PY 2023-24 Division of Adult Education Local Program Monitoring Tool Checklist

Section A – General Agency Information	Evidence submitted	✓
How does the governing board oversee the Division-funded adult education and/or family literacy program including services and staff? (A1)		
Has the agency, or any persons acting on behalf of the agency, been the subject of any formal or informal investigation or review conducted by any agency of the state or federal government within the last six program years or is any such matter pending? (A2)		
Has the program administrator read the Pennsylvania Department of Education’s (PDE) Master Standard Terms and Conditions, and do they understand all the requirements? Is this information included in all subcontracts? (A3)		
Does the agency have a policy to ensure compliance with the Pennsylvania Human Relations Act and applicable federal laws for nondiscrimination/sexual harassment when hiring employees? Is this information included in all subcontracts? (A4)		

Section B – Grant Information	Evidence submitted	✓
Has the agency made changes to services from those listed in the grant application and communicated that information to their advisor? (B1)		
Do the agency and its subgrantee(s) have a formal agreement including programmatic and fiscal responsibilities? (B2)		

Section C – Equal Access to Services/Safety	**Evidence submitted**	✓
How does the agency [and its subgrantee(s), if applicable] ensure equal access to all services in compliance with the General Education Provisions Act? (C1)		
How does the agency ensure all facilities meet Americans with Disabilities Act (ADA) requirements? (C2)		
How does the agency monitor classroom locations to ensure the safety of staff and students? (C3)		

Section D – Collaboration	**Evidence submitted**	✓
How does the agency work collaboratively with the Local Workforce Delivery Board (LWDB) to establish and maintain the PA CareerLink® one-stop delivery system? (D1)		
How does the agency provide access to services, programs, and activities through the PA CareerLink® one-stop delivery system? How does the agency collaborate with WIOA partners, including providing career services allowable with funding under Title II to PA CareerLink® customers? (D2)		
Does the agency administrator meet regularly with other adult education agencies in the local area to coordinate adult education services and present information to the local board on an annual basis? When and how often? (D3)		
Who is the Title II representative to the LWDB? (D4)		
Does the agency have a signed memorandum of understanding including an infrastructure/resource sharing agreement with the local board? (D5)		
Did the agency pay PA CareerLink® infrastructure costs? How was the cost determined and how often has it been revisited? (D6)		
How does the agency determine proportionate use and relative benefit in terms of PA CareerLink® infrastructure costs? (D7)		
Does the agency collaborate with non-WIOA funded agencies/programs? Which ones? For what purpose? (D8)		

Section E – Leadership	**Evidence submitted**	✓
Does the program administrator have sufficient time allocated to the adult education program to fulfill the required work? What is the percentage or number of hours per week? (E1)		
How does the program administrator provide instructional leadership to staff? (E2)		
How does the program administrator observe and provide instructional feedback to instructors? (E3)		
How does the program administrator communicate and explain division expectations to staff? (E4)		
Does the program administrator review data? How? When? With whom? For what purpose? (E5)		

Section F – Staffing and Qualifications	**Evidence submitted**	✓
Have there been personnel changes since the current program year grant was approved? (F1)		
How has the need for remote service provision affected staffing? (F2)		
What information is maintained in paid staff files? Where are they stored? How long are they retained? (F3)		
What information is maintained in volunteer staff files? Where are they stored? How long are they retained? (F4)		
Do staff files have education credentials and job descriptions for all staff, paid and unpaid? (F5)		
How does the agency conduct staff performance evaluations? If the review uncovers staff problems related to division compliance issues, how are these program concerns addressed? (F6)		

Section G – Recruitment	Evidence submitted	✓
How does the agency recruit students? (G1)		
What data does the agency use to support recruitment methods? (G2)		
How does the agency recruit students from all ABE Levels 1-6 and English as a Second Language (ESL) Levels 1-6 students, if required? (G3)		
What is the agency’s plan and timeframe to provide services to students who have inquired? What is the agency’s plan and timeframe to provide services to students who have completed an intake? (G4)		

