



Adult Basic and Literacy Education

Local Program Review Instrument

Date of Program Review	
Date of Last Review	
ABLE Program Name	
ABLE Program Director	
State ABLE Consultant	

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**The Ohio Board of Regents
Adult Basic and Literacy Education State Program
Local Program Review Instrument**

Local Program Review Instrument Organization

- The Local Program Review Instrument consists of nine content areas, which represents a synthesis of four components of program accountability (Indicators of Program Quality, Local Program Certification Checklist, O-PAS Checklist, Standards-Based Education Implementation Rubric): 1) Administration, 2) Data Collection and Analysis, 3) Staff Development, 4) Orientation, 5) Goal Setting, 6) Standardized Assessment, 7) Performance Assessment, 8) Curriculum and Instruction, and 9) Student Exit. Each content area has three sections:
 - ✓ Statements Review and Ratings: This section provides the policy and process statements under review for the content area. The statements, as mentioned earlier, represent a synthesis of information from four documents integral to the continuous improvement process. The rating process requires the rater to indicate if the local program has implemented a specific policy or process (Yes/No).
 - ✓ Related Issues from Past Program Review: This section provides space for recording any content area and specific issues related to a past local program review, if applicable.
 - ✓ Notable Features from Current Program Review: This section provides space for recording notable features seen while conducting a local program review. Notable features can include examples of how the program excels in a specific content area as well as opportunities for continuous improvement.

Opportunities and Benefits of Using the Local Program Review Instrument

- For State ABLE staff, reviews provide an opportunity for visiting programs and interacting with students and staff. It also provides an opportunity for reviewing a program's compliance with state and federal requirements.
- For local programs, the review process is an opportunity for both professional growth and continuous program improvement.

A Brief Local Program Review Process Overview

- Approximately six weeks before the Local Program Review, the program director will receive a telephone call from the State ABLE staff to schedule the review.
- Next, the State ABLE staff sends a letter of confirmation and a copy of the Local Program Review Instrument to the program director and superintendent/CEO. The director must complete the instrument and send a copy to the consultant no fewer than two weeks before the review. The State ABLE staff will use the completed instrument to prepare for the visit.
- The local program director should complete the documentation checklist. This section provides a listing of the required documents needed during the program review.

- On the day of the program review, the State ABLÉ staff will meet briefly with the program director and then conduct the program review. To ensure the review goes smoothly, the program director should:
 - ✓ Organize and present all documentation materials in a way that will simplify the review;
 - ✓ Provide the State ABLÉ staff with a class schedule and facilitate the timing and visits with instructors and other personnel; and
 - ✓ Make sure that students and stakeholders who can answer questions about the program’s day-to-day operations are present during the on-site review.
 - ✓ Arrange brief meeting with treasurer/fiscal officer.
 - ✓ Arrange for the consultant to discuss initial results of the review with the superintendent/CEOs.
- The State ABLÉ staff will send a Local Program Review Report within two to three weeks after the review.
- About 30 days after the Local Program Review, the program director will receive a telephone call from the State ABLÉ staff to schedule a follow-up meeting or phone call.
- On the day of the follow-up meeting or telephone call, the State ABLÉ staff and the program director, as well as other appropriate stakeholders, will discuss the Local Program Review Report. At this time, the participants will discuss the program’s strengths, opportunities for continuous improvement and steps involved in the program improvement plan.
- After the follow-up meeting or discussion, the State ABLÉ staff will send a final copy to the superintendent/CEO and the program director. He/she will place a copy of the report in the program’s file.

Directions for Local Personnel Completing the Local Program Review Instrument

Step 1 – Gathering the Suggested Documentation

- When trying to complete a content area, the first step is gathering the documentation necessary for showing that policies and processes have been implemented. The reviewer will also want to refer to any previously completed Local Program Review Instruments and Local Program Review Reports to identify any outstanding matters of program improvement.
- Program directors should organize the documents and have them available for the State ABLÉ staff at the time of the review.

Step 2 – Review the Statements and Determine the Program’s Compliance

- The next step is reviewing the policy and processes for the content area. The processes are a synthesis of information from documents integral to the continuous improvement process. This step may occur concurrently with Steps 3 and 4.
- The next step is rating the local program. The local director/coordinator needs to indicate if the local program has implemented a specific policy or process by checking “Yes” or “No.” If “Yes”, provide corroborating documentation. If “No”, the reviewer would check “No” and move to the next statement. The reviewer should list items checked “No” in the “Notable Features” section.

Step 3 – Addressing Related Issues from Previous Program Review

- This step can happen concurrently with Steps 2 and 4. While completing this section, the reviewer would refer to the outstanding matters recorded from the last completed Local Program Review Report. While conducting the self-assessment or program review, the reviewer would look for evidence that the program resolved all matters of program improvement and within the established timeline. The reviewer will document the findings in this section.

