

### Summary of Checklist Items- To be included in Evidence Binder

	Information or Documents(s) Needed	Aligned to Measures	Comments During Site Visit
1	Copy of current year's Local Plan Extension, Class Schedule, Program Contact Information Sheet and Grant Award Notification	A.1. A.2. B.1.	
2	YTD NRS tables (at point of monitoring visit) and 2 NRS tables from the previous program year	C	
3	Document that details the process and procedures used to track and tally attendance for enrolled students. Attendance sign-in sheets (for at least 50% of classes) and template used to track attendance should also be included.	C.1.	
4	Document that details recruitment and retention strategies that will be used to achieve enrollment goals. Also include marketing materials (include web address) used for student recruitment. Document that discusses recruitment strategies should include enrollment dates, how recruited, and any other recruitment strategies used. Marketing materials must be up-to-date and provide accurate program information. Website content will also be reviewed.	C.1.C.8.	
5	Latest desk review at time of monitoring site visit.	Review	
6	Federal Tables 1-12, NRS Performance Report, Personal Score Report, Federal Tables Monitor Report, Data Integrity Report (NRS Inclusion) – Goals – Paired Matches, Hours of Instruction, Program Enrollment (Entry Fields), Program Outcomes (Update Fields)	C.1.C.4.	
7	Completed CASAS Class Profiles by Competency for 100% of classes being offered at time of monitoring visit.	D.1	

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<b>8</b>	Outline of specific curricula for each program component (ABE, GED, ESL, etc.) and a listing of other materials used to provide instruction.	D.1	
<b>9</b>	Lesson plans that show how student profile by competency, content standard, class profile by competency, and/or student goal information are used to guide instruction. Lesson plan should also include information on contextual learning, self-directed learning, possible computer assisted instruction, etc.	B.5. B.6. B.8.D.1.	
<b>10</b>	Written procedures on screening and referral processes for adult learners suspected of having a learning disability.	B.11.	
<b>11</b>	Professional development plans for each staff person and teacher improvement plans for instructors and/or a table that lists any trainings attended or certifications received by staff related to instruction, learning disabilities, program management and leadership, etc. Table must also identify which staff is CASAS certified. Copies of any certificates should be accessible if monitors need to review or have questions.	B. 7. B.9.	
<b>12</b>	Forms used to evaluate program, summary of information obtained from survey or input, and how this information was used to help ensure quality service delivery and continuous program improvement. Input should be received from students and other stakeholders, such as volunteers, paid teachers, administrative staff, funders, etc.	B.7.	
<b>13</b>	Current job descriptions for positions key to the AEFLA grant. Table that lists the grant funded positions, name of staff in each position. NRS Table 7. Resumes available if monitors need to review or have questions.	C.2.	

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	<b>Information or Documents(s) Needed</b>	<b>Aligned to Measures</b>	<b>Comments During Site Visit</b>
<b>14</b>	Financial policy that details bookkeeping responsibilities, staff responsible for each, and checks and balances in place.	A.1. A. 5. A.6.	
<b>15</b>	Copy of approved budget for AEFLA grant for current year and financial statement that shows YTD expenses, including documentation of <b>previous year</b> Maintenance of Effort (MOE), cost reimbursement, and invoices for the current year and one year prior.	A.4. A.5. A.7.	
<b>16</b>	Current quarterly reporting submissions and program Income.	A.3. A.4. A.7.	
<b>17</b>	Written data management plan that details staff person(s) responsible for data entry, error identification, and error resolution. Evidence also shows staff person(s) responsible for data entry and management has/have been trained.	C.2. C.10.	
<b>18</b>	Document that shows specific examples of how data was used for program improvement. This should include issues raised by the data and strategies used for program improvement.	B.3. B.7.	
<b>19</b>	Roster of enrolled students that shows student name with instructional hours. This roster will be used to select student folders for review during monitoring visits.	C.1.	
<b>20</b>	Student handbook and/or outline of student orientation.	C.5.	