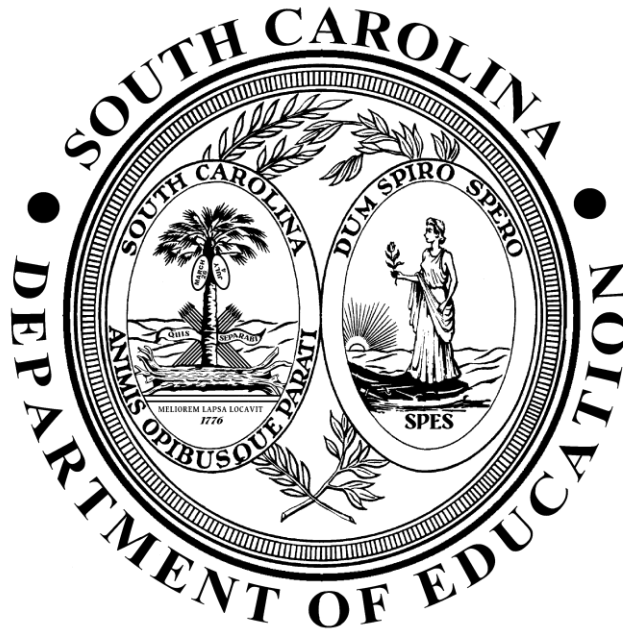


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



**2021-2022 Adult Education
Compliance Monitoring Review Process
Training Manual**

August 25, 2021

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I. The Compliance Monitoring Review Process Overview

Under the mandate of the S.C. State Plan for Adult Education and Family Literacy, the South Carolina Department of Education, Office of Adult Education must assign a Compliance Monitoring Review (CMR) team to all school district programs or community-based organizations (CBOs) receiving federal funds and/or state aid to support approved adult learning services.

The Compliance Monitoring review process is a systematic approach designed to assess the educational opportunities and the effectiveness of the adult education programs and services in the school districts and CBOs receiving federal funds and/or state aid to support such services. The activities of the team include the following responsibilities:

- examining all facets of adult education operations, focusing on strengths and challenges, determining the extent to which the instructional program is aligned with the Workforce Innovation and Opportunity Act (WIOA) Adult Education Thirteen (13) Considerations for Federal awards, SC State Regulations and effective program management,
- making recommendations which draw upon strategies from other adult education programs with similar student characteristics that have been successful in raising academic achievement,
- consulting with teachers and administrative staff to gather additional information on the strengths and weaknesses of the program,
- identifying opportunities for improvement, if any, that are needed at the adult education program and/or CBO and report such findings to the school district superintendent and/or Chair of the CBO Board,
- providing information and insights for use in the design of the program's improvement plan, implementation strategies, and professional development training that can be expected to improve student performance and increase the rate of student progress,
- identifying needed support from the district, the South Carolina Adult Education Technical Assistance Network (TAN), or the South Carolina State Department of Education (SCDE) Office of Adult Education (OAE) and other resources for long-term technical assistance, and
- developing a technical assistance plan to improve educational programs.

To be successful, the Compliance Monitoring Review requires continuous follow-up and support activities including suggestions for professional development and technical assistance. The review is the first step in a partnership between the SCDE-OAE and the adult education provider. Working together, we can improve student and program performance.

The Compliance Monitoring Review Process Training Manual has been developed as a guide for the formal review of local Adult Education programs. The intent of the training manual is to assist adult education program directors and the Compliance Monitoring Review team to prepare for the Compliance Monitoring review process.

II. The Compliance Monitoring Review Team Training and Team Responsibilities

A. Compliance Monitoring Review Team Member Training

All Compliance Monitoring team members must successfully complete training provided by the SCDE Office of Adult Education (OAE). This training will fully inform them of their roles and responsibilities they assume when carrying out the Compliance Monitoring review process. The major foci of the training on the Workforce Innovation and Opportunity Act (WIOA) Thirteen Considerations as they relate to the satisfactory implementation and expected progress of Adult Education, Corrections Education, Generational Family Services-Family Literacy, and Integrated English Literacy and Civics Education.

Training includes the following:

- the history and legal basis for the Compliance Monitoring review process,
- the WIOA Thirteen Considerations,
- specific instructions on the standards and procedures of the Compliance Monitoring review process,
- data analysis,
- classroom observation techniques,
- interviewing techniques,
- sensitivity training,
- triangulation of evidence and consensus building,
- working as a team member, and the
- development of reports.

The Office of Adult Education will provide Compliance Monitoring Review team members with the necessary materials and training to perform the Compliance Monitoring review process successfully. The goals for the training sessions are as follows:

- provide essential information about the Compliance Monitoring review process and its purpose,
- enhance the understanding of the *Compliance Monitoring Tool* and other documents,
- outline expectations and working practices,
- instruct the review team in the areas of reporting, interviewing, consensus building, and analyzing through observation and document analysis.

B. Adult Education Director/Community Based Organization (CBO) Director Training

The Office of Adult Education (OAE) will initiate the first contact between the school district program and/or Community Based Organization (CBO) and Compliance Monitoring Review team. The OAE will provide a Compliance Monitoring Preparation Meeting for the Adult Education Director and their School District Superintendent/CBO Board Chair at a joint session. The meeting is an opportunity for the directors and their supervisors to gain a full understanding of the review process. During the meeting, the Compliance Monitoring Review team will introduce and explain how the Compliance Monitoring Tool is to be used and other pertinent information relevant to the review process.

The session will emphasize the following:

- the Compliance Monitoring Review process is not a punitive process, and directors should inform all staff of the process,
- the Compliance Monitoring Review process is designed to assess the strengths and needed improvements in adult education programs and services,
- the routine of the school day should continue as normal; the process is not to be disruptive,
- dependent upon scheduling constraints, all teachers may not be observed or interviewed,
- confidentiality of the interview responses is protected as much as possible during the Compliance Monitoring Review process and in the report's writing process (responses are summarized),
- the master schedule,
- sites to be reviewed and
- staffing.

III. Preparing for the Compliance Monitoring Review

A. Staff Orientation

It is highly recommended that the program's staff receive an orientation concerning the Compliance Monitoring Review process. The director should conduct the orientation. Compliance Monitoring topics should be included on staff meeting agendas prior to the review date. The staff orientation should emphasize all components outlined in Section II-B. The official *Instructional Observation Checklist* should be provided to all teachers selected for observation during the Compliance Monitoring Review.

B. Superintendent and/or CBO Board Chair Orientation

The Superintendent or CBO Board Chair will receive a letter that explains the purpose of the review. The Superintendent or CBO Board Chair is invited to attend orientations and trainings provided to the program staff. **They should also be scheduled for a brief introduction at the beginning of the review.**

C. Documentation Preparation

The term *documentation* refers to every type of record, manuscript, file, report, data, statistical summary, handbook, chart, plan, and/or outline. All documents requested should be provided by the program Director.

Written Documentation

The Compliance Monitoring Review team members will review the following WIOA and State Considerations:

1. Commitment to Serve Individuals in Need
2. Serving Individuals with Disabilities
3. Past Effectiveness
4. One Stop System Alignment
5. & 6. Evidence Based Instructional Practices

7. Activities Implementation, Technology Use and Delivery Method
8. Contextualized Instruction
9. Instructor and Staff Qualifications
10. Partner Coordination for Development of Career Pathways
11. Support Services and Service Flexibility
12. Performance Management Outcomes
13. English Language Acquisition and Civics Education
14. Corrections Education
15. Generational Family Services
16. Integrated English Literacy and Civics Education
17. Financial Monitoring
18. Student Records
19. Standardized Assessment
20. Program Management

The Compliance Monitoring Review process begins on the due date of the Written Documentation (See 2021-2022 CMR Schedule)

All documentation for the twenty (20) WIOA and State Considerations will be submitted through the SCDE Survey Tool. The link to this survey platform will be supplied to each program prior to the Written Documentation due date.

Program directors must use the following procedures to organize the documentation in preparation for the Compliance Monitoring Review:

1. Use the provided link to the SCDE Survey tool to submit written documentation and upload required documents.
2. Clearly respond to the information required in each consideration
3. Submit digital responses to all WIOA and State Considerations and download/save a copy of the responses.

The Compliance Monitoring Written Documentation and records information must be submitted prior to the Compliance Monitoring Review virtual visit. Directors must use the provided written documentation survey tool to submit the required written documentation of the WIOA and State considerations and/or documents to the OAE. Each piece of documentation should have a clear reference to the specific WIOA considerations, and the State considerations being referenced. The relationship should be made clear so that the Compliance Monitoring team member who is reviewing the information can readily discern the information being provided. Copies of the submitted information should be maintained by the program for future reference.

The Compliance Monitoring Review team may ask that additional documentation be provided if questions arise during the review of the written documentation. A request may be made that the additional information be made available during the review.

D. Records Selection Process

The Compliance Monitoring team will conduct a document review (current student records, previous five years' permanent graduate records and attendance). The Audit report will be provided by the Compliance Monitoring team. The Audit report will be used to randomly select the following number of records to be reviewed.

Current (Records and Attendance)	20 Records
Graduate (HSD and HSED)	20 Records

E. Instructional Documents

Samples of the following documents are to be provided in the Written Documentation Tool:

- Teacher folders/binder
- Student folders/binder
- Instructional Planning
- Sign-in/sign-out sheets

F. Instructor and Staff Input Process

Members of the Compliance Monitoring Review team will conduct individual staff interviews. The director will submit the Staff Information form. Instruction-related questions will be asked during a virtual interview that will be scheduled with up to three (3) individual teachers or a group of teachers. The interview will be scheduled at a mutually convenient time for the CMR team member and the instructor. Participating instructors must have access to a computer, and microphone. The interview should last approximately thirty (30) minutes.

Interview Goals: Meeting with key stakeholders to pose questions and provide discussion is a critical part of evidence gathering. The primary purpose of the interview and survey questionnaire is to gain insight into program practices through firsthand accounts. Interviews and surveys also offer a way to acquire varying perspectives in a personalized, interactive manner.

Interviews are not used to collect facts, such as the names of programs and the people responsible for various initiatives. Interviews are conducted for the purpose of:

- uncovering additional information (particularly on how program staff relate to one another),
- testing the validity of information gathered elsewhere, and
- strengthening the relationship with the Office of Adult Education.

G. Instructional Observation

Instructional Observation Checklist

Instructional Observations are required. A Compliance Monitoring team member will observe the classroom virtually for at least thirty (30) minutes.

Class selection

The director will select individual classes/teachers to be observed with input from the Compliance Monitoring team. A maximum of three (3) classes may be scheduled for observation. It will be the responsibility of the director to inform the Compliance Monitoring team of any issues with the list of classes to be observed, and to inform teachers at what time they will be observed on the first day of the CMR virtual visit.

IV. Duration of the Review

The duration of the Compliance Monitoring review varies depending upon the size of the program as well as other factors.

The review will comprise of:

- Written documentation review. (Collection of additional information, if needed, to satisfy the requirements of individual considerations.)
- Virtual Records and Attendance Review
 - For more information, see *Guidelines for Student Records* or *Virtual Compliance Monitoring Process Timeline* documents
- Virtual Classroom Observations
- Director clarification
- Compliance Monitoring team consensus
- Final Exit Conference

Consecutive days

Part III of the virtual Compliance Monitoring Review visit may be conducted on *consecutive* days unless a modified schedule is approved by the Office of Adult Education. All members of the Compliance Monitoring team must be available throughout the review process.

V. Logistics

A. General Compliance Monitoring Review Procedures

Compliance Monitoring Review Timeline	Activities	Details
Part I: Submit Written Documentation <i>2 Weeks Before the Virtual Compliance Monitoring Date</i>	<ul style="list-style-type: none"> • Director submits written documentation & digital copies • Director submits digital copies of financial documents • Director submits <i>Staff Information</i> form 	<ul style="list-style-type: none"> • Items indicated in red that say “written” must be written; items indicated in blue that say “copy” must be scanned and uploaded into the Survey with the Written Documentation; items indicated in green that say “observed” will be observed virtually via photograph or live virtual tour • Complete and email the <i>Staff Information form</i> to: Andrena Duren, aduren@ed.sc.gov on the Written Documentation due date.
Part II: Submit Virtual Records <i>2 Days Before the Records Review Date</i>	<ul style="list-style-type: none"> • Program submits current student and graduate records for selected students via SCDE Survey Tool 	<ul style="list-style-type: none"> • 20 randomly selected records • All PII redacted from uploaded documents
Part III: Virtual Compliance Monitoring Visit Meetings	<ul style="list-style-type: none"> • Virtual Visit: Day 1 <ul style="list-style-type: none"> ○ Virtual Visit Overview ○ Financial Monitoring ○ Teacher Interviews ○ Instructional Observations ○ Written Documentation Review 	<ul style="list-style-type: none"> • Director’s Overview • Superintendent/Board Chair’s Vision for Adult Education • Virtual Visit Overview <ul style="list-style-type: none"> ○ Review of day’s activities ○ Discussion of any necessary changes to schedule • Financial Monitoring <ul style="list-style-type: none"> ○ Timesheets of previous and current year employees ○ Semi-annual certifications ○ Virtual observation of purchased equipment (reference Inventory Control Form) • Teacher Interviews – 30-minute virtual session with teachers to discuss instructional planning and delivery • Instructional Observations –observation of live virtual classes or live streaming of face-to-face classes (if available)
	<ul style="list-style-type: none"> • Virtual Visit: Day 2 <ul style="list-style-type: none"> ○ Clarification Session with Director ○ Compliance Monitoring Team Debrief ○ Exit Conference with Director 	<ul style="list-style-type: none"> • Follow up on questions generated by CM team based on Day 1 activities. • The Director will have the opportunity to add documentation or information that was not included in the earlier portion of the review. • Share trends, promising practices, and opportunities for program improvement
Part IV: Compliance Monitoring Review Final Report	<ul style="list-style-type: none"> • Compliance Monitoring Review Final Report 	<ul style="list-style-type: none"> • Compliance Monitoring Review Final Report will be emailed to the Director and Superintendent/Board Chair within approximately 45 working days from the date of the Final Exit Conferenc

B. Virtual Facility Tour

The director may conduct a brief virtual tour of the facilities on Day 1 of the virtual visit. Frequently, such a tour of the school is conducted on the first morning of the Compliance Monitoring Review team's visit to the school. The purpose is to observe the facility/facilities for adequate handicapped accessibility, program's emergency evacuation plans, escape routes posted in all rooms & offices and accommodations for disabled individuals at all program sites. This can be accomplished via a combination of pictures, recorded video or live virtual tour.

C. Exit Conference

After the conclusion of Part III: Virtual Monitoring, a Final Exit Conference will be held with the director and other adult education staff selected by the director. These findings represent a description of the programs and services at the time of the review.

D. Evidence Base for Recommendations

1. Triangulation

The review process involves careful, systematic research and examination of the programs' activities, practices and systems. To form sound recommendations in each of these areas based on facts, the Compliance Monitoring team must be provided with solid means and sources to obtain accurate information that serve as evidence. Furthermore, it is important that the adult education program provide the Compliance Monitoring Review team with a method of obtaining evidence from multiple people, as well as multiple sources, so that information can be cross-referenced.

The basis for the review process is founded on three methods of obtaining evidence:

1. Review of written documentation,
2. Conducting interviews and
3. Observations

Each of these methods will be employed, whenever possible, to gather evidence to address each consideration and to answer the key questions. It is a requirement that the Compliance Monitoring Review address every WIOA and State consideration with at least one source of primary evidence. Primary evidence is defined as information obtained directly from its original source. Secondary evidence is information that is channeled through one person or several people.

2. Documentation

Each program scheduled to be reviewed has an individually assigned submission due date for written documentation. The written documentation must be submitted to the OAE one week prior to the review. **The Compliance Monitoring review process begins on the date that the program's written documentation is due.** The Compliance Monitoring Review process involves multiple days. Special circumstances may extend

Part III of the CMR beyond two days. To generate an accurate final report, it is essential for the Compliance Monitoring Review team to assess all aspects of the program's operation.

Directors must submit written documentation by the assigned due date (see Compliance Monitoring schedule of dates). The Compliance Monitoring Review team will review the submitted responses prior to day one of the virtual review, a designated team member will review each WIOA and State consideration. Compliance Monitoring Review team members will make every effort to collect any additional information, if needed, prior to the Compliance Monitoring Review virtual visit. However, on day one, additional information, based on the content of written documentation, will be collected.

All documents related to the WIOA and State considerations will be carefully studied and matched to the appropriate consideration and key questions. The Compliance Monitoring Review team will devote most of its attention, during this phase, to the documents that correspond to the considerations. The information gleaned from this review will serve as part of the evidence base for all judgments formed.

The Compliance Monitoring Review team will make written notes as they analyze documents and be prepared to cite specific evidence for each WIOA and State consideration in the final report. When the Compliance Monitoring Review team has systematically compared and aligned the documents against the WIOA and State considerations, evidentiary gaps may emerge. These gaps will raise questions and help prompt ideas about what needs to be investigated further. Additionally, in instances that evidence is discovered which supports a judgment on a specific consideration, the Compliance Monitoring Review team will create preliminary hypotheses about the program that will be tested during the review either by interview or by direct observation. Document analysis, together with observations, forms the primary basis for making recommendations.

3. Observations

The term *observation* refers to the practice of witnessing firsthand the climate, setting, operations, and classroom instruction. The Compliance Monitoring Review team may observe the following:

- Classroom environment,
- Teachers delivering instruction and
- Other activities conducted by the program site during the Compliance Monitoring Review process

Observations will be scheduled prior to the review. It is extremely important that the instructional lessons and classrooms observed represent the full range of abilities, programs, and subject areas delivered by the program under review. The Compliance Monitoring Review team should make certain that, by the end of the review, that they have made sufficient observations to form sound, substantiated judgments about the program in relation to each consideration. Compliance Monitoring Review team members should scrupulously document their observations on the review instrument and submit these with their notes to the Compliance Monitoring Review lead at the end of the review. The Compliance Monitoring Review team will use the *Classroom Observation Checklist* for the observations.

4. Conclusion of Evidence

Gathering evidence through observation and communication from multiple staff yields an additional set of information. The evidence base is more secure when there are multiple sources of evidence, (a source can be a

person or a method). Every additional instance of assembling evidence increases the accuracy of the final judgments made by the Compliance Monitoring team.

5. Compliance Monitoring Review Team Member Assignments

The Compliance Monitoring Review team lead will assign each team member with primary responsibility for specific WIOA and State considerations and secondary responsibility for others in the submitted written documentation. Responses to each consideration will have at a minimum, one Compliance Monitoring Review team member assigned as a primary reviewer and one Compliance Monitoring Review team member assigned as a secondary reviewer. In some cases, it may be prudent for all Compliance Monitoring Review team members to review a WIOA and State consideration. This is especially true if some problems or issues begin to emerge. By requiring that at least two team members review each WIOA and State consideration, it is ensured that each section is viewed from different perspectives.

VI. Code of Conduct for the Compliance Monitoring Team's Lead and Members

A. Four Major Precepts

The right of entry into any facility housing adult education programs carries important responsibilities for Compliance Monitoring team. All Compliance Monitoring team members should maintain the highest standards of professional ethics and personal integrity before, during, and after the review process.

The review process is a comprehensive assessment of a program and its level of achievement in addressing the twenty (20) WIOA and State Considerations. The code of conduct required of all Compliance Monitoring team members is built upon four major precepts: integrity, focus, communication, and objectivity. It is imperative that the Compliance Monitoring team members and the adult education staff understand the significance and seriousness of the role of the Compliance Monitoring team. The demeanor must be professional at all times. It is essential that the Compliance Monitoring team members maintain an objective relationship with the program staff.

1. Integrity

- Be considerate and sensitive to the needs of the program and to the convenience of the staff
- Ensure confidentiality at all times and convey confidentiality to staff, faculty and any others who are being interviewed
- Retain mutual respect and value the opinions of others
- Endeavor to understand the actions and reactions of staff
- Be supportive, remembering that evidence given under undue stress is often unreliable
- Offer only feedback that is constructive
- Avoid compromising students or staff by putting them in a position where conflicting loyalties might arise

2. Focus

- Focus on what is best for the students in the program
- Adhere to the standards of the external review process

3. Communication

- Communicate openly and honestly
- Listen attentively and actively
- Question appropriately and relevantly
- Express judgments succinctly and in a positive manner
- Never discuss program issues outside the confines of the Compliance Monitoring review process
- Avoid conversations in public places regarding the program or the Compliance Monitoring review process

4. Objectivity

- Distinguish clearly between opinions that are invalid and objective perceptions that may be used as evidence
- Fully support all judgments with evidence, documentation, interviews, and observations
- Examine the judgments of staff and other Compliance Monitoring team members to ensure that these conclusions are based on evidence

B. Communications and Interactions

Perceptions

The working relationship between the Compliance Monitoring team and the program must be professional at all times.

Working Relationship

The Office of Adult Education and the local provider should work together to determine how best to improve student and program performance. The Compliance Monitoring team leader will communicate regularly during the CMR process with the director, discussing concerns as they arise so that the program is given every opportunity to demonstrate how it is implementing each WIOA and State Consideration.

VII. After the Compliance Monitoring Review

A. Timetable of Activities

* Part III: Final Exit Conference will take place after Part II is complete; dates To Be Determined (TBD)

Activity	Time Frame
The final report is prepared and submitted to the local AE Director. A copy is sent to the District Superintendent or the CBO Board Chair.	Approximately 45 working days after the Final Exit Conference is completed.
After the final report is received, the local AE Director prepares a “Corrective Action Plan” for all required actions (if applicable).	Approximately 45 working days after the report is received.
The OAE completes a follow-up review of the local AE program to assess progress relative to the “Corrective Action Plan” and submit a follow-up report to the SCDE (if applicable).	Six (6) and twelve (12) months after receiving the Corrective Action Plan (CAP).
The OAE will assign an “All Clear” or “Not Clear” status to the local program after the completion of a follow-up review.	Within 30 working days after the receipt of a final follow-up report.

B. Consensus

It is important that the Compliance Monitoring team members come to consensus on the findings and recommendations for each of the WIOA and State consideration. The Compliance Monitoring team lead will facilitate the consensus session. At the conclusion of the consensus session, the Compliance Monitoring report will be completed and ready for submission to the director of the Office of Adult Education.

C. Writing the Report

Findings

The Compliance Monitoring team findings will be reported by evaluating each WIOA and State consideration. The report will include commendations, recommendations, and required actions. **Based on specific individual considerations, expectations will be either “met” or “not met.”** Key indicators have been identified for each consideration. **If one or more of these indicators is marked unfulfilled, then the expectation(s) has/have not been met.** Conversely, if all identified indicators are marked fulfilled, then all WIOA and State consideration expectations have been met.

Commendations

Exemplary practices are either observed or are evident through the review of program data and records.

Recommendations

Suggestions are made by the Compliance Monitoring team that would positively impact the quality of programs and services.

Required Actions

Whenever there is an instance that state or federal regulations (as related to Adult Education in South Carolina) are violated, a required action will be generated. The Office of Adult Education will review the required action(s) and affirm the best course of action required by the program to make improvements related to that consideration. All required actions will include a recommendation.

Technical Assistance

Technical assistance provided to address required actions may be provided by OAE staff, designated individuals, and/or other agencies and organizations. If there is a program concern that needs to be addressed immediately, contact a member of the Compliance Monitoring team.

VIII. Appendices

APPENDIX A: Compliance Monitoring team Contact Information

COMPLIANCE MONITORING TEAM 2020-2021		
Mike King, Director Office of Adult Education	mrking@ed.sc.gov	(803) 734-8300
Andrena Duren, Education Associate, Compliance Monitoring Lead	aduren@ed.sc.gov	(803) 734-8069
Dominique Dunbar, Education Associate	ddunbar@ed.sc.gov	(803) 734-4045
Wendy Griffin, Education Associate	ggriffin@ed.sc.gov	(803) 734-8069
Mary Hugee, Education Associate	mhugee@ed.sc.gov	(803) 734-1566
Harriette Jenerette, Education Associate	hjeneret@ed.sc.gov	(803) 734-4708
Kammie Reed, Education Associate	kreed@ed.sc.gov	(803) 734-1944

2021-2022 Adult Education Compliance Monitoring Written Documentation

Under the mandate of the S.C. State Plan for Adult Education and Family Literacy, the South Carolina Department of Education, Office of Adult Education must assign a Compliance Monitoring (CM) team to all school district programs or community based organizations (CBOs) receiving federal funds and/or state aid to support approved adult learning services. The Compliance Monitoring review process is a systematic approach designed to assess the educational opportunities and the effectiveness of the adult education programs and services in the school districts and CBOs receiving federal funds and/or state aid to support such services.

The 2021-2022 Compliance Monitoring - Written Documentation Tool collects all of the written responses and digital copies of documents as outlined in the Compliance Monitoring Tool. For questions regarding Compliance Monitoring Written Documentation, contact Andrena Duren aduren@ed.sc.gov.

