## FY' 09 Comments

| Program #4 | Program #5 | Program #6 |
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| 1. The state benchmark for pre-test rate is 80%. The rate for Fiscal Year 2006 was 89%. Pre-test rate for Fiscal Year 2007 was 88% and Fiscal Year 2008 rate was 85%. As of the review date the pre-test rate for Fiscal Year 2009 is 92%. The program is commended for the efforts to remain above the state benchmark for pre-test rate. | 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 97%. Pre-test rate for Fiscal Year 2007 was 96% and Fiscal Year 2008 rate was 98%. As of the review date the pre-test rate for Fiscal Year 2009 is 99%. 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 100%. Pre-test rate for Fiscal Year 2007 was 100% and Fiscal Year 2008 rate was 99%. As of the review date the pre-test rate for Fiscal Year 2009 was 100%. The program is commended for maintaining such high levels of pre-testing. |
| 2. The state benchmark for persistence (percentage of students with 12 plus hours and pre-tested) is 70%. Fiscal Year 2006 the persistence rate was 37%, improving to 46% in Fiscal Year 2007 and was 52% in Fiscal Year 2008. As of the time of data review for Fiscal Year 2009 the rate was 46%. Persistence rate can impact post-test percentages and ultimately affect the progress rate. The review teams notes an improvement in the persistence rate over the review period, however the rates are still well below the state benchmark. The program is encouraged to look for ways of improving the persistence rate. Suggestions may be found in the *Program Analysis Report* given to the local program in 2008. The program is also encouraged to review and discuss Quality Indicator #2 – successful student intake/orientation and Quality Indicator #3 – successful student retention of students for ideas on how to improve persistence. | 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 60%, decreasing to 50% in Fiscal Year 2007 and was 57% in Fiscal Year 2008. As of the time of data review for Fiscal Year 2009 the rate was 50%. Persistence rate can impact post-test percentages and ultimately affect level attainments. 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. | 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 was at or above 96% from Fiscal Year 2006 to 2008. As of the time of data review for Fiscal Year 2009 the rate was 83%. 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. |

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| 3. The program has an established managed intake process. This process has been in place for at least two years and has been revised periodically in an attempt to increase program performance. Since this process has a direct impact on the program's persistence rate we strongly encourage the program to review the current managed intake process and investigate ways of improving the process which will directly affect all performance levels. Assistance will be provided by the State AEL office upon request. | 3. Progress rates are determined by the percentage of students who post-tested that have shown level attainment. For Fiscal Year 2006, Joplin AEL had a 67 % progress rate. For Fiscal Year 2007, the rate was 59% and 65% for Fiscal Year 2008. Progress rates can be correlated to post-test rates and based on the post-test data for the program while the numbers look impressive, the program should be aware that as post-test rates increase, this may impact the progress rates. To counter any possible reduction in progress rates, the program is again encouraged to emphasis the importance of proper and consistent post-testing in all classes. | 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 are well above the state bench mark of 55% through the period. The post-test rate was 100% in Fiscal Year 2006 and 98% in Fiscal Year 2007. The post-test rate for Fiscal Year 2008 decreased to 95%. The rate for Fiscal Year 2009 at the time of the review was 96%. The review team noted the program does have a program wide post-test policy. The review team notes that high levels of post-testing do not guarantee high levels of progress. |
| 4. The program exhibited a strong Advisory Board representing a large cross section of the community being served. The board meets monthly and gives strong support with input and network and resource opportunities. The program is commended for this effort. Please give our appreciation to the members for their support of the program. | 4. The program's GED goal attainment percentage improved from 10 points below the federal target in Fiscal Year 2006 to 12 points above the federal target for Fiscal Year 2007. Employment/Postsecondary Goal attainments for Fiscal Year 2006 were 47 points above the federal target for that year. The attainment levels decreased to 8 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. | 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 fluctuated from 20 points below the federal target in Fiscal Year 2006 to 15 points above the federal target for Fiscal Year 2007 and 1 point below the target in Fiscal Year 2008. A review of the Fiscal Year 2008 numbers shows that of the 600 students identified as in the pool for possible GED attainment 210 students reached the goal based on the criteria. The review team notes that an additional 141 students in the program passed the test, but because they did not meet the other criteria could not be counted for the program's goal attainment rate. The program is encouraged to look at the current process for identifying goals and monitoring progress of goal attainment. |

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| 5. The program has partnerships in place throughout the service area. These partnerships include, but not limited to: _____. The program is commended for the partnership efforts. | 5. 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. Numerous partnerships are in place with agencies in the service area including other area school districts in _____. The program uses numerous marketing tools to promote the program's GED preparation services. | 5. The program was reviewed for grant compliance. An established advisory committee is active and involved in the program operations. The program is encouraged to solicit participants from at least some of the facilities in other parts of the state the program operates in. |
| 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. However, 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. | 6. Review of budget and financial records showed the accounting system is up-to-date and adequate for review of expenditure records. It was noted by the review team that wages for a part time administrative assistant are currently being paid out of Category I (Instructional) funds. 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. | 6. The review team noted that the numbers of ABE, ASE and ESL students identified in the recent grant application are significantly different than the actual number served in each category in the previous three years. A reminder the number identified in the grant application should be close to number of students intended to be served. This can be estimated based on the number of students served in previous years and the anticipation of an increase or decrease of services the program intends to offer. |

