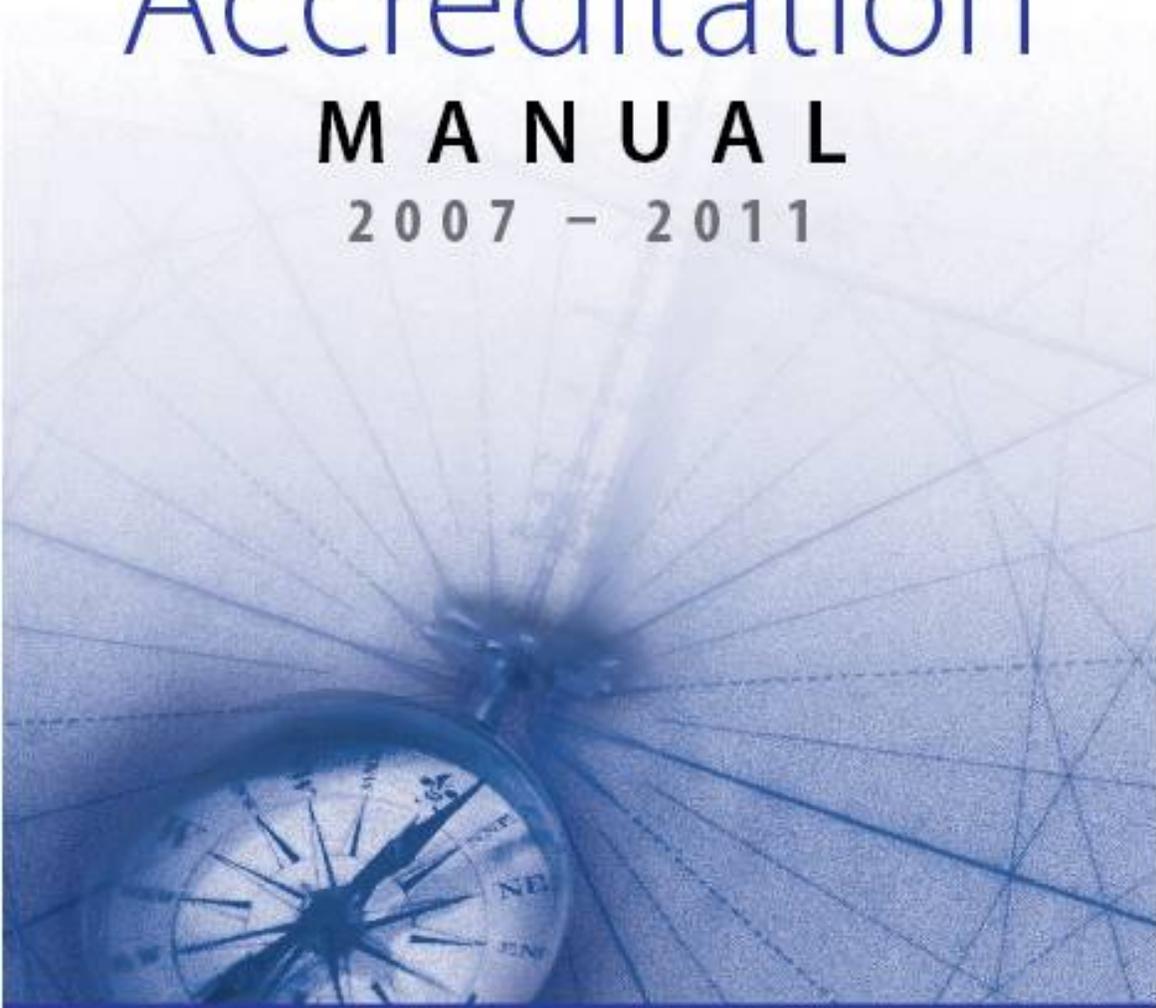


Accreditation

MANUAL

2007 - 2011



 **PROLITERACY**

Developed by ProLiteracy

Accreditation

M A N U A L

2007 – 2011



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Preface

ProLiteracy, a nonprofit international literacy organization based in Syracuse, NY, is the largest nongovernmental organization of adult basic education and literacy programs in the world. It supports educational programs that provide one-to-one, small group, and classroom literacy, native language, and English-as-a-second-language instruction to adults.

ProLiteracy represents 1,200 community-based volunteer and adult basic education affiliates in all 50 states and the District of Columbia. ProLiteracy provides accreditation, advocacy, and technical assistance as well as program and professional development services.

ProLiteracy's International Programs Division works with 120 grassroots partner programs in 62 developing countries in Asia, Africa, Latin America, the Middle East, and Eastern Europe to combine literacy instruction with community programs in micro enterprise, health, education, peace, human rights, and the environment. ProLiteracy uses its unique "Literacy for Social Change" methodology to provide partner programs with training, technical assistance, and targeted local grants.

ProLiteracy annually serves more than 350,000 adult learners around the world.



Acknowledgments

ProLiteracy thanks the many individuals who contributed their time and expertise to developing the Accreditation program.

Members of the Accreditation Task Force worked through in-person meetings, telephone calls, and e-mail to develop the Accreditation program's initial components in 2001-2002. Led by co-chairs Patricia Gaul and Patricia Johnston, task force members Marita Almquist, Susan Domenighini, Anne DuPrey, Brian Fox, Mary Hohensee, and Greg Smith discussed issues before making decisions. The new system incorporates components of the accreditation systems of ProLiteracy's predecessor organizations, Literacy Volunteers of America, Inc. (LVA) and the U.S. programs division of Laubach Literacy International.

Members of a new accreditation task group revised the system and standards that will guide ProLiteracy's accreditation system through 2011. The group included Jim Abbott (chair), Mary Hohensee, Dorothy Sorlie, Mimi Tanner, Marcia Tungate, and Jim Urness. Brian Fox, Chair of the Accreditation Review Committee (ARC), guided the recommendations through the ARC and final approval by the ProLiteracy America Governance Council. Throughout the process, feedback from many practitioners in the field helped shape this final product.

We also acknowledge ProLiteracy staff members who supported the development of ProLiteracy Accreditation: Marty Angelone, Kaye Beall, Mark Cass, Dianne Gray-Bell, Marsha Tait, and Peter Waite.



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PROLITERACY



Introduction

Congratulations! Your organization's accreditation application has been approved and your journey to accreditation continues. The Guide to ProLiteracy Accreditation and "Self-evaluation Tool" helped your organization decide whether to pursue ProLiteracy Accreditation and provided the foundation for successfully completing the process. Now that you've completed the first three steps, this Accreditation Manual will support you through the remaining six steps.

ProLiteracy staff stands ready to assist you. If you have any questions or concerns, please contact us by e-mail at accreditation@proliteracy.org or by phone at (315) 422-9121.

By submitting your Application for Accreditation, you have made a commitment to continuous improvement, excellence, and accountability and agreed to move your organization toward meeting ProLiteracy's national standards for the adult education and literacy field. Accreditation is both a credential and a process. Having the credential enhances your organization's credibility with internal stakeholders, funders, and the community at large; accreditation validates that you offer high-quality services within a sound management framework. You will be able to use a special logo and marketing materials to promote the receipt of your award.

Accreditation also is a process that will enable your organization to utilize a framework of 16 standards to:

- Conduct a rigorous assessment of its strengths and weaknesses
- Develop and implement a plan to attain standards
- Document compliance with standards in preparation for the site visit

The Accreditation Process: Overview

<p>1. Decide If You Want to Apply</p> <ul style="list-style-type: none"> • Review materials, standards, and process • Obtain buy-in from stakeholders • Conduct an initial self-evaluation 	<p>2. Complete Application</p> <p>Submit:</p> <ul style="list-style-type: none"> • Application forms • Initial documentation • \$400 Application Fee
<p>3. ProLiteracy Reviews Application</p> <ul style="list-style-type: none"> • Upon approval, provides Accreditation Manual materials • Offers additional resources and support 	<p>4. Confirm Timeline</p> <ul style="list-style-type: none"> • Reaccrediting affiliates are expected to complete the site review prior to the expiration of their current accredited status. • It is presumed that others will use the maximum, full year time to hold the site review
<p>5. Adhere to the Timeline</p> <p>Affiliate:</p> <ul style="list-style-type: none"> • Begins documentation • Submits Checkpoint Form and materials three months prior to site review • Notifies ProLiteracy if a waiver is in place for any standard(s) 	<p>6. ProLiteracy Assigns a Site Reviewer</p> <ul style="list-style-type: none"> • Affiliate submits application for site review • ProLiteracy assigns site reviewer
<p>7. Reviewer Conducts a Site Visit</p> <ul style="list-style-type: none"> • Verifies attainment of standards • Identifies promising practices • Offers resources 	<p>8. Reviewer Submits Report</p> <p>Site reviewer:</p> <ul style="list-style-type: none"> • Develops report • Sends report to ProLiteracy
<p>9. Accreditation Review Committee Makes Decision</p> <p>Recommends that affiliate receive four-year accreditation award</p> <p>OR</p> <p>Decides the affiliate has not met accreditation criteria and does not recommend accreditation. In this case, the affiliate may choose to do one of the following:</p> <ul style="list-style-type: none"> • Submit organization improvement plan • Appeal decision • End accreditation process and remain an unaccredited group member of ProLiteracy 	

Steps to Accreditation

Your stakeholders support accreditation, you have completed a preliminary self-evaluation, and ProLiteracy has approved your application. This means you have completed the first three steps on the road to accreditation. This section of the manual addresses the remaining steps toward attaining this award.