2021-2022 Compliance Monitoring Documents

2021-2022 Compliance Monitoring Manual and Documents (</upload/surveys/812846/files/2021-2022%20Compliance%20Monitoring%20Documents.pdf>)

2021-2022 Compliance Monitoring Training PowerPoint

2021-2022 Printable Written Documentation Tool

Past Effectiveness Chart (</upload/surveys/812846/files/21.22%20C-3%20Past%20Effectiveness%20Template.xlsx>)

Instructional Observation Form (</upload/surveys/812846/files/Consideration%205%266%20-%20Instructional%20Observation%20Checklist.docx>)

Staff Information Form (</upload/surveys/812846/files/Staff%20Information%20Form.docx>)

Financial Monitoring Templates

Adult Education Inventory Control Form (</upload/surveys/812846/files/Adult%20Education%20Inventory%20Control%20Form.xlsx>)

Adult Education Local Program Income Report
(</upload/surveys/812846/files/Adult%20Education%20Local%20Program%20Income%20Report%202020-21.docx>)

Budget Narrative Template (</upload/surveys/812846/files/17.1%20Budget%20Planning%20Form%20%26%20Narrative.xlsx>)

Detailed Check History (</upload/surveys/812846/files/17.4.a%20Detailed%20Check%20History.docx>)

Expenditure Budget Report by Account (</upload/surveys/812846/files/Expenditure-Budget%20Report%20by%20Account.pdf>)

Labor History (</upload/surveys/812846/files/17.4.a%20Labor%20History.jpg>)

Semi-Annual Certification for Salaries Wages Charged to Federal Grants (</upload/surveys/812846/files/17.4.b%20Semi-annual%20-%20Blanket%20Certification.docx>)

Revenue and Expenditure Statement - Sample (</upload/surveys/812846/files/Revenue%20and%20Expenditure%20Statement%20-%20Sample.pdf>)

There are 115 questions in this survey.

About the Adult Education Program

Name of Adult Education Program *

Please write your answer here:

Name of Adult Education Director *

Please write your answer here:

WIOA Consideration 1. Commitment to Serve the Individuals in Need

The degree to which the program (eligible provider) would be responsive to regional needs as identified in the local workforce development plan under WIOA section 108; and serving individuals in the community who were identified in the specific local plan as most in need of adult education and literacy activities, including individuals (i) who have low levels of literacy skills or (ii) who are English language learners.

1.1 Program has a current list of all identified regional employment needs from which career pathways are developed.

1.1. Written list of the regional Local Workforce Development Board (LWDB) employment needs as outlined in the LWDB Plan.

*

Please write your answer here:

1.2. Program has a process in place for determining the regional employment need(s) related to the development of career pathways.

1.2. Written procedure for determining the regional employment need(s) that the program uses to develop career pathways. Describe the research results to include such information as hiring practices, employment requirements and education requirements.

*

Please write your answer here:

1.3 Program has demographic information on the local target population.

1.3. Written description of the population being served using local and regional demographics, including but not limited to:

- a. Levels of educational attainment, including data on individuals with low literacy levels and English Language Learners (ELLs) in the community.
- b. Labor market information including current unemployment data, short- and long-term employer needs, high school graduation rates.
- c. Post-secondary enrollment and completion.

*

Please write your answer here:

1.4. Program has established education and workforce priorities for the program based on the local plan and community demographics.

1.4. Written description of the education and workforce priorities for the program based on the local plan and community demographics.

*

Please write your answer here:

1.5. Program offers adult education and literacy activities that address the needs of individuals who will be served in the community.

1.5. Written description of how the program meets the needs of the community through the identified adult education and literacy activities.

*

Please write your answer here:

1.6. Program has an updated recruitment and retention action plan.

1.6. Updated digital copy of Recruitment and Retention Plan Form.

Kindly attach the aforementioned documents along with the survey

1.7. Program has a process for receiving approval to serve students < 18 years of age.

1.7.a. Written process for receiving approval to serve students <18 years of age.

*

Please write your answer here:

1.7. Program has a process for receiving approval to serve students < 18 years of age.

1.7.b. Digital copy of the list of current year 16–17-year-old students and all School Board Approval Forms.

Kindly attach the aforementioned documents along with the survey

WIOA Consideration 2. Serving Individuals with Disabilities

2. The ability of the program/eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

2.1. Program has handicapped-accessible facilities.

2.1. Observe facility/facilities for adequate handicapped accessibility. This may be accomplished via a combination of pictures, videos, or live virtual tour.

Upload photos of handicapped-accessible facilities to include entrances, exits, doorways, elevators (if present), restrooms, etc.

Kindly attach the aforementioned documents along with the survey

2.2. Program has a process in place to provide an environment that complies with fire and safety laws.

2.2. Observe the program’s emergency evacuation plans, escape routes posted in all rooms & offices and accommodations for disabled individuals at all AE sites. This may be accomplished via a combination of pictures, videos, or live virtual tour. Include:

- a. Emergency evacuation plan
- b. Posted escape routes
- c. Entrance(s) and exit(s)

Upload photos of program’s emergency evacuation plans, escape routes posted in all rooms & offices and accommodations for disabled individuals at all AE sites.

Kindly attach the aforementioned documents along with the survey

2.3. Program has a plan with the local Special Education office for transitioning and servicing students with an IEP and/or 504 Plan.

2.3. Written plan for working with local Special Education office to transition IEP and/or 504 students properly.

*

Please write your answer here:

2.4. Program identifies students with disabilities and its ability to serve individuals with disabilities (i.e., physical, mental, emotional, and learning).

2.4.a. Written plan to identify students with disabilities and the program’s ability to serve individuals with disabilities (i.e., physical, mental, emotional, and learning).

If the program's policy to accommodate students and staff with disabilities (2.4.b.) is available via weblink, include in the response for 2.4.a.

*

Please write your answer here:

2.4. Program identifies students with disabilities and its ability to serve individuals with disabilities (i.e., physical, mental, emotional, and learning).

2.4.b. Digital copy of the program’s policies to accommodate students and staff with disabilities. A web link may be provided in 2.4.a in lieu of providing a digital copy.

Kindly attach the aforementioned documents along with the survey

2.5. Program collaborates and partners with other organizations and agencies to assist and support serving eligible individuals with disabilities.

2.5. Written description of how your program collaborates and partners with other organizations and agencies to assist and support serving eligible individuals with disabilities.

*

Please write your answer here:

2.6. Program promotes the inclusion of students with disabilities and ensures equitable access to program activities and services.

2.6. Written policy to promote the inclusion of students with disabilities and ensure equitable access to program activities and services.

*

Please write your answer here:

WIOA Consideration 3. Past Effectiveness

3. Past effectiveness of the program/eligible provider in improving the literacy of eligible individuals, to meet state-adjusted levels of performance for the primary indicators of performance described in WIOA section 116, especially with respect to eligible individuals who have low levels of literacy.

3.1. Program has evidence of previous experiences, past successes, and unique qualifications of serving individuals in need of adult education and literacy services.

3.1. Written description of previous experiences, past successes, and unique qualifications to serve individuals in need of adult education and literacy services.

*

Please write your answer here:

3.2. The program consistently meets or exceeds the state-adjusted levels of performance for educational functioning level completion, secondary credential attainment, and enrollment in postsecondary education and training.

3.2. Digital copy of the completed Past Effectiveness Chart

Kindly attach the aforementioned documents along with the survey

WIOA Consideration 4. One-Stop System Alignment

4. The extent to which the program/eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under WIOA section 108, as well as the activities and services of the one-stop partners.

4.1. Program collaborates with community agencies and organizations to identify student support services and provide services and/or referrals (e.g., SC Works (Adult, DW, Youth, and Wagner-Peyser), VR, Post-Secondary Institutions, Social Services, employers).

4.1.a. Digital copies of current MOAs and collaborative agreements (first page and signature page only). Include:

- a. Occupational Training Provider (I.e., Technical College, postsecondary institution, CTE program, ETP)
- b. SC Works (Adult, DW, Youth, and Wagner-Peyser) – required
- c. VR - if applicable

Kindly attach the aforementioned documents along with the survey

4.1. Program collaborates with community agencies and organizations to identify student support services and provide services and/or referrals (e.g., SC Works (Adult, DW, Youth, and Wagner-Peyser), VR, Post-Secondary Institutions, Social Services, employers).

4.1.b. Updated digital copy of the Adult Education Partners and Partnership Coordination Form.

Kindly attach the aforementioned documents along with the survey

WIOA Considerations 5 & 6 Evidence based Instructional Practices

5. Whether the eligible provider's program—

is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and uses instructional practices that include the essential components of reading instruction;

6. Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

5.1. Program has a design and schedule that is of sufficient intensity (hours per week) and duration (number of weeks) to promote substantial learning gains of participants.

5.1. Digital copy of the current Master Schedule, including satellite sites.

Kindly attach the aforementioned documents along with the survey

Does your adult education program offer high school diploma courses? *

Please choose **only one** of the following:

- Yes
- No

5.2. Program has an approved proficiency-based and/or face-to-face high school diploma program that:

a. Uses curriculum that is aligned with the South Carolina College and Career Ready Standards.

b. Adheres to all policies and guidelines for high school diploma programs as outlined in South Carolina State Board Regulation 43-234 and South Carolina State Board Regulation 43-259, II.C.

5.2.a. Digital copies of:

a. Written documentation from the local school district that identifies the proficiency-based system(s) that are approved for use by the district (the district's 5-Year Strategic Plan or other documentation),

b. Written documentation that grants approval from the Local School Board or designee for locally designed courses (examples: CRC Preparation, career skills, physical education, or other elective courses), and

c. Complete pacing guides, lesson plans, and curriculum used for all face-to-face high school diploma courses (district-provided and locally designed).

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '23 [C5a]' (Does your adult education program offer high school diploma courses?)

Kindly attach the aforementioned documents along with the survey

5.2. Program has an approved proficiency-based and/or face-to-face high school diploma program that:

- a. Uses curriculum that is aligned with the South Carolina College and Career Ready Standards.
- b. Adheres to all policies and guidelines for high school diploma programs as outlined in South Carolina State Board Regulation 43-234 and South Carolina State Board Regulation 43-259, II.C.

5.2.b. Written description of the type of high school diploma program offered. Include:

- a. Minimum number of units required to enroll in high school diploma courses,
- b. List of high school diploma courses offered for both proficiency-based and face-to-faces courses, and
- c. Program schedule for face-to-face courses and diploma lab (if not included in 5.1).

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '23 [C5a]' (Does your adult education program offer high school diploma courses?)

Please write your answer here:

5.3 Program offers individualized high school equivalency diploma (HSED) and adult basic education (ABE) instruction that includes face-to-face as well as virtual instruction.

5.3. Written description of the individualized high school equivalency and basic education program.

Include:

- a. Method(s) for creating and implementing individual plans of study for students,
- b. Example of the program's academic plan or pathway for students that includes entry through completion, and
- c. Textbooks and/or other resources used.

*

Please write your answer here:

5.4. Program uses instructional practices that include the essential components of reading instruction.

5.4. Written description of the curriculum and instructional practices used to provide instruction on the essential components of reading. Include description of assessment tool(s) used for reading diagnostics in addition to TABE Reading or TABE Language, if applicable.

*

Please write your answer here:

5.5. Program's instructional practices, curricula, and program activities, including reading, writing, speaking, mathematics, and English language acquisition instruction, are of sufficient quality and based on best practices derived from the most rigorous, scientifically valid research and effective educational strategies.

5.5. Written description of the following items that are being implemented **as a result of professional development or research** (identify sources).

- a. Instructional practices
- b. Curricula
- c. Program activities

*

Please write your answer here:

5.6. Program uses the Adult Education College and Career Readiness Standards to guide instructional practices that lead to substantial learning gains.

5.6.a. Written description of how Adult Education Standards are used to guide instructional practices that lead to substantial learning gains.

*

Please write your answer here:

5.6. Program uses the Adult Education College and Career Readiness Standards to guide instructional practices that lead to substantial learning gains.

5.6.b. Digital copies of sample documents used for instructional planning. If applicable, instructional planning documents may be observed in virtual classroom(s).

Kindly attach the aforementioned documents along with the survey

WIOA Consideration 7. Activities Implementation, Technology Use, and Delivery Method

7. Whether the program's/eligible provider's activities effectively use technology, services, and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

7.1. Program effectively uses technology products, tools, and resources to conduct adult education and literacy activities.

7.1. Written description of how your program effectively uses technology products, tools, and resources to conduct adult education and literacy activities. Include:

- a. How your program integrates technology into the classroom and the adult education program,
- b. The specific technology products, tools, and resources that are used,
- c. How technology is used to improve quality of learning, and
- d. How staff is trained to use the technology products, tools, and resources.

*

Please write your answer here:

7.2. Program incorporates digital literacy into instruction to teach and enable learners to find, evaluate, organize, create, and communicate information.

7.2.a. Written description of current strategies for incorporating digital literacy into instruction to teach and enable learners to find, evaluate, organize, create, and communicate information.

*

Please write your answer here:

7.3. Program provides distance education opportunities and other instructional delivery methods that increases the accessibility and quality of learning.

7.3. Written description of:

- a. The distance education opportunities and any other instructional delivery methods that the program has implemented to increase the accessibility and quality of learning.
- b. How the program ensures substantial learning gains for distance learning students.

*

Please write your answer here:

WIOA Consideration 8. Contextualized Instruction

8. Whether the program's/eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

8.1. Program provides learning in context so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs related to developed career pathways.

8.1. Written description of:

- a. The curriculum that is being used to provide contextualized instruction including the resources, tools, and materials for the program’s developed career pathways,
- b. How contextualized instruction is integrated into Adult Education classrooms for developed career pathways, and
- c. Partnerships and collaborative efforts that support contextualized instruction.

*

Please write your answer here:

8.2. Program provides learning in context so that an individual can obtain and advance in employment leading to economic self-sufficiency. Examples may include workplace literacy, skills upgrade, career readiness, financial literacy and workforce preparation.

8.2. Written description of:

- a. The curriculum that is being used to provide contextualized instruction including the resources, tools, and materials,
- b. How contextualized instruction is integrated into Adult Education classrooms, and
- c. Partnerships and collaborative efforts that support contextualized instruction.

*

Please write your answer here:

If applicable

8.3. Program provides learning in context so that an individual acquires the skills needed to exercise the rights and responsibilities of citizenship related to ESL instruction.

8.3. Written description of:

- a. The curriculum that is being used to provide contextualized instruction including the resources, tools, and materials,
- b. How contextualized instruction is integrated into Adult Education ESL classrooms, and
- c. Partnerships and collaborative efforts that support contextualized instruction.

Please write your answer here:

8.4. The program has an approved Integrated Education and Training program (IETP).

8.4. Written description of the program's approved IET and updated plan (if applicable) reflecting changes or modifications made to the original IET proposal/plan submitted and approved by the Office of Adult Education.

Please write your answer here:

WIOA Consideration 9. Instructor and Staff Qualifications

9. Whether the program's/eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet South Carolina's minimum qualifications, where applicable, and who have access to high quality professional development, including through electronic means.

9.1. Program ensures that there are well-trained instructors, counselors, and administrators who meet minimum state qualifications and program-related requirements in accordance with South Carolina State Board Regulation 43-259, II.C as applicable.

9.1.b. Written process for communicating certification renewal deadlines and applying for teacher waivers.

Please write your answer here:

9.2. Program provides access to and delivers professional development activities.

9.2.a. Written description of:

- a. How instructors and staff have access to high quality professional development including through electronic means,
- b. Professional development opportunities offered and delivered beyond what the state provides, and
- c. How your program ensures part-time staff, as well as full-time staff, receive and participate in professional development.

*

Please write your answer here:

9.3. Program has an orientation process for new instructors and staff.

9.3. Written description of:

- a. The orientation process for new instructors and staff.
- b. How the program ensures new instructors and staff are acclimated to and knowledgeable of adult education instruction, policies, and procedures.

*

Please write your answer here:

9.4. Program communicates priorities/goals to all instructors and staff.

9.4.a. Written description of:

- a. How often staff meetings are held,
- b. How often communication is provided, and information shared, and
- c. How program ensures implementation of priorities, goals, and federal and state regulations among all instructors and staff.

*

Please write your answer here:

9.5. Program has a process for observing and evaluating instructors and staff.

9.5. Written description of how:

- a. Instructor performance is evaluated in relation to student retention and performance outcomes.
- b. Instructors and staff are recognized and how performance issues are addressed and reconciled.

*

Please write your answer here:

WIOA Consideration 10. Partner Coordination for Development of Career Pathways

10. Whether the program's/eligible provider's activities coordinate with other, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.

10.1. Program has identified and has a plan to implement a career pathway(s).

10.1. Written description of how the program coordinates activities with other available education, training, and social service resources in the community for the development of career pathways.

Please write your answer here:

10.2. Program introduces available career pathways during intake and orientation.

10.2. Written description of

- a. How student career interests are determined,
- b. Career pathways that are introduced during intake and orientation, and
- c. How a student enrolls and/or participates in a developed career pathway (e.g., apprenticeships, pre-apprenticeships, bridge programs, dual-enrollment opportunities, internships).

*

Please write your answer here:

10.4. Program has a College and Career Navigator (CCN) or a position on staff that is responsible for career planning and career development of students.

10.4. Written description of:

- a. How many hours the CCN works each week to fulfill job responsibilities? If the CCN is not full-time, explain how job responsibilities are met,
- b. How the CCN aids in the development and implementation of career pathways,
- c. How the CCN or equivalent identifies and connects students to support services and other activities and services to ensure successful transition into and completion of postsecondary education/training and/or employment, and
- d. The process the program uses to assist students in obtaining employment and/or enter post-secondary education or training.

*

Please write your answer here:

WIOA Consideration 11. Support Services, and Service Flexibility

11. Whether the program's/eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

11.1. Program offers flexible enrollment process (e.g., managed enrollment, open-entry/open-exit)

11.1. Written description of intake/orientation schedule(s) and procedure(s) to include:

- a. Location
- b. Frequency
- c. Duration
- d. Staff assignments

*

Please write your answer here:

11.2. Program has an intake/orientation process that introduces and connects students to federal, state and local supportive services.

11.2. Written description of:

- a. Student intake and orientation process at both main and satellite sites,
- b. How student barriers and needs are identified, and
- c. How the program connects students with supportive service providers to address identified barriers.

*

Please write your answer here:

11.3. Program offers flexible class schedules to address student needs for support services (such as childcare, transportation, mental health services, and career planning).

11.3. Written description of how the program offers flexible class schedules to attend and complete programs.

*

Please write your answer here:

WIOA Consideration 12. Performance Management and Outcomes

12. Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with WIOA section 116) and to monitor program performance.

12.2. Program collects data, enters data, ensures data reliability, corrects errors and resolves issues.

12.2.a. Digital copy of year-to-date LACES Monthly Checklist with notes.

Kindly attach the aforementioned documents along with the survey

12.2. Program collects data, enters data, ensures data reliability, corrects errors and resolves issues.

12.2.b. Written procedure (or digital copy of program policy) of how the program:

- a. Collects and transfers student information to LACES data personnel
- b. Enters data
- c. Ensures data reliability
- d. Corrects errors
- e. Resolves data issues
- f. Tracks and reports student attendance
- g. Tracks and reports student assessments

*

Please write your answer here:

12.3. Program has a process for managing and monitoring measurable skill gains.

12.3. Written description of the process for managing and monitoring of measurable skill gains (post-testing for EFL gain, Carnegie unit accrual, HSD attainment; HSED attainment and entered post-secondary). Include:

- a. How often program performance is monitored,
- b. How data is used for program management and program improvement,
- c. The processes and procedures implemented to ensure that student and program goals are met, and
- d. How student goals and outcomes are communicated to instructors and the student, as appropriate.

*

Please write your answer here:

12.4. Program implements the proposed strategies for meeting the state-adjusted levels of performance as stated in the 2021 Adult Education and Family Literacy Act (AEFLA) RFP.

12.4. Written analysis of the implementation and effectiveness of the proposed strategies for meeting the state-adjusted levels of performance as stated in the 2021 AEFLA RFP. (Refer to the AEFLA Performance Goals Chart)

*

Please write your answer here:

12.5. Program has a process for follow up of students who are not included in the State data match for employment and postsecondary enrollment.

12.5.a. Written process that describes the process for follow up of students who are not included in the State data match for employment and postsecondary enrollment.

*

Please write your answer here:

12.5. Program has a process for follow up of students who are not included in the State data match for employment and postsecondary enrollment.

12.5.b. Digital copy of the program’s manual follow-up survey used for students who are not included in the state data match for employment and postsecondary enrollment.

Kindly attach the aforementioned documents along with the survey

WIOA Consideration 13. English Language Acquisition (ELA) and Civics Education

13. Whether the local area in which the program/eligible provider is located has a demonstrated need for additional ELA programs and civics education programs.

Does your adult education program offer English as a Second Language or civics education classes? *

Please choose **only one** of the following:

- Yes
- No

13.1. Program serves the English language learner (ELL) population in the local area (if data supports a local need).

13.1. Written analysis of:

- a. Current data and information on the ELL population in the program area.
- b. How the program is addressing the needs of this population (if data supports a local need).

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '55 [C13a]' (Does your adult education program offer English as a Second Language or civics education classes?)

Please write your answer here:

13.2. Program provides ELA and civics education using appropriate curriculum and materials.

13.2. Written description of curriculum and materials (e.g., textbooks, software) that are being used.

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '55 [C13a]' (Does your adult education program offer English as a Second Language or civics education classes?)

Please write your answer here:

13.3. Program has a process for promoting English as a Second Language (ESL) student participation and retention.

13.3. Written description of how ESL student participation and retention is promoted.

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '55 [C13a]' (Does your adult education program offer English as a Second Language or civics education classes?)

Please write your answer here:

SC/WIOA Consideration 17A: Adult Education Grant Financial Monitoring

17A.1. Program operates and makes purchases based on the budget narrative. Expenditures incurred are allowable, necessary, reasonable and allocable.

17A.1.a. Digital copy of the program Adult Education Expenditure Report by Account or Income Statement Report by Account (most current and previous three fiscal years).

Kindly attach the aforementioned documents along with the survey

17A.1. Program operates and makes purchases based on the budget narrative. Expenditures incurred are allowable, necessary, reasonable and allocable.

17A.1.b. Digital copy of the RFP Budget Narrative (current grant cycle and previous grant cycle).

Kindly attach the aforementioned documents along with the survey

17A.2. Program provides a description of the payroll process.

17A.2. Written description of the payroll process to include listing required documentation. These records must be kept for a minimum of six (6) years and be accessible (kept on site at the main adult education center) for four (4) years.

*

Please write your answer here:

17A.3. Program provides a staff roster that lists employees who are part-time/full-time employees and their duties and salaries. Funding for salaries and wages must be based on records that accurately reflect the work performed.

17A.3.a. Written list of part-time/full-time employees that work to support the local adult education program (most current and previous fiscal years). Include the director, coordinators, part-time/full-time teachers, administration and every individual who reports to the local program director to include the source of funding (i.e., state, federal, local).

*

Please write your answer here:

17A.3. Program provides a staff roster that lists employees who are part-time/full-time employees and their duties and salaries. Funding for salaries and wages must be based on records that accurately reflect the work performed.

17A.3.b. Digital copy of school district payroll calendar with pay period and pay dates.

Kindly attach the aforementioned documents along with the survey

17A.4. Program provides proper payroll reports from their finance or business office to support employees' salaries and wages.

17A.4.a. Digital copy of reports by account number and employee name to compare adult education payroll information with funding sources to verify account(s) (e.g., Detailed Check History, Labor History Report and other financial reports from finance or business office).

Kindly attach the aforementioned documents along with the survey

17A.4. Program provides proper payroll reports from their finance or business office to support employees' salaries and wages.

17A.4.b. Digital copy of adult education Semi-Annual Certification for Salaries & Wages (most current and previous fiscal years). All employees whose work is fully funded (100%) by an OAE federal grant award must complete this form twice a year.

Kindly attach the aforementioned documents along with the survey

17A.5. Program has a process in place for receiving and reconciling all collected fees.

17A.5.a. Written description of the process for receiving and reconciling all fees collected by Adult Education.

*

Please write your answer here:

17A.5. Program has a process in place for receiving and reconciling all collected fees.

17A.5.b. Digital copy of Adult Education Local Program Income Report to reconcile the fees collected as part of reimbursable programs are returned to the adult education program and are used exclusively for approved program expenses.

Kindly attach the aforementioned documents along with the survey

17A.6. Program has a process for proper budget documentation to support the handling of non-personnel related expenditures.

17A.6.a. Written description of the accountability process for all non-personnel related expenditures utilizing adult education funds. (i.e., supplies, materials, purchased services, travel).

*

Please write your answer here:

17A.6. Program has a process for proper budget documentation to support the handling of non-personnel related expenditures.

17A.6.b. Digital copy of the program Expenditure Report by Account or Income Statement Report by Account for state funds (most current and previous three fiscal years).

Kindly attach the aforementioned documents along with the survey

17A.7. Program has a process for handling and managing State funds and proper documentation to support expenditures incurred.

17A.7. Written description of how the local adult education program manages state funds for the ending fiscal year and the start of the new fiscal year. Include the state carryover dollar amount from June 30th of the previous fiscal year.

*

Please write your answer here:

17A.8. Program provides an Inventory Control Form of equipment purchased with Adult Education funds.

17.A.8.a Digital copy of the Inventory Control Form.

Kindly attach the aforementioned documents along with the survey

17A.9. Program provides their alternative funding sources other than SCDE grants.

17A.9. Written list of awarded grants, (amounts optional), and fundraisers, if applicable.

*

Please write your answer here:

17A.10. Program provides a copy of the adult education portion of the most recent audit.

17A.10. Digital copy of the adult education portion of the most recent annual audit by the local Certified Public Accountant firm, the State Department of Education, and/or Office of Auditing Services.

Kindly attach the aforementioned documents along with the survey

SC/WIOA Consideration 17B: Corrections Education Grant Financial Monitoring

Does your adult education program have the Corrections Education grant? *

Please choose **only one** of the following:

Yes

No

17B.1. Program operates and makes purchases based on the budget narrative. Expenditures incurred are allowable, necessary, reasonable, and allocable.

