



WV Adult Ed / ODTP On-Site Monitoring Review



Grantee:

Date of monitoring visit:

(form rev. 2/27/18)

**West Virginia Department of Education
Office of Diversion and Transition Programs (ODTP)
Adult Education Monitoring Review**

Adult Education Classroom Review/ Interview

Grantee:	Self-assessment completed by:
Monitoring Team:	Date Completed:

To obtain a closer look at the instructional practices of the program, the monitoring process includes a classroom observation/questionnaire/interview component. This component includes:

1. An observation of instructional practices
2. An interview with the instructor (questions provided)
3. An interview with the students and/or completion of student surveys
4. A review of randomly selected student and/or administrative folders

The following checklists outline the practices and procedures that the monitoring team will be observing. The items are aligned to the **West Virginia Program Measures and the National Reporting System**, as well as, required program practices under the federal Workforce Investment and Opportunity Act of 2014. **All instructors should review the observation piece of the onsite monitoring visit prior to the monitoring visit.** WVDE realizes that the observation will provide only a snapshot of the instructional practices, but instructors are encouraged to incorporate a lesson that is representative of their daily practice. This is not an evaluation of the instructor, only an observation of the instructional practices.

Observation of Instructional Practices		Type: C=Compliance I=Information			
Review Criteria	Data/Document Review	Type	Compliant		
			Yes	No	In Progress
<ol style="list-style-type: none"> 1. Program ensures a safe, comfortable, and clean facility appropriate for adult students that meets the Americans with Disabilities Act’s requirement of reasonable accommodations. 2. Program stores standardized assessment materials in a secure environment. 3. Curriculum and instruction are contextualized to real-life applications for the workplace and career pathways. 	<ol style="list-style-type: none"> 1. Is the classroom conducive to learning (i.e. adequate heating, cooling, lighting; sufficient number of chairs and tables; clear signage to direct students to classrooms; free of distracting noise; etc.)? <i>(Verify: Observation)</i> <ol style="list-style-type: none"> 1.1. Is the classroom handicapped accessible? <i>(Verify: Observation)</i> 2. Are standardized assessment materials stored in a locked cabinet or other secure location? <i>(Verify: observation)</i> 3. There is evidence of instructional activities that are contextualized to real life application. <i>(Verify: Student folders)</i> <ol style="list-style-type: none"> 3.1. Are the instructional activities adult-appropriate and up-to-date materials? <i>(Verify: Student folders, available instructional materials)</i> 3.2. Classroom instruction models reinforce real world expectations that enhance readiness for postsecondary education, training, and employment. <i>(Verify: Student folders, available instructional materials)</i> 	 C C C C C			

Observation of Instructional Practices

Type: C=Compliance I=Information

Review Criteria	Data/Document Review	Type	Compliant		
			Yes	No	In Progress
<p>4. The program utilizes a variety of instructional materials, strategies, and methodologies in accordance with students' various learning styles and needs.</p> <p>5. The curricula integrates industry-recognized certifications and work readiness skills; such as communication, problem solving, teamwork, financial literacy, critical thinking, and self-management.</p>	<p>4. The program uses a variety of teaching strategies and methodologies such as small group/large group instruction, collaborative learning, scaffolded instruction, computer-assisted learning, guest speakers, peer tutoring, role playing, manipulatives, theme-based instruction, etc.</p> <p>4.1. Is technology (i.e. computers, iPads) available for all students regardless of where class occurs?</p> <p>4.2. Does the program utilize a Learning Management System within the classroom (Samples: Aztec, Rosetta Stone, Schoology, WIN, etc.) which could lead to the development of a career path? <i>(Verify: Samples of Career Exploration lessons)</i></p> <p>5. There is evidence that instruction is being contextualized to the employability skills.</p> <p>5.1. There is evidence that instruction includes a Career Exploration activity(s) leading to the development of a Career Pathway during orientation or prior to the 12th instructional hour.</p> <p>5.2. Program utilizes certifications to enhance employability and work-readiness skills (e.g. <i>Through the Customers' Eyes; Bring Your A-Game to Work; WV Welcome; IC3 Digital Literacy Certification; Microsoft Office Specialist (MOS); and QuickBooks.</i>)</p>	<p>C</p> <p>I</p> <p>I</p> <p>C</p> <p>I</p> <p>I</p>			
	Interview				
	<ul style="list-style-type: none"> • How are computers and other technology (i.e. Document Camera, Whiteboard Technology, tablet computer technology, scanner, etc.) being used within the program as instructional tools? • If technology is not directly available in the classroom for instructional purposes, how is it made available to the students? • What is an example of contextualized instruction currently used in your classroom? • How are you helping students to develop employability skills? • How are students' learning styles considered when planning lessons? Please provide examples/samples. • Are instructional materials current and suitable for adult learners? 				
Notes:					

