



Gulf Coast Adult Education & Literacy Standards and Guidelines

October 2017

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I. Contact Information

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II. Background

Adult Education and Literacy service helps customers develop basic skills in preparation for employment opportunities. Adult Education service consists of English Language, math, reading, and writing instruction to help students acquire the skills needed to earn a high school equivalency diploma, enter college or career training and/or succeed in the workforce.

The Gulf Coast Adult Education and Literacy Consortium (The Consortium)

Residents of our 13-county Gulf Coast region receive Adult Education service through a consortium of organizations.

Organization	Counties Service	Role	Responsibilities
Houston-Galveston Area Council/Gulf Coast Workforce Board	All 13 Counties	Administrator	Administer grant funds, establish policies and procedures, monitor for service compliance
Region 6 Education Service Center	All 13 Counties	Lead Organization	Technical assistance and professional development support for consortium
Brazosport College	Brazoria	Service Provider	Adult education and literacy service
Boys and Girls Club of Walker County	Montgomery and Walker	Service Provider	
College of the Mainland	Chambers, Galveston, and Matagorda	Service Provider	Adult education and literacy service
Harris County Department of Education	Harris and Liberty	Service Provider	Adult education and literacy service
Houston Community College	Fort Bend and Harris	Service Provider	Adult education and literacy service
Lone Star College	Harris, Montgomery, and Waller	Service Provider	Adult education and literacy service
San Jacinto College	Harris	Service Provider	Adult education and literacy service
Wharton County Junior College	Austin, Colorado, Fort Bend, and Wharton	Service Provider	Adult education and literacy service
Houston Center for Literacy	Harris	Service Provider	Adult Education and literacy service

1. Organizational Structure

- a) Houston-Galveston Area Council
 - i) Consortium Director -- primary contact between the Texas Workforce Commission and the entire consortium; works closely with the director of the lead organization to achieve goals and objectives; and monitors all fiscal responsibilities to ensure the consortium is utilizing adult education funds appropriately.
 - ii) H-GAC Staff -- other staff members designated by the Consortium Director to help with oversight regarding data, contract management, and communication standards that are set forth by H-GAC.
- b) Lead Organization
 - i) Director -- responsible for oversight of consortium goals and objectives; implementation of monitoring criteria with regards to service delivery and content; management of staff who are responsible for compiling required documentation from each Adult Education and Literacy service provider; and presentation of all required materials and information to identified H-GAC staff.
 - ii) Professional Development Coordinator -- maintains communication with regards to professional development with each Adult Education and Literacy service provider, designated staff and the service provider assistants assigned to Adult Education service providers; facilitates the requests of local providers with consultants for Tier 1 trainings; works with provider's professional development contact and the specialists at the Texas Center for the Advancement of Literacy & Learning to obtain needed Tier 2 and trainings; compiles all requested professional development documentation and provides technical assistance to include, but is not limited to:
 - (1) Collecting professional development detailed plans provided by all service providers
 - (2) Maintaining a listing of all professional development that each service provider intends to offer.
 - (3) Ensuring these trainings are placed on the H-GAC calendar of events in the Adult Education section of their web-site as well as communicated with Texas Center for the Advancement of Literacy & Learning to be placed in the statewide list of trainings.
 - (4) Assisting service providers in maximizing professional development funds for the utilization of appropriate Tier 1 trainings.
 - (5) Managing contract obligations relating to professional development service provided to Adult Education Providers.
 - (6) Collecting copies of sign-in sheets, evaluations, agendas and/or presentations.

