OSSE Adult and Family Education
Grantee Monitoring Instrument

Program Year 2012 - 2013

Name of Program:

Semi-annual Reporting Requirements						
Monitoring Document	**Reporting Period**	**Program Submission Due Date**	**Monitors Verification Date**	***Contracted Enrollment for Reporting Period**	**Actual Enrollment for Reporting Period**	**Prepared by:**
Self Assessment (SA 1) / Preliminary	7/1/12 - 12/31/12	Thursday, January 31, 2013	Thursday, February 28, 2013			
Self Assessment (SA 2) / Final	1/1/2013 - 6/30/2013	Wednesday, July 31, 2013	Friday, August 30, 2013			
		All data must be in LACES by this date				

Programs should recruit and serve at least 95% of contracted enrollment by the third quarter of the program year.

Quarterly Reporting Requirements				
Document/Tab Name	**Qtr 1** (7/1/2012 - 9/30/2012)	**Qtr 2** (10/1/2012 - 12/31/2012)	**Qtr 3** (1/1/2013 - 3/31/2013)	**Qtr 4** (4/1/2013 - 6/30/2013)
Student Rosters	Thursday, January 31, 2013		Wednesday, July 31, 2013	
Student Outcome (GED/NEDP/Pathways to Postsecondary Ed. and/or Work)	Thursday, January 31, 2013		Wednesday, July 31, 2013	
Student Follow-Up	Thursday, January 31, 2013		Wednesday, July 31, 2013	
Program Income	Thursday, January 31, 2013		Wednesday, July 31, 2013	
Prepared by:				
Reviewed by (Monitors Only):				

To Be Completed by Monitor(s):	
Verified by Monitoring Team (SA 1 / Preliminary Review):	
Verified by Monitoring Team (SA 2 / Final Review):	

OSSE Adult and Family Education
Grantee Monitoring Instrument
Program Year 2012 - 2013 Table of Contents

OSSE Adult and Family Education
Grantee Monitoring Instrument
Program Year 2012 - 2013 Overview of Monitoring Process

Purpose of Monitoring:

· To evaluate the program's progress to-date toward contracted goals and outcomes as agreed upon in the program's Grantee Award Notification (GAN),

· To determine if the funded program will be able to achieve contracted goals and outcomes by program year-end,

· To ensure that the funded program has qualified staff, procedures, and systems in place to achieve contracted outcomes,

· To ensure that the program is following OSSE's Assessment, Goal Setting, and Follow-up policies and procedures,

· To ensure that the data management system is producing accurate and reliable information,

· To assess a funded program's instructional quality,

· To compare the program's grant expenditures to-date with approved budget,

· To identify program strengths and areas needing improvement, and

· To recommend technical assistance and professional development for the program that will help improve performance.

Length of Visit: On average, a monitoring visit will last about three hours.

Instrument: The Grantee Monitoring Instrument evaluates programs in the following areas:

Category A: Learner Recruitment, Retention, Progress and Involvement
Category B: Instructional Models and Methods
Category C: Program Management and Leadership
Category D: Data Management
Category E: Bonus Points

Types of Monitoring: Grantees are required to participate in one or more of the following types of monitoring:

Quarterly Reporting- Grantees are required to submit quarterly reports.

Self-Assessment - Grantee will be required to assess its performance on Tabs A1-E1 in the monitoring instrument by completing the Self-Assessment (SA1) and Self Assessment (SA 2).

Desk Review - Grantee performance will be determined via Desk Review in LACES and via the submission of specific documentation/evidence to OSSE AFE electronically.

On-site Preliminary and Final Review/Visit - Grantee may participate in an onsite monitoring review/visit.

Points: The monitoring instrument has 100 total points. Each category has measures that have been assigned points. In addition, programs may also earn 5 bonus points which are detailed in Category E. Bonus points will be awarded if the program's Cumulative EFL completion percentage is at least 5% higher at time of monitoring visit than the EFL completion percentage at the end of the previous program year.

Grantees must follow OSSE's Assessment Policy which states that "Learners must be assessed in the areas that are the focus of instruction, using the appropriate CASAS test in reading, math, writing, speaking, or listening comprehension." Therefore, unless otherwise exempted, a funded program is expected to administer CASAS pre-tests and post-tests to students.

Based on checklist evidence and discussions with provider staff, the monitoring team will assign a rating to each measure based on defined criteria. Unless a funded program has negotiated with the OSSE to be exempt from a particular measure—and has this in writing—all measures will be assigned a rating by the monitoring team.

Checklist: Programs must have all information on the checklist available to monitors for review during monitoring reviews/visits. All documentation must be maintained in the Evidence Binder.

Folder Sampling: As part of the preliminary and final monitoring visits, monitors will select 6 student folders for review. All folders for students enrolled in the current program year (active and exited from the program) must be available for review at the location where the monitoring visit is to take place.

As part of the folder review, the monitoring team will review folder contents and verify key National Reporting System (NRS) data in LACES (Literacy Adult Community Education System) to determine data reliability and accuracy.

Financial Review: The monitoring team will review OSSE grant expenditures to date (as indicated on Federal and Local cost reimbursement requests) and whether the grantee is meeting its Maintenance of Effort (MOE) requirement in comparison with the approved OSSE grant budget. Programs must maintain documentation/evidence for all expenditures as well as MOE. Additionally, program income, generated from fees and tuition, must be reported on the Tab - Program Income in the Monitoring Instrument. Documentation of how program income was expended must be maintained in the Evidence Binder as well.

Results: Based on the scored self-assessments, preliminary and final monitoring reviews/visits, checklist evidence, folder samplings, classroom observations, and the general discussion between the monitoring team and provider staff, the monitoring instrument will be summarized and rated. The monitoring team will work with program providers to identify strengths, areas of concern, technical assistance needs, grant expenditures to-date, and continuous improvement directives.

Follow-up Monitoring Visits: The monitoring team may conduct additional follow-up visits throughout the program year.

Provider Disagreements: Within 10 business days of receiving the final monitoring instrument, a program provider may submit a written statement to the OSSE Adult and Family Education Director regarding any issues or concerns with the scoring of the instrument. The statement must clearly identify the issue or concern and provide a rationale or justification as to why the rating or information should be changed. Within 10 business days, the OSSE Adult and Family Education Director will decide whether or not to change the rating or information. The OSSE Adult and Family Education Director's decision is final.

Category A: Learner Recruitment, Retention, Progress and Involvement (Program policies, procedures, and systems effectively and efficiently measure learners' educational gains and achievements.)	Category B: Instructional Model and Methods (The program aligns assessment, curriculum and instruction to address and accommodate different student learning needs.)	Category C: Program Management & Leadership (The organization has effective management/leadership that develops and maintains appropriate structures, procedures, trainings, and policies to ensure high quality service delivery.)
Measure A.1: Program is meeting Y-T-D enrollment goals per Program Profile and NRS Table 1 and program has process to accurately capture instructional hours.	Measure B.1: Program is able to demonstrate that student profile by competency and class profile by competency are being completed and student goals are being established.	Measure C.1: Evidence that the organization has an independent audit that is no more than 16 months old and the audit does not list any material or significant weaknesses. If the audit is in process, then the organization must provide a recent, filed 990.
Measure A.2: Evidence that the organization follows the OSSE Assessment Policy.	Measure B.2: Lesson plans that incorporate student profile by competency, class profile by competency, and student goals as well as use appropriate curricula, multiple delivery methods and approaches to meet the diverse learning needs of students.	Measure C.2: At least semi-annually, program is formally and informally evaluated by and solicits input from stakeholders (e.g. learners, volunteers, funders, community representatives, peer review agency, etc) to ensure quality service delivery and continuous improvement.
Measure A.3: Enrolled students who have minimum 50 (maximum 70 to 100) instructional hours have validly matched CASAS pre-tests and post-tests in reading and math or other ESL instructional area (writing, speaking, listening comprehension).	Measure B.3: Classroom observations demonstrate satisfactory level of instructional quality that uses information contained in Measures B.1 and B.2.	Measure C.3: All OSSE funded positions are filled with qualified individuals, staff data including volunteers essential to program delivery are in LACES/NRS Table 7 and program has notified OSSE within 30 business days when staff changes or vacancies occur in OSSE funded positions.
Measure A.4: Enrolled students who are post-tested make educational gains as evidenced by percentage of enrolled students who complete educational functioning levels (EFL).	Measure B.4: Program has a system to adequately screen learners for possible learning disabilities *and/or* refers students for screening or appropriate LD services *and/or* the program seeks support to make appropriate accommodations for adult learners with learning disabilities.	Measure C.4: The organization and program follow accounting practices that conform to accepted standards. Financial system can produce required reports and financial system has sound fiscal management processes and structures.
Measure A.5: Enrolled students make educational gains as evidenced by the average point increases in CASAS reading and math scores or other ESL instructional area (writing, speaking, listening comprehension).	Measure B.5: Program uses a coordinated process for program and staff development that includes a professional development plan for each OSSE funded position, teacher improvement plan for instructors that score below 60% on a classroom observation form and evidence of staff training regarding effective instruction, support of adults with learning disabilities, and program leadership & management.	Measure C.5: All required reports were accepted and approved by OSSE.
Measure A.6: The program is meeting or exceeding the state's negotiated U.S. Department of Education Performance Targets applicable to the program on NRS Table 4.		Measure C.6: A review of cost reimbursement requests and invoices, if applicable, submitted to OSSE shows that documents are accurate and reviewed expense categories have supporting documentation with no material discrepancies.
Measure A.7: The program is meeting or exceeding the state's negotiated U.S. Department of Education Performance Targets applicable to the program on NRS Table 5.		
Measure A.8: The ratio of the number of achieved goals/outcomes to the total number of participants indicates that the program is effectively tracking goal progress for enrolled students and that students are achieving goals in their roles as workers, parents and family members, citizens and community members, and lifelong learners.		
Measure A.9: Students are retained in program long enough for educational advancement and goal achievement.		

Category D: Data Management (Program has data management system that provides accurate and reliable data and outcome information.)	Category E: Bonus Points
Measure D.1: Program has an established process for collecting and entering data accurately and efficiently into LACES.	**Measure E.1:** At the time of the monitoring visit, the provider's cumulative Educational Functioning Level (EFL) completion percentage is at least 5% above the cumulative EFL completion percentage at the end of the previous program year.
Measure D.2: Required forms/documents reviewed in sampled folders are available and acceptable.	
Measure D.3: Sampled CASAS reading and math or other ESL instructional area (writing, speaking, listening comprehension) pre-tests have been administered correctly and scored accurately.	
Measure D.4: Data verified on LACES is accurate and reliable.	
Measure D.5: CASAS scores were entered according to LACES protocol to ensure that entry Educational Functioning Levels (EFL) were accurate for enrolled students.	

Summary of Checklist Items - To be included in Evidence Binder

Tab #	Grantee Information or Document(s) Needed:	Aligned to Measures	Comments During Preliminary Visit	Comments During Final Visit
1	Copy of current year's Program Profile, Class Schedule, Program Contact Information Sheet and Grant Award Notification (GAN).	A.1, B.3		
2	1. Y-T-D NRS tables (at point of monitoring visit) and 2. NRS tables from the previous program year.	A.1, A.3, A.4, A.6, A.7, A.8, E.1		
3	Document that details the process and procedures used to track and tally attendance for enrolled students. Attendance sign-in sheets (for at least 50% of classes) and template used to track attendance should also be included in this tab.	A.1		
4	Document that details recruitment and retention strategies that will be used to achieve enrollment contracted with OSSE and to retain students. Also include in this tab marketing materials (include web address) used for student recruitment. Document that discusses recruitment strategies should include enrollment dates, how recruited, and any other recruitment strategies used. Marketing materials must be up-to-date and provide accurate program information. Website content will also be reviewed.	A.1		
5	Current OSSE Desk Review at time of monitoring visit.	A.3, A.5, A.6, A.8 and A.9		
6	Student Assessment Report, Student Current Year Pre and Post Assessment Report, Student Name and Goals Report, Student Goals Attainment by Period Report, Student Goals Cohort Report, when available and a schedule for conducting student goal follow-up and the process(es) used and completed follow-up surveys.	A.2 and A.5		
7	Completed CASAS Class Profiles by Competency for at least 100% of classes being offered at time of monitoring visit.	B.1		
8	Outline of specific curricula for each program component (ABE, GED, ESL, Workplace Literacy, Family Literacy, etc) and a listing of other materials (Steck Vaughn, etc) used to provide instruction. Program outline may be a syllabus. Curricula outline should also include how CASAS Student Profiles by Competency, CASAS Class Profiles by Competency, and student goals guide curricula development Information on contextual learning, self-directed learning, active and passive learning methods, and if possible computer assisted instruction should also be included as appropriate.	B.2		
9	Lesson plans that show how student profile by competency, class profile by competency, and/or student goal information are used to guide instruction. Lesson plans should also include information on contextual learning, self-directed learning, active and passive learning methods, and if possible computer assisted instruction.	B.2		
10	Written procedures on screening and referral processes for adult learners suspected of having a learning disabilities.	B.4		
11	This tab will have two components: 1. Professional development plans for each OSSE funded staff person and teacher improvement plans for instructors that score below 60% on a classroom observation form. 2. Table that lists any trainings attended or certifications received by staff related to instruction, learning disabilities, program management and leadership, etc. Include OSSE and non-OSSE trainings and certifications. Table must also identify which staff is CASAS certified. Copies of any certificates that staff or key volunteers have received should be accessible if monitors need to review or have questions.	B.3, B.5		