1. **Decide If You Want to Apply**
2. **Complete Application**
3. **ProLiteracy Reviews Application**

Completed!

Remaining Steps

4. Confirm Timeline

- Reaccrediting affiliates are expected to complete the site review before their current accredited status expires. ProLiteracy assumes the review will be scheduled during the month the current accredited status expires.
- It is presumed that others will use the maximum, full year time to hold the site review. ProLiteracy assumes the site review will be scheduled one year from the month that the application was approved.

In either case, the affiliate may schedule an earlier review. To do so, please notify ProLiteracy approximately six months prior to the assumed review date.

Three months prior to the planned review date, the affiliate submits the Checkpoint Form and related materials, and the Site Review Request form. If a reaccrediting affiliate opts for an in-person review (instead of the electronic site review), the request for an onsite review and associated \$400 fee also should be submitted at this time.

5. Adhere to the Timeline

It is important to submit materials at the checkpoint deadline. This breaks accreditation into manageable components and offers you positive reinforcement for your efforts and a sense of momentum. This also provides an opportunity for ProLiteracy staff to guide you, if they note any problems. You may submit materials by mail and/or by attachment to an e-mail message to accreditation@proliteracy.org.

6. ProLiteracy Assigns a Site Reviewer

Upon receipt and review of your checkpoint materials, ProLiteracy staff contacts you regarding the name of the reviewer and an approximate site review date. The reviewer will contact program staff to determine a specific date convenient for both your organization and the reviewer.



Remember that currently accredited groups seeking reaccreditation will participate in an electronic site review. Groups seeking accreditation for the first time or with a significant lapse in their accredited status will be visited by their reviewer. For more detailed information about electronic site reviews, see pages 10 & 11.

Your reviewer also will introduce himself or herself and begin discussion of the final details of the site review. Make your reviewer feel welcome. For in-person reviews, please be prepared to suggest possible local travel and lodging arrangements.

Reviewers are trained individuals, knowledgeable about adult literacy organizations and the accreditation standards and process. They typically do not conduct a site visit to affiliates within their home states. ProLiteracy strives to assign a reviewer appropriate to each affiliate, someone who is familiar with organizational structures similar to your affiliate and the issues you face. You may request a different reviewer if:

- You have had negative communications with the assigned individual
- The assignment creates a conflict of interest because the reviewer worked for you or provided consultation to you within the past few years

Use the Request for a Different Reviewer form (Appendix B) and return it to ProLiteracy within ten days of the initial assignment.

Please note the following requirements before ProLiteracy will schedule a site review: The affiliate is in good standing, which is defined as:

- Dues/group membership is current
- Affiliate has submitted its annual affiliate report
- Accreditation forms and materials are submitted and complete

7. Reviewer Conducts a Site Review

The site visit allows the reviewer to validate that you have attained the standards. The reviewer also will:

- Work with you to identify promising practices that may be shared with other ProLiteracy affiliates
- Serve as a sounding board. You may discuss issues with the reviewer so that ProLiteracy can direct you to resources and plan the development of future accreditation materials, training, and technical assistance

Ground Rules for Site Reviews

- Please treat reviewers as your guests. You voluntarily agreed to go through accreditation.
- Reviewers will discuss with you all policies and practices related to the standards and document the conversation
- Reviewers also may choose to discuss standards and review related documentation at that time, or may first discuss several topics, and review documentation later in the day

- It is your organization's responsibility to demonstrate compliance with standards, not ProLiteracy's reviewers. You must demonstrate that you meet or exceed the standards.
- Reviewers will be sensitive to the unique attributes of your organization while ensuring there is evidence that you have met standards. You will meet standards in your unique way.
- Reviewers will be objective. They will not allow subjective assumptions to emerge in the assessment of how well you meet standards.
- Reviewers will be courteous and helpful
- All information will be confidential. Your reviewer will be familiar with some of your policies, plans, and activities from the supporting materials that you sent ProLiteracy throughout the year. While the reviewer seeks verification and clarification by examining your documentation, there will be ample time for discussions. This is an opportunity to elaborate on your activities and to boast about your efforts.

Who Should Attend

The primary affiliate staff person should be present during the daylong site visit. ProLiteracy strongly encourages broad participation by stakeholders to discuss the specific standards for which they are responsible; for example:

- Organizational Management: Board of Directors/Advisory Group representatives; agency managers if affiliate is agency based
- Tutor/Instructor Services: Volunteer Coordinator, Trainers, or any positions which support and supervise instructors/volunteers
- Student-Centered Services: tutor(s), students, personnel who monitor student recruitment, intake, attendance, progress, involvement

Involving a variety of stakeholders strengthens the reviewer's report because it gives her/him a stronger sense that the organization's policies are put into practice.

Taking this approach provides opportunities for:

- Rewarding the leadership and efforts of key people
- Giving participants a sense of the broader network of the adult education and literacy field
- Deepening their understanding of the organization and how the different parts fit together

An Exit Interview is conducted when the site review is complete. ProLiteracy strongly encourages you to include key personnel and Board/Advisory members at this closing session.

Keep in mind that the reviewer verifies compliance with the standards, identifies promising practices, and serves as a resource for the affiliate and an ambassador for ProLiteracy. The reviewer does not award accreditation.

8. Reviewer Submits Report

Using your documentation and notes from your conversations, the assigned reviewer develops a site visit report for ProLiteracy. Affiliates can expect to receive the decision of the Accreditation Review Committee within four to six weeks of the site visit date. Affiliates will receive a copy of the Site Visit Summary report after the accreditation decision has been made.

9. Accreditation Review Committee Makes Decision

The Accreditation Review Committee (ARC) is an impartial group of individuals representing diverse volunteer literacy organizations. It receives the reviewer's report and related documentation. Members then determine if your affiliate will receive a four-year accreditation award.

Successful Review

If the Accreditation Review Committee determines that you meet the standards and other requirements, then ProLiteracy issues a four-year accreditation award. Your affiliate receives an exclusive logo for use only by accredited affiliates, and marketing materials including a boilerplate press release, and the option to have ProLiteracy notify key contacts in your community of your accomplishment. These contacts can include elected officials, United Way leadership, foundation representatives, state leadership, etc.

Unsuccessful Review

- A. **If you disagree with the decision, you may file an appeal with ProLiteracy using the form in Appendix B. You have 30 days from the date of notification of a failed review to file this appeal.** ProLiteracy may request that you provide additional documentation. The staff and the Accreditation Review Committee will discuss and try to resolve the appeal. If this is not possible, the Accreditation Review Committee will forward the appeal to the governing body of ProLiteracy, which has final authority on all accreditation decisions.

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- B. If you agree with the finding that the organization did not meet all of the standards. ProLiteracy staff will work with affiliate representatives to develop a Program Improvement Plan that is workable, effective and will lead to accreditation. The Program Improvement Plan is due within six weeks of notification of an unacceptable rating. Both you and a representative from the national office sign off on this plan. State organizations and/or coalitions can assist you in achieving the identified improvements.

Once you submit the Program Improvement Plan, ProLiteracy reviews the plan and discusses with you a timeline for its completion. The timeline is dependent on its content and complexity and will range from three to six months with a maximum of one year.

When you have completed the Program Improvement Plan action items, forward the information to ProLiteracy where it will be reviewed, and submitted to the Accreditation Review Committee. If the Accreditation Review Committee considers the Program Improvement Plan successful, your affiliate will be issued a four-year accreditation award. (Note: accreditation start date is the original site review date.) If the Accreditation Review Committee determines the plan is not completed as agreed or if the agreed timeline has ended, your affiliate will not be accredited. Your affiliate may re-enter the accreditation process at a future date.

- C. Lastly, you may decide to discontinue the accreditation process. Your organization may re-enter the accreditation process at a future date.

Additional Information

Waiver of Standards

As you complete your self-evaluation and documentation, you may discover that one or more of the standards are comparable to those required by another agency. ProLiteracy will accept comparable standards from other organizations.

State-level Waivers

A state-level organization may apply for accreditation on behalf of a group of affiliates that meet standards imposed by outside organizations at the state level. Examples include the state library system, statewide volunteer literacy organization, and a state Department of Education.

