



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
H. Martin Lancaster, President

February 16, 2004

MEMORANDUM

TO: Select Basic Skills / Community-Based Organization Directors

FROM: Randy Whitfield, Ed.D.
Associate Vice President, Academic & Student Services
Basic Skills Department

SUBJECT: Program Monitoring FY 2003-2004

North Carolina Community College Basic Skills staff are required to monitor twenty percent of programs that it funds under the Adult Education and Family Literacy Act, Title II, of the Workforce Investment Act. Attached is a list of programs to be monitored during the 2003-2004 program year and the staff member(s) responsible for the monitoring. Your program has been selected to be monitored during this program year. (Note: Since outcome measures may be linked to funding in the future, our staff decided to delay our monitoring visits this year until after we received all program outcome measures. Together we can examine your outcome measures and see how we can help improve them.)

Also attached is a “Basic Skills Program Monitoring Checklist” for your use in preparing for the monitoring visit. Please be prepared to show documentation for items on this checklist. We recommend that you have materials ready for staff to view including, but not limited to: marketing materials, class/tutoring schedules, information regarding tutors and staff (number of part-time/full-time), number of students served, sample student folders, sample instructor/administrative folders, LEIS report for prior year (community colleges), LitPro reports for prior year, (community-based organizations), outcome measures, and other materials which demonstrate the effectiveness of your program.

We would like to start the visit by meeting with program administrators such as directors, coordinators, deans, advisory board chairs (community-based organizations), etc. This meeting should last approximately one hour. Then we would like to spend time visiting a variety of classes or tutoring sites, talking to instructors, tutors, and students as appropriate. After the visits, we would like to have an exit interview with you and your

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staff members. This exit interview should take one to two hours, dependent upon the scope and size of your program. You will be contacted by the coordinator(s) responsible for monitoring your site to set up the dates/time of the monitoring session.

Thank you in advance for helping us fulfill our monitoring obligations and letting us get to know you and your program better! Please contact me if you have any questions by calling 807-7132 or emailing me at randyw@ncccs.cc.nc.us.

Enclosures: 2

cc: Presidents
Senior Continuing Education Administrators

S04-009
Paper & E-mail Copies

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Division of Academic and Student Services

Basic Skills Program Monitoring Checklist

A. PROGRAM PRACTICES
1. All students have measurable goals.
2. The program can demonstrate its past effectiveness in improving the literacy skills of adults and families.
3. The program is committed to serving individuals who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills.
4. The program is of sufficient intensity and duration for participants to achieve substantial learning gains.
5. The program uses instructional practices that research has proven to be effective in teaching adults. Educational activities are built on a strong foundation of research and effective educational practice.
6. Programs use computers and other advances in technology, as appropriate.
7. The program gives students the opportunity to learn in “real life” contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
8. The program is staffed by well-trained instructors, administrators, and counselors.
9. The program coordinates its activities with other available resources in the community, including postsecondary schools, elementary and secondary schools, One-stop centers, job training programs, and social service agencies.
10. The program offers flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs to attend and complete programs.
11. The program has a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance.
12. The community is meeting the needs of English as a Second Language (ESL) students.
B. SUPPORT SERVICES
1. There is an orientation for new students.
2. There are resources for counseling students.
3. There are resources for job placement referral.
4. Information on continuing educational opportunities is available for students.
C. FOLLOW-UP
1. There is follow-up on dropouts and completers.
D. ASSESSMENT
1. Assessment procedures are implemented in accordance with federal regulations, including pre- and post-testing of students.

<i>E. RECRUITMENT/RETENTION</i>
1. Recruitment and retention methods and procedures are implemented as planned.
<i>F. RECORDS</i>
1. A student file contains all personal data, testing data, counseling information, and personal goals.
2. Accurate attendance records are maintained.
<i>G. ANNUAL PROGRAM EVALUATION</i>
1. There is an annual evaluation of the program and that evaluation is used for program improvement.
<i>H. ADMINISTRATIVE EFFICIENCY</i>
1. Reports are submitted to the System Office on time and according to procedures.
2. Records are available and easily accessible.
I. FAMILY LITERACY (For Comprehensive Family Literacy Programs Funded by NCCCS Only)
1. The program is of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family.
2. Appropriate interactive literacy activities between parents and children are offered.
3. Training is provided for parents regarding how to be the primary teacher of their children and full partners in the education of their children.
4. Programs offer parent literacy training that leads to economic self-sufficiency.
5. An age-appropriate education is available to prepare children for success in school and life experiences.
6. Staff works as a team with joint planning to integrate components.

CORE INDICATORS OF PERFORMANCE

Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy problem-solving, English Language acquisition, and other literacy skills.

Level	Target Percent for Level Completion 2002-2003	Percent of Level Completion Attained 2002-2003	Did Not Meet Goal	Met Goal
Beginning Literacy ABE	15%			
Beginning Basic Education ABE	25%			
Low Intermediate ABE	25%			
High Intermediate ABE	34%			
Low Adult Secondary Education	35%			
Beginning Literacy (ESL)	20%			
Beginning ESL	20%			
Low Intermediate ESL	25%			
High Intermediate ESL	20%			
Low Advanced ESL	18%			
High Advanced ESL	18%			

Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Measure	Target Percent	Percent Attained	Did Not Meet Goal	Met Goal
Placement in Postsecondary Education or Training.	25%			
Placement in unsubsidized employment	18%			
Retention in Unsubsidized Employment	25%			

Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.

Measure	Target Percent	Percent Attained	Did Not Meet Goal	Met Goal
High School Completion	39%			

PROGRAM STRENGTHS

AREAS FOR IMPROVEMENT

**Basic Skills Program Monitoring
2003-2004**

Community Colleges

Community College	Monitoring Team
Alamance CC	*Randy, Bob
Bladen CC	*Randy, Linda
Brunswick CC	*Katie, Gail
Central Carolina CC	*Linda, Katie
Central Piedmont CC	*Gail, Bob
Johnston CC	*Katie, Linda;
Richmond CC	*Gail, Randy
Rowan Cabarrus CC	*Linda, Gail
Sampson CC	*Bob, Katie
Wake TCC	*Sillar, Randy
Wilson CC	*Sillar, Bob

Community-Based Organizations

Community-Based Organization	Monitoring Team
Bladen County Literacy Council	*Sillar, Gail
Blue Ridge Literacy Council	*Bob, Linda
Columbus County Literacy Council	*Linda, Sillar
Fill My Cup	*Randy, Katie
Harnett County Literacy Council	*Katie, Sillar
Literacy Council of Wake County	*Bob, Randy
Robeson County Church & Community Center	*Gail, Sillar