Section H – Intake and Data Collection	Evidence submitted	✓
How do staff know the content of the policy? How does the agency ensure that all staff are following the intake/orientation policy? (H1)		
How does the agency assist students with the completion of the intake form? Is this process reflected in the policy? (H2)		

Section I – Goal Setting	Evidence submitted	✓
What is the agency’s procedure for determining student goals? Is this stated in the policy and procedures? How often does staff review goals with the students? (I1)		

Section J – Assessment	Evidence submitted	✓
How do staff know the content of the policy? How does the program ensure that staff is following the policy? (J1)		
How does the agency provide assessment accommodations to students when necessary? (J2)		
How does the agency ensure the assessor is trained and retrained according to the division policy? Who is currently trained and what assessments are they trained to administer? How does the agency ensure that remote administration of assessments is conducted by trained remote assessors? (J3)		
Where are assessments stored? (J4)		
How does the agency determine when students are posttested? Does the posttest time frame match the agency's assessment policy? How does the agency document when posttests are given outside of regular timeframe? (J5)		
How does the agency ensure standardized testing conditions? (J6)		

Section K – Orientation	**Evidence submitted**	✓
How does the agency provide orientation for prospective students? What is covered during orientation? (K1)		
How does the agency present program information to students? Does the agency have a student handbook? (K2)		
How is the student handbook shared during remote orientation? (K3)		
Does the agency have a grievance policy for students? If so, how is this information communicated to students? (K4)		
How does the agency discuss distance learning opportunities with students? How does the agency determine the best remote or distance learning options for students? (K5)		
How does the agency screen for classroom readiness, including remote options? (K6)		
What data is used to appropriately place students into classes? (K7)		

Section L – Student Records	**Evidence submitted**	✓
Does the agency create a record for each student? Are student records stored electronically, on paper, or a combination? (L1)		
What information is in or attached to the student record? (L2)		
Does the agency keep student records secure? How long? Where? (L3)		
How does the agency ensure student information is confidential? (L4)		

Section M – Attendance	**Evidence submitted**	✓
How do staff know the content of the student attendance policy? How do you ensure that staff is following the policy? (M1)		
How does the agency enforce its own student attendance policy and procedures? (M2)		
How does the agency collect student attendance for each class type? How does the agency ensure students are signing in and out accurately? Do sign in/out sheets match eData entry? (M3)		
How does the agency track, document, and record supplemental distance learning attendance? What processes and procedures does the agency have to ensure that all staff track, document, and record DL time the same way? (M4)		

Section N – Student Support Services	**Evidence submitted**	✓
How does the agency provide career building and transition support to each student? (N1)		
How do students know when services are available and who to contact? How are services provided without disrupting class time? (N2)		
How does the agency monitor and document transition support services? (N3)		
How does the agency provide barrier support services to the students? How do students know when services are available and who to contact? What is the follow-up and support for students who are having attendance difficulties? (N4)		
How does the agency work with local agencies to provide appropriate services for students? (N5)		
How does the agency monitor and document barrier support services? (N6)		

Section O – Instruction	**Evidence submitted**	✓
How does instructional staff use assessment results to guide instruction? (O1)		
What curriculum, framework, or scope and sequence is used for ESL, ABE, ASE? (O2)		
How does the agency transition students from ESL to ABE instruction? (O3)		
Does the agency have learning difference materials for students who need them in every classroom? How are learning difference materials supplied for remote learners? (O4)		
How does the agency ensure that students receive the required intensity of instruction to achieve their goals? What class options are offered? (O5)		
How has the schedule changed compared to the approved grant and did the agency communicate the changes in the schedule to the advisor? (O6)		
How does the agency ensure that instructors get sufficient paid protected preparation time? Provide specifics. (O7)		
Does the agency have standards-aligned lesson plans for each class session? (O8)		
How does the agency's instructional plans embed workforce preparation and career awareness activities? (O9)		
How are digital literacy skills addressed in lesson plans and instruction? (O10)		
Does the agency provide services in a correctional institution? If so, does the agency have a signed MOU with the correctional facility? How does the agency get necessary data from the facility, especially SID and release date? (O11)		
How does the agency determine which students will receive supplemental distance learning opportunities? How does your agency prepare students to be successful in supplemental distance education? How does the agency ensure the supplemental distance learning supports the classroom activities? (O12)		

