## FY' 09 Comments

| Program #7 | Program #8 |
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| 1. Program data was reviewed for the Fiscal Years of 2006 to 2009. Data shows pre-test rates have consistently been well above the state benchmark of 80% through the period. The rate for Fiscal Year 2006 was 98.57%. Pre-test rate for Fiscal Year 2007 was 92.50% and Fiscal Year 2008 rate was 100%. As of the review date the pre-test rate for Fiscal Year 2009 is 95%. The program is commended for maintaining such high levels of pre-testing. | 1. Data shows pre-test rates have consistently been well above the state benchmark of 80% through the period. The rate for Fiscal Year 2006 was 87%. Pre-test rate for Fiscal Year 2007 was 93% and Fiscal Year 2008 rate was 96%. As of the review date the pre-test rate for Fiscal Year 2009 was 98%. The program is commended for maintaining such high levels of pre-testing. |

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| 2. Program persistence rate (percentage of students with 12 plus hours) is reviewed based on the state average of 59% through the period reviewed. Fiscal Year 2006 the rate was 88.35%, decreasing to 76.68% in Fiscal Year 2007 and was 77% in Fiscal Year 2008. As of the time of data review for Fiscal Year 2009 the rate was 72.50%. Persistence rate can impact post-test percentages and ultimately affect level attainments. | 2. Program persistence rate (percentage of students with 12 plus hours with a pre-test) is reviewed based on the state benchmark of 70%. The persistence rate for the program for Fiscal Year 2006 was 51%. The rate was at 52% in Fiscal Year 2007 and improved to 58% in Fiscal Year 2008. As of the time of data review for Fiscal Year 2009 the rate was 84%. Persistence rate can impact post-test percentages and ultimately affect level attainments (progress rate). The program is commended for such high levels of persistence within the program. The review team notes this dramatic increase in the persistence rate is due to the program establishing a managed intake process this fiscal year for students attending the learning center classes. This effort has increased the number of students staying in class longer due to more information given to them and expectations explained at the beginning of the students' educational process. The program is also commended for the effort at the main learning center and is encouraged to look at ways of expanding the managed intake process to satellite sites which only improve the persistence rate even more. |

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| 3. Post-test rates for the program are above the state benchmark of 55% through the period. The post-test rate was 58% in Fiscal Year 2006 and 75% in Fiscal Year 2007. The post-test rate for Fiscal Year 2008 dropped to 45%. The rate for Fiscal Year 2009 (as of October 10th) was 90%. The review team noted the program does have a program-wide post-test policy. We encourage the program to review post-testing policy and revise to better meet the needs of the student. The program may review "Improving an AEL Program" Section 2 of the *AEL Local Program Director's Guide* and the 2008 Program Analysis report for suggestions. | 3. Post-test rates (percentage of students who had 12 plus hours with a pre-test who also had a post-test given) for the program was 38% in Fiscal Year 2006 and 51% in Fiscal Year 2007. The post-test rate for Fiscal Year 2008 was 50%. The rate for Fiscal Year 2009 at the time of the review was 48%. The state benchmark for the post-test rate is 55%. The review team noted the program does have a program wide post-test policy. The program is encouraged to review the current policy and consider changes that may have a positive impact on post-test rates. |

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| 4. Progress rates are determined by the percentage of students who post-tested that have shown level attainment. For Fiscal Year 2006, the AEL program had a 43.06 % progress rate. For Fiscal Year 2007, the rate was 33.00% and 37.78% for Fiscal Year 2008. Progress rates can be correlated to post-test rates. The program is encouraged to look at ways of improving progress rates including but not limited to post-test policy and instructional strategies. | 4. Overall level attainments (progress rate) for Fiscal Year 2006 as 20%. In Fiscal Year 2007, total level attainments were 26%. Fiscal Year 2008 total level attainments were at 29%. Fiscal Year 2009 level attainments at the time of the review were at 28%. Progress rate is the percentage of students with 12 plus hours and pretested who advanced one level attainment based on the National Reporting System (NRS) designated levels. The review noted the main learning center data shows a progress rate of 48%. The cause of the high progress rate at the learning center is due to implementation of researched-based explicit instruction which involves structured group instruction. This teaching strategy has been implemented for all subject areas taught at the main learning center and is structured in six week managed enrollment sessions. The review team observed several of these classes and was very impressed with the instructional format and the student participation in the classes. The program is commended for these efforts and is encouraged to look at ways of implementing these processes at the satellite sites. |

