

PROTOCOLS

Specific strategies used to collect information include documentation reviews, interviews and observations. Both program-specific and fiscal areas are addressed. Compliance monitoring uses standardized monitoring protocols that are customized based on the terms or conditions of a particular grant or regulatory authority.

Records/Documentation Review Records are reviewed during the monitoring process. Such reviews may be on- or offsite at the discretion of the monitoring team. Such records may include, but are not limited to the following:

- Student and program-specific documents
- Personnel, payroll, class and staff schedules, allocation of time and effort
- Fiscal documentation
- Operations and Fiscal Policies and Procedures, Organization Charts

Interviews Interviews may be conducted onsite, by phone or via other available technology

- Interviews will be conducted to determine compliance with the applicable regulatory authority; seek clarification concerning documentation that has been provided; and, seek information regarding the services and systems
- Interviews will be held in a location that allows for privacy whenever possible
- DOE, not the provider, selects those to be interviewed
- Interviews may be with individuals or with groups

Observations Certain observable terms and conditions can be monitored only at the site. These terms and conditions are specific to each program.

Student Case Studies Student case studies may be conducted for the purpose of tracking the services the student is receiving. The processes including admissions, assessment and courses of study may also be addressed. Specific students may be designated as the subject of a case study as determined by the Quality Assurance Team. The case study may include interviews with the student, his/her family, and professional staff.

Adult Education Interview Instructions

For each interview conducted, complete the interview form by typing a reply for the items you chose to use. Each box expands to provide a complete reply. Follow these instructions:

1. **Provider Name:** Enter the provider name.
2. **Grant Name and Number:** Provide the category of federal grant, such as “Perkins, Secondary”, and grant number from the approved grant.
3. **Date of Interview:** Date the interview was conducted.
4. **Interviewer:** Name and title of the Monitoring Team Member conducting the interview, sign upon completion.
5. **Position Interviewed:** Enter the position of the person interviewed; names are not listed. Example: teacher, support staff, administrative staff
6. **Interview Questions:** Ask questions as indicated; clarification may be provided. Additional probing or follow-up questions may be asked. Comments may be made.
7. **Response:** Type in a response to each interview question used. For the complete Adult Education and Family literacy Act of 1998 for additional clarification, go to <http://www.ed.gov/policy/adulted/leg/legis.html>
8. **Evidence:** Indicate what documents/records have been discussed to respond to an interview question. At any time you may request to review the evidence, this should be noted under evidence. The interview evidence list may be used as a reference tool, or any other evidence demonstrating that the requirement has been met.
9. **Compliance and Discussion:** In the compliance/discussion column, check the box to indicate compliance (Y), non-compliance (N), or not applicable (N/A); any comments or discussion may also be entered here, as appropriate.
10. Complete the form and give it to the Monitoring Team Leader during the site visit.

Grant Name and Number:				
Date of Review:				
Interviewer (Name, Title, Signature):				
Position Interviewed:				
A. Module: Family Literacy				
Statutory Authority: Adult Education and Family Literacy §202(1),(2),(3)				
	Interview Questions:	Response:	Evidence:	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
1.	How does your program create strategies, systems, and teaching methods for assisting students to become employable and economically self sufficient?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	Can you provide an example of how staff share with students the value of education and skills which will result in employability and self sufficiency?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	Describe the informal assessment that the program is using with parents.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.	How are assessment results used to develop activities that enable parents to apply parenting education and skills?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5.	Do the parent and staff meet on a regular basis to discuss the student's progress and improvement?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6.	What was the retention rate in your program last year?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7.	Did your program meet National Reporting System (NRS) standards last year? If so, please explain.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
8.	What is the completion rate in your program?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions:	Response:	Evidence:	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
9.	How many students in your program completed a secondary education last year?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
B.	Module: Eligible Students			
	Statutory Authority: Adult Education and Family Literacy §203 (1),(A)-(C)			
1.	What is your policy and requirements regarding student eligibility to attend adult education programs?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	How do you verify that eligible students are not enrolled in a secondary program?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	What is the intake process for those who do not have high school diploma or its recognized equivalent?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.	What procedures does your program have in place to enter students into the established educational functioning level?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5.	Are test scores used in this process?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6.	How are learners placed within the instructional program?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

