FY'10 Comments

Program #1	Program #2	Program #3
1. The state benchmark for the pre-test rate is 80%. The AEL program's rate for Fiscal Year 2008 was 91% and for Fiscal Year 2009 was at 100%. The rate for Fiscal Year 2010 as of the date of the review was 99%. The program is commended for the efforts to ensure all students receive a pre-test upon enrolling into the program.	1. The AEL program GED goal attainment was 8 points below the performance target in Fiscal Year 2008 improving to 10 points above the target for Fiscal Year 2009. The program is commended for these efforts.	1. The state benchmark for the pre-test rate is 80%. The program's pre-test rate for Fiscal Year 2008 was 98% and for Fiscal Year 2009 was 99%. At the time of the review, the Fiscal Year 2010 pre-test rate was 99%. The program is commended for the efforts to ensure students receive a pre-test upon enrolling into the program.
2. The state benchmark for the persistence rate is 70%. For Fiscal Year 2008 the AEL program's persistence rate was 75%, increasing to 84% in Fiscal Year 2009. As of the time of data review for Fiscal Year 2010 the rate was 91%. Persistence rate can impact post-test percentages and ultimately affect the progress rate. The program is commended for these high levels of persistence.	2. Goal attainment for entering employment for Fiscal Year 2008 was 14 points above the federal target for Fiscal Year 2008 and 2 points above the target in Fiscal Year 2009. The program is commended for its efforts of helping adults to obtain employment. However, the program is encouraged to examine why fewer students achieved this goal in Fiscal Year 2009.	2. The state benchmark for persistence (percentage of students with 12 plus hours and a pre-test) is 70%. Fiscal Year 2008 the program persistence rate was 81% and in Fiscal Year 2009 was 81%. At the time of the review for Fiscal Year 2010 the rate was 71%. Persistence rate can impact post-test percentages and ultimately affect the progress rate. The program is commended for maintaining a high level of persistence.
3. The state benchmark for post-test rate is 55%. The post-test rate was 48% in Fiscal Year 2008 and 63% in Fiscal Year 2009. The rate for Fiscal Year 2010 at the time of the review was 46%. The current fiscal year's rate is determined to be due to the large volume of data to be entered into the ACES system.	3. The goal attainment for retaining employment was 9 points below the federal targets for Fiscal Year 2008 and 7 points below the target for Fiscal Year 2009. With the current situation in our economy having such an effect on the workforce, we request the program submit a plan of action that describes efforts to improve the retained employment goal attainments rates. Response Required	3. GED goal attainment is based on criteria established by the National Reporting System (see Core Outcome Measure # 4 on page 4-5 of the *Local AEL Program Director's Guide*). The program's GED goal attainment percentage for Fiscal Year 2008 was 15 points above the federal target and was 9 points above in Fiscal Year 2009. The program is commended for exceeding GED goal attainment targets.

4. Missouri's federal performance targets are negotiated each year with the US Department of Education, Office of Vocational and Adult Education (OVAE). In Fiscal Year 2008, the AEL program was 7 points below the federal targets improving to 7 points above the target in Fiscal Year 2009. At the time of the review, the program was 7 points below the federal targets for Fiscal Year 2010. The current fiscal year's rate is determined to be due to the large volume of data to be entered into the ACES system.	4. The goal attainment rate for entering postsecondary was 34 points above the federal target for Fiscal Year 2008 and 5 points above the target in Fiscal Year 2009. The program is commended for these efforts in assisting AEL students to pursue post secondary options. However, the program is encouraged to examine why fewer students achieved this goal in Fiscal Year 2009.	4. Goal attainment for entering employment for both Fiscal Year 2008 and 2009 was 3 points below the federal target. The program is encouraged to continue efforts to meet and exceed this federal target.
5. The review team requests that the data entry process currently in place in the AEL program be examined to determine what is causing the delay of data being entered into the ACES system. Page 15 of the *Missouri AEL State Assessment Policy* states the following. All assessment information (including hours a student has attended) must be entered into ACES at least quarterly. Local data should be entered into ACES in a timely manner. It is recommended data should be entered at least monthly. In order for the director to be able to use ACES reports to monitor program performance, data must be up to date in the ACES system. The program is required to submit an action plan which describes and includes program procedures that will be implemented that will ensure that data will be entered in a timely and accurate manner. Response Required.	5. The review team noted numerous partnerships and collaborations with agencies in the area. These partnerships include, but are not limited to: _____. The program is encouraged to pursue business partnerships to enhance workforce opportunities for adults served. Numerous referral processes and joint efforts in conducting classes are occurring with these partners. The program is commended for these efforts.	5. Goal attainment for retaining employment for both Fiscal Years 2008 was 17 points above the federal target but decreased to 14 points below the federal target in Fiscal year 2009. The program is encouraged to continue efforts to meet and exceed this federal target.

6. The AEL program GED goal attainment was 26 points below the performance target in Fiscal Year 2008. The goal attainment was 8 points above the performance target in Fiscal Year 2009. The program is commended for the vast improvement in GED goal attainments.	6. A review of the budget and financial records showed the accounting system is up-to-date and adequate for review of expenditure records. However, the review team's review of program expenses noted the program's administrative assistant is being paid fully out of Category I (Instructional) funds. An administrative assistant's job duties are administrative in nature and therefore should be charged to Category II (Administration). The program is requested to review the job duties of this individual and determine if there are activities that can be directly attributable to student instruction, which can then be charged to Category I. If the program determines that the administrative assistant does perform such functions and also administrative duties, this individual must keep a time allocation sheet to document the amount of time charged to Category II and likewise to Category I, otherwise the administrative assistant's time must be charged to Category II. The program is required to review the current fiscal year's reported expenses and based upon the determination of the administrative assistant's time, submit a revised expense report to the State AEL office that accurately reflects the administrative assistant's activity that can be charged to Category I and if applicable any expenses that should be charged to Category II. The	6. Goal attainment for postsecondary for Fiscal Year 2008 was 18 points above the federal target and 10 points above the federal target for Fiscal Year 2009. The program is commended for achieving such a high level of goal attainments in this area.