17B.1.a. Digital copy of the program corrections Expenditure Report by Account or Income Statement Report by Account (most current and previous three fiscal years).

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '74 [C17B]' (Does your adult education program have the Corrections Education grant?)

Kindly attach the aforementioned documents along with the survey

17B.1. Program operates and makes purchases based on the budget narrative. Expenditures incurred are allowable, necessary, reasonable, and allocable.

17B.1.b. Digital copy of the RFP Budget Narrative (current grant cycle and previous grant cycle).

Kindly attach the aforementioned documents along with the survey

17B.2. Program provides a description of the payroll process.

17B.2. Written description of corrections education payroll process to include listing required documentation. These records must be kept for a minimum of five (6) years and be accessible (kept on site at the main adult education center) for four (4) years.

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '74 [C17B]' (Does your adult education program have the Corrections Education grant?)

Please write your answer here:

17B.3. Program provides a staff roster that lists employees who are part-time/full-time employees and their duties and salaries. Funding for salaries and wages must be based on records that accurately reflect the work performed.

7B.3. Written list of corrections education part-time/full-time employees that work to support the subgrant (most current and previous fiscal years). Include the coordinators, part-time/full-time teachers, administration and every individual who reports to the local program director no matter the source of funding (i.e., federal, local).

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '74 [C17B]' (Does your adult education program have the Corrections Education grant?)

Please write your answer here:

17B.4. Program provides proper payroll reports from their finance or business office to support employees' salaries and wages

17B.4.a. Digital copy of reports by account number and employee name to compare corrections education payroll information with funding sources to verify account(s) (i.e., Detailed Check History, Labor History Report and other financial reports from finance or business office).

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '74 [C17B]' (Does your adult education program have the Corrections Education grant?)

Kindly attach the aforementioned documents along with the survey

17B.4. Program provides proper payroll reports from their finance or business office to support employees' salaries and wages.

17B.4.b. Digital copy of the corrections education Semi-Annual Certification for Salaries & Wages. All employees whose work is funded fully (100%) by an OAE federal grant award must complete this form twice a year (most current and previous fiscal years).

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '74 [C17B]' (Does your adult education program have the Corrections Education grant?)

Kindly attach the aforementioned documents along with the survey

17B.6. Program has a process for proper budget documentation to support the handling of non-personnel related expenditures.

17B.6.a. Written description of corrections education accountability process for all non-personnel related expenditures utilizing corrections education funds (i.e., supplies, materials, purchased services, travel).

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '74 [C17B]' (Does your adult education program have the Corrections Education grant?)

Please write your answer here:

17B.6. Program has a process for proper budget documentation to support the handling of non-personnel related expenditures.

17B.6.a. Written description of corrections education accountability process for all non-personnel related expenditures utilizing corrections education funds (i.e., supplies, materials, purchased services, travel).

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '74 [C17B]' (Does your adult education program have the Corrections Education grant?)

Kindly attach the aforementioned documents along with the survey

17B.8. Program provides an Inventory Control Form of equipment purchased with Adult Education funds.

17.B.8.a Digital copy of the Inventory Control Form.

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '74 [C17B]' (Does your adult education program have the Corrections Education grant?)

Kindly attach the aforementioned documents along with the survey

17B.9. Program provides their alternative funding sources other than SCDE grants.

17B.9. Written list of awarded grants, (amounts optional), and fundraisers, if applicable.

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '74 [C17B]' (Does your adult education program have the Corrections Education grant?)

Please write your answer here:

SC/WIOA Consideration 17C: Generational Family Services (GFS) Grant Financial Monitoring

Does your adult education program have the Generational Family Services (GFS) grant? *

Please choose **only one** of the following:

Yes

No

17C.1. Program operates and makes purchases based on the budget narrative. Expenditures incurred are allowable, necessary, reasonable and allocable.

17C.1.a. Digital copy of the program Generational Family Services Expenditure Report by Account or Income Statement Report by Account (most current and previous three fiscal years).

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '85 [C17C]' (Does your adult education program have the Generational Family Services (GFS) grant?)

Kindly attach the aforementioned documents along with the survey

17C.1. Program operates and makes purchases based on the budget narrative. Expenditures incurred are allowable, necessary, reasonable and allocable.

17C.1.b. Digital copy of the RFP Budget Narrative (previous and current Grant cycles).

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '85 [C17C]' (Does your adult education program have the Generational Family Services (GFS) grant?)

Kindly attach the aforementioned documents along with the survey

17C.2. Program provides a description of the payroll process.

17C.2. Written description of the payroll process to include listing required documentation. These records must be kept for a minimum of five (6) years and be accessible (kept on site at the main adult education center) for four (4) years.

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '85 [C17C]' (Does your adult education program have the Generational Family Services (GFS) grant?)

Please write your answer here:

17C.3. Program provides a staff roster that list employees who are part-time/full-time employees and their duties and salaries. Funding for salaries and wages must be based on records that accurately reflect the work performed.

17C.3. Written list of generational family services part-time/full-time employees that work to support the local adult education program (previous fiscal year and current fiscal year). Include the coordinators, part-time/full-time teachers, administration and every individual who reports to the local program director no matter the source of funding (i.e., federal, local).

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '85 [C17C]' (Does your adult education program have the Generational Family Services (GFS) grant?)

Please write your answer here:

17C.4. Program provides proper payroll reports from their finance or business office to support employees' salaries and wages.

17C.4.a. Digital copy of generational family services reports by account number and employee name to compare generational family services payroll information with funding sources to verify account(s) (i.e., Detailed Check History, Labor History Report and other financial reports from finance or business office).

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '85 [C17C]' (Does your adult education program have the Generational Family Services (GFS) grant?)

Kindly attach the aforementioned documents along with the survey

17C.4. Program provides proper payroll reports from their finance or business office to support employees' salaries and wages.

17C.4.b. Digital copy of generational family services Semi-Annual Certification for Salaries & Wages. All employees whose work is funded fully (100%) by an OAE federal grant award must complete this form twice a year (previous fiscal year and current fiscal year).

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '85 [C17C]' (Does your adult education program have the Generational Family Services (GFS) grant?)

Kindly attach the aforementioned documents along with the survey

17C.6. Program has a process for proper budget documentation to support the handling of non-personnel related expenditures.

17C.6.a. Written description of the accountability process for all non-personnel related expenditures utilizing generational family services funds (i.e., supplies, materials, purchased services, travel).

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '85 [C17C]' (Does your adult education program have the Generational Family Services (GFS) grant?)

Please write your answer here:

17C.8. Program provides an Inventory Control Form of equipment purchased with Adult Education funds.

17.C.8.a Digital copy of the updated Inventory Control Form.

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '85 [C17C]' (Does your adult education program have the Generational Family Services (GFS) grant?)

Kindly attach the aforementioned documents along with the survey

17C.9. Program provides their alternative funding sources other than SCDE grants.

17C.9. Written list of awarded grants, (amounts optional), and fundraisers, if applicable.

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '85 [C17C]' (Does your adult education program have the Generational Family Services (GFS) grant?)

Please write your answer here:

SC/WIOA Consideration 17D: IEL/CE Grant Financial Monitoring

Does your adult education program have the Integrated English Literacy and Civics Education (IEL/CE) grant? *

Please choose **only one** of the following:

- Yes
- No

17D.1. Program operates and makes purchases based on the budget narrative. Expenditures incurred are allowable, necessary, reasonable, and allocable.

17D.1.a. Digital copy of the program Integrated English Literacy and Civics Education Expenditure Report by Account or Income Statement Report by Account (most current and previous three fiscal years).

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '95 [C17D]' (Does your adult education program have the Integrated English Literacy and Civics Education (IEL/CE) grant?)

Kindly attach the aforementioned documents along with the survey

17D.1. Program operates and makes purchases based on the budget narrative. Expenditures incurred are allowable, necessary, reasonable, and allocable.

17D.1.b. Digital copy of Integrated English Literacy and Civics Education RFP Budget Narrative (previous and current Grant cycles).

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '95 [C17D]' (Does your adult education program have the Integrated English Literacy and Civics Education (IEL/CE) grant?)

Kindly attach the aforementioned documents along with the survey

17D.2. Program provides a description of the payroll process.

17D.2. Written description of the payroll process to include listing required documentation. These records must be kept for a minimum of five (6) years and be accessible (kept on site at the main adult education center) for four (4) years.

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '95 [C17D]' (Does your adult education program have the Integrated English Literacy and Civics Education (IEL/CE) grant?)

Please write your answer here:

17D.3. Program provides a staff roster that list employees who are part-time/full-time employees and their duties and salaries. Funding for salaries and wages must be based on records that accurately reflect the work performed.

17D.3. Written list of Integrated English Literacy and Civics Education part-time/full-time employees that work to support the local adult education program (previous fiscal year and current fiscal year). Include the coordinators, part-time/full-time teachers, administration and every individual who reports to the local program director no matter the source of funding (i.e., federal, local).

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '95 [C17D]' (Does your adult education program have the Integrated English Literacy and Civics Education (IEL/CE) grant?)

Please write your answer here:

[Empty text box for answer]

17D.4. Program provides proper payroll reports from their finance or business office to support employees' salaries and wages.

17D.4.a. Digital copy of Integrated English Literacy and Civics Education reports by account number and employee name to compare payroll information with funding sources to verify account(s) (i.e., Detailed Check History, Labor History Report and other financial reports from finance or business office).

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '95 [C17D]' (Does your adult education program have the Integrated English Literacy and Civics Education (IEL/CE) grant?)

Kindly attach the aforementioned documents along with the survey

17D.4. Program provides proper payroll reports from their finance or business office to support employees' salaries and wages.

17D.4.b. Digital copy of Integrated English Literacy and Civics Education Semi-Annual Certification for Salaries & Wages. All employees whose work is funded fully (100%) by an OAE federal grant award must complete this form twice a year (previous fiscal year and current fiscal year).

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '95 [C17D]' (Does your adult education program have the Integrated English Literacy and Civics Education (IEL/CE) grant?)

Kindly attach the aforementioned documents along with the survey

17D.5. Program has a process in place for receiving and reconciling all collected fees.

17D.5.b. Digital copy of Local Program Income Report 2019-2020 (/upload/surveys/812846/files/Adult%20Education%20Local%20Program%20Income%20.docx) to verify that fees collected as part of reimbursable programs are returned to the adult education program and are used exclusively for approved program expenses.

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '95 [C17D]' (Does your adult education program have the Integrated English Literacy and Civics Education (IEL/CE) grant?)

Kindly attach the aforementioned documents along with the survey

17D.6. Program has a process for proper budget documentation to support the handling of non-personnel related expenditures.

17D.6.a. Written description of the accountability process for all non-personnel related expenditures utilizing Integrated English Literacy and Civics Education funds (i.e., supplies, materials, purchased services, travel).

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '95 [C17D]' (Does your adult education program have the Integrated English Literacy and Civics Education (IEL/CE) grant?)

Please write your answer here:

17D.8. Program provides an Inventory Control Form of equipment purchased with Adult Education funds.

17.D.8.a Digital copy of the updated Inventory Control Form.

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '95 [C17D]' (Does your adult education program have the Integrated English Literacy and Civics Education (IEL/CE) grant?)

Kindly attach the aforementioned documents along with the survey

17D.9. Program provides their alternative funding sources other than SCDE grants.

17D.9. Written list of awarded grants, (amounts optional), and fundraisers, if applicable.

*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '95 [C17D]' (Does your adult education program have the Integrated English Literacy and Civics Education (IEL/CE) grant?)

Please write your answer here:

SC Consideration 18: Student Records

18.1. Program maintains a permanent record for each student at the main adult education site as indicated in the Guidelines for Student Records and contain required documents.

18.2. For each classroom, a teacher folder/binder is kept in a secured but easily accessible location and contains copies of required documents, as outlined in the Guidelines for Student Records.

18.3. Each student has a working folder (ESL optional) that is kept in a readily accessible location within the classroom and contains copies of required documents, as outlined in the Guidelines for Student Records.

18.5. Program follows district and state policies for storing and transferring student records.

18.1. Upload photos that demonstrate that permanent records, teacher folders, and student folders are maintained at the main adult education site as indicated in the Guidelines for Student Records.

Kindly attach the aforementioned documents along with the survey

18.4. Program follows guidelines for purging confidential student records and reports beyond the current academic year.

18.4. Written description of the process for destroying confidential student records and reports; if a shredder is used, observe that it is in place.

*

Please write your answer here:

18.5. Program follows district and state policies for storing and transferring student records.

d. Digital copy of the district's policy for transferring HSD graduate permanent records.

Kindly attach the aforementioned documents along with the survey

SC Consideration 19: Standardized Assessment

- 19.4. Program adheres to SC Adult Education Assessment Policy guidelines.
- 19.4. Written assessment procedures that show alignment with state guidelines regarding:
 - a. Administration of TABE Locator Test
 - b. Administration of pre-test (as applicable) with
 - 1. TABE
 - 2. BEST Plus 2.0 or BEST Literacy
 - c. Procedure for ensuring eligible students are post-tested (30, 40, 60 hours)
 - d. Administration of post-test (as applicable) with
 - 1. TABE
 - 2. Best Plus 2.0 or BEST Literacy
 - e. Administration of HSED Practice Test
 - f. Administration of WIN

*

Please write your answer here:

- 19.1. Program has a posted assessment schedule at each location.
- 19.2. Program has a designated assessment area at each location that appropriately accommodates the testing environment.
- 19.5. Test materials are secured in a locked cabinet(s) or storage area(s).
- 19.6. "Testing in Progress" sign is displayed during assessment.
- 19.1, 19.2, 19.5, 19.6. Upload photos that demonstrate compliance with each of the above Considerations.

Kindly attach the aforementioned documents along with the survey

SC Consideration 20: Program Management

20.3. Program has knowledge of the district's policy for classifying students as 9th – 12th graders (HSD only).

20.3. Digital copy of the district's policy for classifying students as 9th - 12th graders.

Kindly attach the aforementioned documents along with the survey

20.4. Program has a policy regarding student management and discipline.

20.4. Digital copy of the policy regarding student management and discipline.

Kindly attach the aforementioned documents along with the survey

20.5. Has a job description for all employees.

20.5. Digital copy of employee job descriptions.

Kindly attach the aforementioned documents along with the survey

20.1. Facility is well-lit and adequately ventilated.

20.1. Upload photos that demonstrate that facility/facilities have adequate indoor & outdoor lighting and ventilation.

Kindly attach the aforementioned documents along with the survey

Miscellaneous

Use this section to upload any additional documentation not included in Considerations 1-20.

Kindly attach the aforementioned documents along with the survey

Submit your survey.

Thank you for completing this survey.

Staff Information — Virtual Interviews and Instructional Observations

Program Name: Click or tap here to enter text.

Teacher Interviews

*Please indicate **at least three** instructional staff members to be interviewed by OAE staff during **Day One** of the Virtual CMR visit and the times they will be available for an interview. We encourage more than one staff member, if they teach similar subjects, to participate in the same interview. Please have staff use the link provided to participate in the scheduled interview. These interviews may occur simultaneously.*

Staff Name(s)	Email	Class Subject Taught	Interview Time (30 minutes max.)	Meeting Platform Link
1.			Start: End:	
2.			Start: End:	
3.			Start: End:	

Instructional Observation

*Please indicate **two** instructors who will participate in an instructional observation to be conducted on **Day One** of the Virtual CMR visit and times to conduct the observation. Provide instructions for OAE staff member to participate. These observations may occur simultaneously.*

Instructor Name	Email	Class Subject to be observed	Observation Time (30 minutes max.)	Observation Platform (Zoom, Google Meet, FaceTime, etc.)	Instructions for CM Team member participation in virtual observation (Link to virtual class meeting, phone number for video call, etc.)
1			Start: End:		
2			Start: End:		



Adult Education
Online Professional Development
Compliance Monitoring Review Process

Wednesday, September 1, 2021

10:00 am - 1:30 pm

Office of Adult Education

Mike King, Director

Molly M. Spearman – State Superintendent of Education

A vibrant, 3D-rendered graphic of the word 'welcome' in a playful, rounded font. The letters are multi-colored: 'w' is pink, 'e' is light green, 'l' is orange, 'c' is blue, 'o' is yellow with radiating lines, 'm' is purple, and the final 'e' is green. The text is set against a white background with a subtle dotted pattern, all contained within a white rounded rectangle. The overall scene is framed by a dark blue background with light blue and white circular accents and a green vertical bar on the right.

welcome

Meeting Logistics

Please:

- ▶ Mute Microphone unless speaking
- ▶ Enter questions/comments and technical difficulties into the Chat Box
- ▶ The meeting will be recorded
- ▶ Breaks

Profile of the South Carolina Graduate



World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by SCASA Superintendents Roundtable and SC Chamber of Commerce
SC Education Oversight Committee, SC State Board of Education, SC Department
of Education, SC General Assembly, SC Council on Competitiveness, TransformSC, & SC
Arts in Basic Curriculum Steering Committee

Adult Education

In South Carolina

Educating • Empowering • Employing

Vision:

The vision of Adult Education is for all South Carolina adults to have a high level of literacy that enables them to access needed information, take independent action, express ideas and opinions, keep up with the changing world, and exercise rights and responsibilities as family members, workers, and community members.

Mission:

The mission of Adult Education in South Carolina is to assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

2021-2022 Programs to be Reviewed

- Adult Learning Center
- Fairfield
- Jasper/Hampton/Allendale
- Williamsburg
- Chester
- Edgefield/McCormick
- Clarendon
- Berkeley
- Florence
- Florence Literacy
- Lexington 5
- Lexington 1
- Oconee
- Tri-District
- Union
- Lexington 2 & 4
- Abbeville
- PUSD

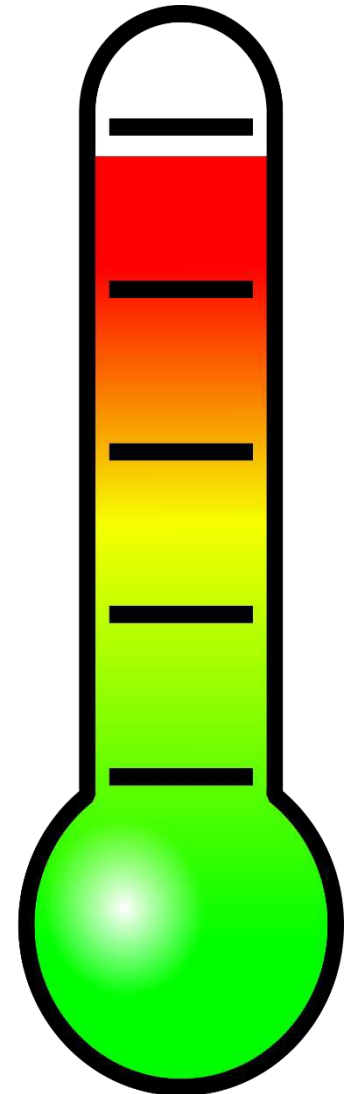
Introductions

- ▶ Name
- ▶ Program
- ▶ And any additional information you would like to share...

You are invited to turn on your cameras as you introduce yourself and your team. (If you are sitting with a group, enter each person's name into the chat box.)

Compliance Monitoring Barometer

10	Call Me ASAP
9	Lost and Confused
8	Full Panic Mode
7	On the Verge of Panicking
6	I Don't Know What <i>I Don't Know</i>
5	I'm Getting There
4	I'm Listening Intently and Learning as I go
3	I Have Learned a Lot So Far and I am Comfortable
2	Close to Confident
1	Confident and Ready to Go



Training Objectives

- ▶ Introduce the Compliance Monitoring Review Process
- ▶ Explore the Compliance Monitoring Tool
- ▶ Respond to questions about each consideration
- ▶ Review supporting documents
- ▶ Provide guidance for written responses and compliance documentation
- ▶ Provide preparation tips

Compliance Monitoring Team

- ▶ Andrena Duren, Lead
- ▶ Dominique Dunbar
- ▶ Wendy Griffin
- ▶ Mary Hugee
- ▶ Harriette Jenerette
- ▶ Nelecia Murrell
- ▶ Kammie Reed



Program	Written Documentation Due Date	Records Upload Due Date	Virtual Records Review Date	Virtual CM Dates
Spartanburg Adult Learning Center	September 29, 2021	October 6, 2021	October 7, 2021	October 12-13, 2021
Fairfield	October 6, 2021	October 13, 2021	October 14, 2021	October 19-20, 2021
Jasper/Hampton/Allendale	October 13, 2021	October 20, 2021	October 21, 2021	October 26-27, 2021
Williamsburg	October 27, 2021	November 2, 2021	November 3, 2021	November 9-10, 2021
Chester	November 3, 2021	November 8, 2022	November 9, 2022	November 16-17, 2021
Edgefield/McCormick	November 10, 2021	November 16, 2021	November 17, 2021	November 30 – December 1, 2021
Clarendon	November 17, 2021	December 1, 2021	December 2, 2021	December 7-8, 2021
Berkeley	December 1, 2021	December 8, 2021	December 9, 2021	December 14-15, 2021
Florence	January 12, 2022	January 19, 2022	January 20, 2022	January 25-26, 2022
Florence Literacy	January 19, 2022	January 26, 2022	January 27, 2022	February 1-2, 2022
Lexington/Richland 5	January 26, 2022	February 2, 2022	February 3, 2022	February 8-9, 2022
Lexington 1	February 2, 2022	February 9, 2022	February 10, 2022	February 15-16, 2022
Oconee	February 9, 2022	February 16, 2022	February 17, 2022	February 22-23, 2022
Tri-District of York	February 16, 2022	February 23, 2022	February 24, 2022	March 1-2, 2022
Union	February 23, 2022	March 2, 2022	March 3, 2022	March 8-9, 2022
Lexington 2, 4	March 2, 2022	March 9, 2022	March 10, 2022	March 15-16, 2022
Abbeville	March 9, 2022	March 16, 2022	March 17, 2022	March 22-23, 2022
Palmetto Unified School District	March 16, 2022	March 23, 2022	March 24, 2022	March 29-30, 2022



When does the Compliance Monitoring Process Begin?

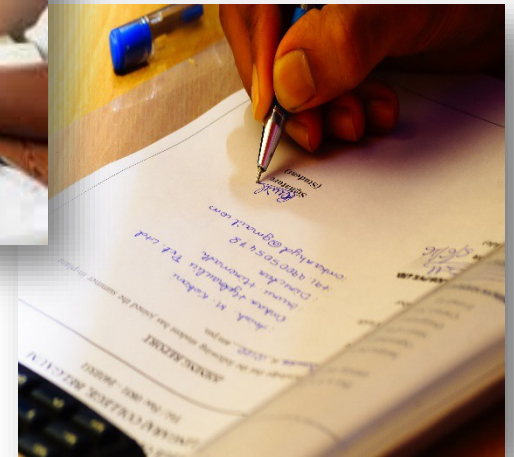
The Compliance Monitoring Process begins **on the due date** of the Written Documentation.

Compliance Monitoring Review Documents

<https://bit.ly/CM2122>

Process for Submitting Written Documentation

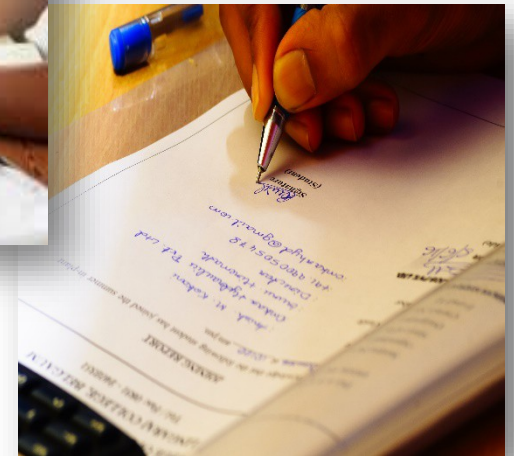
- Features:
 - Digital
 - Upload documents, photos
 - Save, resume, download, and print responses



Process for Submitting Student Records

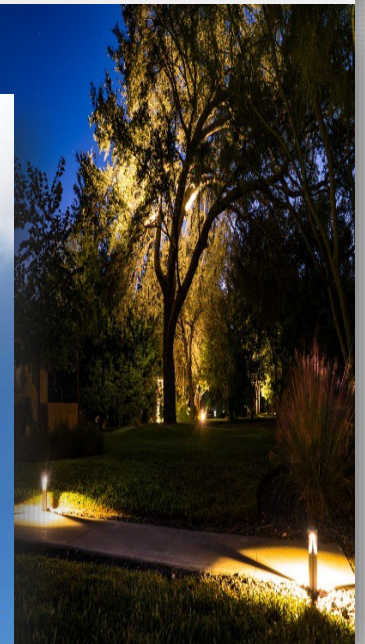
Contents of:

- Permanent records
- Teacher Folders
- Attendance records



Picture Submission

- Upload pictures to verify the following:
 - Accessibility
 - Records Storage
 - Lighting
 - Signage



The Compliance Monitoring Review Process Training Manual

- I. The Compliance Monitoring Review Process Overview
- II. The Compliance Team Training and Team Responsibilities
- III. Preparing for the Compliance Monitoring Review
- IV. After the Compliance Monitoring Review
- V. Additional Resources






Mona Caudle, Dorchester AE

Susan Friedrich, Charleston AE

Dr. Kim Linton, Lancaster AE

“...from those who have been there before.”



WIOA and State Considerations

WIOA Consideration 1. Commitment to Serve the Individuals in Need



Consideration 1 – Key Points

- ▶ 1.1. Regional employment needs list
- ▶ 1.2. Process for developing Career pathways from employment needs list
- ▶ 1.3. Local and Regional demographics
- ▶ 1.4. Local education and workforce priorities
- ▶ 1.5. Addressing needs of individuals in community
- ▶ 1.6. Recruitment and Retention plan
- ▶ 1.7. Approval for students <18



WIOA Consideration 2.

