



# Wisconsin AEFLA Program Review Process Guide

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For questions or additional information about this guide and the AEFLA program review process please contact: [adulthoodeducation@wtcsystem.edu](mailto:adulthoodeducation@wtcsystem.edu)

## Overview

The Wisconsin Technical College System (WTCS) Office conducts program review with Wisconsin Adult Education and Family Literacy Act (AEFLA) funded programs to ensure compliance with and improved performance under the Workforce Innovation and Opportunity Act (WIOA) and AEFLA. All Wisconsin AEFLA programs are required to participate in program review when requested. The purposes of the program review process are to:

1. Ensure that Wisconsin AEFLA programs meet AEFLA and WIOA requirements;
2. Improve the quality of AEFLA funded activities;
3. Provide technical assistance in identifying and resolving program challenges; and
4. Ensure the accuracy of data collection and reporting.

Program review is an opportunity for WTCS Office staff and Wisconsin AEFLA program staff to examine the program's design, effectiveness, performance, and compliance with state and federal guidelines. The process also provides an opportunity for AEFLA programs to receive technical assistance from the WTCS Office to strengthen the program.

The AEFLA program review process is coordinated annually by the WTCS Office and includes virtual and on-site program review with selected Wisconsin AEFLA programs. Various aspects of the AEFLA program may be reviewed by the WTCS Office team. Below is a list of areas that may be reviewed. Each area reviewed will be assessed to determine if it meets state and federal compliance.

- |   |  |
|---|--|
| ✓ Program planning and staff management     | ✓ Data processes, reporting, and improvement |
| ✓ Student recruitment and retention         | ✓ Financial management                       |
| ✓ Student intake, documentation, and policy | ✓ Professional development                   |
| ✓ Instruction                               | ✓ External program coordination              |
| ✓ Instructional resources and technology    | ✓ Facilities                                 |
|   | ✓ Student accommodations                     |

Wisconsin AEFLA programs will engage in discussion with WTCS Office staff in these areas and be asked to provide supporting evidence to demonstrate successful program implementation that complies with state and federal guidelines and promotes successful outcomes for all populations served within the program.

The AEFLA program review process is a continuous cycle comprised of four core activities that are coordinated on an annual basis by the WTCS Office. This document provides Wisconsin AEFLA programs with a detailed understanding in each of the four areas. In addition, this document provides AEFLA programs with a series of resources to support successful program review and an understanding of what to expect during the program review process.

## Program Risk Assessment

The WTCS Office has established the AEFLA program risk assessment process to support Wisconsin AEFLA program review efforts. The risk assessment process is conducted each October, and the results are used to inform the identification of providers for virtual or on-site program review.

It is important to note that the AEFLA program risk assessment is one tool to inform AEFLA monitoring activities. Desk-monitoring is also coordinated throughout the year and is informed by additional tools including AEFLA grant reports and the Monthly AEFLA Reporting and Performance Accountability Monitoring Report. WTCS Office staff review these tools throughout the year and use them to guide targeted desk-monitoring discussions with programs.

Two domains are incorporated into the risk assessment, including *AEFLA Provider Self-Assessment of Risk* and *AEFLA Reporting and Performance Accountability Risk*. Each of these domains are equally weighted in the assignment of risk, and each has a series of risk criteria that sum to the domain's overall risk. Programs can be assigned a maximum risk score of 100 and a minimum risk score of 0.

The *AEFLA Provider Self-Assessment of Risk* domain incorporates program responses to the *WTCS Subrecipient Self-Assessment of Risk Questionnaire* that is completed by each program on an annual basis. Examples of criteria used include a history of grant noncompliance and audit findings or changes in key program personnel.

The *AEFLA Reporting and Performance Accountability Risk* domain incorporates student outcome and fiscal management criteria that are in alignment with the *Monthly AEFLA Reporting and Performance Accountability Monitoring Report*. Examples of criteria used include program pre-/post-test rates compared to the WTCS pre-/post-test rate goal, attainment of 90% of the program's Measurable Skill Gain expected level of performance goal, the program's AEFLA grant spend down rate, and AEFLA dollars reimburse per Measurable Skill Gain.

Each year, all AEFLA programs will receive a summary of their program's risk assessment. Programs with a higher overall risk score will be prioritized for program review. In addition, programs that have not undergone program review within the AEFLA grant competition cycle will be prioritized for program review. The evaluated risk criteria within the model can be found in the *Program Risk Assessment Overview* in the *Wisconsin AEFLA Program Review Resources* section of this document.

## Pre-Program Review

In November of each year, the WTCS Office will assign a WTCS Office Program Review Lead who will be the point-of-contact for each program review. The WTCS Office Program Review Lead will notify the Program Administrator of program review selection derived from the results of the program risk assessment process. Together, the WTCS Office Program Review Lead and the Program Administrator will discuss the program's *Program Risk Assessment* results, the program review process, the modality of program review (i.e., on-site or virtual), the location of program review, and the date of program review.

