/duration of training(s) are reasonable for staff preparation. |  |  |
| How are teachers supported when providing accommodations to learners? | Colorado State Accessible Design Policy | Cross reference with description of supports in Local Accessible Design Policy. |  |  |
| Describe how you ensure accommodations are correctly implemented. | Colorado State Accessible Design Policy | Instructional staff are provided information about accommodations and support to implement. Accommodations are monitored to see if they are correctly implemented. |  |  |
| Describe how learners are supported if they are not making progress for learners with disabilities. | Colorado State Accessible Design Policy | If a learner is showing no progress, the program has documented it and listed next steps. Cross reference with the local Accessible Design Policy. |  |  |
| Show how printed promotional materials, posted signs, and/or the website contain notices of equal access and/or direct individuals with disabilities to the program’s Accessibility Design Coordinator’s contact information for the purposes of requesting accommodations. | Colorado State Accessible Design Policy | All marketing materials, both print and digital, state the organization is an equal opportunity educational services provider and identify the ADC, provide his/her contact information, and state that requests for accommodations from individuals with disabilities should be directed to the ADC. |  |  |

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| Fiscal Manager Interview (Approx. 60 minutes) | | | | |
| **Item** | **Citation** | **AEI Look-Fors** | **Evidence Collected** | **Finding** |
| Describe your time and effort reporting processes, including monthly or quarterly certification. Time and Effort is required for all salaries paid with AEFLA/IELCE federal funds, match and program income. Does your time and effort for each of these funding sources conform to the Uniform Grant Guidance?    If not, would the appropriate staff be interested in technical assistance in this area? | Uniform Grant Guidance (C.F.R. §200.430) | Staff members certify with signatures the percentage(s) of their salaries that come from AEFLA/IELCE funds at least every six months, including program income and match if used for salaries.  There are records (such as timesheets) to support the distribution of an employee’s salary among different funding sources.  Process in place to reconcile budget estimates against actual activity. |  |  |
| Describe your accounting procedures for the AEFLA/IELCE federal, match and program income funds including:   * What are your internal controls? * How do you ensure funds are spent down each year? How do you ensure program income is spent prior to AEFLA/IELCE reimbursement requests? * Are there clearly distinguished expenditures and deposits for AEFLA & IELCE funds? How are these distinguished on the accounting system? [May need to ask for a crosswalk of the accounting system to show how AEFLA/IELCE federal and match income and expenditures are tracked. | Grantee Handbook, Grants Fiscal Section | There is a clear and consistent process for how budgets and expenditures are approved. Multiple people are involved in expenditure approval processes.  There is a clear process (including specific roles identified) for tracking budget to actuals and ensuring funds are spent down.  All AEFLA and all IELCE funds, including match and program income, are in their own accounts that are unrelated to other funds. |  |  |
| Show your program income (student fees) receipt book and describe your tracking system.  If not, would the appropriate staff be interested in technical assistance in this area? | Colorado Grantee Handbook, Fiscal Section & Colorado State Program Income Policy | Explanation matches the program income policy on file with AEI.  Program income tracking system must include:   * Pre-numbered receipts * Receipt duplicates - one for the learner and one kept on file at the program * Tracking system that includes payment date, amount paid, receipt number and purpose |  |  |
| (If applicable) Describe your fiscal tracking processes for any AEFLA and/or IELCE cost sharing with outside organizations. | AEFLA RFP | Processes in place to track and document incoming and outgoing funds with outside organizations. |  |  |