Observation of Instructional Practices

Type: C=Compliance I=Information

Review Criteria	Data/Document Review	Type	Compliant		
			Yes	No	In Progress
<p>6. A comprehensive orientation process for new students is conducted that minimally includes a welcoming activity, activities that focus on students' strengths, preliminary goal setting, program policies and procedures, learning style inventories, identification of potential barriers to participation, release of information, WVAdultEd Technology Use Policy, and registration.</p> <p>a. Orientation should be followed by:</p> <ul style="list-style-type: none"> i. student assessment ii. educational counseling, identifying support services for potential barriers, review of assessment scores, learning styles inventory, and goal setting 	<p>6.The program has an intake process that includes all of the required activities [i.e. welcoming activity, goal setting, program policies and procedures, learning style inventory, barriers to participation, release of information, registration (identification of required items on Student Profile).</p>	C			
	<p>6.1. Is the intake process (i.e. managed or open-entry) effective for this program? (<i>Verify: Student interviews/surveys</i>)</p>	C			
	<p>6.2. All students have a current Release of Information on file. (<i>Verify: Student folders</i>)</p>	C			
	<p>6.3. All Students have a current WVAdultEd Technology Use Policy on file. (<i>Verify: Student folders</i>)</p>	C			
	<p>6.4. Is the intake process used consistently with all new students? (<i>Verify: Student interviews/surveys</i>)</p>	C			
	<p>6.5. Does the intake process include, or followed closely by a student assessment (no later than the first 12 hours of instruction)? (<i>Verify: Student folders/AEMIS</i>)</p>	C			
	<p>6.6. Is the intake followed up with a separate and private interview with the individual students, which includes, but is not limited to, educational counseling, identifying support services for potential barriers to participation, results of the learning styles inventory, further exploration/identification of goals (short and long term). (<i>Verify: Student interviews/surveys, student folders</i>)</p>	C			
	<p>6.7. Is a career exploration activity completed with the students during orientation or prior to the 12th instructional hour? (<i>Verify: Student folders</i>)</p>	C			
	<p>6.8. Measurable and realistic short term and long term goals based on real life needs, interests, academic, and career pathways.</p>	C			
	<p>6.8.1. Goals are reviewed on a regular basis (at least quarterly) and updated as needed. (<i>Verify: Student folders</i>)</p>	I			
	<p>6.8.2. Accomplishments and achievements are reviewed on a regular basis (at least quarterly) with the students.</p>	I			
	<p>6.9. Confidential information:</p>				
	<p>6.9.1. Is not shared with outside agencies / individuals without the appropriate authorization.</p>	C			
	<p>6.9.2. Strictly confidential information is kept in a separate locked file/secure location?</p>	C			
	Interview				
	<ul style="list-style-type: none"> • How are computers and other technology (i.e. Document Camera, Interactive Whiteboard Technology, iPad/tablet) integrated into lesson plans? • Are the students' learning plans / student work related to the students' goals? 				

Notes:

Sample Student Interview Questions

1. What was the main reason that you enrolled in this program?
2. When you first enrolled, what were your experiences like [e.g., student paper work (orientation/intake, first few days in class)]?
3. Is the class what you thought it would be? If yes, in what way? If no, what did you not expect?
4. What do you like best about the class?
5. What could we do to improve this class?