- iii) Service Provider Assistants -- work directly with designated service providers to answer questions with regards to service delivery requirements. They serve as an extension of the lead organization as a monitoring arm to help identify areas in need of improvement. This monitoring will be consistent with the monitoring process outlined by H-GAC. Service Provider Assistants work closely with the Lead Organization Director and Professional Development Coordinator to assist in meeting deadlines and service delivery requirements.
- iv) Texas Educating Adults Management System (TEAMS) Specialist -- works with data management personnel at H-GAC to identify gaps in data; works closely with the Lead Organization Director to ensure data validity and prepare quarterly sign-offs of classes for the entire consortium. Serves as the contact with regards to data questions/concerns that need to be clarified by H-GAC data management personnel.
- v) Staff Management for Service Providers -- each service provider will maintain specific positions necessary and appropriate to ensure quality service delivery. Providers may combine or divide positions and/or functions as necessary to ensure optimum operational efficiency. These essential positions and their functions include, but are not limited to:
 - (1) The director is responsible for the management of the day-to-day operations of the local provider's Adult Education service. They will serve as the primary point of contact for Service Provider Assistants at the lead organization and H-GAC. They will work with their staff to provide good service, gather information, and meet performance objectives and timelines for deliverables.
 - (2) Supervisors will facilitate the direction and implementation of Adult Education service. Such positions include, but are not limited to: TEAMS Supervisor, Professional Development contact, and Instructional Coordinator.
 - (3) Instructional staff must be well versed in service delivery and instructional practices and meet the minimum qualifications as indicated in individual service provider organization requirements.
 - (4) Support Staff members are office personnel who assist in ensuring that proper fiscal responsibility is maintained within their organization's policies and procedures.
 - (5) Data-Entry Staff members are responsible for the timely entry of participant data into TEAMS to meet data sign-off requirements.

III. Service Delivery

The Adult Education and Literacy Consortium will make every effort to provide first-rate Adult Education service to all customers. To help maintain quality and consistency across the consortium, the service delivery categories described below, provide guidance for recruitment, intake, assessment, orientation and data management.

1. Recruitment

- a) Service providers must identify and reach the eligible population to be served, including those identified as most in need of literacy service, including individuals who are low income or have minimal literacy skills.
- b) Multi-lingual recruitment efforts are to be utilized based on a survey of major language groups in the communities served. Recruitment materials must be approved by H-GAC before distribution.
- c) Providers should utilize multiple organizations to aid recruitment efforts, such as, Workforce Solutions offices, schools, businesses, faith and community-based organizations, community colleges, health service agencies, etc. The appropriate Adult Education Provider will contact the customers referred to them via the Workforce Solutions referral tool to arrange intake and placement, available online at www.wrksolutions.com/ael-services.
- d) At a minimum, Service Providers must recruit and serve the contracted number of students as assigned by county and type of service. Providers should explore all opportunities and document all efforts at meeting contracted enrollment numbers.
- e) Service Providers must develop written procedures for wait list management that includes information regarding alternate educational or workforce service for customers waiting to attend class as well as follow-up/contact procedures when space becomes available, to include phone call, email, postal mail, and/or other communication methods.
- f) Potential customers may be referred to the appropriate provider through the online [Adult Education and Literacy Contact Form](#).
- g) All Service Providers must ensure recruitment procedures are in line with the most current [Texas AEL Guide](#).

2. Intake and Screening

- a) Providers must ensure that each customer completes and signs a release of information form in order to share information with any other entities, which includes entry into the TEAMS database.
- b) The signed release must address Family Educational Rights and Privacy Act (FERPA) requirements and include what specific types of records may be released, by whom and to whom they may be released and for which purposes.

(con'd)

- c) The intake and screening process must:
 - i) be structured and based on the needs of the eligible population,
 - ii) document student eligibility,
 - iii) provide referrals to those who are found not eligible or who may better benefit from other services, and identify areas that require further assessment and review including, but not limited to:
 - (1) suspected disabilities
 - (2) high-level limited English proficiency
 - (3) eligibility for college remedial or developmental education service.
 - iv) Ensure that every student has properly completed and signed a Student Enrollment Form.

Note: As customers complete the Student Enrollment Forms, provider staff should attempt to verify the customer's identity.

When available, providers should also verify the customer's authorization to work in the United States against acceptable I-9 Employment Eligibility Verification documents.