Section P – Digital Literacy	**Evidence submitted**	✓
How does the agency ensure that teachers have the digital literacy skills to implement effective distance education? (P1)		
Are computers and internet available for student use in each facility? Other technology? (P2)		
How are technology tools used in the classroom? (P3)		
How does the agency provide support for student use of technology outside of the in-person classroom? (P4)		

Section Qa – Volunteer Classroom Aides	**Evidence submitted**	✓
Does the agency have policies and procedures related to classroom aides? (Qa1)		
Does the agency have a tutor coordinator? How much time is budgeted for the tutor coordinator? (Qa2)		
How are classroom aides recruited, trained, and supported? (Qa3)		
How many classroom aides does the agency have currently? (Qa4)		
How do the classroom aides receive assignments? (Qa5)		
How does the agency track the hours for classroom aides? (Qa6)		
How does the agency use classroom aides? How does the agency use aides in a remote classroom? (Qa7)		
How does the agency track the effectiveness of the classroom aides? (Qa8)		

Section Qb – Tutoring	Evidence submitted	✓
How does the agency recruit tutors? (Qb1)		
How are tutors trained? (Qb2)		
How does the agency make tutor assignments? (Qb3)		
Do tutors have instructional plans? Who prepares and reviews the plans? (Qb4)		
How does the agency track the effectiveness of tutors? (Qb5)		
How do tutored students receive barrier support? (Qb6)		
How do tutored students receive transition support? (Qb7)		

Section Qc – Peer Tutoring	Evidence submitted	✓
Does the agency offer peer tutoring in a correctional setting? (Qc1)		
How are peer tutors identified, trained, and monitored? (Qc2)		
How is instructional time tracked and collected? (Qc3)		
How does the agency track the effectiveness of peer tutors? (Qc4)		
Does the agency have a signed memorandum of understanding with the correctional facility that outlines the peer tutoring program? (Qc5)		

Section R – Professional Development and Program Improvement	**Evidence submitted**	✓
How does the agency ensure that staff received annual training in the National Reporting System? (R1)		
How does the agency determine who is on the PIT? (R2)		
How does the agency determine the focus of the PIT? What data is reviewed, etc.? What guides the agency's program improvement process and how are improvements implemented? (R3)		
What is the process for ensuring all staff members have completed appropriate staff induction? How is it documented? (R4)		
How does the agency ensure that instructors get sufficient paid protected professional development time? (R5)		
What qualifications does the agency use to determine who will be the in-house professional development specialist (IHPDS)? (R6)		
How much time is budgeted for the IHPDS? (R7)		
How is the IHPDS spending their 2% indirect student instructional service? (R8)		
How does the agency ensure the IHPDS meets with staff to support professional development for the agency? (R9)		
How does the agency monitor the subgrantee's professional development? (R10)		

Section S – Data Management	Evidence submitted	✓
How do staff know the content of the policy? How do you ensure that staff is following the policy? (S1)		
What qualifications does the agency use to determine who will be the data quality specialist? (S2)		
What responsibilities does the data quality specialist have? (S3)		
Which agency staff are responsible for data collection? How does the agency ensure all data collected is accurate and complete? (S4)		
Which agency staff are responsible for reviewing data? Is information reviewed prior to data entry? (S5)		
Which agency staff are responsible for data entry? How does the agency ensure that all data entry staff are properly trained? (S6)		
How does the agency ensure that all data is entered into eData within 14 days of collection, as required in Policy C.130? (S7)		
How does the agency share student data with instructors to help guide services? (S8)		
Are all staff working on Division of Adult Education funded activities entered in eData? (S9)		