Affiliate Waivers

You may apply for a waiver if an outside accrediting or monitoring organization mandates that you achieve a standard that is higher than or equal to a ProLiteracy Accreditation standard. One example may be a standard from your state Department of Education, or a funding source such as the United Way.



In either case, submit your written application (Appendix B) at least ten weeks prior to the scheduled site review. ProLiteracy will approve a waiver if you satisfactorily document that:

- D. The affiliate is accountable to another organization that has established standards
- E. The outside organization's standards include evaluation criteria comparable to or higher than ProLiteracy's accreditation standards
- F. The outside organization formally evaluated the affiliate's performance against these standards
- G. The documentation from the outside organization is available and shows that the affiliate meets the standards
- H. Evaluation was done within the last two years (For example, if your affiliate met these other standards more than two years ago, the application will be denied.)

ProLiteracy staff will accept or deny the application within three weeks of receiving it. If staff denies your request for a waiver, you may transmit a written letter expressing your concerns within 15 days of the receipt of the notification. The Accreditation Review Committee will review your letter and make a decision. If the issue is not resolved four weeks before your scheduled site review, the site review will be rescheduled. Prior to the on-site review, your reviewer will receive a copy of the waiver notification as part of your affiliate's portfolio.

Expressing Your Concerns

At any time during this process, you may express any concerns via a written letter to ProLiteracy Accreditation. Upon receipt of a letter, staff will determine the facts surrounding the issue and attempt to resolve the matter(s) in a fair and equitable manner. If the issue remains unresolved, the Accreditation Review Committee will make a determination.

Concerns may deal with any aspect of accreditation except for decisions about accreditation status. This requires an appeal.

Some examples of concerns include:

- Application denied
- Choice of site reviewer
- Choice of site review date
- Waiver denied
- Conduct of site reviewer/ARC/ProLiteracy staff

Reaccreditation: Electronic Site Reviews

Affiliate Information:

• What are Electronic Reviews?

- E-reviews provide an opportunity to do a site review remotely by computer, telephone, and webcam (as available).
- Electronic Reviews (E-reviews) are only available to those affiliates seeking reaccreditation who are currently accredited in “good standing.” The reaccreditation fee is \$400.
- ON-SITE OPTION: The affiliate may request an on-site (in person) review by submitting a request and an additional site review fee of \$400.

• What are the benefits of E-reviews?

- The application fee has been reduced as no travel costs are incurred.
- Affiliate will have a complete inventory of electronic documents which is helpful for board/staff and future needs.
- Affiliate and site reviewer have opportunity to upgrade and improve technology skills.

• What do affiliates need to consider in preparing for a site review?

- Technology: Technical assistance (a single point of contact at ProLiteracy) is available prior to and during the review. Specific technology needs are outlined below.
- Time requirement: e-reviews are time intensive if current documents are not stored electronically.
- A practice-session with the site reviewer, affiliate, hosted by a ProLiteracy representative will be conducted approximately one to two weeks prior to the scheduled E-review. An additional session will be conducted as needed.
- Storing documents by standard and key component will facilitate access prior to and during site review.
- Preparation of documents:
 - Format information. Saving documents in a PDF format will greatly reduce file size and ease of transmitting. Other formats (e.g. Microsoft Word, Excel, may also be submitted).
 - If electronic submission is difficult for some documents, consider sending by fax or mail.
- Use of photos and/or a webcam are important to set the tone/engage multiple people from the affiliate; i.e. staff, board, students.
- Careful preparation and developing/following an agenda are critical.
- Schedule a full day to complete the review including planned breaks.

- 
- Additional affiliate representatives can participate from their office or home (e.g. board president, key volunteer) if unavailable to travel to the affiliate office. ProLiteracy encourages their participation in the WebEx practice session as well.
 - **What equipment is needed?**
 - **Telephone:**
 - Corded speakerphone is recommended as primary connection.
 - Cordless speakerphone may be used, but battery life is a consideration.
 - Exchange secondary phone numbers with reviewer in event of a telephone disconnect.
 - **Computer with current Internet connection software:**
 - ProLiteracy uses WebEx as its online meeting service. WebEx (www.webex.com) will verify that your computer has required System requirements for their software; e.g. standard Web browser. ProLiteracy will support your orientation to using this service. If interested, you can also visit their Website to learn more about it.
 - Access to and comfort with computer software, including Word and Excel (or other word processing and spreadsheet software) are expected.
 - WebEx will prompt you to set up any needed features.
 - ProLiteracy will provide a “test run” of equipment with the affiliate, and the assigned site reviewer, during the practice-session held prior to the site review.
 - **Additional suggestions:**
 - LCD projector to allow several people to observe computer screen is helpful.
 - A scanner is beneficial.
 - Encourage affiliate technology specialist to be available for the site review.

Preparing Your Documentation

Accreditation Team

It is important to develop a team to help you prepare for accreditation. ProLiteracy strongly recommends that the primary staff person and at least one member of your board or advisory group be included. Additional members also could include other staff, volunteers, trainers, tutors/instructors, and students. This team becomes your documentation work group.

Steps in Preparation

As part of preparing your accreditation application, you completed an organizational self-assessment. If the assessment indicated that your organization does not meet a standard, it is likely that you have begun to develop policies and procedures to correct this.

To obtain a four-year accreditation award, you must document that you meet **all** standards— have information and materials that prove you follow your approved policies and procedures. For example, an organization has approved student intake procedures, a variety of intake forms, and specified assessment instruments. Your documentation could include completed student intake folders; database reports showing student intake levels; and student feedback on the intake process.

Many organizations have found the following approach successful:

- Assign particular standards to appropriate individuals or groups
- Individuals/groups review the standard(s), its explanation, key components, and examples
- Identify and/or develop the documentation that demonstrates the standard is met
- Collect and assemble the documentation

Reaccrediting groups planning an electronic review, should organize their documentation electronically. It is suggested that groups create an electronic folder for each of the 16 standards. For in-person reviews, some organizations use three-ring binders, and others use hanging file folders. Present your information in such a way that site reviewers can easily identify relevant information and evidence that you attained the standards. Use a method that will serve you well after the site review—one of the greatest benefits of accreditation is that your organization has up-to-date, well-organized policies and procedures. You **do not** need to create a duplicate set of documentation for the site reviewer; she/he will review your materials.

The documentation form, in the following appendices, will guide you through this documentation process.



Appendices

- A. Documentation Form
- B. Other Forms
- C. Overview of Standards
- D. Promising Practices



Appendix A: Documentation Form



Documentation Form

ProLiteracy developed this form to help affiliates document their compliance with the 16 accreditation standards. Use it as a guide and checklist for the documentation and other evidence you will need to gather and assemble.

How to Approach Each Standard

Each standard has three elements:

1. The standard.
2. An explanation for a more complete understanding of the standard.
3. Key components—evaluation criteria for demonstrating compliance with the standard.

Affiliates may use the key components, one by one, in evaluating whether the program attained a standard. The key components serve as a road map for assessment. Affiliates may choose not to use these key components, but devise their own means of demonstrating compliance after carefully reading the explanation of the standard.

The “Self-evaluation Tool” you completed earlier in the process also can be a valuable resource. It can guide your team in identifying documentation.

Previously accredited affiliates may already have many pieces of documentation in place. Your team will spend more time reviewing and revising (if necessary) policies and procedures than creating new ones. Keep in mind that your documentation needs to show that policies and procedures are in place and that you implement those policies and procedures.

A frequent question raised by organizations beginning the documentation process is: “How much is enough?”

Have you:

- included copies of relevant policies and procedures?
- indicated approval of policy(ies) where required?
- included documents that demonstrate the policies and procedures are implemented?

ProLiteracy staff also can answer this question. You can contact them by e-mail at accreditation@proliteracy.org or by phone at (315) 422-9121.

Documentation Form

Section A: Organizational Management

Standard 1 <i>Organizational Planning</i>	Documentation (list or description of items and any comments)
<i>The organization uses planning processes that articulate its mission and set the direction for the organization.</i>	
<p>The organization creates a strategic plan that has a multi-year time frame, is externally focused, looks at elements beyond the organization's control, and is developed by the leadership (chief executive and board). The building blocks for the strategic plan are potential customers, existing services in the community, opportunities and threats (external environment), stakeholders, and strengths and weaknesses (internal environment). The governing body approves the resulting plan.</p> <p>The organization also develops an operational (annual) plan that has a one-year time frame and is consistent with the strategic plan. It is internally focused, looks at elements within the organization's control, and is created by staff, including the chief executive. The building blocks for the operational plan are the organization's structure, policies and procedures, financial status, and program evaluation. A product of the operational plan is an action plan that has measurable goals and objectives. evaluate key non-instructional volunteers.</p>	

Show evidence that:

1. The organization uses an **analysis of aggregate data** on student literacy gains, barriers to instruction, and other programmatic information for planning.
2. The organization **assesses community needs** and **solicits input from diverse constituencies**, including students and volunteers, for strategic and operational planning.
3. The needs assessment and consideration of **program capacity** are used as the **basis for planning**.
4. An **operational plan** is approved by a governing body and delineates the mission, goals, resources, and timelines for at least the following elements: **program services, community relations, public awareness, and resource development**.
5. The organization **implements the operational plan** through activities for the various elements of the plan: program services, community relations, public awareness, and resource development.
6. The organization tracks progress toward the attainment of the operational plan's goals.
7. The organization **evaluates** its operational plan (e.g., annual report).
8. The governing body **approves a strategic plan** for the organization.