No later than 60 days prior to the scheduled program review date, the WTCS Office Program Review Lead will email the local Program Administrator a confirmation notice of program review. The confirmation notice can be found in the *Wisconsin AEFLA Program Review Resource* section of this document as *Program Review Confirmation Template*. A program review agenda will also be included in the communication to assist the Program Administrator in coordinating meeting spaces and staff and student availability; see *AEFLA Program Review Agenda* in the *Wisconsin AEFLA Program Review Resources* section of this document. The *Program Review Assessment* will also be shared with the Program Administrator. The local Program Administrator is required to coordinate efforts to complete the *Program Review Assessment* and identify sources of evidence to substantiate the program's ranking of each assessment criteria. The Program Administrator must upload all sources of evidence to the document storage link included in the emailed *Program Review Assessment*; the assessment can be found in the *Wisconsin AEFLA Program Review Resources* section of this document.

No later than 30 days prior to the scheduled program review date, the local Program Administrator must email the completed *Program Review Assessment* to the WTCS Office Program Review Lead. The Program Administrator can also submit a completed *Program Review Technical Assistance Form*. The completed form will assist the WTCS Office to best prepare for coordinated and integrated technical assistance during program review. The *Program Review Technical Assistance Request Form* can be found in the *Wisconsin AEFLA Program Review Resources* section of this document. The WTCS Office will review the supplied documents, the programs approved grant application, and the most recent Monthly AEFLA Reporting and Performance Accountability Monitoring Report to prepare for program review.

## Program Review

Program review will incorporate a series of activities including discussions with program staff and instructor interviews. In addition, students may be interviewed during program review. To best prepare for program review activities, the Program Administrator should review the *AEFLA Program Review Agenda* emailed by the WTCS Office Program Review Lead. Additionally, the Program Administrator should review the *Program Review Assessment* prior to on-site or virtual program review to best prepare for discussion.

Instructor interviews will be conducted in a focus session style format during each program review. The protocol and interview questions are provided in the *Instructor Interview Template* in the *Wisconsin AEFLA Program Review Resources* section of this document. In addition, student interviews may be conducted. The protocol and interview questions are provided in the *Student Interview Template*.

## Post-Program Review

Within 15 days after program review, the WTCS Office Program Review Lead will email a draft report to the Program Administrator summarizing the program review results. The draft report will include a *Commendations* section for best practices and/or exceptional outcomes and a *Findings and Required Actions* section that addresses the program review criteria that require corrective action. In addition, the draft report will include general recommendations to strengthen the program.

Within 30 days of receiving the draft report, the Program Administrator can provide evidence that addresses the identified areas of improvement. This review step is included in the process to address any miscommunication or misunderstanding during the program review process. All evidence or communications related to the program review report should be between the Program Administrator and the WTCS Office Program Review Lead.

Once reviewed and verified, a final report will be emailed to the Program Administrator. The final report and final report messaging are identified in the *Program Review Final Report Template* and the *Program Review Final Report Communication Template* in the *Wisconsin AEFLA Program Review Resources* section of this document. If there are findings that require action, the Program Review Lead will work with the Program Administrator to develop a *Continuous Improvement Plan*. The *Continuous Improvement Plan* will be documented by the WTCS Office Program Review Lead no later than 30 days after distribution of the final report communication. The *Continuous Improvement Plan Template* can be found in the *Wisconsin AEFLA Program Review Resources* section of this document.

To support implementation success of documented *Continuous Improvement Plans*, the WTCS Office Program Review Lead will conduct ongoing collaborative meetings to understand implementation progress and additional technical assistance needs. In addition, these steps will ensure that any documented *Findings or Required Actions* have been rectified.

## Program Risk Assessment Overview

The Wisconsin Technical College System (WTCS) Office has established the Adult Education and Family Literacy Act (AEFLA) program risk assessment process to support AEFLA program review and monitoring efforts. The risk assessment process is conducted each October, and the results are used to inform the identification of programs for virtual or on-site program review.

Two domains are incorporated into the risk assessment, including *AEFLA Provider Self-Assessment of Risk* and *AEFLA Reporting and Performance Accountability Risk*. Each of these domains are equally weighted in the assignment of the AEFLA programs overall risk, and each has a series of risk criteria that sum to the domains overall risk. Programs with a higher overall risk score across the two domains will be prioritized for program review. Additionally, programs that have not undergone program review within the AEFLA grant competition cycle will be prioritized for program review.

Each AEFLA provider will receive their program’s risk report annually in an Excel workbook. Below is a summary of the criteria assessed within the program risk assessment.

