



Missouri Adult Education & Literacy Continuous Quality Improvement (CQI) FY'2012 Star Program Designation

Program: _____ Review Dates: _____

Reviewers: _____

This form is to be used to determine if a local program is eligible and meets the criteria to be designated as a Star Program. Determinations will be based on the results of the CQI on-site review. The local AEL program must meet the performance criteria (Step I) to be eligible to be evaluated for the Star Program designation. The program then must be determined as being “successful” in all ten quality indicators (Step II) to be designated as a Star Program or a Star Program with Distinction.

Criteria

Step I

Performance

The following criteria will be used to determine if a local AEL program is eligible for designation.

Star Program - If a program receives an overall CQI score of 80 to 89 and has no findings, the program must have:

- A. Met or exceeded the following performance measures the past fiscal year (or most recent year with complete outcome performance data):
1. Overall average of the performance targets for ABE/ASE educational functioning level targets and overall average of the federal performance ESL targets if applicable. If ESL targets are not applicable only program performance will only be based on ABE/ASE target;
 2. Federal target for GED attainment; and
 3. The combined overall average for the Entered Employment, Retained Employment, and Postsecondary Enrollment performance targets.

Or

- B. Shown improvement to within 5 percentage points of meeting all performance measures identified above in each of the past 2 fiscal years and has no report findings.

Then the program is eligible to be evaluated for the Star Program designation.

However, if a program's CQI score is between 80-89 but is required to respond to a finding(s) from the review that program can request a follow-up review on the findings (**any finding(s) related to meeting performance measures identified in A disqualifies the program from this option**). If it is determined the program has addressed and corrected the findings, the program will then be eligible to be evaluated for the Star Program designation.

Star Program with Distinction - If a program receives an overall CQI score of 90 or above and has no findings, the program must have:

Met or exceeded the following performance measures the past fiscal year (or most recent year with complete outcome performance data):

1. Overall average of the federal performance targets for ABE/ASE educational functioning level targets and overall average of the federal performance ESL targets if applicable. If ESL targets are not applicable only program performance will only be based on ABE/ASE targets;
2. Federal target for GED attainment; and
3. The combined overall average for the Entered Employment, Retained Employment, and Postsecondary Enrollment performance targets.

Then the program is eligible to be evaluated for the Star Program with Distinction designation.

Step II

Missouri Quality Indicators

For each Quality Indicator, place a check to the right if the program shows evidence for each of the items listed for that indicator. If the Quality Indicator has **50 percent or more of the items marked**, the Indicator is considered successful.

<i>1. The program shows evidence of successful student recruitment.</i>	
• Web listing	
• Newspaper clippings	
• Fliers, posters, brochures	
• Copy of Public Service Announcements	
• “How did you find us?” responses from students	
• Testimonials from students	
• Referrals from other agencies	
• Increase in student enrollments	
<i>2. The program shows evidence of successful student intake/orientation process.</i>	
• Structured contact with new students including either one-on-one counseling or a structured orientation class	
• Introduction to the program and how the process will work	
• Guidelines on how the class site operates, i.e. site schedule, classroom rules, etc.	
• Additional services the program can offer or refer student to	
• Discussion with student in establishing realistic student goals	
• Proper administration of assessments	
• LD screening process in place	
<i>3. The program shows evidence of successful retention of students.</i>	
• High persistence rate	
• High level of average hours per student ratio	
• High level of word of mouth recruitment	
• Established intake/orientation process	
• Progress plans are monitored and kept up-to-date	
• Positive responses on student satisfaction surveys	