If work authorization documents cannot be verified, a local ID number may be created and used to track student progress.

- v) All Service Providers must ensure intake and screening procedures are in line with the most current Texas AEL Guide.

3. Assessment and Placement

- a) Assessment procedures must include, at a minimum, a sequence of service comprised of:
 - i) a process for collecting qualitative information to determine student needs and service eligibility, including, but not limited to:
 - ii) information required in the Student Enrollment Form;
 - iii) education and training interests;
 - iv) education and work history both in the U.S. and in the student's home country, if applicable;
 - v) support needs, including needs of students with disabilities; and
 - vi) information on the abilities of the students in his or her first languages.

- b) a strategy for determining appropriate testing instruments and proper placements for higher-skilled limited English proficiency students;

Note: Assessment instruments and procedures must conform to the assessment publisher's administrative guidelines.

- c) scheduled pre- and post-assessments, which are administered in environments conducive to testing and coincide with service enrollment dates to avoid lengthy gaps between assessment and service; and

(con'd)

- d) Adult Education class placement or referral to the most appropriate service(s) to address immediate student needs and goals including referral to collaborating organization services, if necessary. This includes but is not limited to referrals to testing organizations for the Certificate of High School Equivalency, Workforce Solutions offices, High School drop-out recovery programs, local community college services, literacy tutoring, native language reading instruction, native language Certificate of High School Equivalency preparation, other literacy services, as well as organizations and agencies in the community that provide social services in the areas of counseling, disability supports, or homelessness and emergency assistance.
- e) Exceptions to these assessments can be found in the [Texas AEL Assessment Guide](#)

4. Orientation

- a) Comprehensive Orientations will be available for students every two weeks.
- b) Providing information about Adult Education and collaborating organization services, attendance policy, class participation, student support service, emergency evacuation procedures, grievance procedures, rights and responsibilities of students, code of conduct in a written student handbook or syllabus
- c) Ensure that all students including limited English proficiency students and those with disabilities understand and have access to service information
- d) Include initial development of an Individual Training, Education and Career Plan with short and long-term goal setting. Please note that only H-GAC approved ITEC forms can be used.
- e) Include instruction in student success skills
- f) Range in length from a minimum of three (3) hours to a maximum of twelve (12) hours and cannot be documented as direct contact hours.
- g) Must begin at no less than two-week intervals, as appropriate.

5. Data Management and Documentation

All staff members associated with TEAMS must follow [Instructions for Accessing TEAMS](#) at TWC. The AEL Information Resources Usage Agreement Form P-41 and Family Educational Rights & Privacy Act (FERPA) training must be completed annually. **Once this process is completed, Service Providers in the Gulf Coast Adult Education & Literacy Consortium as well as relevant staff at the Lead and Fiscal Agent must submit completed documentation electronically to the Lead Agent TEAMS Specialist. DO NOT SUBMIT DIRECTLY TO teamstechnicalassistance@twc.state.tx.us**

- a) All staff should complete the Texas Workforce Commission's Information Security and Fraud trainings at hire and annually in October.

(con'd)

- b) Data Collection: Each provider must maintain enrollment, assessment, attendance, applicable documentation determining TANF and/or underage eligibility, and achievement/outcome materials for each student as outlined in the [Texas AEL Guide](#) section on Comprehensive Assessment Orientation.
- c) Data Entry: Each provider must enter data on a regular and timely basis in preparation for monthly validations and quarterly data sign-off. All data-entry must be supervisor validated at least one week prior to monthly validation and data sign-off for the Consortium. The timeline and information for all data validation and sign-off will be communicated directly by the TEAMS Specialist. Each individual Service Provider will be held accountable for late and/or missing TEAMS data based on the standard above. In order to ensure effective and efficient data validation processes, each provider will be responsible for providing a process map and short narrative detailing the following:
 - i) the method for checking data quality,
 - ii) the process for resolution of missing or inaccurate data,
 - iii) the critical roles for responsible parties throughout the investigation and resolution process; and,
 - iv) a timeline for resolution including identifiable benchmarks that can be reviewed for quality improvement (for example, all identified data issues will be resolved within 10 working days).