AEFLA Provider Self-Assessment of Risk Score	AEFLA Reporting and Performance Accountability Risk Score	Overall Risk Score	Year of Last Program Review	Quartile Ranking
XX/50	XX/50	XXX/100	XXXX	XX

## AEFLA Reporting and Performance Accountability Risk

Source: NRS Table Reports & Fiscal Expenditure Reports

Risk Criteria	Assigning Risk	Possible Risk
1) Achieve AEFLA Students Served Goal	Not meeting the programs AEFLA participation goal increases risk score	10
2) Achieve WTCS Pre-Post-Test Rate Goal	Not meeting WTCS pre-post-test rate goal across all program services increases risk score	10
3) Achieve 90% of Measurable Skill Gain Expected Level of Performance Target	Not meeting 90% of the programs Measurable Skill Gain expected level of performance goal increases risk score	10
4) Achieve 90% of Measurable Skill Gain WTCS Expected Level of Performance	Not meeting 90% of the WTCS Measurable Skill Gain expected level of performance goal increases risk score	10
5) Spend Down Rate	Not spending down awarded grant funds increases risk score	2
6) \$ Reimburse Per Measurable Skill Gain	An AEFLA \$ reimburse per Measurable Skill Gain that is higher than the state rate increases risk score	3
7) AEFLA Program is Reporting Integrated Education and Training	Not reporting Integrated Education and Training increases risk score	5

## Program Review Confirmation Template

Dear **[Program Administrator]**,

All Wisconsin Adult Education and Family Literacy Act (AEFLA) providers are required to participate in program review. This email serves as confirmation that your program has recently been identified to participate in program review. The below table provides details related to your program's upcoming review.

**Program:**

**Program Staff Contact:**

**Program Review Type:** On-site / Virtual

**WTCS Office Program Review Lead:**

**Date of Program Review:**

**Location of Program Review:**

Program review is an opportunity for Wisconsin Technical College System (WTCS) Office staff and AEFLA program staff to examine the program's design, effectiveness, performance, and compliance with state and federal guidelines. The process also provides an opportunity for AEFLA programs to receive technical assistance from the WTCS Office to strengthen the program.

An AEFLA Program Review includes program self-assessment and virtual review and/or on-site review. Various aspects of the AEFLA program may be reviewed by the WTCS Office team. Below is a list of areas that may be reviewed. Each area reviewed will be assessed to determine if it meets state and federal compliance.

- |   |  |
|---|--|
| ✓ Program planning and staff management     | ✓ Data processes, reporting, and improvement |
| ✓ Student recruitment and retention         | ✓ Financial management                       |
| ✓ Student intake, documentation, and policy | ✓ Professional development                   |
| ✓ Instruction                               | ✓ External program coordination              |
| ✓ Instructional technology                  | ✓ Facilities                                 |
|   | ✓ Student accommodations                     |

There are several steps to support the success of your upcoming program review. Attached, you will find an agenda. We ask that you coordinate staff availability, the necessary meeting space, and technology to support program review efforts as noted in the agenda. Attached, you will also find the *Program Review Assessment*. We ask that you complete the assessment and upload any evidence to support your assessment rankings to the document storage link identified in the *Program Review Assessment*. Please email the completed *Program Review Assessment* to your WTCS Office program review lead no later than 30 days prior to your scheduled date of program review.

We want to thank you for your commitment to serving students under AEFLA. If you have any questions about your upcoming program review, please do not hesitate to contact your assigned WTCS Office Program Review Lead.

Thank you,

## AEFLA Program Review Agenda

[Program Name]

[Program Address – Street]

[Program Address – City State Zip]

[Central Meeting Room]

**[Date of AEFLA Program Review]**

*Time slots are flexible based on AEFLA student and staff availability.*

Time	Agenda Topic	Room/Activity	Program Participants
9:00 AM	Welcome, Introductions, & Purpose of the Day	Central Meeting Room Discussion Facilitated by WTCS Office	Program Administrator
9:15 AM	Discuss <i>Program Review Assessment</i> Submission and <i>Program Review Assessment</i>	Central Meeting Room Discussion Facilitated by WTCS Office	Program Administrator
10:00 AM	<i>Program Planning and Staff Management</i>	Central Meeting Room Discussion Facilitated by WTCS Office	Program Administrator
10:30 AM	Break		
10:45 AM	<i>Student Recruitment and Retention</i>	Central Meeting Room Discussion Facilitated by WTCS Office	Program Administrator, Program Intake/Career Services/Transitions Specialist, and Instructor/Instructor Lead
11:15 AM	<i>Student Intake, Documentation, and Policy</i>	Central Meeting Room Discussion Facilitated by WTCS Office	Program Administrator, Program Intake/Career Services/Transitions Specialist, and Instructor/Instructor Lead
Noon	Lunch Interviews	<b>Require Two Meeting Spaces</b> WTCS Office Interviews with Instructors and Students	Three Instructors Three Students