Serving Individuals with Disabilities



Consideration 2 – Key Points

- ▶ 2.1. Accessible facilities
- ▶ 2.2. Fire and safety law compliance
- ▶ 2.3. Transitioning students with IEP/504 plans
- ▶ 2.4. Identifying and serving students with disabilities
- ▶ 2.5. Collaborates to provide services to students with disabilities
- ▶ 2.6. Inclusion and equitable access to individuals with disabilities



WIOA Consideration 3. Past Effectiveness



Consideration 3 – Key Points

- ▶ 3.1. Evidence of serving individuals in need of AE services effectively
- ▶ 3.2. Effectively serving individuals in the areas of:
 - ▶ Low level Literacy
 - ▶ High School Diploma or Equivalent
 - ▶ Transition to post-secondary education, training or employment



WIOA Consideration 4. One-Stop System Alignment

Your
onestop
South Carolina Workforce System
for Workforce Solutions!

Consideration 4 – Key Points

- ▶ 4.1. Collaboration with community agencies to provide student support services and/or referrals including:
 - ▶ SC Works
 - ▶ VR
 - ▶ Post–secondary institutions
 - ▶ Social Services
 - ▶ Employers

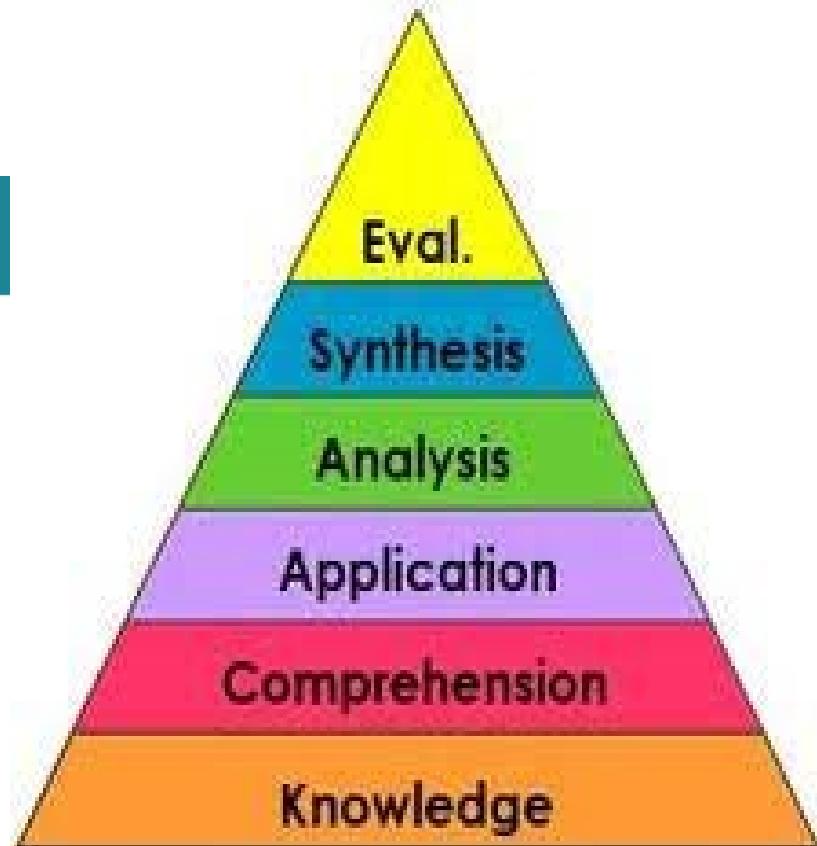


WIOA Considerations 5 & 6

Evidence-Based Instructional Practices

The Changing Pedagogical Landscape

In search of patterns in policies and practices of new modes of teaching and learning



Considerations 5 & 6 – Key Points

▶ 5.1 Schedule

- ✓ current Master Schedule for sites

▶ 5.2 High School Diploma Program

- ✓ approved proficiency-based and/or face-to-face high school diploma program
- ✓ Minimum enrollment units
- ✓ List of HSD courses
- ✓ Schedule for F2F course AND diploma lab

Considerations 5 & 6 – Key Points

▶ 5.3. High School Equivalency Program

- ✓ Individual study plans
- ✓ Program's academic pathway for students
- ✓ Instructional resources

▶ 5.4. Essential Components of Reading

- ✓ Description of curriculum and instruction
- ✓ Reading diagnostics

Considerations 5 & 6 – Key Points

- ▶ **5.5 Research-Based Instructional Strategies**
 - ✓ Instructional practices
 - ✓ Curricula
 - ✓ Program activities
- ▶ **5.6 Standards-Based Instruction**
 - ✓ Used AE CCR to guide instruction
 - ✓ Samples of instructional plans





Time's up!

10 Minutes

Click to start!

WIOA Consideration 7

Activities Implementation, Technology use, and Delivery Method



Consideration 7 – Key Points

Incorporating technology:

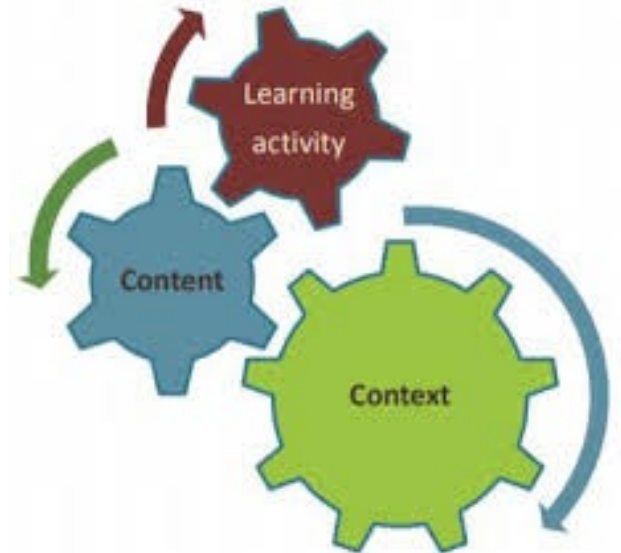
- ▶ 7.1 Use technology products, tools and resources
- ▶ 7.2 Incorporate digital literacy into instruction
- ▶ 7.3 Provide distance learning opportunities



WIOA Consideration 8

Contextualized Instruction

CONTEXT



Consideration 8 – Key Points

Learning in Context for:

- ▶ 8.1 Career Pathways
- ▶ 8.2 Workplace literacy, skills upgrade, career readiness, workforce preparation
- ▶ 8.3 Rights and responsibilities of citizenship
- ▶ 8.4 Integrated Education and Training



WIOA Consideration 9.

Instructor and Staff Qualifications



Consideration 9 – Key Points

- ▶ 9.1. Well trained instructors, counselors and administrators
- ▶ 9.2. Provides access to and delivers professional development
- ▶ 9.3. Orientation for new instructors and staff
- ▶ 9.4. Communicates program priorities to instructors and staff
- ▶ 9.5. Process for observing instructors and staff



WIOA Consideration 10.

Partner Coordination for Development of Career Pathways



Consideration 10- Key Points

- ▶ 10.1. Identified Career Pathway(s)
- ▶ 10.2. Introduces Career Pathways options during orientation
- ▶ 10.3. Strong linkages with community resources to eliminate student barriers
- ▶ 10.4. College and Career Navigator on staff



WIOA Consideration 11.

Flexible Scheduling and Coordination with Supportive Services

Weekly schedule

Name: _____

Time / period	Monday	Tuesday	Wednesday	Thursday	Friday



Consideration 11- Key Points

- ▶ 11.1. Flexible enrollment process
- ▶ 11.2. Federal, state and local support services introduced during orientation
- ▶ 11.3. Flexible schedules



WIOA Consideration 12.

Performance Management and Outcomes



Consideration 12– Key Points

- ▶ 12.1. Staff trained on LACES
- ▶ 12.2. Manages data reliably
- ▶ 12.3. Manages and monitors Measurable Skill Gains (MSGs)
- ▶ 12.4. Implements strategies to meet performance goals
- ▶ 12.5. Follow-up process for students not included in state data match



WIOA Consideration 13.

English Language Acquisition (ELA) and Civics Education



Consideration 13 – Key Points

- ▶ 13.1. Serves local ELL population
- ▶ 13.2. Uses appropriate curricula and materials for ELA and civics education
- ▶ 13.3. Process for promoting ESL student participation





Mona Caudle, Dorchester AE

Susan Friedrich, Charleston AE

Dr. Kim Linton, Lancaster AE

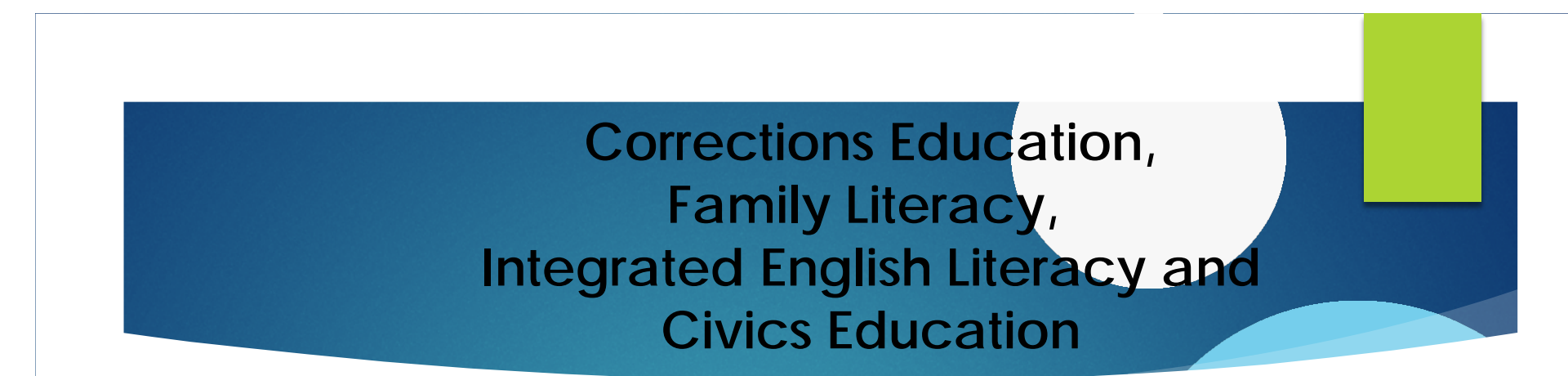
“...from those who have been there before.”



Time's up!

10 Minutes

Click to start!



Corrections Education, Family Literacy, Integrated English Literacy and Civics Education

Written documentation for subgrants:
Corrections Education, Family Literacy and IEL/CE is
not required for the purpose of
Compliance Monitoring.

The required **Interim** and **Final Annual Report** for
each of the three sub grants will be reviewed to
determine compliance with each grant's specific
requirements

State/WIOA Consideration 14. Corrections Education



Consideration 14.

Corrections Education

Consideration 14: Corrections Education Grantee					
		C	NC	N/A	Summary Statement:
C-14	Consideration 1. Commitment to Serve the Individuals in Need				
C-14	Consideration 2. Serving Individuals with Disabilities				
C-14	Consideration 3. Past Effectiveness				
C-14	Consideration 4. One-Stop System Alignment				
C-14	Considerations 5 & 6. Evidence based Instructional Practices				
C-14	Consideration 7. Activities Implementation, Technology Use, and Delivery Method				
C-14	Consideration 8. Contextualized Instruction				
C-14	Consideration 9. Instructor and Staff Qualifications				
C-14	Considerations 10 & 11. Partner Coordination, Support Services, and Service Flexibility				
C-14	Consideration 12. Performance Management and Outcomes				
C-14	Consideration 13. English Language Acquisition (ELA) and Civics Education				
C – Compliant NC – Non-Compliant					

State/WIOA Consideration 15. Family Literacy



Consideration 15. Family Literacy (FL)



Consideration 15: Generational Family Services Grantee					
		C	NC	N/A	Summary Sttement:
C-15	Consideration 1. Commitment to Serve the Individuals in Need				
C-15	Consideration 2. Serving Individuals with Disabilities				
C-15	Consideration 3. Past Effectiveness				
C-15	Consideration 4. One-Stop System Alignment				
C-15	Considerations 5 & 6. Evidence based Instructional Practices				
C-15	Consideration 7. Activities Implementation, Technology Use, and Delivery Method				
C-15	Consideration 8. Contextualized Instruction				
C-15	Consideration 9. Instructor and Staff Qualifications				
C-15	Considerations 10 & 11. Partner Coordination, Support Services, and Service Flexibility				
C-15	Consideration 12. Performance Management and Outcomes				
C-15	Consideration 13. English Language Acquisition (ELA) and Civics Education				
C – Compliant NC – Non-Compliant					



State/WIOA Consideration 16.

Integrated English Literacy and Civics Education (IEL/CE)

ENGLISH FOR...



...the Workplace

Learn the English skills you will need to communicate in the workplace.

English that will help you find and keep a job!



...Everyday Living

Learn the English skills you will need for everyday living.

Topics include: daily greetings, emergency situations, and more!

Consideration 16.

Integrated English Literacy and Civics Education (IEL/CE)

Consideration 16: Integrated English Literacy and Civics Education (IEL/CE) Grantee					
		C	NC	N/A	Summary Statement:
C-16	Consideration 1. Commitment to Serve the Individuals in Need				
C-16	Consideration 2. Serving Individuals with Disabilities				
C-16	Consideration 3. Past Effectiveness				
C-16	Consideration 4. One-Stop System Alignment				
C-16	Considerations 5 & 6. Evidence based Instructional Practices				
C-16	Consideration 7. Activities Implementation, Technology Use, and Delivery Method				
C-16	Consideration 8. Contextualized Instruction				
C-16	Consideration 9. Instructor and Staff Qualifications				
C-16	Considerations 10 & 11. Partner Coordination, Support Services, and Service Flexibility				
C-16	Consideration 12. Performance Management and Outcomes				
C-16	Consideration 13. English Language Acquisition (ELA) and Civics Education				
C – Compliant NC – Non-Compliant					



South Carolina Consideration 17.

Financial Monitoring

Adult Education

Family Literacy

Corrections
Education

Integrated
English Literacy
and Civics
Education



South Carolina Consideration 17. Financial Monitoring

Objectives:

- ✓ To understand the various reports used for financial monitoring
- ✓ To understand why the various reports are used for financial monitoring



Financial Monitoring Reports

- ✓ Expenditure Report
- ✓ Budget Narrative
- ✓ Detailed Check History
- ✓ Semi-Annual Certification
- ✓ Local Program Income Report
- ✓ Inventory Control Form



South Carolina Consideration 17.

Financial Monitoring

Required Documentation

- ▶ 17.1. Daily Operation
 - a. Expenditure Budget Report by Account
 - b. Revenue and Expenditure Statement - Sample
 - c. RFP Budget Narrative Template

- ▶ 17.4. Payroll Process
 - a. Detailed Check History / Labor History
 - b. Semi-Annual Certification for Salaries Wages Charged to Federal Grants
 - c. Timesheets and LACES

South Carolina Consideration 17.

Financial Monitoring

Required Documentation

- ▶ 17.5. Fees Collected
 - a. [Adult Education Local Program Income Report](#)

- ▶ 17.8. Purchased Equipment
 - a. [Adult Education Inventory Control Form](#)



Questions?



Mary D. Hugee

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South Carolina Consideration 18: Student Records



Consideration 18 - Key Points

- ▶ 18.1. Permanent Records
- ▶ 18.2. Teacher Folders
- ▶ 18.3. Student Folders
- ▶ 18.4. Previous Year Records
- ▶ 18.5. Purging Records





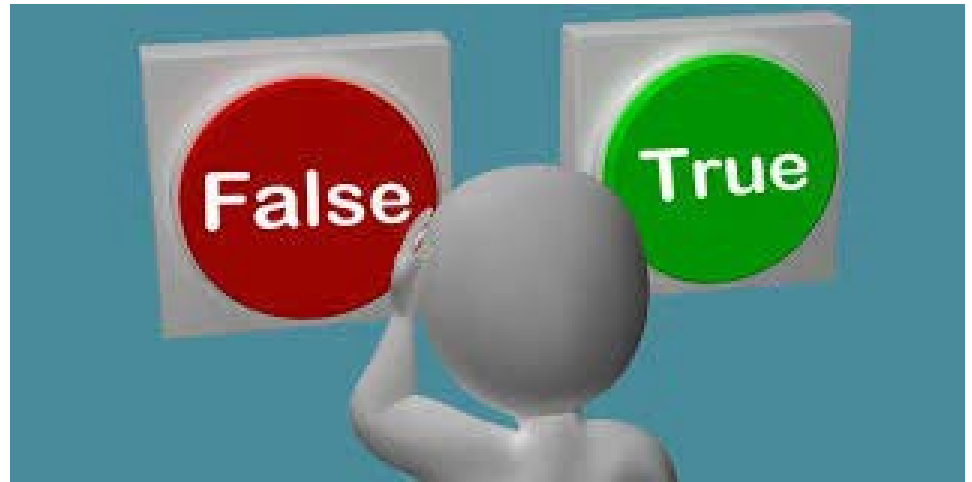
Time's up!

5 Minutes

Click to start!

Activity—True/False

Please
enter your
answers
in the
Chat Box.



Question # 1

Teacher files must be maintained for 5 years.

FALSE

Question # 2

Teacher folders must be kept in a secure location

TRUE

Question # 3

ESL students are required to have a student working folder.

FALSE

Question # 4

All High School Diploma permanent records (graduate **and** non-completer records) are to be stored in a fireproof cabinet, a vault or vault room **for a minimum of 75 years.**

South Carolina Consideration 19: Standardized Assessment



Consideration 19 – Key Points

- ▶ 19.1. Posted Assessment schedule
- ▶ 19.2. Designated assessment area
- ▶ 19.3. Designated, qualified test administrators
- ▶ 19.4. Adherence to SC Adult Education Assessment Policy guidelines
- ▶ 19.5. Secured test materials
- ▶ 19.6. “Testing in Progress” sign displayed during assessments.





Mona Caudle, Dorchester AE

Susan Friedrich, Charleston AE

Dr. Kim Linton, Lancaster AE

“...from those who have been there before.”

South Carolina Consideration 20: Program Management



Consideration 20 – Key Points

- ▶ 20.1. Well lit and ventilated facility
- ▶ 20.2. Administrative knowledge of current AE policies and practices
- ▶ 20.3. Knowledge of district policy regarding the classification of students as 9th -12th graders
- ▶ 20.4. Student management and discipline policy
- ▶ 20.5. Job description for all employees

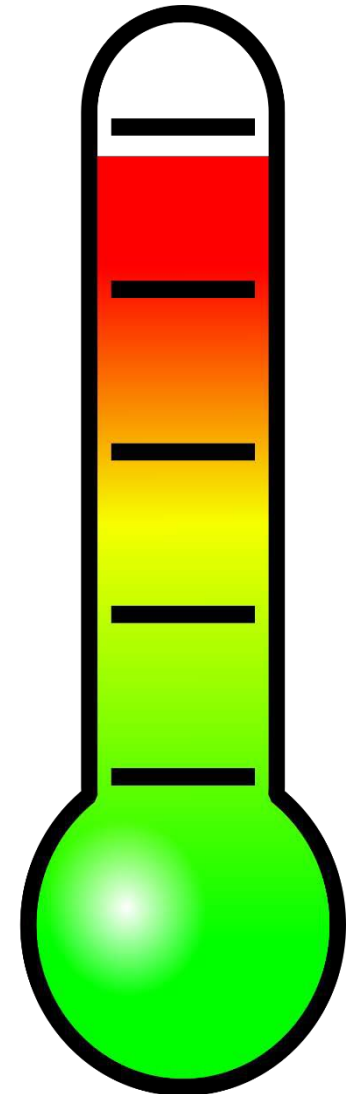


Planning and Preparation Tips

helpful 
Compliance
Monitoring tips

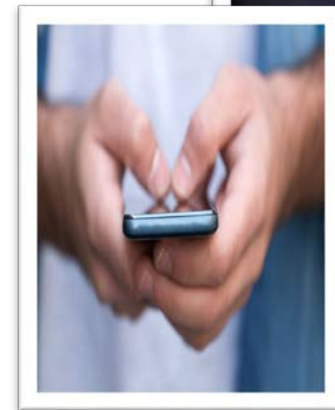
Compliance Monitoring Barometer

10	Call Me ASAP
9	Lost and Confused
8	Full Panic Mode
7	On the Verge of Panicking
6	I Don't Know What <i>I Don't Know</i>
5	I'm Getting There
4	I'm Listening Intently and Learning as I go
3	I Have Learned a Lot So Far and I am Comfortable
2	Close to Confident
1	Confident and Ready to Go



Word Cloud - Activity

- ▶ Connect with device of choice
 - ▶ Computer
 - ▶ Phone
 - ▶ IPad



Word Cloud - Activity

- ▶ How to Connect to Mentimeter ...

Go to www.menti.com

and enter Code : 38 15 77 7

- ▶ On a scale of 1-10, (with ten being the highest stress level and one being the lowest level of stress) share the word(s) that best reflect where you are on the Compliance Monitoring Barometer.



Compliance Monitoring Refresher Opportunity

January 2022 Virtual Compliance
Monitoring Review Technical
Assistance Session

(Date & Time To Be Determined)



Closing Remarks and Wrap Up



THANK
YOU!



ADULT EDUCATION COMPLIANCE MONITORING SCHEDULE 2021-2022

PROGRAM	WRITTEN DOCUMENTATION DUE/CM START DATE	VIRTUAL RECORDS PREPARATION	VIRTUAL RECORDS DUE DATE	VIRTUAL CM DATES
Adult Learning Center	September 29, 2021	October 6, 2021	October 7, 2021	October 12-13, 2021
Fairfield	October 6, 2021	October 13, 2021	October 14, 2021	October 19-20, 2021
Jasper/Hampton/Allendale	October 13, 2021	October 20, 2021	October 21, 2021	October 26-27, 2021
Williamsburg	October 27, 2021	November 2, 2021	November 3, 2021	November 9-10, 2021
Chester	November 3, 2021	November 8, 2022	November 9, 2022	November 16-17, 2021
Edgefield/McCormick	November 10, 2021	November 16, 2021	November 17, 2021	November 30 – December 1, 2021
Clarendon	November 17, 2021	December 1, 2021	December 2, 2021	December 7-8, 2021
Berkeley	December 1, 2021	December 8, 2021	December 9, 2021	December 14-15, 2021
Florence	January 12, 2022	January 19, 2022	January 20, 2022	January 25-26, 2022
Florence Literacy	January 19, 2022	January 26, 2022	January 27, 2022	February 1-2, 2022
Lexington 5	January 26, 2022	February 2, 2022	February 3, 2022	February 8-9, 2022
Lexington 1	February 2, 2022	February 9, 2022	February 10, 2022	February 15-16, 2022
Oconee	February 9, 2022	February 16, 2022	February 17, 2022	February 22-23, 2022
Tri-District of York	February 16, 2022	February 23, 2022	February 24, 2022	March 1-2, 2022
Union	February 23, 2022	March 2, 2022	March 3, 2022	March 8-9, 2022
Lexington 2, 4	March 2, 2022	March 9, 2022	March 10, 2022	March 15-16, 2022
Abbeville	March 9, 2022	March 16, 2022	March 17, 2022	March 22-23, 2022
PUSD	March 16, 2022	March 23, 2022	March 24, 2022	March 29-30, 2022



**South Carolina Department of Education
Office of Adult Education
Compliance Monitoring Tool
2021-2022**

Program Name:

Program Director:

Written Documentation Due Date:

Virtual Records Review Date:

Virtual Visit Dates:

Review End Date:

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INTRODUCTION

The South Carolina Department of Education (SCDE), Division of Educator, Community and Federal Resources, Office of Adult Education (OAE) in fulfilling its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The OAE is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance, including monitoring. The role of the quality assurance system is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the OAE to monitor the use of Adult Education (AE) federal funds and regulatory compliance of providers on a regular basis.

AUTHORITY

Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014. This was the first legislative reform in 15 years of the public workforce system. In general, the rules and guidelines set forth by the WIOA was effective on July 1, 2015. The 2015-2016 year will serve as a transition year for agencies receiving state and federal grant dollars. The State Unified Plans and Common Performance Accountability provisions took effect July 1, 2016.

The SCDE receives federal funding from the United States Department of Education (USDOE) for Adult Education (AE) and Family Literacy under the Adult Education and Family Literacy Act of 1998. SCDE Office of Adult Education is required to monitor programs administered by the state to ensure that the sub grantee or provider supported activities are in compliance with applicable federal and state requirements, including 34 CFR 80.40(a) of the Education Department General Administrative Regulations (EDGAR), the Uniform Grant Guidance (UGG), and the requirements of SC state regulations 43-237.1, 43-259, 43-234, and 43-229, South Carolina Adult Education, South Carolina Statutes.

QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

The South Carolina Department of Education, Office of Adult Education Compliance Monitoring Tool was revised for the 2019-20 program year. The Adult Education Compliance Monitoring Process Training Manual was also revised for 2019-20 and provides an overview of the compliance monitoring process. It contains protocols that may be used as programs are monitored or reviewed.

COMPLIANCE MONITORING SELECTION

The OAE conducts compliance monitoring on a four (4) year program rotation cycle. Twenty-five percent (25%) of the adult education programs are selected for a formal compliance monitoring review each year. The other programs receive informal reviews annually and semiannually dependent upon program need and variables such as performance, risk factors and new staff.