Process maps and narratives must be submitted to the Lead Agency annually to be reviewed and edited as needed. The Lead Agency will use this document to evaluate the effectiveness of each Provider.

- d) Personally Identifiable Information (PII): Providers must take all precautions to secure and protect customer's personal information in both print and electronic forms. This includes but is not limited to storing documents in locked file rooms or cabinets, locking computers when away and password protecting emails which contain sensitive customer information to ensure data security.
- e) Data Quality: Each provider must have a system for identifying missing and inaccurate data to help ensure data accuracy and integrity. The system should be described using a process map and short narrative detailing 1) the method for checking data quality, 2) the process for resolution of missing or inaccurate data, 3) the critical roles for responsible parties throughout the investigation and resolution including identifiable benchmarks that can be reviewed for quality improvement (for example, all identified data issues should be resolved within 10 working days). Process maps and narratives should be reviewed, edited as needed, and submitted to the Lead Agency annually.
- f) Reporting: Each provider should review regular reports in TEAMS to monitor student data and overall provider performance.

(con'd)

- g) TEAMS Access & Usage within the Gulf Coast Consortium:
 - i) All Service Providers must:
 - (1) submit a scanned copy of each staff member's signed Information Agreement, FERPA certificate, and service director's approval to the TEAMS Specialist.
 - (2) should develop and implement local training processes to ensure accurate documentation and data management, including timely data entry into TEAMS.
 - (3) Ensure instructors have access to TEAMS data and implement a data analysis process for instructional and post-testing purposes.
 - (4) All Service Providers must email H-GAC and the Lead Organization within 24 hours of an employee separation or suspension so that access to TEAMS can be removed. Exceptions to the 24-hour rule are allowed for special circumstances (i.e. weekends, holidays, end of work day, emergencies, etc.)
 - ii) Any and all issues with TEAMS should be reported to the Program Assistant and TEAMS Specialist within 24 hours of discovery.

IV. Service Content

- Service Providers must keep student documentation in a secure location and ensure all data entered into TEAMS is consistent with this documentation.
- All Service Providers should strive to meet their contracted performance measures. Students must meet the minimum eligibility requirements set by state and federal guidelines.
- All Service Providers are expected to meet contractual obligations to include expenditure, service delivery, and administrative outcomes.

Each provider will implement at least one of the following instructional services and enter them in TEAMS appropriately:

1. Adult Basic Education (ABE)

Instruction in reading, writing, speaking and comprehending English, and solving quantitative problems, including those within a functional context. In accordance with the [AEL Letter 02-17](#), Adult Basic Education service is designed for adults who: 1) have minimal competence in reading, writing, and solving quantitative problems; 2) are not sufficiently competent to speak, read, or write the English Language; or 3) are not sufficiently competent to meet the requirements of adult life in the United States, including employment commensurate with the adult's real ability.

2. Adult Secondary Education (ASE)

According to [AEL Letter 02-17](#), comprehensive secondary instruction below the college credit level in reading, writing, literature, mathematics, science, and social studies and instruction for the Texas Certificate of High School Equivalency (TxCHSE), including functional context, and instruction for adults who do not have a high school diploma or its equivalent.

3. Career Pathways

Consists of a series of connected education and training strategies and supportive services to help individuals find a job, keep a job or get a better job. Career Pathways enable individuals to secure industry relevant certification, obtain or retain employment within an occupational area, and/or advance to higher levels of future education and employment in that area. Reference the following letters for more information: [AEL Letter 03-17](#), [AEL Letter 04-16 Change 1](#), [AEL Letter 01-17](#), [AEL Letter 02-16 Change 1](#)

- a. Service Providers must implement a Career Pathways service, such as Integrated Education and Training or employer-focused, work-based service and enter appropriate documentation into TEAMS
- b. Prior to implementation, Service Providers must submit a request for approval by completing the Career Pathway Action Plan to their assigned Program Assistant for:
 - i. Career Pathways
 - ii. IET, which may be combined with:
 1. Integrated EL Civics in combination with IET; and Intensive Services, which may be combined with one or more of the following: Workplace AEL Activities

(con'd)

2. Services for Internationally-Trained English Language Learner Professionals
3. Transition to Re-entry and Post-Release Services

For definitions, examples and activities, please refer to the current [Texas AEL Guide](#).