4. The program shows evidence of a successful student progress planning process.	
• The program administered assessment according to State Assessment Policy	
• Results of assessments are reviewed with student identifying areas of need	
• A Student Progress Plan is created based on assessment results	
• The Student Progress Plan has a clear direction of what the student needs to work on to meet their goals and is discussed with the student	
• The Plan is student driven (androgogy) and not teacher driven (pedagogy)	
• The Plan is continually monitored by teacher to ensure it is being followed and adjusted according to student need	
5. The program shows evidence of a successful curriculum and instruction process which is appropriate to individual student needs.	
• Use of appropriate assessment tools	
• Individual student progress plan used	
• Progress plans are correlated to content standards	
• Progress plans are tied to assessment results	
• Variety of instructional materials focusing on; literacy, intermediate skills, GED preparation, LD accommodations, employability, and technology	
• Variety of instruction strategies are being used in classrooms including; tutoring, group instruction, differentiated instruction, peer teaching, and computer assisted instruction	
• Instructional strategies are linked to students' learning styles	
6. The program shows evidence of successful staff training and professional development	
• Program provides orientation, mentoring, and training for all new staff, including volunteers	
• Program provides PD based on local needs assessment	
• Program provides on-going PD to improve best practices	
• Program evaluates classroom activities for PD effectiveness	
• The program can produce local new teacher training materials including a local handbook	
• A mentoring program is used with new teachers	
• The program can produce an outline of its evaluation process including a yearly performance-based teacher evaluation	
• The program has a means of educating teachers on yearly available PD and recording that which is completed	
• Program and classroom activities show strategies and techniques offered in PD sessions	
• The local program has a system of recording PD activities of instructors	
7. The program shows evidence of a successful process for reviewing and managing data reports.	
• Program director has a working knowledge of the various reports and how they can be analyzed	
• Program director reviews reports on a consistent basis	
• Program director can identify areas of need based on reports	
• Reports are being communicated and explained to teachers and other program staff	

on a regular basis	
<ul style="list-style-type: none"> Action steps are developed to address areas of improvement 	
8. The program shows evidence of successful management of fiscal procedures.	
<ul style="list-style-type: none"> Accounting system to track expenses 	
<ul style="list-style-type: none"> Accounting system that separates AEL and all special projects 	
<ul style="list-style-type: none"> Accounting system that track DESE receipts 	
<ul style="list-style-type: none"> Accounting system that tracks In-Kind services 	
<ul style="list-style-type: none"> Support from host agency including in kind and/or monetary funding. 	
<ul style="list-style-type: none"> An up-to-date Staff Handbook 	
<ul style="list-style-type: none"> Consistent communication structure with all staff within the program 	
<ul style="list-style-type: none"> Budget allocation and managed based on prioritized needs of program 	
<ul style="list-style-type: none"> The Director submits financial reports in a timely manner 	
9. The program shows evidence of a successful on-going needs assessment process.	
<ul style="list-style-type: none"> Evaluations from students and staff on file 	
<ul style="list-style-type: none"> Business/Industry surveys on file 	
<ul style="list-style-type: none"> Input from local school districts 	
<ul style="list-style-type: none"> Input from other local entities 	
<ul style="list-style-type: none"> Program targets those populations identified as most-in-need 	
<ul style="list-style-type: none"> Program develops appropriate recruitment activities 	
<ul style="list-style-type: none"> Program uses a variety of strategies for delivering messages 	
10. The program shows evidence of community collaboration and partnering	
Evidence of this being a successful indicator may include:	
<ul style="list-style-type: none"> The partnerships identified in the grant application(s) are in evidence 	
<ul style="list-style-type: none"> The program can identify members of the advisory board that come from partnering organizations 	
<ul style="list-style-type: none"> The program can identify fiscal and in-kind contributions of the host agency 	
<ul style="list-style-type: none"> The program can identify advertising and program information that is made available to partners, other agencies, programs and organizations for referral purposes 	
<ul style="list-style-type: none"> MOUs on file 	
<ul style="list-style-type: none"> Reporting forms to/from referrals 	
<ul style="list-style-type: none"> Directory of local services available 	
<ul style="list-style-type: none"> Correspondence from collaborating agencies 	
<ul style="list-style-type: none"> Agency brochures in classroom 	
<ul style="list-style-type: none"> Partners refer to class sites 	
<ul style="list-style-type: none"> Class sites are developed with partners 	
<ul style="list-style-type: none"> Ability to refer to partners supportive services 	

Summary

Place a check to the right for each Quality Indicator if the indicator is determined to be successful. All ten Indicators must be checked in order for a program to be given a program designation.

Missouri Quality Indicators	
1. The program shows evidence of successful student recruitment.	
2. The program shows evidence of successful student intake/orientation process.	
3. The program shows evidence of successful retention of students.	
4. The program shows evidence of a successful student progress planning process.	
5. The program shows evidence of a successful curriculum and instruction process that is appropriate to individual student needs	
6. The program shows evidence of successful staff training and professional development	
7. The program shows evidence of a successful process for reviewing and managing data reports.	
8. The program shows evidence of successful management of fiscal procedures.	
9. The program shows evidence of a successful on-going needs assessment process.	
10. The program shows evidence of community collaboration and partnering.	
TOTAL	

Results

_____ The program has not met the criteria to be eligible for a program designation.

_____ The program has met all the criteria and is designated as a:

_____ Star Program

_____ Star Program with Distinction

Comments