Step 4 – Documenting Notable Features from Current Program Review

- This step can happen concurrently with Steps 2 and 3. Notable features can include examples of how the program excels in a specific content area as well as opportunities for continuous improvement. While conducting the self assessment or program review, the reviewer would document notable features and use them when synthesizing and reporting information from the Local Program Review Instrument.

Step 5 – Summarizing and Reporting Program Review Information

- The final step for completing the Local Program Review Instrument is summarizing and reporting the program review information. The State ABLE staff and program director should note the program's areas of strength, areas for improvement and plans for continuous improvement, including technical assistance needed and specific timelines. The local program report form should be used as an improvement plan for the program.

Checklist for Documents Needed for On-Site Program Review

Document	Available
Program Information	
Copy of current and last years' grants and any revisions.	
Copy of last two years APR, included updated CIP follow-up data, if applicable	
Copy of LD Plan developed using the LD Planning and Policy Guide	
Completed Local Program Data Certification Checklist from previous project period	
Copy of current OPAS manual	
Written curriculum aligned with the IPQs, Ohio's Standards, and NRS	
Sample lesson plans	
List of standardized assessments used by the program	
Written guidelines for storing student data (i.e., length of time, data to keep)	
Program Professional Development Plans for current and previous year	
Individual Professional Development Plans for current and previous year	
Employee policy handbook	
Job descriptions for all staff positions	
Employee evaluation instruments	
Products created by staff (e.g., curriculum alignment guides, classroom support materials)	
Written description of the process used to identify missing or inaccurate data and correcting data errors	
Accounting and budget/fiscal management reports	
Sample marketing materials	
Current and up-to-date equipment inventory list	
Staff meeting agendas and minutes	
Advisory committee meeting agendas and minutes	
Current copy of advisory committee contact information	
Community agency/support services informational materials	
Copy of One-Stop System MOU, if applicable	
Student Information	
Completed portfolios for several students including:	
<i>Student Registration Form</i>	<i>Student Progress Form</i>
<i>Individual Learning Plan</i>	<i>Reporting Form</i>
<i>Goal Form</i>	<i>Special Needs Form, if needed</i>
<i>Learning Styles Inventory</i>	<i>Standardized Assessment Results</i>
<i>Sample portfolios with student work</i>	<i>Student Exit Form, if available</i>
Written guidelines for conducting goal-setting activities	
Written guidelines for using portfolio to assess progress	
Schedule for conducting student follow-up surveys including the telephone calling logs	
List of staff who conduct student follow-up surveys and the process used for this	
List of students for whom follow-up survey is needed	
Copy of Student Handbook	
Student Release of information form	

I. Administration

Please review the statements below and indicate if the local program has the administrative policy or process in place by checking “yes” or “no.”	Yes	No
The local program . . .		
1. Has a written program plan as defined by the Indicators of Program Quality (IPQs).		
2. Conducts a minimum of one staff meeting per quarter.		
3. Annually reviews and updates program plan and policies to ensure they reflect student needs and goals.		
4. Has evidence that staff is knowledgeable of current policies.		
5. Has evidence that staff implements the current policies.		
6. Convenes an advisory committee as described by the IPQs.		
7. Has a process in place that includes standard accounting, budgeting, documenting and reporting practices.		
8. Has a process in place for recruiting, hiring and evaluating staff as described by the IPQs.		
9. Has a process to identify and update the staff certifications and licenses.		
10. Has processes that allow for staff and student feedback as described by the IPQs.		
11. Maintains strong linkages with community agencies to identify student support service needs and provides services and/or referrals.		
12. Has processes in place to provide support services that include: <ul style="list-style-type: none"> - Using assessment information to provide support services or make referrals; and - Determining the status of support service referrals. 		
13. Has a process in place for determining why absent students are not attending classes and possible course of action to re-engage students in the educational program.		
14. Has a process in place to provide an appropriate adult learning environment that includes complying with fire and safety laws and providing accessible facilities.		
15. Has a process in place for securing records (especially student identified social security numbers and data match results), supplies and equipment.		
16. Has a well maintained facility that is accessible to all students and free from hazards.		

Related Issues from Last Program Review:

Notable Features from Current Program Review:

III. Staff Development

Please review the statements below and indicate if the local program has the staff development policy or process in place by checking “yes” or “no.”	Yes	No
The local program has a process in place to . . .		
1. Involve staff participation in program planning and receipt of needed information.		
2. Support collaborative staff teams.		
3. Recognize staff achievements and contributions as documented in personnel files.		
4. Use the Professional Development process set up by the ABLE State Office.		
— Complete IPDPs.		
— Review IPDPs and correlate them with the needs of the program.		
— Complete the PPDP.		
5. Provide ongoing staff training on OPAS implementation.		
6. Provide ongoing staff training on data collection, entry, and analysis.		
7. Review program training needs and look for professional development opportunities.		
8. Ensure that new instructors attend New Teacher Orientation (NTO).		
9. Document consequences for not meeting PD.		

