

ABE State Desk Review Process

The purpose of this document is to streamline the onsite monitoring visit and will be required every other year on a schedule established by the state office. This is the second prong in Wyoming's ABE Program's approach to monitoring. There are eleven (11) considerations that relate to program quality in Section 231 of Adult Education and Family Literacy Act – Title II of the Workforce Investment Act of 1998 which we will focus on.

Through this desk review, these considerations will be covered and we will not have to review them during the onsite visit.

Additional elements are also included to stay up-to-date on the progress of each local program in helping the state meet federal requirements.

Consideration #1: Measurable goals for participant outcomes:

Please submit your policies and/or procedures for establishing measurable goals for participant outcomes.

Consideration #2: Orientation and Preparation of adults to participate in the program.

Please describe the process of screening and preparation of adults to fully participate in the ABE program. Include descriptions of your orientation, working with barriers, and staff training.

Consideration #3: Providing services to families most in need.

Describe how your program ensures that the program will serve those families most in need of literacy services. Explain your recruitment and retention plan.

Consideration #4: Instructional programs.

1. Describe how your program meets the sufficient intensity and duration for students to achieve substantial learning gains.
2. Please describe your instructional practices that **are based on a strong foundation of research and effective educational practice. Include scientifically-based reading research.**
 - a. Alphabet and print awareness
 - b. Phonemic awareness
 - c. Phonological awareness
 - d. Vocabulary development

Please let me know what curriculum you are using that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, math development, and writing development.

3. Describe how your program employs advances in technology, as appropriate, including the use of computers.
4. Describe activities that provide learning in real life contexts to ensure that the student has the skills needed to compete in the workplace, and exercise the rights and responsibilities of citizenship.
5. Describe the career readiness counseling and the use of the Career Readiness Certification as a tool in moving people to self-sufficiency.

Consideration #5: Staff Qualifications.

Please fill out the attached form, "Staff Information," for every member of your staff who is paid in whole or in part by ABE funds.

Consideration #6: Staff training.

Please provide a list of all trainings, conferences and/or workshops your staff has attended this year. Please include staff name, title, date of training, type/name of training, conference and/or workshop.

Consideration #7: Coordination with community partners

Please provide a description of how your program coordinates with its partners. This may include copies of formal or informal agreements from such agencies as WIA Title I (Workforce Services), WIA Title IV (Vocational Rehabilitation), Wyoming Family Literacy, Migrant Education, 21st Century Community Learning Centers, Court services and probation and parole, family and volunteer literacy programs. Local projects must coordinate with any relevant programs under the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, and any other relevant programs so no duplication of services is offered within a community or service area.

Consideration #8: Year-round services.

Please provide a description of the services you provide during the summer months. Include program calendars and attendance rates for last summer, and any specific plans or activities you are anticipating for the coming summer.

Consideration #9: Attendance and retention.

Describe the measures your program takes to encourage participating families attend regularly and remain in the program a sufficient time to meet their program goals. This may include attendance policies, program policies and/or procedures, referrals to support services agencies, etc.

Consideration #10: Continuity of Services.

Describe how your program insures continuity of services, particularly during major transitions such as when an adult transitions from ESL to ABE, ABE to GED instruction, or from ASE to college or technical/skills training.

Additional Elements:

Element #1 Progress on Procedure Manual

Describe the progress on the written procedures required to complete the Local Procedure manual. Include copies of new sections or revised sections.

Element #2 Written Follow-up procedures for all student goals whether data match or survey.

Please send a copy of your follow-up procedures including sample questions and tracking forms.

Element #3 Training on LACES attendance.

Please attach a sheet listing the LACES training, dates and staff attending the LACES data system training.

Element #4 Continuous Program Improvement Goals

Describe the process your programs uses to determine the Continuous Program Improvement goals for the following year. Explain how you utilize the Indicators of Program Quality in this process and NRS data dives.