Standard 1.1  The ABE program has a documented program-wide English Language Arts (ELA) and math curricula aligned with the College and Career Readiness Standards for Adult Education.

1. Where are the documented curricula kept to ensure access for all teachers? In what ways do teachers use the documented curricula?

2. Describe how the ELA and math curricula emphasize the academic skills of reading, writing, speaking and math. How is the curricula fully aligned with the level specific standards in the College and Career Readiness Standards for Adult Education (CCRAE Standards)? How is the alignment used to ensure student transition from one class to the next appropriate level?

3. Describe any processes or structures, including common planning time that allow for teacher sharing, revising/refining curricula and instructional approaches.

4. Describe how written lesson plans align with the documented ELA and math curricula. Please provide several examples.

Standard 1.2  The ESOL program has a documented program-wide curriculum aligned with the ABE Curriculum Framework for ESOL and the College and Career Readiness Standards for Adult Education.

1. Where are the documented curricula kept to ensure access for all teachers? In what ways do teachers use the documented curricula?

2. Describe how the ESOL curriculum emphasizes the academic skills of reading, writing, speaking, and listening? Describe the alignment of the ESOL curriculum to the benchmarks in the ABE Curriculum Framework for ESOL. Where applicable and supportive of students’ next steps, describe ways the curriculum is aligned to the level standards in the CCRAE Standards.

3. Describe any processes or structures, including common planning time that allow for teacher sharing, revising/refining ESOL curriculum and instructional approaches.

4. Describe how written lesson plans align with the documented ESOL curriculum. Please provide several examples.
Standard 1.3. Curricula incorporate “authentic” real-life contexts that are responsive to the needs, skills, goals, and interests of adult students in their roles as workers, family and community members, and lifelong learners.

1. How are thematic curricula units contextualized to meet student learning needs, goals, and interests?

2. Describe the variety of authentic materials (published and/or online) that provide contexts relevant to students in their roles as workers, family and community members, and lifelong learners.

3. In what ways do the curricula and associated materials reflect the diverse educational, cultural, and linguistic backgrounds of the students?

Standard 1.4. Instructional methods, materials, and practices reflect a variety of approaches to implement the curriculum.

1. In what ways do instructional methods include interactive activities to address various learning styles? (e.g., visual, aural, tactile, kinesthetic, whole group, small group, and individualized instruction)

2. How does instruction support the development of students’ metacognitive skills needed for college and careers?

3. How is technology integrated in the curriculum and instruction?

4. In what ways does the technology coordinator support instructors in the effective integration of technology in the instruction? Describe any training/assistance from the technology coordinator.

5. Describe the texts and instructional materials including current technology that students’ use.

6. Are there any materials students keep? How are these selected? Are students charged any fees?
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Standard 1.5. The design and delivery of instructional services meet the minimum requirements of the Guidelines for Effective ABE for Community Adult Learning Centers and ABE Programs in Correctional Institutions.

1. Does the program offers at least a sequence of three classes at the same part of the day (morning, afternoon and evening)?
2. Does each class in the sequence offer 32-48 weeks of instruction per year of a minimum of 150-175 hours per class per year?
3. Does each rate-based class offer a minimum of five hours of instruction per week?
4. Is student enrollment consistent with the approved number of slots per service type?
5. Does this program collaborate with another to complete a sequence of three class offerings? If yes, are the curricula at the collaborating programs complementary with each other according to the ABE and/or ESOL curriculum policies.

IPQ # 2: Students demonstrate gains in literacy and/or English skills and abilities that impact their roles as workers, family members, community members, and lifelong learners.

Standard 2.1 The program’s assessment practices follow ACLS assessment policy and procedures.

1. How many staff are trained to administer and score assessments? Is documentation up to date and on file?
2. How does the program ensure that procedures are followed to maintain consistent test administration and scoring among staff?
3. Describe the policies and processes for student intake, initial assessment, and class placement.

Standard 2.2 Program staff (teachers and advisors) use assessment results and other data to drive the continuous improvement of curriculum, instruction, and student learning.

1. Describe how ACLS-required standardized assessments are used to inform students of their progress and to inform the curriculum.
2. Describe protocols and/or processes for using the standardized assessments.
   (e.g., is there a program schedule for pre-testing, optional mid-year testing, and post-testing)
3. Describe classroom-based and/or program-developed assessments and how these are used to measure student progress and inform instruction.
4. Describe how the use of performance standard data informs instruction.
   (e.g., attendance, average attended hours, learner gains, goals set and met, pre/post testing)
5. For ABE programs, how does the use of the MAPT score reports inform instruction?
6. Are you aware of any program changes that have improved student outcomes? (e.g., managed enrollment, increased intensity)

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IPQ # 3: The program offers advising and other services to support instruction and meet students’ needs.

Standard 3.1 Educational and Career Advising is provided to all students.

1. Describe how the program helps students explore education, training, and career options. In what ways does the program assist the student to plan for and acquire the skills and knowledge needed to achieve their education and/or career goals?

2. Do instructors have a role in the process of completing Individual Education and Career Plans? If yes, please describe.