Examples that may help achieve the Organizational Planning standard

Written strategic plan

Student and tutor/instructor input via the following and evidence that these are used in planning:

- Surveys
- Questionnaires
- Telephone interviews
- Focus groups
- Exit interviews
- Minutes for board/advisory group meetings to demonstrate involvement and approval

Written operational plan with evidence of implementation of its components: community awareness, resource development, program, and public relations

- Minutes from board/advisory group meetings to demonstrate involvement and approval
- Minutes from board/advisory group meetings and staff meetings that demonstrate discussions of progress in attaining goals of the plan
- Minutes from planning committees or task forces

Community needs assessments and evidence that these are used in planning:

- Demographics/census data
- Needs assessments completed by other organizations
- Documented conversations with other agencies about community needs
- Results of surveys or questionnaires about community needs
- Minutes from staff meetings to show input into the operational plan
- Annual reports

Aggregate data on elements such as the following and evidence that these are used in planning:

- Recruitment sources
- Instructional hours
- Literacy gains and goals attained
- Volunteer or student retention
- Attendance at workshops or events
- Money raised by source
- Numbers of tutors/instructors and students
- Comparison of projected to actual outcomes with evidence that the organization analyzes the results to influence subsequent plans. (For example, “we projected that we would recruit X tutors, but we only recruited Y because of Z. We do not anticipate an upswing any time soon and will reduce our projections for the next fiscal year.”)



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Standard 2 <i>Employee Management</i>	Documentation (list or description of items and any comments)
<p><i>The organization has a system to recruit, train, supervise, and evaluate employees.</i></p>	
<p>The employee management system includes recruitment, written personnel policies, written job descriptions, performance reviews, compensation guidelines, and staff development. The governing body evaluates the system regularly, including compensation, and ensures that all legal and reporting requirements are met.</p>	
<p><i>Show evidence that:</i></p> <ol style="list-style-type: none"> 1. The organization has personnel policies or a policy manual that is shared with all employees and that the governing authority has approved and reviews on a regular basis. 2. The organization clarifies its expectations of staff through such mechanisms as interviews, written job descriptions, and regular written performance reviews. 3. The organization complies with federal, state, and local labor laws. 4. The organization supports staff through professional development activities, including money budgeted for staff development and opportunities for employees to provide input into their personal training plans. 	



Examples that may help achieve the Employee Management standard

Personnel policies or policy manual

- Signed acknowledgements that this information was received

Employee input into staff development via:

- Questionnaires
- Minutes of meetings
- Self-assessment instruments

Employment applications

Job descriptions

Staff development plans

- General plan for entire organization
- Individual plan as part of performance appraisal
- Interviewing procedures/guidelines
- Budget for staff development

Performance appraisal

- Forms
- Written process/procedures

List of staff development activities such as:

- Workshops provided by the organization
- Workshops provided by other organizations
- Online learning opportunities
- Print publications
- Calendars of events, materials, and attendance sheets for above, as appropriate
- Posting of required signs such as Equal Employment Opportunity statements, Labor Department safety signs, etc.



Standard 3 <i>Volunteer Management</i>	Documentation (list or description of items and any comments)
<p><i>The organization has a system to recruit, train, supervise, and evaluate key non-instructional volunteers.</i></p>	
<p>The organization has a management system for individuals who serve in volunteer roles other than as tutors/instructors or trainers. The system is appropriate to their roles and contains such items as policies and procedures, job descriptions, ongoing training, and evaluation of their performance (e.g., assessors, coordinators, office, intake, resource librarian, newsletter editor, etc.).</p> <p>It is expected that all volunteers will receive appropriate levels of support, information, and recognition.</p>	
<p><i>Show evidence that:</i></p> <ol style="list-style-type: none"> 1. The organization uses volunteers to meet specific needs and expand its resources. 2. The organization informs stakeholders of volunteer opportunities, as well as how it recruits in the local community. 3. The organization has a process for the initial screening, orientation, and training of volunteers and provides items such as job descriptions for key volunteers and procedures sheets for other volunteers. 4. The organization recognizes volunteer efforts. 5. Key volunteers are supervised, offered ongoing training, and evaluated. 	



Examples that may help achieve the Volunteer Management standard

Job descriptions for administrative volunteers

Volunteer application forms

Organizational charts

Materials

- Given to prospective volunteers
- Procedures and checklists

Evidence of recruitment activities such as:

- Notice in publications
- Meetings with agencies that may refer volunteers
- Letters
- Materials on Web sites
- Listing in local volunteer center directory

Volunteer input into training and development via:

- Questionnaires
- Minutes of meetings
- Self-assessment instruments
- Aggregate data on how potential volunteers heard of the organization

List of staff development activities such as:

- Workshops provided by the agency
- Workshops provided by other agencies
- Online learning opportunities
- Print publications with training agendas, handouts, and like materials
- On-the-job training

Evidence of implementation through means such as sign-in sheets, workshop evaluations, lists of staff development opportunities for volunteers

Evidence of recognition through events, gifts, thank-you notes, names in publications, etc.

Descriptions of performance appraisal systems, including applicable forms



Standard 4 Governing Body* Responsibility	Documentation (list or description of items and any comments)
<p><i>The organization has a governing body* that forwards the mission of the organization.</i></p>	
<p>The governing body ensures the stability of the organization through leadership, guidance, and oversight related to policies and organizational direction. It ensures that legal and fiscal responsibilities are met. The governing body raises public awareness and works to ensure that the literacy program has adequate resources to forward its mission. An advisory group meets its responsibilities as defined by its agreement with the “parent organization.”</p> <p>The organization’s governing body meets regularly. It also establishes and implements a system for ongoing recruitment and development of its membership.</p> <p>Membership reflects the diversity of stakeholders in the community (diversity defined in a broad sense to include geographical, ethnic/racial, and/or experiential representation.)</p>	
<p><i>* The term “governing body” is used to represent a wide range of organizational designs and includes an elected board of directors for independent 501(c)(3) organizations and elected or appointed advisory groups for government or agency-based literacy programs. These governing bodies are understood to exist to support the literacy program.</i></p> <p><i>For government or agency-based programs, it is understood that there is another formal governing body that has fiscal and legal responsibilities.</i></p>	
<p>Show evidence that:</p> <ol style="list-style-type: none"> 1. The process for governing body selection and recruitment considers diversity and community representation. 2. The recruitment process includes clear expectations for governing body members. 3. The organization has a system for the ongoing development of the governing body members including orientation processes, continuing board education, and evaluation procedures. 	

Standard 4 <i>Governing Body* Responsibility</i>	Documentation (list or description of items and any comments)
<ol style="list-style-type: none"> 4. The governing body regularly reviews and, when necessary, updates the bylaws and/or organizational documents (e.g., memorandum of understanding with the “parent organization”). 5. The governing body assesses and manages risk for the organization. 6. The organization has a written conflict of interest policy applicable to governing body and staff members. 7. Governing body members support the organization: <ul style="list-style-type: none"> • financially (through personal contributions and resource development efforts) and • through public awareness efforts/activities 	



Examples that may help achieve the Governing Body Responsibility standard

Board/advisory group recruitment plan

Member assessment or self-assessment forms

Results of individual members' assessment by others or through self-assessment

List of members of board/advisory group, their affiliations, demographics, and areas of expertise

Minutes of governance committee meetings

Completed board grids

Minutes of board/advisory group meetings

Board/advisory group job descriptions and/or letters of agreement

Approved policies on risk management such as:

- Safety of students, volunteers, and employees
- Financial policies
- Discussions about insurance
- Environmental policies

Confidentiality

Board manuals

Date(s) and content of board/advisory group orientation sessions
Minutes of meetings in which insurance coverage is discussed

Date(s) and content of board/advisory group development opportunities such as:

- Training by the organization
- Attendance at training by other organizations
- Articles disseminated to members
- Participation by members in listservs

Current bylaws or memorandum of understanding; conflict of interest policy



Board/advisory group job descriptions to demonstrate responsibilities of members in resource development and community awareness

Evidence of regular review of bylaws and policies via means such as:

- Dates on policies
- Board or committee minutes

Meeting Agendas Policy on board/advisory group financial contributions

Board/advisory group evaluation forms with results of board/advisory group evaluation

Board/advisory group participation in resource development and community awareness via:

- Minutes
- Participation on committees or task forces
- List of public speaking events
- List of “doors opened” to the organization through their assistance
- Total contributions by the board/advisory group and the percentage of members who contribute

Minutes and materials of governing body discussion regarding compliance with federal, state and local regulations

such as:

- Sarbanes-Oxley impacts on nonprofit organizations
- Conflict of interest forms/statements
- Employment regulations



Standard 5 Community Linkages	Documentation (list or description of items and any comments)
<i>The organization identifies, establishes, and maintains community linkages.</i>	
The organization establishes linkages to further its own mission, to serve the needs of program participants, and to contribute to the well-being of the community.	
<i>Show evidence that:</i> <ol style="list-style-type: none">1. The organization is aware of its community's resources and develops and maintains links with other agencies and organizations in the community.2. The organization is integrated into the community's range of adult education and literacy services.3. The organization actively advocates for support of literacy services to the media, government, business, general community, etc.	