	Summary of Checklist Items - To be included in Evidence Binder			
Tab #	Grantee Information or Document(s) Needed:	Aligned to Measures	Comments During Preliminary Visit	Comments During Final Visit
12	Organizational audit that is not more than 16 months old at time of monitoring visit.	C.1		
13	Forms used to evaluate program, summary of information obtained from survey or input, and how this information was used to help ensure quality service delivery and continuous program improvement. Input should be received from students and other stakeholders such as volunteers and paid teachers, administrative staff, funders, etc. To demonstrate how information was used for program improvement, provide information that details the issue/concern raised from feedback received and what program modifications were implemented.	C.2		
14	This tab will have five pieces of information: 1. Job descriptions for positions key to the OSSE grant. Job descriptions are current and reflect the roles and responsibilities of staff and volunteers. Include volunteer "job" description or commitment form. 2. Table that lists the OSSE funded position(s) and the name of the person in each OSSE funded position. 3. Resumes for all OSSE funded staff and other key staff as appropriate. 4. Approved OSSE Approval Request Form(s) submitted to OSSE for staff changes. 5. NRS Table 7.	C.3		
15	Financial policy that details bookkeeping responsibilities, staff responsible for each, and checks and balances in place.	C.4, C.6		
16	This tab has two components: 1. Copy of approved budget for OSSE grant funds for current year and financial statement that clearly shows Y-T D expenses including documentation of Maintenance of Effort (MOE), cost reimbursement, and invoices for 2010- 2011 and 2011-2012 program year. Programs should maintain a separate binder with cost reimbursement and invoice evidence on site. 2. Copy of Approval Request Form for any budget modification and a copy of the modified budget.	C.4, C.6		
17	Current quarterly reporting submissions (Student Roster, Student Follow-up, Student Outcome Reports (GED, NEDP & Pathways to Work and/or Postsecondary Education) and Program Income.	C.5		
18	Written data management plan that details staff person(s) responsible for data entry, error identification, and error resolution. Evidence also shows staff person(s) responsible for data entry and management has/have been trained.	D.1		
19	Document that shows specific examples of how data was used for program improvement. This should include issues raised by the data and strategies used for program improvement.	D.2		
20	Roster of enrolled students that shows student name with instructional hours. This roster will be used to select student folders for review during monitoring visits. (See Instructions on how to generate and save this report) Note: when LACES is able to generate CASAS scores (appraisal, pre-test, post-test) in a more usable format, this information will be required along with instructional hours.	D.3, D.4, D.5		
21	Blank student registration form.	Used as reference only		
22	Blank goal setting form.	Used as reference only		
23	Student handbook and/or outline of student orientation.	Used as reference only		

OSSE Adult and Family Education
Grantee Monitoring Instrument
Program Year 2012 - 2013 Summary of Ratings

	Total Points Available	Total Points Applicable to Provider	Local Program SA1 / Prelim	Monitors SA 1/ Preliminary Verification / Scores	Local Program SA2 / Final	Monitors SA 1/ Final Verification / Scores	Monitoring Total Points Awarded PY 2011-2012	Monitoring % of Points Received (Col B/Col C)
Category A Learner Recruit., Retent., Prog., & Involvement	43	43	0	0	0	0	0	0.0%
Category B Instructional Model and Methods	20	20	0	0	0	0	0	0.0%
Category C Program Management and Leadership	12	12	0	0	0	0	0	0.0%
Category D Data Management	25	25	0	0	0	0	0	0.0%
Total Before Bonus Points	100	100	0	0	0	0	0	0.0%
Category E Bonus Points	5	5	0	0	0	0	0	0.0%
Grand Total			0	0	0	0	0	0%

Measure	Total Points Applicable to Provider	Local Program SA1 / Prelim	Monitors SA 1/ Preliminary Verification / Scores	Local Program SA2 / Final	Monitors SA 1/ Final Verification / Scores	Total Points Awarded 2011-2012
A.1	4	0	0	0	0	0
A.2	1	0	0	0	0	0
A.3	8	0	0	0	0	0
A.4	8	0	0	0	0	0
A.5	4	0	0	0	0	0
A.6	6	0	0	0	0	0
A.7	6	0	0	0	0	0
A.8	4	0	0	0	0	0
A.9	2	0	0	0	0	0
Total for Category A	43	0	0	0	0	0

Measure	Total Points Applicable to Provider	Local Program SA1 / Prelim	Monitors SA 1/ Preliminary Verification / Scores	Local Program SA2 / Final	Monitors SA 1/ Final Verification / Scores	Total Points Awarded 2011-2012
B.1	4	0	0	0	0	0
B.2	4	0	0	0	0	0
B.3	5	0	0	0	0	0
B.4	3	0	0	0	0	0
B.5	4	0	0	0	0	0
Total for Category B	20	0	0	0	0	0

Measure	Total Points Applicable to Provider	Local Program SA1 / Prelim	Monitors SA 1/ Preliminary Verification / Scores	Local Program SA2 / Final	Monitors SA 1/ Final Verification / Scores	Total Points Awarded 2011-2012
C.1	2	0	0	0	0	0
C.2	2	0	0	0	0	0
C.3	2	0	0	0	0	0
C.4	3	0	0	0	0	0
C.5	1	0	0	0	0	0
C.6	2	0	0	0	0	0
Total for Category C	12	0	0	0	0	0

Measure	Total Points Applicable to Provider	Local Program SA1 / Prelim	Monitors SA 1/ Preliminary Verification / Scores	Local Program SA2 / Final	Monitors SA 1/ Final Verification / Scores	Total Points Awarded 2011-2012
D.1	3	0	0	0	0	0
D.2	6	0	0	0	0	0
D.3	4	0	0	0	0	0
D.4	9	0	0	0	0	0
D.5	3	0	0	0	0	0
Total for Category D	25	0	0	0	0	0

Bonus Points	Total Points Applicable to Provider	Local Program SA1 / Prelim	Monitors SA 1/ Preliminary Verification / Scores	Local Program SA2 / Final	Monitors SA 1/ Final Verification / Scores	Total Points Awarded 2011-2012
E.1	5	0	0	0	0	0
Total for Category E	5	0	0	0	0	0

Category A: Learner Recruitment, Retention, Progress and Involvement (Program policies, procedures, and systems effectively and efficiently measure learners' educational gains and achievements.)	Monitors SA 1 / Preliminary Comments / Directives:	Monitors SA 2 / Final Comments / Directives:
Measure A.1: Program is meeting Y-T-D enrollment goals per Program Profile and NRS Table 1 and program has process to accurately capture instructional hours.		
Measure A.2: Evidence that the organization follows the OSSE Assessment Policy.		
Measure A.3: Enrolled students who have minimum 50 (maximum 70 to 100) instructional hours have validly matched CASAS pre-tests and post-tests in reading and math or other ESL instructional area (writing, speaking, listening comprehension).		
Measure A.4: Enrolled students who are post-tested make educational gains as evidenced by percentage of enrolled students who complete educational functioning levels (EFL).		
Measure A.5: Enrolled students make educational gains as evidenced by the average point increases in CASAS reading and math scores or other ESL instructional area (writing, speaking, listening comprehension).		
Measure A.6: The program is meeting or exceeding the state's negotiated U.S. Department of Education Performance Targets applicable to the program on NRS Table 4.		
Measure A.7: The program is meeting or exceeding the state's negotiated U.S. Department of Education Performance Targets applicable to the program on NRS Table 5.		
Measure A.8: The ratio of the number of achieved goals/outcomes to the total number of participants indicates that the program is effectively tracking goal progress for enrolled students and that students are achieving goals in their roles as workers, parents and family members, citizens and community members, and lifelong learners.		
Measure A.9: Students are retained in program long enough for educational advancement and goal achievement.		
Category B: Instructional Model and Methods (The program aligns assessment, curriculum and instruction to address and accommodate different student learning needs.)	Monitors SA 1 / Preliminary Comments / Directives:	Monitors SA 2 / Final Comments / Directives:
Measure B.1: Program is able to demonstrate that student profile by competency and class profile by competency are being completed and student goals are being established.		
Measure B.2: Lesson plans that incorporate student profile by competency, class profile by competency, and student goals as well as use appropriate curricula, multiple delivery methods and approaches to meet the diverse learning needs of students.		
Measure B.3: Classroom observations demonstrate satisfactory level of instructional quality that uses information contained in Measures B.1 and B.2.		
Measure B.4: Program has a system to adequately screen learners for possible learning disabilities *and/or* refers students for screening or appropriate LD services *and/or* the program seeks support to make appropriate accommodations for adult learners with learning disabilities.		
Measure B.5: Program uses a coordinated process for program and staff development that includes a professional development plan for each OSSE funded position, teacher improvement plan for instructors that score below 60% on a classroom observation form and evidence of staff training regarding effective instruction, support of adults with learning disabilities, and program leadership & management.		

Category C: Program Management & Leadership (The organization has effective management/leadership that develops and maintains appropriate structures, procedures, trainings, and policies to ensure high quality service delivery.)	Monitors SA 1 / Preliminary Comments / Directives:	Monitors SA 2 / Final Comments / Directives:
Measure C.1: Evidence that the organization has an independent audit that is no more than 16 months old and the audit does not list any material or significant weaknesses. If the audit is in process, then the organization must provide a recent, filed 990.		
Measure C.2: At least semi-annually, program is formally and informally evaluated by and solicits input from stakeholders (e.g. learners, volunteers, funders, community representatives, peer review agency, etc) to ensure quality service delivery and continuous improvement.		
Measure C.3: All OSSE funded positions are filled with qualified individuals, staff data including volunteers essential to program delivery are in LACES/NRS Table 7 and program has notified OSSE within 30 business days when staff changes or vacancies occur in OSSE funded positions.		
Measure C.4: The organization and program follow accounting practices that conform to accepted standards. Financial system can produce required reports and financial system has sound fiscal management processes and structures.		
Measure C.5: All required reports were accepted and approved by OSSE.		
Measure C.6: A review of cost reimbursement requests and invoices, if applicable, submitted to OSSE shows that documents are accurate and reviewed expense categories have supporting documentation with no material discrepancies.		
Category D: Data Management (Program has data management system that provides accurate and reliable data and outcome information.)	Monitors SA 1 / Preliminary Comments / Directives:	Monitors SA 2 / Final Comments / Directives:
Measure D.1: Program has an established process for collecting and entering data accurately and efficiently into LACES.		
Measure D.2: Required forms/documents reviewed in sampled folders are available and acceptable.		
Measure D.3: Sampled CASAS reading and math or other ESL instructional area (writing, speaking, listening comprehension) pre-tests have been administered correctly and scored accurately.		
Measure D.4: Data verified on LACES is accurate and reliable.		
Measure D.5: CASAS scores were entered according to LACES protocol to ensure that entry Educational Functioning Levels (EFL) were accurate for enrolled students.		
Category E: Bonus Points	Recommendations	Recommendations
Measure E.1: At the time of the monitoring visit, the provider's cumulative Educational Functioning Level (EFL) completion percentage is at least 5% above the cumulative EFL completion percentage at the end of the previous program year.		

			Intake Form	Measure B.1	Measure B.1	Measure B.4	Measure D.2	Measure D.3	Measure D.4	Measure D.5
				Student Profile by Competency in Folder	Goal Sheet in Folder	Learning Disabilities Screening		Reading, Math or ESL Pre-Tests Score Accurately		
	Folder Available?		Mark with an X if	Mark with an X if	Mark with an X if	Mark with an X if	# Required Forms that are:	Mark with an X if		
	Yes (Mark with an X)	No (Mark with an X)	Available & Acceptable	Available & Acceptable	Available & Acceptable	Available & Acceptable	Available & Acceptable	Each Folder's Pre-Tests were Scored Correctly	# of Data Items Verified as Accurate	CASAS scores were entered according to LACES protocol.
Folder #	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
1									0	
2									0	
3									0	
4									0	
5									0	
6									0	
Totals	0	0		0	0	0	0	0	0	0
Calculations										
Intake Form										
Measure B.1: Student Profile			To be completed by monitors							
Measure B.1: Goal Sheet										
Measure B.4: Learning Disabilities Screening										
Measure D.2: % Forms Available and Acceptable				Note: 42 forms are required in total (7 forms for each folder)						
Measure D.3: % Pre-Tests Scored Accurately										
Measure D.4: % Data Accurately Entered onto LACES				Note: In total, 42 data items (7 for each folder) are verified on LACES						
Measure D.5: % CASAS Scores Entered per Protocol										

Category A: Learner Recruitment, Retention, Progress and Involvement
(Program policies, procedures, and systems effectively and efficiently measure learners' educational gains and achievements.)