Requests for any and all Career Pathways coursework will be reviewed by the Lead Agent staff prior to submission to the Consortium Director for consideration. Pathway curricula must address a related and justifiable milestone in preparation toward a targeted occupation for the Gulf Coast area if not direct preparation for a targeted occupation itself. Proposed curricula with integrated industry-needed credentials should include narrative supported the industry need within the region, citing specific employment partners committed to hiring credentialed graduates.

Each Career Pathways service to be implemented shall be described in separate, formal written procedures which address:

- a) recruitment, screening, assessment, orientation, advising, instruction, supportive services and follow-up activities for various populations;
- b) level of schooling required and if high school or high school equivalency test completion is required; and
- c) screening criteria must propose academic and non-academic eligibility criteria required to qualify for service.

4. Distance Learning

A formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period.

- a) Distance learning documentation includes logs, journals, and sign in sheets to document direct contact and must be stored appropriately. Distance Learning hours can be obtained through Direct or Proxy Hours as defined by the Texas AEL Assessment Guide (pg. 46):
 - i) Direct hours are defined as a combination of direct face-to-face contact as well as contact through telephone, video, teleconference, or online communication, in which the identity of the participant can be verified.
 - ii) Proxy hours are defined as differing from direct contact hours in that the identity of the participant and/or the exact amount of time spent on a learning activity cannot always be verified directly.
- b) Students must engage in twelve (12) hours of direct contact with instructors prior to being counted as distance learning participants in TEAMS.
- c) Documented proxy hours and Distance Learning student hours must match in TEAMS.
- d) Providers must develop and maintain a Distance Learning plan in accordance with the most current AEL guidance. Please reference [Appendix C of the State Assessment Guide Examples of Distance Learning Strategies](#) to include:
 - i) Distance Learning readiness activities to prepare the learner for independent, online learning;
 - ii) careful screening of students, especially if Distance Learning resources are limited;
 - iii) clear expectations and frequent communications from the Instructor;
 - iv) creation of an inviting online learning community;
 - v) prompt Instructor feedback, frequent student monitoring, early intervention, and continuous motivation; (con'd)

- vi) weekly opportunities for real-time virtual interaction or instruction with the Instructor and other students; (con'd)
- vii) the use of video and/or voice recordings from the Instructor, especially in an all- Distance Learning situation;
- viii) access to on-demand online tutoring, advising, and technical support on evenings and weekends as feasible; and
- ix) opportunities for students to access and participate in instruction using mobile devices such as internet-enabled mobile phones and tablets.

5. English Literacy/Civics (EL/Civics)

Instruction emphasizes contextualized instruction on the English Language and the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed workers and community members.

EL/Civics Instruction may be offered either as an Integrated Activity within ESL class, in EL/Civics only classes and/or an IET EL/Civics Career Pathway. If offered in an integrated setting, documentation must separate funding sources for both Instructor and student time in class.

6. English as a Second Language (ESL)

Instruction designed to help adults who have limited English proficiency achieve competence in the English Language

7. Family Literacy

Instruction offers service that is of sufficient intensity and duration, to make substantive literacy changes in a family, which includes:

- a) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; and
- b) Parent literacy training that leads to economic self-sufficiency.

8. Financial Literacy

Instruction on the ability to make informed judgments and to take effective actions regarding money management. Providers may coordinate financial literacy service with other organizations.

9. Transitions Class

Instruction offers career and college planning, academic preparation, and transition services to help students enroll in post-secondary education or training the following program year.