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| Instructor Interviews (Approx. 45 minutes per instructor) | | | | |
| **Item** | **Citation** | **AEI Look-Fors** | **Instructor Notes** | **Finding** |
| Tell us a little about yourself, including the classes you teach, how long you’ve been teaching here, and if you are ABEA certified. | N/A | N/A | **Instructor A**  **Instructor B**  **Instructor C** | **N/A** |
| If you are not ABEA Certified, how do you plan to get ABEA Certified? | AEFLA RFP, ABEA Policy,  WIOA Section 231(e)(9), and  C.R.S. 22-60.5-111 | If the instructor is not ABEA certified, the instructor has a clear plan for obtaining the ABEA within three years of their hire date with an AEFLA funded program. | **Instructor A**  **Instructor B**  **Instructor C** |  |
| Describe your instructional planning process.   * Describe the curriculum you use and any additional classroom resources used to support instruction. * Describe the research and/or evidence base for your instructional planning and curriculum/resources. * How are the College and Career Readiness Standards and the English Language Proficiency Standards used in your program? * Describe how you learn about the barriers your students have and the goals they have for being involved with the adult education program. * Describe how you incorporate technology to improve the quality of instruction and to benefit learners. * How is learner testing information (e.g. score reports, score sheets, diagnostics, etc) used to plan instruction? * What formative and summative assessments, other than CASAS and TABE, are used in your class(es)? | AEFLA RFP, WIOA Section 102(b)(2)(D)(ii)(I), WIOA Section 231(e)(7) and WIOA CO State Plan | Instructional planning is taking place and appropriate, standards-related curriculum / resources are being used.  Research and evidence influences curricular, resource, and instructional planning.    College and Career Readiness Standards (CCRS) and ELP standards are used when planning lessons.    Learner goals and self-reported barriers are considered during instructional planning.    Technology is incorporated into instruction in a way that enhances delivery and prepares learners for the workforce. | **Instructor A**  **Instructor B**  **Instructor C** |  |
| To what extent do instructors in the program participate in intake and orientation?   * Describe how learners are enrolled in the program. * What input do you have on which Educational Functioning Levels are covered in your classes? * How frequently are new learners admitted into your class(es)? * What information do you receive about learners that are placed into your classes? | Colorado State Assessment Policy | Explanation shows that the program is implementing managed enrollment.  Learners participate in an intake and orientation process before starting classes.  Intake and orientation topics described match with the Local Assessment Procedures policy.  Information collected during intake and orientation is communicated to instructional staff for academic planning/goal setting as appropriate. | **Instructor A**  **Instructor B**  **Instructor C** |  |
| Let’s talk about learner testing and how that relates to class leveling.   * Describe what the testing process looks like for learners in your class(es). Include your role, if any, in that process. * What factors are used to initially place learners in classes? * Are you involved in learner placements? If so, how is your input included in the decisions to place learners in classes? * How do you transition learners between different level classes and what factors are used in placing learners into new classes? | Colorado State Assessment Policy | Pre-tests are administered before learners are admitted into classes.  Post-testing happens at 40 hours or a program-specific hour threshold, and at a minimum at the end of an instructional unit.  Instructors are involved in determining learner post-test eligibility.  Test scores are used to determine learner placement, academic planning, and advancement through classes.  Other information about the learner is considered when determining class placement and post-test eligibility. | **Instructor A**  **Instructor B**  **Instructor C** |  |
| (If applicable) What fees are students in your classes required to pay and how do they pay those fees? | Colorado State Program Income Policy | Students are made aware of fees before enrolling in classes.  Charging/collection processes described in the local Program Income Policy are followed.  Access to programming is not being denied for not paying fees. | **Instructor A**  **Instructor B**  **Instructor C** |  |
| Let’s talk about attendance and data reporting:   * How is attendance tracked for your class(es)? If you enter attendance into LACES, describe when attendance is entered and how you were trained. * Does the program have an overall policy about attendance? * What attendance requirements or rules do you use in your class(es)? * What happens in your class(es) if students stop showing up to class? | Local Data Entry Procedures, Colorado State Accessible Design Policy, WIOA Section 116(b)(2)(A)(i) and WIOA Section 232(4) | Attendance is reported at the daily level, in 15 minute increments, and is reported in LACES no less than a week after it takes place.    There is a process and consistently applied standard for determining when learner persistence is an issue, and the program follows up and offers support to the learner.  Processes outlined in the local Accessible Design Policy are followed when learners do not attend or make progress.  There is a process and consistently applied standard for when the program considers a leaner to have “left.,” and this is documented in class enrollment records and ultimately recorded in LACES when or before the learner has a 90-day attendance gap. | **Instructor A**  **Instructor B**  **Instructor C** |  |
| Describe the professional learning opportunities that are available to you.   * Do you have a professional learning plan? If so, how did you develop it? * How do you find out about professional learning opportunities? * How do you choose what professional learning opportunities you participate in? * How is your participation in professional learning tracked? * How has the professional learning you’ve been involved with helped you be a better instructor? * Are you observed by staff in your program? | Local Professional Learning Plan and WIOA Section 231(e)(9) | Professional learning opportunities are available, there are systems in place to notify instructors about opportunities, and professional learning attendance is tracked.    The local Accessible Design Coordinator is providing training/support to instructional staff. | **Instructor A**  **Instructor B**  **Instructor C** |  |
| Let’s talk about program policies:   * How and when were AEI policies and local program policies and procedures explained to you? * Have program targets/goals been shared with you? For example, post-testing rate and Measurable Skills Gain. * What supports have you received for addressing accessible design in your classroom? | Colorado State and local policies and WIOA Section 232(4) | Policies / procedures and performance targets are shared with instructional staff, including:   * ABEA Policy * Accessible Design Policy * Assessment Policy * (If applicable) Distance Learning * Local Data Entry Procedures * Professional Learning Plan * Program Income Policy * Conflict of Interest Policy * Equipment and Supplies Inventory Policy | **Instructor A**  **Instructor B**  **Instructor C** |  |
| Let’s talk about Career and College Pathways.   * Describe the program’s efforts to help learners navigate career and college pathways. * How do you integrate workforce preparation activities and career conversations in your program? Please provide an example. | AEFLA RFP and WIOA Section 202 | Relevant local workforce and college data are shared with students and used by staff to make programmatic decisions, including for instruction.  Workforce preparation activities are taking place. | **Instructor A**  **Instructor B**  **Instructor C** |  |