Examples that may help achieve the Community Linkages standard

Community resources guide

Letters to other agencies requesting linkages

Information and referral forms

Letters of agreement with other agencies, including the adult education system

Evidence that the organization implements information and referral through such means as aggregate data on individuals referred to other agencies

Agendas or minutes from meetings with other agencies or coalitions

List of agency partners

Announcements of joint efforts with other agencies

Sources of referral of students or volunteers to demonstrate links



Standard 6 <i>Fiscal Management</i>	Documentation (list or description of items and any comments)
<i>The organization practices sound fiscal management.</i>	
The organization has policies and procedures for oversight and management of its financial resources.	
<i>Show evidence that:</i> <ol style="list-style-type: none">1. The budget is approved by the governing body and supports the organization’s operational plan.2. The governing body regularly reviews revenues and expenses in comparison to budget figures. Budgets and operational plans are adjusted when necessary.3. The organization’s internal accounting system ensures that financial transactions are consistently recorded in a timely fashion.4. The organization has policies and procedures for safeguarding against theft and fiscal mismanagement.5. The organization has investment policies that are approved by the governing body.6. The governing body ensures compliance with applicable local, state, and federal reporting regulations.	



Examples that may help achieve the Fiscal Management standard

Approved, current budget

Financial reports such as income and expense reports, balance sheets, budget-to-actual comparisons, and cash flow analyses

Minutes from board/advisory group meetings

Minutes from finance committees

Financial policies

Accounting procedures or manuals

Certified audits, uncertified audits, review audits Investment policies

Risk management policies for financial areas

Minutes and materials of governing body discussion of compliance with federal, state and local regulations such as:

- IRS filings—990, 990EZ
- Sarbanes-Oxley impacts on nonprofit organizations
- State government charitable registration, annual filings, etc.
- Local government reports and requirements

Documentation Form

Section B: Student-centered Services

Standard 7 <i>Student Recruitment</i>	Documentation (list or description of items and any comments)
<p><i>The organization implements its plan for recruitment of its identified student population(s).</i></p>	
<p>Student recruitment is based on the needs of the community, the organization’s mission and eligibility statements, and the capacity of the organization to serve students.</p> <p>Note: If an organization has a waiting list of students, it is not expected to actively seek more. However, documentation is required for the other facets of this standard (i.e., that the students recruited are in line with the mission, eligibility statement, community needs, plans, etc.).</p>	
<p><i>Show evidence that:</i></p> <ol style="list-style-type: none"> 1. The organization assesses community needs to guide planning for student recruitment. Existing data from other agencies/organizations may be used. 2. The organization’s plan for student recruitment is being implemented. It is also expected that the organization’s plans include items that address the waiting list(s). 3. The organization evaluates the effectiveness of its plan and recruitment strategies including student feedback and data. 4. The organization uses recruitment/marketing materials and/or methods that are culturally sensitive, reflect the student population, and are written at appropriate language levels (e.g., materials in native languages, images and descriptions of students are appropriate, etc.) 	



Examples that may help achieve the Student Recruitment standard

Community needs assessments

- Demographics/Census data
- Needs assessments completed by other organizations. These may be statistics from the local newspaper, reports from county government, United Way reports, community foundations, etc.
- Minutes of meetings with other agencies about community needs
- Results of surveys or questionnaires about community needs

Written student recruitment plan. This may be part of the community relations and/or public awareness plans.

Student feedback about recruitment from:

- Surveys
- Focus groups
- Other

Lists of recruitment activities such as meetings with other organizations, distribution of posters, booths at public events, and public speaking

Reports on recruitment activities

Recruitment or marketing materials. These may include posters, public service announcements, etc. Some indicators of appropriateness are:

- Plain language
- Use of graphics
- Cultural sensitivity
- Bilingual

Written reports on impact of recruitment efforts with evidence that this influences planning

Aggregated data of how students learned about the organization



Standard 8 <i>Student Intake</i>	Documentation (list or description of items and any comments)
<p><i>The organization has a student-centered intake process that considers individual student needs, interests goals and competencies.</i></p>	
<p>The student intake process includes a plan, strategies, and activities that ensure that each student’s needs and abilities are understood. Instructional plans are written and based on those needs and abilities. The student intake process helps students understand their rights and responsibilities.</p>	
<p><i>Show evidence that:</i></p> <ol style="list-style-type: none"> 1. The organization has criteria or an eligibility statement for potential students, and a process for determining whether the services offered by the organization match the students’ needs and expectations. 2. The organization implements procedures to recruit, train, and evaluate assessors. 3. The organization implements an intake process to assess students’ literacy levels, strengths, weaknesses, interests, goals, and learning styles (as appropriate). The process may include screening for learning differences and disabilities. 4. The organization implements a system to refer students to more appropriate education or training programs, when necessary. 5. The organization informs students of their rights and responsibilities. 6. The organization matches students with tutors/instructors individually or in groups, using information on student and tutor/instructor availability, literacy skills, interests, goals, and barriers. 7. The organization provides tutors/instructors with comprehensive information about students’ goals, intake assessments, and instructional recommendations. 8. The organization evaluates the student intake and matching processes, including student and tutor/instructor feedback. 	



Examples that may help achieve the Student Intake standard

Eligibility statement

Student handbooks

Descriptions of program services

Policies and/or forms on student rights and responsibilities; student contracts or agreements

Student intake form(s)

Statements of confidentiality; release forms

Questions or script for initial student interview

Information on student referrals

- Aggregate number of potential students referred to other agencies with educational services more appropriate to student needs/interests
- List of educational agencies to which students may be referred
- Written procedures for these referrals

Written student intake plan—may be part of the program services plan

Written student intake policies and procedures

Student assessment

- Lists of formal and informal assessment or screening instruments. Examples include standardized tests, checklists, writing samples, informal inventories, screening for learning disabilities, and learning style inventories.
- Descriptions of policies, guidelines, and procedures

Student records

- Reports to tutors or instructors about new students
- Aggregate data on student demographics, literacy levels, and goals
- Written or computerized databases



Assessors

- Job description
- Procedures used by assessors, checklists
- Descriptions of recruitment and training methods
- Evidence that the intake information is communicated to the student and to the tutor
- Reports
- Forms

Matching

- Descriptions of matching procedures
- Matching policies or guidelines
- Minutes from program committees of the board or advisory group
- Minutes from committee, board, advisory group, or staff meetings
- Evaluations of intake plan



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Standard 9 <i>Instruction</i>	Documentation (list or description of items and any comments)
<p><i>The organization provides quality instruction that incorporates current adult learning theory and proven methodologies.</i></p>	
<p>The organization employs instructional approaches that build on students' strengths, interests, goals, and life experiences. The use of current adult learning theory and proven methodologies contributes to effective instruction.</p>	
<p><i>Show evidence that:</i></p> <ol style="list-style-type: none"> 1. Instruction is student-centered and outcome-oriented. 2. Instruction is culturally sensitive. 3. Instruction encompasses a variety of methods, materials, and techniques, possibly including assistive technology. 4. Tutors/instructors and students collaborate in the instructional process. Examples: <ol style="list-style-type: none"> a. mutually determine goals b. negotiate what happens in the lesson c. both students and tutors/instructors conduct selfassessments of the instruction 5. The organization promotes and supports the use of written lesson plans and evaluation. 6. The tutor/instructor and student collaboratively evaluate the instructional process. 7. The organization monitors instruction and provides examples of how it does so. 8. The organization evaluates instructional services as a whole (objective and subjective data). The evaluation influences changes in the organization's instruction and programming. 	



