BEdA Program Review & Technical Assistance Tool 2021-22

Organization:	
List first and last names of individuals contributing responses	*List position titles*
1.	
2.	
3.	
4.	
5.	

General Instructions

Write your answer to each question in the Provider Response box below it. Responses should address recent and current policies, procedures, and practices noting any updates or gaps. Provide appropriate data points and analysis, including past and current data and trend analyses. For example, use complete data from prior years when comparing MSG performance for targets.

1. Follow Up from Previous Monitoring and Corrective Action Requests

This section is used to note any previous areas under corrective action and highlight them for this review.

If none, note – – No follow up is required from previous monitoring activities. Or In the last program review visit follow up letter on <date>, the review team noted <insert any follow up items from last visit>. What is the current status in these areas of programming?
Provider Response:

2. Program Structures & Collaborations

This section addresses the structure of plans and services within a program and its partnerships outside the program including collaborative agreements, partnerships, or memoranda of understanding (MOU) that are in place to benefit an agency's programs and students.

a. Program Structures (Internal)	
Questions & Responses	**Methods of Collection/ Examples of Documentary Evidence**
1. Describe your program's intake and orientation process. What parts of your program's intake process could work better? How will you support this process? Can SBCTC help? Include the following: a. How your program explains the SSN Disclaimer b. How your program determines federally required assessment method c. How your program ensures students with limited reading ability or limited understanding of English correctly complete the intake form d. Submit your program's intake form e. How your program determines educational functioning level and place students i. Note "provisional placement" practice during suspended operations f. How your program waives tuition g. How your program explains pathway options, works with students to create goals and educational plans that foster student self-efficacy	*Written procedure for intake, written procedure for how to explain SSN Disclaimer, WABERS+ intake form, written placement policy, written tuition waiver policy, goal setting procedures and documents, orientation presentations and handouts*
Provider Response:	

2. Once students enter your program, how does your program provide navigational, advising, counseling, and other supports to them to mitigate educational and employment barriers? Specifically include examples of college BEdA programs collaborating with financial aid departments to offer Ability to Benefit or community-based organizations partnering with colleges to promote grant programs and workforce funding.	*Career & Educational Plan examples including goal setting activities, advising requirements, early alert systems, screening tools, interest inventories, student financial aid funding plans; College ATB policies/processes; agreements with partner departments/agencies.*
Provider Response:	
3. Describe your program's process for Time and Effort tracking. Time & Effort Reminder Federal rules require that any faculty or staff charged in whole or in part to a federal grant or a non-federal funding source used as match for a federal grant must complete time and effort documentation. The Time and Effort Guidelines contain more information on this.	*Samples of Time and Effort forms WITH appropriate tracking, payroll reconciliation process, policy for T&E signature authority, etc. which correspond to Appendices A & B in the Time and Effort Guidelines.*
Provider Response:	

b. Internal & External Collaborations

Questions & Responses	Methods of Collection/ Examples of Documentary Evidence
1. How does the program coordinate programming, schedules, and referrals with local Workforce Development Councils? What services and activities related to your program occur at the local One-Stop? Do you collaborate with other community agencies to provide services such as child care, transportation, mental health services, and career planning, especially for individuals with disabilities or other special needs, to attend and complete programs? How often do you meet formally with any of them? How does your program evaluate adult education services provided at the One-Stop? How well do you think the process meets the needs of all students? What parts of the process could work better? What will you do to improve this process? Can SBCTC help?	*Signed Memorandum of Understanding (MOU) consistent with WIOA Sec. 121(c)(2) between the local Workforce Development Council (WDC) and your agency, Infrastructure Funding Agreement (IFA); other MOUs*

Provider Response:	
2. Describe the community your program serves, especially populations with barriers to employment, and their educational needs. Note how your process supports your General Education Provisions Act (GEPA) statement. Include the following: a. How your program prioritizes individuals to recruit and enroll b. How your program includes low-income individuals, individuals with disabilities, single and displaced homemakers, and individuals with limited English proficiency c. How your publicly facing website provides information about your program d. Where off-site classes are offered	*American Community Survey, Census reports or other statistically valid and reliable reports; Recruitment plans, marketing plans or materials, enrollment analysis; screen shots of website with areas of interest highlighted*
Provider Response:	
3. Describe the college and career pathways that students in your program can access to transition to postsecondary education and training and employment opportunities. How does your program collaborate with pathways partners to accelerate students along the pathways?	*Memorandums of Understanding, articulation agreements, dual credit options, integrating Dev. Ed. programs, materials used with students exploring pathways, meta-major maps, courses designed & sequenced for a pathway*
Provider Response:	