3. For ESOL programs, what strategies are used by staff to provide advising to non-native speakers of English? How are key policies and procedures communicated to all language groups?

Standard 3.2 The program provides reasonable accommodations for students with physical and learning disabilities either through the program’s own resources or by referral to outside agencies.

1. Describe the program policies that allow for the provision of reasonable accommodations for students with self-disclosed disabilities (physical and/or hidden) through the program’s own resources or by referral to outside agencies.

2. Describe any disability-related training provided by the program to staff.

IPQ # 4: The program has developed linkages that connect community assets to student needs.

Standard 4.1 The program has engaged the partnership in the community planning process in order to provide opportunities for students to access support services and participate in community activities.

1. Who is the lead person for the community planning partnership? Is this responsibility shared with others?

2. Describe the community planning model selected for this community. Has the partnership secured the active involvement of a wide range of community planning organizations? Which organizations do the active members represent and what are their various contributions?
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3. Does the partnership monitor and assess its progress to meet its goals? If yes, please describe.

4. Does the partnership review community assets and needs to identify major changes in the community?

5. In what ways does the program lead the partnership to set priorities and develop and implement action steps to meet unmet needs?

6. Do the community planning partners help students to access resources in the community? If yes, please provide examples of ways that students benefit from the partnership.

7. Describe some of the challenges and successes.

**IPQ # 5: Program continuous improvement planning embodies effective organizational structures and processes to serve the needs of adult students.**

**Standard 5.1. The continuous improvement planning process is purposeful, ongoing, and systematic, and is focused on the program’s effectiveness in supporting learners in the attainment of language and literacy skills.**

1. Do staff collect and analyze data as part of continuous improvement planning? If yes, what data is important to the program? Who collects and analyzes data and how is it used?

2. Is there student involvement in the continuous improvement planning process? If yes, please describe the extent of involvement.

3. Do instructors use pre and post planning hours? If yes, identify the number of pre/post planning hours used by instructors. Describe what is accomplished during these hours.

4. Does the program organize staff meetings that include all staff? Are all full-time, part-time staff and day and evening staff involved? If yes, how frequently are these meeting held? What topics are discussed?

5. Is there a specific program’s goal or goals for this year? How will the goal or goals be achieved? How will you measure your success at meeting the annual goal(s)?
IPQ # 6: Exemplary professional development opportunities enhance educator professionalism to provide quality instruction for students.

Standard 6.1. The program uses an integrated process for program and professional development, and provides adequate staffing to lead that process.

1. Are professional development activities aligned with any program improvement goal(s)? If yes, please describe the alignment.
2. Describe the process that informs the selection of individual professional development activities.
3. Describe your current and future needs for professional development.

Standard 6.2. All staff have engaged in staff development activities for not less than 12 hours per year to help all students achieve their goals and be prepared for college and career.

1. Describe the access of staff to desired professional development opportunities.
2. Describe how professional development plans address individual professional goals and relevant program goals. Where does the program maintain up-to-date professional development plans for each staff person?
3. In what ways does professional development inform curriculum, instruction, advising, program design, and help all students achieve their goals and be prepared for college and career?

Standard 6.3 Program ensures that all staff complete the trainings that are required for their roles.

1. Describe your participation in the New Director’s Orientation. If you have not yet attended, please explain.
2. Describe your full participation in the ABE Program Design training. If you have not yet attended, please explain.
3. Are two staff trained and proficient in SMARTT data entry? If not, please explain.
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IPQ # 7: Program leadership, management and accountability are efficient, and effectively address all components of service delivery.

Standard 7.1. The director provides educational leadership to ensure a standards-based, high quality program that succeeds in preparing students for college and career readiness

1. Describe the director’s role in guiding the talents of staff and students toward achieving goals for college and career readiness. Please describe your role in promoting this goal with relevant external stakeholders, and board members.

2. Describe the expectations of the director for all staff.

Standard 7.2 Personnel policies and procedures specific to the program are documented.

1. Describe any orientation the program provides to newly hired staff.

2. Describe any documented policies and procedures (including grievance procedures) for all staff.

3. Describe the hiring practices to bring on new staff. Who typically participates on these hiring teams?

Standard 7.3 The program provides staff supervision and evaluation to support teaching and learning.

1. Does the program maintain up-to-date job descriptions for instructors? How frequently are these updated?

2. Describe the supervision instructors receive, and how job performance is evaluated, including the role and frequency of classroom observations and feedback.

3. Describe the supervision provided to all staff. If performance evaluations are conducted, what do these entail, and how frequently are these done?

Standard 7.4. The program is able to provide access to their bookkeeping/ accounting system and can demonstrate how grant and matching share related expenditures are coded and tracked.

1. Describe the bookkeeping/accounting system in place. Demonstrate how the grant and matching share expenditures are coded and tracked.

2. Is there an inventory list of computers, copiers, furniture, and other major items purchased with ESE funding? Describe the policy for disposal of such items when they become out of date.

3. Is there a time and effort record maintained for each staff person that reflects appropriate alignment among the hours worked on the grant, the hours in the budget, and the payroll? This same documentation is needed for all matching staff hours.

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