	Measure A.1: Program is meeting Y-T-D enrollment goals per Program Profile and NRS Table 1 and program has process to accurately capture instructional hours.	**Rating Scale for this measure - Enter applicable ratings**				
		Rating	**Program SA 1 / Preliminary Score**	**Monitors SA 1 / Preliminary Verification / Score**	**Program SA 2 / Final Score**	**Monitors SA 2 / Final Verification / Score**	**To be completed by Monitors: Comparison of Program Performance between PY 12 and PY 13 (Consistent, Improved, Declined)**
	Program enrollment meets or exceeds Y-T-D target **AND** program has process to capture attendance and ensure that hours are entered into database system in a timely and accurate manner.	4					
	Program enrollment is between 90% and 99% of Y-T-D target **AND** program has process to capture attendance and ensure that hours are entered into database system in a timely and accurate manner.	3					
	Program enrollment is less than 90% of goal **OR** program does not have process to capture attendance and ensure that hours are entered into database system in a timely and accurate manner **OR** checklist evidence is not available or is determined to be not acceptable by monitors.	0					

Tab #1, #2, #3, and #4

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Fiscal Y-T-D NRS Table 1. Monitors will review the Program Profile and determine the Y-T-D enrollment goal in relation to the time of the monitoring visit. To be enrolled, a student must have a valid CASAS appraisal, pre-test, and 12 or more hours of instruction. NOTE: If enrollment target is not being met, the organization's recruitment strategies will be reviewed by the monitors.	**Measurement:** Y-T-D actual enrollment compared with Y-T-D projected enrollment. Monitors may have to pro-rate the projected enrollment from Program Profile according to the time of their visit. For example, if a program projects enrolling 100 students by March 31st and the monitoring visit takes place on February 28th, the monitors will pro-rate the enrollment to correspond to the timing of their visit. In this case the pro-rated enrollment would be about 67 students enrolled at the time of the monitoring visit.

Checklist Item(s) Applicable to this Measure: Tabs #1, #2, #3, and #4

Actual Y-T-D Enrollment at time of Monitoring Visit: (from NRS Table 1 or roster from another database) **(Place number inside box)**		

1. Copy of current year's Program Profile. **(Tab #1)**

2. Y-T-D NRS tables (at point of monitoring visit) and NRS tables from the previous program year. **(Tab #2)**

3. Document that details the process and procedures used to track and tally attendance for enrolled students. Attendance sign-in sheets (for at least 50% of classes) and/or template used to track attendance should also be included in this tab. **(Tab #3)**

4. Document that details recruitment and retention strategies that will be used to achieve enrollment contracted with OSSE and to retain students. Also include in this tab marketing materials (include web address) used for student recruitment. *Document that discusses recruitment strategies should include enrollment dates, how recruited, and any other recruitment strategies used. Marketing materials must be up-to-date and provide accurate program information. Website content will also be reviewed.* **(Tab #4)**

Tab #6 and #20

Measure A.2: Evidence that the organization follows the OSSE AFE Assessment Policy.	Rating Scale for this measure - Enter applicable ratings					
	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	To be completed by Monitors: Comparison of Program Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
Organization is complying with the OSSE AFE Assessment Policy.	1					
Organization is not complying with OSSE AFE Assessment Policy.	0					

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: CASAS Appraisals, Pre-tests and Post Tests, and Student Current Year Pre and Post Assessment Report. Monitors will review Student Assessment Report, database and folders to determine if CASAS tests were administered appropriately and if other aspects the OSSE AFE Assessment Policy were followed.	**Measurement:** The percentage of CASAS tests administered appropriately and scored correctly in comparison to the total amount of tests administered.

Checklist Item(s) Applicable to this Measure: Tabs #6 and #20

Student Assessment Report, other data in LACES and Folder samples. (Tab #6 and Tab #20)

Tab #2,#5, #6 and #20

Measure A.3: Enrolled students who have a minimum 50 (maximum 70 to 100) instructional hours have validly matched CASAS pre-tests and post-tests in reading and math or other ESL instructional area (writing, speaking, listening comprehension).	Rating Scale for this measure - Enter applicable ratings				
	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	To be completed by Monitors: Comparison of Program Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
80% or more of enrolled students with a minimum 50 (maximum 70 to 100) instructional hours have validly matched CASAS reading and math or other ESL pre-tests and post-tests.	8					
Between 70% and 79% of enrolled students with a minimum 50 (maximum 70 to 100)instructional hours have validly matched CASAS reading and math or other ESL pre-tests and post-tests.	6					
Between 60% and 69% of enrolled students with a minimum 50 (maximum 70 to 100) instructional hours have validly matched CASAS reading and math or other ESL pre-tests and post-tests.	4					
Between 50% and 59% of enrolled students with a minimum of 50 (maximum 70 to 100) instructional hours have validly matched CASAS reading and math or other ESL pre-tests and post-tests.	2					
Less than 50% of enrolled students with a minimum of 50 (maximum 70 to 100) instructional hours have validly matched CASAS reading and math or other ESL pre-tests and post-tests **OR** checklist evidence is not available or determined to be not acceptable by monitors **OR** only students who were post-tested were entered in to the system which resulted in a managed pre-test/post-test percentage	0					

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: OSSE desk review produced in LACES **OR** NRS Table **4B** and **50+** Hours report (Monitors will have to manually count number of enrolled students with **50** or more hours. Note: for providers that have 100% of enrolled students with pre-test/post-test match, monitors must carefully review data for accuracy to ensure that all enrolled students, not only enrolled students who were post-tested, were entered into the system.

Measurement: # of enrolled students with **50** hours or more who have valid CASAS reading and math or other ESL pre-test/post-test scores divided by the total number of students with **50** or more instructional hours.

Checklist Item(s) Applicable to this Measure: Tabs #2, #5, #6 and #20; A LACES generated hours report will be required to rate this measure.

(A) # of enrolled students with **50** hours or more who have valid pre-test/post-test scores (NRS Table 4B, Column B Total) divided by (B) Total number of students with **50** or more instructional hours (Hours roster generated in LACES—checklist #20)

A. # of enrolled students with **50** hours or more who have valid pre-test/post-test scores		#DIV/0!
B. the total number of students with **50** or more instructional hours		

Grantee Information or Document(s) Needed:

1. Y-T-D NRS tables (at point of monitoring visit) and NRS tables from the previous program year. **(Tab #2)**

2. OSSE Desk Review, Student Assessment Report or other evidence at time of monitoring visit. **(Tab #5 and #6)**

3. Roster of enrolled students that shows student name with instructional hours. *This roster will be used to select student folders for review during monitoring visits. (See Instructions on that detail how to generate and save this report)* Note: when LACES is able to generate CASAS scores (appraisal, pre-test, post-test) in a more usable format, this information will be required along with instructional hours. **(Tab #20)**

Category A: Learner Recruitment, Retention, Progress and Involvement
(Program policies, procedures, and systems effectively and efficiently measure learners' educational gains and achievements.)

<table>
<tr>
<td rowspan="20">**Tab #2 and #6**</td>
<td colspan="2">Measure A.4: Enrolled students who are post-tested make educational gains as evidenced by percentage of enrolled students who complete educational functioning levels (EFL).</td>
<td colspan="6">Rating Scale for this measure - Enter applicable ratings</td>
</tr>
<tr>
<td></td>
<td>Rating</td>
<td>Program SA 1 / Preliminary Score</td>
<td>Monitors SA 1 / Preliminary Verification / Score</td>
<td>Program SA 2 / Final Score</td>
<td>Monitors SA 2/ Final Verification / Score</td>
<td>To be completed by Monitors: Comparison of Program Performance between PY 12 and PY 13 (Consistent, Improved, Declined)</td>
</tr>
<tr>
<td>70% or more of enrolled students complete at least one EFL.</td>
<td>8</td>
<td></td><td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Between 60% and 69% of enrolled students complete at least one EFL.</td>
<td>6</td>
<td></td><td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Between 50% and 59% of enrolled students complete at least one EFL.</td>
<td>4</td>
<td></td><td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Between 40% and 49% of enrolled students complete at least one EFL.</td>
<td>2</td>
<td></td><td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Less than 40% of enrolled students complete at least one EFL OR checklist evidence is not available OR data is determined to be not acceptable or inaccurate by monitors OR no points were awarded for measure A.2.</td>
<td>0</td>
<td></td><td></td><td></td><td></td><td></td>
</tr>
<tr>
<td colspan="2">Program SA 1 / Preliminary Comments:</td>
<td colspan="6"></td>
</tr>
<tr>
<td colspan="2">Monitors SA 1 / Preliminary Comments / Directives:</td>
<td colspan="6"></td>
</tr>
<tr>
<td colspan="2">Program SA 2 / Final Comments:</td>
<td colspan="6"></td>
</tr>
<tr>
<td colspan="2">Monitors SA 2 / Final Comments / Directives:</td>
<td colspan="6"></td>
</tr>
<tr>
<td colspan="4">**Evidence:** NRS Table 4B cumulative percentage as listed in Column H.</td>
<td colspan="4">**Measurement:** Percentage of enrolled students pre and post-tested that complete an EFL.</td>
</tr>
<tr>
<td colspan="8" align="center">Checklist Item(s) Applicable to this Measure: Tabs #2 and #6</td>
</tr>
<tr>
<td colspan="3">NRS Table 4B cumulative percentage as listed in Column H.</td>
<td></td>
<td colspan="4"></td>
</tr>
<tr>
<td colspan="8">**Grantee Information or Document(s) Needed:**</td>
</tr>
<tr>
<td colspan="8">NRS Table 4B **(Tab #2)**, Student Assessment Report **(Tab #6)** or other evidence at time of monitoring visit.</td>
</tr>
<tr>
<td colspan="8"></td>
</tr>
</table>

Category A: Learner Recruitment, Retention, Progress and Involvement
(Program policies, procedures, and systems effectively and efficiently measure learners' educational gains and achievements.)

Tab #5 and #6

Measure A.5: Enrolled students make educational gains as evidenced by the average point increases in CASAS reading and math scores or other ESL instructional area (writing, speaking, listening comprehension).	Rating Scale for this measure - Enter applicable ratings				
	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	To be completed by Monitors: Comparison of Program Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
Enrolled students have an average point increase between their CASAS reading and math or other ESL pre-tests and post-tests of 5 points or greater.	4					
Enrolled students have an average point increase between their CASAS reading and math or other ESL pre-test and post-test of 4 – 4.99 points.	3					
Enrolled students have an average point increase between their CASAS reading and math or other ESL pre-test and post-test of 3 – 3.99 points.	2					
Enrolled students have an average point increase between their CASAS reading and math or other ESL pre-test and post-test of 2 – 2.99 points.	1					
Enrolled students have an average point increase between their CASAS reading and math or other ESL pre-test and post-test score of less than 2 points **OR** checklist evidence is not available or is determined to be not acceptable by monitors **OR** no points were awarded for measure A.2.	0					

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: OSSE Desk Review, Student Assessment Report and Student Current Year Pre and Post Assessment Report generated at time of monitoring visit.	Measurement: Total point increases for all reading and math or other ESL pre-test and post-test scores (difference between CASAS pre-test and most recent post-test) divided by the number of valid CASAS pre-test/post-test score pairs. Example: A program has three enrolled students who were each administered CASAS reading and math pre-tests and post-tests. Because each enrolled student has two pre-test/post-test pairs, there are a total of six valid test pairs. Their reading pre-test and post test scores had the following differences: +5,+10, and +2. Their respective math pre-test and post-test scores had the following differences: +5, -1, and +3. The sum of these six differences is 24. To calculate the average CASAS point increase, 24 is divided by 6 pre-test/post-test pairs (three students each having two test pairs) which results in an average point increase of 4.0.

Checklist Item(s) Applicable to this Measure: Tabs #5 and #6

Grantee Information or Document(s) Needed:

OSSE Desk Review **(Tab #5)**, Student Assessment Report **(Tab #6)** Student Current Year Pre and Post Assessment Report **(Tab #6)** or other evidence at time of monitoring visit.

Tab #2 and #5

Measure A.6: The program is meeting or exceeding the state's negotiated U.S. Department of Education Performance Targets applicable to the program on NRS Table 4.	Rating Scale for this measure - Enter applicable ratings					
	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	To be completed by Monitors: Comparison of Program Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
The program is meeting 100% of the state's negotiated U.S. Department of Education Performance Targets that are applicable to the program on NRS Table 4.	6					
The program is meeting at least 75% of the state's negotiated U.S. Department of Education Performance Targets that are applicable to the program on NRS Table 4.	4					
The program is meeting at least 50% of the state's negotiated U.S. Department of Education Performance Targets that are applicable to the program on NRS Table 4.	2					
The program is meeting less than 50% of the state's negotiated U.S. Department of Education Performance Targets that are applicable to the program on NRS Table 4.	0					

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Year to Date NRS Table 4, OSSE Desk Review or other evidence at time of monitoring visit	Measurement: The percentage of enrolled students that complete an Educational Functioning Level (EFL) on NRS Table 4. (See TABs: AFE ABE - ASE Targets and AFE- ESL Targets - NRS Table 4)

Checklist Item(s) Applicable to this Measure: Tabs #2 and #5

Grantee Information or Document(s) Needed:

Year to Date NRS Table 4 **(Tab #2)**, OSSE Desk Review **(Tab #5)** or other evidence at time of monitoring visit.