7. Goal attainment for entering employment for Fiscal Year 2008 was 7 points above the federal target and 2 points above the target in Fiscal Year 2009. The program is commended for helping student to find employment.	program can make revisions on the next expense report submitted to the State AEL office. Response Required	7. The review team noted numerous partnerships and collaborations with agencies in the area. These partnerships include, but are not limited to: _____. Numerous referral processes and joint efforts in conducting classes are occurring with these partners. The program is commended for these efforts.
8. The goal attainment for retaining employment met the federal target for Fiscal Year 2008 and was 6 points below the target for Fiscal Year 2009. With the current situation in our economy having such an effect on the workforce, we request the program submit a plan of action that describes efforts to improve retained employment goal attainments rates.	7. All financial records and processes are in order and meet OMB Circular guidelines. The School District provides space for offices. Please express our gratitude to the School District Administration for their continued support of AEL.	8. 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 space for offices and classrooms. Please express our gratitude to the School District Administration for their continued support of AEL.

9. The goal attainment rate for postsecondary was 9 points above the federal target for Fiscal Year 2008 and 16 points above the target in Fiscal Year 2009. The program is commended for its efforts to help adults seek post secondary opportunities after they have completed their goals in the AEL program.	8. Number 26 of the **Missouri Program Standards** on page 2-4 of the *Missouri Local AEL Director's Guide* states the following. Each AEL program is required to develop and make available to all program staff a local program handbook, which includes but not limited to all policies and procedures relating to the operation of class sites and student records and achievements. The review team noted the program did not have an up to date staff handbook available to all staff. The handbook that was presented to the review team appeared to have been last updated in Fiscal Year 2005. The program is strongly encouraged to update the current staff handbook, which would include program-wide processes, procedures and policies that all staff should follow. We would recommend the program present and discuss this document with all program staff. The State AEL office can provide assistance which includes identifying other AEL programs with well designed staff handbooks that could be used as a guide. The program is requested to notify the State AEL office when the staff handbook has been updated and revised. Response Required	9. The review team noted that the program had developed a staff handbook but the team noted that it was not found in all the classrooms visited. Number 26 of the **Missouri Program Standards** on page 2-4 of the *Missouri Local AEL Director's Guide* states the following. Each AEL program is required to develop and make available to all program staff a local program handbook, which includes but not limited to all policies and procedures relating to the operation of class sites and student records and achievements. The program is requested to review the current staff handbook and update as needed and ensure that there is a copy of the handbook in each AEL classroom. This handbook should include program-wide processes, procedures and policies that all staff should follow. The program is strongly encouraged to present and discuss this document with all AEL teachers. The State AEL office can provide assistance which includes identifying other AEL programs with well designed staff handbooks that could be used as a guide. Response Required
10. The review team noted the program director uses all ACES reports to monitor program performance and communication reports to staff on a regular basis. The program director 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. Evidence was given the students instruction is tied to the assessment results. The review team noted that during visits only individualized instruction was taking place in the classrooms. The program is encouraged to continue to develop and implement various researched based teaching strategies in the classroom.	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 exhibited multiple teaching strategies within classrooms and monitoring of student progress was evident. The program is commended for the high level of instruction being conducted at the sites visited.

11. The review team noted 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 program is commended for maintaining an active Advisory Committee.	10. 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. Staff seems to have input on professional development opportunities. The program is commended for these efforts.
12. The review team noted numerous partnerships and collaborations with agencies in the area. These partnerships include, but are not limited to: _____. Numerous referral processes and joint efforts in conducting classes are occurring with these partners. The program is commended for these efforts.		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.
13. 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 director has local tools in place to track expenditures that ensures accurate reporting to the State AEL office. The program is commended for these efforts.		

14. The review team noted the program did have a staff handbook available for program staff. The handbook provides staff and teachers with guidelines and procedures needed comply with program and state standards. The program is commended for having the handbook and keeping it up to date with current program policies and procedures.
15. 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 that demonstrated student instruction is tied to the assessment results. The program is encouraged to continue to ensure that information for various community services is available in all classrooms.
16. The program showed evidence of an accurate and up-to-date method of tracking staff certification requirements. It appears all staff is current with certification requirements. Staff seems to have input on professional development opportunities.
17. The review team noted the program has incorporated the state approved AEL Content Standards into instruction. The program is commended for the use of Content Standards.

18. The review team noted the Appraisal form for the CASAS Assessment is not being used with ESL students during the pre-test process. The use of the Appraisal form is a required element of the assessment process. The Missouri AEL State Assessment Policy says the following (page 11). All assessments must be administered by teachers who are AEL certified and have participated in training for the assessments they will administer. Anyone scoring the assessments must also have proper training conducted by a certified teacher who has gone through such training. For TABE, the Locator test must be used to determine the appropriate TABE level test that will be administered. For CASAS, the Appraisal test must be used to determine the appropriate CASAS level test to be administered. The program is required to develop and submit written procedures and policies that establish a pre-test process for students that includes the use of the Appraisal to determine the appropriate CASAS level test to administer to the student. The review team was informed that CASAS Assessment training was already being scheduled with the Professional Development Center. When responding to this report please include the dates that have been set for this training. Response Required.