Students enrolled in a Transitions Class will be tracked upon their exit from Adult Education service for two (2) years to collect data on entry into post-secondary education and/or permanent employment. Providers will have follow-up goals to measure Transitions Class student enrollments into post-secondary institutions and/or permanent employment.

V. Contract Management

All contractors will use the *Houston-Galveston Area Council/ Gulf Coast Workforce Board Contract Management Policies and Procedures* in executing the requirements of their contracts, including but not limited to:

- a) maintaining financial systems and reports,
- b) procuring and managing property,
- c) procuring, writing, and managing subcontracts,
- d) securing insurance,
- e) establishing and maintaining information systems and access,
- f) monitoring required aspects of contract performance,
- g) handling and processing customer complaints,
- h) acquiring and using facilities, and
- i) using and implementing required federal and state certifications.

Contractors must adhere to the reporting time-frames established throughout the contract management policies and procedures, including expenditure reporting time-frames.

Additional information specific to Adult Education cost category descriptions can be found on Attachment 4 of the *Contract Management Policies and Procedures*.

Questions about contracts should be directed towards your contract manager.

VI. Communications/Advertising

Adult Education staff must adhere to the creative and editorial guidelines and graphic and design specifications outlined in the [Workforce Solutions Marketing Standards & Guidelines](#). Additionally, the following standards of communication also apply:

1. Marketing Collateral and Media

- a) All co-branded physical and electronic marketing materials for the purpose of student recruiting, service advertising, or media announcement shall be reviewed and approved by the Communications Office via the public information planner prior to distribution. Co-branded materials are those which use consortium funding for the purpose of achieving the Adult Education service goals of the Consortium and integrate Workforce Solutions' resources to achieve desired outcomes. This can refer to flyers for classes occurring in Workforce Solutions career offices, special events for Adult Education participants where both the Service Provider and Workforce Solutions are contributing to the effort, or other similar collaborations. Collateral that do not use Consortium funding and/or are used for non-integrated service do not need to be submitted for review and approval. Refer to [AEL Letter 08-15](#) for complete details.
- b) Notice of news releases, TV appearances, and radio spots that might include mention of Workforce Solutions, the Consortium, or related Adult Education service should be sent to the Communications Office for review at least 24 hours prior to the anticipated media event.
- c) For a list of Allowable Advertising Costs refer to [WD Letter 17-10](#).

2. Correspondence

- a) Email and telephone correspondence received from H-GAC or Lead Organization Staff should receive acknowledgement within 24 hours of receipt. If the recipient is and will be out of office for more than 24 hours and unable to respond, a contingent contact should be available and mentioned in a phone message and/or email out-of-office notice.
- b) Requests for information or response sent via email, phone, or in-person received from H-GAC or Lead Organization Staff should be completed prior to and no later than the stated deadline. If an extenuating circumstance will prevent compliance, the recipient should inform the sender of the issue and potential delay prior to missing the deadline. Not all circumstances will yield exceptions to or extensions of the stated deadline.

3. Meetings

- a) Each member of the Consortium, including all Service Provider Organizations and the Lead Organization, shall have quarterly contract meetings to review performance, expectations, and service delivery opportunities and challenges. Meeting times will be arranged at least one week prior to the desired date. Adult Education Directors and limited key staff may attend. Subcontractor staff should not attend. Any items discussed that affect subcontractor service delivery or performance should be communicated by the contractor after the meeting.

(con'd)

- b) The Consortium will meet as a whole body at least once per quarter to discuss regional objectives, address collective concerns, and work toward a continually more efficient model for service delivery and innovation. The meetings will be facilitated by the Adult Education Consortium Director and Director of the Lead Organization.
- c) The Consortium is a non-voting body for policy and contracted items. However, the Consortium might vote on items of procedure or service delivery that would not affect existing contract terms or performance outcomes. Meeting dates will be arranged annually and may include hosting at different contractor sites. Attendance at these meetings is mandatory.