Program Performance		Type: C=Compliance I=Information			
Review Criteria	Data/Document Review	Type	Compliant		
			Yes	No	In Progress
7. Ability to enable students to remain in the program for sufficient amount of time to meet their identified goals.	<p>7. The program is committed to ensuring individuals who enter the program are most in need of literacy services.</p> <p>7.1 Have contact hours fallen below the 65% state guidelines for three (3) or more consecutive months the <i>last program year and the current program year?</i> (Verify: <i>AEMIS; Class Summary Report</i>)</p> <p>7.1.1 If so, was the class(s) closed or relocated?</p> <p>7.1.2 Did contact hours fall below the 65% state guidelines for two (2) consecutive months? If so, did the program implement retention strategies / procedures immediately?</p> <p>7.2 AEMIS data verifies that at least 65% of the overall enrollment, attending 50 hours or more (during current and previous program year) achieve their selected goals. In addition, via Data Quality Audits, the achievement of those goals is verified by reviewing student folders.</p> <p>7.3 At least 75% of the overall current enrollment participate in a barrier identification process during student intake. (Verify: <i>student folders</i>)</p> <p>7.4 Is there a list of support services made available to students, including students with special needs?</p> <p>7.4.1 Upon request, were reasonable accommodation(s) to the known physical or mental impairment(s) of a qualified individual with a disability, when necessary, made available (i.e. LD, ADHD, vision/hearing impairments)? (Verify: <i>AEMIS and Student Folders</i>)</p>	C I C I C I I			
	Interview				
	<ul style="list-style-type: none"> • Do programs follow-up on students who miss class? • What type of retention activities are included within the programs / classes? • How does the program assist students with transportation, childcare, or other barriers to participation? • Are students with a goal of getting a job referred to any agency for job placement services? • How does the program assist students in transitioning to further education/training? 				
Notes:					

Program Performance		Type: C=Compliance I=Information			
Review Criteria	Data/Document Review	Type	Compliant		
			Yes	No	In Progress
8. Instructional personnel committed to their professional development.	<p>8. The program is staffed by well-trained personnel.</p> <p>8.1 List of full-time and part-time staff. (<i>Verify: Class Profiles, all open and closed class(s) for PY</i>)</p> <p>8.1.1 Did the program run the class(s) proposed in the grant application? (<i>Verify: Class Profiles and AEMIS</i>)</p> <p>8.2 Evidence of instructional staff's current teaching certifications or adult licenses (including substitutes).</p> <p>8.3 In accordance with <u>WVBE Policy 5310</u>, all full-time ABE classroom teachers have received one annual professional summative evaluation, on or before June 15th of the school year.</p> <p>8.4 Volunteer literacy tutors have verification of training and certification on file.</p> <p>8.5 Documentation of trainings/professional development attended.</p> <p>8.5.1 Did instructional staff complete pre-service <i>prior</i> to beginning instruction? (<i>Verify: AEMIS</i>)</p> <p>8.5.2 Did staff complete in-service in accordance to state guidelines?</p> <p>8.6 Are there signed confidentiality agreements on file for all staff [i.e. Administrators, Instructors (full- and part-time, and substitutes), and Service Personnel]?</p> <p>8.7 Are there signed WVAdultEd Technology Use Policies on file for all staff utilizing WVAdultEd equipment? (beginning PY 2016)</p>	C			
	Interview				
	<ul style="list-style-type: none"> • What are the instructor(s) goals for professional growth this year? • Does the program currently have substitutes? If yes, provide a list. <ul style="list-style-type: none"> ○ Do these instructors have current teaching certifications/adult licenses? 				
Notes:					



West Virginia Department of Education/
Office of Adult Education
AEMIS Monitoring Checklist

AEMIS Review / Interview

Grantee:	Review completed by:
Monitoring Team:	Date(s) of Visit:

This portion of the Monitoring Instrument is designed for use during the AEMIS staff member interview of the WV Adult Education On-site Monitoring Review. It is based on the West Virginia Program Measures and the National Reporting System.

In preparation for the monitoring visit (team), the monitoring review questionnaire(s) should be answered and submitted to the Adult Education Coordinator over State Monitoring, two weeks prior to the date of the visit. Labeled documentation folders should be available to the team the day(s) of the visit addressing each of the Data/Document Review items. It is highly recommended that the interview questions also be addressed in advance by the interviewee(s). In the Notes sections, the Interviewee(s) is welcome/encouraged to add any additional comments or questions he/she may have for the monitoring team upon arrival.