C.	Module: Family Literacy Services			
	Statutory Authority: Adult Education and Family Literacy Act §203(7),(A)-(D)			
	Interview Questions:	Response:	Evidence:	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
1.	Describe the activities you have for parents and their children.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	Does the program provide a variety of interactive literacy activities between the families?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	How does the program use classroom instruction, individual and small group, and technology to assist interaction between parents and their children? Please provide an example.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.	What kind of training do you have for parents?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5.	How do you train parents to be the primary teacher for their children?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6.	How does your parent literacy training effectively assist parents in becoming economically self sufficient?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7.	How are effective teaching practices connected to students' developmental needs?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
9.	How does the program individualize instruction to prepare students for life?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
10	How does the program insure that curriculum materials are developmentally age-appropriate? Please provide an example.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

D.	Module: Family Literacy Services			
	Statutory Authority: Adult Education and Family Literacy Act §212			
	Interview Questions:	Response:	Evidence:	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
1.	How did you measure student progress in literacy skills in reading, writing, English language, numeracy and problem solving?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	What curriculum activities did you use to ensure achievement of performance measures?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	What are your program's retention rate and placement rate, for each component compared to the performance measure?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.	Did you use informal assessments in addition to standardized assessments to measure student progress in literacy skills in reading, writing, English language, numeracy and problem solving?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5.	How many students obtained employment last year?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6.	How many students continued their education?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7.	How many students earned a GED or high school diploma last year?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
8.	Did you meet the requirements of negotiated core measures? Please explain.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions:	Response:	Evidence:	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
9.	Were the core measures for your grant in objective, quantifiable and measurable form?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
10.	What are your performance deliverables for the grant?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
11.	What activities do you engage in to encourage student performance and achievement?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
12.	What is the process for getting feedback on services and how often are they are conducted? What changes have been made due to feedback received?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
13.	Are educational goals reviewed and updated to adjust the level of performance and program improvement? If so, how? How often?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
E.	Module: Agency Use of Funds			
	Statutory Authority: Adult Education and Family Literacy § 223(a),(b)			
1.	Does your agency engage in the state leadership activities as described in the law? Discuss.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	How do you determine appropriate training for staff?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	How do you insure the professional development plan supports program improvement for adult education in the region?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions:	Response:	Evidence:	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.	What assistance do you provide to increase student enrollment?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5.	How does your program coordinate the support services with other educational training and social services agencies?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6.	Are there any issues with support services?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7.	What process or procedures do you have in place to integrate literacy and occupational skill training?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
8.	How does the curriculum integrate literacy with occupation skill training? Provide an example.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
9.	How do you prevent duplication of services with other providers?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
F.	Module: USES OF FUNDS			
	Statutory Authority: Adult Education and Family Literacy Act §225(b)			
1.	Which programs does your agency offer? (Adult Education, Family Literacy (LEH), English Literacy)			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	Which programs are supported through the use of these funds?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	Where are your programs located?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions:	Response:	Evidence:	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
G.	Module: Priority For Placement			
	Statutory Authority: Adult Education and Family Literacy Act §225(c)			
1.	How do you ensure that priority for assignment to an academic education program is given to inmates who are likely to leave the institution within 5 years of participation in the program?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
H.	Module: Grants and Contracts for Eligible Providers			
	Statutory Authority: Adult Education and Family Literacy § 231			
1.	What strategies did you use in establishing measurable goals for student outcomes?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	How did you measure the success or failure of each goal for students?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	Did you assess students' progress?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.	Did you use a specific test in assessing students' progress?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5.	Did you use standardized tests or other assessment tools?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6.	Were educational goals for each student reviewed and updated? If so how, and how frequently?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7.	Did you meet or exceed your performance measures? If you did not meet the performance measure what is your plan of action?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions:	Response:	Evidence:	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
8.	How were your performance measures in regard to adults with the lowest level of literacy?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
9.	What recruitment strategies did you use?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
10.	Did you have marketing and outreach plans?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
11.	How do you insure that you recruited the individuals most in need of literacy services including low income individuals and those with minimal literacy skills?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
12.	Were the curriculum materials and instructional activities in the classroom based on research and effective learning methods? If so, please explain.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
13.	How does your program integrate technological advances in support of learning environment?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
14.	What does the program have in place for determining, reviewing and tracking the participants learning gains and obtaining full employment?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
15.	What practical activities or life management skills are promoted? How?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
16.	Did instructional staff members' educational background comply with the state and local requirements?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
17.	Describe the long range staffing plan and job descriptions.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
18.	How do you coordinate your activities with other existing local and state program providers in the area?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions:	Response:	Evidence:	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
19.	Do you have an interagency cooperation agreement with other providers in the area?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
20.	What service delivery alternatives do your programs have in place for working with students who cannot attend the classroom?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
21.	Did the program schedule meet the needs of the majority of your students? If not, what changes have been made in scheduling to accommodate your students?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
22.	What are the processes for collecting, reporting and verification of data?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
23.	Who in the program (what position) enters the data?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
24.	How do you use the data?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
25.	What is the role of administrator in verifying the accuracy of the data?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
26.	How has the program used data for program improvement? If so, please explain.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
27.	What are your program's retention rates and placement rate, for each component and how they compare to performance measures in the grant(s)?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
28.	How do you conduct outreach in the community?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
29.	Do you conduct needs assessment to identify the community needs for additional English literacy programs? If yes, please explain.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

