Adult Education and Literacy Monitoring

**Desktop/On-Site Monitoring Tool**

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| **Program/Grantee:** | **Completed by (Consultant):** |
| **Monitoring Type:**   | On-Site | Desktop | | --- | --- | | **Date Completed:** |

Each review consists of two content areas: Learner Success and Organizational Capacity. In each of these areas, the six standards and their correlating criteria are indicated with suggested sources of evidence for submission. **Programs will provide evidence (verbal and/or documentation) of criteria marked with a bold, shaded number (e.g., 1.A.2.) during the site visit. Programs will submit 2-3 documents to evidence the elements of the remaining criteria** **one week before the site visit.** The department’s review team examines the materials to determine whether documentation is complete and demonstrates compliance with Iowa AEL Program Standards.

For each criterion, examples of acceptable evidence are given. Evidence may be collected through a variety of methods:

* **Direct observation:** classroom activity, use of materials and technology, physical objects, learner and instructor behavior
* **Records and documents:** narrative reports, policy documents, lesson plans, handbooks, enrollment records, meeting notes, assessment records, learner records and folders, forms, notes from observations
* **Data:** attendance data, NRS reporting tables, demographic data, financial spreadsheets, etc.
* **Physical artifacts:** learner work, technology, photographs, instructional materials, promotional flyers
* **Information from administrators, core partners, staff, instructors, and learners:** surveys, interviews

Ideally, a combination of methods can provide greater confidence in the evidence being collected. The approach taken in the Monitoring Tool relies on multiple sources of evidence to compose a comprehensive picture of an exemplary adult education program.

A list of sample interview questions have been included for each criterion that may be addressed during the on-site monitoring visit.

If you need assistance preparing for the desktop or on-site monitoring, feel free to contact the department’s lead consultant.

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| **Learner Success** | **Standard 1: Learner Progress:** Learners demonstrate progress toward attainment of literacy skills, including reading, writing and speaking in English, computing and solving problems at levels of proficiency and are able to demonstrate the ability to transfer learning from the classroom to real life necessary to function on the job, in the family of the individual and in society. | | | | | | |
| **Criteria for Learner Progress** | **0**  **Not in Place** | **1 Minimal** | **2**  **Adequate** | | | **3**  **Well developed** |
| **1.A.2.** Orientation is conducted in compliance with policies of federal disabilities legislation, takes place in a comfortable, adult-appropriate environment with materials presented orally, in print, and with accompanying visuals in order to reach learners through multiple learning styles.  **Sample Evidence:**  Orientation materials  Intake procedures  Staff job descriptions  Other evidence (describe):  **Sample Interview Questions:**  Describe the program’s orientation/intake procedure – detail the environment and how the information is presented across the program’s sites (if applicable). |  |  |  | | |  |
| Notes: | | | | | |
| **1.A.4.** The program has a system (policy, staffing and resources) in place to provide reasonable accommodations for learners with self-disclosed disabilities through its own resources or by referral to outside agencies.  **Sample Evidence:**  Available resources for accommodations  Referral process  Other evidence (describe):  **Sample Interview Questions:**  What professional development has been offered in the past year for instructors focused on serving participants with barriers to employment with an emphasis on learners with special needs? |  |  |  | | |  |
| Notes:  ***Note: This criterion is also listed in the pre-monitoring review form. It will be discussed during the site visit regardless of the documentation provided for the pre-monitoring desk review. Providers may present additional evidence of the criterion during the site visit.*** | | | | | |
| **1.A.5.** The program helps learners to identify and understand positive and negative forces that impact persistence while providing current community resource materials to help learners address personal/family needs, build support and reduce barriers.  **Sample Evidence:**  Retention strategies  Resource lists  Other evidence (describe):  **Sample Interview Questions:**  Do recruitment materials include activities or resources other than AEL program information? |  |  |  | | |  |
| Notes: | | | | | |
