

## **II. PAS Self-Assessment Instrument & Glossary of Terms**

**A. Introduction**

**B. PAS Instrument**

**C. Adult Education Glossary**

**D. Baldrige Criteria Glossary**

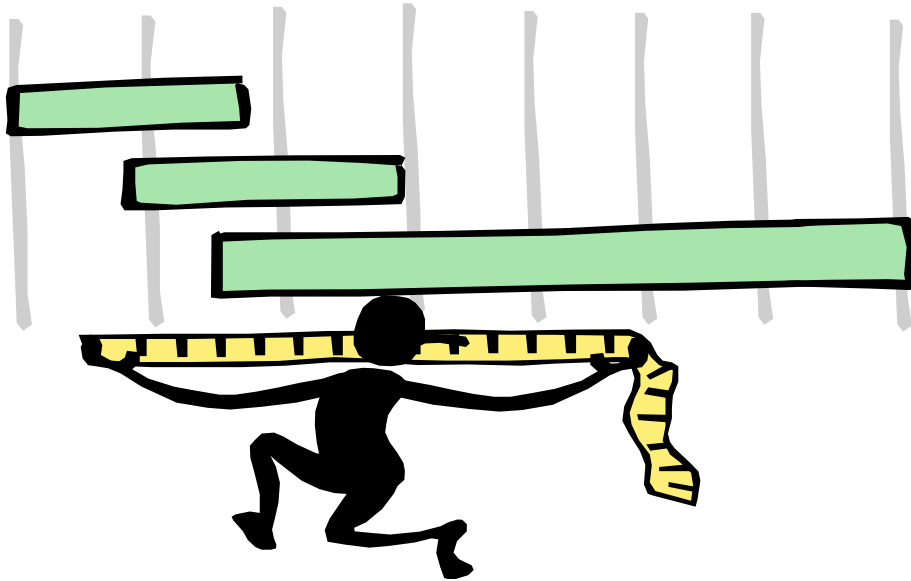
Program Accountability System  
Commitment Level Instrument (As of November 2005)

**PILOT DRAFT**

**Division of Adult Education**



**Performance Accountability System  
Instrument**



**Program Accountability System  
Commitment Level Instrument (As of November 2005)**

**A. Introduction to the Instrument**

This is the main part of the Program Accountability System that has come to be referred to as “The Instrument”. This was the first part of the system initially discussed by the PAS Committee and the original idea was to try to make the Baldrige as simple and easy to understand as possible. These discussions normally revolved around the fact that the Baldrige Model can be very complex and difficult to understand. Of course, it was originally a business model and it was only recently that an education model has been developed. Even so, looking at the Baldrige for the first time can be overwhelming. “How will I ever figure this entire thing out? Where do I start? What do I need to document? How long will this take? Will it be worth it?” These are questions that everyone who has ever started down the Baldrige path of continuous improvement has asked themselves.

Having been down that path, the twelve supervisors who were at the Commitment Level were in unanimous agreement that the Baldrige could be simplified and written in a much easier to understand Adult Education version. That was the good and simple idea that grew into the PAS which now includes AE and Baldrige glossaries, the “Cookbook” of ideas and examples, a feedback report system, a self assessment scoring system with rubric, a listing of other recourses, two Commitment Level application papers, (including the one from the State Office), and numerous hints and tips by those who have “been there and done that”.

That very first simple idea grew into a year of hard work by a group of dedicated Adult Educators who saw the value of the model and wanted to make the journey easier for those who followed. (Hmmm. Isn't that what our Adult Education family is really all about?)

The Instrument and the rest of this system were not intended to be just another notebook. It is not intended to be “something else for you to do”. The PAS Committee spent countless hours trying to develop a useful tool which will serve as a resource that you will use often and one that will make your life as a supervisor easier. It is a work in progress and after this first year of use, a finished version will be available to you at the next Supervisor's Summit in Gatlinburg.