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| Instructor Observations (Approx. 20 minutes per instructor) | | | |
| **AEI Look-Fors** | **Citation** | **Instructor Notes**  **Instructor A Levels:** [Levels] **Instructor B Levels:** [Levels] **Instructor C Levels:** [Levels] | **Finding** |
| CCRS standard(s) addressed in the lesson is/are clear. | AEFLA RPF Assurances | **Instructor A**  **Instructor B**  **Instructor C** |  |
| Technology is integrated in the delivery of instruction. | AEFLA RPF Assurances | **Instructor A**  **Instructor B**  **Instructor C** |  |
| Evidence of learner engagement demonstrated by responses to instructor and peers. | ABEA Competencies | **Instructor A**  **Instructor B**  **Instructor C** | **N/A** |
| Instructional activities are adult-appropriate and utilize current, relevant materials. | ABEA Competencies | **Instructor A**  **Instructor B**  **Instructor C** | **N/A** |
| Classroom instruction models reinforce real world expectations that enhance readiness for postsecondary education, training, and employment. | ABEA Competencies | **Instructor A**  **Instructor B**  **Instructor C** | **N/A** |
| Evidence of informal assessment(s) and/or data use to inform instruction. | ABEA Competencies | **Instructor A**  **Instructor B**  **Instructor C** | **N/A** |