WIOA Consideration 1. Commitment to Serve the Individuals in Need

1. The degree to which the program (eligible provider) would be responsive to—
 - a. regional needs as identified in the local workforce development plan under WIOA [section 108](#); and
 - b. serving individuals in the community who were identified in the specific local plan as most in need of adult education and literacy activities, including individuals—
 - (i) who have low levels of literacy skills or
 - (ii) who are English language learners.

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-1	1.1 Program has a current list of all identified regional employment needs from which career pathways are developed.				1.1. Written list of the regional Local Workforce Development Board (LWDB) employment needs as outlined in the LWDB Plan.
C-1	1.2. Program has a process in place for determining the regional employment need(s) related to the development of career pathways.				1.2. Written procedure for determining the regional employment need(s) that the program uses to develop career pathways. Describe the research results to include such information as hiring practices, employment requirements and education requirements.
C-1	1.3 Program has demographic information on the local target population.				1.3. Written description of the population being served using local and regional demographics, including but not limited to: <ol style="list-style-type: none"> a. Levels of educational attainment, including data on individuals with low literacy levels and English Language Learners (ELLs) in the community, b. Labor market information including current unemployment data, short- and long-term, employer needs, high school graduation rates, and c. Post-secondary enrollment and completion.
C-1	1.4. Program has established education and workforce priorities for the program based on the local plan and community demographics.				1.4. Written description of the education and workforce priorities for the program based on the local plan and community demographics.
C-1	1.5. Program offers adult education and literacy activities that address the needs of individuals who will be served in the community.				1.5. Written description of how the program meets the needs of the community through the identified adult education and literacy activities.
C-1	1.6. Program has an updated recruitment and retention action plan.				1.6. Updated digital copy of Recruitment and Retention Action Plan.
C-1	1.7. Program has a process for receiving approval to serve students < 18 years of age.				1.7.a. Written process for receiving approval to serve students <18 years of age. 1.7.b. Digital copy of the list of current year 16–17-year-old students and all School Board Approval Forms.

WIOA Consideration 2. Serving Individuals with Disabilities

2. The ability of the program/eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-2 ADA	2.1. Program has handicapped-accessible facilities.				2.1. Observe facility/facilities for adequate handicapped accessibility.
C-2 State Reg. 43- 237.1.C	2.2. Program has a process in place to provide an environment that complies with fire and safety laws.				2.2. Observe the program's emergency evacuation plans, escape routes posted in all rooms & offices and accommodations for disabled individuals at all AE sites. Include: <ol style="list-style-type: none"> Emergency evacuation plan Posted escape routes Entrance(s) and exit(s)
C-2 IDEA	2.3. Program has a plan with the local Special Education office for transitioning and servicing students with an IEP and/or 504 Plan.				2.3. Written plan for working with local Special Education office to transition IEP and/or 504 students properly.
C-2	2.4. Program identifies students with disabilities and its ability to serve individuals with disabilities (i.e., physical, mental, emotional, and learning).				2.4.a. Written plan to identify students with disabilities and the program's ability to serve individuals with disabilities (i.e., physical, mental, emotional, and learning). 2.4.b. Digital copy of the program's policies to accommodate students and staff with disabilities. A web link may be provided in 2.4.a in lieu of providing a digital copy.
C-2	2.5. Program collaborates and partners with other organizations and agencies to assist and support serving eligible individuals with disabilities.				2.5. Written description of how your program collaborates and partners with other organizations and agencies to assist and support serving eligible individuals with disabilities.
C-2	2.6. Program promotes the inclusion of students with disabilities and ensures equitable access to program activities and services.				2.6. Written policy to promote the inclusion of students with disabilities and ensure equitable access to program activities and services.

WIOA Consideration 3. Past Effectiveness

3. Past effectiveness of the program/eligible provider in improving the literacy of eligible individuals, to meet state-adjusted levels of performance for the primary indicators of performance described in WIOA section 116, especially with respect to eligible individuals who have low levels of literacy.

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-3	3.1. Program has evidence of previous experiences, past successes, and unique qualifications of serving individuals in need of adult education and literacy services.				3.1. Written description of previous experiences, past successes, and unique qualifications to serve individuals in need of adult education and literacy services.
C-3	3.2. The program consistently meets or exceeds the state-adjusted levels of performance for educational functioning level completion, secondary credential attainment, and enrollment in postsecondary education and training.				3.2. Digital copy of the completed Past Effectiveness Chart

WIOA Consideration 4. One-Stop System Alignment

4. The extent to which the program/eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under [WIOA section 108](#), as well as the activities and services of the one-stop partners.

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-4	4.1. Program collaborates with community agencies and organizations to identify student support services and provide services and/or referrals (e.g., SC Works (Adult, DW, Youth, and Wagner-Peyser), VR, Post-Secondary Institutions, Social Services, employers).				4.1.a. Digital copies of current MOAs and collaborative agreements (first page and signature page only). Include: <ul style="list-style-type: none">a. Occupational Training Provider (I.e., Technical College, postsecondary institution, CTE program, ETP)b. SC Works (Adult, DW, Youth, and Wagner-Peyser) – requiredc. VR - if applicable 4.1.b. Updated digital copy of the Adult Education Partners and Partnership Coordination form. <i>See also C-10.3.a & C-10.3.b</i>

WIOA Considerations 5 & 6 Evidence based Instructional Practices

5. Whether the eligible provider's program—
is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
uses instructional practices that include the essential components of reading instruction;

6. Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by
the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and
effective educational practice;

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-5	5.1. Program has a design and schedule that is of sufficient intensity (hours per week) and duration (number of weeks) to promote substantial learning gains of participants.				5.1. Digital copy of the current Master Schedule, including satellite sites.
C-5	5.2. Program has an approved proficiency-based and/or face-to-face high school diploma program that: <ul style="list-style-type: none"> a. Uses curriculum that is aligned with the South Carolina College and Career Ready Standards. b. Adheres to all policies and guidelines for high school diploma programs as outlined in South Carolina State Board Regulation 43-234 and South Carolina State Board Regulation 43-259, II.C. 				5.2.a. Digital copies of: <ul style="list-style-type: none"> a. Documentation from the local school district that identifies the proficiency-based system(s) that are approved for use by the district (the district’s 5-Year Strategic Plan or other documentation), b. Documentation that grants approval from the Local School Board or designee for locally designed courses (examples: CRC Preparation, career skills, physical education, or other elective courses), and c. Complete pacing guides, lesson plans, and curriculum used for all face-to-face high school diploma courses (district-provided and locally designed). 5.2.b. Written description of the type of high school diploma program offered. Include: <ul style="list-style-type: none"> a. Minimum number of units required to enroll in high school diploma courses, b. List of high school diploma courses offered for both proficiency-based and face-to-faces courses, and c. Program schedule for face-to-face courses and diploma lab (if not included in 5.1.).

WIOA Considerations 5 & 6 Evidence based Instructional Practices

5. Whether the eligible provider's program—
is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
uses instructional practices that include the essential components of reading instruction;

6. Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-5	5.3 Program offers individualized high school equivalency diploma (HSED) and adult basic education (ABE) instruction that includes face-to-face as well as virtual instruction.				5.3. Written description of the individualized high school equivalency and basic education program. Include: <ul style="list-style-type: none"> a. Method(s) for creating and implementing individual plans of study for students, b. Example of the program's academic plan or pathway for students that includes entry through completion, and c. Textbooks and/or other resources used.
C-5	5.4. Program uses instructional practices that include the essential components of reading instruction.				5.4. Written description of the curriculum and instructional practices used to provide instruction on the essential components of reading. Include description of assessment tool(s) used for reading diagnostics in addition to TABE Reading or TABE Language, if applicable.
C-6	5.5. Program's instructional practices, curricula, and program activities, including reading, writing, speaking, mathematics, and English language acquisition instruction, are of sufficient quality and based on best practices derived from the most rigorous, scientifically valid research and effective educational strategies.				5.5. Written description of the following items that are being implemented as a result of professional development or research (identify sources). <ul style="list-style-type: none"> a. Instructional practices b. Curricula c. Program activities
C-6	5.6. Program uses the Adult Education College and Career Readiness Standards to guide instructional practices that lead to substantial learning gains.				5.6.a. Written description of how Adult Education Standards are used to guide instructional practices that lead to substantial learning gains. 5.6.b. Digital copies of sample documents used for instructional planning.

WIOA Consideration 7. Activities Implementation, Technology Use, and Delivery Method

7. Whether the program's/eligible provider's activities effectively use technology, services, and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-7	7.1. Program effectively uses technology products, tools, and resources to conduct adult education and literacy activities.				7.1. Written description of how your program effectively uses technology products, tools, and resources to conduct adult education and literacy activities. Include: <ol style="list-style-type: none"> a. How your program integrates technology into the classroom and the adult education program, b. The specific technology products, tools, and resources that are used, c. How technology is used to improve quality of learning, and d. How staff is trained to use the technology products, tools, and resources.
C-7	7.2. Program incorporates digital literacy into instruction to teach and enable learners to find, evaluate, organize, create, and communicate information.				7.2.a. Written description of current strategies for incorporating digital literacy into instruction to teach and enable learners to find, evaluate, organize, create, and communicate information. 7.2.b. Observe students integrating digital literacy skills into daily academic and/or workforce preparation activities. If applicable, digital literacy may be observed in live virtual classes or in virtual classrooms.
C-7	7.3. Program provides distance education opportunities and other instructional delivery methods that increases the accessibility and quality of learning.				7.3. Written description of: <ol style="list-style-type: none"> a. The distance education opportunities and any other instructional delivery methods that the program has implemented to increase the accessibility and quality of learning. b. How the program ensures substantial learning gains for distance learning students.

WIOA Consideration 8. Contextualized Instruction

8. Whether the program's/eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-8	8.1. Program provides learning in context so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs related to developed career pathways .				8.1. Written description of: <ol style="list-style-type: none"> a. The curriculum that is being used to provide contextualized instruction including the resources, tools, and materials for the program's developed career pathways, b. How contextualized instruction is integrated into Adult Education classrooms for developed career pathways, and c. Partnerships and collaborative efforts that support contextualized instruction.
C-8	8.2. Program provides learning in context so that an individual can obtain and advance in employment leading to economic self-sufficiency. Examples may include workplace literacy, skills upgrade, career readiness, financial literacy and workforce preparation.				8.2. Written description of: <ol style="list-style-type: none"> a. The curriculum that is being used to provide contextualized instruction including the resources, tools, and materials, b. How contextualized instruction is integrated into Adult Education classrooms, and c. Partnerships and collaborative efforts that support contextualized instruction.
C-8	8.3. Program provides learning in context so that an individual acquires the skills needed to exercise the rights and responsibilities of citizenship related to ESL instruction .				8.3. Written description of: <ol style="list-style-type: none"> a. The curriculum that is being used to provide contextualized instruction including the resources, tools, and materials, b. How contextualized instruction is integrated into Adult Education ESL classrooms, and c. Partnerships and collaborative efforts that support contextualized instruction.
C-8	8.4. The program has an approved Integrated Education and Training program (IETP).				8.4. Written description of the program's approved IET and updated plan (if applicable) reflecting changes or modifications made to the original IET proposal/plan submitted and approved by the Office of Adult Education.

WIOA Consideration 9. Instructor and Staff Qualifications

9. Whether the program's/eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet South Carolina's minimum qualifications, where applicable, and who have access to high quality professional development, including through electronic means.

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-9	9.1. Program ensures that there are well-trained instructors, counselors, and administrators who meet minimum state qualifications and program-related requirements in accordance with South Carolina State Board Regulation 43-259, II.C as applicable.				<p>9.1.a. Digital copies of:</p> <ul style="list-style-type: none"> a. List of current certified staff (indicate those who issue high school units of credit) b. Current teaching certificates c. Teaching certificates for the previous five (5) years d. Approved teacher waiver letters <p><i>Note: Certificates that were valid as of the dates listed on unit of credit forms for high school diploma courses will be reviewed during Compliance Monitoring Records Review.</i></p> <p>9.1.b. Written process for communicating certification renewal deadlines and applying for teacher waivers.</p>
C-9	9.2. Program provides access to and delivers professional development activities.				<p>9.2.a. Written description of:</p> <ul style="list-style-type: none"> a. How instructors and staff have access to high quality professional development including through electronic means, b. Professional development opportunities offered and delivered beyond what the state provides, and c. How your program ensures part-time staff, as well as full-time staff, receive and participate in professional development. <p>9.2.b. Digital Copies of certificates, Pro-D database or other proof of attendance to document staff participation in professional development activities.</p>
C-9	9.3. Program has an orientation process for new instructors and staff.				<p>9.3. Written description of:</p> <ul style="list-style-type: none"> a. The orientation process for new instructors and staff. b. How the program ensures new instructors and staff are acclimated to and knowledgeable of adult education instruction, policies, and procedures.

WIOA Consideration 9. Instructor and Staff Qualifications

9. Whether the program’s/eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet South Carolina’s minimum qualifications, where applicable, and who have access to high quality professional development, including through electronic means.

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-9	9.4. Program communicates priorities/goals to all instructors and staff.				9.4.a. Written description of: <ul style="list-style-type: none"> a. How often staff meetings are held, b. How often communication is provided, and information shared, and c. How program ensures implementation of priorities, goals, and federal and state regulations among all instructors and staff. 9.4.b. Digital copies of staff meeting agendas.
C-9	9.5. Program has a process for observing and evaluating instructors and staff.				9.5. Written description of how: <ul style="list-style-type: none"> a. Instructor performance is evaluated in relation to student retention and performance outcomes. b. Instructors and staff are recognized and how performance issues are addressed and reconciled.

WIOA Consideration 10. Partner Coordination for Development of Career Pathways

10. Whether the program's/eligible provider's activities coordinate with other, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-10	10.1. Program has identified and has a plan to implement a career pathway(s).				10.1. Written description of how the program coordinates activities with other available education, training, and social service resources in the community for the development of career pathways.
C-10	10.2. Program introduces available career pathways during intake and orientation.				10.2. Written description of <ul style="list-style-type: none"> a. How student career interests are determined, b. Career pathways that are introduced during intake and orientation, and c. How a student enrolls and/or participates in a developed career pathway (e.g., apprenticeships, pre-apprenticeships, bridge programs, dual-enrollment opportunities, internships).
C-10	10.3. Program has established strong linkages: <ul style="list-style-type: none"> a. with available education, training, and social service resources in the community (e.g., apprenticeships, pre-apprenticeships, bridge programs, dual-enrollment opportunities, internships) b. that reduce student barriers and assist with student participation and program completion. 				10.3.a. Digital copies of current MOAs and collaborative agreements (first page and signature page only). <i>See also</i> C-4.1.a & C-4.1.b <ul style="list-style-type: none"> a. Occupational Training Provider (i.e., Technical College, postsecondary institution, CTE program, ETP) b. SC Works (Adult, DW, Youth, and Wagner-Peyser) - required c. VR - if applicable 10.3.b. Updated digital copy of the Adult Education Partners and Partnership Coordination form.

WIOA Consideration 10. Partner Coordination for Development of Career Pathways

10. Whether the program's/eligible provider's activities coordinate with other, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-10	10.4. Program has a College and Career Navigator (CCN) or a position on staff that is responsible for career planning and career development of students.				<p>10.4. Written description of:</p> <ul style="list-style-type: none"> a. How many hours the CCN works each week to fulfill job responsibilities? If the CCN is not full-time, explain how job responsibilities are met, b. How the CCN aids in the development and implementation of career pathways, c. How the CCN or equivalent identifies and connects students to support services and other activities and services to ensure successful transition into and completion of postsecondary education/training and/or employment, and d. The process the program uses to assist students in obtaining employment and/or enter post-secondary education or training. <p><i>(Note: CNAR codes data is used to monitor the implementation of career pathways activities and career services in local programs. A report of current year CNAR data will be generated by OAE when the written documentation is submitted for review.)</i></p>

WIOA Consideration 11. Support Services, and Service Flexibility

11. Whether the program’s/eligible provider’s activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-11	11.1. Program offers flexible enrollment process (e.g., managed enrollment, open-entry/open-exit)				11.1. Written description of intake/orientation schedule(s) and procedure(s) to include: a. Location b. Frequency c. Duration d. Staff assignments
C-11	11.2. Program has an intake/orientation process that introduces and connects students to federal, state and local supportive services.				11.2. Written description of: a. Student intake and orientation process at both main and satellite sites, b. How student barriers and needs are identified, and c. How the program connects students with supportive service providers to address identified barriers.
C-11	11.3. Program offers flexible class schedules to address student needs for support services (such as childcare, transportation, mental health services, and career planning).				11.3. Written description of how the program offers flexible class schedules to attend and complete programs.

WIOA Consideration 12. Performance Management and Outcomes

12. Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with [WIOA section 116](#)) and to monitor program performance.

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-12	12.1. Program's staff is trained on Literacy Adult Community Education System (LACES), the approved SC Adult Education data management system.				12.1.a. Include data entry staff training attended in 9.2.b. 12.1.b. Staff who are no longer employed by the program have been deactivated in LACES and Dynamic Forms.
C-12	12.2. Program collects data, enters data, ensures data reliability, corrects errors and resolves issues.				12.2.a. Digital copy of year-to-date LACES Monthly Checklist with notes. 12.2.b. Written procedure of how the program: <ul style="list-style-type: none"> a. Collects and transfers student information to LACES data personnel b. Enters data c. Ensures data reliability d. Corrects errors e. Resolves data issues f. Tracks and reports student attendance g. Tracks and reports student assessments 12.2.c. Digital copies of sign-in sheets or attendance reports from the electronic sign-in program. Verify that the attendance records match the number of attendance hours in LACES. <i>Compliance Monitoring Records Review</i>
C-12	12.3. Program has a process for managing and monitoring measurable skill gains.				12.3. Written description of the process for managing and monitoring of measurable skill gains (post-testing for EFL gain, Carnegie unit accrual, HSD attainment; HSED attainment and entered post-secondary). Include: <ul style="list-style-type: none"> a. How often program performance is monitored, b. How data and data analysis tools (NRS Tables, DMT, or other tools) are used for program management and program improvement, c. The processes and procedures implemented to ensure that student and program goals are met, and d. How student goals and outcomes are communicated to instructors and the student, as appropriate.

WIOA Consideration 12. Performance Management and Outcomes

12. Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with [WIOA section 116](#)) and to monitor program performance.

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-12	12.4. Program implements the proposed strategies for meeting the state-adjusted levels of performance as stated in the 2021 Adult Education and Family Literacy Act (AEFLA) RFP.				12.4. Written analysis of the implementation and effectiveness of the proposed strategies for meeting the state-adjusted levels of performance as stated in the 2021 AEFLA RFP. (Refer to the AEFLA Performance Goals Chart)
C-12	12.5. Program has a process for follow up of students who are not included in the State data match for employment and postsecondary enrollment.				12.5.a. Written process that describes the process for follow up of students who are not included in the State data match for employment and postsecondary enrollment. 12.5.b. Digital copy of the program's manual follow-up survey used for students who are not included in the state data match for employment and postsecondary enrollment.

WIOA Consideration 13. English Language Acquisition (ELA) and Civics Education

13. Whether the local area in which the program/eligible provider is located has a demonstrated need for additional ELA programs and civics education programs.

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-13	13.1. Program serves the English language learner (ELL) population in the local area (if data supports a local need).				13.1. Written analysis of: a. Current data and information on the ELL population in the program area. b. How the program is addressing the needs of this population (if data supports a local need).
C-13	13.2. Program provides ELA and civics education using appropriate curriculum and materials.				13.2. Written description of curriculum and materials (e.g., textbooks, software) that are being used.
C-13	13.3. Program has a process for promoting English as a Second Language (ESL) student participation and retention.				13.3. Written description of how ESL student participation and retention is promoted.

SC/WIOA Consideration 14: Corrections Education Sub-Grantee

Reference	Consideration	C	NC	N/A	Summary Statement:
C-14	Consideration 1. Commitment to Serve the Individuals in Need				
C-14	Consideration 2. Serving Individuals with Disabilities				
C-14	Consideration 3. Past Effectiveness				
C-14	Consideration 4. One-Stop System Alignment				
C-14	Considerations 5 & 6. Evidence based Instructional Practices				
C-14	Consideration 7. Activities Implementation, Technology Use, and Delivery Method				
C-14	Consideration 8. Contextualized Instruction				
C-14	Consideration 9. Instructor and Staff Qualifications				
C-14	Considerations 10 & 11. Partner Coordination, Support Services, and Service Flexibility				
C-14	Consideration 12. Performance Management and Outcomes				
C-14	Consideration 13. English Language Acquisition (ELA) and Civics Education				

C – Compliant
 NC – Non-Compliant

SC/WIOA Consideration 15: Generational Family Services Sub-Grantee

Reference	Consideration	C	NC	N/A	Summary Statement:
C-15	Consideration 1. Commitment to Serve the Individuals in Need				
C-15	Consideration 2. Serving Individuals with Disabilities				
C-15	Consideration 3. Past Effectiveness				
C-15	Consideration 4. One-Stop System Alignment				
C-15	Considerations 5 & 6. Evidence based Instructional Practices				
C-15	Consideration 7. Activities Implementation, Technology Use, and Delivery Method				
C-15	Consideration 8. Contextualized Instruction				
C-15	Consideration 9. Instructor and Staff Qualifications				
C-15	Considerations 10 & 11. Partner Coordination, Support Services, and Service Flexibility				
C-15	Consideration 12. Performance Management and Outcomes				
C-15	Consideration 13. English Language Acquisition (ELA) and Civics Education				

C – Compliant
 NC – Non-Compliant

SC/WIOA Consideration 16: Integrated English Literacy and Civics Education (IEL/CE) Sub-Grantee

Reference	Consideration	C	NC	N/A	Summary Statement:
C-16	Consideration 1. Commitment to Serve the Individuals in Need				
C-16	Consideration 2. Serving Individuals with Disabilities				
C-16	Consideration 3. Past Effectiveness				
C-16	Consideration 4. One-Stop System Alignment				
C-16	Considerations 5 & 6. Evidence based Instructional Practices				
C-16	Consideration 7. Activities Implementation, Technology Use, and Delivery Method				
C-16	Consideration 8. Contextualized Instruction				
C-16	Consideration 9. Instructor and Staff Qualifications				
C-16	Considerations 10 & 11. Partner Coordination, Support Services, and Service Flexibility				
C-16	Consideration 12. Performance Management and Outcomes				
C-16	Consideration 13. English Language Acquisition (ELA) and Civics Education				

C – Compliant
 NC – Non-Compliant

SC/WIOA Consideration 17A: Adult Education Grant Financial Monitoring

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-17A	17A.1. Program operates and makes purchases based on the budget narrative. Expenditures incurred are allowable, necessary, reasonable and allocable.				<p>17A.1.a. Digital copy of the program Adult Education Expenditure Report by Account or Income Statement Report by Account (most current and previous three fiscal years).</p> <p>17A.1.b. Digital copy of the RFP Budget Narrative (current grant cycle and previous grant cycle).</p>
C-17A	17A.2. Program provides a description of the payroll process.				17A.2. Written description of the payroll process to include listing required documentation. These records must be kept for a minimum of six (6) years and be accessible (kept on site at the main adult education center) for four (4) years.
C-17A	17A.3. Program provides a staff roster that lists employees who are part-time/full-time employees and their duties and salaries. Funding for salaries and wages must be based on records that accurately reflect the work performed.				<p>17A.3.a. Written list of part-time/full-time employees that work to support the local adult education program (most current and previous fiscal years). Include the director, coordinators, part-time/full-time teachers, administration and every individual who reports to the local program director to include the source of funding (i.e., state, federal, local).</p> <p>17A.3.b. Digital copy of school district payroll calendar with pay period and pay dates.</p>
C-17A	17A.4. Program provides proper payroll reports from their finance or business office to support employees' salaries and wages.				<p>17A.4.a. Digital copy of reports by account number and employee name to compare adult education payroll information with funding sources to verify account(s) (e.g., Detailed Check History, Labor History Report and other financial reports from finance or business office).</p> <p>17A.4.b. Digital copy of adult education Semi-Annual Certification for Salaries & Wages (most current and previous fiscal years). All employees whose work is fully funded (100%) by an OAE federal grant award must complete this form twice a year.</p> <p>17A.4.c. Financial records must be kept for a minimum of six (6) years and be accessible, (kept on site at the main adult education center), for four (4) years.</p> <p><i>Timesheets and Semi-Annual Certification will be reviewed during the financial monitoring section of the Review on Day One of the virtual visit.</i></p>

SC/WIOA Consideration 17A: Adult Education Grant Financial Monitoring

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-17A	17A.5. Program has a process for receiving and reconciling all collected fees.				<p>17A.5.a. Written description of the process for receiving and reconciling all fees collected by the local adult education program.</p> <p>17A.5.b. Digital copy of Adult Education Local Program Income Report to reconcile the fees collected as part of reimbursable programs are returned to the adult education program and are used exclusively for approved program expenses.</p>
C-17A	17A.6. Program has a process for proper budget documentation to support the handling of non-personnel related expenditures.				<p>17A.6.a. Written description of the accountability process for all non-personnel related expenditures utilizing adult education funds. (i.e., supplies, materials, purchased services, travel).</p> <p>17A.6.b. Digital copy of the program Expenditure Report by Account or Income Statement Report by Account for state funds (most current and previous three fiscal years).</p>
C-17A	17A.7. Program has a process for handling and managing State funds and proper documentation to support expenditures incurred.				17A.7. Written description of how the local adult education program manages state funds for the ending fiscal year and the start of the new fiscal year. Include the state carryover dollar amount from June 30 th of the previous fiscal year.
C-17A	17A.8. Program provides an Inventory Control Form of equipment purchased with Adult Education funds.				<p>17.A.8.a Digital copy of the Inventory Control Form.</p> <p>17.A.8.b. Observe all equipment purchased with adult education state or federal funds during the grant cycle. Observation may be done via pictures, videos or a live virtual meeting.</p> <p><i>It is imperative that all equipment is available for review during the CM virtual visit.</i></p>
C-17A	17A.9. Program provides their alternative funding sources other than SCDE grants.				17A.9. Written list of awarded grants, (amounts optional), and fundraisers, if applicable.
C-17A	17A.10. Program provides a copy of the adult education section of the most recent audit.				17A.10. Digital copy of the adult education portion of the most recent annual audit by the local Certified Public Accountant firm, the State Department of Education, and/or Office of Auditing Services.