| **1.B.3.** The learner participates formally and informally to identify goal(s) that consider the learners’ needs, skills, assessment results, education, and employment experience.  **Sample Evidence:**  Referral process  Non-cognitive assessment procedure  Advising policy or procedure  Other evidence (describe):  **Sample Interview Questions:**  What type of referral process is in place to connecting participants with education and employment opportunities? |  |  | |  |  | |
| Notes: | | | | | |
| **1.B.4.** The program has a system used by staff and learners to record, monitor, and recognize progress toward goal(s) achievement that includes documented and dated evidence.  **Sample Evidence:**  Participant File  Other evidence (describe):  **Sample Interview Questions:**  How does the program assist participants in achieving their goals? |  |  | |  |  | |
| Notes: | | | | | |
| **1.B.5.** Instructors use diagnostic information from learners’ standardized assessment, along with learner goals and needs to inform instruction.  **Sample Evidence:**  Participant File  Competency reports  Other evidence (describe):  **Sample Interview Questions:**  How are assessments used to guide class assignments or instruction? |  |  |  | | |  |
| Notes: | | | | | |
| **1.B.6.** The program has a process for advising the learner, with designated staff member(s) who have an ongoing relationship with the learner, to explore options for education, training, and/or careers with related skills and knowledge, provided as necessary in the native language of the learner.  **Sample Evidence:**  Advising policy  Printed materials  Other evidence (describe):  **Sample Interview Questions:**  What professional development has been offered in the past year for advising/counseling with a focus on serving participants with barriers to employment? |  |  |  | | |  |
| Notes: | | | | | |
| **1.B.7.** The program has developed and uses retention strategies to help learners persist in their educational pursuit, which may include, but are not limited to, a process that follows up on learner absences.  **Sample Evidence:**  Retention policy  Interviews or surveys of instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  Describe your program’s retention strategies.  What measures are being used to determine that a strategy is successful and how are instructors involved? |  |  |  | | |  |
| Notes: | | | | | |
| **Learner Success** | **Standard 2: Curriculum, Instruction and Professional Development:** The program has a written, standards-based curriculum and provides instruction matching learner needs while supporting an ongoing professional development process that is linked to a professional development plan supporting the programs’ vision and goals. | | | | | | |
| **Criteria for Curriculum, Instruction and Professional Development** | **0**  **Not in Place** | **1 Minimal** | **2**  **Adequate** | | | **3**  **Well developed** |
| **2.A.1.** The program has documented curricula that include a scope and sequence and units of instruction aligned with the level specific standards in the College and Career Readiness Standards, inclusive of English Language Arts and Literacy, Mathematics and English Language Proficiency, and Iowa’s 21st Century Learning Skills.  **Sample Evidence:**  Curriculum alignment tool  Units of Instruction summative alignment study  Other evidence (describe):  **Sample Interview Questions:**  Describe how the program determines curriculum is aligned to standards. |  |  |  | | |  |
| Notes: | | | | | |
| **2.A.4.** The curricula and associated materials are readily available to each classroom and reflect the diverse educational, cultural, and linguistic backgrounds of the learners served.  **Sample Evidence:**  Program policy on book fees  Interviews or surveys of instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  How does the program ensure that curriculum is available to participants as appropriate?  Does the program charge tuition or a registration, enrollment or book fee? |  |  |  | | |  |
| Notes: | | | | | |
| **2.B.1.** Instructional strategies adhere to principles of adult learning and language acquisition and demonstrate rigorous research, evidence-based practices and high expectations for all learners.  **Sample Evidence:**  Curriculum or Units of Instruction  Communications with participants  Interviews or surveys of instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  Are instructional materials current and suitable for adult learners? |  |  |  | | |  |
| Notes: | | | | | |
| **2.B.2.** Instructional methods include interactive activities to engage a range of learning preferences (visual, aural, tactile, and kinesthetic) by a variety of tools and technologies (audio-visual, computers, and smart boards) used to support learning.  **Sample Evidence:**  Classroom observation reports  Interviews or surveys of participants, instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  How are computers or other technology being used within the program as instructional tools?  If technology is not directly available in the classroom, such as in a correctional setting, how is digital literacy incorporated into instruction for the participants? |  |  | |  |  | |