I.	Module: Non Discrimination			
	Statutory Authority: Title VI of the Civil Rights Act of 1964 [P.L. 88-352]: (Title VI of the Civil Rights Act of 1964 [P.L. 88-352]. Title IX of the Education [20 U.S.C. 1681-1683 and 1685-1686], Section 504 of the Rehabilitative Act of 1973, as amended [29 U.S.C. 794 [42 U.S.C. 6101-6107],			
	Interview Questions:	Response:	Evidence:	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
1.	How do you ensure that the program does not discriminate?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	Have you encountered any problems with multicultural issues?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	If multicultural issues were encountered in the adult education program, how were they solved?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.	What effort has the program made to hire staff that represents the culture and ethnicity of the students?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5.	Has your staff participated in professional development activities related to multicultural issues? Describe.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Adult Education and Family Literacy - Potential Evidence

This is a resource list; it may not be all-inclusive of potential evidence

§202 Adult Education and Family Literacy Act

- (a) Retention rate
- (b) Student Progress/data/completion rate results
- (c) Number of GED or high school diplomas awarded
- (d) Program(s) and placement for student with disabilities
- (e) Student Enrollment Packet
- (f) Policies regarding student attendance

§203-1 Adult Education and Family Literacy Act

- (a) Agency Board Policies and Procedures
- (b) Student folder
- (c) Assessment chart
- (d) Registration form
- (e) Lesson plan
- (f) Intake form
- (g) Student Completion rate
- (h) Number of GED or high school diploma awarded
- (i) Program(s) and placement for student with disabilities
- (j) Student enrollment packet
- (k) Assessment results
- (l) Parent(s) involvement with family literacy
- (m) Retention rate
- (n) Student Progress/data from NRS

§203 (7) Adult Education and Family Literacy Act

- (a) Assessment instruments
- (b) Performance deliverables for the grant
- (c) Individual learning plan
- (d) Parent and staff training materials/schedule/attendance/minutes

§212 Adult Education and Family Literacy Act

- (a) List of program completers
- (b) Attendance record
- (c) Class schedule
- (d) Information regarding continuous improvement
- (e) Procedure for collecting student data from instructors
- (f) Survey result
- (g) Grant(s) application
- (h) Student folder

§223 Adult Education and Family Literacy Act

- (a) Staff development plan/training schedule
- (c) Records pertinent to Advisory Committee
- (d) Self assessment instrument
- (e) Cooperative agreement
- (f) Unduplicated program and services
- (g) Agency Policies and Procedures

§225(b) Corrections - Adult Education and Family Literacy Act

- (a) Local approved budget
- (b) Invoices, purchase orders and travel vouchers
- (c) Payroll records and timesheets
- (d) Job descriptions
- (e) Brochures/fliers advertising services