SC/WIOA Consideration 17B: Corrections Education Financial Monitoring

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-17B	17B.1. Program operates and makes purchases based on the budget narrative. Expenditures incurred are allowable, necessary, reasonable, and allocable.				<p>17B.1.a. Digital copy of the program corrections Expenditure Report by Account or Income Statement Report by Account (most current and previous three fiscal years).</p> <p>17B.1.b. Digital copy of the RFP Budget Narrative (current grant cycle and previous grant cycle).</p>
C-17B	17B.2. Program provides a description of the payroll process.				17B.2. Written description of corrections education payroll process to include listing required documentation. These records must be kept for a minimum of five (6) years and be accessible (kept on site at the main adult education center) for four (4) years.
C-17B	17B.3. Program provides a staff roster that lists employees who are part-time/full-time employees and their duties and salaries. Funding for salaries and wages must be based on records that accurately reflect the work performed.				17B.3. Written list of corrections education part-time/full-time employees that work to support the subgrant (most current and previous fiscal years). Include the coordinators, part-time/full-time teachers, administration and every individual who reports to the local program director no matter the source of funding (i.e., federal, local).
C-17B	17B.4. Program provides proper payroll reports from their finance or business office to support employees' salaries and wages.				<p>17B.4.a. Digital copy of reports by account number and employee name to compare corrections education payroll information with funding sources to verify account(s) (i.e., Detailed Check History, Labor History Report and other financial reports from finance or business office).</p> <p>17B.4.b. Digital copy of the corrections education Semi-Annual Certification for Salaries & Wages. All employees whose work is funded fully (100%) by an OAE federal grant award must complete this form twice a year (most current and previous fiscal years).</p> <p>17B.4.c. Financial records must be kept for a minimum of six (6) years and be accessible, (kept on site at the main adult education center), for four (4) years.</p> <p><i>Timesheets will be reviewed during the financial monitoring section of the Review on Day One of the virtual visit.</i></p>
C-17B	17B.5. Program has a process for receiving and reconciling all collected fees.				<i>(Collected in 17A.5.)</i>

SC/WIOA Consideration 17B: Corrections Education Financial Monitoring

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-17B	17B.6. Program has a process for proper budget documentation to support the handling of non-personnel related expenditures.				17B.6.a. Written description of corrections education accountability process for all non-personnel related expenditures utilizing corrections education funds (i.e., supplies, materials, purchased services, travel).
C-17B	17B.7. Program has a process for handling and managing State funds and proper documentation to support expenditures incurred.				N/A
C-17B	17B.8. Program provides an Inventory Control Form of equipment purchased with Adult Education funds.				17B.8.a Digital copy of the Inventory Control Form. 17B.8.b. Observation of all equipment purchased with corrections education federal funds during the grant cycle. Observation may be done via pictures, videos or a live virtual meeting. <i>It is imperative that all equipment is available for review during the CM virtual visit.</i>
C-17B	17B.9. Program provides their alternative funding sources other than SCDE grants.				17B.9. Written list of awarded grants (amounts optional) and fundraisers, if applicable.
C-17B	17B.10. Program provides a copy of the adult education section of the most recent audit.				<i>(Collected in 17A.10.)</i>

SC/WIOA Consideration 17C: Generational Family Services (GFS) Financial Monitoring

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-17C	17C.1. Program operates and makes purchases based on the budget narrative. Expenditures incurred are allowable, necessary, reasonable and allocable.				<p>17C.1.a. Digital copy of the program Generational Family Services Expenditure Report by Account or Income Statement Report by Account (most current and previous three fiscal years).</p> <p>17C.1.b. Digital copy of the RFP Budget Narrative (previous and current Grant cycles).</p>
C-17C	17C.2. Program provides a description of the payroll process.				17C.2. Written description of the payroll process to include listing required documentation. These records must be kept for a minimum of five (6) years and be accessible (kept on site at the main adult education center) for four (4) years.
C-17C	17C.3. Program provides a staff roster that list employees who are part-time/full-time employees and their duties and salaries. Funding for salaries and wages must be based on records that accurately reflect the work performed.				17C.3. Written list of generational family services part-time/full-time employees that work to support the local adult education program (previous fiscal year and current fiscal year). Include the coordinators, part-time/full-time teachers, administration and every individual who reports to the local program director no matter the source of funding (i.e., federal, local).
C-17C	17C.4. Program provides proper payroll reports from their finance or business office to support employees' salaries and wages.				<p>17C.4.a. Digital copy of generational family services reports by account number and employee name to compare generational family services payroll information with funding sources to verify account(s) (i.e., Detailed Check History, Labor History Report and other financial reports from finance or business office).</p> <p>17C.4.b. Digital copy of generational family services Semi-Annual Certification for Salaries & Wages. All employees whose work is funded fully (100%) by an OAE federal grant award must complete this form twice a year (previous fiscal year and current fiscal year).</p> <p>17C.4.c. Financial records must be kept for a minimum of six (6) years and be accessible, (kept on site at the main adult education center), for four (4) years.</p> <p><i>Timesheets will be reviewed during the financial monitoring section of the Review on Day One of the virtual visit.</i></p>
C-17C	17C.5. Program has a process for receiving and reconciling all collected fees.				(Collected in 17A.5.)

SC/WIOA Consideration 17C: Generational Family Services (GFS) Financial Monitoring

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-17C	17C.6. Program has a process for proper budget documentation to support the handling of non-personnel related expenditures.				17C.6.a. Written description of the accountability process for all non-personnel related expenditures utilizing generational family services funds (i.e., supplies, materials, purchased services, travel).
C-17C	17C.7. Program has a process for handling and managing State funds and proper documentation to support expenditures incurred.				N/A
C-17C	17C.8. Program provides an Inventory Control Form of equipment purchased with Adult Education funds.				17C.8.a Digital copy of the updated Inventory Control Form. 17C.8.b. Observe all equipment purchased with generational family services federal funds during the grant cycle. Observation may be done via pictures, videos or a live virtual meeting. <i>It is imperative that all equipment is available for review during the CM virtual visit.</i>
C-17C	17C.9. Program provides their alternative funding sources other than SCDE grants.				17C.9. Written list of awarded grants (amounts optional) and fundraisers, if applicable.
C-17C	17C.10. Program provides a copy of the adult education section of the most recent audit.				<i>(Collected in 17A.10.)</i>

SC/WIOA Consideration 17D: Integrated English Literacy and Civics Education (IEL/CE) Financial Monitoring					
Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-17D	17D.1. Program operates and makes purchases based on the budget narrative. Expenditures incurred are allowable, necessary, reasonable, and allocable.				<p>17D.1.a. Digital copy of the program Integrated English Literacy and Civics Education Expenditure Report by Account or Income Statement Report by Account (most current and previous three fiscal years).</p> <p>17D.1.b. Digital copy of Integrated English Literacy and Civics Education RFP Budget Narrative (previous and current Grant cycles).</p>
C-17D	17D.2. Program provides a description of the payroll process.				17D.2. Written description of the payroll process to include listing required documentation. These records must be kept for a minimum of five (6) years and be accessible (kept on site at the main adult education center) for four (4) years.
C-17D	17D.3. Program provides a staff roster that list employees who are part-time/full-time employees and their duties and salaries. Funding for salaries and wages must be based on records that accurately reflect the work performed.				17D.3. Written list of Integrated English Literacy and Civics Education part-time/full-time employees that work to support the local adult education program (previous fiscal year and current fiscal year). Include the coordinators, part-time/full-time teachers, administration and every individual who reports to the local program director no matter the source of funding (i.e., federal, local).
C-17D	17D.4. Program provides proper payroll reports from their finance or business office to support employees' salaries and wages.				<p>17D.4.a. Digital copy of Integrated English Literacy and Civics Education reports by account number and employee name to compare payroll information with funding sources to verify account(s) (i.e., Detailed Check History, Labor History Report and other financial reports from finance or business office).</p> <p>17D.4.b. Digital copy of Integrated English Literacy and Civics Education Semi-Annual Certification for Salaries & Wages. All employees whose work is funded fully (100%) by an OAE federal grant award must complete this form twice a year (previous fiscal year and current fiscal year).</p> <p>17D.4.c. Financial records must be kept for a minimum of six (6) years and be accessible, (kept on site at the main adult education center), for four (4) years.</p> <p><i>Timesheets will be reviewed during the financial monitoring section of the Review on Day One of the virtual visit.</i></p>

SC/WIOA Consideration 17D: Integrated English Literacy and Civics Education (IEL/CE) Financial Monitoring					
Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-17D	17D.5. Program has a process for receiving and reconciling all collected fees.				(Collected in 17A.5.)
C-17D	17D.6. Program has a process for proper budget documentation to support the handling of non-personnel related expenditures.				17D.6.a. Written description of the accountability process for all non-personnel related expenditures utilizing Integrated English Literacy and Civics Education funds (i.e., supplies, materials, purchased services, travel).
C-17D	17D.7. Program has a process for handling and managing State funds and proper documentation to support expenditures incurred.				N/A
C-17D	17D.8. Program provides an Inventory Control Form of equipment purchased with Adult Education funds.				17.D.8.a Digital copy of the updated Inventory Control Form. 17.D.8.b. Observe all equipment purchased Integrated English Literacy and Civics Education federal funds during the grant cycle. Observation may be done via pictures, videos or a live virtual meeting. <i>It is imperative that all equipment is available for review during the CM virtual visit.</i>
C-17D	17D.9. Program provides their alternative funding sources other than SCDE grants.				17D.9. Written list of awarded grants (amounts optional) and fundraisers, if applicable.
C-17D	17D.10. Program provides a copy of the adult education section of the most recent audit.				(Collected in 17A.10.)

SC Consideration 18: Student Records					
Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-18	18.1. Program maintains a permanent record for each student at the main adult education site as indicated in the Guidelines for Student Records and contain required documents.				18.1a. Observe that permanent records are maintained at the main adult education site as indicated in the Guidelines for Student Records and contain required documents. 18.1b. Observe that permanent records at satellite sites contain copies of original documents.
C-18	18.2. For each classroom, a teacher folder/binder is kept in a secured but easily accessible location and contains copies of required documents, as outlined in the Guidelines for Student Records.				18.2. Observe that teacher folders are kept in a secure location and review for evidence that individual and group instruction reflects analysis, evaluation and frequent use of student data.
C-18	18.3. Each student has a working folder (ESL optional) that is kept in a readily accessible location within the classroom and contains copies of required documents, as outlined in the Guidelines for Student Records.				18.3. Observe that student working folders are kept in a readily accessible location and contain the required documents.
C-18	18.4. Program follows guidelines for purging confidential student records and reports beyond the current academic year.				18.4. Written description of the process for destroying confidential student records and reports; if a shredder is used, observe that it is in place.
C-18	18.5. Program follows district and state policies for storing and transferring student records.				18.5. Observe specific records procedures: a. Observe that HSED Graduate records are stored according to district and state policies. b. Observe that HSD graduate records and HSD non-completer credit verification records are stored according to district and state policies. c. Observe that all HSD, HSED, and any other permanent records are stored in fireproof cabinets, a vault, or a vault room. d. Digital copy of the district's policy for transferring HSD graduate permanent records.

SC Consideration 19: Standardized Assessment					
Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-19	19.1. Program has a posted assessment schedule at each location.				19.1. Observe posted assessment schedule.
C-19	19.2. Program has a designated assessment area at each location that appropriately accommodates the testing environment.				19.2. Observe the designated assessment area at each location.
C-19	19.3. Program director and one or more designated test administrators have completed SC Adult Education Assessment Policy training.				19.3. Digital copy/copies of certificates from current assessment policy training attendance in 9.2.b.
C-19	19.4. Program adheres to SC Adult Education Assessment Policy guidelines.				19.4. Written assessment procedures that show alignment with state guidelines regarding: <ul style="list-style-type: none"> a. Administration of TABE Locator Test b. Administration of pre-test (as applicable) with <ul style="list-style-type: none"> 1. TABE 2. BEST Plus 2.0 or BEST Literacy c. Procedure for ensuring that eligible students are post-tested (30, 40, 60 hours) d. Administration of post-test (as applicable) with <ul style="list-style-type: none"> 1. TABE 2. Best Plus 2.0 or BEST Literacy e. Administration of HSED Practice Test f. Administration of WIN
C-19	19.5. Test materials are secured in a locked cabinet(s) or storage area(s).				19.5. Observe locked cabinet(s) or secure storage area(s) for test materials.
C-19	19.6. "Testing in Progress" sign is displayed during assessment.				19.6. Observe that "Testing in Progress" notice is displayed or available for use.

SC Consideration 20: Program Management

Reference	Consideration	YES	NO	N/A	Documentation Requirements
C-20 State Reg. 43-37.1.C	20.1. Facility is well-lit and adequately ventilated.				20.1. Observe facility/facilities for adequate indoor & outdoor lighting and ventilation via virtual tour.
C-20	20.2. Has evidence that Superintendent/Board Chair/President is knowledgeable of current AE policies, procedures and practices				20.2. Digital copies of meetings/correspondence with Superintendent/Board Chair/President to include dates and topics discussed.
C-20	20.3. Program has knowledge of the district's policy for classifying students as 9 th – 12 th graders (HSD only).				20.3. Digital copy of the district's policy for classifying students as 9 th - 12 th graders.
C-20	20.4. Program has a policy regarding student management and discipline.				20.4. Digital copy of the policy regarding student management and discipline.
C-20	20.5. Has a job description for all employees.				20.5. Digital copy of employee job descriptions.

2021-2022 Compliance Monitoring Survey Tool Tips Sheet

Written Documentation

General

The format of the Written Documentation Tool allows users to:

- Complete sections or individual questions in any order
- Save progress to complete in multiple sessions
- Upload documents and photos
- Access templates for requested documents
- View, download, save, and print responses

Written Lists, Descriptions, Processes

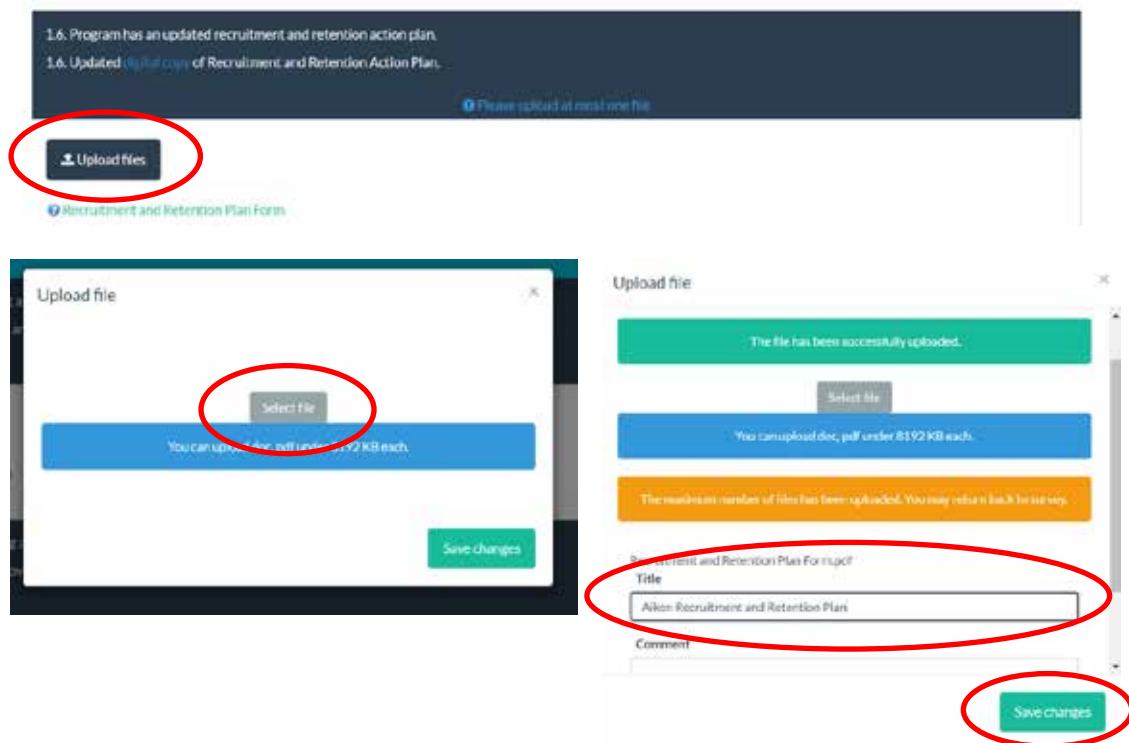
- Type directly into the box, copy and paste from a document, or use Ctrl V
- Bullets, numbers, etc. can be copied and pasted but font and formatting features such as bold, italics, or underline will not paste into the boxes
- Unlimited characters

Digital Copy or Copies

- Save documents with the program name and title of document. Example: “Aiken Recruitment and Retention Action Plan”
- Recommend converting all documents to PDF before uploading
- Documents that the program houses in Google Drive, One Note, or other “cloud” location must be downloaded and saved in .doc or .pdf format
- The maximum number of documents allowed is indicated under the question
- If a question requires more than one document to be uploaded, these can be done by scanning the documents together or uploading separately

Uploading Files

1. Click **Upload files**
2. Click **Select file**
3. Choose the file to upload
4. Click **Open**
5. Type the title of the document
6. Click **Save changes**



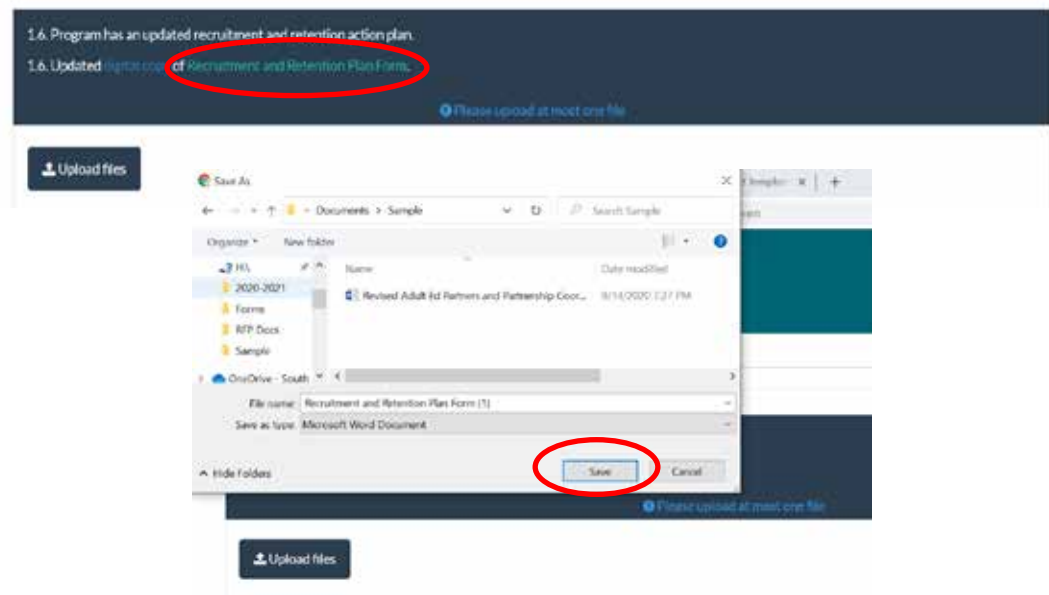
2021-2022 Compliance Monitoring Survey Tool Tips Sheet

Document Templates

- If the document is to be completed on a state-provided template, the title of the template will be hyperlinked in green.

Downloading Templates

1. Click the title of the document.
2. Select the folder in which you want to save the document.
3. Click **Save**.



Photographs

- Compile photographs in a Microsoft Word, PowerPoint, Publisher, or other format and add captions (save as PDF file before uploading)
- Follow instructions on page 1 for uploading documents

Student Records Upload

Preparing the Records

- Before scanning, prepare each student's documents into a 2-sided, black and white packet.
- All personally identifiable information (PII) **must** be redacted from all documents that are being uploaded (SSN, DOB, etc.)
- Do not include documents that are located in Dynamic Forms, LACES, DRC Insight, or GED Manager

Scanning

- Scan each packet separately to your (or a staff member's) email address.
- Save each scanned packet as the student's last name and first initial. Example: JohnsonD

Uploading

- Upload one student's packet per question.

2021-2022 Compliance Monitoring Survey Tool Tips Sheet

File Too Large to Upload

- Scanned PDFs tend to be much larger than those created (i.e., saving a Word document as a PDF). If you have Adobe Pro, you can optimize to shrink the file size.
- Avoid colorful PDFs

Technical Assistance with the Survey Tool

- If you have any difficulties with the Survey Tool, contact Kammie Reed kreed@ed.sc.gov or Wendy Griffin ggriffin@ed.sc.gov for assistance.

helpful tips

compliance monitoring

The following Compliance Monitoring planning tips are derived from program directors who have experienced the Compliance Monitoring review process and from collective observations of the Compliance Monitoring team. The tips are not in a specific order.

1. **Inform Staff About the Review** - *Include the Compliance Monitoring review process as a staff meeting agenda item as early as possible. Focus on topics that will directly affect staff such as student and teacher records, instructional plans, attendance process and verification, etc. Staff should have a thorough understanding about the purpose of the Compliance Monitoring review process.*
2. **Notify Key District Personnel** – *Notify Superintendent, Financial Officer, etc. of the review dates as early as possible. Share their role in the Compliance Monitoring review process and provide an approximate meeting time.*
3. **Review the WIOA 13 Considerations** –*The WIOA Considerations were addressed in the AEFLA RFP. Reference your RFP as you respond to the considerations in the Compliance Monitoring written documentation.*
4. **Documentation** – *Documentation is coded in three ways, Written, Copy of and/or Observe. Directors have found that as each consideration is addressed it is easier to assemble the copies needed as supporting evidence at the same time.*
5. **Filing System / Method**—*Decide on the most accessible way to assemble supporting documentation, for example you may want a designated folder on your desktop for easy access. Include the written documentation that was submitted.*
6. **Dedicated Time** – *As with any project that requires extensive time and the collection of resources, it is far easier to set aside consistent time/days to work on the project.*
7. **Reflect – Change – Eliminate – Revisit** –*The language and content in the Compliance Monitoring documents are revised annually. If using previous years' information and Request for Proposal (RFP) content as a starting point for responding to each consideration, be sure to reflect the current version's requirements.*
8. **Counterparts** – *Use the Compliance Monitoring 4-year schedule to communicate with other directors who have gone through the review process.*
9. **Ask Questions** – *Feel free to contact the Compliance Monitoring team when questions arise.*
10. **Written Documentation** – *Submit written documentation two weeks prior to the review.*

11. **Review Start Date** – *Remember that the Compliance Monitoring review process begins on the due date of your written documentation.*
12. **Staff Observations** – *Consider which instructors and which classes (GED, Literacy, YAP, Family Literacy, etc.) should be observed to provide a sampling of instructional quality.*
13. **Attendance Check** – *Dependent upon the program’s attendance system, the Compliance Monitoring team member verifying attendance may need assistance from the person most familiar with maintaining attendance.*
14. **Program overview-** *The program overview allows the team and district personnel to get a “Bird’s Eye” view of your program and the program overview sets the tone for the review. The program overview provides an opportunity to showcase the program. The format is the director’s decision (oral presentation, power point, video, handout, etc.). The overview should contain information about the program that is not covered in the Compliance Monitoring tool such as: local initiatives, accolades, program data, partnerships, effective program management, awards, etc.*
15. **LACES Data** – *Alert the program’s LACES specialist that irregularities in data will need to be reviewed (test forms being alternated properly, program consistent with 30/40/60 rules, TABE test forms alternated for pre/post-tests, students post-tested after 30/40/60 hours, etc.) and corrected.*
16. **Records Review** – *If not already in place, it would be beneficial to begin and continue a records review schedule. Designate a team to review graduate and current records. Use the records checklists to organize the content of records. Place required items in the front of the student folders. Follow with program specific information.*
17. **Schedule** – *Review and finalize the schedule the day of or day before. There may be last minute adjustments. Remember to send any schedule updates to the Compliance Monitoring team lead.*
18. **Program Tours** – *Dependent upon circumstances, all or parts of the tour may be conducted virtually.*

Instructions for Completing Past Effectiveness Chart

Pulling Current and Prior Year Tables		
<ul style="list-style-type: none"> • Click on the little blue Searches (top left) • Click NRS • Hover your cursor over the table name • Click Replace • Select year 		
Performance and Demonstrated Effectiveness		
<ul style="list-style-type: none"> • Enter the percentages for each level from Table 4, Column O 		
Core Follow-Up Outcome Achievement		
<ul style="list-style-type: none"> • Enter the percentages from Table 5, Column G 		
Measureable Skill Gains		
MSG: Secondary Credential <ul style="list-style-type: none"> • Enter the Grand Total number for Table 4, Column M 	MSG: IET & Workplace Literacy <ul style="list-style-type: none"> • Enter the Grand Total number for Table 4, Column N 	EFL Gains: ELA/Literacy or ELP, Mathematics, Carnegie Units, Transition to Postsecondary <ul style="list-style-type: none"> • Enter the Grand Total numbers for Table 4A, Columns C, E, G, and I
Secondary Credentials: Total		
HS Diploma and HS Equivalency Diplomas		
<ul style="list-style-type: none"> • Go to Table 4 (using Replace) • Click on the Grand Total, Column B • Click More (top toolbar next to Materials) • Select All Diplomas/Credentials • Search Date Earned, greater than or equal to 7/1/2021 • Add Search High School Diploma OR GED • Enter the total for each secondary credential type 		
Integrated Education and Training & Workplace Literacy		
IET <ul style="list-style-type: none"> • Enter the number from the top row, Column B of Table 11 (see page 2) 	Workplace Literacy <ul style="list-style-type: none"> • Enter number of participants from Table 6, Column B for Program Type, In Integrated Workplace Adult Education and Literacy Activities (see page 2) 	

NRS Table 11

Select Reporting System:

NRS FY 20-21

Agency: ~ South Carolina: All Agencies

Outcome Achievement for Participants in Integrated Education and Training Programs

Enter the number of all participants in Integrated Education and Training programs for each of the categories listed.