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| 5. Overall AEL level attainments for Fiscal Year 2006 were 59 points below federal targets. In Fiscal Year 2007, total level attainments were 59 points below federal targets. Fiscal Year 2008 total level attainments improved to 52 points below federal targets. Level attainments for Fiscal Year 2009, at the time of the visit, were 71 points above the federal targets. With the impressive improvement so far this fiscal year on meeting federal targets, the program is asked to prepare a report that identifies and explains what strategies/changes were implemented to account for the increase. | 5. Goal attainments for GED, Obtained Employment, Retained Employment, and Placement in Post-Secondary/Training showed improvement through the data period reviewed. The program is commended for these improved numbers. |
| 6. The program's GED goal attainment percentage improved from 35 points below the federal target in Fiscal Year 2006 to 11 points above the federal target for Fiscal Year 2007. Employment/Postsecondary Goal attainments for Fiscal Year 2006 were 119 points below the federal target for that year. The attainment levels decreased to 153 points below the federal target for Fiscal Year 2007. The program is encouraged to investigate causes for this drop and develop strategies to improve Employment/Postsecondary goal attainments. One suggestion would be to review to program's goal setting process with students to better identify student's goals. | 6. The program was reviewed for grant compliance . An established advisory committee is active and involved in the program operations. The review team noted that the numbers of ABE, ASE and ESL students identified in the recent grant application are comparable to the number of students being served. Collaborations and partnerships are established with the _____ _____ The program is encouraged to continue to investigate ways to form partnerships with other Workforce Investment Act programs in the service area. The program is also encouraged to review current referral processes both from the program to other services and promoting other services to refer to the program to ensure options are available to optimize assistance to adults in need of available services. |

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| 7. The program was reviewed for grant compliance. An established advisory committee is active and involved in the program operations. The program appears to be providing the services identified in the grant application. The program is well marketed to the communities being served. The program is encouraged to continue seeking partnerships to assist in meeting student needs. | 7. The program indicated the consideration of eliminating satellite classes due to lack of performance. The review team noted that enrollment numbers aren't an issue, rather performance is. The program is encouraged to consider continuing services in these areas. These communities show evidence of need of services and with the improvement in performance at the program's main learning center our office is encouraged that these class sites will also see improvement in performance if changes can be initiated the way they were at the learning center. The program is also encouraged to look at long term goals for the services being provided. This would include current capacity with both space and staff in meeting additional needs that may arise in the service area. |
| 8. Review of budget and financial records showed the accounting system is up-to-date and adequate for review of expenditure records. However, it was noted by the review team that the director's salary is currently being paid out of Category I (Instructional) funds. All administrative/supervisory functions charged to the AEL program budget must be charged to Category II (Administration). The program is required to transfer the amount to be paid for this position to Category II (Administrative) funds. The program director should submit an email request to the State AEL office for transfer of funds from Category I to Category II. | 8. Review of budget and financial records showed the accounting system is up-to-date and adequate for review of expenditure records. The program is in compliance with fiscal issues and is commended for the work done in this area. |

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| 9. The local administrative entity provides in-kind financial support including space and furniture for the offices of the AEL program and classes. Additional funds are also being provided to pay for teachers and materials as needed. The _____ administration is commended for their support and commitment to the local program. Please express our appreciation for their continued support. | 9. The School District provides in-kind financial support including space and furniture for the offices of the AEL program and classes. The school district also provides additional financial support to the program to sustain services throughout the year. The school district administration is commended for their support and commitment to adult education & literacy. Please express our appreciation to the administration for their continued support. |
| 10. The program appears to have a good program administration process. Staff handbooks are accessible to all staff. A good communication structure is in place with the director and all stakeholders in the program. Student hours are being tracked and recorded in a timely manner. The program has a good data collection process in place to ensure accurate data is being entered and data is entered in a timely manner. Program information is available to other agencies, programs and organizations for referral purposes to the program. Student personal information is being stored in a secure location. All classes are accessible to all populations being served. | 10. The review team observed that you as director, exhibit strong management skills with funds, staff and resources. The instructional staff also shows true commitment to adult education with a core of veteran instructors. The major changes initiated in the program this year show true commitment to improving services to our students. Our office would like to thank and commend you, the instructional staff and support staff for the hard work and dedication to adult education and literacy. |

