

3.8 Description of Continuous Program Improvement for Local Activities – Program Review Process, Technical Assistance and Staff Development



Effective Date: July 1, 2007; titles updated July 1, 2008

Revises Previous Effective Date: N/A

I. Policy:

Local eligible programs will be reviewed by the Office of Adult Education (OAE) with the expectation that measures will exceed the actual performance level for each core indicator measures in the prior year to ensure the highest-quality service to adult learners who participate in programs in Georgia.

Program monitoring includes legal and fiscal reporting compliance, program performance, data quality, on-site program evaluation, reporting compliance and desk audits.

II. Applicability:

This applies to all Adult Education offices and employees associated with the Technical College System of Georgia.

III. Related Authority:

P.L. 105-220 Section 212

IV. Definitions: N/A

V. Attachments: (Use the back button on your browser to return to this section after viewing an attachment).

[Goals – Core Indicator Negotiated Percentages](#)

[OAE On-Site Program Review](#)

Self Assessment

VI. Procedure:

Continuous Program Improvement and Performance Accountability System:

The performance accountability system provides a comprehensive system to assess the effectiveness of grantees in achieving continuous improvement of adult education and literacy activities funded by federal dollars. The goal is to optimize the return on investment of federal funds in adult education and literacy activities. The performance outcome measures shall consist of the following core indicators:

1. Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.
2. Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.
3. Receipt of secondary school diploma or its recognized equivalent.

- **Assessment Policy Ensures Continuous Program Improvement**

An Assessment Policy provides the framework needed to measure program effectiveness:

- ❖ Standardized assessment provides valid, reliable information about the student's academic status upon entry into the program.
- ❖ The student can make informed decisions regarding goal setting.
- ❖ For reporting purposes, the lowest score determines the educational functional level and provides the baseline for reporting of student achievements.
- ❖ All the scores provide information to determine the appropriate education plan for the student.
- ❖ Student assessments help teachers pinpoint student needs and choose appropriate curricula and activities.
- ❖ Accurate assessment data at the program level are critical for decision making in planning, instruction, professional development and program improvement.
- ❖ Aggregate data inform program directors regarding needed improvements and help guide professional development.
- ❖ At the national level, program improvements rest, in part, upon student achievement as reported in the NRS for educational functional levels.

- ❖ Uniform implementation of the Assessment Policy at the local level ensures that high-quality; accurate data are collected statewide and report through the NRS so programs can be compared across the nation.
- ❖ Assessment data yields important data for setting professional development priorities at the local, state and national levels.
- ❖ Signatures verify accurate data.

Setting of Targets

The process for setting identified targets for the core indicators of performance is as follows:

- Each fiscal year Georgia is required to negotiate proposed target percentages for the above core indicators of performance with the U.S. Department of Education, Office of Vocational and Adult Education (OVAE).
- Each local eligible program shall establish levels of performance for each of the core indicators of performance expressed in objective, quantifiable and measurable form and show the progress of the program and support Georgia's established levels of performance.
- If unanticipated circumstances arise resulting in significant change in the factors, the local eligible program may adjust levels if the state is in agreement.
- Each local eligible program shall annually analyze progress by county.
- Involve staff in the continuous program improvement process and comprehensive program planning.

Data Collection

Local programs are required to collect data on the program's performance. As this data is collected and periodically analyzed, program areas are able to determine areas for improvement.

Program Monitoring for Program Improvement

OAE will engage in the monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities, in the effectiveness of achieving continuous improvement of adult education and literacy activities.

Through direct, objective observation of programs by knowledgeable observers, the **on-site program evaluation** effectively assists the state in administering grant programs and supporting continuous program improvement efforts.

Refer to the *OAE On-Site Program Review Manual* for additional procedures and forms.

Regional Education Coordinators (RECs):

Georgia has been divided into four distinct regions with **Regional Education Coordinators** aligned with the Service Delivery Area (SDA) Program Administrators and their staffs. The change is designed to provide the Program Administrators with immediate access to information, resources, technical support and professional development. It is also designed to better leverage the knowledge of the field by providing a best practice distribution system across the state.

The Regional Education Coordinators are actively involved in program improvement through activities such as immediate technical assistance; customized training developed for the region, on-site evaluation of local programs, and desk reviews.

Desk Audits

To assist local programs in meeting or exceeding goals, OAE reviews program data to facilitate continuous improvement to help students meet their goals. Using multiple sources of information, OAE staff conducts ongoing **desk reviews** on all county programs to determine contract compliance. These ongoing desk reviews include analysis of quantitative data that programs submit through GALIS and other sources.

Self-Assessment

The Self-Assessment provides an opportunity for the local program to review and assess the local program as a self-assessment activity for instructional staff, support staff, technology team staff and administrators. The Self-Assessment corresponds to the *OAE On-Site Program Review Manual*.

Audits:

Fiscal audits occur periodically.

VII. Records Retention:

Local eligible programs will adhere to the Record Retention Chart which is available in the attachment section of Policy 2.3.