4. Communication with Government Agencies

H-GAC will manage all formal communication with state and federal government agencies and disseminate appropriate information to the Consortium.

5. Representing the Gulf Coast Adult Education & Literacy Consortium

All Service Providers and the Lead Agent are members of the Gulf Coast Consortium that serves the Region under the auspices of the Gulf Coast Workforce Board and Workforce Solutions Gulf Coast. Inasmuch, members are representing both their “home” organizations and the Board and Workforce Solutions. Internal and external communication should reflect this charge and will be evaluated and monitored versus the expected standard of ALL Workforce Solutions contractors found in the *Workforce Solutions Standards and Guidelines*

VII. Professional Development

- The Lead Organization will employ a Professional Development Coordinator whose duties are outlined in the organizational structure section.
- Service Providers will create a professional development detailed plan that reflects all professional development activities offered by the provider. The assigned Service Provider Assistant will facilitate the communication with regards to professional development and aid the provider in adjusting the plan no less than quarterly to reflect their actual offerings.
- Service Providers along with the Professional Development Coordinator shall provide Tier 1 training to their staff using qualified staff or Subject Matter Experts (SME) identified through the state Professional Development Center (TRAIN PD) as contract trainers. Information and contact information for contract trainers will be made available through the [Contract Trainer Database](#).
- Providers may use trainers not included on the Contract Trainer Database, that meet the requirements and have received the appropriate training to conduct specified PD with prior documented approval from the Professional Development Coordinator.
- Tier 1 Training activities include:
 1. training for the administration of pre-and post- tests in compliance with test publisher's administration guidelines;
 2. basic training on TEAMS;
 3. student intake, enrollment, and orientation;
 4. goal setting;
 5. career awareness;
 6. other training in topics where local staff have subject matter expertise; and
 7. other trainings that the GCWB Board determine that is needed
- Service Providers must coordinate with the Professional Development Coordinator to access Tier 2 trainings, which are provided by the Texas Center for the Advancement of Literacy & Learning TRAIN PD Center, at no-cost to service providers.
- Tier 2 training activities include:
 1. contextualized teaching and learning;
 2. counseling to careers;
 3. distance learning;
 4. multi-level classroom management;
 5. TEAMS data management; and
 6. information about workforce service and collaborations
 7. federal initiatives;
 8. state initiatives; and
 9. special needs learning(con'd)

- Procedures need to be in place to guarantee all staff members obtain the minimum required professional development hours. Any staff member who fails to obtain minimum professional development hours must submit a staff exemption form to H-GAC.
- Providers will monitor staff requirements in accordance with the state qualification and training requirements governed by TWC's rule [TAC §805.21](#). This includes providing six (6) hours of in-service training to staff new to Adult Education instruction in Texas before they provide student instruction or assessment. In-service training for instructional staff may include but is not limited to the following:
 1. training in the service provider's objectives, purpose, expectations, instructional approach, instructional materials and resources;
 2. policies and procedures for student intake, documentation, orientation and assessment; and
 3. coordination and referral options for available community resources.
- All staff hired after July 1, 2013, excluding clerical and janitorial staff, and including volunteers who have student contact time must meet the staff development requirements as outlined in [40 TAC §805.21](#) *AEL Staff Qualifications and Professional Development Requirements*.
- Providers are responsible for maintaining staff development records including:
 1. verification of educational credentials for each staff member;
 2. professional development requirements and activity for each staff member;
 3. quarterly entry of professional development hours for each staff member into TEAMS; and
 4. documentation of professional development activities, to include descriptions/agendas, dates, trainers, times, and sign-in and sign-out sheets, phone/webinar attendance records, and/or computer-generated certificates of completion.
- Staff members employed in the first quarter of a program year and not completing mandatory professional development are not eligible to perform Adult Education Activities in the next program year without H-GAC approval.
- Provider Directors must participate in mandatory administration and technical assistance meetings as coordinated by H-GAC.
- All other professional development requirements can be found in the [Texas Adult Education and Literacy Guide](#) in Section 9 Professional Development starting on page 57.

