

Self Assessment for New State Directors of Adult Education

Function/ System	Indicators of Knowledge, Skills, and Processes for State Directors of Adult Education	C O M P E T E N T	S H A K Y	H E L P
PROGRAM PLANNING				
State Plan	I have read my state's approved plan submitted to the U. S. Department of Education and understand the process for making revisions to it.			
Annual Program Planning	I have a structure in place for annually assessing the needs of staff, local programs, learners, and stakeholder agencies. Examples: self assessments, surveys, meetings of representative groups, focus groups, data analysis, yearly evaluative state staff meetings.			
	I have formulated annual goals and objective with strategies and people responsible.			
	I have a process for actively involving staff and stakeholders in analyzing data, accessing research findings, setting program priorities, identifying alternative strategies, pilot testing them, and integrating them statewide. Example: NAEPDC's <i>Going to Scale</i> .			
PROGRAM MANAGEMENT				
Accountability	Core Indicators: I understand the three core performance indicators (learning gains, employment-related and post-secondary/training, and high school credential) for which my program is held accountable, in addition to any secondary measures my state collects.			
	Assessment: My state's assessment policy/guidance specifies (1) approved standardized assessment instruments, (2) procedures for pre/post testing, (3) procedures for determining entry and exit Educational Functioning Levels, (4) guidelines for assessing work-based project learners and citizenship skills, and (4) guidelines on alternative assessment, if applicable and NRS-compliant. Appropriate training is provided on the assessment policy.			
	Data Collection: My state has an efficient electronic student management system that is capable of producing accurate local, state, and federal reports. Adequate training is provided on the use of the system. A monitoring and data audit process is in place to ensure accurate reporting. Policy/guidance on the state's data collection process is disseminated that clearly outlines reporting procedures, protocol, and timelines. Appropriate training is provided on the data collection policy and procedures.			
	Student Follow-up: NRS-compliant data match, student surveys, or a combination of both are used to verify performance measures.			
	Use of Data: Training and technical assistance are provided to all staff (state and local) to help them analyze data and make changes to improve performance. Support is provided (i.e., time, stipends) to encourage the use of data for program improvement.			

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	Program Monitoring and Evaluation: The state employs a comprehensive local program monitoring process that includes (1) clearly articulated indicators of program quality and performance standards and (2) an overall program review process that is ongoing, participatory, guided by an articulated evaluation process, and based on a written plan to assess program strengths and areas for improvement.			
	Website: My state has a website for dissemination of information.			
Financial Management and Resource Allocation	State Budget: Expenditures are allowable, appropriate, and within the percentage guidelines for the various categories (e.g., 5% state administration, 12.5% state leadership, 82.5% local programs). Carry-over funds are allocated correctly.			
	Local Program Application: A direct and equitable application process is utilized that includes (1) competitive, multi-year grants; (2) the same application and grant process for all providers; (3) an application that addresses the 12 criteria outlined in the AEFLA; and (4) clear evaluation criteria and process for judging quality applications.			
	Funding Formula: An equitable formula is used to allocate funds to effective programs based on such indicators as attendance, retention, student outcomes, and benchmarks.			
	Local Budgets: An effective and efficient financial monitoring process is in place to ensure appropriate and allowable expenditure of funds by local programs.			
	Maintenance of Effort: The state is aware that it may receive a decrease in federal funds if the state reduces its effort by more than 10 percent.			
	Matching: The state is aware that it must provide 25 percent (non-federal, cash or in-kind) of the total adult education expenditure.			
Human Resource Management	State Staff (if applicable): State staff members (1) have expertise in their areas of responsibility, (2) are up-to-date on adult education issues and trends, (3) have assignments targeted to the major needs of the state, and (4) maintain positive and ongoing communication with the field.			
	Knowledge, skills and abilities are in place for state staff and key local program staff.			
	An effective system of staff observations and evaluations, consistent with agency personnel procedures, is in place.			
	I am able to recognize when staff members are not performing effectively, provide guidance and support to enable attainment of needed competencies, and follow required procedures and due process, leading to staff termination when necessary.			
	Regional and/or Local Program Directors: An adequate and effective structure is in place for providing regional and/or local leadership.			
	Hiring: An effective system exists for attracting, retaining, and certifying			

