**ADULT EDUCATION PROGRAM SELF-ASSESSMENT & EVALUATION**

**WIOA TITLE II PROGRAMMING**

**Institution Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

This tool is designed to help your college/agency assess the status of your ABE/ELL program and practices with the goal of working towards programs' that are functioning “at scale.” We suggest that you convene a local cross-functional ABE Program Evaluation Team at your college/agency to discuss the extent to which each measure or practice listed in the first column of the tool is currently implemented at your college/agency. In the second column, indicate the extent to which the practices have been adopted at your college/agency using the following scale:

|  |  |
| --- | --- |
| **Scale of Adoption** | **Definition** |
| *Not occurring* | Provider’s program is currently not following or planning to follow this practice |
| *Not systematic* | Practice is incomplete, inconsistent, informal, and/or optional |
| *Planning to scale* | Provider’s program is planning to implement the practice at scale |
| *Scaling in progress* | Implementation of the practice is in progress for all ABE/ELL students |
| *At scale* | Provider’s program is implemented at scale—that is, for all ABE/ELL students |

In column three, describe the progress your college/agency has made toward implementing each practice at scale. In column four, indicate the next steps your college/agency plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps. *Don’t be concerned if your college/agency has made little progress implementing any given practice. This assessment will help your college/agency establish a baseline and develop a plan for implementing pathways at scale at your college/agency*. The WTCS ABE Team will also use this information to follow your college’s/agency's progress over time. Please submit your completed assessment to **Mark Johnson** at [Mark.Johnson@wtcsystem.edu](mailto:Mark.Johnson@wtcsystem.edu). Please feel free to contact the WTCS ABE Team with questions.

**College/Agency President’s Signature:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **ABE Program Evaluation**  **Categories & Measures** | **Status**  **at Our College/Agency** | **Progress to Date &**  **Evidence of Practice Status** | **Next Steps Toward Achieving AT SCALE Status in this Practice** |
| --- | --- | --- | --- |
| 1. Intake process, skills assessment, & related program onboarding processes 2. 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 collaborative opportunities available to them. Intake/orientation includes a minimum of 12 hours of service. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. All learners are assessed to determine their skill level and student support needs through the use of WTCS approved assessments. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. All students have a jointly developed student/teacher Personal Educational Plan (PEP) which is monitored and updated periodically to guide progress toward goal achievement. Each PEP includes:    * Identifying goals    * Developing a plan of action    * Identifying desired outcomes    * Recognizing and recording accomplishments    * Evaluating the progress and plan | ☐ Not occurring  ☐ Not systematic  ☐ Planning to scale  ☐ Scaling in progress  ☐ At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. All learners are supported through college/agency collaboration via warm hand-offs and college/agency navigation assistance (I.e., case management) | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |

| **ABE Program Evaluation**  **Categories & Measures** | **Status**  **at Our College/Agency** | **Progress to Date &**  **Evidence of Practice Status** | **Next Steps Toward Achieving AT SCALE Status in this Practice** |
| --- | --- | --- | --- |
| 2. Staff Qualifications & Staff Professional Development   1. The program has an established staff qualification policy and actively reviews staff qualifications and staff effectiveness in delivering instructional services. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. The program has a staff development process that is responsive to the specific needs of its staff, offers training in the skills necessary to provide quality instruction, and emphasizes practice and systematic follow-up. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. The program’s professional development activities are planned on an annual basis with significant input by the faculty and staff. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. The Provider’s program Professional development activities contribute to improved student learning outcomes and program quality improvement. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. The Provider’s program Professional development activities ensure compliance with local, state and federal legislation. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. The program invites other area literacy providers to join locally organized professional development activities. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. The program**’**s professional development activities help to infuse research- based practice into the program improvement process. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. The program uses the guidelines from the Faculty Quality Assurance for the hiring of program’s instructors, counselors and administrators. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 3. Internal/external Coordination, outreach, & planning   1. The program has a process for program planning that consists of: 1) workforce needs in the area; 2) college/agency district needs such as expanding sites, offering Integrated Education and Training programs, etc.; 3) partner agency collaboration | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. The program regularly works with internal partners to coordinate wrap-around services and instruction to prevent the formation of silos within the overall operation of the program. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. The program has a comprehensive technology plan that meets the current and emergent needs of students. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. The program regularly coordinates services with the career pathway network, including: 1) local workforce boards, job centers, job training services, and other providers; 2) basic skills partners, such as jails, refugee agencies, CBO’s, libraries, etc.; 3) service providers and non-profit organizations, such as United Way and food pantries. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 4. advancing learners towards Their goals   1. The program actively monitors and refers students to support services at the college/agency and within the community to help advance students’ goals. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| b. The students understand their progress towards important milestones through regular review of their Personal Educational Plan (P.E.P.) and staff contact (*P.E.P. modified as needed*). | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| c. The program coaches students on self-advocacy in non-academic skills that will help the students reach their goals (*e.g., acquiring financial resource to meet education goals, obtaining transportation, GRIT development, workplace skills, etc*.) | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| d. The program enforces an attendance policy that helps students reach their goals. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| **5. HIGH QUALITY INSTRUCTION & SERVICES**   1. Instruction is offered, designed, and modified based on student needs, the analysis of student success data, and state/national research (*Career Pathways, accelerated learning programs, Integrated Education and Training programs, etc.*). | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. The program actively monitors student progress and intervenes through case management strategies when a student falls of their Personal Educational Plan . | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. The program instruction is informed by national and industry standards for adult skills development and local workforce needs. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. The program provides and/or arranges intensive support/referrals to students with learning differences. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. The providers’ activities effectively use technologies, services, and delivery systems, including the application of distance education and digital literacy training, in a manner sufficient to increase the amount and quality of learning and how such technologies, services and systems lead to improved performance. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| 1. The program meets all required educational standards regarding Integrated Education and Training (**IET**) and Integrated English Literacy and Civics Education (**IELCE**) under WIOA. Additional materials for these programs can be found on [mywtcs.edu](https://mywtcs.wtcsystem.edu/) or by clicking the corresponding links to view the checklists for each:   [IET Checklist](https://mywtcs.wtcsystem.edu/wtcsinternal/cmspages/getdocumentfile.aspx?nodeguid=83e55130-fd89-44ff-b0c7-2f2c29fc59bd) [IET Planning Tool](https://mywtcs.wtcsystem.edu/wtcsinternal/cmspages/getdocumentfile.aspx?nodeguid=e5cccc7b-c8dd-42bb-b25d-e5493582a762)| [IELCE Checklist](https://mywtcs.wtcsystem.edu/wtcsinternal/cmspages/getdocumentfile.aspx?nodeguid=4775db80-16fd-43b9-9ee7-e2e082039c01) | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| **6. INFORMATION MANAGEMENT – SYSTEM USAGE, REPORTING, AND CONTINUOUS IMPROVEMENT**   1. The providers’ information management system meets the needs for collecting and reporting the required AEFLA and WIOA student-level data to be disaggregated by class, student characteristics, and period of participation. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| b. Results of the WIOA performance indicators (measurable skills gain, credential attainment, etc.) and other relevant data are used to improve instruction and student services through program review, data-informed professional development, and other intentional campus-wide efforts. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |
| c. Faculty and other staff, including WIOA partners, are engaged in the program review process. WIOA performance indicators and other relevant data is analyzed longitudinally, disaggregated by special populations, and then used to inform strategies regarding the State’s negotiated level of performance and establish best practices to support student success. | Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date:* | *Next steps:*  *Timeline for implementing next steps:* |