| Notes: | | | | | |
| **2.B.3.** Instructional strategies include whole group, small group, and individualized instruction to respond to the needs of the learner at diverse levels and with different learning styles.  **Sample Evidence:**  Classroom observation reports  Sample lesson plans  Interviews or surveys of participants, instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  How are participant’s learning styles considered when delivering lesson plans? |  |  | |  |  | |
| Notes: | | | | | |
|  | **2.B.4.** The program supports instructors in the effective integration of current technologies in the curricula and instruction to learn adult education content and address real-world needs.  **Sample Evidence:**  Classroom observation reports  Interviews or surveys of participants, instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  What is an example of contextualized instruction currently used in classrooms, ABE and ESL?  Describe how civics education is embedded in instruction. |  |  |  | | |  |
| Notes: | | | | | |
| **2.B.6** Instruction offered by the program meets at least 5 hours per week and is of sufficient duration to complete the sequence of instruction with enrollment consistent with the capacity of the class.  **Sample Evidence:**  Class schedules  TE® reports  Other evidence (describe):  **Sample Interview Questions:**  How are classes and sites developed to ensure that sufficient intensity and duration is available to participants that promote learning and educational gains? |  |  |  | | |  |
| Notes: | | | | | |
| **2.C.3.** The program provides access to professional development opportunities for all staff by promoting professional development activities, encouraging peer groups, and budgeting resources to support staff through planning time or other strategies.  **Sample Evidence:**  MyLearningPlan™  Annual PD plan  Interviews or surveys of instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  What are the instructor(s)/staff goals for professional growth this year? |  |  |  | | |  |
| Notes: | | | | | |
| **2.C.6.** The program continuously evaluates the effectiveness of its professional development activities and implements improvements as needed.  **Sample Evidence:**  PD Evaluation Forms  Interviews or surveys of instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  How does the program use PD evaluations to guide future offerings and to ensure that the objectives intended are delivered and implemented? |  |  | |  |  | |
| Notes: | | | | | |
| **2.C.7.** The program’s administration or designee conducts a professional development observation of a minimum of 70 percent of instruction staff once in the program year utilizing an observation instrument that identifies essential knowledge, adult education instruction best practices, and classroom management skills as aligned with Iowa’s Adult Education and Literacy Instructor Standards. However, significant findings will require additional observations.  **Sample Evidence:**  MyLearningPlan™  Interviews or surveys of instructors  Other evidence (describe):  **Sample Interview Questions:**  Describe the process the program uses to conduct classroom observations. |  |  | |  |  | |
| Notes: | | | | | |
| **2.C.8.** The program’s professional development classroom observation procedure will include, at minimum, a pre- and post-observation conference that focuses on providing ongoing follow-up and support to improve mutually targeted areas of instructional practices.   * access program strengths and needs; * identify priorities and goals for program improvement; * strategies to implement the plan; and * develop methods to evaluate effectiveness of the plan.   **Sample Evidence:**  MyLearningPlan™  Annual PD plan  Interviews or surveys of instructors  Other evidence (describe):  **Sample Interview Questions:**  Describe how the results of the observations impact the program’s continuous improvement as well as individual instructor(s). |  |  |  | | |  |
| Notes: | | | | | |
| **Learner Success** | **Standard 3: Program Design and Leadership**: The program implements the key design elements articulated in its funded proposal and program leadership ensures that the vision for success is shared by staff and learners and that the program engages in a continuous improvement planning process. | | | | | | |
| **Criteria for Program Design and Leadership** | **0**  **Not in Place** | **1 Minimal** | **2**  **Adequate** | | | **3**  **Well developed** |