OSSE Adult and Family Education
Grantee Monitoring Instrument
Program Year 2012 - 2013

	Core Outcome: Educational Gains					
Educational Functioning Level ABE/ASE	OSSE AFE PY 13 Targets (Completion %)	Local Program Performance SA 1 / Preliminary (Completion %)	Monitors Verification SA 1 / Preliminary (Completion %)	Local Program Performance SA 2 / Final (Completion %)	Monitors Verification SA 2 / Final (Completion %)	To be completed by Monitors: Comparison of Program Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
Beginning Literacy ABE	20%					
Beginning Basic Education ABE	26%					
Low Intermediate ABE	27%					
High Intermediate ABE	20%					
Low Adult Secondary	21%					
High Adult Secondary ASE	N/A					
Total # Met						

OSSE Adult and Family Education
Grantee Monitoring Instrument
Program Year 2012 - 2013

Core Outcome: Educational Gains						
Educational Functioning Level ESL	OSSE AFE PY 13 Targets (Completion %)	Local Program Performance SA 1 / Preliminary (Completion %)	Monitors Verification SA 1 / Preliminary (Completion %)	Local Program Performance SA 2 / Final (Completion %)	Monitors Verification SA 2 / Final (Completion %)	To be completed by Monitors: Comparison of Program Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
Beginning Literacy ESL	58%					
Low Beginning ESL	61%					
High Beginning ESL	50%					
Low Intermediate ESL	37%					
High Intermediate ESL	36%					
Advanced ESL	17%					
Total # Met						

OSSE Adult and Family Education
Grantee Monitoring Instrument Program Year 2012 - 2013
Student GED Performance Report

No.	First Name	Last Name	Test Type	Language Arts Reading		Language Arts Writing		Math		Science		Social Studies		Total Score
				Score	Date	Score	Date	Score	Date	Score	Date	Score	Date	
1			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
2			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
3			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
4			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
5			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
6			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
7			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
8			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
9			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
10			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											

Legend:
PBT = Paper Based Test
CBT = Computer Based Test

No.	First Name	Last Name	Test Type	Language Arts Reading		Language Arts Writing		Math		Science		Social Studies		Total Score
				Score	Date	Score	Date	Score	Date	Score	Date	Score	Date	
1			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
2			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
3			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
4			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
5			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
6			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
7			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
8			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
9			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											
10			Practice Test											
			Official GED Exam - PBT											
			Official GED Exam - CBT											
			Retake											

Legend:
PBT = Paper Based Test
CBT = Computer Based Test

Category A: Learner Recruitment, Retention, Progress and Involvement
(Program policies, procedures, and systems effectively and efficiently measure learners' educational gains and achievements.)

	Measure A.7: The program is meeting or exceeding the state's negotiated U.S. Department of Education Performance Targets applicable to the program on NRS Table 5.		Rating Scale for this measure - Enter applicable ratings				
Tab #2 and #6		**Rating**	**Program SA 1 / Preliminary Score**	**Monitors SA 1 / Preliminary Verification / Score**	**Program SA 2 / Final Score**	**Monitors SA 2/ Final Verification / Score**	**Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)**
	The program is meeting 100% of the state's negotiated U.S. Department of Education Performance Targets that are applicable to the program on NRS Table 5.	6					
	The program is meeting at least 75% of the state's negotiated U.S. Department of Education Performance Targets that are applicable to the program on NRS Table 5.	4					
	The program is meeting at least 50% of the state's negotiated U.S. Department of Education Performance Targets that are applicable to the program on NRS Table 5.	2					
	The program is meeting less than 50% of the state's negotiated U.S. Department of Education Performance Targets that are applicable to the program on NRS Table 5.	0					
	Program SA 1 / Preliminary Comments:						
	Monitors SA 1 / Preliminary Comments / Directives:						
	Program SA 2 / Final Comments:						
	Monitors SA 2 / Final Comments / Directives:						

Evidence: Year to Date NRS Table 5 or other evidence at time of monitoring visit	**Measurement:** The percentage of students achieving outcomes on Table NRS 5. (See TAB: AFE Targets - NRS Table 5)

Checklist Item(s) Applicable to this Measure: Tabs #2 and #6

Grantee Information or Document(s) Needed:

Year to Date NRS Table 5 **(Tab #2)**, Follow-up Surveys **(Tab #6)** or other evidence at time of monitoring visit.

Core Outcomes: Enter Employment, Retain Employment, Obtain a GED or Secondary School Diploma, Enter Postsecondary Education or Training						
Core Outcomes	OSSE AFE PY 13 Targets (Completion %)	Local Program Performance SA 1 / Preliminary (Completion %)	Monitors Verification SA 1 / Preliminary (Completion %)	Local Program Performance SA 2 / Final (Completion %)	Monitors Verification SA 2 / Final (Completion %)	To be completed by Monitors: Comparison of Program Performance between PY 12 and PY 13
Enter Employment	75%					
Retain Employment	60%					
Obtain a GED or Secondary School Diploma	83%					
Enter Postsecondary Education or Training	76%					
Total # Met						

Category A: Learner Recruitment, Retention, Progress and Involvement
(Program policies, procedures, and systems effectively and efficiently measure learners' educational gains and achievements.)

Measure A.8: The ratio of the number of achieved goals/outcomes to the total number of participants indicates that the program is effectively tracking goal progress for enrolled students and that students are achieving goals in their roles as workers, parents and family members, citizens and community members, and lifelong learners.		Rating Scale for this measure - Enter applicable ratings				
	Rating	**Program SA 1 / Preliminary Score**	**Monitors SA 1 / Preliminary Verification / Score**	**Program SA 2 / Final Score**	**Monitors SA 2/ Final Verification / Score**	**To be completed by Monitors: Comparison of Program Performance between PY 12 and PY 13 (Consistent, Improved, Declined)**
Goal achievement to enrolled student ratio is .75 (75%) or greater.	4					
Goal achievement to enrolled student ratio is between .65 (65%) and .74 (74%).	3					
Goal achievement to enrolled student ratio is between .55 (55%) and .64 (64%).	2					
Goal achievement ratio is less than .55 (55%) OR checklist evidence is not available or is determined to be not acceptable by monitors OR data verification indicates that goal data are unreliable.	1					

Tab #2, #5 and #6

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Student Name and Goals Report, Student Goals Attainment by Period Report, Student Goals Cohort Report, when available and a schedule for conducting student goal follow-up and the process(es) used and completed follow-up surveys.	**Measurement:** # of achieved goal outcomes <u>divided by</u> # of enrolled students. Example: 100 enrolled students (NRS Table 1) establish goals. 100 enrolled students achieve 75 goals/outcomes (number of goals/outcomes achieved taken from the Students Goals Met (LACES report) or the OSSE Desk Review. The ratio would be calculated as follows: 75 ÷ 100 = .75 or 75%

Checklist Item(s) Applicable to this Measure: Tabs #2, #5 and #6

A. # of achieved goals outcomes			
B. # of enrolled students			

Grantee Information or Document(s) Needed:

Year to Date NRS Table 1 **(Tab#2)**, OSSE Desk Review at the time of monitoring visit **(Tab #5)**, Student Name and Goals Report, Student Goals Attainment by Period Report, Student Goals Cohort Report, when available and a schedule for conducting student goal follow-up and the process(es) used and completed follow-up surveys. **(Tab #6)**

Category A: Learner Recruitment, Retention, Progress and Involvement
(Program policies, procedures, and systems effectively and efficiently measure learners' educational gains and achievements.)

Tab #5

Measure A.9: Students are retained in program long enough for educational advancement and goal achievement.	Rating Scale for this measure - Enter applicable ratings					
	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
Median hours for enrolled students are at or above 50 or more hours.	2					
Median hours for enrolled students are less than 50 hours OR checklist evidence is not available or is determined to be not acceptable by monitors.	0					

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: OSSE Desk Review OR monitors will generate report from LACES that shows student names with current fiscal year hours sorted in ascending order. Monitors will have to manually determine the median from this list.	Measurement: Median hours: Number of hours at which 50% of enrolled students have more hours and 50% of enrolled students have fewer hours.

Checklist Item(s) Applicable to this Measure: Tab #5

Enter Median Hours at time of visit		
Grantee Information or Document(s) Needed:		
OSSE Desk Review (Tab #5).		

Category B: Instructional Model and Methods
The program aligns assessment, curriculum and instruction to address and accommodate different student learning needs.

Tab #7

Measure B.1: Program is able to demonstrate that student profile by competency and class profile by competency are being completed and student goals are being established.	Rating Scale for this measure - Enter applicable ratings					
	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
At least 75 % of folders sampled have completed student profiles by competency **AND** at least 75% of sampled folders have completed student goals forms **AND** 100% of classes have a completed class profile by competency.	4					
At least 75% of folders sampled have completed student profiles by competency **AND** at least 75% of sampled folders have completed student goals forms.	3					
At least 75% of sampled folders have completed student goals forms.	2					
Less than 60% of sampled folders contain completed student profiles or student goals forms **OR** checklist evidence is not available or is determined to e not acceptable by monitors.	0					

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Completed student profiles by competency and student goal forms in sampled folders and completed class profiles by competency for classes at time of monitoring visit.	Measurement: Percentage of completed student profiles by competency, student goal forms and class profiles by competency.

Checklist Item(s) Applicable to this Measure: Tab #7

% of sampled folders with completed student profiles by competency:		
% of sampled folders with student goal forms:		
% of completed class profiles by competency:		

Grantee Information or Document(s) Needed:

Completed CASAS Class Profiles by Competency for 100% of classes being offered at time of monitoring visit. **(Tab #7)**

Tab #8 and #9

Measure B.2: Lesson plans that incorporate student profile by competency, class profile by competency, and student goals. Teachers incorporate appropriate curricula, multiple delivery methods and various approaches to meet the diverse learning needs of students as evidenced by classroom observations.	Rating Scale for this measure - Enter applicable ratings					
	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
Evidence that program uses at least three methods or approaches to deliver instruction that meet the needs of adult learners **AND** lesson plans/curricula incorporate student profile by competency, class profile by competency and student goals.	4					
Evidence that program uses at least two methods or approaches to deliver instruction that meet the needs adult learners **AND** lesson plans/curricula incorporate student profile by competency, class profile by competency and student goals.	3					
Lesson plans/curricula incorporate student profile by competency, class profile by competency and student goals.	2					
No evidence that multiple delivery methods or approaches are being used for instruction **AND** no evidence that lesson plans/curricula incorporate student profile by competency, class profile by competency and student goals **OR** checklist evidence is not available or is determined to be not acceptable by monitors.	0					

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Lesson plans/curricula incorporate student and class profiles by competency and instructional activities include the use of the following methods or approaches to deliver instruction: contextual learning (authentic, real-life situations and the social and cultural factors that affect learning); self-directed learning, active and passive learning methods (discussions, demonstrations, role plays, case studies, simulations, games), computer assisted instruction (i.e. KET, Skills Tutor, Phillip Roy), AND/OR other activities that address the diverse needs of learners. Monitors will determine whether other methods or approaches meet learning needs.	**Measurement**: Number of methods or approaches used to deliver instruction that meets the needs of adult learners and quality of lesson plans.

Checklist Item(s) Applicable to this Measure: Tabs #8 and #9
Grantee Information or Document(s) Needed:
Outline of specific curricula for each program component (ABE, GED, ESL, Workplace Literacy, Family Literacy, etc) and a listing of other materials (Steck Vaughn, etc) used to provide instruction. Program outline may be a syllabus. Curricula outline should also include how CASAS Student Profiles by Competency, CASAS Class Profiles by Competency, and student goals guide curricula development Information on contextual learning, self-directed learning, active and passive learning methods, and if possible computer assisted instruction should also be included as appropriate. **(Tab #8)**
Lesson plans that show how student profile by competency, class profile by competency, and/or student goal information are used to guide instruction. Lesson plans should also include information on contextual learning, self-directed learning, active and passive learning methods, and if possible computer assisted instruction. **(Tab #9)**

Category B: Instructional Model and Methods
The program aligns assessment, curriculum and instruction to address and accommodate different student learning needs.

Tab #1 and #11

Measure B.3: Classroom observations demonstrate satisfactory level of instructional quality that uses information contained in Measures B.1 and B.2.	Rating Scale for this measure - Enter applicable ratings					
	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
An average of **at least 80** percent of points is received on the classroom observation and student survey form(s).	5					
An average of between **79** and **60** percent of points is received on the classroom observation and student survey form(s).	3					
An average of **less than 60** percent of points is received on classroom observation and student survey form(s).	1					

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Two scored classroom observation forms and student survey forms.	**Measurement:** Monitors will select two classes to observe and assess using the OSSE approved Classroom Observation Form. The monitors will also survey students in the class observed using the Student Survey Form. A Classroom Observation and Student Survey Forms will be completed and scored for each class observed. An average of the points awarded will be used to determine points for this measure.

Checklist Item(s) Applicable to this Measure: Tabs #1 and #11

Grantee Information or Document(s) Needed:

Class Schedule **(Tab #1)** and Teacher Improvement Plans, if applicable **(Tab #11)**

Category B: Instructional Model and Methods
The program aligns assessment, curriculum and instruction to address and accommodate different student learning needs.

		Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
Measure B.4: Program has a system to screen adults for possible learning disabilities, refers students for screening or appropriate LD services, if necessary or the program makes appropriate accommodations for adult learners with learning disabilities.	*Rating Scale for this measure - Enter applicable ratings*						
Program has all three evidences in place **AND** they are deemed satisfactory by monitors.		3					
Program has two of the three evidences in place **AND** they are deemed satisfactory by monitors.		2					
Program has one of the three evidences in place **AND** it is deemed satisfactory by monitors.		1					
Program does not have any LD processes in place **OR** processes in place are deemed unacceptable by monitors.		0					

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Evidence can include the following: learning disability (LD) screening or system for screening adult learners (e.g., Adult Learning Disability Screening—Washington State, Empire State (used to screen English Language Learners), Learning Needs Inventory--Payne & Associates, or other OSSE approved screening instrument); LD referral system in place (including the referral form in the learner's folder) and if possible evidence of students being referred; and evidence that program has made appropriate accommodations for students with LD in its instructional delivery.	**Measurement:** Provider can demonstrate that one, two, or three of the above evidences are being used.

Checklist Item(s) Applicable to this Measure: Tab #10
Grantee Information or Document(s) Needed:
Written procedures on screening and referral process for adult learners suspected of having a learning disabilities. **(Tab #10)**

Tab #10

Category B: Instructional Model and Methods
The program aligns assessment, curriculum and instruction to address and accommodate different student learning needs.

	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
Measure B.5: Program uses a coordinated process for program and staff development that includes a professional development plan for each OSSE funded position, teacher improvement plan for instructors that score below 60% on a classroom observation form and evidence of staff training regarding effective instruction, support of adults with learning disabilities, and program leadership & management.	Rating Scale for this measure - Enter applicable ratings					
Evidence that program has a professional development plan for each OSSE funded position, teacher improvement plan for teachers scoring below 60% on a classroom observation form **AND** evidence that 100 percent of OSSE funded staff and volunteers have participated in training and professional development activities for program quality improvement.	4					
Evidence that 100 percent of OSSE funded staff and volunteers have participated in training and professional development activities for program quality improvement.	2					
No evidence **OR** evidence provided is deemed not acceptable by monitors.	0					

Tab #11

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Professional development plans for OSSE funded positions, including teacher improvement plans for instructors that score below 60% on a classroom observation form and evidence of staff and volunteers engagement in training and professional development for program quality improvement.	**Measurement:** Documents, files or other data that show staff/volunteers participating in training and professional development plans are being implemented.

Checklist Item(s) Applicable to this Measure: Tab #11

Grantee Information or Document(s) Needed:

This tab will have two components: 1. Professional development plans for each OSSE funded staff person and teacher improvement plans for instructors that score below 60% on a classroom observation form. 2. Table that lists any trainings attended or certifications received by staff related to instruction, learning disabilities, program management and leadership, etc. Include OSSE and non-OSSE trainings and certifications. Table must also identify which staff is CASAS certified. Copies of any certificates that staff or key volunteers have received should be accessible if monitors need to review or have questions. **(Tab #11)**

Tab #12	Measure C.1: Evidence that the organization has an independent audit that is no more than 16 months old and the audit does not list any material or significant weaknesses. If the audit is in process, then the organization must provide a recently filed IRS Form 990 or an authorized 990 Extension Form from the IRS (Form 8868).	Rating Scale for this measure - Enter applicable ratings					
	http://www.irs.gov/app/picklist/list/formsInstructions.html	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2 / Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
	The organization has an independent audit that is no more than 16 months old and does not list any material or significant weaknesses in the audit. If the organizations in the process of filing an audit, it must provide a completed current year IRS Form 990 or an authorized 990 Extension Form from the IRS (Form 8868).	2					
	No audit OR audit is more than 16 months old OR the audit lists material or significant weaknesses OR no current IRS Form 990 OR an authorized 990 Extension Form from the IRS (Form 8868).	0					
	Program SA 1 / Preliminary Comments:						
	Monitors SA 1 / Preliminary Comments / Directives:						
	Program SA 2 / Final Comments:						
	Monitors SA 2 / Final Comments / Directives:						

Evidence: Audit that is no more than 16 months old at time of monitoring visit, current tax year IRS Form 990 or an authorized 990 Extension Form from the IRS (Form 8868).	Measurement: The Independent Auditor's Report does not list any material or significant weaknesses.

Checklist Item(s) Applicable to this Measure: Tabs #12

The organization has an independent audit that is no more than 16 months old and does not list any material or significant weaknesses. If the organization in the process of filing an audit, it must provide a completed current year IRS Form 990 or an authorized 990 Extension form the IRS (Form 8868).

	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
Measure C.2: At least semi-annually, program is formally and informally evaluated by, and solicits input from, stakeholders (e.g. learners, volunteers, funders, community representatives, and partners, etc.) to ensure quality service delivery and continuous improvement.	Rating Scale for this measure - Enter applicable ratings					
Evidence of semi-annual stakeholder evaluation forms as well as summary information from recent evaluations **AND** evidence of at least two program improvements initiated from this information.	2					
Evidence of semi-annual stakeholder evaluation forms as well as summary information from recent evaluations **AND** evidence of at least one program improvement initiated from this information.	1					
No evidence **OR** evidence provided is unacceptable.	0					

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Forms used by various stakeholders to evaluate the program and frequency of evaluations. One of the stakeholder groups must be the adult learners served.	**Measurement:** Summary data of information gathered from various stakeholder groups and how this information was used for continuous improvement.

Checklist Item(s) Applicable to this Measure: Tab #13

Grantee Information or Document(s) Needed:

Forms used to evaluate program, summary of information obtained, and how this information was used to help ensure quality service delivery and continuous program improvement. **(Tab #13)**

Input should be received from students and other stakeholders such as volunteers and paid teachers, administrative staff, funders, etc. **(Tab #13)**

Description of how information was used for continuous program improvement that includes details of the issue(s)/concern(s) raised from feedback and the program modifications that were implemented as a result. **(Tab #13)**

Tab #13

Category C: Program Management Leadership
The organization has effective management/leadership that develops and maintains appropriate structures, procedures, trainings and policies to ensure high quality service delivery.

	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
Measure C.3: All OSSE funded positions are filled with qualified individuals, staff data including volunteers essential to program delivery are in LACES/NRS Table 7 AND program has notified OSSE within **30** business days when staff changes or vacancies occur in OSSE funded positions.	Rating Scale for this measure - Enter applicable ratings					
All OSSE funded positions are filled with qualified individuals, staff data including volunteers essential to program delivery are in LACES/NRS Table 7 **AND** OSSE was notified within 30 business days when staff changes or vacancies occur.	2					
One or more OSSE funded positions is vacant, staff data including volunteers essential to program delivery are not in LACES/NRS Table 7 **AND** OSSE was not notified within 30 business days.	0					

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Names of individuals in OSSE funded positions and their resumes, and if applicable, approved OSSE Program Change Form(s) submitted to OSSE for staff changes.

Measurement: OSSE reviews the forms and processes to ensure adherence to protocol.

Checklist Item(s) Applicable to this Measure: Tab #14

Grantee Information or Document(s) Needed:

1. Job descriptions for positions key to the OSSE grant. *Job descriptions are current and reflect the roles and responsibilities of staff and volunteers. Include volunteer "job" description or commitment form.* **(Tab #14)**

2. Table that lists the OSSE funded position(s) and the name of the person in each OSSE funded position. **(Tab #14)**

3. Resumes for all OSSE funded staff and other key staff as appropriate. **(Tab #14)**

4. Approved OSSE Approval Request Form(s) submitted to OSSE for staff changes. **(Tab #14)**

5. NRS Table 7. **(Table #14)**

Tab #14

		Rating Scale for this measure - Enter applicable ratings				
Measure C.4: The organization and program have sound fiscal management processes and structures, produce required reports and/or other fiscal documentation, and follow accounting practices that conform to accepted standards.	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
The organization generates accurate financial reports as required by OSSE **AND** produces a comparison of budget versus actual expenditures as listed on cost reimbursement forms that show that the program is expending funds according to approved budget **AND** provides documentation that Maintenance of Effort (MOE) is being met **AND** has financial policies and procedures in place that include internal accounting controls, and checks and balances.	3					
The organization generates accurate financial reports as required by OSSE **AND** produces a comparison of budget versus actual expenditures as listed on cost reimbursement forms that show that the program is expending funds according to approved budget **AND** provides documentation that Maintenance of Effort (MOE) is being met.	2					
The organization cannot produce financial statements **OR** inconsistencies are found **OR** a comparison of budget versus actual expenditures as listed on cost reimbursement forms show that the program is not expending funds according to approved budget **AND** is unable produce documentation that Maintenance of Effort (MOE) is being met.	1					

Tab #15 and #16

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Review of financial statements, cost reimbursement requests and accounting/bookkeeping system. Evidence of system of checks and balances (appropriate to the size of the organization) that ensure financial integrity. Financial statement for OSSE funded program which details revenue, expenses, and documentation of Maintenance of Effort (MOE).	**Measurement:** Monitors will assess the accuracy of financial data, the reliability of financial reports, and the correlation between cost reimbursement requests and supporting documentation. Program's approved OSSE budget will be compared with Y-T-D grant expenditures and cost reimbursement requests. The organization's financial policy details key personnel and their responsibilities, and that there is a system of checks and balances.

Checklist Item(s) Applicable to this Measure: Tab #15 and #16

Grantee Information or Document(s) Needed:

Financial policy that details bookkeeping responsibilities, staff responsible for each, and checks and balances in place. **(Tab #15)**

This tab has two components: 1. Copy of approved budget for OSSE grant funds for current year and financial statement that clearly shows Y-T-D expenses including documentation of Maintenance of Effort (MOE) and copies of cost reimbursement requests for Program Year 2010- 2011 and 2011-2012. 2. Copy of Program Change Form for any budget modification and a copy of the modified budget. **(Tab #16)**

Measure C.5: All required reports were acceptable and approved by OSSE.		Rating Scale for this measure - Enter applicable ratings				
	Rating	**Program SA 1 / Preliminary Score**	**Monitors SA 1 / Preliminary Verification / Score**	**Program SA 2 / Final Score**	**Monitors SA 2/ Final Verification / Score**	**Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)**
100% of required reports to date has been deemed accepted by OSSE.	1					
One or more required reports to date have been deemed unacceptable by OSSE.	0					
Program SA 1 / Preliminary Comments:						
Monitors SA 1 / Preliminary Comments / Directives:						
Program SA 2 / Final Comments:						
Monitors SA 2 / Final Comments / Directives:						

Evidence: Reporting compliance data to be supplied to monitors by OSSE staff. "Accepted by OSSE" means that the report must be on time, in the required format, and provide all required information. | **Measurement:** # of required reports accepted by OSSE divided by total number of reports due.

Checklist Item(s) Applicable to this Measure: Tab #17

Grantee Information or Document(s) Needed:

Current program year quarterly reports including Student Roosters, Student Follow-up Reports, Student Core Outcomes (GED, NEDP and Pathways to Work and/or Postsecondary Education) Reports, Program Income Reports, Program Self Assessments, Plans for Continuous Improvement and other required documentation.   Information on quarterly reports will be used for several measures and to check progress on monitoring directives. **(Tab #17)**

Tab #17

Category C: Program Management Leadership
The organization has effective management/leadership that develops and maintains appropriate structures, procedures, trainings and policies to ensure high quality service delivery.

	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
Measure C.6: A review of cost reimbursement requests and invoices, if applicable, submitted to OSSE shows that documents are accurate and reviewed expense categories have supporting documentation with no material discrepancies.		Rating Scale for this measure - Enter applicable ratings				
90% of expense categories reviewed had supporting documentation that equaled the amount of the request **AND** Less than 25% of expense categories had material discrepancies between the total amount requested for a category and the supporting documentation.	2					
Less than 90% of expense categories reviewed had supporting documentation that equaled the amount of the request **OR** material discrepancies were identified in 25% or more of expense categories.	1					

Tab #15 and #16

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Review of a total of six cost reimbursement requests (from both PY 2010 -2011 and/or PY 2011-2012, if submitted) and the supporting documentation (receipts, invoices, cancelled checks, payroll records, etc.) for at least three different expenditures on each cost reimbursement request to ensure the accuracy and validity of the expenditures.

Measurement: In total, eighteen expenditure categories will be reviewed by monitors (an expense category must be greater than $0 to be reviewed by monitors). A material discrepancy is defined as one or all of the following: 1. No supporting documentation is available for one or more expense categories reviewed. 2. The discrepancy between the amount listed for an expense category and the total of supporting documentation exceeds $100.