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| Learner Group Interviews (Approx. 20 minutes per group) | | | | |
| At the start of the interview be sure to do a quick introduction with your name and an explanation that we are here from the state. The state gives some money to this program for classes so we want to see the classes and see if the program wants any help. | | | | |
| **Item** | **Citation** | **AEI Look-Fors** | **Student Notes** | **Finding** |
| How did you find out about this program? | AEFLA RFP | Recruitment and promotional materials relevant and accessible to target population(s).  Referrals to/from partner programs. | **ABE/ASE Group**  **ELL Group** | **N/A** |
| Why do you want to take classes here? What are your goals? | WIOA Section 203(4) | Program serves highest need populations; “eligible individual’’  that is basic skills deficient; does not have a secondary school diploma or  its recognized equivalent, and has not achieved an equivalent level of education; or is an English language learner. | **ABE/ASE Group**  **ELL Group** | **N/A** |
| How long have you been taking classes here? Did you ever change to a different class? If so, why?  When are there breaks in the class schedule, when is the program closed (such as holidays, vacations)?  What happens in class after a break? | AEFLA RFP | Learner persistence and measurable skills gain over time. | **ABE/ASE Group**  **ELL Group** | **N/A** |
| Are you getting other services too, like transportation. childcare, or referrals to other programs? | AEFLA RFP | Alignment with partners and services outlined in the application.  Integration into the one-stop delivery system. | **ABE/ASE Group**  **ELL Group** |  |
| What classes are you taking?   * Do you know why you are in that class? Did someone explain to you why you are in this class? * How often does your class meet? * What happens when you can’t make it to class? * What technology do you use in class (for example computers, phones, computer programs, websites)? | AEFLA RFP and Local Data Entry Procedures | Test scores are used to determine learner placement in and advancement through classes. Other information about the learner is being used when determining class placement and post-test eligibility.  Class schedule is consistent and predictable.  There is a process and consistently applied standard for determining when learner persistence is an issue, and the program follows up and offers support to the learner.  Technology is incorporated into instruction for workforce preparation where available and applicable. | **ABE/ASE Group**  **ELL Group** | **N/A** |
| Do you pay for classes here?   * How much? * Do you know what they use the money for? * Did you get a receipt? * If someone can’t pay, do you know what happens? | Program Income Policy | Explanation matches the program income policy on file with AEI.  Learners that pay get a receipt.  Scholarships are available to any learner that needs one. | **ABE/ASE Group**  **ELL Group** |  |
| Do you take tests here?   * When do you take tests? * What is the test like? * Does someone explain your scores to you? | Colorado State Assessment Policy | Pre-tests are administered before learners are admitted into classes. Post-testing happens at 40 hours or a program-specific hour threshold, and at a minimum at the end of an instructional unit.  Test scores are explained to learners, including when the scores are used to move learners to different classes. | **ABE/ASE Group**  **ELL Group** |  |
| Did you get things like books to use for your classes?  Do you get to keep those books? | Equipment and Supplies Inventory and  Program Income Policy (if applicable) | Alignment with AEFLA/IELCE budget on file.  (If applicable) Learner-purchased materials align with local Program Income Policy. | **ABE/ASE Group**  **ELL Group** |  |
| If possible, we’d like to learn more about how students start the program. Could you tell us what happened when you first came to the program?   * Do you remember what you had to do? * Did you start classes right away? * Do you remember some of the questions you had to answer? | Local Assessment Procedures and Local Data Entry Procedures | Explanation shows that the program is implementing managed enrollment.  Learners participate in an intake and orientation process before starting classes.  Appropriate demographic information is collected during intake. | **ABE/ASE Group**  **ELL Group** |  |
| What do you like best about taking classes here? | N/A | Capture the story of adult education. | **ABE/ASE Group**  **ELL Group** | **N/A** |