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**B. PAS Instrument Key Elements and Scoring (2005 Baldrige Education Criteria)**

	<u>Point Values</u>	<u>Point Values</u>
<b><u>1. Leadership</u></b>	<b><u>120</u></b>	<b><u>31</u></b>
1.1 Organizational Leadership	70	18
1.2 Social Responsibility	50	13
<b><u>2. Strategic Planning</u></b>	<b><u>85</u></b>	<b><u>21</u></b>
2.1 Strategy Development	40	10
2.2 Strategy Deployment	45	11
<b><u>3. Customer, Stakeholder, and Market Focus</u></b>	<b><u>85</u></b>	<b><u>21</u></b>
3.1 Student, Stakeholder, and Market Knowledge	40	10
3.2 Student and Stakeholder Relationships and Satisfaction	45	11
<b><u>4. Measurement, Analysis, and Knowledge Management</u></b>	<b><u>90</u></b>	<b><u>22</u></b>
4.1 Measurement, Analysis, and Review of Organizational Performance	45	11
4.2 Information and Knowledge Management	45	11
<b><u>5. Faculty and Staff Focus</u></b>	<b><u>85</u></b>	<b><u>21</u></b>
5.1 Work Systems	35	9
5.2 Faculty and Staff Learning and Motivation	25	6
5.3 Faculty and Staff Well-Being and Satisfaction	25	6
<b><u>6. Process Management</u></b>	<b><u>85</u></b>	<b><u>21</u></b>
6.1 Learning-Centered Processes	45	11
6.2 Support Processes	40	10
<b><u>7. Organizational Performance Results</u></b>	<b><u>450</u></b>	<b><u>115</u></b>
7.1 Student Learning Results	100	25
7.2 Student- and Stakeholder-Focus Results	70	18
7.3 Budgetary, Financial, and Market Results	70	18
7.4 Faculty and Staff Results	70	18
7.5 Organizational Effectiveness Results	70	18
7.6 Governance and Social Responsibility Results	70	18
<b>TOTAL POINTS</b>	<b>1000</b>	<b>252</b>

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<b>Category 1 Leadership (120 points)</b> The <b>Leadership Category</b> examines HOW your organization's SENIOR LEADERS guide and sustain your organization. Also examined are your organization's GOVERNANCE and HOW your organization addresses its ethical, legal, and community responsibilities.		
Description	Educational Criteria	Representative Documentation
<b>1.1 Senior Leadership (70 pts.)</b> Describe how SENIOR LEADERS guide and sustain the organization. Describe how SENIOR LEADERS communicate with faculty and staff and encourage HIGH PERFORMANCE.	Describe the process for selecting the leadership team.  Describe how senior leaders develop, guide and use continuous improvement for the program.  Describe the program's approach to self-assessment. - Where are we now? - Where do we want to go? - How can we get there? - Identify the gaps and the opportunities for improvement.  What and how do you communicate with faculty and staff?  How do you recognize, encourage and reward high performance?	<b>Leadership &amp; Performance System</b> - fig. 6-10 <b>Leadership Team</b> – fig. 4-5 <b>Communication Process</b> – fig. 14 <ul style="list-style-type: none"> <li>• Evidence of communication system               <ul style="list-style-type: none"> <li>- E-mail    - Newsletters</li> <li>- Memos    - Phone calls</li> <li>- One-on-one conferences</li> <li>- Agendas and minutes of meetings</li> </ul> </li> </ul> <b>Organizational Performance Review</b> – fig. 11-12 <ul style="list-style-type: none"> <li>• Organizational performance review process (table) - fig. 13</li> <li>• Self Assessment (past and current data in charts/graphs)</li> <li>• Program Needs Analysis</li> <li>• Performance measures (NRS levels and goal, state and local goals)</li> </ul> <b>High Performance HR Issues</b> <ul style="list-style-type: none"> <li>• Faculty &amp; Staff Development</li> <li>• PD Transcripts</li> <li>• Performance Management System (staff performance evaluations)</li> <li>• Recognition Process (internal/external)</li> <li>• Local Recognition</li> </ul>