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	14	43	30.71	148	43	29.05

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System:

NRS FY 20-21

Agency: ~ South Carolina: All Agencies

Participant Status on Entry into the Program (A)	Number (B)	
Employed	4461	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	38	
Unemployed	3899	
Not in the Labor Force	2752	
TOTAL	11150	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	71	70
Grades 1-5	25	64
Grades 6-8	622	186
Grades 9-12 (no diploma)	7283	330
Secondary School Diploma or alternate credential	401	528
Secondary School Equivalent	29	42
Some Postsecondary education, no degree	228	237
Postsecondary or professional degree	116	563
Unknown	233	116
TOTAL (both US Based and Non-US Based)	11144	
Program Type**		
In Family Literacy Program	176	
In Workplace Adult Education and Literacy Activities***	257	
Institutional Programs (section 225)		
In Correctional Facility	785	

Performance and Demonstrated Effectiveness (Table 4)								
	2018-2019		2019-2020		2020-2021		2021-2022 (YTD)	
Educational Functioning Level (EFL)	State Standards	Program Performance	State Standards	Program Performance	State Standards	Program Performance	State Standards	Program Performance
ABE Level 1	49%		50%		45%		45%	
ABE Level 2	48%		49%		41%		41%	
ABE Level 3	45%		47%		43%		43%	
ABE Level 4	42%		43%		45%		45%	
ABE Level 5	42%		43%		48%		48%	
ABE Level 6	41%		41%		44%		44%	
ABE Total	44%		45%		44%		44%	
ESL Level 1	41%		42%		47%		47%	
ESL Level 2	51%		52%		52%		52%	
ESL Level 3	50%		51%		50%		50%	
ESL Level 4	44%		45%		50%		50%	
ESL Level 5	40%		41%		44%		44%	
ESL Level 6	40%		41%		47%		47%	
ESL Total	45%		46%		49%		49%	
Core Follow-Up Outcome Achievement (Table 5)								
Employment Rate (Q2)	Baseline	N/A	Baseline		35%		35%	
Employment Rate (Q4)	Baseline	N/A	Baseline		31%		31%	
Median Earnings (Q2)	Baseline	N/A	Baseline		\$3,100		\$3,100	
Attained Any Credential	Baseline	N/A	Baseline		26%		26%	
Measureable Skill Gains (Tables 4 & 4A)								
MSG: Secondary Credential								
MSG: IET & Workplace Literacy	N/A		N/A					
EFL Gains: ELA/Literacy or ELP								
EFL Gains: Mathematics								
EFL Gains: Carnegie Units								
EFL Gains: Transition to Postsecondary								
Secondary Credentials (Goals)								
HS Equivalency Diplomas								
HS Diplomas								
Integrated Education and Training (Table 11)								
Enrolled	N/A							
Workplace Literacy (Table 6)								
Enrolled	N/A							

Adult Education Compliance Monitoring 2021-2022 Instructional Observation Checklist

Observations are in real time and will generally last from twenty (20) to thirty (30) minutes. Please note that all items may not be observed during this time period.

Program:		Site:		Date:	
Observation Start Time:			Observation End Time:		
Teacher:			Subject/Class:		
Observer:			Instructional delivery method (virtual <input type="checkbox"/> and/or face-to-face <input type="checkbox"/>)		
Student Attendance					
Enter total number of students in attendance at beginning and ending of observation. Compare to sign in sheet/method/mode. Beginning Number of Students—Virtual: Click or tap here to enter text. In-person: Click or tap here to enter text. Ending Number of Students —Virtual: Click or tap here to enter text. In-person: Click or tap here to enter text.					
Tutors					
Are tutors/volunteer(s) being used to instruct students? YES <input type="checkbox"/> NO <input type="checkbox"/>			If YES, Ratio of Students to Tutor(s)/Volunteer(s) Number of students: Number of Tutors/ Volunteers:		
Instruction: Activity/Activities Observed					
<input type="checkbox"/> Basic		<input type="checkbox"/> Family Literacy (Parent Education)		<input type="checkbox"/> Literacy	
<input type="checkbox"/> Career Pathways		<input type="checkbox"/> HSD		<input type="checkbox"/> Testing	
<input type="checkbox"/> Digital Literacy		<input type="checkbox"/> HSED		<input type="checkbox"/> Workforce Preparation Activities	
<input type="checkbox"/> Early Care and Education Career Pathway		<input type="checkbox"/> Intake and Orientation		<input type="checkbox"/> YAP Activities	
<input type="checkbox"/> ESL		<input type="checkbox"/> Integrated Education & Training		<input type="checkbox"/> Other:	
Instruction: Teaching/Learning Strategies Observed					
<input type="checkbox"/> Academic/Domain Specific Vocabulary		<input type="checkbox"/> Cooperative Learning		<input type="checkbox"/> Manipulatives	
<input type="checkbox"/> Blended Learning		<input type="checkbox"/> Current Events		<input type="checkbox"/> Personalization	
<input type="checkbox"/> Close Reading		<input type="checkbox"/> Differentiation		<input type="checkbox"/> Student-centered	
<input type="checkbox"/> Collaborative Learning		<input type="checkbox"/> Direct Instruction		<input type="checkbox"/> Technology Integration	
<input type="checkbox"/> Conferencing		<input type="checkbox"/> Effective Questioning		<input type="checkbox"/> Test Taking Strategies	
<input type="checkbox"/> Content Literacy		<input type="checkbox"/> Graphic Organizers		<input type="checkbox"/> Workforce Preparation Activities	
<input type="checkbox"/> Contextualization for Pathways		<input type="checkbox"/> Individualization		<input type="checkbox"/> Other:	
<input type="checkbox"/> Contextualization for IET		<input type="checkbox"/> Inquiry-Based Learning		<input type="checkbox"/> Other:	

Adult Education Compliance Monitoring 2021-2022 Instructional Observation Checklist

Observation Key: **O-Observed** **N/O-Not Observed** **N/A-Not Applicable**

Environment and Instructional Delivery	O	N/O	N/A
The class session includes instruction, formative assessment, and reflection components.			
Instructor clearly identifies the learning goals for each instructional activity, and connects them to the course learning objectives.			
Instructor maximizes in-class time, using active learning or applications rather than passive learning.			
Instructor is engaging, responsive, and constructive in both tone and content of their speech.			
Instructor follows accessibility best practices by verbally describing and/or captioning any images used in presentation.			
Class contains at least one active-learning exercise to apply course content.			
Instructor is responsive to student engagement and adjusts strategy accordingly.			
Where appropriate, instructor leverages student use of electronic technology to facilitate active learning.			
Instructor answers questions confidently, clearly, and simply.			
Instructor has established course behavioral norms that foster a responsive and inclusive learning environment.			
Instructor encourages interaction between students.			
Instructor provides (or has students provide) real-world applications of class session content.			
ESL	O	N/O	N/A
Instructor uses English to teach ESL classes.			
More than one of the four basic language skills is addressed during the class period.			
Students are given multiple opportunities to communicate orally in English.			
Instructor uses various grouping strategies to enhance students' communicative opportunities.			
Workforce preparation skills are integrated into classroom instruction.			
Family Literacy	O	N/O	N/A
Family Literacy Model: Incorporated <input type="checkbox"/> Segmented <input type="checkbox"/> Other <input type="checkbox"/> _____			
There is evidence of: <input type="checkbox"/> Parent education instruction <input type="checkbox"/> Interactive Literacy Activities <input type="checkbox"/> Child Care Onsite: Yes <input type="checkbox"/> No <input type="checkbox"/> Child Care Provided by: _____			
List the current parent education topic(s). Topics should pertain to parent education goals of students as well as topics of interest/need suggested by students and/or instructor.			
List ECE Career Pathway:			
Evidence of CCN working with the Family Literacy Coordinator to assist students with their chosen career pathway.			
Workforce Preparation	O	N/O	N/A
Workforce preparation skills are integrated into classroom instruction.			
Evidence of CCN working with instructors to assist students along their chosen career pathway.			

**Adult Education Compliance Monitoring 2021-2022
Instructional Observation Checklist**

Observation Summary
What were the students doing?
What was the instructor doing?
Observer Summary Comments:

Follow up for possible promising/noteworthy practices: ___ yes ___no
Refer observation details to Choose an item.

Follow up for possible technical assistance: ___ yes ___no
Refer observation details to Choose an item.

ADULT EDUCATION BUDGET PLANNING FORM - 2021-2022

Adult Education Provider	Funds Available By Category	Administration Equals 5% of Federal Fund Total	Federal Fund Administration Total
Lancaster County Adult Education	Federal	\$ 126,500.72	\$ 6,325.04
Adult Education Director's Name	State/Other	\$ 169,926.42	
Dr. Kimerla W Linton	Total Amount	\$ 296,427.14	

PLEASE ENSURE THAT AMOUNTS BUDGETED ON THIS FORM MATCH THE AMOUNTS BUDGETED IN EACH CATEGORY IN GAPS (FEDERAL FUND)

Category Description		Budget Code	Federal Funds	State/Other Funds	TOTAL
Salaries 100			\$82,122.29	\$114,957.84	\$197,080.13
1	Basic Teacher & Aides Salaries - Lit. Coord. Salary* (See Page 4 for imp. directions.)	#181-100	\$ 26,585.88	\$ 9,269.27	\$ 35,855.15
2	Secondary Teacher & Aides Salaries	#182-100	\$ 55,536.41		\$ 55,536.41
3	ESL Teacher & Aides Salaries, (Not part of special IEL/CE Federal Grant)	#183-100			\$ -
4	Post-Secondary Programs - Salaries STATE OR OTHER FUNDS ONLY	#184-100			\$ -
5	Integrated Education & Training - Salaries ** (List Salaries on Page 4.) STATE FUNDS NOT ALLOWED	#186-100			\$ -
6	Parent Education/Family Literacy - Salaries (Not part of special Family Literacy Federal Grant)	#188-100			\$ -
7	Improvement of Instr. Curr. Dev. - Salaries	#221-100			\$ -
8	Adult Education Director Salary - (School District Providers use state funds only)	#223-100		\$ 52,592.50	\$ 52,592.50
9	Other Administrator Salaries** (List Salaries on Page 4.)	#223-100		\$ 53,096.07	\$ 53,096.07
10	Improvement of Instr. Staff Dev. - Salaries	#224-100			\$ -
11	Custodial - Salaries	#254-100			\$ -
Benefits 200			\$31,227.23	\$54,968.58	\$86,195.81
12	Basic Teacher & Aides Benefits - Li. Coord. Salary* (See Page 4 for imp. directions)	#181-200	\$ 7,832.20	\$ 2,730.73	\$ 10,562.93
13	Secondary Teacher & Aides Benefits	#182-200	\$ 23,395.03		\$ 23,395.03
14	ESL Teacher & Aides Benefits (Not part of special IEL/CE Federal Grant)	#183-200			\$ -
15	Post-Secondary Programs - Benefits STATE OR OTHER FUNDS ONLY	#184-200			\$ -
16	Integrated Education & Training - Benefits STATE FUNDS NOT ALLOWED	#186-200			\$ -
17	Parent Education/Family Literacy - Benefits (Not part of special Family Literacy Federal Grant)	#188-200			\$ -
18	Improvement of Instr. Curr. Dev. - Benefits	#221-200			\$ -
19	Adult Education Director Benefits	#223-200		\$ 22,527.75	\$ 22,527.75
20	Other Administrator - Benefits	#223-200		\$ 29,710.10	\$ 29,710.10
21	Improvement of Instr. Staff Dev. - Benefits	#224-200			\$ -
22	Custodial - Benefits	#254-200			\$ -

Purchase Services 300			\$6,300.00	\$0.00	\$6,300.00
23	Travel Expenses Basic Teachers	#181-300	\$ 500.00		\$ 500.00
24	Purchase Services Basic Teachers	#181-300	\$ 1,175.00		\$ 1,175.00
25	Travel Expenses Secondary Teachers	#182-300	\$ 500.00		\$ 500.00
26	Purchase Services Secondary Teachers	#182-300	\$ 1,175.00		\$ 1,175.00
27	Travel Expenses ESL Teachers (Not part of special IEL/CE Federal Grant)	#183-300			\$ -
28	Purchase Services ESL Teachers (Not part of special IEL/CE Federal Grant)	#183-300			\$ -
29	Post-Secondary Programs - Purchase Services STATE OR OTHER FUNDS ONLY	#184-300			\$ -
30	Integrated Education & Training - Purchase Services STATE FUNDS NOT ALLOWED	#186-300			\$ -
31	Parenting/Family Literacy - Purchase Services (Not part of special Family Literacy Federal Grant)	#188-300			\$ -
32	Improvement of Instr. Curr. Dev. - Travel	#221-300			\$ -
33	Improvement of Instr. Curr. Dev. - Purchase Services	#221-300			\$ -
34	Travel Expenses Adult Educ. Director	#223-300	\$ 2,100.00		\$ 2,100.00
35	Travel Expenses Other Administrators	#223-300	\$ 850.00		\$ 850.00
36	Advertising, Printing, Etc.	#223-300			\$ -
37	Staff Dev. - Travel	#224-300			\$ -
38	Staff Dev. - Purchase Services	#224-300			\$ -
39	Utilities, Rent, Telephone, Repairs, Etc.	#254-300			\$ -
Supplies & Materials 400			\$3,000.00	\$0.00	\$3,000.00
40	Instr. Materials and Supplies Basic Level	#181-400	\$ 1,100.00		\$ 1,100.00
41	Instr. Materials and Supplies Secondary Teachers	#182-400	\$ 1,100.00		\$ 1,100.00
42	Instr. Materials and Supplies ESL Level (Not part of special IEL/CE Federal Grant)	#183-400			\$ -
43	Post-Secondary Programs - Supplies & Materials STATE OR OTHER FUNDS ONLY	#184-400			\$ -
44	Integrated Education & Training - Materials and Supplies STATE FUNDS NOT ALLOWED	#186-400			\$ -
45	Parenting/Family Literacy - Materials and Supplies (Not part of special Family Literacy Federal Grant)	#188-400			\$ -
46	Improvement of Instr. Curr. Dev. - Materials and Supplies	#221-400			\$ -
47	Office Supplies, Postage, Diplomas, Etc.	#221-400			\$ -
48	Adult Educ. Director - Materials and Supplies	#223-400	\$ 800.00		\$ 800.00
49	Other Administrators - Materials and Supplies	#223-400			\$ -

50	Improvement of Instr. Staff Dev. - Materials and Supplies	#224-400			\$ -
51	Office Supplies, Postage, Diplomas, Etc.	#224-400			\$ -
52	Custodial Materials and Supplies	#254-400			\$ -
Capital Outlay 500			\$0.00	\$0.00	\$0.00
53	Capital Outlay Basic Level*** (See Page 4 for important directions.)	#181-500			\$ -
54	Capital Outlay Secondary Level*** (See Page 4 for important directions.)	#182-500			\$ -
55	Capital Outlay ESL Level*** (See Page 4 for important directions.) (Not part of special IEL/CE Federal Grant)	#183-500			\$ -
56	Capital Outlay - Post-Secondary Programs* (See Page 4 for important directions.) STATE OR OTHER FUNDS ONLY	#184-500			\$ -
57	Capital Outlay - Integrated Education & Training*** (See Page 4 for important directions.) STATE FUNDS NOT ALLOWED	#186-500			\$ -
58	Capital Outlay - Parenting/Family Literacy*** (See Page 4 for important directions.) (Not part of special Family Literacy Federal Grant)	#188-500			\$ -
59	Capital Outlay - Improvement of Instr. Curr. Dev. *** (See Page 4 for important directions.)	#221-500			\$ -
60	Capital Outlay Administrative*** (See Page 4 for important directions.)	#223-500			\$ -
Other			\$3,851.20	\$0.00	\$3,851.20
61	SC Works Infrastructure Costs.	#390-300			\$ -
62	Indirect Costs (Federal Funds Only)	#430-700	\$ 3,851.20		\$ 3,851.20
63	Other budgeted items that do not fit in one of the categories above.**** (See Page 4 for important directions.)	??-???			\$ -
GRAND TOTAL OF ALL BUDGETED FUNDS (This amount must match amounts on the allocation letter)			\$126,500.72	\$169,926.42	\$296,427.14

***Lines 1, 6, 12 & 17. Literacy Coordinator's Salary and Benefits:** When completing the budget pages, include these amounts with the Basic Teacher's salaries and benefits included in the 181-100 and 181-200, 188-100 and 188-200 categories, when using Federal funds.

College and Career Navigator's Salary and Benefits and Other Administrator's Salaries are to be included on these lines:

Line 9 & 19 must be used to budget Administrative career related activities.

Lines 1, 2, 3, 6, 12, 13, 14, and 17 may be used to cover salary and benefit cost of time spent with students that are included in instructional hours.

Lines 4, 5, 15 and 16 may be used to cover salary and benefit cost as it relates to career related activities.

****Lines 5 and 9.** List the positions paid from these categories and the **SALARY ONLY** paid to each position. Do not list names of the employees serving in these positions. These include salaries for secretaries, counselors, site supervisors, navigators, virtual learning coordinators, etc.

Position Title - 186	Amount Paid from Federal Funds	Amount Paid from State/Other Funds
Total (Must match Line 5)	TOTAL \$ -	\$ -

Position Title - 223	Amount Paid from Federal Funds	Amount Paid from State/Other Funds
Administrative Assistant		\$ 38,245.00
College and Career Navigator		\$ 14,851.07
Total (Must match Line 9)	TOTAL	\$ 53,096.07
	\$	-
		\$ 53,096.07

*****Lines 53 - 60:** Requests may be budgeted in 181-500, 182-500, 183-500, 184-500, 186-500, 188-500, 221-500 or 223-500, depending on where and how the Capital Outlay will be used. A letter outlining the purpose of this expenditure and what will be purchased must accompany the budget. Some school districts consider equipment purchased under a certain value to be supplies, not capital outlay. If you are budgeting funds under the 400 category, but will actually be purchasing equipment, you must also request approval to make the purchase.

Line 61: Place any covered infrastructure costs from federal funds here. If state funds are used, place that amount in the state fund cell. Provide a narrative explanation below.

Line 61: Narrative Information:

******Line 63:** List all budgeted items that are not one of the categories listed on Pages 1 through 3. Indicate the category in which the funds are budgeted on the single page budget report for state funds or in GAPS for federal funds. Provide a narrative explanation below.

******Line 63:** Narrative Information:

ATTENTION: YOU MAY NOT BUDGET MORE THAN FIVE PERCENT OF YOUR TOTAL FEDERAL ALLOCATION IN A COMBINATION OF THE FOLLOWING CATEGORIES: 186-100, 223-100, 186-200, 223-200, 186-300, 223-300, 186-400, 223-400, 186-500, 223-500, & 390-300.

IN ORDER FOR YOUR BUDGET TO BE REVIEWED AND APPROVED, THIS BUDGET PLANNING FROM MUST BE COMPLETED AND SUBMITTED WITH THE SIGNED GRANT AWARD NOTIFICATION AND ASSURANCE, TERMS, AND CONDITIONS.

By signing this section of the document, we confirm that Federal funds will be expended based on the outline presented in this document.

Business Office Official & Date Signed

Adult Education Director & Date Signed

2021-2025 Adult Education Budget Narrative

Please provide a one page narrative below describing three of your major goals for the 2021-25 grant cycle, bearing in mind that improving student performance, reaching measureable targets, providing career pathways initiatives, integrating education and training, providing digital literacy, and providing workplace training activities should be the key focus areas for each adult education program. Goals should also be based on available funding and program priorities. The narrative should describe the program goals and answer the following questions: What are the goals? How will the goals be reached? Who are your partners that will help you reach these goals?

Budget Narrative

Lancaster County Adult Education's primary goals for 2021-2025 are to improve student performance in order to meet or exceed the State's Performance Measures. The four major goals include: Student Retention, Improved Post-testing percentage and EFL gains, preparation for GED 2014 as well as workforce preparation.

Student Retention:

One of our main goals for Lancaster County Adult Education is student retention. Now that we have been successful with finding Highly-Qualified instructors, we are restructuring our classes and our master schedule to continue striving during the pandemic. Our teachers will continue to meet the first and third Wednesday of the month to collaborate and discuss student academic needs. Our goal is to increase student engagement to reduce the number of dropouts we have during a school year. In order to cover the cost of program improvement, the vast majority of funding has been allocated for teacher salaries as well as online software and equipment to offer live instruction and multiple online resources: IXL, TABE Academy, GED Academy and KET software

It is also our hopes that the new IET/Career Training classes will help to improve student retention. Students that are academically ready will have the opportunity to attend Career Classes at the Lancaster Career Center while completing their Adult Education requirements and began to work on Job Readiness extensively (via JET) as they are enrolled in our employability program and assisted with job placement.

Improving Post-testing percentages and EFL Gains:

Lancaster County Adult Education will strive to meet or exceed the State Performance Measures. In examining our 2020 data, the number of students not post-tested was reduced significantly, but not enough. Students who were post-tested made significant EFL gains. The LACES Clerk has been instructed to run bi-weekly reports to identify those students needing post-testing. It is our goal to hire a part-time testing coordinator to

Salary (100) - Funds Requested

Position	Annual Salary/Rate	Time Allocated to the Subgrant (percent FTE)
Basic Ed (EFL 1-3) Teachers	\$26,585.88	100%
Basic/Secondary GED I & II (EFL 4-6) Teachers	\$30,600.41	100.00%
Testing Coordinator	\$14,936.00	100.00%
Integrated Education & Training-- Teachers	\$10,000.00	100.00%
TOTAL Salary REQUEST		

Salary (100) - Other Fund Sources: *Indicate any other staff positions, funded through other sources, that will support the program.*

Position (Source)	Annual Salary/Rate	Percent FTE
Adult Education Director will provide daily oversight of the program and will be considered key staff (State Funds)	\$108,342	50%
College & Career Navigator (State Funds)	\$40,315.49	100.00%
Administrative Assistant (State Funds)	\$39,392.35	100.00%
Program/Instructional Assistant (State Funds)	\$20,616.00	100.00%
Vocational Rehabilitation Instructor (State Funds)	\$9,356.00	100.00%
Integrated Education & Training-- Teachers	\$14,322.00	100.00%
TOTAL Salary OTHER		

Employee Benefits/Fringe (200) - Funds Requested

Position	Rate	Total Wages
FICA	7.65%	\$82,122.29
Workers' Compensation		
Retirement	21.81%	\$82,122.29
Insurance (Testing Coord)	\$7,034.00	100%
TOTAL Employee Benefits REQUEST		

Employee Benefit/Fringe (200) - Other Fund Sources: *Indicate any other funds and to support this fund category.*

Position (Source)	Rate	Total Wages
FICA	7.65%	\$178,172.63
Workers' Compensation		
Retirement	21.81%	\$178,172.63
Insurance (Direct, CCN, Admin Asst.)	\$7,034.00	
<i>Insert line above to retain formatting</i>		
		TOTAL Employee Benefits OTHER

Purchased Services (300) - Funds Requested

Item(s)	Description	Rate
(1) Local/State travel	Mileage	3,000 miles @ \$.56/mile
(2) State Travel	Meals and Lodging	
(2) Software	Software Programs for Student Use	\$2,350
<i>Insert line above to retain formatting</i>		
		TOTAL Purchased Services REQUEST

Purchased Services (300) - Other Fund Sources: *Indicate any other funds and the support this fund category.*

Item(s) (Source)	Description	Rate
<i>Insert line above to retain formatting</i>		
		TOTAL Purchased Services OTHER

Supplies & Materials (400) - Funds Requested

Item(s)	Description and Rate
General office supplies	\$150/mo x 12mo
Books	\$1,200
<i>insert line above to retain formatting</i>	
TOTAL Supplies & Materials REQUEST	

Supplies & Materials (400) - Other Fund Sources: *Indicate any other funds and the support this fund category.*

Item(s) (Source)	Description and Rate
insert line above to retain formatting	
TOTAL Supplies & Materials OTHER	

Capital Outlay/Equipment (500) - Funds Requested

Item(s)	Description and Rate
insert line above to retain formatting	
TOTAL Capital Outlay/Equipment REQUEST	

Capital Outlay/Equipment (500) - Other Fund Sources: *Indicate any other funds a to support this fund category.*

Item(s)	Description and Rate
insert line above to retain formatting	
TOTAL Capital Outlay/Equipment OTHER	

Other Objects (600) - Funds Requested

Item(s) (Source)	Description and Rate
TOTAL Other Objects REQUEST	

Other Objects (600) - Other Fund Sources: *Indicate any other funds and the source this fund category.*

Item(s)(Source)	Description and Rate
insert line above to retain formatting	
TOTAL Other Objects OTHER	

Indirect Costs (700) - Funds Requested

If including indirect costs, you must submit a copy of the organization's current approved Indir Agreement (ICRA) with a federal agency or the SCDE. Only indirect costs that comply with th allowed. Explain what rate was used and to what direct costs it was applied. Show your calcula

Indirect Cost Calculation: A Base Amount is determined by adding together all direct costs (-) are exempt from indirect costs (IDC). (Base Amount) x (Indirect Cost Rate) = Total Indirect C exempt from IDC include equipment, alterations/renovations, portions of each contract exceed first \$25,000 is included in base).