Supporting Documentation: # of expense categories reviewed that had accurate supporting documentation **divided by** total number of expense categories reviewed:

Material Discrepancies: # of expense categories reviewed that had a material discrepancy **divided by** total number of expense categories reviewed:

Enter # of expense categories reviewed w/ accurate documentation:

Enter total # of expense categories reviewed:

Enter # of expense categories reviewed w/ a material discrepancy:

Enter total # of expense categories reviewed:

Checklist Item(s) Applicable to this Measure: Tabs #15 and #16

Grantee Information or Document(s) Needed:

Financial policy that details bookkeeping responsibilities, staff responsible for each, and checks and balances in place. **(Tab #15)**

Copies of cost reimbursement requests for Program Year 2010-2011 and 2011 -2012. **(Tab #16)**

Category D: Data Management
Program has data management system that provides accurate and reliable data and outcome information.

Tab #18 and #19

Measure D.1: Program has an established process for collecting and entering data accurately and efficiently into LACES.	Rating	Rating Scale for this measure - Enter applicable ratings				
		Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
Written process for data collection, data entry, and error identification/correction including generating Diagnostic Search Reports from LACES that ensures reliable, accurate, and up-to-date data is collected and reported **AND** evidence that staff person(s) responsible for data entry and management has/have been adequately trained **AND** program has a system of checks and balances to help ensure accurate data entry.	3					
Written process for data collection, data entry, and error identification/correction including generating Diagnostic Search Reports from LACES that ensures reliable, accurate, and up-to-date data is collected and reported **AND** evidence that staff person(s) responsible for data entry and management has/have been adequately trained.	2					
Written process for data collection, data entry, and error identification/correction including generating Diagnostic Search Reports from LACES that ensures reliable, accurate, and up-to-date data is collected and reported	1					
No evidence or evidence provided is considered unacceptable **OR** monitors determine that data is not reliable or accurate based on other checklist evidence.	0					

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Written data management plan that details staff person(s) responsible for data entry, error identification and resolution. Evidence also shows that staff person(s) responsible for data entry and management has/have been trained. Evidence that Diagnostic Search Reports from LACES are being generated quarterly and errors are corrected.	Measurement: Written data management plan, evidence that staff responsible for data entry and management have been trained and evidence that program has a system of checks and balances to help ensure accurate data entry.

Checklist Item(s) Applicable to this Measure: Tabs #18 and #19

Grantee Information or Document(s) Needed:

Written data management plan that details staff person(s) responsible for data entry, error identification, and error resolution. Evidence also shows staff person(s) responsible for data entry and management has/have been trained. **(Tab #18)**

Measure D.2: Required forms/documents reviewed in sampled folders are available and acceptable.	Rating Scale for this measure - Enter applicable ratings					
	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
93 -100 percent of required forms/documents are available and acceptable in sampled folders.	6					
85 – 92 percent of required forms/documents are available and acceptable in sampled folders.	4					
76 – 84 percent of required forms/documents are available and acceptable in sampled folders.	2					
Less than 76 percent of required forms/documents are available and acceptable in sampled folders or checklist information is not available or is unacceptable.	0					

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Monitoring team will randomly select **6 folders** of students with 70 or more hours. A search of NRS Fundables that includes students with 70 or more hours will be conducted in LACES. The data will be exported to HTML to create a Students' Hours Report. As part of this review, the monitoring team will determine if required information is in the sampled folder and if it is acceptable. Based on the acceptability of the information reviewed, a rating will be assigned to this measure.

Measurement: # of forms/documents acceptable divided by total number of forms/documents reviewed.

Checklist Items Applicable to this Measure: Tab #19

Enter # of forms/documents acceptable:		
Enter total # of forms reviewed:		

Grantee Information or Document(s) Needed:

Document that shows specific examples of how data was used by: 1) Data Manager and intake staff, 2) teachers, 3) Case Manager, if applicable, and 4) Program Manager for continuous improvement. This information must show what issues were raised by the data and what strategies are being or were used for program improvement. **(Tab #19)**

Tab #19

Measure D.3: Sampled CASAS reading and math or other ESL instructional area (writing, speaking, listening comprehension) pre-tests have been administered correctly and scored accurately.		Rating Scale for this measure - Enter applicable ratings				
	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
All of the following must be true: • 100 percent of pre-tests have been scored accurately. • Program is using approved assessment tool (CASAS). • Staff is adequately trained to administer CASAS. • OSSE assessment protocol is being followed. • CASAS appraisal is administered to determine which CASAS pre-test to use.	4					
All of the following must be true: • Between 83 and 99 percent of pre-tests have been scored accurately. • Program is using approved assessment tool (CASAS). • Staff is adequately trained to administer CASAS. • OSSE assessment protocol is being followed. • CASAS appraisal is administered to determine which CASAS pre-test to use.	3					
Provider will receive 0 points if any of the following is true: • Less than 83 percent of pre-tests have been scored accurately. • Program is using non-approved assessment tool (CASAS). • Staff administering tests are not adequately trained to administer CASAS. • OSSE assessment protocol is not being followed. • CASAS appraisal is not administered to determine which CASAS pre-test to use.	0					

Tab #20

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Monitors will sample files to determine if appropriate CASAS reading, math or other ESL pre-tests were administered (based on appraisal) and if those pre-tests have been accurately scored (i.e., score is within the range for the CASAS test given, etc.). In addition, monitors must also determine that OSSE assessment protocol is being followed.	**Measurement:** # of enrolled students' sampled folders with accurate CASAS reading, math or other ESL pre-test scores divided by total number of pre-test scores sampled.

Checklist Item(s) Applicable to this Measure: #20 and folder sampling summary spreadsheet will be used to evaluate this measure.

Enter # of enrolled students' sampled folders with accurate pre-test scores:	
Enter total # of pre-test scores sampled:	

Grantee Information or Document(s) Needed:

Roster of enrolled students that shows student name with instructional hours. *This roster will be used to select student folders for review during monitoring visits.* **Note: when LACES is able to generate CASAS scores (appraisal, pre-test, post-test) in a more usable format, this information will be required along with instructional hours.   (Tab #20)**

Category D: Data Management
Program has data management system that provides accurate and reliable data and outcome information.

Tab #20

Measure D.4: Data verified in LACES is accurate and reliable.	Rating Scale for this measure - Enter applicable ratings					
	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
96 -100% of data reviewed is accurate.	9					
88 – 95% of data reviewed is accurate.	6					
80 – 87% of data reviewed is accurate.	3					
Less than 80% of data reviewed is accurate **OR** evidence is not available or unacceptable.	0					

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Monitoring team will randomly select up to 6 student folders to review. For each folder, five or six documents will be reviewed and cross checked between the folder information and data entered into LACES (Literacy Adult Community Education System) to determine accuracy.

Measurement: # of data deemed valid and accurate <u>divided by</u> total number of data reviewed. *Note: If a folder is not available, that folder gets no credit for any of data verification. If a document or form is missing from a folder and information is needed from the document or form for data verification, any data verification related to the missing document(s) will be rated "not acceptable". At the end of the monitoring visit, 6 folders will be randomly sampled. The same folders used to evaluate Measure D.3 will be used to evaluate Measure D.4.*

Checklist Items Applicable to this Measure: #20 and folder sampling summary will be used to evaluate this measure.

Grantee Information or Document(s) Needed:

Roster of enrolled students that shows student name with instructional hours. *This roster will be used to select student folders for review during monitoring visits.* **Note: when LACES is able to generate CASAS scores (appraisal, pre-test, post-test) in a more usable format, this information will be required along with instructional hours.** (Tab #20)

Category D: Data Management
Program has data management system that provides accurate and reliable data and outcome information.

	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
Measure D.5: CASAS scores were entered according to LACES protocol to ensure that entry Educational Functioning Levels (EFL) were accurate for enrolled students.	Rating Scale for this measure - Enter applicable ratings					
100% of entry level EFLs was verified as accurate.	3					
80 – 99% of entry level EFLs were verified as accurate.	2					
Less than 80% of entry levels EFLs were verified as accurate **OR** evidence is not available or unacceptable.	0					

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: Monitoring team will randomly select up to 6 student folders to review. Monitors will review CASAS scaled scores in each folder and determine if scores were entered accurately and in proper order into LACES to ensure that the correct entry level EFL was assigned to each student. | **Measurement:** Scale scores entered according to LACES protocol to ensure correct entry level assignment.

Checklist Item(s) Applicable to this Measure: Tabs #6 and #20 - Student Assessment Report in LACES and folder sampling summary will be used to evaluate this measure.

Grantee Information or Document(s) Needed:

Student Assessment Report in LACES **(Tab #6)**

Roster of enrolled students that shows student name with instructional hours. *This roster will be used to select student folders for review during monitoring visits.* **Note: when LACES is able to generate CASAS scores (appraisal, pre-test, post-test) in a more usable format, this information will be required along with instructional hours.** (Tab #20)

Tab #6, #20

Tab #2

Measure E.1: At the time of the monitoring visit, the provider's cumulative Educational Functioning Level (EFL) completion percentage is at least 5% above the cumulative EFL completion percentage at the end of the previous program year.	Rating Scale for this measure - Enter applicable ratings					
	Rating	Program SA 1 / Preliminary Score	Monitors SA 1 / Preliminary Verification / Score	Program SA 2 / Final Score	Monitors SA 2/ Final Verification / Score	Comparison of Performance between PY 12 and PY 13 (Consistent, Improved, Declined)
Cumulative EFL completion percentage is at least 8% higher at time of monitoring visit than the EFL completion percentage at the end of the previous program year.	5					
Cumulative EFL completion percentage is 5% - 7% higher at time of monitoring visit than the EFL completion percentage at the end of the previous program year.	3					
Cumulative EFL completion percentage is less than 5% higher at time of monitoring visit than the EFL completion percentage for the previous program year.	0					

Program SA 1 / Preliminary Comments:	
Monitors SA 1 / Preliminary Comments / Directives:	
Program SA 2 / Final Comments:	
Monitors SA 2 / Final Comments / Directives:	

Evidence: NRS Table 4B from previous program year; NRS Table 4B at time of monitoring visit. | **Measurement:** The difference between the EFL completion percentage at the time of the monitoring visit and the EFL completion percentage from the previous program year will be calculated.

Checklist Item(s) Applicable to this Measure: Tab #2

Cumulative EFL completion percentage at time of monitoring visit (NRS Table 4B Column H)	
Cumulative EFL completion percentage at end of previous program year (NRS Table 4B Column H)	

Grantee Information or Document(s) Needed:

NRS Table 4B from previous program year; NRS Table 4B at time of monitoring visit. **(Tab #2)**

OSSE Adult and Family Education
Grantee Monitoring Instrument Program Year 2012 - 2013

SA 1 - Preliminary Folder Sample (Form #1)

Student Name:			Program:	

Folder Available?	Yes	No		
If folder is not available, then place a "X" in the "No" column for all applicable boxes.			# of instructional hrs since last assessment in current FY for this student:	

Form/Information	Information Available? Place an "X" in the appropriate column		Information Acceptable? Place an "X" in the appropriate column	
	Yes	No	Yes	No
In-take Form				
LD Screening Form				
CASAS Appraisal Form Note: Acceptable means that correct test was administered AND scored accurately.				
Scored CASAS Reading and Math or other ESL Pre-Test Forms Note: acceptable means that correct tests were administered AND scored accurately.				
Goal Sheet from LACES Note: acceptable means that goals are appropriate to EFL				
CASAS Student Profile by Competency Note: acceptable means that profile is completed accurately and updated.				
Scored CASAS Reading and Math or ESL Post-Tests *(For final monitoring visit, only students with at least 50 instructional hours will be selected to verify post test)* Acceptable means that correct tests were administered AND scored accurately. If no test was administered, then Not Acceptable must be checked.				
Total # of Forms Available and Acceptable:				

Key Data Verification	Information Acceptable and Updated?		Comments
Note: If folder is not available then "No" must be checked for all Acceptable boxes. If a form or document is missing in folder and data cannot be verified from that form, for acceptable, "No" must be checked.	*Info on Computer Matches Info in Folder?*		
	YES	NO	
Goals on Form Match /EFL Goal Entered/Goals Achievable			
CASAS Reading and Math or other ESL Pre-test scores			
CASAS Reading and Math or other ESL Post-test scores			
Correct Subject Area in LACES (Program follows OSSE data entry policies (7 and 5 day rules) so that lowest subject EFL is tracked in LACES)			
Post Testing occurs after 50 hours of instruction			
Class hours have been entered for learner and are up to date.			
Demographic data, including contact and Ward information has been entered for the learner and matches what is in the folder.			
# of Data Items Acceptable			

OSSE Adult and Family Education
Grantee Monitoring Instrument Program Year 2012 - 2013

SA 1 - Preliminary Folder Sample (Form #2)				

Student Name:			Program:	

Folder Available?	Yes	No		# of instructional hrs since last assessment in current FY for this student:	
If folder is not available, then place a "X" in the "No" column for all applicable boxes.					