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<b>Description</b>	<b>Educational Criteria</b>	<b>Representative Documentation</b>
<p><b>1.2 Governance and Social Responsibilities (50 points)</b> Describe the organization's GOVERNANCE system. Describe HOW the organization addresses its responsibilities to the public, ensures ETHICAL BEHAVIOR, and practices good citizenship.</p>	<p>What is your organizational structure?</p> <p>Describe your program management process.</p> <p>Describe your process for addressing legal and ethical behavior.</p> <p>Describe how you practice and encourage good citizenship and community involvement.</p> <p>Describe how you pursue program growth partnerships (both financial &amp; in-kind).</p>	<p><b>Governance &amp; Regulatory System</b> - fig. 15</p> <ul style="list-style-type: none"> <li>• Organizational chart - fig. 1-3</li> <li>• Strategic plan (goals and timeline)</li> <li>• Compliance charts</li> <li>• Internal/external audits</li> <li>• Fiscal and operational management</li> </ul> <p><b>Key Partners &amp; Communities</b> - fig. 16-17</p> <ul style="list-style-type: none"> <li>• Good Citizenship               <ul style="list-style-type: none"> <li>--Voter registration</li> <li>--Memberships on boards and on community committees</li> <li>--Volunteerism</li> </ul> </li> <li>• Key community charts</li> <li>• EL Civics participation</li> </ul>

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<b>Category 2 Strategic Planning (85 points)</b> The <b>Strategic Planning</b> Category examines HOW the organization develops STRATEGIC OBJECTIVES and ACTION PLANS. Also examined are HOW chosen STRATEGIC OBJECTIVES and ACTION PLANS are deployed and changed if circumstances require, and how progress is measured.		
Description	Educational Criteria	Representative Documentation
<b>2.1 Strategy Development (40 pts.)</b> Describe HOW the organization establishes its strategy and STRATEGIC OBJECTIVES, including HOW STRATEGIC CHALLENGES are addressed. Summarize organizational KEY STRATEGIC OBJECTIVES and related GOALS.	Describe your strategic planning process for continuous improvement.  Conduct an organizational performance review (1.1).  Identify your strategic objectives and goals.  Identify your program challenges and select your vital few to address.  Identify potential resources.	<b>Planning Process</b> fig. 18-19 <b>Short- and Long-term Planning</b> - fig. 22 <b>Strategic Objectives Planning Process</b> Flowchart <ul style="list-style-type: none"> <li>• SWOT Analysis - fig. 20</li> <li>• Evidence of Category Linkage</li> <li>• Strategic Plan - fig. 23</li> <li>• Timeline (3 to 5 years)</li> <li>• Strategic Objective Table - fig. 21</li> <li>• Community Needs Survey</li> <li>• Key Stakeholder Survey</li> <li>• Organizational performance review (big picture chart) fig. 9-10</li> </ul>
<b>2.2 Strategy Deployment (45 pts)</b> Describe HOW the organization converts its STRATEGIC OBJECTIVES into ACTION PLANS. Summarize your organization's ACTION PLANS and related KEY PERFORMANCE MEASURES or INDICATORS. Project your organization's future PERFORMANCE on these KEY PERFORMANCE MEASURES or INDICATORS.	Describe the process for developing and deploying action plans to achieve short and long-term strategic objectives.  Describe your process for measuring and analyzing results for continuous improvements.  Identify strategies that lead to a trend of continuous improvement.  Develop a timeline for achievement of performance goals.	<b>Action Planning &amp; Deployment</b> <ul style="list-style-type: none"> <li>• Performance Indicators</li> <li>• Sample PDSA's (program, teachers and students)</li> <li>• Action plan timelines (tables) - fig. 24</li> <li>• Short and long term plans - fig. 25-26</li> <li>• Benchmarks (similar, regional or model programs)</li> <li>• Performance Measures</li> <li>• CMATS reports</li> <li>• NRS tables</li> <li>• Continuous improvement charts</li> </ul>

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**Category 3 Student, Stakeholder, and Market Focus (85 points)**

The ***Student, Stakeholder, and Market Focus*** Category examines HOW the organization determines the requirements, expectations, and preferences of students, STAKEHOLDERS, and markets. Also examined is HOW the organization builds relationships with students and STAKEHOLDERS and determines the KEY factors that attract students and lead to student and STAKEHOLDER satisfaction and loyalty, student PERSISTENCE, increased educational services and programs, and organizational SUSTAINABILITY.