3. Instructional Practices & Models

This section addresses those elements which contribute to student learning and skill acquisition.

a. Curriculum Development & Faculty Training

Questions & Responses	Methods of Collection/ Examples of Documentary Evidence
1. Describe how College and Career Readiness Standards (CCRS), contextualized instruction, employability skills, and problem solving in technology rich environments are embedded in instructional practices related to teaching reading, writing, speaking, listening, mathematics, and English Language Acquisition.	*Alignment between Master Course Outlines (MCOs), syllabi, assessments, and outcomes*
Provider Response:	
2. Explain how your program's progression policy aligns with the SBCTC-BEdA progression policy requirement. How do learners advance from one instructional level to the next?	*Written progression policy; examples showing the policy applied*
Provider Response:	
3. Describe how your program uses integrated education and training (IET) programs to support explicit student pathways – i.e. how do you coordinate and align curriculum at your organization, other postsecondary institutions, or with other partners? How do you offer these three components concurrently (adult education, workforce preparation, and occupational training)? List several IET pathways and the classes in them.	*Examples of syllabi/master course outlines with evidence of course alignment, pathway maps, instructional/ training materials with evidence of all three required components*
Provider Response:	
4. Does your program offer a high school completion program that leads to a diploma? How does this fit into your pathway model? Explain how you give students credit for prior learning and award credit for demonstrating competency for Washington State Graduation Requirements. Include the following: a. Process to determine graduation cohort (including those who never entered 9^{th} grade)	*Examples of credit tracking forms, evaluation criteria, portfolio assignments, etc.; written policies and procedures (e.g., HS+ Manual)*

b. Process for evaluating transcripts, verifying other evidence of prior learning, awarding and documenting prior learning c. Placement process based on credits d. Procedure for documenting credits earned and retention of evidence for competencies completed e. Process for diploma evaluation and awarding (needed elements: verification, second look, exit coding)	
Provider Response:	
5. Share some ways you select, orient, and retain qualified staff and instructors. How do you ensure instructors maintain or increase skills necessary to provide up-to-date, contextualized, and transformational instructional practices that accelerate student completion? How does the program ensure professional development activities are widely accessed by instructors and program staff? Note any areas where further staff development is needed and if SBCTC can support that through trainings.	*Job descriptions, faculty orientation, attending **non-SBCTC** professional development, personnel evaluations; agendas from department trainings showing agenda items related to NRS data quality, using NRS data for program improvement, etc.*
Provider Response:	
6. How do instructors use assessments and assessment reports/tools (e.g., the CASAS Skills Profile, instructor-designed instruments, etc.) to identify and analyze competency and skill gaps in order to inform instructional practices?	*Examples of assessments used and how they inform instruction, rubrics*
Provider Response:	
7. Explain how the program evaluates instructional practices.	*Examples of completed instructor observation forms, rubrics, etc.*
Provider Response:	
8. Which of the NRS approved Distance Education methods described in the [WA State Assessment Policy](#) does the program allow instructors to use? Explain how the program verifies that the method is described in each syllabus and	*Sample syllabi for classes with distance education hours describing method used AND*

that proxy hours for assignments are predetermined as required in the BEdA Handbook. Does the program verify that Distance Education proxy hours are calculated and reported appropriately by each instructor?	*class roster showing distance education hours reported*
Provider Response:	

b. Integrated English Literacy and Civics Education (IELCE) Grantees ONLY

Questions & Responses *(Only respond if your program received IELCE Grant funds)*	**Methods of Collection/ Examples of Documentary Evidence**
How are you serving students with IELCE funds? Which program type(s) from the IELCE resource guide are you using? Provide examples of pathway programming contextualized to occupation/occupational clusters which can include I-BEST and Integrated Education and Training (IET) courses. If IELCE funds are used toward classes, provide a list of classes supported with IELCE funds. If IELCE funds are used toward a navigator position, provide description of navigational services.	*Examples of materials used in IELCE programs including syllabi, I-BEST pathway diagrams, assignments, assessments, navigator job duties, etc.; materials used for instruction with evidence of a civics component*
Provider Response:	