- (f) Class schedules

§225 (c) Corrections - Adult Education and Family Literacy Act

- (a) Local approved budget
- (b) Financial Info: Invoices, purchase orders, travel vouchers, payroll records and timesheets
- (c) Job descriptions
- (d) Brochures/fliers advertising services
- (e) Class schedules/rosters with names, ID number, tentative release dates
- (f) Procedure manuals for Inmate Risk and Needs Assessment
- (g) Management Information System

§231 Adult Education and Family Literacy Act

- (a) Student folder/NRS data/accommodations
- (b) Grant deliverables
- (c) Assessment results
- (d) Policy and procedure and use of data collection
- (e) Student progress data
- (f) Marketing plan
- (g) Distance learning
- (h) Staff development-related documentation
- (i) Cooperative agreements/Articulation agreements/Memoranda of understanding/Collaboration agreement
- (j) Identification of community needs
- (k) Compliance with ADA (Adults with Disabilities Act)
- (l) Availability of transportation and/or child care services on marketing outreach materials
- (m) Accommodation policies/assistive technology
- (n) Referral and eligibility policies and procedures
- (o) Policies regarding eligible students
- (p) Retention rate
- (q) Student progress
- (r) Grant deliverables
- (s) Number and types of staff members (e.g., part time, degree levels, and administrative, instructional, tutors)
- (t) Job descriptions, staff diplomas and professional certificates
- (u) Goal setting – outcomes
- (v) Student progress

Non-Discrimination

- (a) Provider policies and procedures
- (b) Registration manual
- (c) Forms/printed material (posters and brochures)
- (d) NRS report/posted notices complaint/resolutions document

Parent Interview

___ School District

___ Community/Faith Based Organization

___ Community College

___ College or University

___ Other:

___ Literacy for Households

___ English Literacy and Civics Education

___ Adult General Education

___ Adult Education - Corrections

___ Other: _____

1. How did you hear about the program? Comments:

2. Did you take a test when you started the program?

Yes___ No___ N.A. ___ other (specify):_____

3. Did your teacher share the results of the test with you?

Yes___ No___ N.A. ___

4. Did your teacher ask you about your objectives when you first started the program.
Comments:

5. Did your teacher or program staff ask you about any concerns you might have or assistance you might need to attend school such as transportation, baby sitter, etc.?
Comments:

6. Do you have a job? Comments:

Yes___ No___

7. Did staff help you to get services you needed to accommodate your learning style?
Comments:

8. Did they refer you to social service agencies that could help you?

Yes___ No___ N.A. ___

Parent Interview
Page 2

9. Do you think there is enough time in class to ask questions and get answers from your teacher? Comments:

Yes____ No____

10. Does your teacher give you tests to demonstrate how much you have improved?
Comments:

Yes____ No____

11. Are you satisfied with services your children are receiving in the program? Comments:

12. Do you recommend this program to other family in your community? Comment:

Yes____ No____

13. Have you recruited or referred other families to the program? Comments:

Yes____ No____

14. Did classes help you to become better teacher for your children? Comments:

15. What is your recommendation to improve the quality of family literacy and adult education programs? Please comment:

16. Are you comfortable and satisfied with the program offering?

Comments:

DATE _____

INTERVIEWER _____

**Family Literacy and Adult Education
Student Interview**

___ **School District**

___ **Community Based Organization**

___ **Community College**

___ **College**

___ **Other:**

___ **Literacy for Households**

___ **English Literacy and Civics Education**

___ **Adult General Education**

___ **Adult Ed - Corrections**

___ **Other:** _____

1. How did you hear about the program? Please explain.

2. Did you take a test when you started the program?

Yes___ No___ N.A. ___ Other (specify):_____

3. Did your teacher share the result of the test with you?

Yes___ No___ N.A. ___

4. Did your teacher ask you about your objective when you first started the program? Please explain.

5. Did your teacher or program staff ask you about any concern you might have in attending the school such as transportation, baby sitter and so on? Please explain.