<b>Description</b>	<b>Educational Criteria</b>	<b>Representative Documentation</b>
<p><b>3.1 Student, Stakeholder, and Market Knowledge (40 pts.)</b> Describe HOW the organization determines requirements, expectations, and preferences of students, STAKEHOLDERS, and markets to ensure the continuing relevance of the educational programs, offerings, and services; to develop new opportunities; and to create an overall climate conducive to LEARNING and development for all students.</p>	<p>Describe the process for collecting information about your target populations and educational services needed.</p> <p>How do you analyze and use the information to create new opportunities for learning and partnerships related to strategic plan?</p> <p>Describe how you create a student-centered environment.</p>	<p><b>Student, Stakeholder, and Market Requirements</b></p> <ul style="list-style-type: none"> <li>• Market Knowledge</li> <li>• Intake form</li> <li>• Referrals</li> <li>• Census Information</li> <li>• GED Testing Service</li> <li>• Staff Input</li> <li>• Customer Requirements Chart - fig. 27-29 (Student and Stakeholder)</li> <li>• Flow Chart showing input leading to new learning services</li> <li>• Customer satisfaction surveys</li> <li>• Teacher/staff orientation or PD agendas or minutes</li> <li>• Student orientation sign-in sheets</li> <li>• Retention rates</li> <li>• Recruitment plans</li> <li>• Documentation of where recruitment materials are placed in the community</li> <li>• Documentation of distribution of recruitment information (pie chart/graph of sources of students)</li> <li>• Class schedule</li> <li>• Linkage related to strategic planning (category 2)</li> </ul>



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<b>Description</b>	<b>Educational Criteria</b>	<b>Representative Documentation</b>
<p><b>3.2 Student and Stakeholder Relationships and Satisfaction (45 pts.)</b> Describe HOW the organization builds relationships to attract, satisfy, and retain students and STAKEHOLDERS; to increase student and STAKEHOLDER loyalty; and to develop new program and service opportunities. Describe also HOW the organization determines student and STAKEHOLDER satisfaction.</p>	<p>Describe how you analyze student/partner needs and develop/adapt strategies to meet those needs.</p> <p>How do you build rapport with students?</p> <p>How do you build rapport with partners?</p> <p>Describe your satisfaction/dissatisfaction process?</p>	<p><b>Student and Stakeholder Relationships</b></p> <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Learning styles inventories</li> <li>• Student needs assessment</li> <li>• Student Referral Process - fig. 30</li> <li>• Teacher requirements (syllabus, lesson plans, direct instruction, lesson plans, PDSA)</li> </ul> <p><b>Student and Stakeholder Satisfaction</b></p> <ul style="list-style-type: none"> <li>• Customer satisfaction surveys (ESOL and AE) - fig. 31-33</li> <li>• Complaint Resolution Process - fig. 34</li> <li>• Retention rates</li> <li>• Advisory/literacy council evaluations Partner evaluations</li> <li>• Contact records</li> <li>• Flowchart showing student follow-up process</li> <li>• CMATS goal attainment report (Tables 4 &amp; 5)</li> <li>• History of repeated business partnerships</li> <li>• Customer complaint process</li> </ul>

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<b>Category 4 Measurement, Analysis, and Knowledge Management (90 points)</b>		
The <b>Measurement, Analysis, and Knowledge Management</b> Category examines HOW the organization selects, gathers, analyzes, manages, and improves its data, information, and KNOWLEDGE ASSETS. Also examined is HOW the organization reviews its performance.		
<b>Description</b>	<b>Educational Criteria</b>	<b>Representative Documentation</b>
<p><b>4.1 Measurement, Analysis, and Review of Organizational Performance (45 pts.)</b> Describe HOW the organization measures, analyzes, aligns, reviews, and improves student and operational PERFORMANCE data and information at all levels and in all parts of the organization.</p>	<p>Describe your process for collecting and analyzing student and program operational data.</p> <p>Describe your process for using data to support decision-making, innovation and program improvements.</p> <p>Show how data aligns/links to the strategic plan.</p>	<p><b>Information and Data Collection and Analysis</b></p> <ul style="list-style-type: none"> <li>• Data collection flowchart</li> <li>• Information analysis table - fig. 35-36</li> <li>• Performance Review &amp; Analysis process – fig. 37-38</li> <li>• Student folders</li> <li>• Attendance Sheets</li> <li>• Pre/Post tests</li> <li>• Student goals</li> <li>• Contact sheets and logs</li> <li>• NRS tables</li> <li>• Performance measures and state goals</li> <li>• Program scorecards (program, class, student) - fig. 39-40</li> <li>• Continuous Improvement Storyboard - fig. 41</li> <li>• Flowchart showing alignment of scorecard process across all parts of organization</li> <li>• Survey results</li> <li>• CMATS Management Reports</li> </ul>