Time	Agenda Topic	Room/Activity	Program Participants
1:00 PM	Concurrent Sessions: 1. <i>Instruction and Instructional Technology</i> 2. <i>Data Processes, Reporting, and Improvement</i> 3. <i>Facilities (Observation)</i>	<b><i>Require Two Meeting Spaces</i></b> Discussion Facilitated by WTCS Office Observation of facilities	Program Administrator can select which session to attend 1. Instructor/Instructor Lead 2. Data Coordinator 3. Program Support Staff available to guide WTCS Office staff during facilities observation
2:00 PM	<i>External Program Coordination and Professional Development</i>	Central Meeting Room Discussion Facilitated by WTCS Office	Program Administrator, Program Intake/Career Services/Transitions Specialist, and Instructor/Instructor Lead
2:45 PM	Adjourn and Next Steps	Central Meeting Room Discussion Facilitated by WTCS Office	Program Administrator

## Instruction by Location Template

**Program:**

**Date Completed:**

To address criteria 4.1 of the *Program Review Assessment*, programs should complete this template by identifying which of the program's locations offer the noted instructional services in the below table.

Instructional Services	Provider Locations
<i>Adult Basic Education NRS 1-4</i>	•
<i>Adult Secondary Education NRS 5-6</i>	•
<i>English as a Second Language NRS 1-6</i>	•
<i>Family Literacy</i>	•
<i>Integrated English Literacy and Civics Education</i>	•
<i>Integrated Education and Training</i>	•
<i>Workplace Skill Building</i>	•
<i>Career Development/Transitions</i>	•
<i>Postsecondary Transitions</i>	•
<i>Corrections Education</i>	•
<i>Distance Learning</i>	•

Provide any other instructional services you would like to discuss during program review:

## Program Review Assessment

This document is designed to guide discussions between Wisconsin Adult Education and Family Literacy Act (AEFLA) programs and Wisconsin Technical College System (WTCS) Office staff during virtual or on-site program review. Wisconsin AEFLA programs should review the document prior to the scheduled date of virtual or on-site program review and coordinate samples of evidence to inform program review discussions. Samples of evidence should be uploaded to the *Document Storage Link* for each corresponding assessment criteria.

Evidence may be collected through a variety of methods to include:

- **Direct observation and interviews:** classroom activity, use of materials and technology, physical objects, student and instructor behavior, interview responses
- **Records and documents:** narrative reports, policy documents, lesson plans, handbooks, enrollment records, meeting minutes, agendas, assessment records, notes from observations
- **Data:** attendance data, Census population estimates, NRS reporting tables, demographic data, financial spreadsheets
- **Physical artifacts:** student work such as portfolios, technology, photographs, instructional materials, recruitment materials
- **Information from administrators, WIOA partners, staff, instructors, and students:** surveys, interviews, letters or other communications

Ideally, a combination of evidence can provide the most comprehensive picture during the *Program Review* process. If you need assistance identifying the appropriate sources of evidence, please contact the WTCS Office Program Review Lead coordinating your program review.

## Section 1 – Program Planning and Staff Management

Criteria	Not Implemented	Partially Implemented	Fully Implemented
1.1 Program planning is conducted through a systematic process that accounts for workforce needs in the area, regional community needs such as expanding sites based on population estimates, existing student needs, program performance outcomes, and partner agency collaborative efforts.			

Sample Evidence:

- ✓ Discussions of program planning process
- ✓ Information used to inform program planning such as environmental scanning documents, population estimates, program performance data, staff or student survey results, etc.

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
1.2 The program completes the WTCS Program Self-Assessment on a periodic basis (at least once every 18 months) and uses the findings to inform program planning. Multiple program staff are involved in the process.			

Sample Evidence:

- ✓ Discussions of process used to complete the assessment or of plans of completion in the future
- ✓ Discussions of who supported or will support the completion of the assessment
- ✓ Discussions of how the assessment results were used or might be used to support program improvement

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
1.3 The program has a staff manual, which includes all workplace policies that impact program staff. The staff manual addresses new staff onboarding processes and compliance with state and federal employment law.			

Sample Evidence:

- ✓ Staff manual

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
1.4 The program has established qualifications for the staff supporting the success of the program including but not limited to the Program Administrator, Program Intake/Career Services/Transitions Specialist, Data Coordinator, and Instructor(s)/Instructor Lead(s).			

Sample Evidence:

- ✓ List of staff supporting the success of the program by position
- ✓ Job descriptions of positions supporting the success of the program

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
1.5 The program has established a process to evaluate program staff and conducts staff evaluation annually.			

Sample Evidence:

- Staff performance evaluation policy

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
1.6 The program coordinates staff meetings on an ongoing basis (at least quarterly) to discuss program updates and continuous improvement planning.			

Sample Evidence:

- Calendar of staff meetings over the prior six months and topics discussed

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
1.7 The program has an organizational chart showing the position of the program in the overall structure of the organization.			