Program Operations		Type: C=Compliance I=Information			
Review Criteria	Data/Document Review	Type	Compliant		
			Yes	No	In Progress
1. Appropriate staff members receive training on data collection procedures, data entry, and procedures for producing and interpreting AEMIS reports.	1. What training have the staff had on AEMIS regarding: 1.1. Data entry (<i>Verify: AEMIS PD Transcript – AEMIS4U</i>)? 1.2. Producing and interpreting reports? (<i>Verify: AEMIS PD Transcript – NRS4U</i>)?	C C			
	Interview				
Notes:					

Program Operations		Type: C=Compliance I=Information			
Review Criteria	Data/Document Review	Type	Compliant		
			Yes	No	In Progress
<p>2. Program administrator, or his/her designee, run AEMIS reports on a regular basis (at least quarterly) to check for errors, missing data, out-of-range values and anomalous data. Program has documented procedures for correcting errors and resolving missing data.</p> <p>3. Program uses the state-approved AEMIS form for collecting participants' information as defined by the National Reporting System (NRS) and state requirements.</p> <p>4. Student data are entered in compliance with grant award timelines and WVAdultEd procedures.</p>	<p>2. Copies of local program / class reports are generated and used to monitor program performance, enrollment, and attendance, at least quarterly. <i>(Verify: Staff meeting agendas)</i></p>	I			
	<p>3. All students that receive services have an up-to-date WVAdultEd-approved StudentProfile-400A/B on file for the current program year (Key Information, Ethnicity, Student Type, Employment Status, Educational Status, Referral Source, Goals for Attending, Assessment Information) and are enrolled in AEMIS, <i>regardless of the number of hours served.</i> Note: Student Achievements do NOT have to be noted on the state-approved version of the StudentProfile-ABE400A/B, but they do have to be documented in the student folder if selected in AEMIS. <i>(Verify: Student folders)</i></p>	C			
	<p>4. Student data is entered by the 10th of the following month in accordance with the grant award:</p> <p>4.1. Enrollment</p> <p>4.2. Classroom Attendance</p> <p>4.3. Distance Learning (proxy) Attendance</p> <p>4.4. Achievement(s)</p> <p>4.5. Assessments <i>(Verify: Data Quality Audit)</i></p>	C C C C C			
	Interview				
	<ul style="list-style-type: none"> • What data reports are discussed with instructors in regard to program improvement? • How often are data reports discussed with instructors? • How does the program use its data to improve program quality? • Have any abnormalities / errors in data been found as a result of these meetings / trainings? If so, what actions were taken? • What procedures has the program taken to ensure accurate data? • What procedures are in place for correcting errors and resolving missing data? 				
Notes:					

Program Operations		Type: C=Compliance I=Information			
Review Criteria	Data/Document Review	Type	Compliant		
			Yes	No	In Progress
5. Program follows distance learning provisions for counting contact hours as outlined in the state's assessment policy. 6. Program uses the state approved standardized assessments to measure the educational functioning level, progress, and gains of students.	5. Contact hours for distance education students are entered in accordance to state policy and are not duplicated. <i>(Verify: AEMIS/ABE300, student folder/documentation of proxy hours)</i> 6. All students attending 12 hours or more have on file a state approved assessment: 6.1. All students attending 12 hours or more should have on file a Locator and pretest assessment. 6.1.1. Does the documentation (pre-assessment date, type, title, level, form, type, score) match what is in AEMIS. <i>(Verify: AEMIS/Student files)</i> 6.2. All assessments are administered in a proctored, timed, and quiet environment. <i>(Verify: Instructor/Student Interview)</i> 6.3. Intervals between assessments are administered in compliance with test publisher's guidelines. <i>(Verify: AEMIS Hours Between Assessment Detail Report)</i> 6.3.1. Post-assessment date, title, level form (different but equivalent form to pre-), score match what is in AEMIS. <i>(Verify: AEMIS/Student folders)</i> 6.3.2. Documentation to justify post-assessment time exceptions, if applicable. Anything exceeding 5% (per FFL) of the NRS population requires additional clarification. <i>(Verify: Student folders)</i>	C			
	<p style="text-align: center;">Interview</p> <ul style="list-style-type: none"> • What are your procedures for dealing with out-of-range scores? • Is a system in place to monitor pre- and post-assessments to ensure completion of FFLs? • Does the program utilize the <i>Desk Monitoring Report Suite</i> in AEMIS to monitor FFL completions? <p>NOTE: The AEMIS staff member may also be asked to demonstrate some of the data procedures on the computer during the interview process (e.g., Student Enrollment Procedures, NRS Tables, WVABE Reports, CPS, Hours Between Assessments Detail).</p>				
Notes:					