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<b>Description</b>	<b>Educational Criteria</b>	<b>Representative Documentation</b>
<p><b>4.2 Information and Knowledge Management (45 pts.)</b> Describe HOW the organization ensures the quality and availability of needed data and information for faculty and staff, students and STAKEHOLDERS, and suppliers and PARTNERS. Describe HOW the organization builds and manages its KNOWLEDGE ASSETS.</p>	<p>Describe how you ensure the integrity (validity and reliability) of your data, including timeliness, accuracy, security, and confidentiality. Identify your knowledge assets, including best practices and technology.</p> <p>What is your systematic approach for collecting, managing, interpreting, and transferring knowledge among faculty and staff, students, stakeholders, suppliers, and partners?</p>	<p><b>Dissemination of Data &amp; Information</b></p> <ul style="list-style-type: none"> <li>• Communication process</li> </ul> <p><b>Data Quality</b></p> <ul style="list-style-type: none"> <li>• OPT records/notaries</li> <li>• Data entry training attendance records</li> <li>• CMATS reports (reliability)</li> <li>• Pre/Post test data</li> <li>• Teacher trainings on administration of tests</li> <li>• Technology replacement plan (local or state)</li> </ul> <p><b>Transfer of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Staff meeting agendas/minutes</li> <li>• E-mails/letters, etc.</li> <li>• Balanced scorecard - fig. 39-40</li> <li>• State reports</li> <li>• Flowchart for managing data</li> <li>• Job Responsibility Transfer – fig. 42</li> </ul>

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<b>Category 5 Faculty and Staff Focus (85 points)</b>		
The <b>Faculty and Staff Focus</b> Category examines HOW the organization's WORK SYSTEMS and faculty and staff LEARNING and motivation enable faculty and staff to develop and utilize their full potential in ALIGNMENT with the organization's overall objectives, strategy, and ACTION PLAN. Also examined are the organization's efforts to build and maintain a work environment and faculty and staff support climate conducive to PERFORMANCE EXCELLENCE and to personal and organizational growth.		
<b>Description</b>	<b>Educational Criteria</b>	<b>Representative Documentation</b>
<p><b>5.1 Work Systems (35 pts.)</b> Describe HOW the organization's work and jobs enable faculty and staff and the organization to achieve HIGH PERFORMANCE. Describe HOW compensation, career progression, and related workforce practices enable faculty and staff and the organization to achieve HIGH PERFORMANCE.</p>	<p>Describe how work is organized to ensure provisions of services and encourage high performance?</p> <p>Describe how you recognize and reward high performance.</p> <p>Describe how you encourage and enhance leadership skills within your staff.</p>	<p><b>Program Work System</b></p> <ul style="list-style-type: none"> <li>• PD system portfolio</li> <li>• Job descriptions</li> <li>• Work System Flowchart - fig.43</li> <li>• Staff alignment chart</li> <li>• Local incentives (certificates, awards, recognition)</li> <li>• In-services, retreats, training minutes and/or agendas</li> <li>• County/local policies</li> <li>• Hiring Process - fig. 44</li> </ul> <p><b>Performance Review Process</b></p> <ul style="list-style-type: none"> <li>• Classroom observation/evaluations</li> </ul>
<p><b>5.2 Faculty and Staff Learning and Motivation (25 pts.)</b> Describe HOW the organization's faculty and staff education, training, and career development support the achievement of its overall objectives and contribute to HIGH PERFORMANCE. Describe HOW the organization's education, training, and career development build faculty and staff knowledge, skills, and capabilities.</p>	<p>Describe your professional development process that contributes to goal attainment and high performance.</p>	<p><b>Education and Training System</b></p> <ul style="list-style-type: none"> <li>• Educational training chart – fig.45-46</li> <li>• Training implementation model – fig. 47</li> <li>• Travel requests and claims</li> <li>• PD transcripts</li> <li>• Classroom observation, lesson plans</li> <li>• Supervisor and faculty team PDSA's</li> <li>• Professional development assessment</li> <li>• Individual professional development plans</li> <li>• New teacher orientation</li> </ul>