| **3.A.1.** The program has a process to scan the needs of the communities served to identify the population of adults eligible for service, including those with barriers to employment.  **Sample Evidence:**  Recent review of regional needs  Local Workforce Development Board Plan  Other evidence (describe):  **Sample Interview Questions:**  Describe the process of determining the regional need for AEL services. |  |  |  | | |  |
| Notes: | | | | | |
| **3.A.2.** The program continuously reviews and evaluates program policies and data to ensure that the application and services provided reflect learners’ needs and goals.  **Sample Evidence:**  Marketing materials  List of updated policies  Interviews or surveys of instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  Describe how program performance is shared with participants, instructors and staff as well as other key stakeholders. |  |  |  | | |  |
| Notes: | | | | | |
| **3.A.3.** The program provides access to services to the maximum extent practicable, including, but not limited, to physical access in compliance with ADA requirements, as well as providing services outside of regular business hours and at off-site locations.  **Sample Evidence:**  ADA physical site compliance checklist  Class schedule  Other evidence (describe):  **Sample Interview Questions:**  Describe how sites are reviewed for ADA compliance – including frequency of review. |  |  |  | | |  |
| Notes: | | | | | |
| **3.B.6.** The program administration provides ongoing supervision for all non-instructional and instructional staff and annually conducts performance evaluations that include written feedback and follow-up as part of the evaluation and organizational process.  **Sample Evidence:**  Program evaluation documentation  Interviews or surveys of instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  Describe the program’s process of ensuring high quality staff and instructors are retained. |  |  | |  |  | |
| Notes: | | | | | |
| **3.C.3.** The program’s continuous improvement process looks at each component of the adult education services and their interrelationship within the program to document the progress, develop the plan, and prioritize the next steps ensuring that staff members and stakeholders are aware of and understand their role, both in the planning process and in helping to achieve the program’s goals.  **Sample Evidence:**  Strategic plan document/staff meeting minutes  Printed program goals with dates and responsible parties  Interviews or surveys of stakeholders, instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  Describe how strategic planning is conducted (at least annually) including performance and participants involved. |  |  | |  |  | |
| Notes: | | | | | |

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| **A. List below the criteria for which a rating of 0 (not in place) or 1 (minimal) was assigned** |
| **B. Identify the additional evidence or interview questions necessary to address the above criteria.** |
| **C. List below the criteria for which an action plan for program improvement is needed.** |

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| **Organizational Capacity** | **Standard 4: Accountability:**  The program has policies and best practices to demonstrate fiscal responsibility, ensure data reporting of learner progress is accurate, reliable and protected according to federal requirements and show progress toward achieving state performance benchmarks. | | | | | | |
| **Criteria for Accountability** | **0**  **Not in Place** | **1 Minimal** | **2**  **Adequate** | | | **3**  **Well developed** |
| **4.A.1.** The program has a comprehensive system of internal policies and procedures that utilizes standard accounting and auditing practices to ensure sound, ethical and consistent financial decisions are made with grant funds that are allowable, allocable, and deemed necessary in accordance with federal and state requirements.  **Sample Evidence:**  Financial Policy documentation  Meeting notes/agendas/emails  Other evidence (describe):  **Sample Interview Questions:**  Describe how the program coordinator works with the financial officer on preparing the budget and reviewing claims prior to submission.  Describe any recent audits and corrective actions/findings. |  |  |  | | |  |
| Notes: | | | | | |
| **4.A.3.** The program prepares an annual budget that supports the services and activities approved in the application and is timely in submitting well documented claims that clearly detail how grant funds are coded, tracked, and expended.  **Sample Evidence:**  Budget worksheets  Personnel list  Account details  Other evidence (describe):  **Sample Interview Questions:**  Describe how accounting codes are used to track expenditures including administrative percentages for federal and state funds.  What staff positons are supported by the federal budget (full and/or part time) instructional and/or administrative? |  |  |  | | |  |
| Notes: | | | | | |
