SELF MONITORING = A+ AUDITS

PROACTIVE STEPS TO SUCCESSFUL PROGRAMS AND MONITORING

WELCOME AND PRESENTER INTRODUCTIONS
WHAT IS YOUR MANAGEMENT STYLE?

 MANAGEMENT STYLES

REACTIVE
Reacting to a problem after it arises.

PROACTIVE
Preventing problems before they arise.
<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Proactive</th>
<th>Reactive</th>
<th>Inactive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inside</td>
<td>Outside</td>
<td>None</td>
</tr>
<tr>
<td>Perspective when facing difficulties</td>
<td>Embraces new situations. See them as challenges and learning opportunities.</td>
<td>Sees new situations as problems. Take action to solve them and go back to comfort zone.</td>
<td>Hates new situations. Too stressful. Need to avoid them. Cannot cope.</td>
</tr>
<tr>
<td>Feelings</td>
<td>Feels confident, strong and in control.</td>
<td>Feels stressed, lost and reluctant to act.</td>
<td>Feels overwhelmed and in denial.</td>
</tr>
<tr>
<td>Action Zone</td>
<td>Stretch zone</td>
<td>Comfort zone &lt;-&gt; Panic zone</td>
<td>Comfort zone</td>
</tr>
<tr>
<td>Personal Outcome</td>
<td>Gets closer to purpose in life. Feels in control, stronger, more confident and happier.</td>
<td>Feels safer but aimless.</td>
<td>Feels stressed, weak and powerless with low self-esteem.</td>
</tr>
</tbody>
</table>
HOW TO BE PROACTIVE

- Strategic planning
- Self monitoring
- Peer reviews
- Schedule section reviews over a year
## Region 10 Adult Education Program Review Checklist

**Adult Education Provider:**

<table>
<thead>
<tr>
<th>Documentation on File</th>
<th>Reviewer Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements of Policy:</td>
<td></td>
</tr>
<tr>
<td>- Equal Opportunity</td>
<td>□</td>
</tr>
<tr>
<td>- Non-Discrimination</td>
<td>□</td>
</tr>
<tr>
<td>- Accessibility</td>
<td>□</td>
</tr>
<tr>
<td>- Programs</td>
<td>□</td>
</tr>
<tr>
<td>- Facilities</td>
<td>□</td>
</tr>
</tbody>
</table>

### Handbooks

- [ ] Adult Education Program Organizational Chart/
- [ ] Staff Assignments
- [ ] Teacher Certifications are Current and Appropriate (print MOCCS pages)

### Staff

- [ ] Adult Education Program Organizational Chart/
- [ ] Staff Assignments
- [ ] Teacher Certifications are Current and Appropriate (print MOCCS pages)

### Participant Files

- [ ] 10 random files will be chosen. Documentation is to be available in student files.
- [ ] Attendance
- [ ] Adult Learning Plan (all required sections completed)
- [ ] Assessments – Pre, Progress, Post-test
- [ ] Transcripts
- [ ] Evidence of Ongoing Evaluation
- [ ] Placement in a course, level, program

### Curriculum

- [ ] Updated Written Curriculum

### Data Tracking

- [ ] Policy/Procedures for Tracking Instructional Hours
- [ ] Policy/Procedures for Tracking Headcount & Performance
- [ ] Policy/Procedures for completing Follow-up Surveys
- [ ] Follow-up Surveys

### Internal Program Evaluations

- [ ] Formal Staff Evaluation
- [ ] Student Feedback
  - Feedback should be specific to adult education program instruction, climate, and culture. This can be completed via survey.
- [ ] Program Evaluation
  - Data, program, and student feedback review for the purpose of program improvement established by missing agendas and minutes.

### Fiscal Review

<table>
<thead>
<tr>
<th>Documentation on File</th>
<th>Reviewer Notes</th>
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</thead>
<tbody>
<tr>
<td>Adult Education Program Budget – All Sources Section 107, Deferred Section 107, General Instruction, Integrated English Literacy and Civic (IELC), Tuition and Fees Schedule</td>
<td></td>
</tr>
<tr>
<td>Monthly General Ledger Reports</td>
<td>Source of Ledger:</td>
</tr>
<tr>
<td>Adult Coding Chart</td>
<td></td>
</tr>
<tr>
<td>EOY Financial Summary Report of Revenue and Expenditures</td>
<td></td>
</tr>
<tr>
<td>Financial Documentation</td>
<td>Invoices, Corresponding Receipts, Payroll Reports, etc.</td>
</tr>
<tr>
<td>Adult Education Program Equipment Inventory</td>
<td></td>
</tr>
</tbody>
</table>

### Personnel

- [ ] Time Sheets/Personal Activity Reports for Co-funded Staff
- [ ] Semi-Annual Certification Forms

**Reviewers:**

**Reviewer:**

**Reviewers:**
How?

- Developed an Action Plan
- Working Meetings
- Completion Checklist & Timeframe
What?

• Shared Folder of Evidence
• Weekly Progress Reports from Team Members
• Binder Development
• Mock Program Review
HANDBOOKS

Statements of Policy: Student Staff

Equal Opportunity □ □
Non-Discrimination □ □
Accessibility □ □
Programs □ □
Facilities □ □

SAMPLES

Nondiscrimination – Employment:
In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, it is the policy of the Troy School District that no person shall, on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight, or marital status be illegally excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program, activity, or service or in employment. In accordance with Federal regulations, Troy School District has a Title VI, Title IX, Section 504/ADA, and Age Discrimination Act Coordinator. Any questions, suggestions, or complaints for administering the nondiscrimination grievance procedure should contact the Assistant Superintendent of Employee Services at Troy Schools.

An Equal Opportunity/Affirmative Action Employer/Program. Aids and auxiliary services are available upon request to individuals with disabilities. Michigan Relay (800) 649-3777.

Policy of Non-Discrimination Students, Parents and Citizens of the Troy School District:
Title IX of the Education Amendments of 1972 provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance except as may be permitted by law. Section 504 of the Rehabilitation Act of 1973 provides that no otherwise qualified handicapped individual shall, solely by reason of his or her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. It is the policy of the Troy School District not to discriminate on the basis of sex or handicap in admission or access to treatment or employment in its programs and activities. The Troy School District periodically reviews its educational and employment programs and activities to assure compliance with Title IX and Section 504. The Troy School District has established a grievance procedure to provide for the prompt and equitable resolution of complaints by students, employees or members of the community alleging discrimination on the basis of sex or handicap. The grievance procedure is available through any school office or by contacting the Coordinator for Title IX and Section 504 matters listed below. In addition, a school district employee who is part of a bargaining unit may process — a complaint through the grievance procedure established in the collective bargaining agreement. In accordance with federal regulations, the Troy School District has appointed Mr. Jordan Harris, Assistant Superintendent-Employee Services, as Title IX and Section 504 Coordinator.
STAFF

- Adult Education Program
- Organizational Chart/Staff Assignments
- Teacher Certifications are Current and Appropriate (print MOECS pages)
PARTICIPANT FILES

- 10 RANDOM FILES WILL BE CHOSEN. DOCUMENTATION IS TO BE AVAILABLE IN STUDENT FILES

- □ Attendance
- □ Adult Learning Plan (all required sections completed)
- □ Assessments – Pre, Progress, Post-test
- □ Transcripts
- □ Evidence of On-going Evaluation - examples: progress reports, graded assignments
- □ Placement in a course, level, program
UPDATED WRITTEN CURRICULUM

Looking for the approved curriculum and evidence of periodic review.

• Written, defined curriculum; some districts approve at the Board level, some districts use a curriculum selection/review committee

• Periodic review (annually) for updated standards alignment and appropriate content by instructional level
DATA TRACKING

- Policy/Procedures for Tracking Instructional Hours – documented
- Policy/Procedures for Tracking Headcount & Performance – documented
- Policy/Procedure for completing Follow-up Surveys – documented
- Follow-up Surveys – provide actual follow-up documents/data
Procedure for Conducting Follow-up Surveys

**Overview**
The Office of Adult Education will become an exemplar Adult Education Program and provide adult education to all eligible learners. To that end, monitoring and tracking data is essential to achieving this goal. Listed below are key data tracking policies implemented to ensure efficiency and effectiveness within the DPSCD adult education program.

**Procedure for Conducting Follow-up Surveys**
The Talent Investment Agency (TIA) requires all state and federally funded adult education providers to conduct post-program follow-up as required under the Workforce Innovation and Opportunity Act of 2014 (WIOA).

Follow up calls must be made for the following categories:
- Category 1 - Employed 2nd Quarter after Exit
- Category 2 - Employed 4th Quarter after Exit
- Category 3 - Educational Level

Obtaining the social security numbers of students allows LEO to garner the information through the data match process. To minimize the number of follow-up calls that need to be made, the DPSCD Office of Adult Education entered the social security numbers for most students during the enrollment process. This action will reduce the number of students that we have to contact at the end of each program year.

Listed below is the recommended strategy to contact students that did not provide a social security number.

1. Identify the participants for which each performance indicator applies.
2. Contact the participants and obtain the information from as many as possible (a large majority) so as not to invalidate the sample.
3. Teaches will conduct the interview by asking the survey questions correctly and reliably utilizing the script provided.
4. The list of students provided from MAERS will be divided among each teacher to make follow up calls.
5. Follow-up calls can be made during AE Seminar or outside of work hours and receive additional pay rate contingent upon available funding.
6. Timeframe to conduct follow up calls: 1st week of April – 3rd week of June.
7. Contact students one hour/day, two days per week making 4 attempts.
INTERNAL PROGRAM EVALUATIONS

☐ Formal Staff Evaluation

☐ Student Feedback: Feedback should be specific to Adult Education program instruction, climate, and culture. This can be completed via survey.

☐ Program Evaluation: Data review, program, and student feedback review for the purpose of program improvement evidenced by meeting agendas and minutes.
INTERNAL PROGRAM EVALUATIONS

TCE STAFF SURVEY IN GOOGLE DOCS – SHARED LIVE
BEST PRACTICES FROM REGION 10 PROGRAM MONITORING

SAMPLE OF HOW TO DOCUMENT UNAVAILABLE TRANSCRIPTS

West Bloomfield School District
Community Education Department
Office of Adult Education

WEST BLOOMFIELD SCHOOLS ADULT EDUCATION

STUDENT ____________________________

DATE ______________________________

Student states transcript unavailable from secondary school.
Student states no prior credits earned.

X _________________________________
Student Signature
FISCAL MONITORING

Adult Education Program
Budgets – All Sources
- Section 107
- Deferred Section 107
- General Instruction
- IELCE
- Institutional
- Tuition and Fees Schedule

Monthly General Ledger Reports;
Source of Ledger:____________________

EOY Financial Summary Report
of Revenue and Expenditures

Financial Documentation:
Invoices, Corresponding
Receipts, Payroll Reports, etc.

Adult Coding Chart

Adult Education Program
Equipment Inventory

Financial Documentation:
Invoices, Corresponding
Receipts, Payroll Reports, etc.
<table>
<thead>
<tr>
<th>Serial Tag #</th>
<th>Location</th>
<th>Supplier</th>
<th>Description</th>
<th>Order Date</th>
<th>Purchase Order #</th>
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<td>Durfee Career Ctr</td>
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<td>Section 107</td>
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<td>Dell Latitude 5520 XCTO Base</td>
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<td>Section 107</td>
<td>850.0</td>
<td>Laptop 5520 computers for Adult Ed staff and students</td>
</tr>
</tbody>
</table>
### TIME AND EFFORT MONTHLY LOG

**Instruction:** Anytime an employee is paid using federal funds, a monthly time and effort log is required to ensure the budgeted time and effort is equivalent to the actual time and effort worked on the program.

| Funding Source | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | Total Hours | Scope of Service/Activities |
|----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| General Fund   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Section 107    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| WIOA           |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|                |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

**Total Hours**

0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
### Troy School District
Troy Continuing Education

**Employee Name:**

**Pay Period Ending:**

**Check Date:**

<table>
<thead>
<tr>
<th>FUNDING SOURCE</th>
<th>DATE</th>
<th>DAY</th>
<th>ACTIVITY</th>
<th>START TIME</th>
<th>END TIME</th>
<th>PREP TIME</th>
<th>TOTAL HOURS</th>
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<tbody>
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<td>Sat</td>
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</table>

**TOTAL HOURS**

**FUNDING SOURCE | DATE | DAY  | ACTIVITY | START TIME | END TIME | PREP TIME | TOTAL HOURS |
<table>
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<td>Sat</td>
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</tbody>
</table>

**TOTAL HOURS**

**TOTAL HOURS FOR TWO WEEK PERIOD**

---

**Employee Signature:** ______________________________  **Data Submitted:** ______________________________

**Employee Number:** __________________**
PERSONNEL MONITORING

- SEMI ANNUAL
- CERTIFICATIONS
Growth is one of the hallmarks of a living thing.

REFLECTIONS:
GROWS AND GLOWS

CELEBRATIONS!!
CONTACTS

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✓ Jason Evers
eversj@resa.net

✓ Dr. Jendayi Gardner
jendayi.gardner@detroitk12.org