Form/Information	Information Available? Place an "X" in the appropriate column		Information Acceptable? Place an "X" in the appropriate column	
	Yes	No	Yes	No
In-take Form				
LD Screening Form				
CASAS Appraisal Form Note: Acceptable means that correct test was administered AND scored accurately.				
Scored CASAS Reading and Math or other ESL Pre-Test Forms Note: acceptable means that correct tests were administered AND scored accurately.				
Goal Sheet from LACES Note: acceptable means that goals are appropriate to EFL				
CASAS Student Profile by Competency Note: acceptable means that profile is completed accurately and updated.				
Scored CASAS Reading and Math or ESL Post-Tests *(For final monitoring visit, only students with at least 50 instructional hours will be selected to verify post test)* Acceptable means that correct tests were administered AND scored accurately. If no test was administered, then Not Acceptable must be checked.				
Total # of Forms Available and Acceptable:				

Key Data Verification	Information Acceptable and Updated?		Comments
Note: If folder is not available then "No" must be checked for all Acceptable boxes. If a form or document is missing in folder and data cannot be verified from that form, for acceptable, "No" must be checked.	*Info on Computer Matches Info in Folder?*		
	YES	NO	
Goals on Form Match /EFL Goal Entered/Goals Achievable			
CASAS Reading and Math or other ESL Pre-test scores			
CASAS Reading and Math or other ESL Post-test scores			
Correct Subject Area in LACES (Program follows OSSE data entry policies (7 and 5 day rules) so that lowest subject EFL is tracked in LACES)			
Post Testing occurs after 50 hours of instruction			
Class hours have been entered for learner and are up to date.			
Demographic data, including contact and Ward information has been entered for the learner and matches what is in the folder.			
# of Data Items Acceptable			

OSSE Adult and Family Education
Grantee Monitoring Instrument Program Year 2012 - 2013

SA 1 - Preliminary Folder Sample (Form #3)

Student Name:				Program:		

Folder Available?	Yes	No				
If folder is not available, then place a "X" in the "No" column for all applicable boxes.				# of instructional hrs since last assessment in current FY for this student:		

Form/Information	Information Available? Place an "X" in the appropriate column		Information Acceptable? Place an "X" in the appropriate column	
	Yes	No	Yes	No
In-take Form				
LD Screening Form				
CASAS Appraisal Form Note: Acceptable means that correct test was administered AND scored accurately.				
Scored CASAS Reading and Math or other ESL Pre-Test Forms Note: acceptable means that correct tests were administered AND scored accurately.				
Goal Sheet from LACES Note: acceptable means that goals are appropriate to EFL				
CASAS Student Profile by Competency Note: acceptable means that profile is completed accurately and updated.				
Scored CASAS Reading and Math or ESL Post-Tests *(For final monitoring visit, only students with at least 50 instructional hours will be selected to verify post test)* Acceptable means that correct tests were administered AND scored accurately. If no test was administered, then Not Acceptable must be checked.				
Total # of Forms Available and Acceptable:				

Key Data Verification	Information Acceptable and Updated?		Comments
Note: If folder is not available then "No" must be checked for all Acceptable boxes. If a form or document is missing in folder and data cannot be verified from that form, for acceptable, "No" must be checked.	*Info on Computer Matches Info in Folder?*		
	YES	NO	
Goals on Form Match /EFL Goal Entered/Goals Achievable			
CASAS Reading and Math or other ESL Pre-test scores			
CASAS Reading and Math or other ESL Post-test scores			
Correct Subject Area in LACES (Program follows OSSE data entry policies (7 and 5 day rules) so that lowest subject EFL is tracked in LACES)			
Post Testing occurs after 50 hours of instruction			
Class hours have been entered for learner and are up to date.			
Demographic data, including contact and Ward information has been entered for the learner and matches what is in the folder.			
# of Data Items Acceptable			

OSSE Adult and Family Education
Grantee Monitoring Instrument Program Year 2012 - 2013

SA 1 - Preliminary Folder Sample (Form #4)

Student Name:			Program:	

Folder Available?	Yes	No		# of instructional hrs since last assessment in current FY for this student:	
If folder is not available, then place a "X" in the "No" column for all applicable boxes.					

Form/Information	Information Available? Place an "X" in the appropriate column		Information Acceptable? Place an "X" in the appropriate column	
	Yes	No	Yes	No
In-take Form				
LD Screening Form				
CASAS Appraisal Form Note: Acceptable means that correct test was administered AND scored accurately.				
Scored CASAS Reading and Math or other ESL Pre-Test Forms Note: acceptable means that correct tests were administered AND scored accurately.				
Goal Sheet from LACES Note: acceptable means that goals are appropriate to EFL				
CASAS Student Profile by Competency Note: acceptable means that profile is completed accurately and updated.				
Scored CASAS Reading and Math or ESL Post-Tests *(For final monitoring visit, only students with at least 50 instructional hours will be selected to verify post test)* Acceptable means that correct tests were administered AND scored accurately. If no test was administered, then Not Acceptable must be checked.				
Total # of Forms Available and Acceptable:				

Key Data Verification	Information Acceptable and Updated?		Comments
Note: If folder is not available then "No" must be checked for all Acceptable boxes. If a form or document is missing in folder and data cannot be verified from that form, for acceptable, "No" must be checked.	*Info on Computer Matches Info in Folder?*		
	YES	**NO**	
Goals on Form Match /EFL Goal Entered/Goals Achievable			
CASAS Reading and Math or other ESL Pre-test scores			
CASAS Reading and Math or other ESL Post-test scores			
Correct Subject Area in LACES (Program follows OSSE data entry policies (7 and 5 day rules) so that lowest subject EFL is tracked in LACES)			
Post Testing occurs after 50 hours of instruction			
Class hours have been entered for learner and are up to date.			
Demographic data, including contact and Ward information has been entered for the learner and matches what is in the folder.			
# of Data Items Acceptable			

OSSE Adult and Family Education
Grantee Monitoring Instrument Program Year 2012 - 2013

SA 1 - Preliminary Folder Sample (Form #5)				

Student Name:			Program:	

Folder Available?	Yes	No			
If folder is not available, then place a "X" in the "No" column for all applicable boxes.				# of instructional hrs since last assessment in current FY for this student:	

Form/Information	Information Available? Place an "X" in the appropriate column		Information Acceptable? Place an "X" in the appropriate column	
	Yes	No	Yes	No
In-take Form				
LD Screening Form				
CASAS Appraisal Form Note: Acceptable means that correct test was administered AND scored accurately.				
Scored CASAS Reading and Math or other ESL Pre-Test Forms Note: acceptable means that correct tests were administered AND scored accurately.				
Goal Sheet from LACES Note: acceptable means that goals are appropriate to EFL				
CASAS Student Profile by Competency Note: acceptable means that profile is completed accurately and updated.				
Scored CASAS Reading and Math or ESL Post-Tests (For final monitoring visit, only students with at least 50 instructional hours will be selected to verify post test) Acceptable means that correct tests were administered AND scored accurately. If no test was administered, then Not Acceptable must be checked.				
Total # of Forms Available and Acceptable:				

Key Data Verification	Information Acceptable and Updated?		Comments
Note: If folder is not available then "No" must be checked for all Acceptable boxes. If a form or document is missing in folder and data cannot be verified from that form, for acceptable, "No" must be checked.	Info on Computer Matches Info in Folder?		
	YES	NO	
Goals on Form Match /EFL Goal Entered/Goals Achievable			
CASAS Reading and Math or other ESL Pre-test scores			
CASAS Reading and Math or other ESL Post-test scores			
Correct Subject Area in LACES (Program follows OSSE data entry policies (7 and 5 day rules) so that lowest subject EFL is tracked in LACES)			
Post Testing occurs after 50 hours of instruction			
Class hours have been entered for learner and are up to date.			
Demographic data, including contact and Ward information has been entered for the learner and matches what is in the folder.			
# of Data Items Acceptable			

SA 1 - Preliminary Folder Sample (Form #6)

Student Name:				Program:	

Folder Available?	Yes	No			
If folder is not available, then place a "X" in the "No" column for all applicable boxes.				# of instructional hrs since last assessment in current FY for this student:	

Form/Information	Information Available? Place an "X" in the appropriate column		Information Acceptable? Place an "X" in the appropriate column	
	Yes	No	Yes	No
In-take Form				
LD Screening Form				
CASAS Appraisal Form Note: Acceptable means that correct test was administered AND scored accurately.				
Scored CASAS Reading and Math or other ESL Pre-Test Forms Note: acceptable means that correct tests were administered AND scored accurately.				
Goal Sheet from LACES Note: acceptable means that goals are appropriate to EFL				
CASAS Student Profile by Competency Note: acceptable means that profile is completed accurately and updated.				
Scored CASAS Reading and Math or ESL Post-Tests *(For final monitoring visit, only students with at least 50 instructional hours will be selected to verify post test)* Acceptable means that correct tests were administered AND scored accurately. If no test was administered, then Not Acceptable must be checked.				
Total # of Forms Available and Acceptable:				

Key Data Verification	Information Acceptable and Updated?		Comments
Note: If folder is not available then "No" must be checked for all Acceptable boxes. If a form or document is missing in folder and data cannot be verified from that form, for acceptable, "No" must be checked.	*Info on Computer Matches Info in Folder?*		
	YES	NO	
Goals on Form Match /EFL Goal Entered/Goals Achievable			
CASAS Reading and Math or other ESL Pre-test scores			
CASAS Reading and Math or other ESL Post-test scores			
Correct Subject Area in LACES (Program follows OSSE data entry policies (7 and 5 day rules) so that lowest subject EFL is tracked in LACES)			
Post Testing occurs after 50 hours of instruction			
Class hours have been entered for learner and are up to date.			
Demographic data, including contact and Ward information has been entered for the learner and matches what is in the folder.			
# of Data Items Acceptable			

OSSE Adult and Family Education
Grantee Monitoring Instrument Program Year 2012 - 2013

SA 2 - Final Folder Sample (Form #1)				

Student Name:			Program:	

Folder Available? If folder is not available, then place a "X" in the "No" column for all applicable boxes.	Yes	No		# of instructional hrs since last assessment in current FY for this student:	

Form/Information	Information Available? Place an "X" in the appropriate column		Information Acceptable? Place an "X" in the appropriate column	
	Yes	No	Yes	No
In-take Form				
LD Screening Form				
CASAS Appraisal Form Note: Acceptable means that correct test was administered AND scored accurately.				
Scored CASAS Reading and Math or other ESL Pre-Test Forms Note: acceptable means that correct tests were administered AND scored accurately.				
Goal Setting Form Note: acceptable means that goals are appropriate to EFL				
CASAS Student Profile by Competency　Note: acceptable means that profile is completed accurately and updated.				
Scored CASAS Reading and Math or ESL Post-Tests (For final monitoring visit, only students with at least 50 instructional hours will be selected to verify post test) Acceptable means that correct tests were administered AND scored accurately. If no test was administered, then Not Acceptable must be checked.				
Total # Forms Available and Acceptable				

Key Data Verification Note: If folder is not available then place an "X" in the "No" column for all appropriate boxes. If a form or document is missing in a folder and data cannot be verified from that form, place an "X" in the "No" column for the appropriate boxes.	Information Acceptable and Updated? Info on Computer Matches Info in Folder?		Comments	
	YES	NO		
Goals on Form Match /EFL Goal Entered/Goals Achievable				
CASAS Reading and Math or other ESL Pre-test scores				
CASAS Reading and Math or other ESL Post-test scores				
Correct Subject Area in LACES (Program follows OSSE data entry policies (7 and 5 day rules) so that lowest subject EFL is tracked in LACES)				
Post Testing occurs after 50 hours of instruction				
Class hours have been entered for learner and are up to date.				
Demographic data, including contact and Ward information has been entered for the learner and matches what is in the folder.				
# of Data Items Acceptable				

OSSE Adult and Family Education
Grantee Monitoring Instrument Program Year 2012 - 2013

SA 2 - Final Folder Sample (Form #2)				

Student Name:			Program:	

Folder Available?	Yes	No		# of instructional hrs since last assessment in current FY for this student:	
If folder is not available, then place a "X" in the "No" column for all applicable boxes.					