Examples that may help achieve the Instruction standard

Organizational statements of philosophy or values

Policies, guidelines, or procedures about monitoring of instruction

Letters, documented telephone calls, and/or e-mail to tutors/instructors regarding issues such as collaboration with students or lesson plans

Written descriptions of the tutor supervision process, tutor mentor system, or tutor contact systems with reports from individuals involved

Job descriptions of individuals involved in the tutor supervision process, tutor mentor system, or tutor contact systems Forms

- Lesson plans
- Goal setting
- Student self-assessment
- Student satisfaction
- Tutor/instructor self-assessment

Reports containing aggregated data on contacts with student or tutor/instructors

Student folders with lesson plans

Results of student or tutor/instructor interviews

Lists of resources for students and tutors/instructors such as books, workbooks, software, and assistive technology

Newsletter articles related to instruction

Content from pre-service training and/or continuing education sessions that reflects cultural sensitivity, diverse instructional techniques, etc.

Mission statements or values statements as they relate to instruction

Exit interviews



Standard 10 <i>Student Progress</i>	Documentation (list or description of items and any comments)
<i>The organization follows a student-centered system that documents student progress in meeting individual educational needs, interests, and goals.</i>	
Information from the intake process is the base from which the organization measures students' progress toward goals and higher literacy levels. Using ongoing formal and informal assessment, the organization stays abreast of the skills, needs, and progress of students. The system also serves the students by helping them recognize their own progress, reevaluate stated needs and goals, and be responsible for their own learning.	
<i>Show evidence that:</i> <ol style="list-style-type: none">1. The organization uses a variety of formal and informal assessment tools and methods.2. The organization evaluates, tracks, and documents each student's literacy gains, goal attainment, and instructional hours and generates aggregate reports.3. The organization shares information regarding individual student progress with the student and tutor/instructor, and uses this information to inform instructional guidance and recommendations.4. The organization uses aggregate data to guide instructional design and make curriculum choices.5. The organization evaluates the system for documenting progress and changes it when necessary.	



Examples that may help achieve the Student Progress standard

Policies, guidelines, or procedures about tracking literacy gains, goal achievements, etc.

Letters to tutors/instructors regarding tracking student progress

Methods used to demonstrate student progress such as:

- Formal or informal assessment tools
- Checklists
- Tutor/instructor observation
- Life skills demonstrations
- Writing samples
- Audiotapes
- Lists of potential student goals
- Student self-assessment
- Student interviews

Aggregate reports on outcomes of instruction, such as:

- Internal reports
- Annual reports
- Reports to funders or regulatory agencies

Student files

- Reassessment results
- Progress reports
- Forms used by tutors/instructors to report student progress and instructional hours

Minutes from board or advisory group meetings, committee meetings, or staff meetings that indicate the program assesses results of documentation of progress.



Standard 11 <i>Student Support</i>	Documentation (list or description of items and any comments)
<p><i>The organization has a process in place to provide student support.</i></p>	
<p>The organization recognizes that instruction takes place in the context of other adult responsibilities. A process is in place for identifying needs and barriers to instruction and for addressing them in order to encourage students to remain in the instructional program. The organization monitors retention to inform instructional and support service activities.</p>	
<p><i>Show evidence that:</i></p> <ol style="list-style-type: none"> 1. The organization provides students with information about services in addition to instruction (e.g., community resource manual, support group). 2. There is direct communication between the students and the organization that addresses instructional and support service activities. 3. The organization provides opportunities for support and learning experiences for students that go beyond primary instruction. 4. The organization has a process for facilitating transitions to other educational or training opportunities and/or returning to the program. 5. The organization uses data on retention rates, barriers to instruction/learning, and student progress to identify methods for program improvement. 	



Examples that may help achieve the Student Support standard

Lists of agencies that offer support services. These may range from referrals for health care or human services to formal diagnostic testing for learning disabilities.

Written procedures to help students transition to other agencies

Information and referral

- Forms
- Procedures

Student handbooks

Descriptions of activities beyond the primary instructional match such as support groups, computer labs, book discussion clubs, field trips, student anthologies, citizenship classes, peer mentoring, conversation groups, or writing newsletter articles

- Announcements about these activities
- Evidence that activities were implemented through means such as handouts, sign-in sheets, and books of student writings
- Lists of agencies that offer training or educational opportunities for students no longer suitable for the program
- Retention rate data
- Evidence of periodic student contact through such means as telephone calls, postcards, and exit interviews

Minutes from staff, program, and/or board or advisory group meetings that document discussions about retention and barriers to student participation



Standard 12 <i>Student Involvement</i>	Documentation (list or description of items and any comments)
<i>The organization provides opportunities for students to serve the organization.</i>	
The organization recognizes that student involvement is beneficial to providing effective and appropriate services. The organization creates, implements, and evaluates processes by which students are provided opportunities to participate in the organization.	
<i>Show evidence that:</i> <ol style="list-style-type: none">1. The organization identifies meaningful ways that students can become involved.2. The organization communicates opportunities for involvement directly to students.3. The organization provides training and ongoing support for students that is appropriate to their involvement.4. The organization involves students and others in evaluating the effectiveness and the benefits of providing student involvement opportunities.5. The organization uses data from the evaluations above to identify methods for program improvement.	



Examples that may help achieve the Student Involvement standard

Announcements of volunteer opportunities

Volunteer job descriptions

Lists of volunteer opportunities such as:

- Speaking to groups of tutors
- Public speaking
- Mentoring other students
- Assisting with resource development
- Planning activities
- Participating in committees or task forces
- Board or advisory group membership
- Assisting in office with administrative tasks

Minutes from program committees, student committees, or the board/advisory group that demonstrate evaluation of student involvement

Training

- Samples of training materials
- Descriptions of mentoring systems
- Sign-in sheets

Newsletter articles

Recognition of volunteer efforts as evidenced in publications, programs for events, etc.

Evidence of student involvement through such means as:

- Report on volunteer hours contributed by students
- Sign-in sheets
- Lists of committee or staff members
- Organizational charts with positions and names

Documentation Form

Section C: Instructor/Tutor Services

Standard 13 <i>Tutor Instructor Recruitment</i>	Documentation (list or description of items and any comments)
<i>The organization has a plan for the recruitment of tutors/instructors.</i>	
The organization recruits potential tutors on the basis of its needs and its capacity to train, match, and support them.	
<i>Show evidence that:</i> <ol style="list-style-type: none">1. The organization implements a plan and specific strategies for tutor/instructor recruitment.2. The organization evaluates the effectiveness of its plan and recruitment strategies.3. The organization uses recruitment materials and methods that are culturally sensitive and appropriate to the audience(s) being recruited.	



Examples that may help achieve the Tutor Recruitment standard

Written recruitment plan—may be part of the community relations and/or public awareness plans.

Tutor/instructor input about recruitment from:

- Surveys
- Focus groups
- Other

Recruitment or marketing materials—may include posters, public service announcements, etc.

Aggregate data on how tutors/instructors heard of organization to determine effectiveness of various recruitment activities

Lists of recruitment activities such as meetings with other organizations, public speaking, booths at public events, and distribution of bookmarks

Aggregate demographic and geographic data to guide recruitment efforts

Written reports on impact of recruitment efforts with evidence that this influences planning through measures such as:

- Total responses to different recruitment strategies and materials
- The ratio of number of responses to recruitment efforts as compared to number of potential tutors/instructors that enter orientation/training



Standard 14 <i>Tutor/Instructor Intake</i>	Documentation (list or description of items and any comments)
<p><i>The organization has a process for intake of tutors/instructors.</i></p>	
<p>The organization’s intake process includes orientation and matching. The organization has a process to determine a tutor/instructor’s interests, strengths, and weaknesses prior to matching. The tutor/instructor intake process also helps tutors/instructors understand the relationship between themselves and the organization and the organization’s expectations for the match.</p>	
<p><i>Show evidence that:</i></p> <ol style="list-style-type: none"> 1. The intake process ensures that potential tutors/instructors are screened for appropriateness and that they receive the information they need to make the decision whether or not to take the training and accept a match. 2. The organization informs tutors of their rights and responsibilities. 3. The organization has an orientation process, including a criteria/eligibility statement for tutors/instructors, job descriptions, and general information about the program. 4. The organization has a process for matching tutors/instructors with students. The organization matches tutors with individual students or student groups using information on student and tutor/instructor availability, appropriate tutor training, interests, goals, and barriers. 5. The organization evaluates the tutor intake and matching processes, including student and tutor/instructor feedback. 	



Examples that may help achieve the Tutor/Instructor Intake standard

Eligibility criteria for tutors/instructors

Materials for prospective tutors/instructors

Job descriptions for tutors/instructors

Written policies/procedures for the intake process

Dates and content of orientation sessions

Tutor/instructor

- Applications
- Intake forms
- Written agreements

Policies/procedures for addressing tutors who are not appropriate for a match

Reports from committee, staff, or board/advisory group meetings that demonstrate that these functions are evaluated

Reports containing aggregate data on the number of tutors/instructors that express interest and:

- Attend a formal or informal orientation session
- Provide instructional services

Evidence of matching activities

- Student records
- Tutor/instructor records
- Procedures manual



Standard 15 <i>Tutor/Instructor Support and Supervision</i>	Documentation (list or description of items and any comments)
<i>The organization has a process for intake of tutors/instructors.</i>	
The organization supports and supervises tutors/instructors. The organization provides the resources, training, and materials to support tutors/instructors. There is a system for the monitoring and evaluation of matches to enhance instruction.	
<i>Show evidence that:</i> <ol style="list-style-type: none">1. The organization has a system for supporting tutors/instructors, including, but not limited to, regular contact, resource materials, ongoing training and development opportunities, and the setting of instructional goals.2. The organization uses data on tutor/instructor retention rates to identify actions for program improvement.3. The organization uses a variety of activities for the recognition of tutors/instructors.4. The organization has a process for rematching students with tutors/instructors.5. Volunteer tutor/instructor records are maintained and current.	