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| 11. The review team observed that you as director, exhibit strong management skills with funds, staff and resources. The instructional staff also shows true commitment to adult education with a core of veteran instructors. Our office would like to thank and commend you and instructional staff for the hard work and dedication to adult education and literacy. | 11. Evidence was given for a strong process for identifying ABE/ASE student educational needs based on assessment results and instruction is developed based on assessment results. The review team however determined that the CASAS test was not being administered and utilized according to publisher's guidelines. Specifically, the Appraisal component of the CASAS assessment was not being administered prior to testing and the program was not using the Class Profile Sheet of the CASAS test to document that assessment results are being tied to instruction. The program is required to submit a plan of action that will address the proper administration of the CASAS assessment, including the use of the Appraisal and Class Profile Sheets to our office by May 1, 2009. |
| 12. The program has a well rounded selection of educational materials in all class sites visited. This includes both book and paper materials and computer resources. Evidence was given for a strong process for identifying ABE/ASE student educational needs based on assessment results. The program has a progress plan in place for ABE/ASE students for instructional planning purposes. The program also provides various teaching strategies to benefit the learning process of all adult students. The program is commended for these efforts. Assessments being used with students are being conducted according to publisher guidelines and all materials are kept is a secure location. | 12. The program has a well rounded selection of educational materials in all class sites visited. This includes both book and paper materials and computer resources. The review team notes these resources are being used more effectively with the use of explicit instruction in the classes. |

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| 13. The review team noted the program has instituted state approved AEL Content Standards in the classrooms. The program is commended for establishing these standards and promoting the use of them with students. | 13. Student personnel files were reviewed and the team noted the cabinet that houses these files in the main learning center does not have a locking mechanism. All students' personal information must be kept in a secure location without public access. The program is required to submit in writing how student information will be secured. |
| 14. All staff appears to be up-to-date on certification requirements and all staff appears to have input on types of professional development activities they attend. The review team noted the program did not have one tracking system for all certification requirements. The program is encouraged to use the tracking system provided by the review team or use another tracking system that can identify all requirements are being met by teachers. | 14. The program participated in the STAR Reading Pilot project. The STAR Reading Pilot data for _____ showed that ___ students were served in the STAR class with an 88% persistence rate, and a 46% progress rate. These numbers are considered outstanding results and the program is commended for the efforts to initiative positive change within the program to improve the chances for student success in the intermediate levels. The program is also commended for the efforts made to help promote and inform other programs within the state the effectiveness of the STAR reading project. |
| 15. A review of the Missouri Quality Indicators (MQI) showed the program is meeting indicators for success of the MQI. | 15. The review team noted the program has instituted state approved AEL Content Standards in the classrooms. These standards are identified in all group lesson plans designed. The program is commended for establishing these standards and promoting the use of them with students . |

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| 16. The review team noted the *AEL Guidelines for Serving Students with Learning Difficulties* was not accessible to all program staff. The program is required to have these guidelines available at each class site and that teachers are aware and utilize these guidelines for serving students with learning difficulties. The program is required to submit a plan of action on how the guidelines will be disseminated to all staff and what steps will be taken to ensure all staff has access to the guide. | 16. The program operates an extensive tutor training project targeting literacy level (NRS 1 and 2) students. The Literacy Coordinator does numerous trainings throughout the program and the trainings are extensive and instructional to the volunteers. The program is commended for the efforts to support literacy services. The program is asked to investigate ways of monitoring that volunteers are being used properly with literacy students, the effectiveness of the amount of trainings being provided in relationship to the amount of time a tutor is available to assist and the impact the project has on the students being served. |
| | 17. The program showed evidence of an accurate and up-to-date method of tracking staff certification requirements. All staff appears to be up-to-date on certification requirements and all staff appears to have input on types of professional development activities they attend. |
| | 18. A review of the Missouri Quality Indicators (MQI) showed the program is meeting all ten indicators based on the criteria established to show evidence of success indicators. See page 2-13 of the *Missouri Local AEL Program Director's Guide* for the criteria reviewed. |