6. Did staff from the program help you to get services you needed to accommodate your learning? Please describe.

7. Did they refer you to social service agency that could help you?

Yes___ No___ N.A. ___

8. Do you think there is enough time in class to ask question and get an answer from your teacher? If no please describe

Yes___ No___

9. Does your teacher give you test to help you see how much you have improved? If no, please explain.

Yes___ No___

10. Are you employed at this time? If yes, please explain.

Yes___ No___

11. What is your recommendation to improve the quality of family literacy and adult education programs? Please explain.

12. Are you comfortable and satisfied with the program offering? Please explain.

Comments:

DATE _____

INTERVIEWER _____

Interview Instructions
Fiscal – Adult Education and Family Literacy

Complete the Fiscal - Adult Education and Family Literacy Interview form. Each box expands to provide a complete reply. Follow these instructions:

1. **Provider Name:** List the provider name.
2. **Grant Name(s) and Number(s)** (if applicable): List the category of federal grant (such as “Adult Ed – Geographical” or “EL Civics”) and grant number provided by Florida DOE from the approved grants.
3. **Date of Interview:** Date the interview is conducted.
4. **Interviewer:** Name and title of the Monitoring Team Member conducting the interview. Sign upon completion.
5. **Position Interviewed:** **NOTE ONLY THE TITLE OF THE PERSON BEING INTERVIEWED.**
6. **Interview Questions:** Ask each question listed in this section. Additional probing or follow-up questions may be asked. Comments may be made.
7. **Response:** Type a written response for each question asked that describes how the agency complies with each question in the “Interview Questions” Section.
8. **Evidence:** Indicate what documents/records were provided to support a particular response. At any time you may request to review the evidence; this should be noted under evidence. Be prepared to produce evidence for documentation as needed.
9. **Compliance and Discussion:** In this column, indicate in compliance (Y), non-compliance (N), or not applicable (N/A), as appropriate.
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Interview Instructions
Fiscal – Adult Education and Family Literacy

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7. **Response:** Type a written response for each question asked that describes how the agency complies with each question in the “Interview Questions” Section.
8. **Evidence:** Indicate what documents/records were provided to support a particular response. At any time you may request to review the evidence; this should be noted under evidence. Be prepared to produce evidence for documentation as needed.
9. **Compliance and Discussion:** In this column, indicate in compliance (Y), non-compliance (N), or not applicable (N/A), as appropriate.
10. Complete the form and give it to the Monitoring Team Leader during the site visit.

Monitoring – Interviews
Adult Education and Family Literacy-Fiscal

	Grant Name(s) and Number(s):			
	Date of Interview:			
	Interviewer (Name and Title):			
	Position Interviewed:			
A.	Module: FISCAL – Adult Education and Family Literacy			
	Statutory Authority: Adult Education and Family Literacy Act (AEFLA); OMB Circular A-87, Attachment B			
	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
1.	Which programs do you offer? (adult ed, family literacy, English literacy)			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	Which programs are supported through the use of these funds?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	What percentage of funds was spent for administrative costs?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.	What activities are being supported with administrative funds?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5.	Did the agency use funds for expenditures which were previously paid for using non-federal funds? If yes, please explain.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6.	What personnel costs does this grant cover? Are there any new positions paid for using grant funds this year?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7.	How do you document that staff whose salaries and wages are paid 100% from Adult Education and Family Literacy funds work solely on adult education activities?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
8.	(to staff) How do you document your time for varied funding sources?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Interview Questions:	Response:	Evidence:	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

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9.	If Adult Education and Family Literacy funds are being used to pay salaries or wages of staff working less than 100% of their time on CTE activities, how does your agency document and report time and effort worked on multiple activities or cost objectives?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
10.	(to staff) How do you document your time? Do you know the source of funding for your position?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<p>Potential Evidence:</p> <ul style="list-style-type: none"> (a) Class directory and/or schedules (b) Brochures/fliers advertising services (c) Local approved budget (d) Invoices, purchase orders and travel vouchers (e) Payroll records and timesheets (f) Job descriptions (g) Signed personnel activity reports (h) Final FA399 (i) Budget amendments (j) DOE 101 (Budget Narrative Form) for both the fiscal year being monitored and the previous year (k) Copies of approved grants for both the fiscal year being monitored and the previous year 				
<p>Promising Practices:</p>				