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<b>Description</b>	<b>Educational Criteria</b>	<b>Representative Documentation</b>
<p><b>5.3 Faculty and Staff Well-Being and Satisfaction (25 pts.)</b> Describe HOW the organization maintains a work environment and faculty and staff support climate that contribute to the well-being, satisfaction, and motivation of all faculty and staff.</p>	<p>Describe the services and benefits provided to ensure the well-being of faculty and staff.</p>	<p><b>Employee Well Being</b> Building</p> <ul style="list-style-type: none"> <li>• cleanliness</li> <li>• security</li> </ul> <p>Safety</p> <ul style="list-style-type: none"> <li>• Emergency plans (lockdown, evacuation, tornado, fire, etc.)</li> <li>• MSDS</li> <li>• Fire marshal reports</li> <li>• Elevator</li> <li>• Process for communicating emergencies</li> <li>• Ergonomics</li> </ul> <p>Federal &amp; State Compliance</p> <ul style="list-style-type: none"> <li>• ADA</li> <li>• Title 6</li> <li>• Diversity training, etc.</li> </ul> <p>Benefits</p> <ul style="list-style-type: none"> <li>• Health insurance/sick days</li> </ul> <p><b>Employee Satisfaction</b></p> <ul style="list-style-type: none"> <li>• Faculty staff satisfaction survey results – fig. 48</li> <li>• Staff Surveys</li> <li>• Grievance procedure</li> </ul>

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<b>Category 6 Process Management (85 points)</b>		
The <b>Process Management</b> Category examines the KEY aspects of the organization's PROCESS management, including KEY learning-centered PROCESSES for your educational programs, offerings, and services that create Student, STAKEHOLDER, and Organizational VALUE. It also includes KEY Support PROCESSES. This Category encompasses all KEY PROCESSES and all work units.		
<b>Description</b>	<b>Educational Criteria</b>	<b>Representative Documentation</b>
<p><b>6.1 Learning-Centered Processes (45 pts.)</b> Describe HOW the organization identifies and manages its KEY PROCESSES for creating student and STAKEHOLDER VALUE and maximizing student LEARNING and successes.</p>	<p>Describe your key learning - centered processes, including: classroom instruction, curriculum, assessment, staff development, and orientation.</p> <p>Describe how your key learning processes link to student &amp; stakeholder needs. (category 3)</p>	<p><b>Key Student-Centered Processes</b></p> <ul style="list-style-type: none"> <li>• Approach-Deployment-Results-Learning-Integration (ADRLI) design – fig. 49</li> <li>• Approach-Deployment-Results-Learning-Integration (ADRLI) Worksheet – fig. 50</li> <li>• Process design flowchart – fig. 51-52</li> <li>• Flowchart showing delivery of instruction – fig. 53-55</li> <li>• Key Process table – fig. 56-58</li> <li>• Flowchart showing student intake process</li> <li>• Instructional Framework implementation               <ul style="list-style-type: none"> <li>- Scorecard</li> <li>- Item Analysis</li> <li>- Supervisor classroom observation</li> </ul> </li> <li>• Table showing performance measures and key processes</li> <li>• Diagram showing linkage to category 3</li> <li>• Intake forms</li> <li>• Orientation process &amp; materials</li> <li>• Assessment procedure flowchart</li> <li>• Staff development process table or chart</li> </ul>

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<b>Description</b>	<b>Educational Criteria</b>	<b>Representative Documentation</b>
<p><b>6.2 Support Processes and Operational Planning (40 pts.)</b> Describe HOW the organization manages its KEY PROCESSES that support the learning-centered PROCESSES. Describe the PROCESSES for budgetary and financial management and continuity of operations in an emergency.</p>	<p>Describe your key support processes and describe how they support/link to your key learning processes (6.1).</p> <p>Describe your financial planning process to ensure adequate financial resources for current operations and new initiatives.</p>	<p><b>Key Support Processes</b></p> <ul style="list-style-type: none"> <li>• Key Support Processes Table – fig. 59-62</li> <li>• Flowchart Key Support Processes – fig. 63-64</li> <li>• Charts or tables showing Financial Planning Process</li> <li>• Intent to Fund Letter</li> <li>• Grant Applications</li> <li>• MOU's (lease, staffing agreements, etc.)</li> <li>• Purchase Orders</li> <li>• List/table of Suppliers (publishers, ECMATS, CLS, etc.)</li> <li>• Technology Plan, including local support system</li> <li>• Growth in Markets (businesses, workplace, etc.)</li> </ul>