Sample Evidence:

- Organizational chart

Notes:

## Section 2 – Student Recruitment and Retention

Criteria	Not Implemented	Partially Implemented	Fully Implemented
2.1 The program has a systematic process for identifying program recruitment strategies that includes the analysis of population estimates to identify gaps in program participation. Identified program recruitment strategies are used in the program planning process and actively monitored, such as through an Advisory Committee or Steering Committee with representation of internal and external partners.			

Sample Evidence:

- ✓ Discussions of process to identifying program recruitment strategies and how data informs program recruitment efforts
- ✓ Discussions of process for monitoring program recruitment and membership of Advisory Committee or Steering Committee if applicable

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
2.2 The program has a written recruitment plan that outlines targeted recruitment strategies and which mechanisms (e.g. information booths at community events, web advertisements, webinars to the public, etc.) will be used in targeted recruitment.			

Sample Evidence:

- ✓ Review and discussions of the program’s recruitment plan

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
2.3 The program has developed recruitment materials that are easy to read, multilingual based on languages common to that area, and multimodal (e.g., radio, paper, social media, website, etc.).			

Sample Evidence:

- ✓ Examples of three developed recruitment materials

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
2.4 The program has a process to support student retention such as contacting students who are missing from class or disconnect from services for a prolonged period of time. The program has a process for understanding why students separated and refers students to partner WIOA services or other services as needed (e.g., transportation or childcare services).			

Sample Evidence:

- ✓ Discussion of the program’s student retention processes and strategies used to retain students
- ✓ Programs will be asked to report on student outcomes related to the programs retention efforts i.e. were the retention strategies successful and how do you know via data

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
2.5 The program actively monitors student progress in achieving their goals and intervenes through case management strategies when a student deviates from their Personal Educational Plan. The program actively updates student Personal Educational Plans and related activities as needed.			

Sample Evidence:

- Discussions of how the program uses Personal Educational Plans, monitoring techniques, and case management strategies to support student success
- Three active Personal Educational Plans with removed identifying information to ensure student confidentiality

Notes:

### Section 3 – Student Intake, Documentation, and Policy

Criteria	Not Implemented	Partially Implemented	Fully Implemented
3.1 All students enter the program through a comprehensive intake/orientation process where students are screened to explore their goals, identify their needs, and are told about the full range of educational and career-based opportunities available to them. Intake/orientation includes a minimum of 12 hours of service.			

Sample Evidence:

- ✓ Discussions of the program’s orientation process
- ✓ Orientation outline documentation
- ✓ Orientation schedule
- ✓ Materials students receive at orientation

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
3.2 All students are assessed, in accordance with state policy, to determine their skill level and student support needs. Approved standardized adult education and literacy assessments are administered by certified staff member(s). Students who have specific needs such as learning disabilities are identified and planning reflects these student needs.			

Sample Evidence:

- ✓ Discussions of the program’s assessment process
- ✓ Assessment forms

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
3.3 All students have a jointly developed student/teacher Personal Educational Plan which is monitored and updated periodically to guide student progress toward goal achievement. Each Personal Educational Plan includes: identifying goals, developing a plan of action, recognizing and recording accomplishments, and evaluating student progress.			

Sample Evidence:

- ✓ Three active Personal Educational Plans with removed identifying information to ensure student confidentiality; these can be the same Personal Education Plans used to address criteria 2.5

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
3.4 The program has a student handbook that includes all student-related policies and available program services. The student handbook is made available to each student during intake/orientation. The program documents students' agreement to follow program policies and procedures. This resource should cover the student Code of Conduct, the related disciplinary policy for infractions of the Code of Conduct, the student complaint process, information on confidentiality of student records, and compliance with state and federal laws.			

Sample Evidence:

- ✓ Student handbook
- ✓ If in a separate document, the list of available program services

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
3.5 The program maintains and distributes to staff and students a directory of services/resources available in the community to meet student needs. The directory of services includes information about WIOA partner services and other partner organization services. The directory should be easily accessible and available to students and staff.			

Sample Evidence:

- ✓ Directory of community services/resources

Notes:

## Section 4 – Instruction

Criteria	Not Implemented	Partially Implemented	Fully Implemented
4.1 Complete the <i>Instruction by Location</i> template to identify which educational services are being provided by location.			

Sample Evidence:

- ✓ Completed *Instruction by Location* template

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
4.2 The program meets all required educational expectations regarding Integrated Education and Training, Integrated English Literacy and Civics Education, and civics education under WIOA.			

Sample Evidence:

- ✓ As appropriate, descriptions and competencies for at least: two Integrated Education and Training opportunities, two Integrated English Literacy and Civics Education opportunities, and two civics education opportunities

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
4.3 The program utilizes learning materials that reflect a variety of learning styles and needs (e.g., computer software, videos, textbooks, manipulatives, etc.).			

Sample Evidence:

- ✓ Discussion of how the program determines which learning materials are used
- ✓ Three learning materials currently used in the delivery of instruction

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
4.4 The program provides supports and/or arranges referrals for students with learning disabilities.			