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| Program Director Interview (Approx. 90 minutes) | | | | |
| **Item** | **Citation** | **AEI Look-Fors** | **Evidence Collected** | **Finding** |
| Describe your recruitment and marketing efforts, including:   * Which populations and/or areas are you targeting? Why? * What partner organizations do you seek and receive referrals from? * What efforts have been made to reach out to organizations for referral or recruitment in high need population (e.g., opportunity youth, individuals with disabilities, low income, migrant)? * What information is used in setting your annual enrollment targets? | Serving most in need individuals - WIOA Section 231 (e)(B)  AEFLA RFP | Recruitment and promotional materials relevant and accessible to target population(s).  Consistently implemented referral process, including doc documentation, to/from partner programs. Alignment with partners and services outlined in the application.  Program serves highest need populations; “eligible individual’’  that is basic skills deficient; does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or is an English language learner. |  |  |
| Describe your referral processes with other WIOA Core partners, including:   * Circumstances under which a partner refers adult learners to you * Circumstances under which you refer an adult learner to a partner | WIOA Section 121, AEFLA RFP, and MOU with the LWDB | Consistently implemented referral process to/from partner programs. Integration into the one-stop delivery system.  Alignment with partners and services outlined in the application.  Alignment with services outlined in the MOU with the local workforce development board |  |  |
| Describe the partnerships and strategies in place to promote advancement of career pathways and workforce preparedness outcomes. | AEFLA Request for Proposal | Relevant local workforce and college data are shared with students and used by staff to make programmatic decisions, including for instruction.  Alignment with partners and services outlined in the application.  Alignment with services outlined in the MOU with the local workforce development board |  |  |
| Describe how the local LACES users list is kept up-to-date to protect data access to the system. | LACES Data Dictionary and Local Data Procedures | LACES users list is updated anytime there are staffing changes and it is clear who communicates these updates to AEI. |  |  |
| Describe how new LACES users are trained to use the database. | LACES Data Dictionary and Local Data Procedures | Local LACES System Administration ensures training is provided to new users in a timely manner. |  |  |
| Describe or show how the program reports data as required under the grant. Include:   * How intake data are reported in LACES before learners start classes. * How assessment data are reported no less than 2 weeks after test administration. * How attendance data is entered at the daily level and no less than 1 week after a learner attends class. * What quality controls or checks for data entry errors are in place? * Describe how and when monthly LACES data monitoring reports are reviewed. Include steps taken to address data or implementation errors. | Local Data Procedures and Colorado State Assessment Policy | Intake data are reported in LACES before learners start classes.  Assessment data are reported no less than 2 weeks after test administration.  Attendance data is entered at the daily level and no less than 1 week after a learner attends class.  Effective quality controls to check for data entry errors are in place. |  |  |
| Describe or show how and when learner demographics, assessment, and attendance data are analyzed and used to improve programming and services to learners. Include meeting performance targets outlined in the grant application and assessment policies.   * Considering the populations of learners you serve, which population seems to have the most success (e.g. 19-24 year olds, English learners)? What contributes to that success? * Considering the populations of learners you serve, which population seems to struggle the most? What contributes to these difficulties? | LACES Data Dictionary, Local Data Procedures, and WIOA Section 231(e)(B) | Program engages in data review and reflection at all levels of the organization and changes have been made to address findings from data analysis.  There is a plan in place to improve performance targets if they are not yet met. |  |  |
| Describe your professional learning schedule and topics for the year.   * How much time is provided to staff members for professional learning opportunities and planning? How are those amounts of time determined? * How are professional learning needs identified? * Do instructors receive formal observations? * How do staff members find out about professional learning opportunities? * How is staff participation in professional learning tracked? * What supports have staff members been provided related to learner accommodations? * How were AEI policies and local program policies and procedures explained to staff? * What grant targets or goals have been shared with staff? | Grantee Handbook, Professional Learning Section  Colorado State Assessment and Accessible Design Policies | Staff are provided adequate time for professional learning and planning.  Staff are alerted to required and optional professional learning opportunities.  The program has a system to track instructor professional learning.  Staff members are aware of and correctly implement learner accommodations.  Policies / procedures and performance targets are shared with instructional staff. |  |  |
| Describe the program’s progress with standards implementation. | AEFLA Request for Proposal Assurances | Ongoing support is provided to instructors to utilize the Career and College Readiness Standards and the English Language Proficiency Standards.  Standards are incorporated into curriculum and lessons. |  |  |
| Describe your plan to ensure all instructors are ABEA certified. | ABEA Policy and AEFLA RFP | There is a clear plan for all instructors to obtain ABEA certification within three years of hire date at program. |  |  |
| Please describe your substitute instructor process. Are your substitute instructors in compliance with the ABEA? | ABEA Policy | If substitute teachers are not in compliance with the ABEA, program director can provide the relevant Substitute Instructor Authorization Exception Form(s). |  |  |
| Summarize the responsibilities of paraprofessionals (if applicable). | ABEA Policy | Paraprofessionals do not have responsibilities for delivery of instructional content like instructors do. |  |  |
| Describe your responsibilities under the adult education program. Do you have adequate time and resources to meet the expectations and fulfill the requirements of the management of the AEFLA grant-funded program? Please explain. | AEFLA Request for Proposal Assurances | The Program Director has adequate time and resources to meet the expectations and fulfill the requirements of the management of the AEFLA grant-funded program.  If funding for the program director role comes from other, non-AEFLA sources, the program director is spending the correct percentage of his/her time outlined in the budget on file with AEI. |  |  |

# On-Site Review Findings Summary

The following is a brief summary of findings from the AEI On-Site Review team. If items are found to be non-compliant a program improvement plan and/or a corrective plan may be put in place depending on the nature of the items that are not in compliance. Please reach out to the Program Coordinator with questions.

If a peer reviewer participated in the on-site review, there will be separate follow-up.

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| Finding 1 |
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| Finding 2 |
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| Additional Comments |
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