Examples that may help achieve the Tutor/ Instructor Support and Supervision standard

Tutor/instructor support plan—may be part of a program services plan

Descriptions of tutor/instructor supervision from employees, tutor contact systems, tutor mentoring systems, or similar processes

- Job descriptions for those involved
- Written reports from these individuals

Documentation of recognition via:

- Events
- Articles in publications
- Gifts, thank-you notes, etc.
- Recognition by other agencies
- Policies/procedures for maintenance of any certification that is available to tutors/instructors

Policies/procedures for terminating tutors/instructors

Policies and procedures for rematching

Aggregate data about tutor/instructor retention rates

Evidence of tutor/instructor development opportunities such as:

- Continuing education offered by the organization
- Attendance at workshops offered by other organizations
- Peer support groups
- Books and articles
- Web sites of interest
- Mentors
- Calendars of events and attendance sheets for training above, as appropriate

Tutor/Instructor

- Needs assessments
- Satisfaction surveys
- Focus groups
- Exit interviews
- Performance reviews



Minutes from program, staff, board or advisory group meetings that demonstrate evaluation of this data

Lists of resources available to tutors/instructors such as books, workbooks, software, etc.

Records on tutors/instructors



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Standard 16 Training System	Documentation (list or description of items and any comments)
<p><i>The organization supports and supervises tutors/instructors.</i></p>	
<p>The organization has a system to provide quality training and ongoing professional development to all instructional personnel. Well-trained instructional personnel are critical to the organization's ability to provide quality instruction. Instructional personnel include:</p> <ul style="list-style-type: none"> • Tutors – Trained volunteers who provide instruction one-to-one, in small groups, and/or assisting a paid instructor. • Trainers – Volunteers or paid persons who prepare and deliver training to tutors. • Instructors – Paid teachers who deliver instruction in classroom settings. <p>Note: Documentation related to instructors should be addressed under the Employee Management standard and include the recruitment, support, ongoing development, and evaluation of instructors.</p>	
<p>Show evidence that:</p> <p>For the Organization</p> <ol style="list-style-type: none"> 1. The organization has a training plan to meet the assessed needs of its trainers and tutors. The plan includes the training of trainers, initial tutor training, and ongoing professional development of trainers and tutors. Training is appropriate to the instructional role(s). 2. The organization evaluates the training plan and makes adjustments as needed. <p>For Trainers</p> <ol style="list-style-type: none"> 3. The organization ensures the capacity and quality of its trainers (e.g., staff provide training, or an outside organization provides training, or a volunteer trainer corps is developed and supported). 	



Standard 16 <i>Training System (continued)</i>	Documentation (list or description of items and any comments)
<p><i>Show evidence that:</i></p> <p>4. Training for trainers addresses the competencies/skills and content knowledge necessary for trainers to prepare tutors/instructors to teach.</p> <p>For Tutor Training</p> <p>5. Tutor training is based on ProLiteracy guidelines.</p> <p>6. The affiliate ensures the training includes the following:</p> <p>I. Effective preparation:</p> <ul style="list-style-type: none">a. base training content on achievement-based objectivesb. align training to the educational level of the students served by the affiliate, instructional materials and methods used, as well as the issues that need to be addressed in tutor trainingc. address the learning needs of prospective tutors <p>II. Establish an appropriate learning environment:</p> <ul style="list-style-type: none">a. assure a comfortable and safe physical environment (logistics and “housekeeping” issues)b. use warm-up activities related to content to engage participants in learningc. provide a safe learning environment for participantsd. demonstrate consistent flexibility, patience, and respect for participantse. demonstrate professional presentation/platform skills	

Standard 16 Training System (continued)	Documentation (list or description of items and any comments)
<p>III. Use learning activities that:</p> <ul style="list-style-type: none"> a. employ a variety of teaching techniques, including lecture, demonstration, role-play, pairs and small groups, and the use of multimedia aids b. honor different learning styles in the training design c. give clear instructions d. define the purpose of the exercises in relation to the content e. facilitate exchange among participants f. provide ample opportunity for review, practice, and reflection of newly learned material g. provide for application and reinforcement of previously learned skills <p>IV. Management of the group process:</p> <ul style="list-style-type: none"> a. intervene when problem behavior occurs b. demonstrate knowledge of the stages of group development and how the stages affect the learning environment c. monitor time for activities d. adjust scheduling, content, and process based on group background, experience, and feedback e. attend to the needs of diverse participants <p>V. Evaluate training outcomes:</p> <ul style="list-style-type: none"> a. assess participants' changes in skills, knowledge, and attitudes in relation to the training objectives b. adjust training based on evaluations c. develop follow-up instruction based on identified participant needs 	



Examples that may help achieve the Training System standard

Training plan and calendar—may be a part of a program services plan

Recognition of trainers through such vehicles as:

- Events
- Publications
- Pre-service training goals, objectives, calendar, and content
- Certification requirements for tutors/instructors

Evaluations of whether prospective tutors/instructors are ready to teach:

- Final tests after pre-service training
- Assessments by trainers
- Self-assessment
- Written announcements of continuing education opportunities for tutors/instructors with related materials, handouts, and sign-in sheets
- Certification requirements for trainers with list of certified trainers/instructors
- Job description for trainers
- Trainers' guides with agendas, handouts, and other support materials

Trainer evaluation

- Questionnaires completed by participants
- Self-assessments
- Peer assessments
- Assessments by supervisors
- Evidence that results of these assessments guide actions and planning
- Recruitment plan and materials for trainers—may be part of a larger plan

Minutes of trainer meetings

Trainer

- Needs assessments
- Satisfaction surveys
- Focus groups
- Exit interviews



Trainer development opportunities such as:

- Continuing education offered by the organization
- Attendance at workshops offered by other organizations
- Peer support groups
- Books and articles
- Web sites of interest
- Mentors
- Calendars of events and attendance sheets for above, as appropriate



PROLITERACY



Appendix B: Other Forms

About Submitting These Forms

Application for Site Review

Checkpoint Form

State-level Application for Waiver

Affiliate Application for Waiver

Request for a Different Reviewer

Appeal of Accreditation Decision

Program Improvement Plan

Affiliate Feedback Form

About Submitting These Forms

ProLiteracy offers you the option of submitting the forms listed above, and materials requested on the Checkpoint Form, by mail, fax, or e-mail.

Currently accredited organizations seeking reaccreditation are encouraged to submit as much as possible electronically. Use mail or fax to submit any form that requires a signature.

Submit the application for site review, checkpoint form and related materials, waiver forms (if any), as well as any subsequent materials or forms to:

ProLiteracy Accreditation
1320 Jamesville Avenue
Syracuse, NY 13210
Fax: (315) 422-6369

If submitting by e-mail, send these materials via an e-mail attachment to: accreditation@proliteracy.org

Be sure to identify the name, address, and telephone number of your affiliate in your e-mail message.

Additionally, use accreditation@proliteracy.org for all e-mail messages related to accreditation

Application for Site Review

Submit to: ProLiteracy Accreditation
1320 Jamesville Ave.
Syracuse, NY 13210
Fax: 315-422-6369
E-mail: accreditation@proliteracy.org



Submit this form with the Checkpoint form approximately three months prior to your tentative site review date

Name of Affiliate:	
Affiliate ID:	
Affiliate Representative Completing this Form:	
Date:	

Please initial the appropriate items below.

- We are ready to proceed with our site review in the month of _____.
Please indicate preferred dates/weeks (if any).

- I understand that ProLiteracy staff will contact me after receiving this form to schedule the date for the site visit.
- I understand that as an organization seeking accreditation for the first time (or after a significant lapse), we will receive an on-site review

OR

Reaccrediting organization:

- I understand that as a previously accredited affiliate, we will receive a distance/electronic site review. *(Please complete the section below to request an on-site review)*
- We request an on-site review and have enclosed the additional fee of \$400.

Signature of Affiliate Representative

Date



PROLITERACY

Checkpoint Form

Submit to: ProLiteracy Accreditation
1320 Jamesville Ave.
Syracuse, NY 13210
Fax: 315-422-6369
E-mail: accreditation@proliteracy.org



Submit with Application for Site Review

Name of Affiliate:	
Affiliate ID:	
Affiliate Representative Completing this Form:	
Date:	

Part One:

Please submit the following. This information will help your reviewer, ProLiteracy staff, and the Accreditation Review Committee understand your organization and its practices.

