# FY' 09 Comments

| Program #1 | Program #2 | Program #3 |
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| 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 95%. Pre-test rate for Fiscal Year 2007 was 97% and Fiscal Year 2008 rate was 83%. As of the review date the pre-test rate for Fiscal Year 2009 was 87%. The program is commended for maintaining such high levels of pre-testing. | 1. The state benchmark for the pre-test rate is 80%. The rate for Fiscal Year 2006 was 85%. Pre-test rate for Fiscal Year 2007 was 91% and Fiscal Year 2008 rate was 84%. As of the review date the pre-test rate for Fiscal Year 2009 is 93%. The program is commended for the efforts to ensure most students receive a pre-test upon enrolling into the program. | 1. The state benchmark for pre-test rate is 80%. The rate for Fiscal Year 2006 was 77%. Pre-test rate for Fiscal Year 2007 was 82% and Fiscal Year 2008 rate was 97%. As of the review date the pre-test rate for Fiscal Year 2009 is 99%. The program is commended for such high levels of pre-test rate. |
| 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 rate for Fiscal Year 2006 was 62%. The persistence rate for Fiscal Year 2007 was 69% and Fiscal Year 2008 rate was 71%. As of the time of the review for Fiscal Year 2009 the rate was 66%. Persistence rate can impact post-test percentages and ultimately affect level attainments. The program is commended for such high levels of persistence within the program. | 2. The state benchmark for persistence (percentage of students with 12 plus hours) is 70%. Fiscal Year 2006 the persistence rate was 59%, increasing to 70% in Fiscal Year 2007 and was 71% in Fiscal Year 2008. As of the time of data review for Fiscal Year 2009 the rate was 78%. Persistence rate can impact post-test percentages and ultimately affect the progress rate. The program has embarked on a managed intake process that could increase the already high levels of persistence. The program is commended for these efforts. | 2. The state benchmark for persistence (percentage of students with 12 plus hours) is 70%. Fiscal Year 2006 the persistence rate was 41%, decreasing to 39% in Fiscal Year 2007 and was 40% in Fiscal Year 2008. As of the time of data review for Fiscal Year 2009 the rate was 54%. Persistence rate can impact post-test percentages and ultimately affect the progress rate. The program is encouraged to continue to look at strategies to improve persistence rates. Suggestions may be found in the *Program Analysis Report* given to the local program in 2008. The program is encouraged to review and discuss Quality Indicator #2 – student intake/orientation and Quality Indicator #3 – retention of students. |

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| 3. The state benchmark for post-test rates (percentage of students who had 12 plus hours with a pre-test who also had a post-test given) is 55%. The post-test rate was 67% in Fiscal Year 2006 and 63% in Fiscal Year 2007. The post-test rate for Fiscal Year 2008 decreased to 51%. The rate for Fiscal Year 2009 at the time of the review was 43%. The program is encouraged to establish a written program-wide post-test policy and the measures to be taken to monitor the implementation of the policy. The program is required to submit a plan of action that will describe what steps will be taken to increase the post-test rate. If assistance is needed in developing this plan, please contact the State AEL office. | 3. Goal attainments for entering employment and retaining employment were well above the federal targets for the period reviewed. The program is commended for these efforts. | 3. GED goal attainment is based on criteria established by the National Reporting System (see Core Outcome Measure # 4 on page 4-6 of the *Local AEL Program Director's Guide* ). The program's GED goal attainment percentage was 12 points below the federal target in Fiscal Year 2006, 8 points above the federal target for Fiscal Year 2007 and 7 points below the federal target for Fiscal Year 2008. The program is encouraged to continue to look at ways for identifying goal setting processes that will ensure accurate goals are being set and that students' who achieve the goal is accounted for. |
| 4. GED goal attainment is based on criteria established by the National Reporting System (see Core Outcome Measure # 4 on page 4-6 of the *Local AEL Program Director's Guide* ). The program's GED goal attainment percentage for fiscal year 2006 was 42%. The percentage increased to 44% in Fiscal Year 2007 and to 67% in Fiscal Year 2008. The program is commended for the high levels of GED attainment in the program. | 4. The goal attainment rate for postsecondary in Fiscal Year 2006 was 40%. This was 13 points above the federal target for the fiscal year. In Fiscal Year 2007 the attainment rate was 15% and 27 points below the federal target. The attainment rate was 10% or 33 points below the federal target for Fiscal Year 2008. The program is encouraged to investigate ways to ensure more accurate goal setting occurs and these goals are | 4. The program has partnerships in place throughout the service area. These partnerships include the _____ _____. The program has also increased collaboration with other programs such as the Career Assistance Program operated by the WIB board and the admissions and financial aid department of _____ to provide transitions services. The program is commended for the partnership efforts and is encouraged to continue to seek out opportunities to collaborate services and resources with other entities. |