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	qualified adult education instructional personnel.			
Instructional Leadership	Student Orientation and Goal Setting: Training and technical assistance are provided in developing an effective student orientation and intake process. Training and technical assistance are provided on realistic student goal setting, including compliance with NRS primary and secondary goal options.			
	Instructional Planning: A system exists for supporting instructional processes and strategies based on research in adult learning and development.			
	Curriculum: A process for evaluating and/or designing educational curricula that accommodates diverse learning styles, abilities, and cultures is supported and implemented.			
	Assessment: The instructional system has clear directions for use of locator, placement, diagnostic, and learning style strategies and instruments. The assessment instruments being used match the curriculum that is being taught. Teachers have clear guidance for reviewing assessment results with the learner and mutually developing a plan of work. The state's monitoring process includes documentation of appropriate assessment procedures being used for determining completion and/or advancement of Educational Functioning Levels.			
	Benchmarks: The instructional system has clear guidance for teachers and students to meet every "X" hours of instruction to reevaluate student goals, progress, and plan of study.			
	Special Learning Needs: The instructional system has a support system for teachers to help them accommodate adults with special learning needs.			
	Technology: Resources and training are provided to incorporate technology into instructional practices.			
	Physical Environment: Guidance and support are provided to ensure a safe physical and psychological climate for adult learners.			
Marketing and Student Recruitment	Internal Audiences: The state adult education program is aligned with the overall mission and goals of the host agency and the Governor's office. A marketing plan is in place to promote the benefits of that alignment.			
	External Audiences: A targeted marketing plan is developed and implemented that employs a variety of effective strategies to inform policy makers, decision makers, and potential partnering agencies of the need and benefits of adult education services.			
	Potential Students: Training and support are provided to assist local programs in developing and implementing a variety of recruitment strategies for specific target populations.			

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	SPOC: A single point of contact has been identified and a plan of action developed to assist with federal funding initiatives.			
Professional Development	Design: The state designs a staff development program in accordance with program needs based on the results of staff needs assessments, identified state or local needs and mandates, and research.			
	Pre-service: The state provides a process for new teachers to become familiar with effective instructional practices for adult learners.			
	Systems Training: The state provides ongoing professional development training that addresses specific state and/or federal mandates, policy implementation (e.g., accountability, data collection), or other selected issues of statewide importance.			
	Responsive Training: Staff are encouraged to become involved in the identification and planning of their own professional development and to engage in a variety of activities such as workshops, institutes, inquiry research, study circles and observation/feedback (e.g., peer coaching and mentoring).			
	Support: Support (e.g., release time, stipends) is provided to enable staff to engage in professional development activities.			
	Flexibility: The state employs non-traditional delivery systems (e.g., CD ROMS, web-based courses, teleconferencing) for providing increased access to professional development opportunities.			
	Evaluation: A thorough system is in place for evaluating the impact of professional development on teacher practice and student outcomes.			
PROGRAM LEADERSHIP				
Coordinated Funding Streams	Complementary funding streams are identified, and alliances are established with inter- and intra-agency partners to expand adult education services.			
Coordination of Adult Education with One Stop Services	Clear policy/guidance and strategies are utilized in strengthening communication and coordination of adult education with the state workforce investment board, local WIBS, and One Stop services.			
Utilizing State Leadership Funds to Expand Services	The state identifies collaborative partners, such as a neighboring state, consortium of states, or state university, to combine and/or share staff expertise and professional development funds to expand state leadership activities.			
	The state has developed policies, curricula and training to address special needs and work readiness programs and issues.			

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Implemen- ting Non- classroom Delivery Systems	The state analyzes the needs, preferences, demographics of the target population, and additional data to determine appropriate non-classroom learning options, effective recruitment strategies, instructional and technological support, data collection procedures, and evaluation methods for implementing an effective distance learning program.			