Sample Evidence:

- ✓ Discussion of the program's current referral process and program supports for students with learning disabilities

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
4.5 The program has a process for advising students, with designated staff member(s) who have an ongoing relationship with the student, to explore options for education, training, and/or careers.			

Sample Evidence:

- ✓ Discussion of the program's advising process
- ✓ Documentation of the program's advising processes

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
4.6 The program instruction is informed by Wisconsin and national curriculum standards for adult skills development, as well as by local workforce needs. Instructional strategies adhere to principles of adult learning and language acquisition and demonstrate rigorous research, evidence-based practices and high expectations for all students.			

Sample Evidence:

- ✓ Discussion of the program's instructional standards and use of evidence-based practices

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
4.7 The program effectively uses distance education to increase student access and student learning.			

Sample Evidence:

- ✓ Discussion of the program's current distance education practices, successes, and challenges

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
4.8 Program instructors use diagnostic information from students' standardized assessment, along with learner goals and needs, to inform instruction.			

Sample Evidence:

- ✓ Discussion of the program's adaptive instructional techniques

Notes:

## Section 5 – Instructional Technology

Criteria	Not Implemented	Partially Implemented	Fully Implemented
5.1 The program has a written technology plan that is used to guide staff training and professional development, and the delivery of instructional services.			

Sample Evidence:

- ✓ Technology plan

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
5.2 The program uses technology (e.g., projector, television, Smartboard, etc.) and software to improve access, expand opportunity, increase quality, promote innovation, and improve student success.			

Sample Evidence:

- ✓ Discussion of how the program uses technology to improve the student experience
- ✓ List of technology and software currently used in instruction

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
5.3 The program has adequate technology and resources to support the number of students served.			

Sample Evidence:

- ✓ Discussion of current technology needs/challenges
- ✓ Observation of technology resources for students (*On-Site Program Review*)

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
5.4 The program has adequate technology and resources to support the number of employed program staff.			

Sample Evidence:

- ✓ Discussion of current technology needs/challenges
- ✓ Observation of technology resources for staff (*On-Site Program Review*)

Notes:

## Section 6 – Data Processes, Reporting, and Improvement

Criteria	Not Implemented	Partially Implemented	Fully Implemented
6.1 The program has a computerized individual student record-keeping system that can store participant information (e.g., periods of participation, age, race/ethnicity, sex, barriers to employment, Integrated Education and Training participation, assessment test scores, etc.).			

Sample Evidence:

- ✓ Demonstration of student record-keeping system
- ✓ Review three AEFLA participant records

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
6.2 The program has a designated staff member who coordinates data entry, monitors data quality, and corrects data entry errors as needed.			

Sample Evidence:

- ✓ Staff name and position description
- ✓ Discussion of challenges/barriers to data entry, monitoring, and quality

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
6.3 The program has a written process for data collection, data entry, the monitoring of data quality, and correcting data entry errors.			

Sample Evidence:

- ✓ Student intake forms
- ✓ Data management process documentation

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
6.4 The program uses WTCS expected levels of performance and identifies other measurable goals derived from data analysis to support the evaluation of program success. Staff are made aware of program goals, and these goals are used to advance the program through alignment with WTCS grant applications and other intentional efforts.			

Sample Evidence:

- ✓ Discussion to understand the process for identifying the programs goals
- ✓ Discussion to understand the process for how the program shares its goals and with whom they are shared
- ✓ Discussion to understand how program goals align with WTCS grant applications and other intentional efforts

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
6.5 The program actively monitors progress in achieving their program goals within the year through coordinated efforts such as the review of monthly monitoring reports at program staff meetings. Monitoring results are used to inform actions within the year to achieve end-of-year program goals.			

Sample Evidence:

- ✓ Discussion to understand the program's process for monitoring progress in achieving program goals and how monitoring results are used to inform actions within the program year

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
<p>6.6 The program evaluates actual performance at the end of the year in comparison to its goals through a program review process. End-of-year program evaluation results are used to inform decision-making for future program planning and coordination. The program’s continuous improvement planning includes a systematic approach to:</p> <ul style="list-style-type: none"> <li>• Assessing program strengths and needs;</li> <li>• Identifying priorities and goals for program improvement;</li> <li>• Identifying evidence-based strategies for program improvement;</li> <li>• Developing program improvement plans; and</li> <li>• Developing methods to evaluate the effectiveness of improvement plans during and after implementation.</li> </ul>			

Sample Evidence:

- ✓ Discussion to understand the program's process for program evaluation and how the end-of-year evaluation results are used to inform future program coordination

Notes:

## Section 7 – Financial Management

Criteria	Not Implemented	Partially Implemented	Fully Implemented
7.1 The program has undergone a financial audit to ensure accountability of federal and state funding.			