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<b>Category 7 Organizational Performance Results (450 points)</b>		
The <b>Organizational Performance Results</b> Category examines the organization's PERFORMANCE and improvement in KEY areas - student LEARNING RESULTS; student - and STAKEHOLDER-focused RESULTS; budgetary, financial, and market PERFORMANCE; faculty and staff RESULTS; operational PERFORMANCE; and leadership and social responsibility. PERFORMANCE LEVELS are examined relative to those of competitors and comparable organizations.		
<b>Description</b>	<b>Educational Criteria</b>	<b>Representative Documentation</b>
<p><b>7.1 Student Learning Results (100 pts.)</b> Summarize the organization's KEY Student LEARNING RESULTS. SEGMENT the RESULTS by student and market SEGMENTS, as appropriate. Include appropriate comparative data relative to competitors and to comparable organizations and student populations.</p>	<p>Document your student results. Show how these results compare with other programs and your past performance.</p>	<p><b>Student Learning Results</b> – fig. 65-83</p> <ul style="list-style-type: none"> <li>• 2-3 years of results</li> <li>• Balanced scorecard</li> <li>• NRS tables/graphs               <ul style="list-style-type: none"> <li>- AE grade level gains</li> <li>- ESOL grade level gains</li> <li>- % completing AE levels</li> <li>- % completing ESOL levels</li> <li>- Hours of attendance</li> <li>- Retention rate</li> <li>- Goal attainment (GED, employment, retain employment, postsecondary)</li> </ul> </li> <li>• Number sent to GED testing</li> <li>• State goal enrollment attainment</li> <li>• Previous years' comparison</li> <li>• Program annual goals comparison</li> </ul>



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<p><b>7.2 Student – and Stakeholder - Focused Results (70 pts.)</b> Summarize your organization’s KEY student – and STAKEHOLDER – focused RESULTS, including student and STAKEHOLDER satisfaction and perceived value. SEGMENT your RESULTS by student SEGMENTS, STAKEHOLDER groups, and market SEGMENTS, as appropriate. Include appropriate comparative data.</p>	<p>Show results by student groups (ESOL, AE, workplace, etc.).</p> <p>Show student &amp; stakeholder satisfaction/dissatisfaction.</p>	<p><b>Student and Stakeholder Results</b> – fig. 84 -101</p> <ul style="list-style-type: none"> <li>• 2-3 years of results</li> <li>• Charts and graphs showing segmented results</li> <li>• Graphs showing satisfaction or Dissatisfaction</li> </ul> <p><b>Recruitment Results</b></p> <ul style="list-style-type: none"> <li>• Retention Rate Chart</li> <li>• Hours of Attendance</li> <li>• Referral sources' documentation</li> <li>• Stakeholder Satisfaction <ul style="list-style-type: none"> <li>- Student Surveys</li> <li>- Partner Surveys (DHS, DOE, Literacy Council, Business/Industry, etc.)</li> <li>- Letters of Support</li> </ul> </li> </ul>

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<b>Description</b>	<b>Educational Criteria</b>	<b>Representative Documentation</b>
<p><b>7.3 Budgetary, Financial, and Market Results (70 pts.)</b> Summarize the organization's KEY budgetary, financial, and market PERFORMANCE RESULTS by student SEGMENTS, STAKEHOLDER groups, or market SEGMENTS, as appropriate. Include appropriate comparative data.</p>	<p>Show monetary sources and resources over time (trend).</p> <p>Show effective and efficient use of monetary resources.</p>	<p><b>Budgetary, financial, and Market Results</b> – fig. 102-106</p> <ul style="list-style-type: none"> <li>• 2-3 years of results</li> <li>• Monthly financial reimbursement report</li> <li>• Cost per student - calculated by segments over time - trends (bar graphs)</li> <li>• State funds</li> <li>• Cost allocation, as appropriate</li> <li>• Determine cost-effectiveness per student, both as a program and as individual classes</li> <li>• Financial support from LEA</li> <li>• Financial support from business &amp; industry</li> <li>• Local partnerships (such as \$ from Literacy Councils, United Way, etc.)</li> <li>• Records of grants submitted and grants received</li> <li>• Previous years' funding comparisons</li> <li>• Comparison - student hours to performance &amp; other comparison charts</li> <li>• In-kind &amp; monetary resources</li> <li>• Show trends in amount of resources over time</li> <li>• Competitive market results/comparisons</li> </ul>