| **4.A.4.** The program has a process to track inventory purchased with federal and state AEL funds that is updated annually with a written policy for disposal of such items when out dated.  **Sample Evidence:**  Inventory list  Audit report - findings  Other evidence (describe):  **Sample Interview Questions:**  Describe how the program maintains an equipment list and what information is included.  What is the program’s procurement procedures including requisition and liquidation policies? |  |  |  | | |  |
| Notes: | | | | | |
| **4.A.5.**The program has a policy to collect and maintain records of time and effort for each staff member that reflects appropriate alignment among the hours worked for AEL services, the hours in the budget, and the payroll.  Sample Evidence:  Time and effort sheets  Ledger details  Interviews or surveys of instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  How does your program distribute proportionate salary for an employee that works on multiple awards that is supported by personnel activity reports? |  |  |  | | |  |
| Notes: | | | | | |
| **4.B.1.** The program ensures that data collection is aligned with state and federal AEFLA requirements, and utilizing the Assessment Policy Guidelines and data dictionary in conjunction with the state approved data management system and approved forms.  Sample Evidence:  Data collection procedures documentation  TE® reports  Irregularity reports  Other evidence (describe):  **Sample Interview Questions:**  What procedures has the program taken to ensure accurate data?  What are your procedures for dealing with out-of-range scores? |  |  |  | | |  |
| Notes: | | | | | |
| **4.B.3.** The program’s process for data collection ensures credibility with a documented procedure for correcting errors and resolving missing data.  Sample Evidence:  Documentation of data correction procedures  Meeting minutes/emails  Other evidence (describe):  **Sample Interview Questions:**  What procedures are in place for correcting errors and resolving missing data? |  |  |  | | |  |
| Notes: | | | | | |
| **4.B.4.** The program provides regular trainings, at least quarterly, detailing data integrity, National Reporting System guidelines, current performance and state negotiated benchmarks, including the post-test rate.  **Sample Evidence:**  Training agenda/meeting minutes/sign-in sheets  Interviews or surveys of instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  What data reports are discussed with instructors in regard to program improvement? |  |  | |  |  | |
| Notes: | | | | | |
| **4.C.1.** The program administration ensures that all staff members meet reporting and record keeping requirements, including training, annually or as applicable, defined by the Iowa Assessment Policy Guidelines and state requirements, to secure personally identifiable information.  **Sample Evidence:**  Personnel list of proctors and data specialists  Certification documentation  Notes from training meetings  Other evidence (describe):  **Sample Interview Questions:**  Describe the process used by the program to re-certify annually for CASAS or TABE assessment. |  |  | |  |  | |
| Notes: | | | | | |
| **4.C.2.** The program ensures that privacy and security of learners’ educational electronic and paper records, including but not limited to, using locked file cabinets and privacy screen filters, for a period of time defined by the Assessment Policy Guidelines.  **Sample Evidence:**  Student files  Sample documentation for release forms  Other evidence (describe):  **Sample Interview Questions:**  What processes are in place to ensure security of personally identifiable information, either electronically or in hard copy? |  |  |  | | |  |
| Notes: | | | | | |
| **4.C.3** The program ensures that learners are notified annually of their rights under the Family Educational Rights and Privacy Act (FERPA), including consent for directory and photographic release.  **Sample Evidence:**  FERPA or release forms  Interviews or surveys of participants, instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  How does the program ensure that forms are available in an accessible format for the population served? |  |  |  | | |  |
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| **Organizational** | **Standard 5: Community Interaction and Outreach:** The program actively builds a visible and valued presence in the community which supports the program’s capacity by recruiting learners and talents and coordinating local resources in the provision of support services, economic opportunity through career pathways and further education and training. | | | | | | |
| **Criteria for Community Interaction and Outreach** | **0**  **Not in Place** | **1 Minimal** | **2**  **Adequate** | | | **3**  **Well developed** |