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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. Additional funding support includes supporting administrative salaries and financing of special projects. This program is a transitions program to help adults prepare for and enter postsecondary education programs. The school district administration is commended for their support and commitment to the local program. Please express our appreciation to the administration of the school district for their continued support. | 7. The School District provides in-kind financial support including space and furniture for the offices of the AEL program and classes. Additional school district funds are also being provided to pay for rent for these spaces at the local Red Cross agency. The School District administration is commended for their support and commitment to the local program. Please express our appreciation to the administration of the school district for their continued support. | 7. The review team noted discussions about once students are identified as Adult Secondary Education (ASE) students they are transferred to general revenue classes for GED preparation. The program is asked to review the Program Operations section of the grant to ensure what the grant identifies as services to be provided are being or were attempted to be provided to students. |
| 8. Program administration indicated the school district received indirect costs funding from the AEL budget. The school district is asked to consider allowing the program to retain these indirect costs funding for program use to enhance the program administration's ability to supervise program operation. | 8. 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. | 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. |
| 9. The review team noted the program did have a staff handbook available for program staff. This handbook is vital in the operation of the program to give all staff up-to-date information on program processes and policies. The program is commended for this. | 9. The review team noted the program did have a staff handbook available for program staff. However, the staff handbook was located at the main learning center and not at other class sites visited. The program is asked to make available copies of the staff handbook to all staff at their location for easy access to written procedures and policies as well as other resources available in the handbook. | 9. The _____ provides in-kind financial support including space and furniture for the offices of the AEL program and classes. The department also supports AEL staff with additional professional development opportunities outside of AEL opportunities. The department administration is commended for their support and commitment to the program. Please express our appreciation to the administration for their continued support. |

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| 10. The program has one full-time and two part-time staff responsible for data entry. All staff involved in data collection and input has been trained in the process of data collection. The review team noted there are indications that data is not being entered in a timely manner (See Finding 4). The program is encouraged to investigate methods that will ensure timely input of data into the system and all staff involved in the data entry process is coordinating the data input. | 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 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. | 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. Our office would like to thank and commend you and instructional staff for the hard work and dedication to adult education and literacy. |
| 11. Data reports generated from ACES are given to staff for review. The program 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. The program is encouraged to find ways to increase monitoring of the action steps discussed with instructional staff to ensure use of the strategies. The program is encouraged to review and discuss Quality Indicator #7 – successful process for reviewing and managing data reports to look for ways of improving data input and report management. | 11. 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. | 11. 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. Our office is encouraged by the attempt being made to implement TABE assessments as the tool to structure student instruction based on these assessment results. It is our belief the program performance levels should be impacted in a positive manner based on the use of TABE. The program is commended for these efforts. |

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| 12. The program has available a well rounded selection of educational materials. The review team noted some instructors indicated they could use more materials in their classroom. Program administration indicated teacher can receive additional materials from the administrative office upon request. The program is encouraged to convey this to all staff. | 12. 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. | 12. Program administration assured the review team that staff has been trained on multiple teaching strategies and these strategies are being used in instruction within the program. The review team noted in the observations made in the class sites visit only individualized instruction was occurring with students. The program is encouraged to finds ways to improve monitoring of teaching strategies in the classrooms to ensure the strategies being used are researched based and appropriate to student needs as identified in assessment results and goals set. |
| 13. Evidence was given the students instruction is tied to the assessment results. The program has a progress plan in place for instructional planning purposes. The program is commended for these efforts. Progression rates can be impacted with the use of multiple research-based teaching strategies. The program is encouraged to promote various research-based teaching strategies in the classroom to maximize student success and to look for ways to increase monitoring of these practices with instructional staff to ensure the use of the strategies. | 13. A review of the Missouri Quality Indicators (MQI) showed the program is meeting indicators for success of the MQI. The program is again encouraged to look at the needs assessment indicator for strategies to strengthen its success overall. | 13. Our office is encouraged that the program is participating in the Student Achievement in Reading (STAR) project. While there are obstacles unique to the program in implementing the process, your willingness to investigate solutions to the obstacles is commended. The project is proving to be successful in programs similar to yours around the state and the country and we will provide all the assistance we can to help you to make the changes needed to operate the project. |
| 14. Our office is encouraged that the Kansas City AEL program is participating in the STAR reading project to target improved performance of intermediate level students. The program has requested assistance in establishing this project. When the program is ready to begin this process, please notify the State AEL office and assistance will be | | 14. 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. |

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| 15. Program administration indicated there is a large lag time to receive assistance in information and technology matters. This historically has been a detriment in providing students with adequate computer resources. The school district is asked to consider reviewing the IT support process and provide options that will allow for more timely assistance to the program. | 15. 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 (amount of time they will remain at the facility) and the impact the project has on the students being served. |
| 16. The review team noted that all instructional, support, and supervisory staff expressed true dedication and commitment to Adult Education students. Our office would like to thank all staff for their efforts in working to give students the opportunity to succeed. | 16. 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. |
| 17. The program showed evidence of an accurate and up-to-date method of tracking staff certification requirements. The review team indicates all staff appears to be current on certification requirements. With such a large number of certified staff to manage, the program is commended for this effort. | 17. The review team noted the program's participation in the Department of Justice research project on the effectiveness of computer based instruction compared to print based instruction. Our office would appreciate a copy of the research results. |

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| 18. 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. | 18. The program staff is actively involved in statewide AEL projects and initiatives. Staff was or is involved in projects such as Content Standards, Missouri Quality Indicators, Professional Development Committee, Literacy Committee, and the STAR Project. The program staff is commended for their participation and commitment to helping improve AEL state-wide. |
| | 19. A review of the Missouri Quality Indicators (MQI) showed the program is meeting 8 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 and Indicator #5 Successful Curriculum and Instruction process. Please review page 2-13 of the *Local AEL Director's Guide* for items to be used to show evidence the indicators are successful. |