**Program Accountability System  
Commitment Level Instrument (As of November 2005)**

<b>Description</b>	<b>Educational Criteria</b>	<b>Representative Documentation</b>
<p><b>7.4 Faculty and Staff Results (70 pts.)</b> Summarize the organization's KEY faculty - and staff - related RESULTS, including WORK SYSTEM PERFORMANCE and faculty and staff LEARNING, development, well-being, and satisfaction. SEGMENT the RESULTS to address the DIVERSITY of your workforce and the different types and categories of faculty and staff, as appropriate. Include appropriate comparative data.</p>	<p>Show faculty &amp; staff responsibilities, training, and satisfaction.</p>	<p><b>Faculty and Staff Results</b> – fig. 107-109</p> <ul style="list-style-type: none"> <li>• 2-3 years of results</li> <li>• Staff responsibilities' chart</li> <li>• Exit interviews</li> <li>• PD system points</li> <li>• Staff participation in additional trainings (TAACE, councils, etc.)</li> <li>• Documentation of staff experience and degrees held</li> <li>• Staff satisfaction surveys</li> <li>• Staff appreciation activities</li> <li>• Teacher/class results comparable to program's annual goals</li> <li>• Grievances</li> </ul>

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<b>Description</b>	<b>Educational Criteria</b>	<b>Representative Documentation</b>
<p><b>7.5 Organizational Effectiveness Results (70 pts.)</b> Summarize the organization's KEY operational PERFORMANCE RESULTS that contribute to opportunities for enhanced LEARNING and to the improvement of organizational effectiveness. SEGMENT the RESULTS by program, service, and offering and by student and market SEGMENTS, as appropriate. Include appropriate comparative data.</p>	<p>Show your results in improving your program operations.</p>	<p><b>Organizational Effectiveness Results –</b> fig. 120-128</p> <ul style="list-style-type: none"> <li>• 2-3 years of results</li> <li>• Chart showing before and after program improvement</li> <li>• Effectiveness of new initiatives by state, local, other - chart or graph</li> <li>• Extending hours of operation/classes/ locations</li> <li>• Addressing high needs areas in the community</li> <li>• Evaluation of workplace and other partnering agencies</li> <li>• Compare pre &amp; post tests</li> <li>• Retention rates</li> <li>• PDSA of the annual improvement plan</li> <li>• Charts and data</li> <li>• Publication of success stories and program-related activities</li> <li>• Number of staff attaining PD levels</li> <li>• Complaint outcomes</li> </ul>

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<b>Description</b>	<b>Educational Criteria</b>	<b>Representative Documentation</b>
<p><b>7.6 Leadership and Social Responsibility Results (70 pts.)</b> Summarize the organization's KEY GOVERNANCE, SENIOR LEADERSHIP, and social responsibility RESULTS, including evidence of ETHICAL BEHAVIOR, fiscal accountability, legal compliance, and organizational citizenship. SEGMENT your RESULTS by work units, as appropriate. Include appropriate comparative data.</p>	<p>Show results in the following categories:</p> <ul style="list-style-type: none"> <li>-ethical behavior</li> <li>-fiscal accountability</li> <li>-social responsibility</li> <li>-legal compliance</li> </ul>	<p><b>Leadership and Social Responsibility Results</b> – fig. 129-134</p> <ul style="list-style-type: none"> <li>• 2-3 years of results</li> <li>• Annual auditing (both internally &amp; externally)</li> <li>• Close-out reports</li> <li>• Equal opportunities (posted &amp; followed)</li> <li>• Annual evaluations completed by partners, customers, stakeholders, etc.</li> <li>• Following local (BOE, college, etc.), state, and federal guidelines (all supervisors need copies)</li> <li>• Community Involvement               <ul style="list-style-type: none"> <li>-Memberships</li> <li>-Services to community</li> <li>-Attending community events</li> <li>-Voting</li> </ul> </li> </ul>