| **5.A.1**. The program identifies learner support service needs by formal or informal assessment as evidenced by documentation.  **Sample Evidence:**  Informal assessment tools  Intake or Orientation materials  Accessibility policy documentation  Other evidence (describe):  **Sample Interview Questions:**  Describe any additional assessment used by the program to determine support services for participants.  How does the program prohibit discrimination? |  |  |  | | |  |
| Notes: | | | | | |
| **5.A.2.** The program strategically partners with community, educational, and workplace support service providers that share common purposes and goals in serving those with multiple barriers to employment.  **Sample Evidence:**  Strategic plan document  Staff and/or board meeting minutes  Other evidence (describe):  **Sample Interview Questions:**  Describe how support services are provided in partnership with key stakeholders include examples of braiding funds. |  |  |  | | |  |
| Notes: | | | | | |
| **5.A.3.** The program has a written plan that is made available to all staff members which describes the system for providing learner support services and follow-up, including, but not limited to:   * child care services; * transportation services; * special accommodations; and * referral and follow-up procedures.   **Sample Evidence:**  Policy and procedures documentation  Instructor or Participant Handbook  Interviews or surveys of participants, instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  How does the program assist participants with transportation, childcare or other barriers to participation? |  |  |  | | |  |
| Notes: | | | | | |
| **5.B.1.** There is evidence of community partnerships, or a team of cross-agency partners, in the development, implementation, and evaluation of the adult education and literacy application, goals, and priorities in regard to accessing career pathways and engaging in high demand integrated education and training activities.  **Sample Evidence:**  Sector partnership membership/agenda/meeting minutes  Interviews or surveys of partners, instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  Describe how the program is engaged in sector partnership efforts in the region and the development of adult education appropriate on-ramps to career pathways. |  |  |  | | |  |
| Notes: | | | | | |
| **5.B.2.** The program has informal and formal agreements (Memorandum of Understanding) that defines partners’ roles/responsibilities and the working relationships that include, but are not limited to, concurrent enrollment, placement assessments, contextualized and team instruction, funding, and follow-up for performance outcomes.  Sample Evidence:  Strategic plan document  MOUs  Notes from strategic planning meetings  Other evidence (describe):  **Sample Interview Questions:**  How does the program encourage/provide co-enrollment for participants? |  |  |  | | |  |
| Notes: | | | | | |
| **5.B.3.** The program reviews ongoing labor market analysis for employment and education trends/career pathways specific to the needs of the region and the population served and is linked to regional sector partnership activities.  **Sample Evidence:**  Grant application  Regional LMI  Other evidence (describe):  **Sample Interview Questions:**  Describe the review of in-demand industries and what labor market data drives key decisions for the region, include frequency of review. |  |  |  | | |  |
| Notes: | | | | | |
| **5.B.4.** The program participates in collaborative activities to connect with agencies and businesses that support adult education and literacy learners in meeting their goals of completing education and/or workforce training.  **Sample Evidence:**  Referral policy  LWDB plan  Interviews or surveys of partner, instructors and staff  Other evidence (describe):  **Sample Interview Questions:**  Provide an example of an AEL activity that is delivered in collaboration with key stakeholders. |  |  | |  |  | |
| Notes: | | | | | |
| **5.C.3.** The program evaluates the means by which entering learners became aware of the program and the effectiveness of various communication and recruitment activities; additional regard is given to effective strategies in recruiting those with multiple barriers to employment.  **Sample Evidence:**  Marketing material  Interviews or surveys of participants  Other evidence (describe):  **Sample Interview Questions:**  Does your program have an active way in which participant feedback is provided for continuous quality improvement? If so, please describe how the information is collected and used. |  |  | |  |  | |
| Notes: | | | | | |
| **Organizational Capacity** | **Standard 6: One-Stop System Integration:** The program takes concrete steps toward implementing the Workforce Innovation and Opportunity Act (WIOA) vision as expressed in Iowa’s Unified State and local plan for a seamless system of education and workforce services that supports career pathways. | | | | | | |
| **Criteria for One-Stop System Integration** | **0**  **Not in Place** | **1 Minimal** | **2**  **Adequate** | | | **3**  **Well developed** |