Sample Evidence:

- ✓ Documentation verifying an audit has occurred

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
7.2 The program submits Standard Financial Reports to the WTCS Office at least quarterly.			

Sample Evidence:

- ✓ Evidence of the last Standard Financial Report submission

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
7.3 The program seeks prior approval from the WTCS Office before any significant budget changes are made. Amendments are submitted when changes are made (as required by grant guidelines).			

Sample Evidence:

- If applicable, examples of budget modifications from the prior year submitted to the WTCS Office

Notes:

## Section 8 – Professional Development

Criteria	Not Implemented	Partially Implemented	Fully Implemented
8.1 The program's professional development activities are planned on an annual basis and are supportive of program staff needs, program planning efforts, student needs, and program goals.			

Sample Evidence:

- ✓ Discussion of the program's professional development planning process

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
8.2 Each staff member creates an individual professional development plan annually that addresses individual professional goals and relevant program improvement goals.			

Sample Evidence:

- ✓ Three program staff professional development plans with removed identifying information to ensure staff confidentiality
- ✓ Discussion of the program's individual professional development plan process

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
8.3 Program staff have engaged in appropriate trainings that are targeted to strengthen the effectiveness of the program, and the program maintains records of professional development received by each staff member.			

Sample Evidence:

- ✓ Documentation of the program's professional development activities, timing of activities, and staff participation

Notes:

<b>Criteria</b>	<b>Not Implemented</b>	<b>Partially Implemented</b>	<b>Fully Implemented</b>
8.4 The program invites other area literacy providers and WIOA partners to join locally organized professional development activities as appropriate.			

Sample Evidence:

- If applicable, professional development invitations to literacy providers and WIOA partners

Notes:

<b>Criteria</b>	<b>Not Implemented</b>	<b>Partially Implemented</b>	<b>Fully Implemented</b>
8.5 The program continuously evaluates the effectiveness of its professional development activities and implements improvements as needed.			

Sample Evidence:

- Documentation of professional development evaluation (e.g., survey results or narratives from attendees)
- Discussion of how professional development evaluation is used to improve future professional development offerings

Notes:

## Section 9 – External Program Coordination

Criteria	Not Implemented	Partially Implemented	Fully Implemented
9.1 The program regularly coordinates services with external partners such as local workforce boards, job centers, job training services, and employers.			

Sample Evidence:

- ✓ Local Workforce Development Area planning documents
- ✓ Meeting minutes from coordination meetings
- ✓ Discussion of service coordination with workforce partners

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
9.2 The program makes and receives referrals from other WIOA partners.			

Sample Evidence:

- ✓ Demonstration of technology or system used to support student referral tracking
- ✓ Discussion of student referral process with other WIOA partners

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
9.3 The program regularly coordinates services with adult education partners such as jails, refugee agencies, Community Based Organizations, and Literacy Councils.			

Sample Evidence:

- ✓ Meeting minutes from coordination meetings
- ✓ Discussion of service coordination with external adult education partners

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
9.4 The program regularly coordinates services with non-profit organizations, such as United Way and food pantries.			

Sample Evidence:

- ✓ Meeting minutes from coordination meetings
- ✓ Discussion of service coordination with non-profit organizations

Notes:

Section 10 – Facilities (On-Site Program Review)

Criteria	Not Implemented	Partially Implemented	Fully Implemented
10.1 The program provides information (e.g., signage or facility map) to make the learning site easy to find from entry.			

Sample Evidence:

- ✓ Observation

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
10.2 The programs learning sites have proper lighting, area space and furniture conducive for learning.			

Sample Evidence:

- ✓ Observation

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
10.3 The program has clean and well-maintained learning sites.			

Sample Evidence:

- ✓ Observation

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
10.4 The program has exit signs and emergency evacuations plans that are clearly marked and identifiable.			

Sample Evidence:

- ✓ Observation

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
10.5 The program maintains a physically safe environment for the student (e.g., secure facility and door lock options).			

Sample Evidence:

- ✓ Observation

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
10.6 The program maintains files and records in a locked secured area.			

Sample Evidence:

- ✓ Observation

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
10.7 The program provides sufficient parking for students and staff with proper considerations given to students with disabilities.			

Sample Evidence:

- ✓ Observation

Notes:

Criteria	Not Implemented	Partially Implemented	Fully Implemented
10.8 The program posts its hours of operation on its webpage and at the learning site.			

Sample Evidence:

- ✓ Observation

Notes:

## Student Interview Template

**Said to student:** We are currently collecting feedback about the services that students, like yourself, have received at [insert provider name]. Thank you for taking the time to have a conversation today. Please be assured that all information will be treated confidentially – we will not share your comments with staff. The answers you give to the following questions will be used along with other information to make suggestions for improvements to [insert provider name]’s services. Do you have any questions before we begin?