4. Data Quality, Use, & Information Security

This section addresses the components of data and assessment systems, including test administration, test security, procedures for data collection, entry and reporting, as well as the use of data in program decision-making.

a. Data Quality and Use	
Questions & Responses	**Methods of Collection/ Examples of Documentary Evidence**
1. Describe how all NRS data are collected, reviewed, and reported, and who is responsible for each step. Provide verification that the director reviews local data with staff at least quarterly to identify and resolve errors, missing data, out-of-range values, and anomalous data. What data definitions does your program use for training staff?	*Examples of data flowcharts, data entry staff job descriptions, written procedures for data collection, review, and reporting, signed Quarterly Data Review Checklist, Local training agendas with date and time of trainings and lists of attendees, data definitions*
Provider Response:	
2. Describe your program's ability to ensure the validity and reliability of its test results and adhere to the test administration requirements described in the WA State Assessment Policy. Include information about the following: a. Proper testing environment b. Uniform times for test administration c. Using only permitted assessments d. Training for staff who administer tests e. Providing accommodations for students with disabilities f. Use of appraisal or locator g. Pre-tests in two subjects prior to 12 hours of attendance h. Post-testing students in areas where they had instruction if 45 hours of attendance achieved i. Use of post-test exception request j. Quality control procedures k. How results are shared with students	*Desk manuals referencing testing practices, list of post-test exception requests, staff training agendas and sign in sheets, CASAS certificates*
Provider Response:	

3. Describe how your program uses data to improve its programming, including how the director includes faculty and staff in trend analysis to identify program accomplishments and areas for improvement?	*DPI project plan, results in End-of-Year Federal Report*
Provider Response:	

b. Information Security

Questions & Responses	Methods of Collection/ Examples of Documentary Evidence
1. How does the program protect proprietary materials such as CASAS tests? Include the following: a. Where testing materials are stored b. How test materials are used c. Any program policies designed to protect testing materials d. How unwanted testing materials are disposed of	*Observe stored materials, desk manuals referencing testing practices*
Provider Response:	
2. Explain how your program manages WABERS+ user account access. Note how you determine when to remove access to accounts.	*Review status of user accounts in WABERS+, desk manuals referencing security practices*
Provider Response:	
3. Does the program have a process to protect confidential student information? How does the program ensure student records are stored and retained as required by the General Retention Schedule? Note how student records are transported by instructors, what happens records if there is an emergency situation, and if there were a breach.	*Guidelines for records storage and retention*
Provider Response:	

5. BEdA Master Grant Performance Review & Risk Assessment

This section addresses the management and/or supervision of programs, structure of programs and services, grant oversight and other administrative areas.

Questions & Responses	Methods of Collection/ Examples of Documentary Evidence
1. Were representatives able to attend and fully participate in quarterly Council for Basic Skills (CBS) meetings?	*CBS attendance*
Provider Response:	
2. Did appropriate staff participate in state-required trainings and were Leadership Grant funds expended on appropriate activities? Are SBCTC trainings widely accessed by instructors and program staff?	*SBCTC ABE Training database report (provided by SBCTC), proof of attendance records*
Provider Response:	
3. Are there new staff within the last three years in key data entry, program manager/coordinator or fiscal roles?	*Start dates, job titles, materials or manuals used for training*
Provider Response:	
4. Does the average number of instructional hours students attain indicate programs are of sufficient intensity and duration to produce Measurable Skill Gains? Explain how the program addresses the needs of the community for Basic Education for Adults programming on a year-round basis, particularly over the summer months. How does the proportion of students served in ABE and ESL compare to local need? Does data on demographics (age, ethnicity, gender) raise any issues, for example lack of services to a particular group?	*Course catalog, examples of summer class schedules, year-to-year summer enrollment level, analysis disaggregating demographic groups, average hours by program area*
Provider Response:	