VIII. Outcomes, Measures, and Performance

Each Service Provider will adhere to the H-GAC Adult Education and Literacy Consortium Outcomes, Measures, and Performance strategies set forth in the contractual agreement between H-GAC and the Service Provider.

Current performance measures include:

- Students enrolled with twelve (12) or more contact hours
- Career Pathways Implementation
- Achievement of additional measures including:
 - Educational Gain
 - Follow-Up Outcomes
 - Entered employment
 - Retained employment
 - Receipt of a secondary school diploma or Certificate of High School Equivalency
 - Entered post-secondary education or training

Providers are expected to meet contractual obligations to include expenditure, service delivery, and administrative outcomes.

IX. Monitoring

- Oversight and monitoring helps us determine whether providers are operating in compliance with applicable laws, regulations, grant requirements, contract agreements and administrative directives.
- Providers must perform routine, internal monitoring, to include financial monitoring. Monitoring must also be conducted by each provider on all their subcontractors in compliance with their contractual agreements. Providers must maintain documentation of internal monitoring and share said documentation upon request by the Lead Organization or H-GAC. A monitoring schedule for the year must be submitted to that provider's Program Assistant prior to the first monitoring conducted. Providers must utilize the Self-Monitoring Tool, provided by the Lead Organization, to conduct internal programmatic monitoring. Providers must submit a summary report and the monitoring tool with findings and steps to be taken to correct any discrepancies identified to the Lead Organization and H-GAC 10 business days after concluding the monitoring. Internal monitoring should be conducted as follows:
 1. Monitoring will be conducted quarterly. Those providers under a Corrective Action Plan (CAP) must conduct monitoring monthly.
 2. Classes selected for review will need to include IET, Transitions, ESL, ABE, ASE, Distance Learning, EL Civics, etc. and encompass a variety of sites offered at each program.
 3. Programs are to select AT A MINIMUM; 10 classes, 50 participants, 20 staff members, and 10 staff development sessions (10 staff development sessions or 5% of PD offerings, whatever number is greater).
 4. Participant samples for monitoring must include TANF and Underage students. Students funded by TANF must have proper documentation on file in accordance with [AEL Letter 01-15, Change 1](#). Students between the ages of 16-18 must have proper documentation in accordance with the [Texas AEL Guide](#) as indicated on pages 33 and 34 of the guide.
- The Consortium Lead Organization and H-GAC will also perform routine monitoring, to include financial monitoring of all providers. Programmatic monitoring conducted by the Lead Organization will include a review of 20% of student, class, staff, and professional development documentation. Any adjustments to this sample size will be at the discretion and approval of H-GAC. The Lead Organization will provide a summary report and monitoring tool with findings to the provider 10 business days after the conclusion of the monitoring. The provider must submit the summary report and monitoring tool with responses and steps to be taken to correct discrepancies to the lead organization and H-GAC 10 business days after receiving them from the Lead Organization.
- H-GAC will also seek feedback from student participants and community stakeholders regarding the quality of service.
- TEAMS Monitoring will include data associated with the following areas: staff qualifications and training, registration/orientation, eligibility documentation, assessments, distance learning, and data validation checks.
- The monitoring results will be used to evaluate provider performance against contractual goals and ultimately determine current and future funding.
(con'd)

- Review the Monitoring and Oversight Policy Monitoring and Oversight Policy for detailed information and guidance related to:
 1. Monitoring Procedures
 2. Monitoring Reports
 3. Corrective Action
 4. Accessibility Monitoring
 5. Sanctions
- The following items may also be subject to review:
 1. Current class schedule including location, type of class, and days/hours scheduled
 2. Attendance records including sign-in sheets
 3. Assessment process and documentation
 4. Distance Learning process, content and documentation
 5. Staff Qualifications
 6. Professional Development process and documentation

[END DOCUMENT]