Item	Total Direct Cost	Direct Costs to w Rate Can]
Indierect Cost	\$126,500.72	
insert line above to retain formatting		
<i>(sample) Total Direct Costs</i>	\$126,500.72	<i>(sample) Total Base Amount</i>
<i>Indirect Costs Rate</i>		
TOTAL INDIRECT COSTS		
(Total Base Amount) x (Indirect Cost Rate) = Total Indirect Costs		

Amount to be Charged to the Subgrant
\$26,586
\$30,600
\$14,936
\$10,000
\$0
\$82,122.29

gh other sources,

Other Funds
\$54,170.79
\$40,315.49
\$39,392.35
\$20,616.00
\$9,356.00
\$14,322.00
\$178,172.63

Cost
\$6,282
\$0
\$17,911
\$7,034
\$0
\$31,227.23

l the sources used

Cost
\$13,630
\$0
\$38,859
\$21,102
\$0
\$73,592

Cost
\$1,680
\$2,270
\$2,350
\$6,300

ources used to

Cost

Cost
\$1,800
\$1,200
\$3,000

2 sources used to

Cost

Cost
\$0

nd the sources used

Cost
\$0

Cost
\$0

Costs used to support

Cost
\$0

Direct Cost Rate
The ICRA will be
allocations.

minus any items that
are excluded. Items that are
valued at or below \$25,000 (i.e., only

High Indirect Cost To Be Applied
\$122,649.52
\$122,649.52
3.14%
\$3,851.20



10/19/2020 11:49
519swarm

|Adult Education School District
|DETAIL CHECK HISTORY
BY EMPLOYEE NAME
07/01/2020 to 6/30/2021

|P 1
|prhnmrpt

ORG	OBJ	PROJ	LOC	JOB	CHECK	PAY TYPE	HOURS	AMOUNT	DED TYPE	EMPLOYEE	EMPLOYER
468502	Last, Name										
										LOC: 0235	ORG: 331
	CHECK DATE: 07/15/2020										
	54122331	112	0123	1339	003637537	971 ADULT	6.00	143.22			
	54122331	112	0123	1339	003637537	971 ADULT	4.50	107.42			
			0120		003637537				3000 FIT	0.00	0.00
			0120		003637537				4000 SCSIT	0.00	0.00
			0120		003637537				9999 DDEPST	231.47	0.00
	54122331	230	0120		003637537				1000 FICA	15.54	15.54
	54122331	230	0120		003637537				1100 MEDICA	3.63	3.63
	54122331	260	0120		003637537				8880 UC	0.00	0.25
	54122331	270	0120		003637537				8881 WC	0.00	3.13
	CHECK 07/15/2020	TOTALS:	NET:		231.47		10.50	250.64		250.64	22.55

SCHOOL DISTRICT ONE

LABOR HISTORY BY ACCOUNT NUMBER

FY 2019-2020

NON-ACCRUALS ONLY

PAY DATES: 07/01/2019 TO 06/30/2020

<u>EMPLOYEE NAME</u>	<u>EMPLOYEE ID</u>	<u>HOURS</u>	<u>AMOUNT</u>
356-181-112-0000-12	TEACHER SALARIES	0.00	182.45
		0.00	8.35
		0.00	2,503.06
		<hr/>	<hr/>
356-181-112-0000-12	TEACHER SALARIES	0.00	2,693.86
356-181-122-0000-12	SUBSTITUTE SALARIES	0.01	0.29
		0.15	8.71
		0.08	4.35
		0.32	23.64
		<hr/>	<hr/>
356-181-122-0000-12	SUBSTITUTE SALARIES	0.55	36.99
356-182-112-0000-12	TEACHER SALARIES	0.00	182.50
		0.00	8.35
		0.00	3,214.11
		<hr/>	<hr/>
356-182-112-0000-12	TEACHER SALARIES	0.00	3,404.96
356-182-122-0000-12	SUBSTITUTE SALARIES	0.01	0.29
		0.19	11.01
		0.10	5.51
		0.19	14.61
		<hr/>	<hr/>
356-182-122-0000-12	SUBSTITUTE SALARIES	0.48	31.42
356-183-112-0000-12	TEACHER SALARIES	0.00	2,826.50
		<hr/>	<hr/>
356-183-112-0000-12	TEACHER SALARIES	0.00	2,826.50
356-223-111-0000-12	SALARY	0.00	45,063.94
		<hr/>	<hr/>
356-223-111-0000-12	SALARY	0.00	45,063.94
		<hr/>	<hr/>
	FUND 356	1.03	54,057.67
		<hr/>	<hr/>
	GRAND TOTAL:	1.03	54,057.67
		<hr/> <hr/>	<hr/> <hr/>

South Carolina Department of Education

Office of Adult Education

Program: _____

Semi-Annual Certification for Salaries & Wages Charged to Federal Grants

Grant Title:

Grant Number: H63010100918

Funding Source: U.S. Department of Education

Supervisor:

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. (2 C.F.R. § 200.430(i)(1)) Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed.

I understand that the positions(s) filled by the following employees are supported entirely by funds from the federal award listed above. I certify that 100% of the job duties of the employee(s) were related to activities in compliance with this grant award during the period from January 1, 20__, through June 30, 20__.

The information recorded on this form is true and correct to the best of my knowledge.

Employee Name

Position Title

Funding %

Supervisor Signature*

Date

*Must be signed by a supervisor official having firsthand knowledge of the work performed by the employee.



South Carolina Department of Education
Division of College and Career Readiness
Office of Special Education Services

Semi-Annual Certification for Salaries & Wages Charged to Grants

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. (2 C.F.R. § 200.430(i)(1)) Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed.

This is to certify that _____ has worked 100% of his/her time for the period of January 1, 2018, to June 30, 2018, on the Special Education–Grants to States grant program.

The information recorded on this form is true and correct to the best of my knowledge.

Signature of Employee

Printed Name of Employee

Date

Signature of Supervisor

Printed Name of Supervisor

Date

Single Certification



Office of Adult Education Inventory Control Form



Equipment

Asset Description	Manufacturer's Name	Manufacturer's Serial Number	Identification Number	Purchased or Acquired Date	Expiration Year	Funding Source

I certify that the above information is true and correct.



Office of Adult Education Inventory Control Form



Location

Site Name	Site Address	Room Number	Staff Assigned

Print Name:

Date:

Instructions: Provide as much information as possible. If the information is unavailable, write "U/A." If write "N/F."

Asset Description	Manufacturer's Name	Manufacturer's Serial Number	Identification Number	Purchased or Acquired Date
------------------------------	----------------------------	---	----------------------------------	---------------------------------------

Column A	Asset description	Provide a brief description of the item. Be specific to the item type.
Column B	Manufacturer's name	Provide the name of the company or individual that made the item.
Column C	Manufacturer's serial number	This is the serial number written on, stamped on, or assigned to the
Column D	Identification number	This is the number assigned to the item by your District. Often the n
Column E	Date item was purchased or acquired	Write in the month, day, and year the item was purchased, using the example - write the date the program acquired the item. Write as m
Column F	Expiration Year	If your program recycled, disposed of, trade-in and/or surplused the
Column G	Source of funding	Provide the funding source(s) used to purchase the item, such as the
Column I	Site Address	Write where the item is actually located; the specific location of the
Column K	Staff Assigned	This is the name of the person who currently possesses the item or

the information requested does not apply to the particular item, write "N/A." If the information cannot

Expiration Year	Source of Funding	Site Name	Site Address	Room Number	Staff Assigned
For example, instead of writing "electronics," write in "laptop" or "printer."					

item by the item's manufacturer.

umber will be written on a tag attached to the item or directly on the item itself.

the actual date of purchase recorded on receipts, bills, or other documentation. If the item was not purchased - don't
such information as is known. If only a partial date is available, give the known information and write in "xx/unkno
: item.

Adult Education grant.

item. This information must be up-to-date at all times.

is responsible for its safekeeping. This information must be up-to-date at all times.

be found,

ated, for wn" for

ADULT EDUCATION LOCAL PROGRAM INCOME REPORT 2020-2021

PROGRAM NAME: Click or tap here to enter text.

DIRECTOR NAME: Click or tap here to enter text.

DATE SUBMITTED TO THE SC DEPARTMENT OF EDUCATION: Click or tap to enter a date.

Sources of Income (You may not need to use all of these categories)

These are funds received **directly** from students or **paid on behalf of students** from other sources. No state, federal, or local funds are to be included in this report.

Do not include money received from vending machines, fundraisers, cap and gowns, GED or TASC center reimbursements, SNAP reimbursements, etc.

Registration Fees _____
Carnegie Unit Fees _____
Testing Fees (HSED Readiness, CRC) _____
Book Fees _____
Other _____

TOTAL PROGRAM INCOME _____

If your program did not charge any fees during 2020-21, please place an “X” in the box below.

& NO INCOME WAS COLLECTED DURING 2020-21

List the types of expenditures that were paid from program income. Per federal regulations, local program income must only be used for approved adult education expenditures.

Be prepared to submit a printout from the District Finance Office or CBO Treasurer of all expenditures (if requested) that were paid from the income listed above. If this information is requested it should match the total amount received.

Director’s Signature

Date

Business Office Signature

Date

Submit this form by Wednesday, September 30, 2021 to mrking@ed.sc.gov.

If you have any questions regarding the completion of this form, please contact Mike King (803) 734-8300 or mrking@ed.sc.gov.

Directions for the Completion of the Local Program Income Report

Local program income is defined as income received directly from the adult education student or paid by an outside source on behalf of the adult education student. If the adult education program charges registration fees or testing fees and the student pays the fee out of their own pocket, than that is considered to be local program income. If a business or agency pays the adult education student's registration or testing fees, than that is local program income.

Local program income is not funds earned through vending machine operation, fundraisers, cap and gown charges, reimbursements from GED or TASC test center reimbursements, or SNAP reimbursements. Many adult education programs do not charge fees of any type. If so, please complete the box that indicates that "No Income Was Collected During the year".

If a student pays a GED or TASC testing fee to the adult education program and the adult education program in turn uses those funds to register the student for a test, than that is not considered to be Local Program Income. No profit was made by the program from this type of transaction.

Near the bottom of the report please provide a general description of how the Local Program Income was expended.

Federal regulations guide the collection and expending of Local Program Income. Please refer to the language below. Adult education programs are expected to expend all of the Local Program Income collected. You are not expected to expend all of the funds within the year in which it was collected. Adult Education programs are expected to keep accurate records of fee collection and expenditures.

Federal Guidance:

Among the federal regulations that apply to this award is 34 CFR 80.25, which allows state grantees of Adult Education & Family Literacy Act (AEFLA) awards to earn program income. A portion of Subsection 80.25 (b) states that if a local subgrantee charges reasonable and necessary tuition or fees to students and employers, it may use those fees to provide additional adult education and literacy services that it would otherwise be unable to provide. Program income from tuition and fees must be: (1) governed by the terms of the agreement between the state grantee and the local subgrantee to which the state provides federal funds; (2) accounted for in program records; and (3) used only for costs allowable under AEFLA. In other words, if the adult education program charges fees for tuition or materials, those funds can only be spent on additional, approved adult education activities. The funds may not go into the program's general fund or be used for any activity other than adult education. Federal law also states that fees charged to students participating in adult education programs that receives federal support are to be equitably administered and do not reach levels that have an adverse effect on the participation of economically disadvantaged students.

As of 8/5/2021

STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



**South Carolina Adult Education
Compliance Monitoring 2021-2022
Guidelines for Student Records**

August, 2021

The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, veteran status, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, 803-734-8781. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at OCR.DC@ed.gov or call 1-800-421-3481.

Compliance Monitoring 2021-2022
Student Records

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Compliance Monitoring 2021-2022

Student Records

Introduction

Regular compliance monitoring of Adult Education programs is a federal- and state- mandated activity of the SC Office of Adult Education (OAE). As a part of the Compliance Monitoring process, the OAE must do a review of each Adult Education program's records. This document gives guidance on the records review process and requirements.

Virtual Records Review Process

The director will receive a link to the Virtual Records Review survey tool and will upload the requested documents. In order to protect the students' personally identifiable information (PII), some documents will be reviewed internally via Dynamic Forms, DRC Insight, GED Manager, and LACES. *See* page 12 for the method of submitting each of the permanent record required documents.

Two Days Before the Virtual Records Review

1. Two days before the virtual records review, a member of the review team will run the audit reports for:
2. Current students as of the day prior to the on-site review
3. Previous five (5) years' high school diploma graduates
4. Previous five (5) years' high school equivalency diploma graduates
5. The CM team will randomly select records from the audit reports to be reviewed.
 - a. Number of records
 - i. 20 records will be randomly selected for all programs
 - b. Types of records
 - i. Current year records
 1. The number of current records randomly selected will be based on the program enrollment as stated above.
 2. The number selected will be a combination of ABE, ESL, and HSD students.
 - ii. Previous years' graduate records
 1. The number of previous years' graduate records randomly selected will be based on the program enrollment as stated above.
 2. The number selected will be a combination of both high school diploma and high school equivalency diploma graduates.
 - iii. In addition to the program enrollments listed in i and ii, students enrolled in Family Literacy, Workplace Literacy, and IET or are indicated in LACES as having entered postsecondary will be priority in selecting records.
6. The audit reports with the randomly selected students and link to the survey tool will be emailed to the director by 5:00 p.m. two days before the on-site visit.
7. Samples of required documents for teacher and student folders will be submitted in the survey tool.

Compliance Monitoring 2021-2022 Student Records

The Day Before the Virtual Records Review

1. The director will organize and upload the required documents to the survey tool.
2. The CM Team will be available 8:30 a.m. – 4:30 p.m. for technical assistance via email, phone, and virtual meeting.

The Day of the Virtual Records Review

1. The survey tool will be closed at 9:00 a.m.
2. The CM Team will export all files and begin their review of the records.
3. The program director and relevant staff will be available via email, phone, and virtual meeting.

Documents and Method of Review

The documents listed to be reviewed in the Survey Tool Upload are those to be uploaded by the program director. Documents reviewed via other sources, i.e. Dynamic Forms, DRC Insight, GED Manager, and LACES, will be completed by the CM Team.

Current Year Records***	
Document	Method of Review
Current Year Registration Form	Dynamic Forms/Survey Tool Upload
School District Withdrawal Form	Survey Tool Upload – C-1
Authorization for Release	Dynamic Forms/Survey Tool Upload
Official HS Transcript	Survey Tool Upload
CRC Score Report	Survey Tool Upload
Signed SNAP Form	Survey Tool Upload
TABE Locator	DRC Insight
TABE Individual Profile	DRC Insight
AE Planning Sheet	Survey Tool Upload
Unit of Credit Slips	Survey Tool Upload
Grade Sheet/Score Report	Survey Tool Upload
End of Course Score Report(s)	Survey Tool Upload
Verified Teacher Certification	Survey Tool Upload – C-9
BEST Plus or BEST Literacy	Survey Tool Upload
Pre-Parent Education Survey	Survey Tool Upload
Post-Parent Education Survey	Survey Tool Upload
Goal Summary Form	Survey Tool Upload
Documentation of Entry into PS	Survey Tool Upload
Documentation of Attendance	Survey Tool Upload

Compliance Monitoring 2021-2022 Student Records

Graduate Records***	
Document	Method of Review
Grad Year Registration Form	Dynamic Forms/Survey Tool Upload
School District Withdrawal Form	Survey Tool Upload – C-1
Authorization for Release	Dynamic Forms/Survey Tool Upload
Official High School Transcript	Survey Tool Upload
Official Final AE Transcript	Survey Tool Upload
CRC Score Report	Survey Tool Upload
TABE Locator	DRC Insight
TABE Individual Profile	DRC Insight
Passing GED Scores	GED Manager
Best Plus or Best Literacy	Survey Tool Upload
AE Planning Sheet	Survey Tool Upload
Grade Sheet/Score Report	Survey Tool Upload
Unit of Credit Slips	Survey Tool Upload
End of Course Score Report(s)	Survey Tool Upload
Valid Teacher Certification	Survey Tool Upload
Attendance for Each Unit Earned	Survey Tool Upload
Documentation of Entry into PS	Survey Tool Upload

***The following PII must be redacted from all documents before uploading into the survey tool:

- Social Security Number
- Date of Birth

Compliance Monitoring 2021-2022

Student Records

Current Year Records Required Documents

The following documents should be contained in student permanent records as outlined below:

1. High School Diploma (HSD)

- Current year registration form
- Official documentation/withdrawal form of local school board assigned students under age 18
- Signed student Authorization for Release of Information form
- Official high school transcript*
- Career Readiness Credential (CRC) or Score Report
- SNAP2Work Form, if applicable
- TABE answer sheets/score reports, including TABE Locator, documenting educational functioning level at the time of enrollment, if applicable
- AE Planning Sheet that outlines credits earned and credits needed for graduation
- Completed and appropriately signed Unit of Credit slips for AE courses, to include start/end dates
- Grade sheet and score report for completed courses. Grade sheet with individual assignments not required for VirtualSC courses.
- Official score report(s) for End of Course Exam(s) for applicable courses (EOC must count as 20% of the final grade, effective July 1, 2021)
- Documentation of AE attendance hours for completed face-to-face courses (total number of seat hours, exclusive of registration, orientation, and assessment, must meet or exceed hours required for each credit earned)
- Documentation of entry into Postsecondary, if applicable**

2. High School Equivalency Diploma (HSED)

- Current year registration form
- Official documentation/withdrawal form of local school board assigned students under age 18
- Signed student Authorization for Release of Information form
- Official high school transcript*
- Career Readiness Credential (CRC) or Score Report
- SNAP2Work Form, if applicable
- TABE answer sheets/score reports, including TABE Locator, documenting educational functioning level at the time of enrollment
- Documentation of entry into Postsecondary, if applicable**

3. Adult Basic Education (ABE)/Career Readiness Certificate (CRC) Only

- Current year registration form
- Official documentation/withdrawal form of local school board assigned students under age 18
- Signed student Authorization for Release of Information form
- Official high school transcript*
- Career Readiness Credential (CRC) or Score Report
- SNAP2Work Form, if applicable
- TABE answer sheets/score reports, including TABE Locator, documenting educational functioning level at the time of enrollment
- Documentation of entry into Postsecondary, if applicable**

Compliance Monitoring 2021-2022 Student Records

4. English as a Second Language (ESL)

- Current year registration form
- Official documentation/withdrawal form of local school board assigned students under age 18
- Signed student Authorization for Release of Information form
- Official high school transcript*
- Career Readiness Credential (CRC) or Score Report
- SNAP2Work Form, if applicable
- BEST Plus or BEST Literacy scored test booklets and/or answer sheets/score reports, documenting educational functioning level at the time of enrollment
- Alternative assessments, if applicable
- Documentation of entry into Postsecondary, if applicable

5. Family Literacy

- Current year registration form
- Pre-Parent Education Survey
- Post-Parent Education Surveys
- Goal Summary Form

Previous Year Records Required Documents

The following documents should be contained in student permanent records as outlined below:

1. High School Diploma Graduates

- Registration form for the most recent year of attendance
- Official documentation/withdrawal form of local school board assigned students under age 18
- Signed student Authorization for Release of Information form
- Official high school transcript*
- Career Readiness Credential (CRC) or Score Report
- AE Planning Sheet that outlines credits earned and credits needed for graduation
- Completed and appropriately signed Unit of Credit slips for AE courses, to include start/end dates
- Grade sheet and score report for completed courses. Grade sheet with individual assignments not required for VirtualSC courses.
- Official score report(s) for End of Course Exam(s) for applicable courses (EOC must count as 20% of the final grade, effective July 1, 2021)
- Documentation of AE attendance hours for completed face-to-face courses (total number of seat hours, exclusive of registration, orientation, and assessment, must meet or exceed hours required for each credit earned)
- Documentation of entry into Postsecondary, if applicable**

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2. High School Equivalency Diploma Graduates

- Registration form for the most recent year of attendance
- Official documentation/withdrawal form for local school board assigned students under age 18
- Signed student Authorization for Release of Information form, if applicable
- Official high school transcript*
- Career Readiness Credential (CRC) or Score Report
- TABE answer sheets/score reports, including TABE Locator, documenting educational functioning level at the time of enrollment
- Official documentation of passing HSED scores*
- Documentation of entry into Postsecondary, if applicable**

*Official documentation must be one of the following:

High School Transcript

- Signed, faxed transcript – must have the signature of the guidance counselor or official from the high school
- Transcript bearing the seal of the sending institution
- Transcript bearing official stamp
- Transcript generated from PowerSchool student database and signed by the Adult Education Program Director

Adult Education Transcript

- Date calculated – recommend printing within 10 days of final course completion (before June 15 for spring graduates)
- Must be marked “final” and signed by the adult education director

High School Equivalency Diploma

- Duplicate score report received from the SCDE or HSED data management system
- Copy of score report received by the student
- Official correspondence from the SCDE HSED office

**Documentation of Entry into Postsecondary

Entry into postsecondary education or training may be documented with a copy of one of the following:

- Student ID
- Acceptance letter
- Schedule
- Transcript
- Grade report
- Email exchange with the student
- Signed statement on AE program letterhead documenting a phone or in-person conversation with the student. This statement must include the name of the postsecondary institution, date enrolled, and program of study.

Compliance Monitoring 2021-2022 Student Records

Storage of Permanent Records

ABE and ESL Permanent Records

- Permanent records for all students must be accessible and kept on-site at the main adult education center in fireproof cabinets, a vault, or a vault room for a minimum of five (5) years.

High School Equivalency Diploma Graduate Permanent Records

- High school equivalency graduate records must be accessible and kept on-site at the main adult education center for a minimum of five (5) years.

High School Diploma Graduate and Non-Completer Permanent Records

- High school diploma graduate records and high school diploma non-completer credit verification records (credit slips *and* transcripts) must be accessible and kept on-site at the main adult education center in fireproof cabinets, a vault, or a vault room.
 - Programs that permanently house high school diploma graduate records, high school diploma non-completer credit verification records (credit slips *and* transcripts), or any student permanent record on-site must store them **for a minimum of 75 years** in fireproof cabinets, a vault, or vault room.
 - Programs that do not permanently house high school diploma graduate records, high school diploma non-completer credit verification records (credit slips *and* transcripts), or any student permanent record on-site may transfer student permanent records in accordance with the local district policy after five (5) years. These records must be stored **for a minimum of 75 years** in fireproof cabinets, a vault, or vault room.

Guidelines for Purging Student Records

SC Consideration 18.4 requires that each program provide a written description of the process for destroying confidential student records and reports. This process must be in compliance with state and local school district requirements, where applicable, for purging confidential student records and reports.

Type of Record	May Be Purged After
Teacher Folders	One (1) year
Student Folders	One (1) year
ABE and ESL Permanent Records	Five (5) years
High School Equivalency Diploma Graduate Permanent Records	Five (5) years
High School Diploma Non-Completer Records	75 Years
High School Diploma Graduate Records	75 Years

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Student Records

Classroom Records Observation

Sample documents from teacher and student folders will be observed during the virtual records review.

Teacher Folder/Binder

Teacher folder/notebook/binders are to be kept in a secured but easily accessible location and contain the following documents for each student:

- Copy of completed student registration form.
- Copy of TABE Diagnostic, BEST Plus / BEST Literacy score report.
- Family Literacy pre-survey, post-surveys, goal summary form (if applicable).
- Copy of any other test scores (i.e., HSED official or practice tests) or student score record sheet.
- Copy of AE planning sheet that outlines credits earned and credits needed for graduation (if applicable).

Samples of the following documents will be observed:

- TABE 11/12 Class Analysis or other documents that are used for data-driven instructional planning
- Program-, teacher-, or vendor-developed materials that are used for standards-based instructional planning (e.g., lesson plans, basic skills content tools, other content alignment documents, etc.)

These items may be included as part of the teacher folder/binder or in a separate planning folder.

Student Folders

Student folders (ESL optional) must be kept in a readily accessible location within the classroom and contain the following:

- Current and up-to-date course requirement/prescription sheets, study guides/study plans for the individual student
- Materials that demonstrate student progress

In addition to the items listed above, sample instructional documents will be reviewed to verify that instruction is appropriate for the students' Educational Functioning Level (EFL), knowledge, interests and goals.

Compliance Monitoring 2021-2022 Student Records

Digital Teacher and Student Portfolios

Digital teacher and student portfolios must:

1. Contain all of the required documents
2. Be password protected such that the teacher or student must grant access of the folders to in order for them to view the contents (e.g., the student creates a folder in Google Drive, then shares his folder with his teacher; the teacher creates a class portfolio, then shares individual student files with the director and CCN).
3. Be readily accessible to teachers and students (i.e., technology is available in the classroom).

Digital teacher and student portfolios may be observed during a scheduled demonstration of the digital portfolios by the teacher or director.

The review team members will not ask for passwords to be granted access to the digital portfolios.