

## IMPLEMENTATION FUNDAMENTALS

**Purpose:** The purpose of this section is to identify essential fundamentals of the implementation of the Quality Assurance System.

### GENERAL PROCEDURES

A framework has been developed to provide consistency and order to the application of the Quality Assurance activities as they are developed. For each component of the framework certain elements may be present:

Purpose A statement of purpose will provide clarity regarding the goal of the specific component or monitoring activity.

Regulatory Authority All protocols whether interviews, record reviews, observations or other activities will be substantiated with the regulatory citation as appropriate.

Protocols In order to substantiate compliance vs. non-compliance, protocols are developed to ensure consistent application of regulatory requirements. For example, the use of interview protocols, record review checklists, or observation guidelines will support clear expectations and findings of fact. Forms and checklists are developed to ensure efficient monitoring processes.

Consistent Use of Terms The sub grantee or vendor will be referred to as the provider or agency in the contents of the monitoring papers. Other terms will be defined in applicable laws and regulations; excerpts are included in this document.

### STAKEHOLDER INVOLVEMENT

The Division of Workforce Education is committed to the inclusion of stakeholder involvement in the Quality Assurance System. Participation of school districts, community colleges, colleges and universities, community/faith-based organizations, students and families, and Division staff ensures a dynamic and transparent system. As the Quality Assurance System is developed and implemented, it will change and be enhanced based upon the input of stakeholders in addition to implementation activities. The Advisory Council acts in an advisory capacity to ensure stakeholder participation in the quality assurance process; there is no approval authority. Final authority for decision-making lies with the Division.

Quality Assurance Advisory Council An Advisory Council may convene, in person or by phone, at least twice a year to review and give feedback regarding the Quality Assurance processes and tools. This workgroup may also assist in the review of data and trends to ensure meaningful development and revision of the system; identify the need for statewide systemic technical assistance activities; and assist in the evaluation of the system.

#### Roles and Responsibilities of Advisory Council

- Serve in an advisory capacity to the Quality Assurance Section, Bureau of Grants Administration and Compliance
- Represent perspective of providers of *Adult Education and Family Literacy* programs and services
- Provide feedback in regard to the policies and procedures pertinent to quality assurance and compliance
- Identify and recognize best practices
- Identify regional/statewide areas of need for technical assistance
- Represent individual area of expertise in focus

Focus Groups Representatives associated with the grant awards as a provider, student or family member, will be solicited from across the state to participate in periodic focus groups during the year. The focus groups may give input regarding a single issue/topic. Groups may be contacted for phone or video conferences, individual calls, e-mails or written surveys.

Peer monitors Peer monitors can be an invaluable asset to the quality assurance process, especially monitoring. Persons from the field are nominated to participate in the monitoring process and bring a wealth of training and expertise to their assignment. Peer monitors may be used across disciplines and can be a key tool in times of shrinking resources. Qualified persons from local providers, FLDOE, and/or outside agencies may be recruited to participate in the monitoring processes with the FLDOE monitoring team. Use of peer monitors will increase monitoring resources, provide training on the monitoring process and support an effective and efficient system.

## **PROFESSIONAL DEVELOPMENT**

In order to ensure the consistent interpretation and application of the components of the Quality Assurance System, it is appropriate to identify a systems training plan for various *external* parties, specifically providers. The content will be available through various media to ensure access for all interested parties.

Targeted providers, who are designated to have an onsite visit, will receive specific training regarding the monitoring activities and procedures specific to the visit.

A training plan would also be developed specific to internal Workforce Education personnel to keep all internal stakeholders up to date on the Quality Assurance activities and expectations. Division staff would be able to identify the components of Quality Assurance and understand how their responsibilities contribute to continuous monitoring and improvement. The participation of representatives of the program areas is an asset to any monitoring process. Subsequent activities such as the development of corrective action plans or system improvement plans would involve various Division staff. Training content and application is crucial to both internal and external Workforce Education personnel.

## DEFINITIONS.

### SEC. 203 of Adult Education and Family Literacy Act of 1998

In this subtitle:

(1) **Adult education.**--The term "adult education" means services or instruction below the postsecondary level for individuals—  
(A) who have attained 16 years of age;  
(B) who are not enrolled or required to be enrolled in secondary school under State law; and  
(C) who--  
(i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;  
(ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or  
(iii) are unable to speak, read, or write the English language.

(2) **Adult education and literacy activities.**--The term "adult education and literacy activities" means activities described in section 231(b).

(3) **Educational service agency.**--The term "educational service agency" means a regional public multi-service agency authorized by State statute to develop and manage a service or program, and to provide the service or program to a local educational agency.

(4) **Eligible agency.**--The term "eligible agency" means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively.

(5) **Eligible provider.**--The term "eligible provider" means--  
(A) a local educational agency;  
(B) a community-based organization of demonstrated effectiveness;  
(C) a volunteer literacy organization of demonstrated effectiveness;  
(D) an institution of higher education;  
(E) a public or private nonprofit agency;  
(F) a library;  
(G) a public housing authority;  
(H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide literacy services to adults and families; and  
(I) a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H).

(6) **English literacy program.**--The term "English literacy program" means a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

(7) **Family literacy services.**--The term "family literacy services" means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:  
(A) Interactive literacy activities between parents and their children.  
(B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.  
(C) Parent literacy training that leads to economic self-sufficiency.  
(D) An age-appropriate education to prepare children for success in school and life experiences.

(8) **Individual with a disability.**--

(A) In general.--The term "individual with a disability" means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

(9) **Individual of limited English proficiency.**--The term "individual of limited English proficiency" means an adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language, and--

(A) whose native language is a language other than English; or

(B) who lives in a family or community environment where a language other than English is the dominant language.

(10) **Institution of higher education.**--The term "institution of higher education" has the meaning given the term in section 1201 of the Higher Education Act of 1965 (20 U.S.C. 1141).

(11) **Literacy.**--The term "literacy" means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

(12) **Local educational agency.**--The term "local educational agency" has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

(13) **Postsecondary educational institution.**--The term "postsecondary educational institution" means--

(A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree;

(B) a tribally controlled community college; or

(C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

(14) **Workplace literacy services.**--The term "workplace literacy services" means literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.