Form/Information	Information Available? Place an "X" in the appropriate column		Information Acceptable? Place an "X" in the appropriate column	
	Yes	No	Yes	No
In-take Form				
LD Screening Form				
CASAS Appraisal Form Note: Acceptable means that correct test was administered AND scored accurately.				
Scored CASAS Reading and Math or other ESL Pre-Test Forms Note: acceptable means that correct tests were administered AND scored accurately.				
Goal Setting Form Note: acceptable means that goals are appropriate to EFL				
CASAS Student Profile by Competency Note: acceptable means that profile is completed accurately and updated.				
Scored CASAS Reading and Math or ESL Post-Tests *(For final monitoring visit, only students with at least 50 instructional hours will be selected to verify post test)* Acceptable means that correct tests were administered AND scored accurately. If no test was administered, then Not Acceptable must be checked.				
Total # Forms Available and Acceptable				

Key Data Verification *Note: If folder is not available then place an "X" in the "No" column for all appropriate boxes. If a form or document is missing in a folder and data cannot be verified from that form, place an "X" in the "No" column for the appropriate boxes.*	Information Acceptable and Updated? *Info on Computer Matches Info in Folder?*		Comments	
	YES	NO		
Goals on Form Match /EFL Goal Entered/Goals Achievable				
CASAS Reading and Math or other ESL Pre-test scores				
CASAS Reading and Math or other ESL Post-test scores				
Correct Subject Area in LACES (Program follows OSSE data entry policies (7 and 5 day rules) so that lowest subject EFL is tracked in LACES)				
Post Testing occurs after 50 hours of instruction				
Class hours have been entered for learner and are up to date.				
Demographic data, including contact and Ward information has been entered for the learner and matches what is in the folder.				
# of Data Items Acceptable				

SA 2 - Final Folder Sample (Form #3)						
Student Name:				**Program:**		

Folder Available? If folder is not available, then place a "X" in the "No" column for all applicable boxes.	Yes	No		# of instructional hrs since last assessment in current FY for this student:		

Form/Information	Information Available? Place an "X" in the appropriate column		Information Acceptable? Place an "X" in the appropriate column	
	Yes	No	Yes	No
In-take Form				
LD Screening Form				
CASAS Appraisal Form Note: Acceptable means that correct test was administered AND scored accurately.				
Scored CASAS Reading and Math or other ESL Pre-Test Forms Note: acceptable means that correct tests were administered AND scored accurately.				
Goal Setting Form Note: acceptable means that goals are appropriate to EFL				
CASAS Student Profile by Competency Note: acceptable means that profile is completed accurately and updated.				
Scored CASAS Reading and Math or ESL Post-Tests (For final monitoring visit, only students with at least 50 instructional hours will be selected to verify post test) Acceptable means that correct tests were administered AND scored accurately. If no test was administered, then Not Acceptable must be checked.				
Total # Forms Available and Acceptable				

Key Data Verification Note: If folder is not available then place an "X" in the "No" column for all appropriate boxes. If a form or document is missing in a folder and data cannot be verified from that form, place an "X" in the "No" column for the appropriate boxes.	Information Acceptable and Updated? Info on Computer Matches Info in Folder?		Comments
	YES	NO	
Goals on Form Match /EFL Goal Entered/Goals Achievable			
CASAS Reading and Math or other ESL Pre-test scores			
CASAS Reading and Math or other ESL Post-test scores			
Correct Subject Area in LACES (Program follows OSSE data entry policies (7 and 5 day rules) so that lowest subject EFL is tracked in LACES)			
Post Testing occurs after 50 hours of instruction			
Class hours have been entered for learner and are up to date.			
Demographic data, including contact and Ward information has been entered for the learner and matches what is in the folder.			
# of Data Items Acceptable			

OSSE Adult and Family Education
Grantee Monitoring Instrument Program Year 2012 - 2013

SA 2 - Final Folder Sample (Form #4)					

Student Name:			Program:		

Folder Available? If folder is not available, then place a "X" in the "No" column for all applicable boxes.	Yes	No		# of instructional hrs since last assessment in current FY for this student:	

Form/Information	Information Available? Place an "X" in the appropriate column		Information Acceptable? Place an "X" in the appropriate column	
	Yes	No	Yes	No
In-take Form				
LD Screening Form				
CASAS Appraisal Form Note: Acceptable means that correct test was administered AND scored accurately.				
Scored CASAS Reading and Math or other ESL Pre-Test Forms Note: acceptable means that correct tests were administered AND scored accurately.				
Goal Setting Form Note: acceptable means that goals are appropriate to EFL				
CASAS Student Profile by Competency Note: acceptable means that profile is completed accurately and updated.				
Scored CASAS Reading and Math or ESL Post-Tests (For final monitoring visit, only students with at least 50 instructional hours will be selected to verify post test) Acceptable means that correct tests were administered AND scored accurately. If no test was administered, then Not Acceptable must be checked.				
Total # Forms Available and Acceptable				

Key Data Verification Note: If folder is not available then place an "X" in the "No" column for all appropriate boxes. If a form or document is missing in a folder and data cannot be verified from that form, place an "X" in the "No" column for the appropriate boxes.	Information Acceptable and Updated? Info on Computer Matches Info in Folder?		Comments
	YES	NO	
Goals on Form Match /EFL Goal Entered/Goals Achievable			
CASAS Reading and Math or other ESL Pre-test scores			
CASAS Reading and Math or other ESL Post-test scores			
Correct Subject Area in LACES (Program follows OSSE data entry policies (7 and 5 day rules) so that lowest subject EFL is tracked in LACES)			
Post Testing occurs after 50 hours of instruction			
Class hours have been entered for learner and are up to date.			
Demographic data, including contact and Ward information has been entered for the learner and matches what is in the folder.			
# of Data Items Acceptable			

OSSE Adult and Family Education
Grantee Monitoring Instrument Program Year 2012 - 2013

SA 2 - Final Folder Sample (Form #5)					

Student Name:				Program:	

Folder Available?	Yes	No			
If folder is not available, then place a "X" in the "No" column for all applicable boxes.				# of instructional hrs since last assessment in current FY for this student:	

Form/Information	Information Available? Place an "X" in the appropriate column		Information Acceptable? Place an "X" in the appropriate column	
	Yes	No	Yes	No
In-take Form				
LD Screening Form				
CASAS Appraisal Form Note: Acceptable means that correct test was administered AND scored accurately.				
Scored CASAS Reading and Math or other ESL Pre-Test Forms Note: acceptable means that correct tests were administered AND scored accurately.				
Goal Setting Form Note: acceptable means that goals are appropriate to EFL				
CASAS Student Profile by Competency Note: acceptable means that profile is completed accurately and updated.				
Scored CASAS Reading and Math or ESL Post-Tests (For final monitoring visit, only students with at least 50 instructional hours will be selected to verify post test) Acceptable means that correct tests were administered AND scored accurately. If no test was administered, then Not Acceptable must be checked.				
Total # Forms Available and Acceptable				

Key Data Verification	Information Acceptable and Updated?		Comments
Note: If folder is not available then place an "X" in the "No" column for all appropriate boxes. If a form or document is missing in a folder and data cannot be verified from that form, place an "X" in the "No" column for the appropriate boxes.	Info on Computer Matches Info in Folder?		
	YES	NO	
Goals on Form Match /EFL Goal Entered/Goals Achievable			
CASAS Reading and Math or other ESL Pre-test scores			
CASAS Reading and Math or other ESL Post-test scores			
Correct Subject Area in LACES (Program follows OSSE data entry policies (7 and 5 day rules) so that lowest subject EFL is tracked in LACES)			
Post Testing occurs after 50 hours of instruction			
Class hours have been entered for learner and are up to date.			
Demographic data, including contact and Ward information has been entered for the learner and matches what is in the folder.			
# of Data Items Acceptable			

SA 2 - Final Folder Sample (Form #6)					
Student Name:			**Program:**		

Folder Available? Yes / No				# of instructional hrs since last assessment in current FY for this student:	
If folder is not available, then place a "X" in the "No" column for all applicable boxes.	Yes	No			

Form/Information	**Information Available?** Place an "X" in the appropriate column		**Information Acceptable?** Place an "X" in the appropriate column	
	Yes	**No**	**Yes**	**No**
In-take Form				
LD Screening Form				
CASAS Appraisal Form Note: Acceptable means that correct test was administered AND scored accurately.				
Scored CASAS Reading and Math or other ESL Pre-Test Forms Note: acceptable means that correct tests were administered AND scored accurately.				
CASAS Student Profile by Competency Note: acceptable means that profile is completed accurately and updated.				
CASAS Student Profile by Competency Note: acceptable means that profile is completed accurately.				
Scored CASAS Reading and Math or ESL Post-Tests *(For final monitoring visit, only students with at least 50 instructional hours will be selected to verify post test)* Acceptable means that correct tests were administered AND scored accurately. If no test was administered, then Not Acceptable must be checked.				
Total # Forms Available and Acceptable				

Key Data Verification Note: If folder is not available then place an "X" in the "No" column for all appropriate boxes. If a form or document is missing in a folder and data cannot be verified from that form, place an "X" in the "No" column for the appropriate boxes.	**Information Acceptable and Updated?** *Info on Computer Matches Info in Folder?*		**Comments**
	YES	**NO**	
Goals on Form Match /EFL Goal Entered/Goals Achievable			
CASAS Reading and Math or other ESL Pre-test scores			
CASAS Reading and Math or other ESL Post-test scores			
Correct Subject Area in LACES (Program follows OSSE data entry policies (7 and 5 day rules) so that lowest subject EFL is tracked in LACES)			
Post Testing occurs after 50 hours of instruction			
Class hours have been entered for learner and are up to date.			
Demographic data, including contact and Ward information has been entered for the learner and matches what is in the folder.			
# of Data Items Acceptable			

OSSE Adult and Family Education
Grantee Monitoring Instrument Program Year 2012 - 2013
Program Income

Quarter 1

July 1, 2012 - September 30, 2012

Amount:

Description of how program income was expended:

Quarter 2

October 1, 2012 - December 31, 2012

Amount:

Description of how program income was expended:

Quarter 3

January 1, 2013 - March 30, 2013

Amount:

Description of how program income was expended:

Quarter 4

April 1, 2013 - June 30, 2013

Amount:

Description of how program income was expended:

	Cost Reimbursement Request Period	Payee (Vendor, Consultant, Staff, etc.)	Description of Goods or Services Provided (provide a clear description of expenditure)	Invoice Date	Total Invoice Amount	Check Number (if paid by other instrument, put "n/a")	Check or Payment Date	Amount Requested	Description of Evidence	Available	Comments
Example	**October 1, 2012 - December 31, 2012**	**Xerox**	**Copier Maintenance**	**11/1/2012**	**$300**	**1215**	**11/14/2012**	**$300**	**Invoice and Check**	**x**	
SA1/Prelim											
1											
2											
3											
4											
5											
6											
SA2/Final											**SA2/Final**
1											
2											
3											
4											
5											
6											

	Reporting Period	Vendor, Consultant, Staff, Volunteer, Partner, etc.	Description of Goods or Services Provided (provide a clear description of expenditure)	Date(s) of Service	Total Invoice Amount	Check Number (if paid by other instrument, put "n/a")	Check or Payment Date	Amount Requested	Description of Evidence	Available	Comments
Example	July 1, 2012 - September 30, 2012	PCI	Instructional Materials	9/5/2012	$426	1043	9/15/2012	$426	Invoice and Check	x	
SA1/Prelim											
1											
2											
3											
4											
5											
6											
SA2/Final											
1											
2											
3											
4											
5											
6											

QTR 1	Last Name	First Name	Exit Date	Status of NRS Core Goal(s) ("M" = met; "U" = unmet)				Follow-up Status			
				Get a GED or High School Diploma	Get a Job	Retain a Job	Enter Postsecondary Education or Training	Was Follow-up conducted? (Yes or No)	Name of Staff who conducted Follow-up	When was Follow-up conducted?	Was Follow-up data entered in LACES?
1											

QTR 2	Last Name	First Name	Exit Date	Status of NRS Core Goal(s) ("M" = met; "U" = unmet)				Follow-up Status			
				Get a GED or High School Diploma	Get a Job	Retain a Job	Enter Postsecondary Education or Training	Was Follow-up conducted? (Yes or No)	Name of Staff who conducted Follow-up	When was Follow-up conducted?	Was Follow-up data entered in LACES?
1											

QTR 3	Last Name	First Name	Exit Date	Status of NRS Core Goal(s) ("M" = met; "U" = unmet)				Follow-up Status			
				Get a GED or High School Diploma	Get a Job	Retain a Job	Enter Postsecondary Education or Training	Was Follow-up conducted? (Yes or No)	Name of Staff who conducted Follow-up	When was Follow-up conducted?	Was Follow-up data entered in LACES?
1											

QTR 4	Last Name	First Name	Exit Date	Status of NRS Core Goal(s) ("M" = met; "U" = unmet)				Follow-up Status			
				Get a GED or High School Diploma	Get a Job	Retain a Job	Enter Postsecondary Education or Training	Was Follow-up conducted? (Yes or No)	Name of Staff who conducted Follow-up	When was Follow-up conducted?	Was Follow-up data entered in LACES?
1											

NEDP Performance Report										
INSERT NAME OF ORGANIZATION HERE										
No	**F.Name**	**L.Name**	**Date**	**NEDP Components**						
				Pre-NEDP Tutoring	**Diagnostic Phase**	**Individualized Competency**	**Assessment Phase**	**Post-Task Assessment**	**Portfolio Review**	**High School Diploma**
1										
			Start Date							
			End Date							
2										
			Start Date							
			End Date							
3										
			Start Date							
			End Date							
4										
			Start Date							
			End Date							
5										
			Start Date							
			End Date							
6										
			Start Date							
			End Date							
7										
			Start Date							
			End Date							
8										
			Start Date							
			End Date							
9										
			Start Date							
			End Date							
10										
			Start Date							
			End Date							

				Postsecondary Education and/or Workforce Development Pathway Performance Report											
No	F.Name	L.Name	Date												
				CASAS Reading Pre-Test Scale Score	CASAS Post-Test Scale Score	Accuplacer Score	Name of Postsecondary Education Institution(s) to Which Student Applied	Accuplacer Score Required to Enter Credit Coursework at Named Postsecondary Ed. Institution	Training Certificate and/or Workplace Certification Earned	Employment Status	Entered Job Training	If Entered Job Training, Identify Program Name	Entered Postsecondary Education	If Entered Postsecondary Education, Identify Institution Name	Gained Employment	Retained Employment
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															