POLICY, PROCEDURE, & DOCUMENTATION MANUAL (Rev. 9/07)

Name of Agency	Date & Time	In Attendance
		Esther Kang,

Section 1: Customer Results and Program Accountability

STANDARD SUMMARIZED:	NOTES:
1.1 - Learners' goals & progress documented and demonstrated through student folders - directions of what to include in handbk? Check for: learner intake info, educ, personal, or employment goals, testing results, certificates of achievement, dated learner work that demonstrates progress, learner attendance, lock & key	In Handbook, pg. ?
1.2 - Learners stay in programs long enough to meet educational goals Check for: periodic updates in student folder tracking attainment of educational goals	In Handbook, pg. ?
1.3 - Program identifies own outcome targets and reports on attainment percentages Check for: enrollment, retention, educational gains, GED achievement, placement & retention in unsubsidized employment, placement in unsubsidized educ or training, other goals	In Handbook, pg. ?

1.4 - Program maintains an information management system with capacity to report participant outcomes and monitor program performance Check for: sample reports from info management system	In Handbook, pg. ?

Section 1: Customer Results and Program Accountability continued

STANDARD SUMMARIZED:	NOTES:
1.5 - Program measures customer satisfaction by gathering feedback and using the info to improve services Check for: sample blank (if not submitted before) and completed feedback forms, focus groups, telephone calls, frequency of feedback, what to do with results	In Handbook, pg ?

Section 2: Instructional System

STANDARD SUMMARIZED:	NOTES:
2.1 - Practioners are trained to use standardized and informal assessments to produce valid and reliable results Check for: staff attendance at TABE, BEST, CASAS training, expectations to attend assessment trainings are stated	In Handbook, pg. ?

2.2 - Learner assessment is on-going and addresses the needs of stakeholders through formal and informal measures Check for: verify use of approved standardized testing materials,	In Handbook, pg. ?

information about additional assessments used, % of pre-tested, % of post-tested, frequency of testing	

2.3 - Assessment results are used to place learners and update instructional process Check for: assessment policy including timing of assessment, sharing results with learners, utilizing results to place learners, and updating the instructional process	In Handbook, pg. ?

Section 2: Instructional System continued

STANDARD SUMMARIZED:	**NOTES:**
2.4 - Program staff and learners jointly develop and update an instructional plan (Indiv Learning Plan or Classroom Plan) Check for: joint development of plan, regularly evaluated & frequency of review, update instructional plan, incorporate learning styles and preferences, short & long-term educ. & employmt goals	In Handbook, pg. ?

2.5 - Instruction is sufficient length of time and intensity so learners can achieve learning gains Check for: description of program rationale, methods to determine class schedules and hours of operation, student retention to produce learning gains (surveys, attendance analysis, other models)	In Handbook, pg. ?

2.6 - Curriculum provides for learning and skill building in real life context to become effective fam. members, workers, citizens Check for: sample curriculum that demonstrates real life context, effective family members, workers, citizens	In Handbook, pg. ?

2.7 - Curriculum development is based on best theory & practice, comprehensive review of materials & technologies, well-articulated instructional goals, reasonable scope & sequence, & coordination with instructional staff Check for: *how curriculum is developed*	In Handbook, pg. ?

2.8 - Programs use research-based instructional practices, technology, & multiple delivery systems to address learners, & accommodate instructional needs Check for: info on instructional practices, technology, and delivery systems used to meet instructional needs	In Handbook, pg. ?

Section 3: Leadership and Continuous Improvement

STANDARD SUMMARIZED:	**NOTES:**
3.1 - Program engages in service planning around continuous quality improvement, coordination w/ strategic plan, coordination	In Handbook, pg. ?

w/ partners & coalitions, input from staff, volunteers, & learners, and a system to monitor the plan Check for: planning process description or doc include above	

3.2 - Program leaders supervise and conduct regular performance appraisals with all staff and volunteers (are COMPS included?) Check for: appraisal forms for staff, instructors, and volunteers (description of staff and volunteer monitoring process, sample appraisal forms, class observation, self-assessmts, studt evals)	In Handbook, pg. ?

3.3 - All staff and volunteers have job descriptions Check for: job descriptions for all positions include basics on job title, who is supervisor, qualifications, expectations regarding trainings required to attend with specific names or # of hrs, frequency of evals, salary range	In Handbook, pg. ?

Section 4: Professional Development

STANDARD SUMMARIZED:	**NOTES:**
4.1 - Volunteer training requirements Check for: attendance at orientation before being matched with a student, 8 hrs basic tutor training before match, add'tl 8 hrs GED training w/i 3 months of match with student, 8 hrs ESL tutor training before match	In Handbook, pg. ?

Section 4: Professional Development continued

STANDARD SUMMARIZED:	NOTES:
4.2 - Paid teachers complete 9 hours of core teacher training within 3 months of hire Check for: policy regarding staff training requiremts, sample training agendas, certificates of completion (in job descriptions?)	In Handbook, pg. ?
4.3 - All Program Administrators complete 9 hours of new administrator training within 3 months of hire Check for: policy regarding staff training requiremts, sample training agendas, certificates of completion (in job descriptions?) * limited cases substitution of experience - 1 year admin, 1 year adult admin	In Handbook, pg. ?
4.4 - Program demonstrates active use of PA Adult Teacher and Administrator Competencies Check for: documents explaining use of competencies in hiring, training, evaluation (is it part of appraisals?)	In Handbook, pg. ?
4.5 - Administrators & Staff improve practice through attending	In Handbook, pg. ?

professional development Check for: policy staff complete 6 hrs of supervisor approved prof developmt, program makes available trainings on- or off-site (policy, sample agendas, training calendars, certs of completion)	

Section 5: Community Interaction and Outreach

STANDARD SUMMARIZED:	**NOTES:**
5.1 - Recruitment targets populations most in need, consistent with organizational mission, student and volunteer capacity, and area demographics Check for: description & documentation of program's methods to recruit students	In Handbook, pg. ?

5.2 - Program offers flexible schedules and coordinates support services to achieve learning goals and has mechanisms to provide referrals Check for: class schedule (varied times), description/documentatn of methods to overcome barriers	In Handbook, pg. ?

5.3 - Program supports the recruitment and use of volunteers	In Handbook, pg. ?

Check for: description of program's methods recruiting and managing volunteers, specific expectations in job description	

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