1. Do you remember your first day here? Can you walk me through what happened when you first came to the program? (i.e., what materials were shared, meeting staff, orientation, discuss policies and expectations, testing, etc.)
2. What goals have you set for your time in the program? How did you identify these goals? Do staff discuss these goals with you? How often do you discuss your goals with staff?
3. What is your typical day here? What are class activities like? Do you have group activities, do you work alone, do you use technology in the classroom?
4. Do you like the content shared in your classes? Are your classes too easy? Too hard? Which content do you like the most?
5. Do you feel like your needs are being met here in the program? How so?
6. What do you like about this program and being here? Would you make any changes?
7. Is there anything else you would like to share?

## Instructor Interview Template

**Said to Instructor:** It is critical that we collect feedback from multiple stakeholders during our Adult Education and Family Literacy Act (AEFLA) program review process. Thank you for taking the time out of your busy schedule to have a conversation today. Please be assured that all information will be treated confidentially and will be included in the program report only as part of a summary. The candid answers you give to the following questions will be used along with other information to make suggestions for program improvements. Do you have any questions before we begin?

1. What is your educational background (degrees, certifications) and experience (years teaching, years in AEFLA)?
2. Please describe your involvement with program planning and selecting instructional materials.
3. Please describe your instructional practices.
  - a. How do you use a variety of instructional methods such as large groups, small groups, one-on-one tutoring, active learning opportunities, and so on?
  - b. How do you incorporate technology in the classroom?
  - c. How are you adaptive to your students’ needs and what strategies do you use to support your students in achieving their goals? Describe how you make referrals or accommodations for students based on their needs.
4. Has the Program Administrator communicated any measurable goals of the program with you? If so, what are they and how do you see yourself supporting the achievement of these goals?
5. Please describe the professional development activities you attended within the last year.
6. In which areas would you like to receive more professional development and why.
7. In your opinion, is the classroom where you deliver instruction conducive to learning (i.e., adequate heating/cooling, lighting, sufficient number of chairs and tables, clear signage to direct participants to classrooms, free of distracting noises, ADA accessible, etc.)

- a. If not, what improvements would you suggest?
8. In your opinion, what program changes would help you be a more effective instructor?
9. Is there anything else you would like to share?

## Program Review Final Report Communication Template

Dear **[Program Administrator]**:

This email is to inform you of the results of the recent Adult Education and Family Literacy Act (AEFLA) program review with **[Program Name]** conducted by the Wisconsin Technical College System (WTCS) Office. The WTCS Office conducts program review with AEFLA programs to ensure compliance with and improved performance under the Workforce Innovation and Opportunity Act (WIOA) and AEFLA.

The purposes of the AEFLA program review process are to:

1. Ensure that Wisconsin AEFLA programs meet AEFLA and WIOA requirements;
2. Improve the quality of AEFLA funded activities;
3. Provide technical assistance in identifying and resolving program challenges; and
4. Ensure the accuracy of data collection and reporting.

The WTCS Office team used the *Program Review Assessment* to guide the program review process. The attached report provides a summary from the program review process that includes a *Commendations* section for best practices and/or exceptional outcomes and a *Findings and Required Actions* section that addresses the program review criteria that require corrective action.

### **[Include if a Continuous Improvement Plan is required]**

Your Program Review Lead will work with you to develop a *Continuous Improvement Plan* aimed at rectifying findings and required actions identified from your program review. The *Continuous Improvement Plan* will be documented by the WTCS Office Program Review Lead no later than 30 days after distribution of this final report communication. In addition, your WTCS Office Program Review Lead will conduct ongoing collaborative meetings to understand implementation progress and additional technical assistance needs.

Thank you for the assistance and cooperation provided by your program and program staff during our review.

Sincerely,

## Program Review Final Report Template

This report contains the results of the recent Adult Education and Family Literacy Act (AEFLA) program review with **[Program Name]** conducted by the Wisconsin Technical College System (WTCS) Office. The WTCS Office conducts program review with AEFLA programs to ensure compliance with and improved performance under the Workforce Innovation and Opportunity Act (WIOA) and AEFLA.

This report provides a summary from the program review process that includes a *Commendations* section for best practices and/or exceptional outcomes and a *Findings and Required Actions* section that addresses the program review criteria that require corrective action.

## Commendations:

Program Review Criteria:

Best practices and/or exceptional outcomes identified:

## Findings and Required Actions:

Program Review Criteria in Non-Compliance:

Relevant sections of AEFLA/WIOA regulations:

Required Actions:

## Continuous Improvement Plan Template

If there are findings that require action, the WTCS Office will work with the Program Administrator to develop a *Continuous Improvement Plan*. To support implementation success of documented *Continuous Improvement Plans*, the WTCS Office will conduct ongoing collaborative meetings to understand implementation progress and additional technical assistance needs.

AEFLA/WIOA regulations in Non-Compliance:

Specific actions that will be taken to address full implementation of the AEFLA/WIOA Regulation and a timeline: