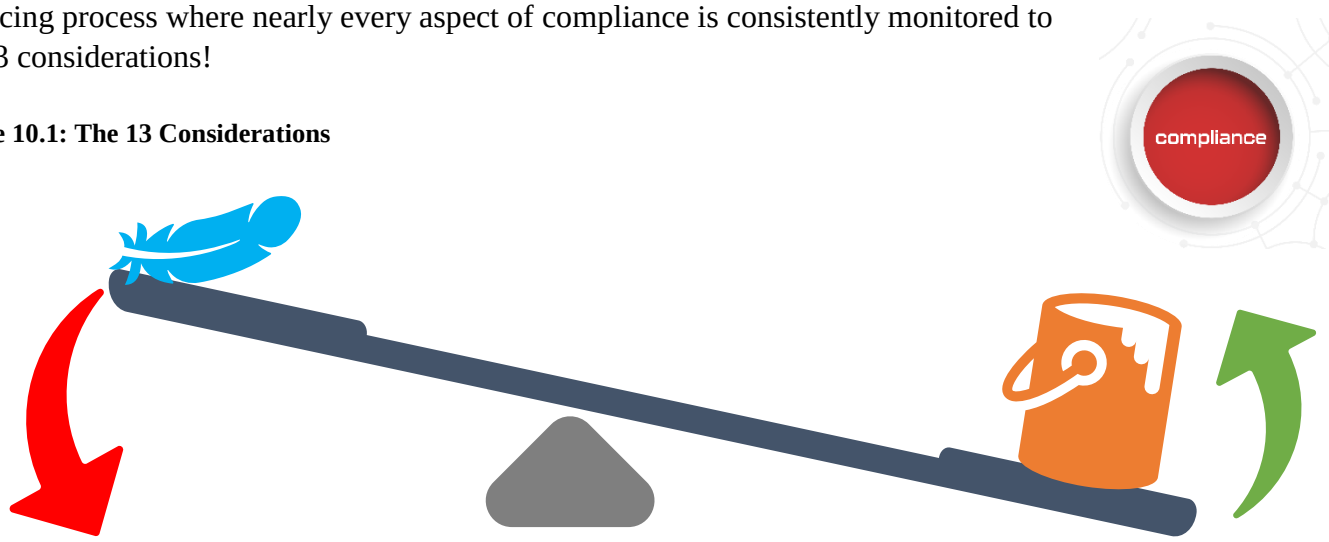
Program Administrative Handbook for Local Directors
Adult Education
Wyoming
Chapter 10: Monitoring & Evaluations

I. Introduction

A. Workforce Innovations and Opportunities Act (WIOA) 13 Considerations

WIOA legislation clearly defines what can and cannot be done in Adult Education programs across the country. Section 231 of this Act lists 13 considerations that States must ensure that all local providers follow. These considerations form the basis of nearly everything we do in Adult Education. They are part of the grant application processes, re-applications, year-end reports and most importantly, they are reviewed through multiple monitoring processes to ensure that local providers are in compliance. It can at times, seem like a balancing process where nearly every aspect of compliance is consistently monitored to the 13 considerations!

Figure 10.1: The 13 Considerations



13 Considerations

WIOA Sec 231

STATE

1) Considerations used in awarding grants
2) Considerations used in EOY narratives to demonstrate compliance
3) Considerations used in monitoring

Non-compliance to 13 Considerations

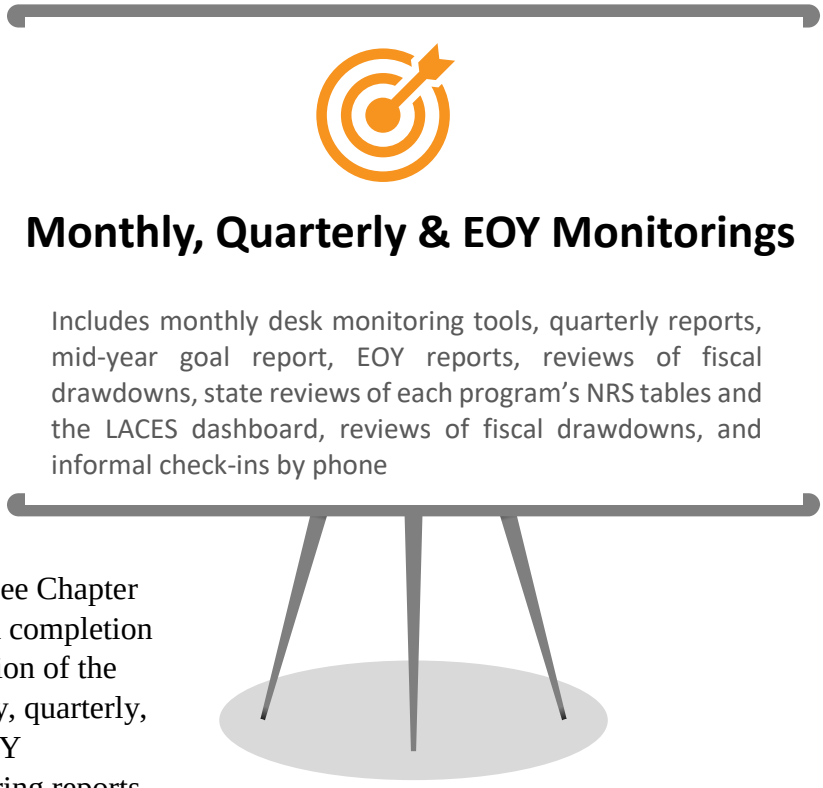
1) Target monitoring
2) Correction Action Plan
3) Technical Assistance

B. What is the State Looking for in a Monitoring Visit?

All grantees shall be monitored by the state office or a designate annually. The grantee is obligated to provide all information requested by the person conducting the monitoring.

There are two types of monitoring:

Figure 10.2: Types of Monitorings



Note: See Chapter 10 for a completion discussion of the monthly, quarterly, and EOY monitoring reports

Monitoring may require the inspection of fiscal / programmatic documents related to the current or previous year(s). This will involve a random sampling of student records and possible visits with staff and/or students.

On-site and/or virtual monitoring visits are time-consuming. Advanced planning and preparation generally helps expedite the process.

Monitoring is intended to look for compliance with the grant, to correct areas not in compliance, and to give technical assistance as requested or needed. Monitoring also helps determine professional development needs. Monitoring is NOT an optional activity and should be taken very seriously by the local program. Federal legislation requires that States conduct a monitoring process to ensure compliance. When a local program is monitored and if there are questions about any of the items on the checklist, the local program should always ask questions as they are preparing documents for the monitoring.

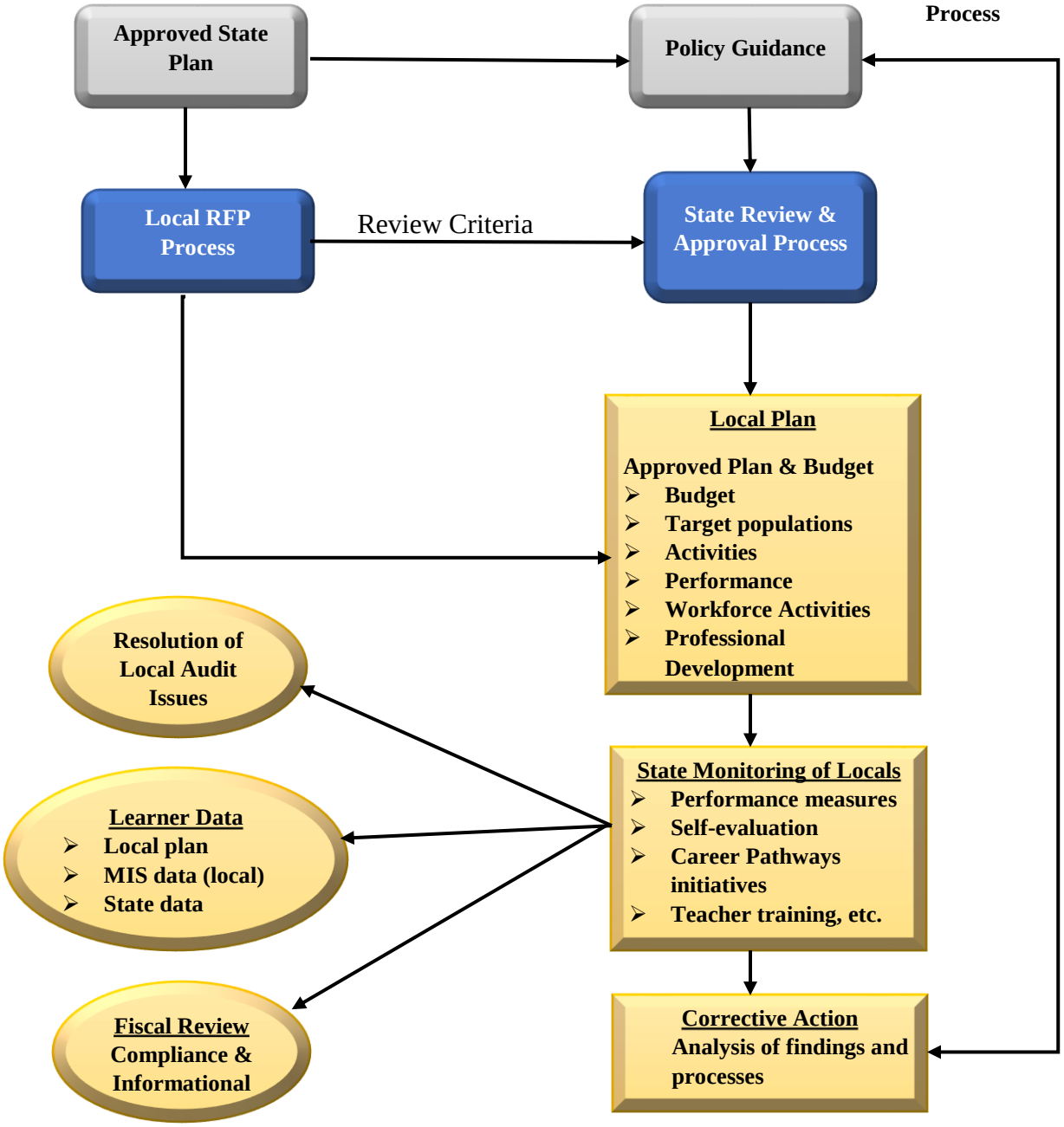
II. Site Visit / Virtual Monitoring

A. Purpose of a Site-visit (virtual monitoring)

- To ensure that programs are meeting AEFLA requirements as described in the 13 considerations and other federal documents
- To improve the quality of federally funded activities
- To provide assistance in identifying and resolving accountability challenges

The flowchart below depicts the Federal and State monitoring processes/flows that must occur for all Adult Education grants.

Figure 10.3: The Monitoring Process



B. Adult Education Program Fiscal Audits

A program audit completed by an independent auditor is required each year as described in EDGAR Part 80.42. These are completed annually after June 30th (i.e. the end of the year). Each local AE agency's business administrator will have copies of the annual audit information. A copy of this audit is to be sent to the AE program office at the State by December 31st each year.

C. Site Visits: Virtual Monitoring Visits

Site visits occur every two years. These can be either in-person or virtual but consist of a comprehensive review of a local program and require that the site provide evidence that it is in compliance to State and federal guidelines for grant funded programs. In order to help local providers identify and prepare documents, the State provides a checklist of items that need to be reviewed for compliance.

Monitoring is a chance for local programs to brag about their program accomplishments AND to provide evidence all of the 'good things' you are doing! It is meant as a means for directors/programs to learn about all of the federal requirements for accountability purposes. Evidence submitted as part of a monitoring is submitted on a thumb drive to the State Office. Upon receipt of the thumb drive, the State conducts a comprehensive review of submitted documents, the LACES database, and other compliance issues. When the State review is competed, a report and cover letter are distributed to the local provider with technical assistance, correction action, and other guidance given when necessary.

There are 16 chapters to the *monitoring tool checklist*. The content of each chapter is aligned to reflect current practices, policies, regulations and items address in an RFP.

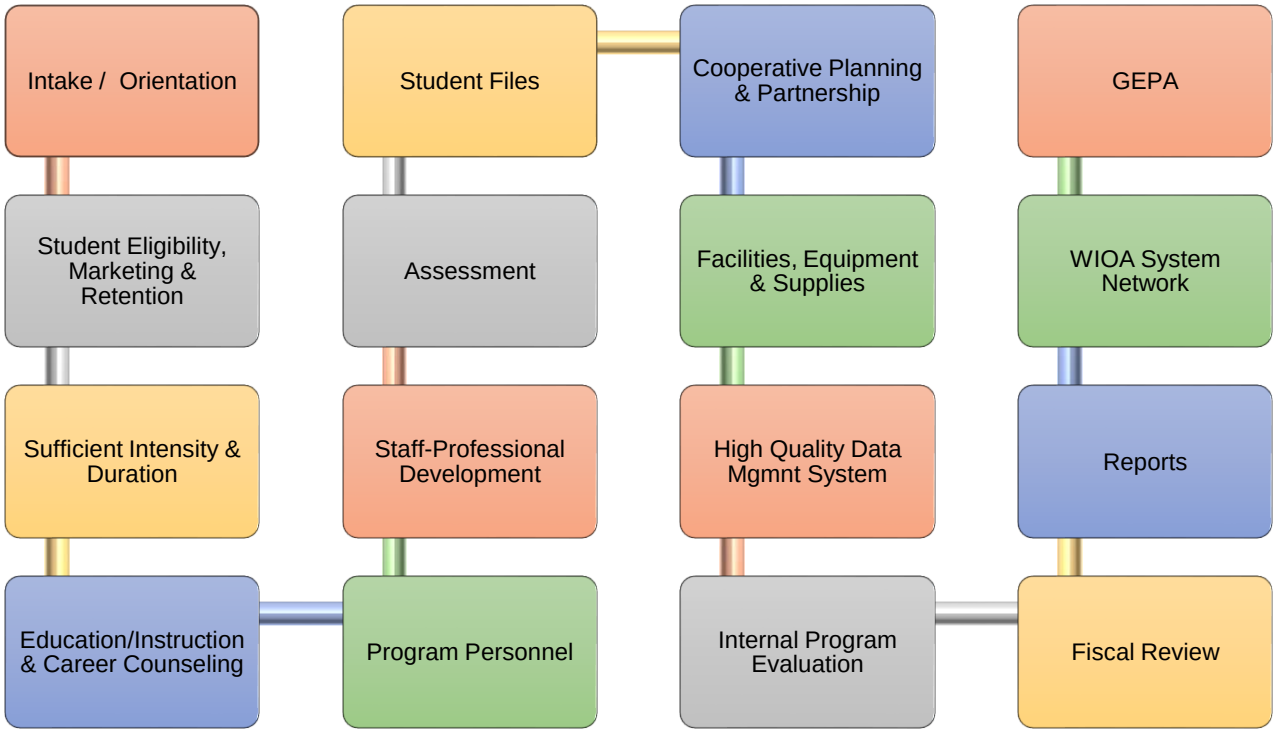


Figure 10.4: Components to the Monitoring Tool Checklist

The Monitoring Tool Checklist

Providers are required to participate in state monitoring/evaluations to identify promising practices and models for replication and research information. Providers not meeting state required performance will be monitored more often than the two-year cycle in the State Unified Plan. Providers are also required to participate in the data collection system LACES used by the state for evaluation purposes.

Once the State receives the evidentiary documentation from a provider for a virtual monitoring, the State conducts a comprehensive review of all submitted documents, of the program's LACES records, and of the providers' performance trends across a two year period. The State then writes a comprehensive report and schedules a meeting with the local provider to review findings, address questions, etc. A final report is then sent to the local provider.

Chapter One: Intake/Orientation

This chapter reviews the processes/protocols a local program has in place for intake, testing, the career services course, and other activities that need to occur during the initial contact phase of enrollment. The chapter reviews multiple Considerations to ensure that programs are following State policies, the Unified State plan, and other guiding documents.

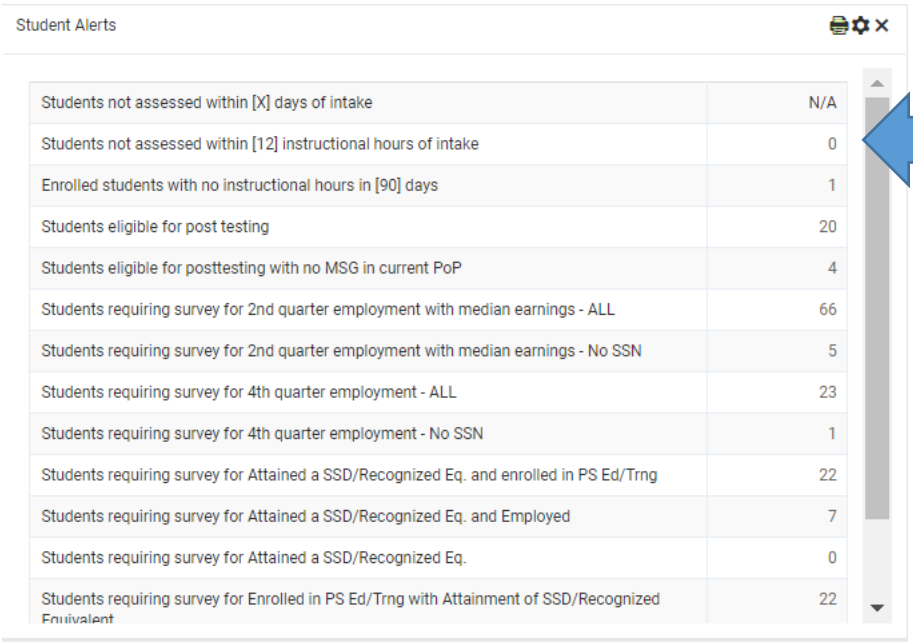
Item	General Requirements	Evidence	Compliance Status *(To be completed by State Staff)* Yes	No
1.	At intake, the participants are presented with the following information in a format they can understand: ADA compliance and name of ADA coordinator (WIOA Sec 188)			
2.	An intake session is provided to every learner which includes a/an: • initial academic assessment • Career Services course • process to identify strengths & weaknesses of student for placement • local program student handbook of policies • guidance/counseling on assessment results (WIOA Sec. 3 (7) (C) • plan of study and schedule • goal setting and transition planning • referrals, as needed	**Example:** Document #1: assessment Document #2: evidence of Career Service course Document #3: local program handbook Submitted evidence should be titled as shown below with notations made in this column referencing the document names. C1I2a, C1I2b, C1I2c, etc.		
3.	The intake processes include an explanation of: • the roles of instructor/student and responsibilities • instructional delivery platforms, inclusive of virtual learning, distance learning and instructional materials • College and Career Readiness Standards or ESL Standards, as appropriate • Employability & Social Capital Skill Standards • Referral services available			
4.	Intake processes and Career Services courses are given at flexible times to accommodate students' schedules (morning/evening).			
5.	A valid NRS approved pre-test is given within the first 12 hours of instruction.			
6.	Virtual applications, where applicable, are responded to within 24 hours.			
7.	Intake/Career Services course can be offered in either virtual or hybrid forms so that students can effectively utilize multiple types of learning platforms.			
8.	The data dictionary or other references are available to provide participants & instructors with definitions necessary to correctly identify/answer 'Barriers to Employment' questions.			
Comments:				

Evidence

Evidence must be submitted for each item. The State then reviews the submitted documents and determines whether the program is in compliance.

Example: **A valid NRS approved pre-test is given within the first 12 hours of instruction with both ABE & ESL students.**

Here, there are two things being looked at: A valid NRS assessment AND that the assessment was given within the first 12 hours. Since LACES only recognizes valid NRS assessments, the only evidence needed for this item would be a copy of the current dashboard showing that assessments are being given within the first 12 hours of instruction.



Had there been a number here, the local program would have to find out the reason.

Chapter Two: Student Eligibility, Marketing & Retention

Chapter two reviews the processes the local program has in place to recruit eligible students. Programs should not rely solely on 'word of mouth' and referrals from local high schools for HSE. High schools in Wyoming are seeing increasing graduation rates. This has a direct effect upon adult education programs in Wyoming as there is not as great of need for high school equivalency programs of study as there were in previous years. This means that Wyoming's adult education programs must begin to diversify program offerings and expand into other areas where students can be recruited from.

Chapter two reviews multiple WIOA compliance issues in regards to eligibility as well as Considerations 1 & 4.

Item	General Requirements	Evidence	Compliance Status *(To be completed by State staff)*	
			Yes	No
1.	Students meet the age requirement, being 16 years of age or older and are not required to be enrolled in secondary school. Drop out documentation is on file.			
2.	Age waiver students: • complete a program of study • are enrolled in LACES • complete an OPT at the 'Well Prepared' level for HiSET or 'Ready to Test' level for GED after completing a program of instruction and has OPT scores recorded on LACES. • have a valid, NRS approved pre-test AND post-test (when applicable)			

2.	Students do not have a high school diploma/equivalent or have limited basic academic skills and function below 12.9.			
3.	Placement into instruction is based upon test results identifying the appropriate Educational Functioning Level.			
4.	Low functioning ESL students and low ABE literacy level students are individually assessed (beyond an NRS approved assessment) for phonemic awareness, fluency, vocabulary, and comprehension to determine his or her level of differentiation and the appropriate focus for beginning and/or continuing reading instruction.			
5.	Local program utilizes multiple media sources for recruitment purposes.			
6.	Local program continually monitors student performance and has an effective retention plan in place.			
Comments:				

Evidence

Several components in this chapter examine ***eligibility*** in terms of age and in terms of being skills deficient.

Example*:* ***Students* meet the age requirement, being 16 years of age or older & are not required to be enrolled in secondary school. Drop out documentation is in file.**

This item is looking at two things: is the student old enough to be enrolled in an AE program AND if they are between the ages of 16 & 17 at the time of enrollment, is there evidence in the LACES database stating that they are not enrolled in secondary school?

This would need two types of evidence.

1) LACES verification that enrolled participants are 16+ years of age.

Student Diagnostic Search

Select Reporting System: NRS FY 20-21

Search for Students Using Fiscal Year Data	
Students with fiscal year data in the above Reporting System	1720
Students without fiscal year data in the above Reporting System	0
Students with fiscal year data created before today in the above Reporting System	1720

Search for Students Missing Demographic Data in Fiscal Year Records	
Students missing ethnicity/race information	0
Students missing gender information	0

Search for Students with Missing or Invalid Educational Data	
Students missing Highest Education Level Completed on Entry	0
Students missing Highest Education Level Completed on Entry Location	0
Students with Invalid Data for Highest Education Level Completed at Entry	0

Search for Students with Incorrect or Missing Employment Status	
Students with EmploymentStatus as No Value or Other	0

Search for Students whose Age at Intake is Less then 16 or Greater than 99	
Students Whose Age At Intake is Less Than 16 or Greater Than 99	0

If there are students showing on this line item, the program must determine why or this could be a finding.

2) A secondary piece of evidence required for this item would be the drop out documentation for age waiver students. The State 'will' verify that each student between the ages of 16 & 17 has had the drop out documentation uploaded into the students' LACES record BEFORE commencing a program of study. Evidence submitted should be a screen shot of an age waiver student's drop out documentation that has been uploaded into the individual's LACES file.

Documents

Document Name	Document Type	Creation Date ↑	
Dennett_Age-Waiver.pdf	Verification of Age & Drop from HS	12/17/2020	

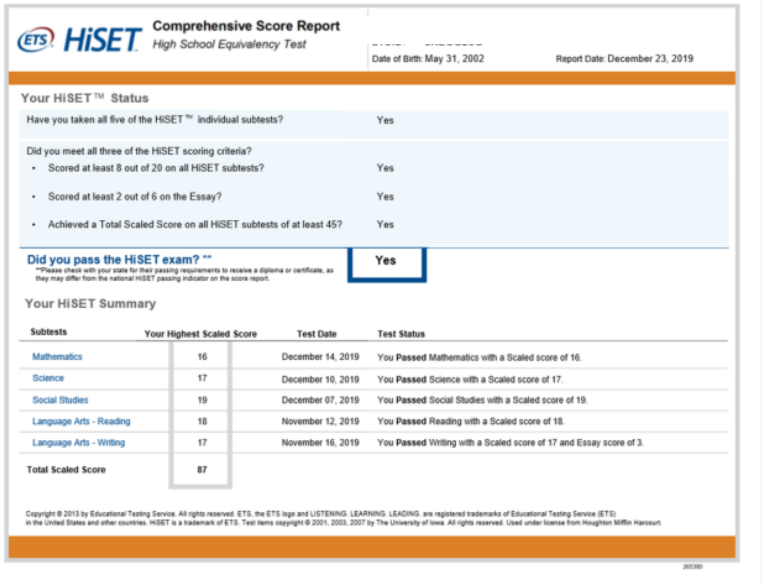
The creation date on this uploaded document should be BEFORE the student began a program of study. This will be something the State cross-checks.

I. A secondary item in this chapter that examines '***eligibility***' is item #2 regarding age waiver students. This item requires multiple evidence.

Example: **Are age waiver students typically completing a program of study**?

i. Here the local program can submit a copy of a HiSET transcript.

a. Complete a program of study



ETS HiSET Comprehensive Score Report
High School Equivalency Test

Date of Birth: May 31, 2002 Report Date: December 23, 2019

Your HiSET™ Status

Have you taken all five of the HiSET™ individual subtests?	Yes
Did you meet all three of the HiSET scoring criteria?	
• Scored at least 8 out of 20 on all HiSET subtests?	Yes
• Scored at least 2 out of 6 on the Essay?	Yes
• Achieved a Total Scaled Score on all HiSET subtests of at least 45?	Yes
Did you pass the HiSET exam? **	**Yes**

**Please check with your state for their passing requirements to receive a diploma or certificate, as they may differ from the national HiSET passing indicator on the score report.

Your HiSET Summary

Subtests	Your Highest Scaled Score	Test Date	Test Status
Mathematics	16	December 14, 2019	You **Passed** Mathematics with a Scaled score of 16.
Science	17	December 10, 2019	You **Passed** Science with a Scaled score of 17.
Social Studies	19	December 07, 2019	You **Passed** Social Studies with a Scaled score of 19.
Language Arts - Reading	18	November 12, 2019	You **Passed** Reading with a Scaled score of 18.
Language Arts - Writing	17	November 16, 2019	You **Passed** Writing with a Scaled score of 17 and Essay score of 3.
Total Scaled Score	**87**		

b. **Are they enrolled in LACES**?

i. Evidence required for this would be a LACES screenshot of the same student as in (a) above. This verifies that a completed student has been enrolled in LACES. Please note that all student's who complete an HSEC are to have their status in LACES changed to 'completed'. The State will verify and cross check all completers to DiplomaSender and will verify that transcripts are being uploaded into LACES as required.

c. **Are they scoring at the 'Well-Prepared' Level on OPT's for HiSET**?

i. All that would be required for this item is a LACES screenshot of a student record showing that the OPT score for an age waiver student (preferably the same student as in the two items above) showing well-prepared levels. Alternatively, a local program could submit the actual test scores earned by the student which reflect well-prepared levels.

d. **Are they being given both a pre test and a post test**?

i. Copies of both a pre test and a post test using alternative forms if the student is post tested after minimum hours would need to be submitted.

II. ***Eligibility*** is also checked through the third item in this chapter: "**Students do not have a high school diploma/equivalent or have limited basic academic skills and function below 12.9**." In order to provide instruction in AE, students must be 'basic skills deficient' which means they have academic abilities that are below the 12.9 level OR do not have a secondary school credential.

The evidence required for this is determined by a student's pre-test scores which shows academic abilities below 12.9. A pre-test should be submitted as evidence. In cases where a non-age waiver student's tested abilities are at 12.9 but do not possess a secondary school credential, the only evidence needed would be the self-attestation on the intake form that the student does not have a high school credential.

Chapter Three: Sufficient Intensity and Duration

Chapter three address Consideration #5 and Consideration #2 and verifies that the provider has addressed each of these items as outlined in the original grant competition or as directed by the State.

Item	General Requirements	Evidence	Compliance Status *(To be completed by State staff)* Yes	No
1.	Program offers at least 6 hours per week at satellite classes and at least 20 hours per week at the main campus of instruction at a minimum.			
2.	Program documents participant attendance electronically or on sign-in sheets which are kept for two years.			
3.	Program adapts procedures to allow for disability-related needs which may include: • Audio or enlarged materials • Computers for use with students that have print-related disabilities • Allowing students with disabilities to participate in all programs and activities • Colored overlays			
4.	Distance learning and/or virtual learning platforms are offered to participants as an extension of traditional classroom models.			
5.	Program services are provided year-round.			

Comments:

Evidence

Example: **Program offers at least 6 hours per week at satellite classes and at least 20 hours per week at the main campus of instruction at a minimum.**

Site	Schedule	Total hours per week
Main Campus – Rock Springs	**Managed enrollment classes** Monday – Thursday 9:00 – 12:00 **Open Lab** Mondays & Wednesdays 12:00 – 5:00 Tuesdays & Thursdays 12:00 – 8:00 **Summer Semester - Open Lab** Monday – Thursday 9:00-5:00	**Classes** 12 hours **Open Lab** 26 hours **Summer** 32 hours
Afton	**Open Lab** Tuesday – Thursday 10:30 – 4:30	18
Big Piney	**Classes/Open Lab** Monday – Wednesday 4:30 – 6:30 **Orientation/TABE testing** Thursday 4:30 – 6:30	6 – Class/Lab 2 – Orientation/TABE
Bridger Valley	**Classes/Open Lab** Monday – Thursday 11:30-3:30	16
Detention Center	**Classes** Monday 1:00-5:00 Tuesday 9:00-12:00; 1:00-5:00 Wednesday 3:40-4:55; 6:15-9:15 Thursday 9:00-12:00; 3:40-4:55 Friday 1:00-3:35	22
Green River	**Open Lab** Monday – Thursday 10:00 – 1:00	12
Kemmerer	**Instructor available to students, as needed:** Monday – Thursday 9:30 – 3:30 Friday by appointment	24+
Pinedale	**Classes** Tuesday 3:00-5:00, 6:00-8:00 Wednesday 12:00-2:00, 3:00-5:00 Thursday 12:00-2:00, 3:00-5:00, 6:00-8:00	14

In this example, the local program should submit a copy of a schedule of classes for all sites. Programs should note that the State will verify if the submitted schedule differs from what was submitted in the grant application process.

Chapter Four: Education/Instruction and Career Counseling

Because WIOA is a workforce piece of legislation that requires the integration of services among core partners, many of the items found in chapter four are associated with these aspects of the legislation but also address Considerations 5, 7, 8, & 11.

The Office of Career, Technical & Adult Education (OCTAE) has established federal level content standards for Adult Basic Education in Mathematics, Reading/Writing, and for ESL. These standards provide a series of objectives, which if attained, will prepare students for work, school, and life in the United States. In addition, Wyoming has adopted additional standards for 'Employability' and 'Social Capital Skills'. These standards should be used by instructors as benchmarks to evaluate a student's achievement/non achievement of goals. All Wyoming Standards for Adult Education can be found on the Commission's website.

In addition to providing standards based education to enrolled participants, AE providers are also WIOA mandated to deliver instruction that is derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practices. (Consideration #7).

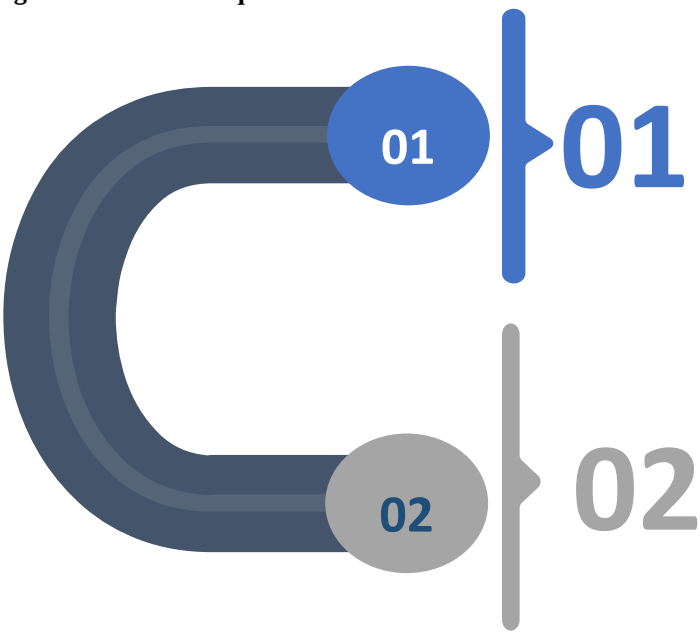
Item	General Requirements	Evidence	Compliance Status *(To be completed by State staff)*	
			Yes	No
1.	Education and career planning are discussed with students and results are used to guide instruction, where possible.			
2.	Education and career counseling or referral to services is made available to enrolled students.			
3.	Goal setting has been established to identify students' goals and to help guide the student and instructor.			
4.	Referrals are tracked in student progress notes in student file.			
5.	Referrals for wrap-around support services to/from DWS, VR, or other service providers are made using a State approved referral system. Paper-based referral forms are maintained by the provider in a student file.			
6.	The delivery of instruction incorporates: • The Essential Components of Reading • Evidence and research-based instructional theories • Participatory Learning • Academic standards (ie. CCRS or ESL standards) • Employability standards • Social Capital skill standards • Digital literacy • EL Civics, where applicable			
7.	Curriculum incorporates: • A balance of academic & real-life contexts • A variety of special learning needs, where applicable • Skills & knowledge learners need to transition successfully to career and post-secondary education • Contextualization of core program components			
8.	Instructional delivery models for career pathways include some of the following: • IET/IELCE programs of study • Apprenticeship, internships, and other work-based/career training models • Concurrent enrollments (with post-secondary • Co-enrollments (with DWS/DVR) • Work-based training • Transitioning students to post-secondary/careers • Hybrid learning platforms • High school equivalency preparation courses • ABE/ASE/ESL courses • Bridge/transition courses			
9.	Local programs providing services within a correctional institution, give priority of services to those individuals who are likely to leave the correctional institution within five years of participation in the program.			
10.	Program can verify through LACES that they maintain: • A Career Service Course • An ABE/ASE 9+ course to track students who are pursuing a course of study at a 9th grade level or higher			

Evidence

Example: **Program can verify through LACES that they maintain a Career Service Course and an ABE/ASE 9+ course to track students who are pursuing a course of study at a 9th grade level or higher.**

This example is asking that the local program submit evidence that they offer two State required courses:

Figure 10.5: State Required Courses



Career Services Course

All program in Wyoming have to utilize a Career Services course as the front-end, orientation type course to all programs of instruction. The requirements of this course are outlined in WY Policy #03092020-Carer Services Course/Training Services. The State is also required to submit an annual SPR report that clearly indicates the total number of hours enrolled participants spent in a Career Services Course.

ABE/ASE 9+ Course

In order to populate Table 5 for reporting purposes, students must be at NRS 5/6 OR must have been registerd into a class that was taught at the 9+ level.

In Wyoming the ABE/ASE 9+ class is for students pursuing a HSEC and are about to take their last exam BUT have not attained NRS 5/6 through testing.

Chapter Five: Program Personnel

Chapter five is geared towards evaluating compliance for Consideration #9 as it reviews the practices a local program has in place for employing highly qualified staff.

Item	General Requirements	Evidence	Compliance Status *(To be completed by State staff)*	
			Yes	No
1.	Program is staffed by qualified administrative staff.			
2.	Program is staffed by qualified instructional staff (which may include a Bachelor's degree or higher, teacher certification, or organization approved requirements including preparation and experience).			
3.	All staff employed more than three months have received NRS training and understand quality data collection and its purpose.			
4.	Program has designated a staff person to act as an ADA resource for complaints and recordkeeping which may include a referral to the college or agency.			
Comments:				

Evidence

Example: **Program is staffed by qualified instructional staff.**

It should be quite obvious that the qualifications of instructors is what is being evaluated by this item. There are several types of evidence that could be submitted:

1. Resume/CV of staff member showing educational and professional experience
2. Wyoming Adult Education Instructor Information form

AE programs should always follow local institutional practices when employing AE staff members. As such, a copy of the local institution's policy should also be submitted.

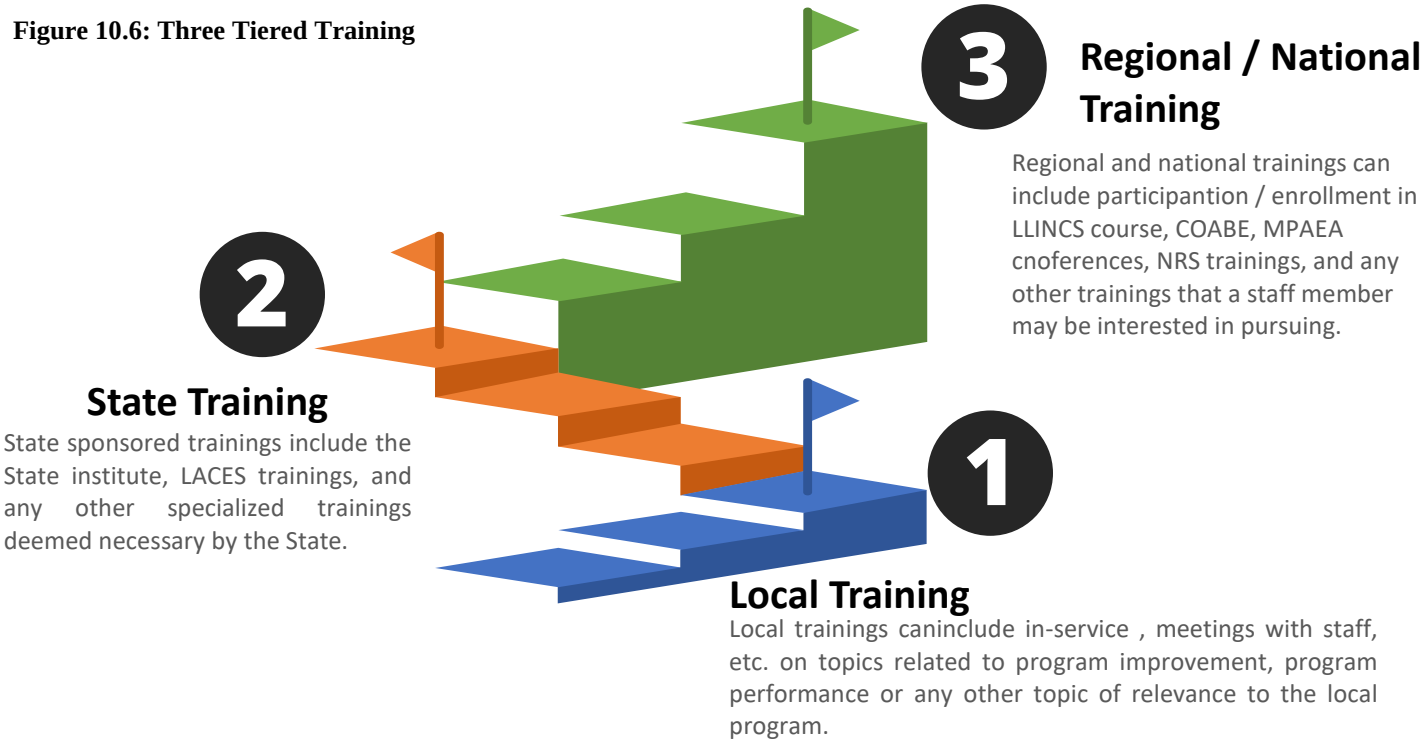
Chapter Six: Professional Development

This chapter reviews the professional development opportunities a local program has for staff. The State has provided online training modules for all instructional staff and new director training. These modules should be completed as part of the new hire's local training. Modules are available on the Commission's website at: https://communitycolleges.wy.edu/adult-education/directors/#professdevelop.

Recipients of AE grants in Wyoming are obligated to provide professional development opportunities to staff. This includes the Summer Institute, which requires that 80% attendance for each program. Programs unable to meet this 80% mark, will be required to provide 12 hours of PD to local staff at their own expense.

In planning for professional development, local programs are required to utilize the three-tiered PD budget worksheet. Planning must occur for trainings at all three levels.

Figure 10.6: Three Tiered Training



Local programs also have a responsibility to provide yearly TABE training to all staff. This is outlined in the State's assessment policy. In addition, all AE staff who give a TABE 11/12 assessment must be certified examiners and certificates must be submitted to the State upon completion.

Wyoming's AE programs utilize LACES as the database for collecting data and for reporting purposes. It is the responsibility of the local program to train staff on how to enter and access relevant information from this database. The State also provides local programs with multiple LACES trainings throughout the year at no cost to the program. These trainings include at least one face-to-face meeting and multiple mini-webinars. In addition, at the end of the year each local provider receives a one-on-one review with the LACES

trainer to review end of year program data for accuracy and validity.

In addition, should a local program need specialized LACES training, this is also available but the cost of this type of training is the responsibility of the local program.

Because Adult Education grants are all about 'accountability', it is critical that data staff understand how and when data needs to be entered. To this end, all new data staff must complete a full day of LACES new user training, typically held at the beginning of each fiscal year. Experienced LACES users are also required to attend multiple LACES webinars held throughout each fiscal year.

One aspect of PD that is often overlooked is the opportunity to learn from 'peers'. WIOA Section 242 (C) requires that local programs develop, replicate and disseminate information on best practices and innovations such as:

- The identification of effective strategies for working with adults with learning disabilities and with adults who are English language learners
- Integrated education and training programs
- Workplace adult education and literacy activities
- Postsecondary education and training programs

Because of this local instructors are expected to share promising practices at conferences (state, regional or national), through publications or other means. During monthly director's meetings, local directors are also afforded the opportunity to share promising practices that are occurring in their site. In addition, once per quarter all local directors and workforce managers throughout the State meet virtually in what is called a 'Meet and Greet' to share promising practices that are occurring in the region. Local programs need to encourage AE staff to present promising practices at local, regional, and national conferences.

Regardless of the type of PD completed, all PD must be tracked in LACES. This policy came into effect on July 1, 2021. PD is tracked on LACES through the 'Staff' tab and comprehensive reports can be run at any time

Item	General Requirements	Evidence	Compliance Status *(To be completed by State staff)*	
			Yes	No
1.	New administrative staff has attended, or are scheduled to receive new instructor training or new local director training.			
2	All instructional staff have received teacher orientation to adult education training, assessment training and certification, and program specific training which includes local program policies and procedures.			
3.	Instructional staff attends a minimum of six hours of staff development annually related to their program in addition to the State Institute.			
4.	Staff have received training in data collection and reporting procedures related to the NRS.			
5.	All program staff have received training in recognizing the characteristics of students with learning disabilities and know who the ADA resource person is for the program			
6.	Instructional staff receive **annual** training on how to administer TABE assessments.			
7.	All LACES users at the local level have attended at least three LACES trainings per year. Documentation should include sign-in sheets as verified by the local program director.	Date of last LACES training:_____		
8.	Local director regularly attends State arranged monthly meetings and face to face meetings, as applicable.			
9.	Local program has a system in place for the dissemination of 'Best Practices'.			
10.	The local program has a system in place to identify staff professional development needs and a description of how these needs are met.			
Comments:				

Evidence

Example: **Instructional staff attends a minimum of six hours of staff development related to their program in addition to the State Institute.**

This item expects that the local program provide evidence that **each** staff member has attended the minimum required 6 hours per year of PD. The easiest way to provide this evidence is through the LACES PD report.

AGENCY: Uinta BOCES#1 Education Center

60580 Bourland, Carol

07/21/2020	A game recertification	4.00 Hours
07/28/2020	Essential Ed	2.00 Hours
08/03/2020	COABE How to Beat Test Stress	1.00 Hours
10/06/2020	Diplomasender 101	1.00 Hours
10/26/2020	TABE 11/12 Training	1.00 Hours
11/18/2020	LERN	10.00 Hours
12/14/2020	Sexual harassment	1.00 Hours
04/27/2021	WyLLA Spring Training	16.00 Hours
05/24/2021	Weisel training	3.00 Hours
05/30/2021	New Prealgebra teaching	20.00 Hours
06/07/2021	IET Staff Training	3.00 Hours
		62.00 Hours

60639 Day, David

08/24/2020	Alice Safety in School Training	8.00 Hours
01/05/2021	Canvas Google training	8.00 Hours
01/28/2021	I-DEA 101	25.00 Hours
		41.00 Hours

Chapter Seven: Assessment

The monitoring of how assessments are being used by a local program is critical as it affects both local and state performance. Because of this it is important that Wyoming Assessment Policy be implemented and followed by all local programs. In addition, it is critical that instructors understand the importance of assessment. (please refer to Module 5 of New Instructor training) This chapter is aimed at measuring the alignment of local assessment policy to State policy. Additional items under review in this chapter also examine post-test rates, longitude performance, and other protocols outline in State Assessment policy.

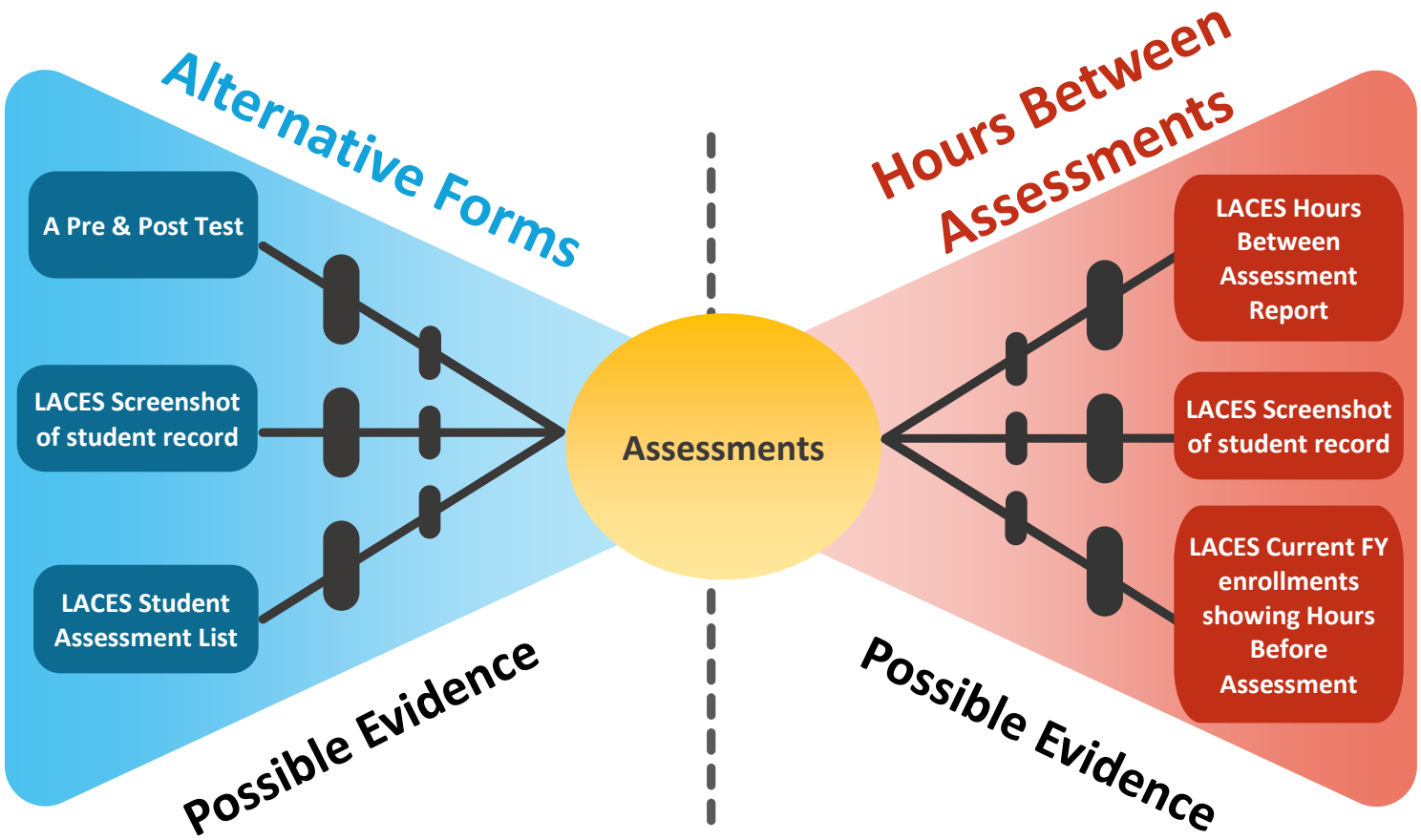
Item	General Requirements	Evidence	Compliance Status *(To be completed by State staff)*	
			Yes	No
1.	All instructors administering assessments have been trained in standardized testing procedures and are certified examiners. **Assessment policy** is available for instructional staff.			
2.	Pre and post-testing is completed using **alternate forms** of the test or the required additional hours between testing have been observed. • NRS Level 1-4 **TABE** minimum of 40 hours. • NRS Level 5 & 6 – **TABE** minimum of 30 hours • **TABE CLAS-E** minimum of 40 hours			
3.	Students are pre and post-tested in person or through approved virtual monitoring processes.			
4.	TABE locator & the full battery tests 11 & 12 in Reading, Math, Language Arts, are used for ABE/ASE level students to determine the correct level for placement & the measurable skill gain to be determined.			
5.	TABE CLAS-E full battery results in Reading, Writing, Listening, and Speaking are used for ESL students to determine the correct level for placement and the measureable skill gain to be determined.			
6.	Program strives to meet a State post-test rate of 60% rate with a minimum of 50%.			
7.	Program can demonstrate an effective use of post-tests in meeting State performance targets for Measurable Skill Gains for the past two years.			
8.	Posttest waivers are tracked and available for review.			
9.	Official practice tests (when applicable) are given in person or through approved virtual monitoring processes and are entered into the student's LACES record.			
10.	OPT's are given to students when they have reached ASE levels and/or after they have completed a program of study in a class where instruction is at the 9th grade level or higher.			
11.	Participants who have 'stopped out' with a 90 break in services are re-tested upon re-entry into the program if the initial assessment is 10-12 months old.			

Evidence

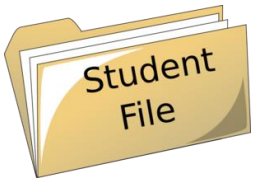
Example: **Pre and post-testing is completed using alternate forms of the test or the required additional hours between testing have been observed.**

This item is looking at two factors: Are alternate forms being used? AND Is testing occurring in after at least the minimum required hours have been logged. The evidence submitted for this item must address BOTH issues.

Figure 10.7: Assessment Evidence



Chapter Eight: Student Files



Chapter eight examines the documents available in local student files and checks to see if federal and state policies are being followed in regards to the appropriate use of forms, assessments, eligibility, credentials, assignments, etc. Most of the criteria in this chapter verifies that the activities a provider offers provides participants with the academic tools needed to be successful. (Considerations #1, 2, 4, 6, 8 and10).

Because there are so many documents that are required in each student file, it is advisable that local programs maintain a student file checklist and periodically conduct file audits with local instructors to verify that student files contain the required documents.

Desk Audit Checklist

Local programs should periodically conduct a random sample review of student files, particularly if the program has outreach sites and student files are maintained at the outreach site. Directors should randomly select 2-5 student folders and complete a checklist similar to the one found in Appendix 1 of this chapter to verify that all required data/documents are maintained in student folders.

Item	General Requirements	Evidence	Compliance Status *(To be completed by State staff)*	
			Yes	No
1.	Intake forms are completed and signed.			
2.	A career assessment is given to each participant and a copy is maintained in the student file.			
3.	A completed copy of all Age Waiver documentation for HSEC testing for 16 & 17 yr. old students is maintained in the student file with a copy of the *School Withdrawal Form* being uploaded into the student's LACES file BEFORE the commencement of instruction occurs.			
4.	Academic assessment results are in the student file: pre/post-tests, OPT's, copies of progress tests/quizzes used by instructors, etc. with NRS assessments and OPT's also entered into the student's LACES file.			
5.	Computer prescriptive results or student profile is in the file.			
6.	Release of information forms are signed and dated.			
7.	Student attendance records match LACES. Type: (Time clock or Sign-In sheets, proxy hours are recorded as distance learning hours).			
8.	Documentation of a disclosed disability is placed into student file with a notation made in the student's LACES file.			
9.	Assignments and work samples are maintained in the student file.			
10.	Documentation of student progress and referral notes are in student file.			
11.	The "HSEC Choice of Tests" is signed acknowledging the student has received the information.			
12.	All reportable and non-reportable students have data entered into LACES and have a local student file available.			
13.	HSE certificates/transcripts are uploaded into student files on LACES with a hard copy maintained in student file.			
14.	Student enrollments in postsecondary after exiting Adult Education are tracked in the students LACES file.			

15.	Participants who earn an industry recognized credential within one year of exiting the Adult Education program have a copy of the credential and/or transcript uploaded (when possible) into LACES with a hard copy maintained in student file. **Note:** If it is not possible to obtain a copy of the transcript/credential earned, this must be noted in student files AND their LACES record must indicate 'credential attainment' and the date in which the credential was earned under the post-secondary tab.			
16.	Co-enrolled participants: AE, DWS, and DVR should have case notes, credentials earned and progress records maintained in the student's LACES file as well as in a local file.			
17.	Integrated Education and Training (IET) students who have made progress towards milestone have evidence of 'progress' in the student folder. The students LACES folder indicates achievement of this Measurable Skill Gain under the outcomes tab; IETP Measurable Skills Gain sub-tab.			
18.	IET students who have passed a technical exam or occupation skills exam have a copy of the earned credential in the student folder and have this MSG recorded on LACES under the Outcomes tab; IETP Measurable Skills Gain sub-tab. (OCTAE Program Memorandum 17-2)			
Comments:				

Evidence

Example: **Computer prescriptive results or student profile is in the file**.

This item is looking for the TABE computer prescriptive result that is obtained when a student completes their TABE test. A sample is shown to the right. The State will verify not only that the prescriptive result is in the student file, but that the scores earned by this student have been entered into LACES.

DRC

Individual Profile: TROMBLEY, SHELBY A

Report Criteria			
ID:	82901	State:	
Test Name:	TABE 11 ALL	District:	WESTERN WYOMING COMM COLL
Report:	ALL	School:	LEARNING CENTER
Report Date:	06-04-2019		

FORM	DOMAIN	CATEGORY	SKILL
D	Reading		
	Key Ideas and Details	Text Details	• Draw inferences in text • Identify main idea • Support main idea • Summarize • Describe relationship between events
	Craft and Structure	Text Structure	• Meaning of on-level words or phrases in context • Use text tools to locate information • Identify author's/s' point of view • Identify author's purpose
	Integration of Knowledge and Ideas	Text Integration	• Connect illustration and text • Evaluate arguments/claims in text
M	Mathematics		
	Measurement and Data	Measurement	• Solve problems using scaled bar graph • Identify and measure angles • Apply standard measurement • Understand line plots • Calculate and interpret volume
	Numbers and Operations - Fractions	Fractions	• Evaluate fractions • Add fractions • Multiply fractions • Divide fractions
	Numbers and Operations - Base Ten	Base Ten	• Add whole numbers • Compare and compose tens • Understand place value • Round • Multiply whole numbers • Find quotients and remainders • Understand decimals
	Operations and Algebraic Thinking	Operations	• Apply properties of operations: addition and subtraction • Multiply whole numbers • Apply properties of operations: multiplication and division • Understand and apply pattern rules • Understand prime and composite numbers • Evaluate expressions
	Geometry	Geometry and Spatial Sense	• Know geometric shapes, figures, and attributes • Know coordinate values and grid quadrants
	Expressions and Equations	Expressions and Equations	• Understand exponents • Evaluate expressions • Understand ordered pairs • Evaluate equations and inequalities
	Ratios and Proportional Relationships	Ratio and Relationships	• Understand ratio relationships
	Statistics and Probability	Statistics and Probability	• Recognize statistical questions • Understand data distribution • Interpret data plots
	Number System	Systems of Numbers	• Divide fractions • Know greatest common factor • Divide whole numbers

Student File Checklist

As part of the monitoring process, the State will also review individual student files through a random selection of files. A Student File checklist is used for this purpose.

Student Files

Audit

	Student Name	Intake forms completed & signed	Career Assessment is in file	16-17 has waiver document or court order	TABE (or BEST) pre/post test results	Computer prescriptive results in file	Release of info forms signed and dated	Attendance records match LACES	Disclosed disability documentation in file	Assignments and work samples	Documentation of student progress and referral notes are in file	HSEC Choice of Tests signed	Earned credentials are in file	Enrollments in postsecondary are recorded in LACES	Co-enrollments with DWS/DVR are noted in student file	Evidence of 'progress' towards milestones is included in local file for IET students
1																
2																
3																
4																
5																
Example of labelling	Steve Brown	Brown-INT	Brown-CA	Brown-AW	Brown-Test		Brown-RL	Brown-ATT	Brown-DIS	Brown-ASG	Brown-REF-PRG	Brown-CH	Brown-EC	Brown-PS	Brown-CO	Brown-EV

Chapter Nine: Cooperative Planning and Partnership Arrangements for Developing Career Pathways

This part of the monitoring process addresses Consideration #4 as it measures and evaluates how well the local program coordinates and aligns activities, services, strategies and goals to the Unified State Plan as well as to the activities and services of the one-stop partners. Each of the items found in this chapter require a short narrative and if, possible, any other evidentiary documentation that can be supplied, such as copies of MOU's which a local provider may have.

Item	General Requirements	Evidence	Compliance Status *(To be completed by State staff)*	
			Yes	No
1.	Program actively participates in the WIOA network including Title I (DWS – Adult and Dislocated Worker and Job Corps) and Title IV (Vocational Rehabilitation)			
2.	Local program provides services through the One-Stop System. ***Describe how this occurs in the Comment section below.***			
3.	Program staff plan and/or work cooperatively with other community agencies and organizations for the development of a career pathways system and to place participants, when applicable into training programs.			
4.	Local program can demonstrate that collaborative efforts have led to a reduction in the duplication of services among core partners, as required by WIOA. ***Describe how this has occurred in the Comment section below.***			
5.	Local Memorandum(s) of Understanding includes roles and responsibilities of each partner and are available to review.			
6.	Local director or designee is a member of the Next Generation Sector Partnership and maintains copies of minutes from the local meetings.			
7.	Local program can demonstrate alignment/participation with at least one of the following: • WY State Plan • Educational Attainment Initiative • Perkins V • Wyoming Works • DWS Workforce Grants			
8.	Program works collaboratively with local Next Gen teams, employers, educational institutions, Career & Technical Education (CTE), and/or the Office of Apprenticeships to effectively address Wyoming workforce needs, particularly for 'in-demand' jobs for the region.			
Comments:				

Evidence

Example: **Local program can demonstrate that collaborative efforts have led to a reduction in the duplication of services among core partners, as required by WIOA.**

This item asks that the local program explain how the work they are doing with WIOA core partners is leading (or has led) to the reduction in the duplication of services. A sample narrative is provided.

Narrative:
The core partners have offered joint programming in the past such as "Bring Your A Game" and mock interviewing. We are currently scheduling our Friday symposiums that will start in mid-January for any of our clients/students (required of ASPYRE) to attend. Joint instruction will include such topics as "Bring Your A Game" (soft skills course and certification), Work readiness course (dress for success, resumes, mock interviewing, etc), and we are hoping to add discussions about possible job shadowing and pre-apprenticeship opportunities.

DWS and AE have a youth program "ASPYRE" for students between the ages of 16-24 (see flyer below).

DWS has office space in our lab and scheduled days/hours to work with students on-site. DVR will come on-site when there is a student in need of their services.

The narrative is supported by a flyer, a schedule showing when the joint program offerings occurred, and emails/correspondence regarding job shadowing and other employment opportunities.

Chapter Ten: Facilities, Equipment & Supplies

This chapter is perhaps one of the easiest to gather evidence for as it requires only pictures for each item.

Item	General Requirements	Evidence	Compliance Status *(To be completed by State staff)*	
			Yes	No
1.	Heating, lighting and ventilation of instructional facilities are conducive to learning.			
2.	Facilities used to provide instruction are free of physical barriers, accommodating adults and appropriate for individuals with disabilities. Where facilities do not meet these requirements, students are referred to alternate accessible locations.			
3.	All equipment and frequently used materials are located on shelves in wheelchair-accessible areas.			
4.	Handicap accessible parking is available.			
5.	Local program has computers, internet, and other equipment available for students to use within the facility and/or available to check out for distance/virtual learning, when applicable.			
6.	Equipment and supplies purchased through AEFLA grant funds are labeled: "These services are federally funded through the AE program administered by the WCCC."			

Comments:

Evidence

Heating, lighting, ventilaton..

…are conductive to learning

Facilities ….

…are free of physical barriers, accommodating adults and individuals with disabilitities.

Equipment and materials…

..are located on shelves in wheelchair-accessible areas.

Handicap accessible parking…

…is available.

Computers, internet, and other equipment are available…

..for students to use within the facility and/or available to check out for distance/virtual learning, when applicable.

Equipment & supplies…

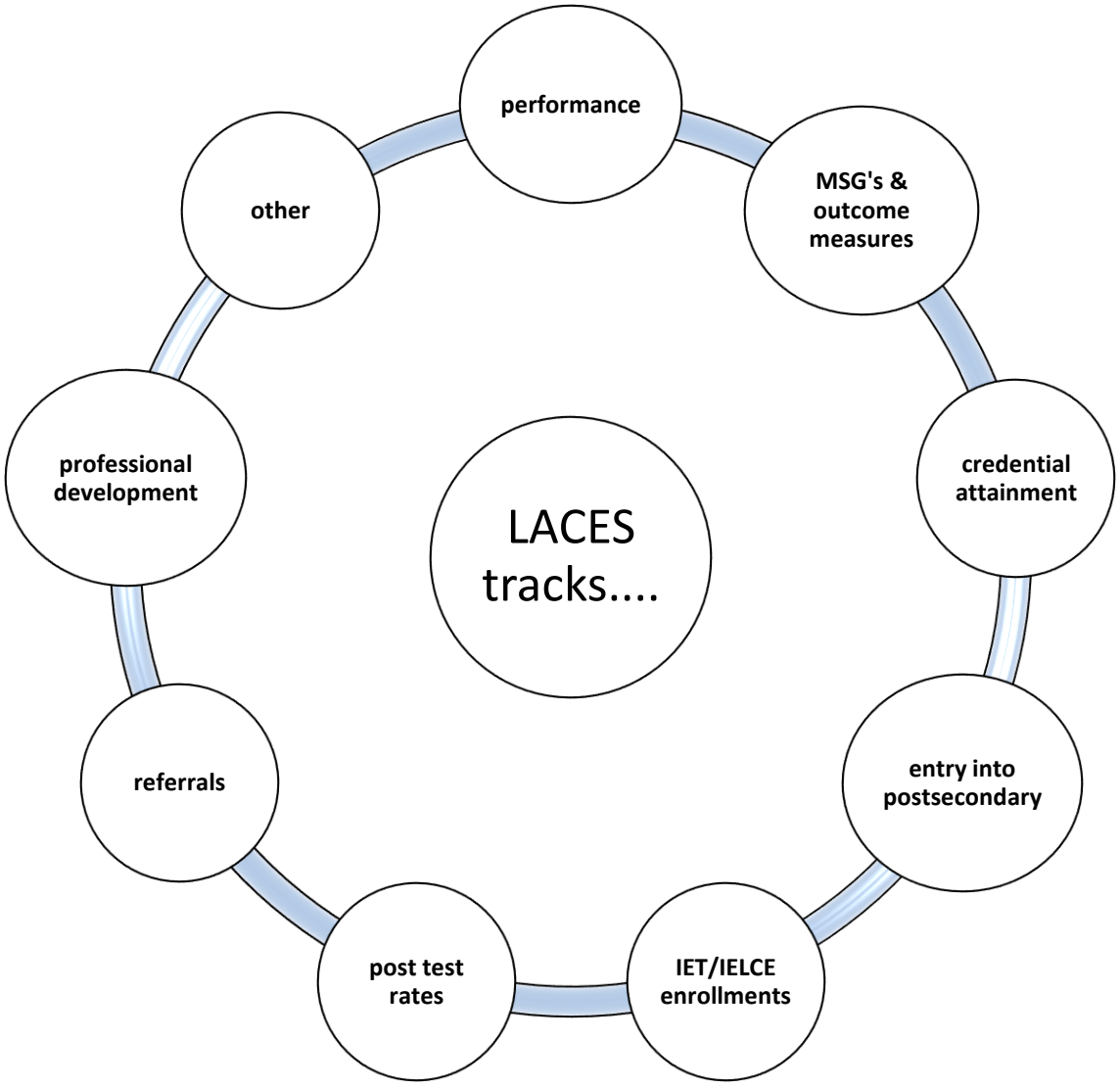
…are appropriately labeled.

Figure 10.8: Facilities Evidence

Chapter Eleven: High Quality Data Management Information System

The LACES database houses all of our Adult Education student files. All documentation completed throughout the State is entered into this MIS system. The State maintains the cost of utilizing this system, but local providers are required to enter all student, staff, and other required data on a regular basis. This database is used for a multitude of purposes and is vital to both the State and local programs.

Figure 10.9: LACES Information



Item	General Requirements	Evidence	Compliance Status *(To be completed by State staff)* Yes	No
1.	Program uses the LACES database for (NRS) reporting requirements.			
2.	Program uses the State mandated intake form and submits data weekly.			
3.	Program maintains an individual student record folder accessible to the instructor and the student which includes: (1) signed student intake form (2) assessments as outlined in Chapter 7 above (3) student goals (4) career planning (5) age waiver documents, where applicable (6) Choice of Test form (7) Signed release form(s) (8) Student progress notes (9) Credentials & Certificates earned (10) Post-secondary transcripts, where applicable (11) Program specific forms			
4.	Program has implemented a plan to monitor data quality and error correction using diagnostic tables.			
5.	Program uses data matching and/or the suggested survey instrument and can provide records on survey follow-up (See NRS Implementation Guidelines).			
6.	Program has a policy in place which outlines protocols for how to survey information on students who do not disclosing a SSN #. Instructors are aware of this policy and provide assistance in gathering the necessary data.			
7.	Program data matches for post-secondary through the National Student Clearinghouse and through the local community college for non-credit workforce course enrollments/credentials earned at least three times per year.			
8.	Program has identified staff to be involved in data entry and is able to produce reports.	Name of staff person responsible for data entry:_____		
9.	Program staff have signed the Confidentiality Agreement and it is on file at the State AE office before being given access to LACES.			
10.	Program uses performance data to establish goals for continuous improvement.			
11.	Program has implemented a procedure for accurate data entry in accordance with guidelines from NRS and State for reporting purposes.			
12.	Program has a process to enter and check the accurate contact hours for instruction.			
Comments:				

Evidence

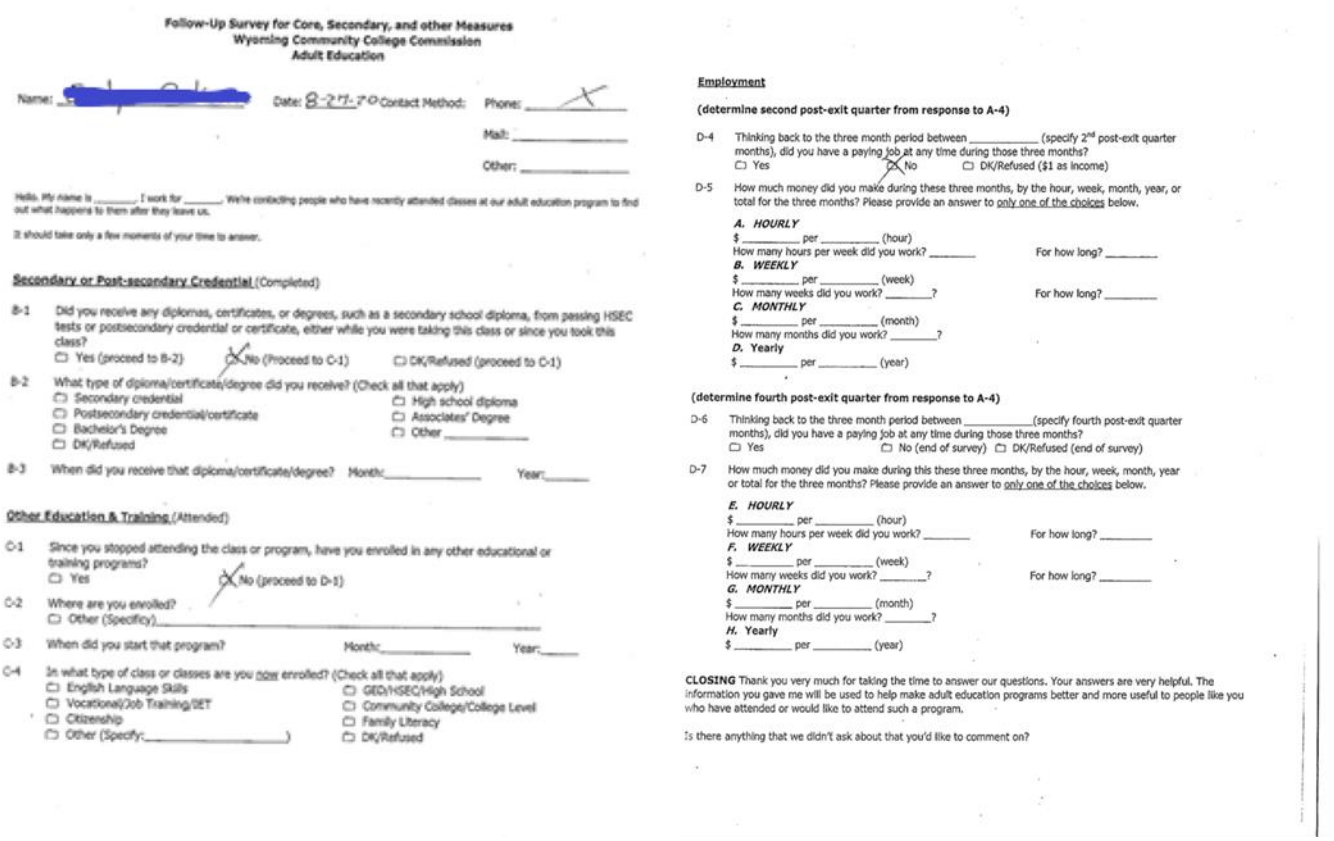
Example: **Program uses data matching and/or the suggested survey instrument and can provide records on survey follow-up.**

This item is asking that the provider submit several items. First, a copy of the data-matched results obtained from the local college and/or from the National Student Clearinghouse. Secondly, a copy of a completed survey the local program has completed for students who cannot be data matched.

Sample #1: Report from National Student Clearinghouse (with SSN's omitted)

First Name	Last Name	Record Found Y/N	Search Dat	College Code/Branch	College Name	College State	2-year / 4-yea	Public / Private	Enrollment Begin	Enrollment End	Enrol Statu
AARON	MARSHALL	N	20190101								
RENEE	MARTINEZ	N	20190101								
KRISTI	MCGEE	Y	20190101	003930-00	NORTHERN WYOMING	WY	2	Public	20190603	20190726	H
KRISTI	MCGEE	Y	20190101	003930-00	NORTHERN WYOMING	WY	2	Public	20190826	20191213	Q
KRISTI	MCGEE	Y	20190101	003930-00	NORTHERN WYOMING	WY	2	Public	20200120	20200508	Q
KRISTI	MCGEE	Y	20190101	003930-00	NORTHERN WYOMING	WY	2	Public	20200120	20200522	L
KRISTI	MCGEE	Y	20190101	003930-00	NORTHERN WYOMING	WY	2	Public	20200824	20201210	H
KRISTI	MCGEE	Y	20190101	003930-00	NORTHERN WYOMING	WY	2	Public	20210118	20210430	F
NICOLETTE	MEDINA	N	20190101								
SHAYLYNN	MEILLER	N	20190101								
RONI	MELCHER	N	20190101								

Sample #2: Copy of a Completed Local Program Survey Instrument



Follow-Up Survey for Core, Secondary, and other Measures
Wyoming Community College Commission
Adult Education

Name: [redacted] Date: 8-27-20 Contact Method: Phone: X
Mail: _____
Other: _____

Hello. My name is _____. I work for _____. We're contacting people who have recently attended classes at our adult education program to find out what happens to them after they leave us.

It should take only a few moments of your time to answer.

Secondary or Post-secondary Credential (Completed)

B-1 Did you receive any diplomas, certificates, or degrees, such as a secondary school diploma, from passing HSEC tests or postsecondary credential or certificate, either while you were taking this class or since you took this class?
☐ Yes (proceed to B-2) ☒ No (Proceed to C-1) ☐ DK/Refused (proceed to C-1)

B-2 What type of diploma/certificate/degree did you receive? (Check all that apply)
☐ Secondary credential ☐ High school diploma
☐ Postsecondary credential/certificate ☐ Associates' Degree
☐ Bachelor's Degree ☐ Other _____
☐ DK/Refused

B-3 When did you receive that diploma/certificate/degree? Month:_____ Year:_____

Other Education & Training (Attended)

C-1 Since you stopped attending the class or program, have you enrolled in any other educational or training programs?
☐ Yes ☒ No (proceed to D-1)

C-2 Where are you enrolled?
☐ Other (Specify)_____

C-3 When did you start that program? Month:_____ Year:_____

C-4 In what type of class or classes are you now enrolled? (Check all that apply)
☐ English Language Skills ☐ GED/HSEC/High School
☐ Vocational/Job Training/IET ☐ Community College/College Level
☐ Citizenship ☐ Family Literacy
☐ Other (Specify:_____) ☐ DK/Refused

Employment

(determine second post-exit quarter from response to A-4)

D-4 Thinking back to the three month period between _____ (specify 2nd post-exit quarter months), did you have a paying job at any time during those three months?
☐ Yes ☒ No ☐ DK/Refused ($1 as income)

D-5 How much money did you make during these three months, by the hour, week, month, year, or total for the three months? Please provide an answer to only one of the choices below.

A. HOURLY
$ _____ per _____ (hour)
How many hours per week did you work? _____ For how long? _____
B. WEEKLY
$ _____ per _____ (week)
How many weeks did you work? _____? For how long? _____
C. MONTHLY
$ _____ per _____ (month)
How many months did you work? _____?
D. Yearly
$ _____ per _____ (year)

(determine fourth post-exit quarter from response to A-4)

D-6 Thinking back to the three month period between _____(specify fourth post-exit quarter months), did you have a paying job at any time during those three months?
☐ Yes ☐ No (end of survey) ☐ DK/Refused (end of survey)

D-7 How much money did you make during this these three months, by the hour, week, month, year or total for the three months? Please provide an answer to only one of the choices below.

E. HOURLY
$ _____ per _____ (hour)
How many hours per week did you work? _____ For how long? _____
F. WEEKLY
$ _____ per _____ (week)
How many weeks did you work? _____? For how long? _____
G. MONTHLY
$ _____ per _____ (month)
How many months did you work? _____?
H. Yearly
$ _____ per _____ (year)

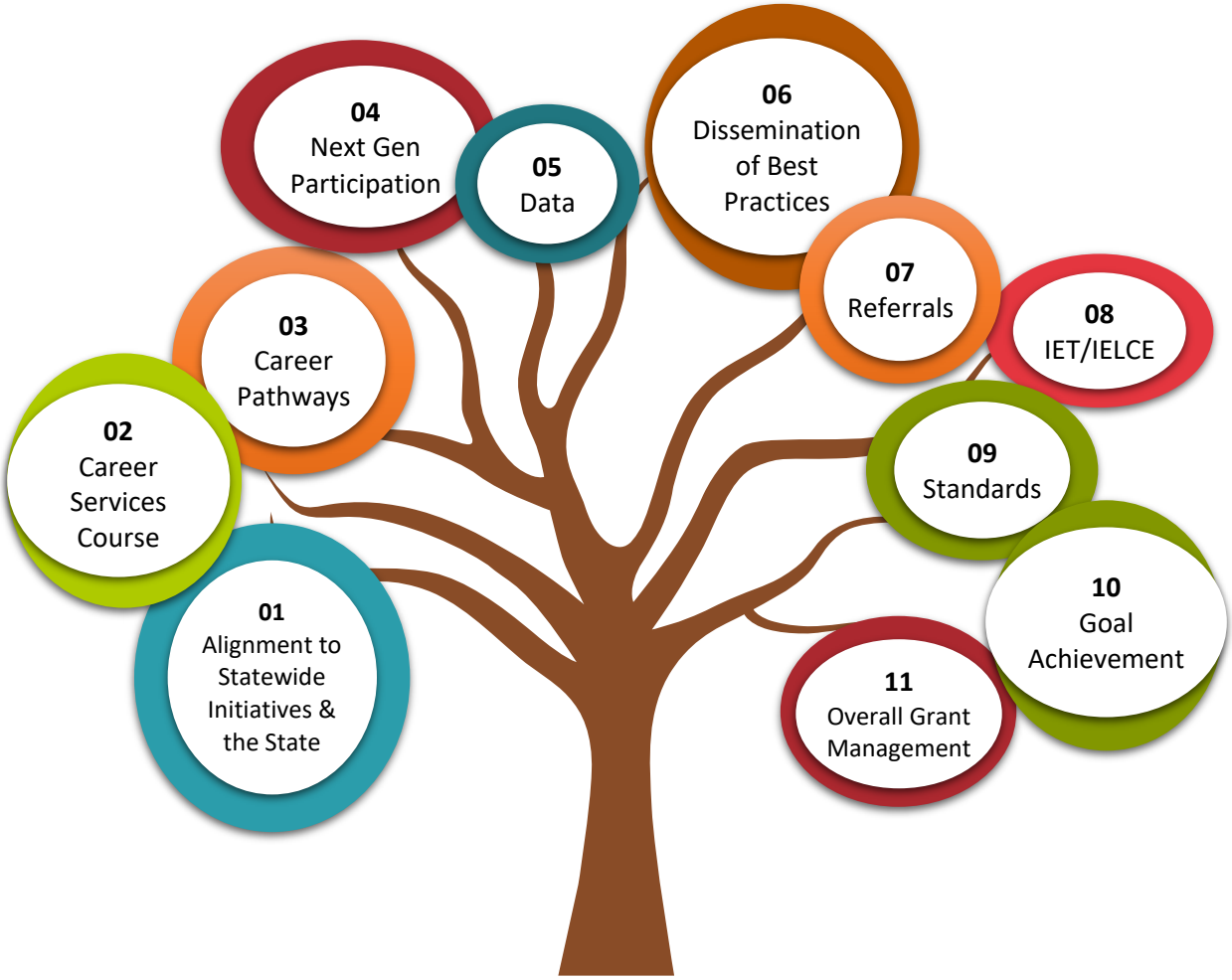
CLOSING Thank you very much for taking the time to answer our questions. Your answers are very helpful. The information you gave me will be used to help make adult education programs better and more useful to people like you who have attended or would like to attend such a program.

Is there anything that we didn't ask about that you'd like to comment on?

Chapter Twelve: Internal Program Evaluation

In the grant competition, Wyoming's AE providers were asked to established protocols regarding internal program evaluations. These were divided into multiple categories as shown in the graphic below. Providers are expected to conduct internal program evaluations on each of these items and maintain evidence of each evaluation conducted. Chapter 12 of the monitoring process reviews how the local program is implementing and utilizing internal program evaluations as they outlined in the grant competition.

Figure 10.10: Internal Program Evaluations



Item	General Requirements	Evidence	Compliance Status *(To be completed by State staff)*	
			Yes	No
1.	Local program utilizes summative and formative evaluation processes, as outlined in the grant application.			
2.	Staff evaluations are completed annually and SIA observations are utilized by the local program.			
3.	Participants are presented with an opportunity to complete an end of course evaluation that evaluates instructor performance as well as the quality of instruction.			
4.	Participants in a Career Services course are presented with an opportunity to complete an end of course evaluation.			
5.	Program has a local evaluation plan in place to monitor: • Data validity • Program design • Measurable Skill Gains & Outcome measures • Overall administration of the grant			
6.	Data is used as a means to improve program performance. ***Provide a succinct discussion in the Comments section on how this is accomplished.***			
Comments:				

Evidence

Example: **Staff evaluations are completed annually and SIA observations are used by the local program.**

For this item, all the local program would need to submit is a completed SIA evaluation. Secondary evidence could include a local institutional evaluation.

Sample #1: Completed SIA Checklist

Wyoming Observation Tool
Key Instructional Shifts

Shifts in Math Instruction — **E=Evident NFE=Not Fully Evident**

4. Students gain a deeper understanding of mathematical concepts.	**E/NFE**	**Evidence**
a. Instructor focuses on the concepts prioritized in their units.	E	Written on board (paper for Zoom)
b. Students demonstrate that they can use multiple approaches to solve problems.	E	Written on board (paper for Zoom)
c. Students self-reflect on their understanding of mathematical concepts.	E	Based on instructor questions and discussion
5. Students engage in conceptual understanding, procedural skill and fluency and application of concepts.	**E/NFE**	**Evidence**
a. Instructor facilitates lessons that include a "real world" mixture of math concepts and skills.	E	Relate measurements/ ratio concepts to recipes and motor oil.
b. Students access math concepts from a number of perspectives and share their understanding.	E	Discussion in class
c. Students apply a deeper understanding in new situations that do not fit the problems that they have seen in the past.	E	"Real life" discussions
d. Students demonstrate their speed and accuracy in understanding concepts and being able to solve problems.	E	Individually working through the problems
e. Students use math in all situations that require mathematical knowledge.	E	Lesson on math and discussions were related
6. Students recognize that math is a coherent body of knowledge made up of concepts that are connected.	**E/NFE**	**Evidence**
a. Students understand how the math concepts are linked to previous learning.	E	Instructor tied in to previous lessons and discussed
b. Students solve problems using the Participatory Learning Techniques.	E	Group brainstorming (instructor and student)
c. Students can explain mathematical procedures in "real world" contexts.	E	Students explanation of answers

Sample #2: Institutional Evaluation

Institutional Evaluation

The lists below each heading are intended as guidelines, not mandatory checkpoints. Thus, **the observer would not expect to see each item during every class**. This evaluation is a formative tool that will be used in the Annual Faculty Evaluation.

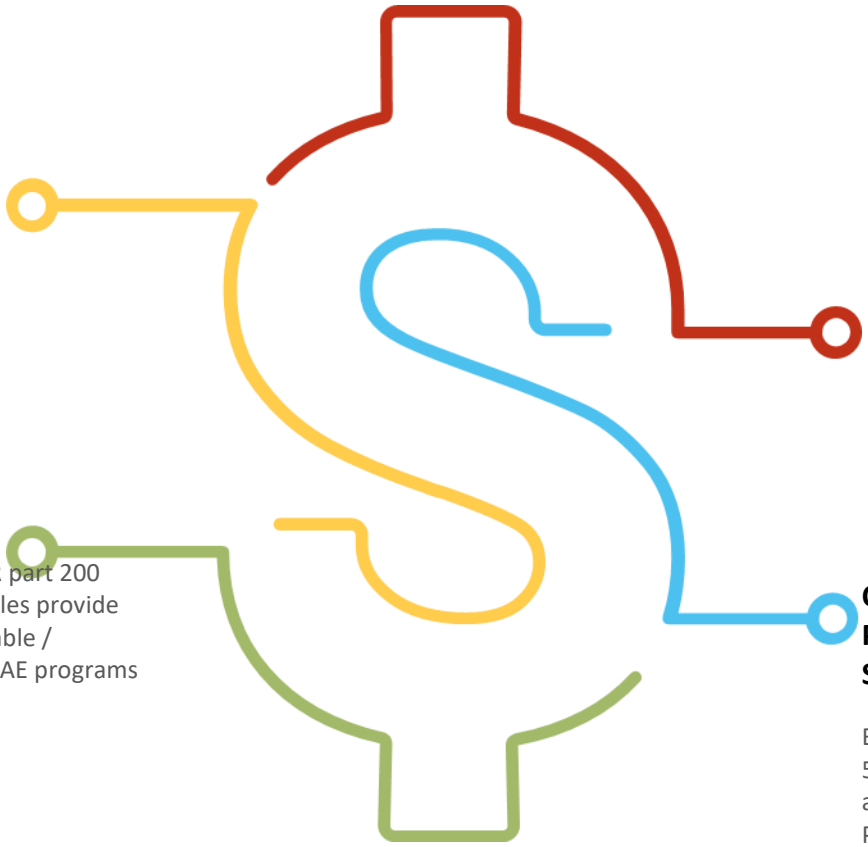
ORGANIZATION AND PRESENTATION

Guidelines	Absent	Needs Attention	Meets Expectation	Exceeds Expectation
Clearly states the purpose of this session and/or provides class outline/overview	0	1	2	3
Presents topics in a logical sequence.	0	1	2	3
States the connections between the ideas presented.	0	1	2	3
Summarizes the major points at end of lesson.	0	1	2	3
Communicates clearly and at a reasonable pace	0	1	2	3

Chapter Thirteen: Fiscal Review

Chapter 13 is a review of the fiscal protocols the local program has in place. Typically, there can be multiple types of evidence that can be submitted for each item. The primary objective of this chapter is to monitor the fiscal aspects of the grant which were outlined in the grant competition.

Figure 10.11: Fiscal Monitoring



Budgets

Initial budgets, full cost budgets, buget revisions, Mattch funding, drawdowns, etc..

Allowable Costs

Edgar Part 76 and CFR part 200 Subprrt E-Cost Principles provide information on allowable / unallowable costs for AE programs

Other Items of State Importance

This includes FSR submission, payroll records, inventory, record retention, etc.

Costs Limits, Program Income and Supplanting

Because WIOA places a cap of 5% on the total amount of funds a local program can spend on PD & administration, local programs can apply for a waiver of up to 18%.

All program income collected in a fiscal year must be spent in that same year on allowable Adult Education activities.

In accorance with WIOA Title II (Sec. 241), funds made available for adult education & literacy activities under an AE grant shall supplement and not supplant other State or local public funds expended for adult education & literacy activities.

Item	General Requirements	Evidence	Compliance Status *(To be completed by State staff)*	
			Yes	No
1,	Program ensures that funds are expended as approved in the final budget.			
2.	Program follows cost principles as identified in OMB Uniform Guidance.			
3.	Program ensures that expenditures are properly documented.			
4.	Program prepares and submits final cash and in-kind match reports as specified in the grant award.			
5.	Program prepares and submits the State Financial Status Reports (FSR) at the end of the year by the required due date and certifies that the expenses are true and correct.	Monthly Financial Worksheets verified?		
6.	Program notifies the State AE office of planned changes to the budget so drawdown system can be adjusted accordingly.			
7.	Program maintains payroll records for grant-funded personnel and time and task logs where staff are paid from multiple funding sources.			
8.	Program keeps an appropriate inventory of equipment paid for with AEFLA grant funds.			
9.	Program fiscal and student records are retained for 3 years after the completion of a current grant cycle.			
10.	Program follows its own local procurement procedures.			
11.	Program income collected in a fiscal year is used by the local program for AEFLA allowable costs within the same year and is reported on the appropriate FSR documents.			

Who enters the drawdowns? _____
Copy of last audit provided. ____ Y or ____N (This can be submitted by mail in or email along with the thumb drive)

State will request a random verification of expenditures between:_____ *(to be established by State.)*
(To-From Dates)

Comments:

Evidence

Example: **Program ensures that funds are expended as approved in the final budget.**

Here, the item is asking that the provider submit evidence that budgetary line items, utilized in the draw down system is within the limits established in the budget approved by the State. The only documents that should be submitted for this item would be 1) a copy of the approved budget and 2) a copy of a drawdown, preferable a year end drawdown, showing that the provider has not exceeded line item budget amounts.

Chapter 14: Reports

There are many required reports for the Adult Education program in Wyoming. Most of these reports are about program performance and accountability, which address the State and Federal guidelines under which AE programs operate. These reports are discussed in detail in Chapter 10 of this policy manual. The State will verify the submission of all required reports, but this chapter reviews that the local program is able to effectively use LACES to run various reports that are often considered 'sub-reports' to a monthly desk monitoring, end of year report, or quarterly report.

Item	General Requests	Evidence	Compliance Status *(To be completed by State staff)*	
			Yes	No
1.	FY Based Diagnostic Report (under "Searches" in LACES) is utilized on a monthly basis as a means to validate data.			
2.	Report on "Instructional hours since last assessment" (create "View" with name, last assessment date, instructional hrs. since last assessment, overall status, current level and Keyword) Or Select "Assessment Status" file > Assessed 2+ >Print Reports > Hours Between Assessments a. This should be done for each group of students that has different hours between testing in the AE Assessment Policy. b. All students testing early must have waivers to test early in either the student file or a master file at the main office.			
3.	Age Report – (Under "Searches"> NRS> Student Diagnostic Search >Age at Intake less than 16)			
4.	Current Dashboard from LACES reflects to-date progress on meeting federally negotiated targets and post-test rate.			
5.	All Mid-year reports, quarterly reports, and monthly data reports are submitted on time.			
Comments:				

Evidence

The only evidence needed for each of these items is a copy of the reports being asked for.

Chapter 15: WIOA System Network

The items in this chapter address Considerations #1 & 3 as they review the coordination a local program has between itself and WIOA core partners. The chapter also evaluates how well a local program is aligning to the strategies and goals outlined in the Unified State Plan for Wyoming.

Item	General Requirements	Evidence	Compliance Status *(To be completed by State staff)*	
			Yes	No
1.	Access to Adult Education through the One-Stop Center is through direct linkage. ***Under the Comments section, please explain the linkage.***			
2.	Cross training of DWS, VR, and Adult Education is completed on a regular basis. (could add the other partners like CTE, TANF, SNAP, etc. if this has been done).			
3.	Workforce system partners work in a seamless customer focused delivery network. ***Under the Comments section, please define how this is done.***			
4.	Regional workforce strategies, as identified by Next Generation Sector Partnerships or through the Wyoming State Plan are used to address local/region workforce educational needs. (WIOA Sec. 3 (7) (C)			
5.	Local program is an active participant in regional Next Generation Sector Partnership meetings. ***Under Comments, please describe involvement in Next Gen activities in your region over the past six months.***			
Comments:				

Evidence

Each of the items in this chapter require a short narrative response as evidence.

Example: **Access to Adult Education through the One-Stop center is through direct linkage.**

Response: DWS has office space in our lab & schedule days/hours to work with students on-site. DVR will come on-site when there is a student in need of their services.

Chapter 16: General Education Provision Act

Section 427 of the General Education Provisions Act (GEPA) requires U.S. Department of Education (Department) grantees, such as Adult Education grantees, to describe the steps the grantee will take to ensure equitable access to, and participation in, the Federally-assisted program by addressing the special needs of students, teachers, and other program beneficiaries. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, a local educational agency (LEA) should determine whether these or other barriers may prevent students, teachers, or other program beneficiaries from such access or participation in the Federally-funded project or activity.

Examples provided by the US Department of Education are provided below.

Technology GEPA Examples:

1. Our district will use SRSA grant funds to help with paying our testing coordinator along with digital learning academy classes. Our rural school district has a high poverty base and these funds will greatly help with the much needed outside technology classes that our small school cannot afford a one-site certified teacher. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age.
2. A majority of students in the school district are from low socioeconomic families, with over 50% available for Free/Reduced Lunch Program. As a result, we plan to use grant funds to integrate technology in all classrooms and on teacher professional development. Students who participate in supplemental programs and all other students in the district will have equal access to these resources. In addition, all teachers will have access to professional development, including those who serve at-risk students.
3. Our district will use SRSA grant funds to purchase devices and other related items to support the upgrade to our technology and internet needs. Due to our number of low-income students/families, many students do not have the ability to use digital devices on their own. The district is committed to offering a technology rich educational experience for all of our students. These funds will also be used to provide professional development opportunities to our teachers, which they would not otherwise have. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age.
4. Our district will use SRSA grant funds to purchase computers and laptops as part of our school-wide technology upgrade. Due to a large number of our students in the district being from low socioeconomic families, the district will use grant funds to integrate technology in all classrooms. All students in the district will have equal access to these resources. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age.

Professional Development GEPA Example:

1. Our district will use SRSA grant funds to send staff to trainings to improve K-3 Early Literacy. The training is to ensure students are reading at grade level by the end of third grade. Staff will come back from the training and help other staff use techniques to ensure all students no matter gender, race, national origin, disability or age are denied help to ensure proper grade level reading. Staff will also be training to ensure

all students feel safe and work on proper protocol for improvement of behavior and not disciplinary actions.

2. Our district will use SRSA grant funds for professional development. Because a significant portion of our students are at or below the poverty level, we will provide funds for teacher training that will assist staff in understanding poverty and how to adapt teaching strategies so that poverty students and their parents will be more engaged in their learning. The goal is that through this strategy, students will learn more and perform better on assessments. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age.

STEM GEPA Examples:

1. Our district will use SRSA grant funds to strengthen its district-wide STEM initiative. Because we know that STEM-related classes tend to disproportionally attract boys, we are implementing outreach strategies to encourage more girls to participate in our STEM initiative.

Additional Staff GEPA Examples:

1. Funds will be used for the salary for our district technology coordinator who provides tech support for our teaching staff and students. This includes servers, networking, personal computers, , software and other technology for all students, including who may not have access to this type of equipment at home. We are committed to ensuring all students and teachers have all technology available to them; regardless of gender, race, national origin, disability or age.
2. Our district will use SRSA grant funds toward our guidance counselor efforts to support our low-income families/special needs/ESL population. Time is allocated for her to work with these families to ensure communication between home and school with constant conversations through home visits, school meetings, phone calls, emails etc. addressing safety issues, supporting living conditions, attendance, interpreters, meeting IEP requirements, etc. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age.
3. Our district will use SRSA grant funds to hire additional art and music instructors, fund field trips, and make technology purchases. Because of the isolation of the island schoolhouse, it is necessary that the students receive exposure to a broad curriculum that brings them both personally and virtually in contact with instruction and experiences that all other students receive who are not being educated in such a unique environment. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age.

School Climate GEPA Example:

1. Our district will use the SRSA funds to increase safety and enhance the social emotional well-being of our students. Our district will focus on non-discrimination awareness programs for all sub-groups including gender, race, ethnicity, gender orientation and socio-economic status, through outreach to families and community members. Additionally, our district will initiate professional development in this area for all staff.

Item	General Requirements	Evidence	Compliance Status *(To be completed by State staff)*	
			Yes	No
1.	Applicant has submitted a "sufficient section 427 statement with their application. ***Attach GEPA statement from grant reapplication for FY 21/22.***			
2.	A description of the steps the applicant proposes to take to ensure equitable access to, and participation in, it's Federally –assisted program for students, instructors, and other program beneficiaries with special needs.			
3.	Examples of how the applicant might satisfy the requirement are clearly stated.			
Comments:				

Evidence

Example: **Applicant has submitted a 'sufficient section 427 statement with their application.**

Providers may submit a copy of the GEPA statement submitted as part of the grant application process.

Five Year Monitoring Plan

In order to help providers plan for a site visit/virtual monitoring, the State has prepared a Five Year Monitoring Plan as shown below.

Monitoring Site Visits	Full Site visits											
	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Casper	X				X				X			
CWC			X				X				X	
EWC	X				X				X			
LCCC			X				X				X	
Northwest				X				X				X
NWCCD		X				X				X		
Uinta			X				X				X	
Western			X				X				X	
WY:DOC Lusk				X						X		
WY: DOC Riverton		X						X				
WY: DOC Rawlins		X						X				
WY: DOC Torrington					X						X	
WY: DOC Newcastle						X						X

D. Target Monitoring Process

There are times in which a local program may have to go through what is known as a targeted monitoring process. This can occur under certain circumstances.

Figure 10.12: Targeted Monitoring

Increased Risk
Where there is increased 'risk' in granting / awarding federal funds to a provider.

Non-compliance
An applicant / recipient has a history of failure to comply with the general or specific terms and conditions of a federal award.

Lack of Performance
An applicant / recipient fails to meet expected performance goals as described in § 200.210.

Lack of Responsibility
When an applicant / recipient is not otherwise responsible.

III. Monthly/Quarterly Monitoring

A. Local Providers

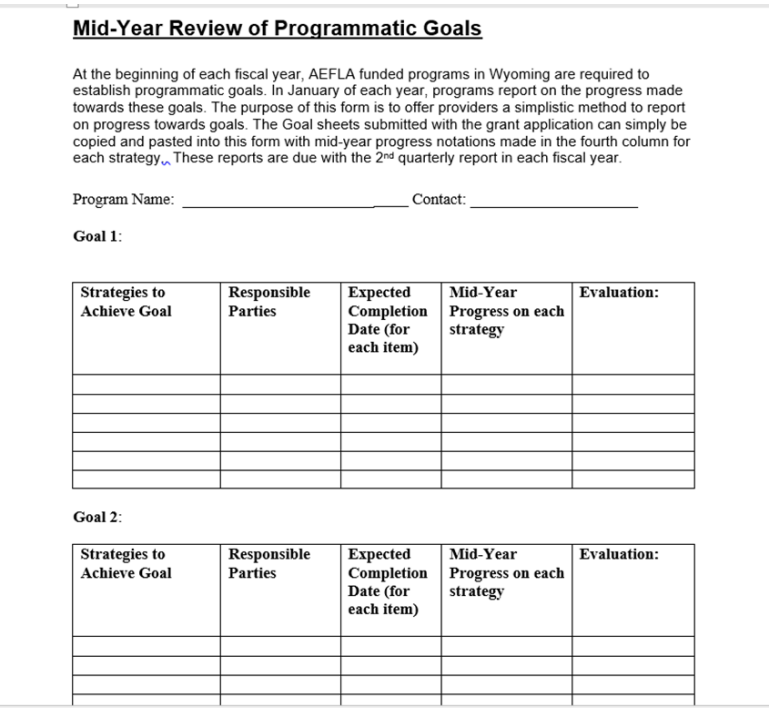
Monthly Reports

Each month local providers complete several types of self-monitoring reports. The first is a monthly drawdown. The drawdown system utilizes an online submission form (see WCCC website). Budgets are established on the system once award letters are sent out. All drawdowns are due by the fifth of each month.

The second type of self-monitoring is the Desk Monitoring Tool (DMT). This three-part form consists of a data review, using statistical data from the LACES database, a fiscal review using information from the drawdown, and a general comments section. The DMT is due by the 10th of each month. The template and instructions on how to complete the DMT are available on the WCCC website.

Quarterly Reports

Each quarter local providers complete a self-monitoring to review seven aspects of their program: successes, challenges, surveying, referrals, effects of COVID upon the program, technical assistance, and student success stories. This short narrative provides the opportunity for a local provider to consolidate program performance. Copies of the template for this report are available on the WCCC website.



Mid-Year Review of Programmatic Goals

At the beginning of each fiscal year, AEFLA funded programs in Wyoming are required to establish programmatic goals. In January of each year, programs report on the progress made towards these goals. The purpose of this form is to offer providers a simplistic method to report on progress towards goals. The Goal sheets submitted with the grant application can simply be copied and pasted into this form with mid-year progress notations made in the fourth column for each strategy. These reports are due with the 2nd quarterly report in each fiscal year.

Program Name: _____ Contact: _____

Goal 1:

Strategies to Achieve Goal	Responsible Parties	Expected Completion Date (for each item)	Mid-Year Progress on each strategy	Evaluation:

Goal 2:

Strategies to Achieve Goal	Responsible Parties	Expected Completion Date (for each item)	Mid-Year Progress on each strategy	Evaluation:

Along with the 2nd quarterly report, providers also submit a mid-year review of programmatic goals.

B. State

Each month the State also monitors each local program's progress towards targets by reviewing:

- The NRS tables
- The diagnostic report
- Each providers hours between assessment reports
- Overall enrollments
- The LACES dashboard
- Fundables/non-fundables
- Referrals made
- Professional development entries into LACES
- Distance learning
- IET/IELCE enrollments

IV. Internal Program Evaluations

Program self-evaluations initiated at the local level are necessary to meet the grant accountability requirements and are a State requirement. They help to determine the ongoing progress and success of the program to meet or exceed the performance measures established by the WCCC with the US Department of Education - Office of Career Technical and Adult Education (OCTAE). Four types of evaluations are to be performed by the local program during each grant cycle. Programs must describe the method and timing of the following types of evaluations:

A. The Data Quality Checklist

The Data Quality Checklist (See Chapter 6) confirms correct understanding and application of data gathering, data submission, and data management training. The NRS state data quality standards identify the policies, processes and materials that states and local programs should have in place to collect valid and reliable data for NRS reporting purposes. The Division of Adult Education (DAEL) within OCTAE develop the standards to define the characteristics of high quality state and local data collection systems for the NRS. These standards

provide an organized way for DAEL to understand the quality of NRS data collection and also provide guidance on how to improve their systems.

Local providers in Wyoming are required to complete this checklist once a year and submit it with the end of year reports.

B. Summative Evaluations

These evaluations are used to appraise or measure program outcomes and the effectiveness of the program's activities and instruction. (See Appendix #2 for a research article on Summative vs. Formative Evaluations for Adult Education).

Extracted from:
https://www.sciencedirect.com/topics/social-sciences/summative-evaluation (July 9, 2021)

Summative evaluations are intended to provide a package of results used to assess whether a program works or not. While the timing of a summative evaluation has to allow the program to have a reasonable chance to achieve its goals, it is often carried out for the evaluation of short-term goals. In general, summative evaluations provide quantitative data and are focused on outcomes. However, alongside the developmental, behavioral, or cognitive outcomes these evaluations often also include program statistics, for example, attendance, staff characteristics, funding, and cost-effectiveness data. Summative evaluation can form part of an impact evaluation, or be carried out in conjunction with a qualitative or process evaluation to provide complementary evidence.

Summative assessment – evaluation – comes at the end of learning, while formative assessment provides information and support during the learning. Summative assessment aims to evaluate what students know, can do, and can articulate at a given point in time. This evaluation is reported verbally or in writing to others. Summative assessment is more reliable and valid when evidence of learning is collected from multiple sources over time and when the evidence is examined in light of quality expectations or achievement indicators. Summative assessment, at the classroom level, is based on evidence collected both during the learning by students and teachers as well as evidence collected at the end of learning. Evidence of learning may include observations of students engaged in the process of learning, products students create, test results, and student articulations of their understandings as evidenced through sources such as teacher notes, student self-assessments, or recordings of discussions. Anything students do, create, or articulate is potentially evidence of learning. It is important that evidence of student learning be in relation to clear learning targets, be of high quality and free of bias (James *et al*., 2007; Stiggins, 2007). In recent years, there has been growing concerns regarding the quality of teacher-made tests and the appropriate use of external examination results in summative assessments (ARG, 2006). It is important that educators learn how to use tests and the information they provide appropriately.

Summative evaluation requires sufficient evidence that the intended learning has been achieved. In the past, the assumption has been that such evaluation was best done externally – with tests and other forms of evaluation created and monitored by outside sources. What research has revealed, however, is that when teachers are involved in becoming assessment literate and engaged in a conscious development and application of consistent criteria for summative evaluation, valid and reliable summative evaluation of the learning are more likely to result. Further, when clearly specified criteria that describe progressive levels of competence and procedures are developed and used to judge student work for evaluation purposes, teachers are more able to reliably assess a greater range of classroom work. Looking at a greater range of student work as they apply shared criteria increases the validity of professional judgments (ARG, 2006; Sadler, 1989). It is important that

classroom teachers understand the role of external evaluations in terms of:

1. how the information is used to impact classrooms and education practice;
2. informing teachers' understanding of the effectiveness of classroom programs and instructional techniques;
3. providing information concerning trends and patterns with regard to indicators such as student learning, student achievement, evolving needs of learners, and changing emphasis of curricula; and
4. informing system-level decision-making so appropriate supports and resources can be provided.

In summary, when preservice and in-service educators learn about classroom assessment research, theory, and practices, they are better able to support student learning through assessment. Educators can then thoughtfully employ classroom assessment practices such as:

- setting clear learning targets;
- using samples to show quality and possible pathways to success;
- co-constructing criteria about important products, processes or other evidence of learning;
- engaging students in reflection, self-assessment, and peer assessment using a common language;
- ensuring that they give themselves and receive from others specific descriptive feedback;
- collecting ongoing evidence of their learning;
- preparing collections of evidence to show proof of learning; and
- involving students in communicating proof of learning to an audience.

When students are involved in creating and collecting evidence of learning in relation to clear learning goals, they have a greater opportunity to show proof of learning and use the language of assessment. When they communicate proof of learning to others using the language of assessment they inform others, receive feedback, and can consolidate plans for next steps. Lastly, teachers themselves also collect evidence of learning from multiple sources over time in relation to clear learning goals. When it is time to report, teachers engage in a process of summative assessment – evaluation – that involves professional judgment.

C. Formative Evaluations

These types of evaluations are primarily used to gather information that can be used to improve or strengthen the implementation of a program. Formative assessment focuses on student learning and the notion that instruction and assessment are reciprocal in nature. They are, in simple terms, an evaluation FOR learning. They are (often) ungraded and informal. Their aim is to provide both the students and instructor with a gauge of where their level of understanding is at the current moment, and enable the instructor to adjust accordingly to meet the emerging needs of the class.

Extracted from https://lincs.ed.gov/state-resources/federal-initiatives/teal/guide/formativeassessment (July 9, 2021)

Formative assessment centers on active feedback loops that assist learning (Black & Wiliam, 2004; Sadler, 1989; Shavelson, 2006). Teachers use formative assessments both to provide **feedback** to students about their progress and to **guide decisions** about next steps in the learning process, thereby closing the gap between the learner's current and desired states. Popham (2008) defines formative assessment as "a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing" (p. 15). The operative word in this definition is *process*, in that formative assessment is happening throughout the learning, as opposed to summative assessment, which is often a one-time event that occurs at the end of a learning unit and is used to make judgments about student competence.

Elements of the Formative Assessment Process

Several researchers (e.g., Black & Wiliam, 1998, Sadler, 1989) have identified essential elements of formative assessment. These include (1) identifying the gap, (2) feedback, (3) learning progressions, and (4) student involvement, which are described as follows.

1. *Identifying the gap* is the process of defining the difference (the "gap") between what students know and what they need to know; it includes collaboration between teacher and learner to identify learning goals and outcomes and criteria for achieving these.
2. *Feedback* (i.e., rich conversations between the teacher and student) gives the teacher information needed to identify the current status of a student's learning as well as the specific next steps that he or she can take to improve. Teacher feedback to students must be both constructive and timely to enable students to advance their learning. It must include a description of how their response differed from that reflected in the desired learning goal and how they can move forward. Student feedback and reflection can alert the teacher of the need to modify instructional approaches.
3. *Learning progressions* are used by the teacher to break a learning goal into smaller, more manageable subgoals. The teacher identifies a student's location on the learning continuum and works collaboratively with the student to set a series of smaller goals.
4. *Involving students* in decisions about their own learning and in self-assessment helps students to engage in reflection and build their metacognitive skills. See the TEAL Center Fact Sheet No. 4 on Metacognitive Processes. There is a profound influence on student motivation and self-esteem when students are involved in self-assessments and understand how to improve.

"Formative assessment represents evidence-based instructional decision making. If you want to become more instructionally effective, and if you want your students to achieve more, then formative assessment should be for you."– Popham (2008), p. 15

Why Use Formative Assessments?

Formative assessment with appropriate feedback is **the** most powerful moderator in the enhancement of achievement (Hattie & Timperley, 2007). Formative assessment helps teachers identify the current state of learners' knowledge and skills; make changes in instruction so that students meet with success; create appropriate lessons, activities, and groupings; and inform students about their progress to help them set goals (Ainsworth & Viegut, 2006, p. 23).

Teachers can use results of formative assessments to adjust their teaching strategies and match students with appropriate materials and learning conditions. Information gained from formative assessment can help a teacher determine (1) how to group students, (2) whether students need alternative materials, (3) how much time to allocate to specific learning activities, (4) which concepts need to be re-taught to specific students, and (5) which students are ready to advance.

Feedback on Student Writing

The role of feedback in the learner's writing quality has received considerably less attention than it deserves, according to the few researchers who have turned the inquiry spotlight from students' compositions to teachers' comments on drafts. Teacher feedback, given in written annotations and in oral comments in conferencing, is the mechanism to provide the guided practice struggling writers need to apply newly learned skills (Pathey-Chavez, Matsumura, & Valdes, 2004).

Too often, students tend to correct only those specific errors or directions that are noted without taking the steps to revise the draft (Beach & Friedrich, 2006; Fisher & Frey, 2007), resulting in no real improvement in the consequent draft. These researchers recommend providing feedback through modeling of metacognitive

processing and carefully focusing feedback in written and oral comments on students' understanding of writing development. They emphasize that conferences about writing drafts should end with a written plan of action, whether or not these have occurred face-to-face or online.

A national study of effective writing conducted in the U.K. (Grief, Meyer, & Burgess, 2007) credits constructive and timely feedback with significant development of competence and confidence. The study's authors recommend that group dialogue and individual feedback be part of a writing curriculum for adult basic education students.

Recommended Strategies for Assessing Student Writing

The purpose of assessment tasks and activities is to provide the teacher with a window into students' cognitive processes. Formative assessments allow students to show their thinking and allow teachers a way to see and gauge students' cognitive processes.

Forms of assessment can range from performance-based assessments to reflection journals to multiple-choice items. They can take the form of checklists, rubrics, written papers or oral presentations, graphic organizers, Socratic questioning, etc. They can be teacher observations of student performance, teacher questioning/class discussions, analysis of student work, student self-assessment, KWLs, and student journals, among other informal assessments. The approaches shown in figure 10.14 are useful for assessing students' knowledge about a given topic as well as their writing skills.

Figure 10.13: Writing Assessment Strategies

QUICK WRITES

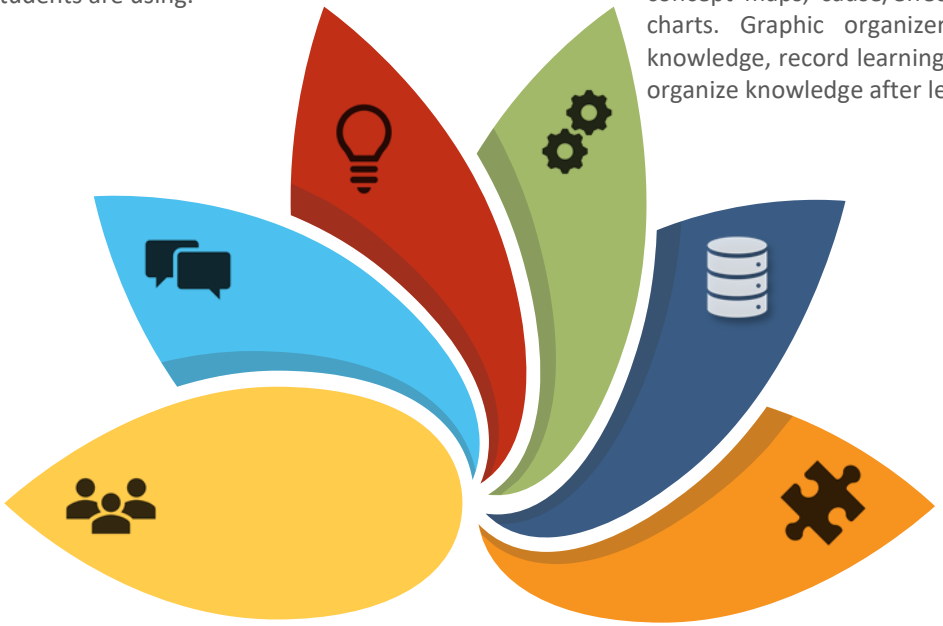
As a pre- or post-assessment tool, 1- to 3-minute quick writes on a topic or big idea can be revealing. Student responses often show what they do or do not understand about a topic, and they provide the teacher with insights into the reasoning processes that students are using.

GRAPHIC ORGANIZERS

These include items such as Venn diagrams, word/idea webs or concept maps, cause/effect charts, flowcharts, and sequence charts. Graphic organizers can be used to assess prior knowledge, record learning during a lecture or class reading, or organize knowledge after learning.

CLOZE WRITING

The cloze procedure consists of fill-in-the-blank activities for sentences and paragraphs that can be used to assess knowledge. Facilitative supports, such as a vocabulary bank, can be used for sentences. For a more extended response, students can be given a short story (for example) for which they must write a one-paragraph ending. The brainstorming for this activity can be done in pairs or small groups, and then each student can write his or her own one-paragraph ending



ENTRY/EXIT CARDS

As students enter class, they respond to a prompt displayed on the board or a flipchart (e.g., a sentence or short paragraph) related to the topic of that day's lesson. Alternatively, students can be asked for an "exit card" that provides insight into what they learned from the day's activities or what they predict might follow..

THINK-PAIR-SHARE OR WRITE-PAIR-SHARE:

These types of activities ensure that everyone has a chance to talk and process their thinking. Ask for two minutes of silence while each student considers his or her response to a prompt, text, lecture, etc. Then, have students take turns sharing their reflections with a partner. Some reflections can then be shared with the whole group..

STUDENT REFLECTION

The teacher can encourage students to reflect on their accomplishments as well as their challenges by asking students to answer questions that spark critical thinking:

-What was your task, the ultimate goal, or the outcome for this activity?

-What are some important concepts and ideas that you discovered/learned? Why are they important?

-How did you solve the problem or task? Did you reach your goal? Explain.

-Would you make changes if you had to do it again? Explain.

➢ :

There is a significant body of evidence linking the formative assessment with student achievement. Adult educators, by encouraging student reflection on their learning and by involving students in decisions related to next steps in reaching their learning goals, both motivate and empower students in the assessment and learning process. Formative assessment can help teachers improve the quality of instruction and help students reach their full potential.

Internal Self Evaluations

Internal Self-Evaluations help the program meet performance targets (include employees, outcomes, program design, and data analysis).

V. Student Evaluations

End of course student evaluations provide useful feedback on program design, quality of instruction, and the overall delivery of course(s). Local program directors can use the information collected from student evaluations to identify professional development needs for instructional staff. The data collected from student program evaluations can also help the local director identify challenges in the program, such as timing of classes, the need for more distance learning options, the availability of classes, and other student needs.

Student program evaluations can be done in paper or electronically and results should always be reviewed by the program director. Copies of evaluations should be maintained for the length of the grant and should be available to the State for monitoring purposes.

A. Career Service Course Evaluation & Certificates

All students who complete a career service course must be presented with the opportunity to complete an end of course evaluation. In addition, it is highly recommended that successful students also be awarded a 'Certificate of Completion'. This is particularly important for participants who are co-enrolled with DWS as DWS will ask for a copy of this certificate.

VI. Staff Evaluations

A. Standards in Action Tool

Because the use of standards in AE classrooms is critical, the State requires that all local programs utilize the Standards in Action Evaluation tool on all instructional staff. Local directors are required to observe each instructor's lesson at least once per year utilizing this multi-paged form. Copies of the completed review are to be maintained in each instructor's local file and these are subject to State review through the monitoring process. A copy of this tool is available on the Commission website, but is also included in Chapter 13 of this manual.

B. Institutional Evaluation Processes

Most AE programs in the State of Wyoming are housed within a Community College and because of this institutional policies in regards to evaluation are also important. Institutional evaluations may differ greatly from the SIA checklist but both should be used by local programs.

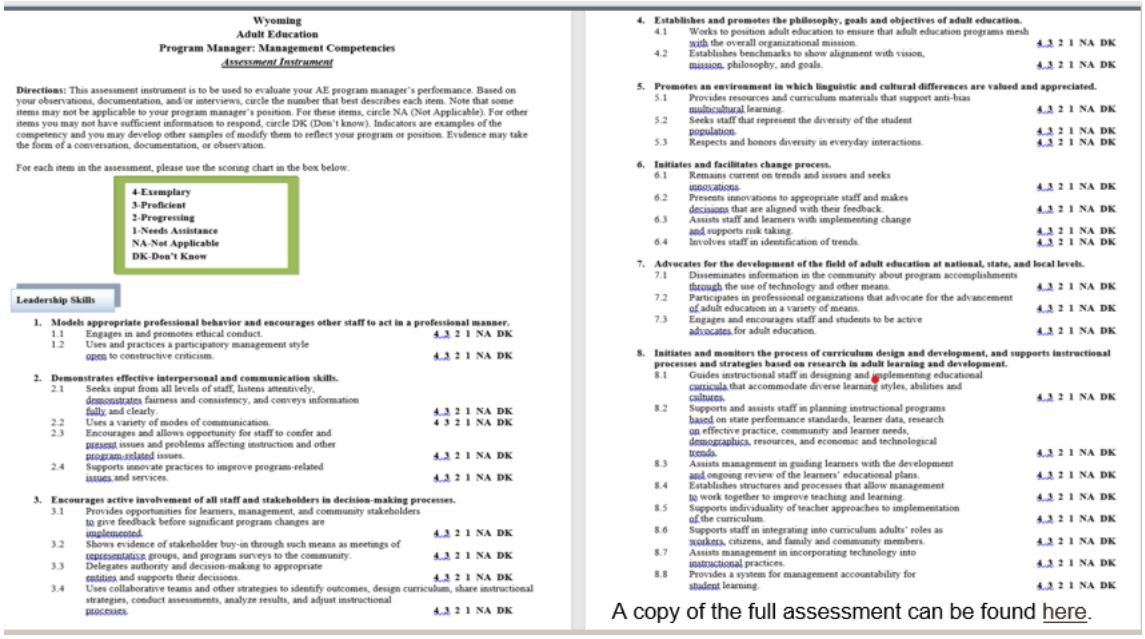
C. Instructional Self-Assessment Tools

The State has provided local programs with multi-leveled self-assessment instruments that can be used by staff to self-identify areas of weakness pertaining to their responsibilities as an AE instructor. These tools are optional but provide a method for easily identifying an instructor's professional development needs. The forms are available on the Commission's website.

D. Manager Competency Evaluation Tool

Another optional tool available to local programs is the Manager Competency Evaluation. The intent of this form is to provide instructors and other staff with an opportunity to evaluate the local director. Programs which use this form should maintain the confidentiality of the staff who are completing the form by identifying a 'lead' person to collect the forms as they are completed. This lead person should then present the completed evaluations to the local director who may review responses. Programs which want to utilize this form may obtain the template from the Commission's website.

This tool can be utilized by local programs to help facilitate and identify areas in the program which may need to be addressed by the local director.



Wyoming
Adult Education
Program Manager: Management Competencies
Assessment Instrument

Directions: This assessment instrument is to be used to evaluate your AE program manager's performance. Based on your observations, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to your program manager's position. For these items, circle NA (Not Applicable). For other items you may not have sufficient information to respond, circle DK (Don't know). Indicators are examples of the competency and you may develop other samples of modify them to reflect your program or position. Evidence may take the form of a conversation, documentation, or observation.

For each item in the assessment, please use the scoring chart in the box below.

4-Exemplary
3-Proficient
2-Progressing
1-Needs Assistance
NA-Not Applicable
DK-Don't Know

Leadership Skills

1. **Models appropriate professional behavior and encourages other staff to act in a professional manner.**
   - 1.1 Engages in and promotes ethical conduct. 4 3 2 1 NA DK
   - 1.2 Uses and practices a participatory management style open to constructive criticism. 4 3 2 1 NA DK
2. **Demonstrates effective interpersonal and communication skills.**
   - 2.1 Seeks input from all levels of staff, listens attentively, demonstrates fairness and consistency, and conveys information fully and clearly. 4 3 2 1 NA DK
   - 2.2 Uses a variety of modes of communication. 4 3 2 1 NA DK
   - 2.3 Encourages and allows opportunity for staff to confer and present issues and problems affecting instruction and other program-related issues. 4 3 2 1 NA DK
   - 2.4 Supports innovate practices to improve program-related issues and services. 4 3 2 1 NA DK
3. **Encourages active involvement of all staff and stakeholders in decision-making processes.**
   - 3.1 Provides opportunities for learners, management, and community stakeholders to give feedback before significant program changes are implemented. 4 3 2 1 NA DK
   - 3.2 Shows evidence of stakeholder buy-in through such means as meetings of representative groups, and program surveys to the community. 4 3 2 1 NA DK
   - 3.3 Delegates authority and decision-making to appropriate entities and supports their decisions. 4 3 2 1 NA DK
   - 3.4 Uses collaborative teams and other strategies to identify outcomes, design curriculum, share instructional strategies, conduct assessments, analyze results, and adjust instructional processes. 4 3 2 1 NA DK
4. **Establishes and promotes the philosophy, goals and objectives of adult education.**
   - 4.1 Works to position adult education to ensure that adult education programs mesh with the overall organizational mission. 4 3 2 1 NA DK
   - 4.2 Establishes benchmarks to show alignment with vission, mission, philosophy, and goals. 4 3 2 1 NA DK
5. **Promotes an environment in which linguistic and cultural differences are valued and appreciated.**
   - 5.1 Provides resources and curriculum materials that support anti-bias multicultural learning. 4 3 2 1 NA DK
   - 5.2 Seeks staff that represent the diversity of the student population. 4 3 2 1 NA DK
   - 5.3 Respects and honors diversity in everyday interactions. 4 3 2 1 NA DK
6. **Initiates and facilitates change process.**
   - 6.1 Remains current on trends and issues and seeks innovations. 4 3 2 1 NA DK
   - 6.2 Presents innovations to appropriate staff and makes decisions that are aligned with their feedback. 4 3 2 1 NA DK
   - 6.3 Assists staff and learners with implementing change and supports risk taking. 4 3 2 1 NA DK
   - 6.4 Involves staff in identification of trends. 4 3 2 1 NA DK
7. **Advocates for the development of the field of adult education at national, state, and local levels.**
   - 7.1 Disseminates information in the community about program accomplishments through the use of technology and other means. 4 3 2 1 NA DK
   - 7.2 Participates in professional organizations that advocate for the advancement of adult education in a variety of means. 4 3 2 1 NA DK
   - 7.3 Engages and encourages staff and students to be active advocates for adult education. 4 3 2 1 NA DK
8. **Initiates and monitors the process of curriculum design and development, and supports instructional processes and strategies based on research in adult learning and development.**
   - 8.1 Guides instructional staff in designing and implementing educational curricula that accommodate diverse learning styles, abilities and cultures. 4 3 2 1 NA DK
   - 8.2 Supports and assists staff in planning instructional programs based on state performance standards, learner data, research on effective practice, community and learner needs, demographics, resources, and economic and technological trends. 4 3 2 1 NA DK
   - 8.3 Assists management in guiding learners with the development and ongoing review of the learners' educational plans. 4 3 2 1 NA DK
   - 8.4 Establishes structures and processes that allow management to work together to improve teaching and learning. 4 3 2 1 NA DK
   - 8.5 Supports individuality of teacher approaches to implementation of the curriculum. 4 3 2 1 NA DK
   - 8.6 Supports staff in integrating into curriculum adults' roles as workers, citizens, and family and community members. 4 3 2 1 NA DK
   - 8.7 Assists management in incorporating technology into instructional practices. 4 3 2 1 NA DK
   - 8.8 Provides a system for management accountability for student learning. 4 3 2 1 NA DK

A copy of the full assessment can be found here.

Appendix #1: Sample Desk Audit Checklist

ABE Desk Audit Checklist

Site:_____ **Date:**_____

File #___: Student Name_____

	Yes	No	Notes:
Intake Forms			
1. current intake form is used			
2. form is signed			
3. form is complete			
4. Student has registered at Wyoming at Work			The date of registration must be indicated on the intake form.
Student Files contain:			
1. intake form			
2. intake essay			
3. state goal sheet			
4. Integrated Learning Map			
5. PowerPath results, response booklet, personal profile			
6. pathways form			
7. student contract			
8. software access codes			
9. pre/post test results			
10. information regarding student progresss			
11. Smarter Strategies			
12. Samples of student work			
13. Career Research Worksheet			
14. SMARTER Career Plan			
Distant Learning Students			
file contains:			
1. DL assessment			
2. DL application			
3. Student tracker timesheet			
Exited Students			
file contains:			
1. exit form and reasons for exit are documented			
2. post test (if applicable)			
3. HSE test results (if applicable)			

4. surveyed information is recorded			
Student Hours			
1. student hours are logged on site (sign-in sheets)			
2. DL hours are tracked appropriately			
3. Hours logged on sign in sheets and DL hours match hours submitted on Weekly Log of Hours			
4. Student hours are logged in a place where instructor can readily access to verify when student is due for a post test.			
	Yes	**No**	**Notes:**
Age Waiver Applications			
1. application is complete			
2. shows the date in which it was submitted to the State and to Torrington			
Testing			
1. OPT scores are in file			
2. pre and post test scores are in file			
3. Waiver to post test form (if applicable)			
4. Release to test form is in file			
5. HISET log in information is recorded in student file			
6. Full battery TABE CLAS-E assessment is given (when applicable)			
7. Alternate Forms are used for pre/post testing			

Appendix #2: Research Article

Original Research

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New Trends in Formative-Summative Evaluations for Adult Education

Haifa F. Bin Mubayrik[1]

Abstract

The aim of this article was to review the different evaluation approaches for adult learners and the effect on promoting the quality of teaching and learning. This study aimed to identify new trends in adult education formative-summative evaluations. Data were collected from multiple peer-reviewed sources in a comprehensive literature review covering the period from January 2014 to March 2019. A total of 22 peer-reviewed studies were included in this study. Results were systematically analyzed to answer three questions as follows: what are the new trends in the summative and formative evaluations of adult learners? What are the new trends in the summative and formative evaluations of adult learners engaged in distance learning? And what are the outcomes/drawbacks in the summative and formative evaluations of adult learners? An analysis of the existing literature indicated that those who instruct adults must use a wide variety of pre- and post-assessment tools to match students' differences with their needs. It also highlighted the importance of "assessment for learning" rather than "assessment of learning" and "learning-oriented assessment" (LOA) for lifelong learning, thus preparing adult learners for future responsibilities and decision making. It also indicated the importance of reflection and immediate feedback for the adult learner. Assessment of mental phenomena such as creativity should have defined terms. The findings of this article supported the argument for more attention to be paid to new trends in evaluations used in adult education. One important result of this kind of evaluation is its facilitation of self-confidence within the adult learning setting.

Keywords

adult learner, adult student evaluation, distance learning evaluation, formative-summative evaluation

Introduction and Background

The adult education system has changed dramatically since Malcolm Knowles (1970) introduced his theory and definition of adult education (Knowles et al., 2014; Merriam & Brockett, 2011), and the boundaries of "adult education" are broad and difficult to delineate. The term "adult learners" now includes individuals who, following a break in study after leaving compulsory or regular university education, become involved in a diverse range of formal, informal, and non-formal education that results in acquisition of new skills, knowledge, and well-being (Kil et al., 2013; Knowles, 1970; Lee, 2016). The "adult student" category is often limited to those aged 25 and over (Chao et al., 2007). There is some overlap between the categories of "nontraditional student" and "adult student." The "adult student" is first defined as a student who pursues any program leading to a vocational certificate, degree, or training; second, his or her goal for education is to gain additional or enhance existing work skills; third, he or she considers himself/herself primarily as a worker, not a student; and, finally, is likely to be enrolled in distance education because of his or her numerous responsibilities and multiple life roles (Compton et al., 2006; Ross-Gordon, 2011). Adult education involves adults engaging in sustained, systematic, self-educating activities to gain values, knowledge, attitudes, and new skills.

The adult learning theory suggested by Knowles (1970), which focuses on adult learner engagement in the learning process, irrevocably changed adult education. Currently, emphasis is placed on urging adult learners to actively *involve themselves* in *evaluating their own learning* by helping them assess the strengths and weaknesses of their performance objectively, thereby improving their learning process (Knowles, 1970; Merriam, 2001).

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Adult Education Evaluations

"Evaluation" and "assessment" are often used synonymously to refer to the process of judging and assigning value to an item. However, the term "assessment" is technically used to judge work, learning, or performance (formally or informally), while the term "evaluation" is used to measure all other aspects of academic endeavors (Martin & Collins, 2011)

During an education program, evaluations are conducted at several stages to determine the value of certain aspects according to a set of guidelines with specific criteria (Boonchutima & Pinyopornpanich, 2013). According to Jones (2003), both assessment and evaluation procedures identify what is being assessed, addressing the nature of assessment and the collection of appropriate evidences. Both assessors and evaluators must be clear about what they are assessing.

Evaluations often include a crucial element for measuring adult learners' outcomes; thus, such evaluations are connected to public and private decision-making processes that serve important political functions, such as fund allocation, spending analysis, and accountability. Furthermore, evaluations are increasingly linked with the stakeholder's education, social transformation, and empowerment (McNamara et al., 2010). Assessment and monitoring play a critical role in enhancing the quality and conditions of adult and continuing education programs—not only from the *assessor's perspective but also* from the learner's. The monitoring and evaluation of adult learners are of vast significance, given that such procedures do not restrict their creativity and success (Comings, 2007).

Conventionally, evaluations are differentiated as either formative or summative. "Formative evaluations" are conducted throughout a course to evaluate a student's learning process and are used to alter, modify, and improve learning. Often, they provide feedback to both educators and learners while the program is still underway (Knowles et al., 2014). On the contrary, "summative evaluations" are retrospective assessments conducted after the learner has completed the course or program. Summative evaluations are utilized to ensure the educator's accountability, demonstrate achievement, and judge the quality of a program in its entirety (Sewall & Santaga, 1986). Simply, formative methods are an assessment *for* learning whereas summative ones are an assessment *of* learning.

Globally, there is a move toward so-called "knowledge-based communities" (UNESCO World Report, 2005). Accordingly, the rapid changes taking place in learners' everyday lives can lead to new learning requirements and evaluation approaches. Therefore, the development of requirements in the adult learning field and evaluations for unique labor markets are crucial to confronting the various challenges faced by adult learners. In general, adult learning is important and relevant because it provides more opportunities for adults in today's world (Angelo, 1995).

To summarize, assessment is defined as a continuous process to measure, monitor, and improve learning, degree of achievements, outcomes, and decide how much objectives are accomplished (Fernandes et al., 2012; Parker et al., 2001; Yambi, 2018). On the contrary, evaluation validates and judge the performance or outcome quality degree and level for decision making (Baehr, 2005). Thus, the key difference between the two is that assessment is directed toward learning progression, evaluation is aimed to outcome. Assessment is continuous systematic measures to review and assess the learner improvements, weakness and strength using the obtained data and information for academic support (Yambi, 2018).

In general, assessment is performed on regular scaffolding basis with active participation and involvement of both parties. The assessor is the one who appraises the growth and progress on the predetermined well-defined criteria, whereas the assessee, is the person to be assessed. The whole phenomena purpose is to conclude about learning efficiency and overall performance of the learner and where enhancement is needed. In assessment, the assessor defines and plans the objectives, gathers data and utilizes those evidences to improve the assessee's required knowledge and skills quality (Baehr, 2005; Parker et al., 2001; Yambi, 2018).

Alternatively, "evaluation" originated from the word "value" which means "the judgment about efficacy and valuability." Hence, evaluation examines and determine its validity and usefulness.

Basically, evaluation is a systematic measure and observing of quality of achievement against some objectives and standards or via compare and contrast. Thus, evaluation is final phase to assess the grades, mastery, and quality of a completed process (Baehr, 2005; Parker et al., 2001; Yambi, 2018).

Differences Between Assessment and Evaluation

Yambi (2018) stated that the main differences between assessment and evaluation, they are as follows:

1. Assessment is the process of collecting and examining the data to improve the current and future performance. Evaluation is a judgmental process using standardized criteria to evaluate final grades or scores.
2. Assessment is investigative diagnostic, as it identifies weak areas to improve. Whereas Evaluation is judgmental since it provides the learner with the overall score.
3. Assessment serves as a feedback on learning to enhance the performance. In contrast, Evaluation determines if the criteria are fulfilled or not.
4. Assessment goal is formative or assessment for learning, that is, to improve the performance during the process but evaluation is summative since it is

preformed after the program has been completed to judge the quality.
5. Assessment targets the process, whereas evaluation is aimed to the outcome.
6. Assessment feedback relies on reflections of strong and weak points. In evaluation, it depends on the level of outcome against predetermined criteria.
7. The association between assessor and the person to be assessed is student-centered and depends on perception, standards internally and jointly defined. On the contrary, in evaluation the evaluator shares a perspective association with the person to be evaluated against predetermined measures defined by the evaluator.

Summative versus formative assessment. There are several differences between summative and formative assessment. Yambi(2018) allocated a number of differences, the following are some of these differences:

1. Formative assessment is a continuous monitoring during the learning process.
2. Summative evaluation is performed at the end point such as completing a unit or a course.
3. Formative assessment observes the performance during the process and improve it.
4. Summative assessment is a final graded achievement to judge if the learner has attained the learning objectives.
5. Formative assessment, targets student's learning improvement and advancement. Thus, meaningful feedback is required. While summative assessment is aimed to assess student's accomplishments.
6. Formative assessment is conducted multiple times during the process, whereas the summative is held after concluding part or course.
7. Summative assessment includes the full topic or course when assessing. Thus, summative assessment is considered to be more of a "product assessment."
8. Formative assessment considers evaluation as a continuous regular process.

Formal versus Informal assessment

There are two main classifications of assessments: formal and informal. Formal assessments when supportive evidences are derived from examination. This type of examination is usually referred as standardized test such as TOFEL. Those measures have been verified in advance and have criteria to support the results. The collected information is calculated into numbers or percentages.

Informal assessment is designed to measure learning progress, comprehension, and performance. For instance, observation, class activities, and feedback are forms of informal assessment.

The employed evaluation should have objectives to be aligned with. Formal assessment should be standardized to measure the overall attainment and to compare equally the students of the same level with each other. On the contrary, informal assessments "criterion referenced or performance-based measures" is used for education comprehension and improvement.

The most efficient teaching strategy is to define the educational goals and align the course instructions to those purposes, followed by evaluating knowledge and skills. Extra activities should be employed for any unachieved goal.

To sum up, formal assessment is the plan that relies on data and assess student learning and achievements. Thus, it assesses capabilities and knowledge of the students versus predetermined criteria, such as standardized and criteria sheet assessment.

On the contrary, informal assessment is unplanned assessments integrated into the class activities to assess comprehension and growth, an example of this is direct observation and educational portfolio.

Both informal and formal assessment are required for efficient teaching, learning, and to reveal an impression about students' learning progress and quality. For example, formal assessment can be used to measure achievement versus objectives and compare the level with the other students. Informal assessments on the contrary, can be used to assess student progress and define points of weakness and strength to improve teaching and learning (McAlpine, 2002; Weaver, 2017; Yambi, 2018).

Effective Formative Assessment

The effective formative assessment is designed to attain the desired learning objectives and focuses on daily needs and practices. It is aimed to monitor student achievement and progress in achieving the desired goals, thus must be precise, clear, quantifiable, and based on Bloom's Taxonomy. It should be able to assess individual and group performance and consistent without changing everyday practice to fit the exam. One of the advantages of formative assessment or assessment for learning is to give feedback and directions to adjust teaching strategies to guide and lead students to achievements and success (Trumbull & Lash, 2013).

Formative Assessment Techniques

Several techniques are used for effective formative assessment or assessment for learning, some of them are as follow (Srivastava et al., 2018; Trumbull & Lash, 2013):

1. Exit ticket/ slip: A question is asked to all students after the lecture, for example what are the main points? This is to measure understanding.
2. Classroom quizzes: Helps in assessing cognitive skills, allows students to evaluate their own studies

3. One-minute paper: 60 s for the student to recall at the end of the part or lecture.
4. Muddiest point: Students identify the most difficult point to comprehend.
5. Directed paraphrasing: Restate section or lecture.
6. One-sentence summary: Students will answer the questions in one sentence.

Problem Statement

This study explored new trends in adult education formative-summative evaluations. As adult learners approach education differently than traditional students, teachers and evaluators often have difficulty gauging their levels of learning success and achievement, particularly in distance education environments, where there is often an array of challenges (Vasilevska et al., 2017). This study sought to *fill* a research *gap* in this area and identify the newly reported evaluation trends and techniques in adult and continuing education, especially with regard to formative-summative evaluations.

Conventional methods were predominantly used for the purpose of reflecting immediate information acquisition as opposed to enhancing the learning process or ensuring thorough and lasting *learning*. In recent decades, the presence of adult learners has increased on college campuses. The National Center for Education Statistics (NCES) *reported* that higher education enrollment has increased and is expected to continue to rise until the academic year 2025–26. The number of learners over 25 is projected to remain steady or increase in the future (Hussar & Bailey, 2017).

Some education experts believe that adult evaluations suffer from a lack of clarity in the current framework; they are time-consuming, complex, and extremely difficult to perform (Hay et al., 2010; Lavin, 1993; OECD, 2008). However, as there is a lack of data regarding new trends in adult evaluations, this article intends to help address this issue. The findings can help inform further educational institutions and policy makers in the development of means for knowledge acquisition and evaluative methods in adult education.

Aim

This study aimed to broadly explore new trends in adult education evaluation and highlight novel aspects to support adult learning in the future.

Objectives

The precise objectives of this study were as follows: (a) explore newly reported trends in adult education evaluation, particularly formative and summative evaluations; and (b) examine the effectiveness and drawbacks of formative and summative evaluations for adult learners.

Research Questions

Research Question 1 (RQ1): What are the new trends in the formative and summative evaluations of adult learners?

Research Question 2 (RQ2): What are the outcomes/drawbacks in the formative and summative evaluations of adult learners?

In view of the research questions, all investigations related to the adult education evaluation in higher education were reviewed

Method

Data Source and Search Strategies

A complete and systematic search of the existing literature was conducted using trends in adult education and evaluation (both formative and summative) as the primary keywords. Data were collected from a variety of peer-reviewed research papers obtained from databases and online libraries including EBSCOhost Research Platform, ProQuest, ERIC, SCOPUS, JSTOR, OAIster, Emerald Reach, PsycINFO, Google Scholar, and Citation Search. A reference list of relevant articles was also examined, the websites of related organizations/universities were searched, and experts were consulted. The literature search covered the period from January 2014 to March 2019.

The following search keywords were used to identify potentially relevant studies in the title, keywords and abstract; "learning" OR "adult learning" OR "distance learning" OR "student learning" AND "evaluation" OR "assessment" OR "formative" OR "summative."

Inclusion and Exclusion Criteria

For inclusion in the study, articles had to meet the following criteria: (a) relate sufficiently to problems associated with the evaluations of adult learners (summative and formative or adult distance education; b) be peer-reviewed articles; and (c) the full text of the article must be accessible and in English.

Exclusion criteria: The studies if they were (a) not reported in English (b) focus on a specific part of the adult evaluation: summative and formative, for example, the difference between summative and formative evaluation (c) has no intervention or short paper such as poster (d) if the full text was not available and if they are not related to postgraduate students and adult students.

Data Abstraction

The following variables for each study were extracted: author name(s), specialty, publication year, education topic, and

Figure 1. Flowchart representing the article search and selection process.

evaluation method, specific intervention, number of participants, study design, and study outcomes.

Study Review Process

Following data extraction, the articles were examined and analyzed according to the predetermined categories—summative and formative—as well as the different educational in formal, informal, and nonformal settings.

Results

Search Results

A literature search was conducted covering the period from January 2014 to March 2019. A total of 33,934 peer-reviewed articles were identified. Articles were screened according to title (n = 33,934), resulting in 641 abstracts for review to determine final eligibility status. After methodically examining the abstracts, 475 articles were excluded: 82 that were not written in English and 62 that were either duplicates (15) or did not meet other inclusion criteria (47). The full text of the remaining articles was then reviewed; 22 relevant peer-reviewed articles met all of the inclusion criteria and were selected as suitable for this study (Figure 1).

Study Outcomes

The 22 peer-reviewed studies included in this study are presented in Table 1. All of the articles were published in the past 5 years (2014–2019), and most (67.2%) were published in the past 3 years. The studies' sample sizes ranged from nine to 1,050 participants, and the aggregate sample size totaled 2,882 adult participants across all 22 studies. Six studies were related to the health care field (Aycock et al., 2018; Bullock et al., 2018; Elshami & Abdalla, 2017; Freeman & Tashner, 2015; Jamil et al., 2018; Srivastava et al., 2018). Four focused on English as a foreign language (Estaji & Mirzaii, 2018; Jiang, 2014; Mohamadi, 2018; Mohamadi Zenouzagh, 2019). Three were related to engineering and technology (Baleni, 2015; Dascalu et al., 2017; Hansen & Ringdal, 2018) and a further three to education (Baleni, 2015; Elmahdi et al., 2018; Hawe & Dixon, 2017). Two studies were related to science (Baleni, 2015; Keller, 2017) and two to the field of psychology (Barnes & Gillis, 2015; Leiva et al., 2018). The fields of social sciences (Deeley, 2018), physical education (Martos-Garcia et al., 2017), and mathematics (Cross & Palese, 2015) were each represented by a single study. These studies were carried out in different parts of the world: six were conducted in the United States (Aycock et al., 2018; Barnes & Gillis, 2015; Bullock et al., 2018; Cross & Palese, 2015; Freeman & Tashner, 2015; Keller, 2017), three in Iran (Estaji & Mirzaii,

Table 1. Characteristics of the Studies.

Author(s), Year, Country	Type of study	Number of participants assessed	Intervention	Positive change/negative change/no difference
Jiang (2014), China	Observation/semi-structured interviews Qualitative	31 English as a foreign language (tertiary institution)	Formative questioning (procedural, divergent, and convergent questioning)	Enhanced self-regulated learning Collaborative tasks engage learners in higher-order thinking Increased classroom participation Divergent questioning benefited more
Baleni (2015), South Africa	Survey of staff and students Qualitative and Quantitative	220 1st-year education, science, engineering, and technology (Comprehensive University)	Formative followed by summative evaluation using blackboard (two modules: online discussion forums and multiple choice, true/false using blackboard)	Enhanced student understanding and success Improved Self-monitoring Provide important feedback about students' learning
Barnes and Gillis (2015), USA	Open-ended questionnaire Qualitative	31 Psychology (University)	Formative assessment 360°	Deeper and integrative understanding Immediate feedback on performance and course Increased classroom participation
Cross and Palese (2015), USA	Pre- and post-CAT Quantitative	1,050 Intermediate Algebra class (University)	Classroom assessment techniques (CATs) in online discussion forums	Improved students' learning and scores
Freeman and Tashner (2015), USA	Pre- and posttest result analysis Quantitative	16 Immunology course Allied Health Science (University)	Synchronous and asynchronous web-based formative assessment followed by summative. (Synchronous Kahoot!, Plickers application, and asynchronous online quizzes using learning management system (LMS)).	Positive impact on understanding and summative assessment scores
Dascalu et al. (2017), Romania	Questionnaire Quantitative	41 Engineering	Web-based formative assessment (PoliCAT; Computer adaptive testing), followed by summative assessment	Enhanced self-regulated learning Sharpened skills and understanding Positive impact on summative test scores
Elshami and Abdalla (2017), United Arab Emirates	Focus group discussion Qualitative	24 Radiography students (University)	Peer formative assessment (anonymous assessment using a standardized evaluation sheet)	Improved students' learning Quality of feedback, time-consuming, needs, training, and workshops

(continued)

Table 1. (continued)

Author(s), Year, Country	Type of study	Number of participants assessed	Intervention	Positive change/negative change/no difference
Hawe and Dixon (2017), New Zealand	Semi-structured interviews Collection of learner artifacts Qualitative	18 Undergraduate teachers' program to upgrade their diploma to a degree (University)	In-class activities (reading, solving jigsaw puzzles, brief quizzes, concise PowerPoint presentations, and/or summaries of key ideas), followed by a collection of artifacts produced during activities and use of exemplars, peer review, and feedback Summative test	Improved meta-cognition Enhanced self-monitoring and self-regulation Improved students' learning Usefulness of feedback
Keller (2017), USA	Survey Quantitative	22 General biology (Community Colleges)	Formative (short-answer post lab questions and drawings, "dry run" practical exam, in-class reflective writing) followed by Summative (written and practical)	Improved students' learning and immediate feedback
Martos-Garcia et al. (2017), Spain	Self-reported questionnaire Perception scale Quantitative	253 Physical education (University)	Blogosphere and peer assessment	Increased classroom participation Increased motivation Useful feedback Effective peer assessment
Aycock et al. (2018), USA	Survey Quantitative	45 Physician's assistant (University)	Classroom Assessment technique (Anonymous Muddiest Point CAT)	Identified areas of misunderstanding and improved understanding
Deeley (2018), Scotland	Student feedback Qualitative	20 Social Sciences (University)	Formative followed by Summative and enhanced with technology (Mahara, Echo 360 System, and Google Glass, Camtasia)	Positive impact on assessment and improved students' learning Effective peer assessment Useful feedback
Elmahdi et al. (2018), Bahrain	Questionnaire Qualitative and quantitative	166 Bahrain Teachers' College (University)	Plickers for formative assessment	Improved students' learning Increased classroom participation Provided individualized learning Useful feedback
Estaji and Mirzaii (2018), Iran	Experimental and control groups Two focus group interviews Posttest Quantitative	58 English as a foreign language (Kish Institute of Science and Technology institution)	Formative (concept maps, vocabulary quizzes, oral questioning templates, Vocabulary Knowledge Scale)	Improved learning, knowledge, and application of knowledge

(continued)

Table 1. (continued)

Author(s), Year, Country	Type of study	Number of participants assessed	Intervention	Positive change/negative change/no difference
Hansen and Ringdal (2018), Norway	Sequential explanatory mixed-methods design (changes in achievement and focus group interview) Quantitative	190 Engineering (University)	Formative assessment test (14 assessments /year: six individual mathematics tasks, six multiple choice question (MCQ) tests, and two mock exams) and achievement-goal questionnaire (six times/ year)	Improved comprehensive understanding Useful feedback
Jamil et al. (2018), Pakistan	Questionnaire Quantitative	171 Medical (Neurosciences Module) (University)	Formative test using Kahoot! software (Game-based student response system)	Improved students' learning and performance Enhanced self-regulated learning
Leiva et al. (2018), Costa Rica	Data reflecting language competence Self-reported questionnaire Qualitative	9 Psychology (University)	Course assessment after 4–5 weeks of strategy training (guessing meaning, vocabulary recognition, comprehension, and summarization) Then, task review followed by formative and summative quizzes	Positive impact on summative scores Increased motivation Improved students' learning and scores
Mohamadi (2018), Iran	Pre-/posttest IELTS writing rating scale Quantitative	130 English as a foreign language (University)	E-portfolio writing, e-writing forum; online electronic writing summative assessment	Improved students' learning and scores
Srivastava et al. (2018), India	Pre-/posttest feedback questionnaire Quantitative	200 Exp = 100 and control = 100 Medical Physiology (University)	Classroom quiz, one-sentence summary, exit ticket, directed paraphrasing, 1-min paper, Muddiest Point	Improved students' learning and scores Useful and immediate feedback Easily integrated in class
Bullock et al. (2018), USA	Post-course survey Quantitative	157 Pharmacy (University)	Muddiest Point assessment incorporated within summative exam review	Improved students' learning and scores Improved understanding Useful feedback
Mohamadi Zenouzagh (2019), Iran	Classroom observation, content analysis Pre-/posttest Quantitative	30 English as a foreign language (Vocational institute)	E-collaborative discussion forum, e-portfolio writing, e-writing forum. Online electronic writing summative assessment	Improved students' learning and competences Effective feedback

Thirteen studies were quantitative, six were qualitative, and two used a mixed-methods approach, as shown in Table 1. Intervention lengths ranged from 4 weeks to 7 months.

Table 2. Summary of the Main Measured Outcomes Reported in the Reviewed Studies.

Main outcome	Author(s)
Self-regulated learning	Jiang (2014), Baleni (2015), Dascalu et al. (2017), Hawe and Dixon (2017), and Jamil et al. (2018)
Increased classroom participation	Jiang (2014), Barnes and Gillis (2015), Martos-Garcia et al. (2017), and Elmahdi et al. (2018)
Improved understanding	Baleni (2015), Barnes and Gillis (2015), Freeman and Tashner (2015), Dascalu et al. (2017), Aycock et al. (2018), Hansen and Ringdal (2018), and Bullock et al. (2018)
Useful and immediate feedback	Baleni (2015), Cross and Palese (2015), Barnes and Gillis (2015), Keller (2017), Martos-Garcia et al. (2017), Deeley (2018), Estaji and Mirzaii (2018), Hansen and Ringdal (2018), Srivastava et al. (2018), Bullock et al. (2018), and Mohamadi Zenouzagh (2019)
Improved students' learning and scores	Cross and Palese (2015), Elshami and Abdalla (2017), Hawe and Dixon (2017), Keller (2017), Deeley (2018), Elmahdi et al. (2018), Estaji and Mirzaii (2018), Jamil et al. (2018), Leiva et al. (2018), Mohamadi (2018), Srivastava et al. (2018), Bullock et al. (2018), and Mohamadi Zenouzagh (2019)
Increased motivation	Martos-Garcia et al. (2017), and Leiva et al. (2018)

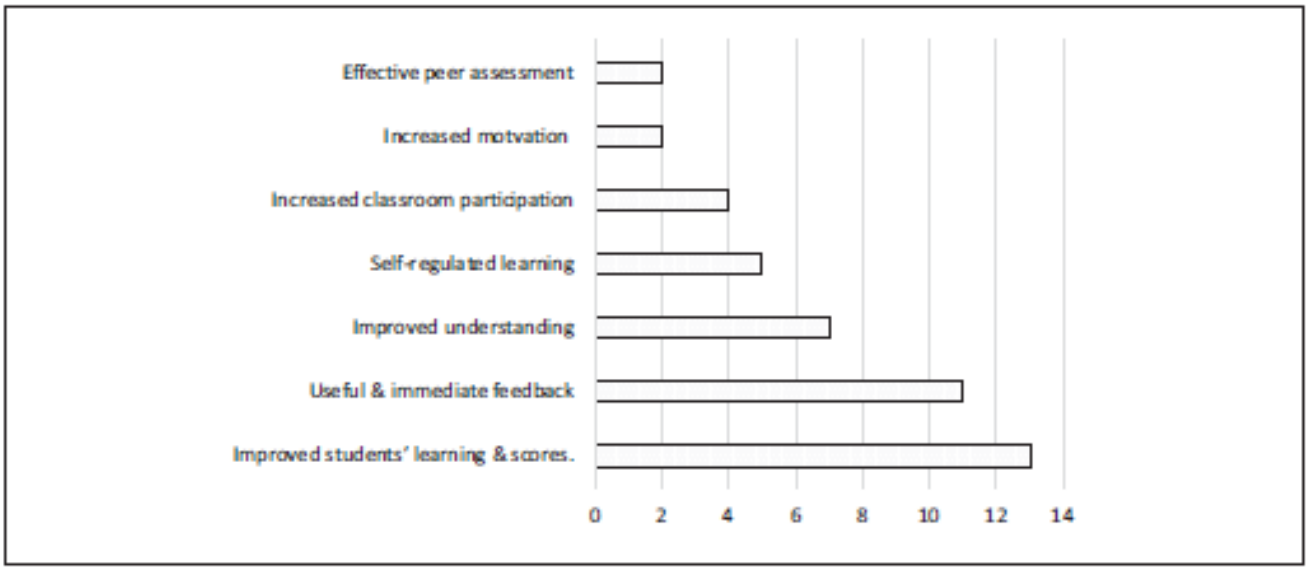

Figure 2. Graphical representation of the main measured outcomes reported in the reviewed.

2018; Mohamadi, 2018; Mohamadi Zenouzagh, 2019), and one study each in China (Jiang, 2014), South Africa (Baleni, 2015), Romania (Dascalu et al., 2017), the United Arab Emirates (Elshami & Abdalla, 2017), New Zealand (Hawe & Dixon, 2017), Spain (Martos-Garcia et al., 2017), Scotland (Deeley, 2018), Bahrain (Elmahdi et al., 2018), Norway (Hansen & Ringdal, 2018), Pakistan (Jamil et al., 2018), Costa Rica (Leiva et al., 2018), and India (Srivastava et al., 2018).

Table 1 displays the characteristics and interventions used in the studies. All interventions aimed at identifying the application and effectiveness of formative-summative evaluations in adult education by determining the respondents' answers, ideas, perspectives, achievements, and opinions. The main reported outcomes are summarized in Table 2 and Figure 2. Only one disadvantage was reported by Elshami and Abdalla (2017).

Discussion

Much adult learning occurs within a corporative learning environment comprising the adult learner and his or her teacher, facilitator, or trainer. The latter are required to cover the demands of various kinds of learners in different dynamic, and self-paced environments. The studies reflected the various short- and long-term assessor roles of teachers (facilitators and trainers), who are expected to prepare their syllabi with the necessary pedagogical, instructional design, and learning theory skills to deliver knowledge based on the learning context.

Do Learning Assessments and Evaluation Positively Affect Adult Learners?

Effective learning assessments can help *students become* better *learners* while also encouraging them to take better ownership of their education, as opposed to coasting as "surface *learners"* who only memorize information because of persistent prodding from external bodies, such as educational *accreditation bodies (*including *governmental* and private *sector organizations and* professional associations). In 2013, the National Institute for Learning Outcomes Assessment (NILOA) highlighted institutions' current assessment activities and described how these institutions were using evidence of student learning outcomes. In particular, NILOA, showed a large increase in the use of rubrics, portfolios, and other classroom-based assessments (Kuh et al., 2014). Dochy et al. (1999) concluded in their investigation that the growing demand for adult education had stimulated considerable interest in re-*evaluating* the relationship between learning quality and assessments, and that a combination of the different newer forms of evaluation used to assess adult learners' achievement and progress had helped adult education become more responsible and reflective.

Does Formative and Summative Evaluation Improve Higher Education?

Boud and Falchikov (2006) *argued that* assessment must be learning-oriented and should foster *future lifelong learning.* Students must become their own assessors to succeed as adult *learners who use their learning to participate* in real world contexts and ongoing *practices that apply the learning acquired. "*Contextualized learning," or learning by reflecting on real world contexts, is essential for adult learners. A study by Jones (2003) indicated that evaluation procedures must become clearer and more accurate to reveal students' achievements, and they must continually evolve to reflect new advances, students' gains, and broader changes. Meyer (2002) revealed the importance of learner success and achievement as a factor affecting online education quality.

In recent years, adult education outcomes have become a concern of the overall educational system, but they have been overshadowed by attention to the criteria for quality formative-summative evaluation as a significant step in the learning process. New trends in adult education recognize, not only the importance of the evaluation process, but also the necessity of quality-based educational development relevant to adult learners' goals (often work-related). The quality process has three phases: peer evaluations, self-education, and joint evaluations. External evaluations comprise studies and competence evaluations; self-evaluations comprise thoughtful analyses of competence; and consolidation refers to the consolidated outcomes portfolio.

Normally, formative evaluation is used to alter and improve learning—in this case, to provide appropriate feedback to staff—while the program is still underway. Knowles et al. (2014) noted that these two types of evaluation help with the creation and prioritization of goals and program content, offering direction for beneficial adult program planning, re-diagnosis of adult learning needs, and guiding principles for adult program management. They also assist in improving teaching and learning processes by gathering information. Knowles et al. (2014) also encouraged self-evaluation of adult learners' ideas or learning according to established *standards* and *criteria*.

Summative *(or terminal)* evaluations are used to satisfy accountability, prove a point, or make sound judgments regarding the overall quality of an adult evaluation program *(*Aboulsoud, 2011). They draw together previously acquired information; for example, collected formative evaluations.

What are the New Demands and Trends in Adult Learner Evaluation?

According to the findings, adult education is widespread, and the number of nontraditional learners is only increasing—in the workplace, online, in communities, as well as in hospitals, centers for migrants, cultural centers, prisons, churches, and universities (Hunter-Johnson, 2017). Program evaluations with learner input is obviously an important aspect of this of nontraditional adult learners. One current trend is the evaluation of e-learning usability. This is particularly relevant for identifying what users want from online education and how to support them and prevent dropout, which, in turn, rests in part on the adult learners' technical abilities (which may differ more than among younger learners) and the technologies used across different types of e-learning programs (Zaharias & Poylymenakou, 2009).

The new trends in adult education evaluation appear in the form of increased activity in adult education programs to assess learners. In recent years, research on adult education quality within an educational system has focused on the criteria for quality evaluation and measurement. In this regard, divergences certainly remain among evaluators and learners. The main intention of these current trends is to demystify evaluations. How operational are formalized evaluations? Here, it must begin with the instructor's philosophical concerns regarding education and classroom experiences. In adult education, the instructor (facilitator) believes that it is essential to monitor experiences within the adult learning setting and ensure that his or her teaching methods, assignments, and experiences meet the adult learners' demands and expectations. With regard to formative evaluations, how can a facilitator know "at that very moment" that his or her course is actually of use to the adult students?

One approach involves breaking down each formative evaluation into three cycles: short, medium, and long (William, 2006). Adult learners bring considerable knowledge and experience into the learning setting. A student-centered approach should be pursued to connect with students'

reflections, needs, experiences, and expectations as well as prioritize them in the education evaluation process (Smith, 2017). This move alone would make the adult learning setting more diverse. Meyer (2002) observed that adults generally want immediate feedback and critical evaluations, expect to be respected to a greater degree than younger learners, and more often than not assume full responsibility for their education. Merriam and Brockett (2011) also noted that feedback is an important component of formative evaluations in adult learning; indeed, the existence of feedback has been shown to improve adult learners' evaluation quality (McNamara et al., 2010).

One critical area of assessment is evaluating "intelligence" and "creativity," but these are obviously nebulous areas that are hard to measure with quantitative summative assessments. Therefore, *agreement on the technical definition of terms is important* (Jones, 2003).

In summary, student-centered approach encouraging reflections, addressing needs and experience with immediate feedback. Assessment targeted to evaluate mental phenomena such as intelligence and creativity is essential to prepare the learner to generate solutions for future obstacles, yet, measures should be well defined for the learners.

The purpose of this article was to review the *different evaluation approaches* for adult learners and *their impact* on promoting the *quality* of teaching and learning. An analysis of the existing literature indicated that those who instruct adults must use a wide *variety of* pre- and post-*assessment* tools to match students' differences with their needs. It also highlighted the importance of "assessment for learning" rather than "assessment of learning" and "learning-oriented assessment" (LOA) for lifelong learning, thus preparing adult learners for future responsibilities and decision making.

Practical Implications

The findings of this article supported the argument for more attention to be paid to new trends in the formative-summative evaluations used in adult education. One important result of this kind of evaluation is its facilitation of self-confidence within the adult learning setting.

Future Tasks

This investigation provided preliminary findings from a literature review to stimulate future research in education evaluation in adult education across various fields.

Limitations of the Study

The inability to access full text of desired research materials was one of this study's limitations. In addition, in the several sets of questionnaires surveyed, there was the possibility of bias, which is intrinsic to all self-reporting. Second, the researcher was unable to investigate the problem in terms of adult education duration because some of the studies featuring longer exposure resulted in different implications concerning the learners' high-order abilities.

Conclusion

After revising the ideas above, it would be obvious that evaluation and assessment are totally dissimilar. Whereas evaluation includes creating decisions, assessment is concerned with correcting the deficits and weakness in the performance. Though, they play an essential part in investigating and purifying the performance of a person and outcome.

This article examined new trends in the use of formative-summative evaluations in adult education. An examination of these new trends provides implications for evaluating adult students within the classroom setting. Namely, as adult learners tend to be more responsible for their learning than younger students and bring more experience to the classroom, adult educators have more freedom and flexibility in assisting their students. Therefore, the adult learning environment is perfectly suited for formative evaluation. Finally, these trends parallel those related to the increase in high-stakes standardized testing, which is not always available in adult education scenarios.

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