Section T – Agency Performance	Evidence submitted	✓
How does the agency monitor educational gains and what is the agency doing to ensure it meets targets? (T1)		
How is the agency tracking and documenting other ways of meeting Measurable Skills Gain (MSG)? (T2)		

Section U – Agency Required Reporting	Evidence submitted	✓
What is your process for ensuring that you submit required reports on time? (U1)		
Other than the person responsible for submitting the reports, does the agency have someone else verify the accuracy of its reports? (U2)		
What reports does the agency require from its subgrantee(s)? Are these reports listed in the contract with the subgrantee(s)? (U3)		

Section V – Fiscal	**Evidence submitted**	✓
Does the agency have a procurement policy that meets Uniform Grant Guidance requirements? How do you ensure that it is being followed? (V1)		
Does the agency have written policies and procedures to ensure segregation of duties? Describe or show documentation of how agency handles segregation of duties. (V2)		
Does the agency have written policies and procedures to ensure internal controls? Describe or show documentation of how agency handles internal controls. (V3)		
How does the agency determine which funding source to use when providing services? How does the agency allocate costs when charging expenses across multiple funding sources? Does the agency have a system to ensure no co-mingling of funds? (V4)		
How does the agency track and monitor expenses? (V5)		
How does the fiscal staff work with the agency staff to ensure the adult education fiscal guidelines are met? (V6)		
How does the agency track and document local match? (V7)		
How does the agency track time and effort for all employees? (V8)		
How does the agency monitor its subgrantee(s) for compliance to meet division and federal fiscal requirements? (V9)		
Does the agency meet the criteria for a Single Audit? If not, is the agency independently audited? Were there any findings related to adult education activities? (V10)		
How does the agency determine if an expense is allowable? (V11)		
What are the procedures the agency uses to purchase supplies/texts/equipment/technology? (V12)		
How does the agency calculate expenditures by ABE Institutional, ASE/GED Institutional, ABE Community, and ASE/GED community? How does the agency track expenses per county? (V13)		
How does the agency calculate expenditures on career services to report in the FER? (V14)		

Section W – Family Literacy General Information	Evidence	✓
How does the agency ensure families understand the requirements of the program and are interested and able to fully participate in all four components? (W1)		
How does the agency ensure each family participates in all four components? (W2)		
How does the agency document instructional hours per component? (W3)		
How does the agency ensure all required standards are implemented in all four components? (W4)		
Describe the attendance policy for all family literacy components. (W5)		
How does the agency provide year-round services for families? (W6)		
How does the agency collect, document, and enter secondary goals for families? (W7)		

Section X – Early Childhood Assessment	Evidence	✓
Describe your agency's childhood assessment policy. (X1)		
How does the program ensure that staff who are administering the childhood assessments are appropriately trained and administering assessments correctly? (X2)		
How does the ECE partner provide pre and post childhood assessment data to the agency? How often? (X3)		
How does the program use the results of childhood assessment to inform ECE, parent, and ILA instruction? (X4)		

Section Y – Early Childhood Education (ECE)	**Evidence**	✓
How does the agency provide early childhood education services to eligible children: in house, with a partnering ECE provider, or both?		
How does the agency ensure that ECE classrooms meet health and safety standards?		
How does the agency or partnering provider appropriately staff the ECE classrooms based on the division requirements?		
How does the agency offer childcare (or babysitting services) during adult and parent education classes?		
What activities does the program provide to support families to transition children from Pre-K to kindergarten?		

Section Z – Parent Education and Interactive Literacy Activities	**Evidence**	✓
How does the program ensure Parent Education sessions are of high quality and intensity per division requirements?		
How does the agency offer Interactive Literacy Activities?		
How does the program ensure Interactive Literacy Activities are of high quality, intensity, and family-centered per division requirements?		
How are at-home non-facilitated Interactive Learning Activities documented? How is feedback provided to parents after completion of activities?		
How does the program ensure that staff who are administering the ACIRI assessment are appropriately trained and administering it correctly?		