| **6.A.1.** The program has regular scheduled meetings with core and required partners outside of the regional workforce development board with the opportunity to include agenda items; minutes of the meetings are available for review.  **Sample Evidence:**  Partner meeting agendas/minutes  Other evidence (describe):  **Sample Interview Questions:**  Does the program support the local One-Stop system through the provision of basic skill assessment as a core service? |  |  |  | | |  |
| Notes: | | | | | |
| **6.A.5.** The program can detail the process or procedure established to bring partners together to discuss and agree upon shared infrastructure costs of the one-stop center and MOU.  **Sample Evidence:**  Infrastructure Funding Agreement  Partner financial meeting minutes  One-Stop System Budget  Interviews or surveys of partners  Other evidence (describe):  **Sample Interview Questions:**  What processes are in place to contribute to infrastructure or cost sharing as detailed in WIOA? |  |  |  | | |  |
| Notes: | | | | | |
| **6.B.1.** The program has participated in establishing standards for service coordination for programs administered by one-stop required partners that reduces duplication of services, provides seamless integration, and high-quality learner focused delivery.  **Sample Evidence:**  Strategic plan document  Asset Mapping  RWDB Plan  Other evidence (describe):  **Sample Interview Questions:**  How do the partners assist in the transitioning of AEL participants to post-secondary education/training and/or employment? |  |  |  | | |  |
| Notes: | | | | | |
| **6.B.2.** The program provides access to basic and intensive career services at the regional one-stop center through a full time staff member, a cross-trained partner staff member and/or through technological means.  **Sample Evidence:**  Timesheets  Training agenda/minutes  Financial details  Other evidence (describe):  **Sample Interview Questions:**  How does the program provide access to career services at the One-Stop center? |  |  | |  |  | |
| Notes: | | | | | |
|  | **6.B.3.** The program has participated in the annual review of the physical and programmatic accessibility of the one-stop center and associated affiliate sites that provide Title II services in accordance with ADA and WIOA section 188.  **Sample Evidence:**  ADA checklist  RWDB Transition Plan  Interviews or surveys of participants  Other evidence (describe):  **Sample Interview Questions:**  How has the program participated in the review of the one-stop center for compliance with ADA? |  |  |  | | |  |
| Notes: | | | | | |
| **6.B.4.** There is evidence of cross-training between core partner staff at the one-stop center, including, but not limited to, training agendas, handouts and observations of trained staff members.  **Sample Evidence:**  Training agenda/minutes/sign-in sheets  Other evidence (describe):  **Sample Interview Questions:**  What trainings have been provided to address programmatic accessibility of AEL services? |  |  |  | | |  |
| Notes: | | | | | |
| **6.B.5.** The program has evidence of effective referrals received and provided to core partners enrolling and receiving services.  **Sample Evidence:**  TE® reports on co-enrollment  Referral policy  Other evidence (describe):  **Sample Interview Questions:**  How are AEL instructors/staff involved in the referral process for co-enrolling participants in partner programs, including non-WIOA partners? |  |  |  | | |  |
| Notes: | | | | | |
| **6.B.6.** The program has evidence of participating in integrated business services and sector partnership efforts through agendas, minutes, and aligned services that support local industry and employers.  **Sample Evidence:**  Business service agenda/meeting minutes  Interviews or surveys of partners  Other evidence (describe):  **Sample Interview Questions:**  Does the local one-stop system have an integrated business service team? If so, how are the interests of AEL services represented on the business services team? |  |  |  | | |  |
| Notes: | | | | | |
| **6.C.2.** The performance and survey feedback of the one-stop customers (employers and job seekers) is used to develop continuous quality improvement for the system.  **Sample Evidence:**  RWDB Plan  Interviews or surveys of participants  Other evidence (describe):  **Sample Interview Questions:**  What joint survey or participation feedback (inclusive of AEL participants) is used to develop continuous quality improvement plans for the regional one-stop system? |  |  |  | | |  |
| Notes: | | | | | |

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| **A. List below the criteria for which a rating of 0 (not in place) or 1 (minimal) was assigned.** |
| **B. Identify the additional evidence or interview questions necessary to address the above criteria.** |
| **C. List below the criteria for which an action plan for program improvement is needed.** |