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| 5. 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. | 5. A review of grant compliance shows the program has an established Advisory Committee that meets bi-annually. This committee can be used to foster partnerships and collaborations to maximize the students' opportunities to achieve success. The review team noted there was little evidence of partnerships and collaborations with agencies in the area. Little information was available in the classroom for the students regarding other services they may be eligible for in the community. The program is strongly encouraged to communicate with agencies such as the _____, local WIB contracted agencies and other services agencies to investigate establishing referral networks, information sessions with students, and gathering information to be made available in the classroom for students access. | 5. The review team was given information the program does not have up to date and consistent program wide marketing tools. The program is encouraged to establish a local marketing plan and generate consistent marketing tools to be use to market the program to the communities being served. The State AEL office has a marketing packet available for use upon request. The program is asked to review and discuss Quality Indicator #1 – successful student recruitment. |
| 6. The program has established partnerships with various partners in the service area. This includes: _____ _____ _____. Partnerships are vital to the success of AEL. The program is encouraged to continue to seek out partnerships that will increase the chance for success with our students. | 6. Review of budget and financial records showed the accounting system is up-to-date and adequate for review of expenditure records. All financial records and processes are in order and meet OMB Circular guidelines. The School District provides ample space for offices and classrooms as well as fiscal assistance in supporting the program director's position. Please express our gratitude to the School District Administration for their continued support of AEL. | 6. Review of budget and financial records showed the accounting system is up-to-date and adequate for review of expenditure records. All financial records and processes are in order and meet OMB Circular guidelines. It was noted by the review team the director has multiple job responsibilities and is paid out of multiple funding sources. The director is required to maintain a time and effort sheet to ensure that the amount of funds from AEL correlate to the amount of time spent on directing the AEL program. A time and effort sheet is available from the State AEL office for use. |

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| 7. 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 pays for administrative salaries for the program. The School District administration is commended for their support and commitment to the program. Please express our appreciation to the administration for their continued support. | 7. The review team noted the program did have a staff handbook available for program staff. The program is encouraged to review the handbook and add to the handbook any policies, procedures and practices addressing program operations for easy access by all staff. | 7. _____ provides in-kind financial support including space and furniture for the offices of the AEL program and classes. Additional funding support comes from the program being operated through the Workforce Investment Board (WIB). _____. The administration is commended for their support and commitment to the local program. Please express our appreciation to the administration for their continued support. |
| 8. The review team observed that the instructional staff shows true commitment to adult education with a core of veteran instructors. Our office would like to thank and commend you and the instructional staff for the hard work and dedication to adult education and literacy. | 8. The director is encouraged to spend time reviewing data reports generated by ACES. In addition, the director is encouraged to talk to staff about what the reports indicate and what actions the staff can take to improve performance for the program. The program is also encouraged to review and discuss with staff Missouri Quality Indicator #7 – *successful process for reviewing and managing data reports* . | 8. The review team noted the program did have a staff handbook available for program staff. The director indicated the handbook in currently being reviewed and updated to ensure current and accurate information is being given to program staff. |

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| 9. 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. Classes seem to be adequately furnished and accessible to all populations being service. Instructional staff exhibit experience in instructing all adult populations being serviced. The program is also providing transition services to students intending on pursuing post secondary education. The program is commended for these efforts. | 9. 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 program is commended for operating all-day classes and having multiple teachers available during these sessions. Evidence was given the students instruction is tied to the assessment results. The program is encouraged to review the progress plan process and update it to ensure these plans are linked to assessment results, tied to the state approved Content Standards and can monitor student mastery of objectives. The program is also encouraged to review and discuss with staff the Missouri Quality Indicator #4 – *successful student progress planning process.* | 9. The program director gives data report generated from ACES to staff for review. The director is encouraged to spend time talking to staff about what the reports are indicating and discuss actions the staff can do to improve performance for the program. |
| 10. Our office is encouraged that the program is participating in the Student Achievement in Reading (STAR) project. The project is proving to be successful in programs throughout the state and we will provide all the assistance we can to help you to make the changes needed to operate the project. | 10. The review team observed during the class visit that individualized instruction appeared to be the sole teaching strategy being used with students. The program director is encouraged to promote to staff the use of additional research based teaching strategies in the classroom to maximize student success. Assistance from our office is available to discuss the various strategies. | 10. 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 the students instruction is tied to the assessment results. The program has a quality progress plan in place for instructional planning purposes. The program is commended for these efforts. The program director is encouraged to promote various research based teaching strategies in the classroom to maximize student success. Assistance from our office is available to discuss the various strategies. |
| 11. 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. | 11. The program showed evidence of an accurate and up-to-date method of tracking staff certification requirements. It appears all staff are current with certification requirements. Staff seems to have input on professional development opportunities. The program is commended for these efforts. | 11. The program staff does not have access to the state *Guidelines for Serving Students with Learning Difficulties* as required by the grant. The program does not have an identifiable screening tool available in the classes to screen students with possible learning difficulties in order to provide accommodations to students in need. |

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| 12. 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. | 12. The review team noted the program has instituted state approved AEL Content Standards in the classrooms. The lesson plans designed are of high quality and will benefit the program long term when designing other researched based instruction. The program is commended for establishing these standards and promoting the use of them with students. | 12. The program showed evidence of an accurate and up-to-date method of tracking staff certification requirements. The review team noted the program does not have a mentoring process in place as required by the DESE certification office. The program has not conducted yearly performance based teacher evaluations also required by the DESE certification office. The program is required to provide an action plan to our office establishing these processes as required. |
| 13. 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. | | 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. |
| 14. The program staff is actively involved in statewide AEL projects and initiatives. Staff was or is involved in projects such as Professional Development Committee, Literacy activities, and the STAR Project. _____ _____ _____ _____ _____. | | |

15. A review of the Missouri Quality Indicators (MQI) showed the program is meeting 9 of the 10 indicators for success of the MQI. The program is encouraged to investigate ways of showing success in Indicator #4 –Successful Student Progress Planning. Please review page 2-13 of the *Local AEL Director's Guide* for items to be used to show evidence the indicators are successful.