5. How will you maintain or increase your enrollment, both headcount and FTEs? Compare the number of students the program proposed to serve in its BEdA Master Grant application to actual service levels (Participants 12+ hours). Explain your plan to maintain or increase headcounts and FTEs.	*Enrollment reports, proposed level of service in BEdA Master Grant*
Provider Response:	
6. Describe your program's performance over the last five years on Measurable Skills Gains (MSG) compared to your negotiated targets. Explain your plan to maintain or increase MSGs.	*Student Outcome Targets in BEdA Master Grant, Federal Table 4, BEdA Performance Dashboard*
Provider Response:	
7. Describe your program's performance on the following WIOA outcomes measures compared to your negotiated targets. Explain your plan to maintain or increase performance on these outcomes. a. The percentage of participants employed during the 2nd quarter after exit b. The percentage of participants who are employed during the 4th quarter after exit c. The median earning of participants employed during the 2nd quarter d. The percentage of participants who obtain a recognized postsecondary credential or a secondary school diploma or its equivalent during participation or within 1 year after exit i. And who have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within 1 year after exit ii. The percentage of participants who during a program year are in education or training that leads to a recognized secondary credential or employment and who are achieving measurable skill gains toward such a credential or employment	*Federal Table 5, BEdA Performance Dashboard*
Provider Response:	
8. Describe your program's ability to meet or exceed the minimum assessment rate requirements in the WA State Assessment Policy. Include the following: a. Post-test rate over last three years b. Number of Students With No Pre-Test and More than 12 Hours over last three years c. Number of Students With No Post-Test and More than 45 Hours over last three years d. Credit Accrual rate (if applicable) e. Number of Students with No Earned Credits (if applicable) f. Testing and placement of students with disabilities g. Count of students no able to be pre- or post-tested	*Assessment Rate and other testing reports in WABERS+*

Provider Response:

6. Review of Student Records

This two-part section is to be completed by local program staff as they review student records for evidence of data collection, review, and reporting practices. You will only complete Part b. if the program used the HS Credit Option. **The list of SIDs or EMPLIDs is in Canvas.**

Compare the information in the PY2020-21 WABERS+ Student Summary page to source documents (original intake form(s), class rosters, test records in TOPSpro, records and notes in the student file, etc.). Use the legend and table below to record the results of your review and detail any discrepancies in the notes section.

a. Provider Self-Audit of Records for Students Not in the HS Credit Option										
Record #	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Marks: Yes = Y; No = N										
Tuition waiver in file (if waived)										
Is data reported in WABERS+ identical to program's source records (paper or electronic) in the following areas: *Use the following marks: Does Not Match = X; Matches = √; Data Missing from Both Areas = O*										
Demographics										
Intake										
Special Program Tracking (if any)										
Testing										
Pre or post-test Exception documentation (if any)										
Attendance Hours by Type-										
F2F Hours										
Distance Education Hours										

Example – If the daily attendance adds up to the total hours reported in WABERS+ for each class, then put a check mark "√" in the box. If the hours do not match, put an "X" in the box and give an explanation in the Notes Section below. If attendance rosters are missing, put an "O" in the box and give an explanation in the Notes Section below.

Use the Notes Section *to list details about discrepancies.*

Notes Section

Record #	*Notes*	Record #	*Notes*

b. Provider Self-Audit of Records for Students Who Used the HS Credit Option

Only complete this part if you were given a list of students who used the HS Credit Option as their federal assessment method.

Record #	I.	II.	III.	IV.	V.
Marks: Yes = Y; No = N					
Tuition waiver in file (if waived)					
Is data reported in WABERS+ identical to program's source records (paper or electronic) in the following areas: *Use the following marks: Does Not Match = X; Matches = √; Data Missing from Both Areas = O*					
Demographics					
Intake					
Special Program Tracking					
Graduation Requirement (Grad Plan)					
Previously Earned Credits					
Credit Earned in Program					
Attendance Hours by Type-					
F2F Hours					
Distance Education Hours					

Record #	*Notes*

7. Provider Areas of Interest

Use the box below to offer feedback or describe topics you would like to discuss further with SBCTC staff.

Do you have any feedback about SBCTC policies and procedures? Do you have any questions for SBCTC staff or would you like to request technical support for specific program areas?