<p>Related Issues from Last Program Review:</p>
<p>Notable Features from Current Program Review:</p>

VI. Standardized Assessment

Please review the statements below and indicate if the local program has the standardized assessment policy or process in place by checking “yes” or “no.”	Yes	No
The local program has a process in place to . . .		
1. Provide a clear understanding of test administration (i.e., timing, scoring, providing feedback).		
2. Assess each student’s initial placement and progress that includes determining :		
- who will assess the student and when		
- what instruments(s) will be used to assess the student.		
- the proper form of instrument used to assess student.		
- where the student will be assessed.		
3. Determine the student’s appropriate level based on the initial assessment.		
4. Determine the student’s level advancement based on the post-test.		
5. Maintain each student’s pre- and post-test scores in ABLELink.		

Related Issues from Last Program Review:

Notable Features from Current Program Review:

VIII. Curriculum and Instruction

Please review the statements below and indicate if the local program has the curriculum and instruction policy or process in place by checking “yes” or “no.”	Yes	No
The local program . . .		
1. Uses standardized and performance assessment results as a basis for instruction, monitoring student progress, and revising learning goals.		
2. Maintains a written curriculum as described by the IPQs.		
3. Has a process in place to review its curriculum to ensure the material being presented matches the expectancies of the level.		
4. Aligns instructional materials (e.g., classroom materials and written lesson plans) with Ohio’s Standards.		
5. Ensures that instructional practices include focusing on real-life contexts related to student goals and arise from in-class and out-of-class student needs.		
6. Ensures that instructional practices include using multiple delivery methods (e.g., computer-based, lecture, small group, individual instruction).		
7. Ensures that instructional practices include encouraging students to reflect on and monitor their own learning.		
8. Ensures that instructional practices include helping students examine and clarify prior knowledge in order to construct new meaning.		

<p>Related Issues from Last Program Review:</p>
<p>Notable Features from Current Program Review:</p>

IX. Student Exit and Follow-Up

Please review the statements below and indicate if the local program has the student exit policy or process in place by checking “yes” or “no	Yes	No
The local program . . .		
1. Has a process in place for determining when a student has exited or plans to exit the program.		
2. Has a process in place for completing required follow-up on student achievements that includes determining: <ul style="list-style-type: none"> - When to conduct follow-up; - Which student to follow-up; and - What way to follow-up (i.e., data matching, survey). 		
3. Has a process in place for storing and securing student data that includes how long to store and secure data and what data to keep.		
4. Has a process for destroying confidential student records and reports.		
5. Has a process in place for updating ABLELink after receiving data match feedback.		

Related Issues from Original Program Review:
Notable Features from Current Program Review:

**Ohio Department of Education
Adult Basic and Literacy Education
Local Program Review - Student Survey**

Program Name: _____ **Site Name:** _____

Student Name: _____ **Date:** ____/____/____

Optional

To the Student: We are excited that you have chosen to attend this class. We would like your comments on how the class is helping you. By completing this survey, you will help make this class even better. Thank you for your help!

1. What are your goals for coming to this program? (Mark all that apply)

- To improve basic skills
- To improve English language skills (ESOL)
- To obtain a job
- To retain current job
- To earn GED or secondary school diploma
- To enter postsecondary education or training
- To decrease public assistance received
- To obtain citizenship skills
- To register to vote or to vote for the first time
- To increase involvement in children's education (*relates to school activities*)
- To increase involvement in children's literacy-related activities (*relates to home*)
- Other (Specify: _____)

2. How long have you been coming to this class? Are the class times and location convenient?

3. Do you like the materials you use in class? Are they too easy? Too hard?

**4. Describe the types of materials that are used in your class that are relevant to your daily life.
(Examples: newspapers, work manuals, measures for cooking, banking forms)**

5. Do you have access to technology? Yes No

a. If you use technology in the classroom, how do you use the resources?

b. If you do not use technology in the classroom, how would you like to use it in the classroom?

6. What do you enjoy about your class? What could be improved to make it better?

7. Additional Comments.

**Thank you for your help!
Please make sure to return the survey to the State ABLE Consultant.**

- c. How do you use real-life materials in the classroom to support the students' roles of family, community and work members?**
- 4. Please describe the professional development activities you attended within the last year. Then indicate in which areas you would like to receive more training and why.**
- 5. In your opinion, what program changes would help you be a more effective instructional staff member?**
- 6. Please list other comments, suggestions, or recommendations.**

Thank You for Your Participation!
Please make sure to return your feedback survey to your State ABLE consultant!