- Outline of your pre-service (initial) tutor training workshop
- List of board and/or advisory board members with their affiliations
- List of staff and/or organizational chart
- Current operational and strategic planning documents
- Current Budget
- Latest brochure and/or newsletter

Part Two:

Update on documentation progress:

Since this is approximately three months before your site visit, ProLiteracy recognizes that you are working on completing your documentation. You do not have to submit this documentation at this time. Place a checkmark to indicate each standard for which you have completed your documentation.

Checkpoint Form

Standard	Completed
1. Organizational Planning	
2. Employee Management	
3. Volunteer Management	
4. Governing Body Responsibility	
5. Community Linkages	
6. Fiscal Management	
7. Student Recruitment	
8. Student Intake	
9. Instruction	
10. Student Progress	
11. Student Support	
12. Student Involvement	
13. Tutor/Instructor Recruitment	
14. Tutor/ Instructor Intake	
15. Tutor/ Instructor Support/Suprvsn	
16. Training System	

Part Three:

We need assistance with the following items:

Signature of Affiliate Representative

Date



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State-level Application for Waiver

Submit to: ProLiteracy Accreditation
 1320 Jamesville Ave.
 Syracuse, NY 13210
 Fax: 315-422-6369
 E-mail: accreditation@proliteracy.org



Please complete a separate application for each outside organization that sets standards for affiliates in your state.

State:	
State-level Representative Completing this Form:	

Accreditation Standard(s) in this application:

1. _____ 2. _____ 3. _____

List the affiliates for which you are requesting this waiver (or attach a separate list):

1. _____ 4. _____
 2. _____ 5. _____
 3. _____ 6. _____

Name of standard-setting outside organization:			
Address:			
Telephone:		Fax:	
Name of Contact:		Email:	

How are the standards of the outside agency comparable to or higher than the related ProLiteracy Accreditation standards and their key components? Please attach a copy of each standard.

State-level Application for Waiver *(continued)*

How was the review conducted (site visit, paper review, etc.)?

When was the review conducted? _____

What proof do you have that these affiliates met the standards? [Please attach]

Signature of State-level Representative

Date

ProLiteracy Approval: Yes _____ No _____

Signature of Affiliate Representative

Date

Affiliate Application for Waiver

Submit to: ProLiteracy Accreditation
1320 Jamesville Ave.
Syracuse, NY 13210
Fax: 315-422-6369
E-mail: accreditation@proliteracy.org



Please complete a separate application for each outside organization that sets standards for affiliates in your state.

Name of Affiliate:	
Affiliate ID:	
Affiliate Representative Completing this Form:	

Accreditation Standard(s) in this application:

1. _____ 2. _____ 3. _____

Name of standard-setting outside organization: _____

Address: _____

Telephone: _____ Fax: _____

Name of Contact: _____ Email: _____

How are the standards of the outside agency comparable to or higher than the related ProLiteracy Accreditation standards and their key components? Please attach a copy of each standard.

Affiliate Application for Waiver *(continued)*

How was the review conducted (site visit, paper review, etc.)?

When was the review conducted? _____

What proof did you submit to show that your affiliate met the standards? [Please attach]

Signature of State-level Representative

Date

ProLiteracy Approval: Yes _____ No _____

Signature of Affiliate Representative

Date

Request for a Different Reviewer

Submit to: ProLiteracy Accreditation
1320 Jamesville Ave.
Syracuse, NY 13210
Fax: 315-422-6369
E-mail: accreditation@proliteracy.org



Use this form to request a reviewer different from the one that ProLiteracy assigned to your affiliate for the on-site visit.

Name of Affiliate:	
Affiliate ID:	
Affiliate Representative Completing this Form:	

1. Please provide a reason for requesting a different reviewer to work with your affiliate.

Signature of Affiliate Representative

Date



PROLITERACY

Appeal of Accreditation Decision

Submit to: ProLiteracy Accreditation
1320 Jamesville Ave.
Syracuse, NY 13210
Fax: 315-422-6369
E-mail: accreditation@proliteracy.org



Name of Affiliate:	
Affiliate ID:	
Affiliate Representative Completing this Form:	

Accreditation Standard(s) in this application:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

1. Explain why you believe your organization attained the Accreditation Standard(s) at the time of the on-site review. Address one standard at a time. Limit your response to 200 words per standard.

Attach additional documentation as necessary.

2. Explain why you believe your organization attained the Accreditation Standard(s) at the time of the on-site review. Address one standard

Signature of Affiliate Representative



PROLITERACY

Program Improvement Plan

Submit to: ProLiteracy Accreditation
1320 Jamesville Ave.
Syracuse, NY 13210
Fax: 315-422-6369
E-mail: accreditation@proliteracy.org



Name of Affiliate:	
Affiliate ID:	

Standard	Action(s) to Attain Standard	By When?

Signature of State-level Representative

Date

Signature of Affiliate Representative

Date



PROLITERACY

Affiliate Feedback Form

Submit to: ProLiteracy Accreditation
1320 Jamesville Ave.
Syracuse, NY 13210
Fax: 315-422-6369
E-mail: accreditation@proliteracy.org



ProLiteracy continuously improves the accreditation process. Please respond to the following questions to help us in future decision making.

Materials

1. Please rate the following accreditation materials provided prior to the site visit.

Were they helpful to you?

A Guide to ProLiteracy Accreditation

5	4	3	2	1
excellent		average		poor

Accreditation Manual

5	4	3	2	1
excellent		average		poor

Self-evaluation Tool

5	4	3	2	1
excellent		average		poor

Accreditation Tool Kit

5	4	3	2	1
excellent		average		poor

Accreditation Information on ProLiteracy's Web Site

5	4	3	2	1
excellent		average		poor

ProLiteracy's Listservs

5	4	3	2	1
excellent		average		poor

Affiliate Feedback Form *(continued)*

2. What additional materials and information would have been helpful?

Prior to the Site Visit

Read each of the following statements and circle the number to indicate how much you agree or disagree.

1. Instructions for the site visit were clear and timely, allowing for adequate preparation.
5 4 3 2 1
strongly agree agree strongly disagree
2. Adequate time to submit requested information prior to the visit was provided.
5 4 3 2 1
strongly agree agree strongly disagree
3. Negotiated checkpoint worked well for our organization.
5 4 3 2 1
strongly agree agree strongly disagree
4. Technical assistance and materials to prepare for accreditation were adequate.
5 4 3 2 1
strongly agree agree strongly disagree
5. Logistical arrangements for the site visit were problem-free.
5 4 3 2 1
strongly agree agree strongly disagree
6. Please provide additional comments on strengths and weaknesses of this phase of accreditation. What worked? What could be improved?

Affiliate Feedback Form *(continued)*

During the Site Visit

1. The reviewer was professional and objective.
5 4 3 2 1
strongly agree agree strongly disagree
2. The reviewer was an ambassador for ProLiteracy, its mission and philosophy, and it's commitment to quality service delivery.
5 4 3 2 1
strongly agree agree strongly disagree
3. The reviewer was adequately prepared to conduct the site visit.
5 4 3 2 1
strongly agree agree strongly disagree
4. The reviewer was knowledgeable about the survey process and accreditation as a whole.
5 4 3 2 1
strongly agree agree strongly disagree
5. Describe the overall tone or climate of the survey process. *(Please circle all that apply.)*
comfortable professional organized informative helpful
6. How would you generally rate the site visit as you experienced it?
5 4 3 2 1
excellent average poor
7. What changes, if any, would you make in the actual site visit? Please address the format, process, participants, etc.



PROLITERACY



Appendix C: Overview of Standards

Overview of Standards

Organizational Management	
1. Organizational Planning	The organization uses planning processes that articulate its mission and set the direction for the organization.
2. Employee Management	The organization has a system to recruit, train, supervise, and evaluate employees.
3. Volunteer Management	The organization has a system to recruit, train, supervise, and evaluate key volunteers.
4. Governing Body Responsibility	The organization has a governing body that forwards the mission of the organization.
5. Community Linkages	The organization identifies, establishes, and maintains community linkages.
6. Fiscal Management	The organization practices sound fiscal management.

Student-centered Services	
7. Student Recruitment	The organization implements its plan for recruitment of its identified student population(s).
8. Student Intake	The organization has a student-centered intake process that considers individual student needs, interests, goals, and
9. Instruction	The organization provides for quality instruction that incorporates current adult learning theory and proven methodologies.
10. Student Progress	The organization follows a student-centered system that documents student progress in meeting individual educational needs, interests, and goals.
11. Student Support	The organization has a process in place to provide student support.
12. Student Involvement	The organization provides opportunities for students to serve the organization.

Overview of Standards *(continued)*

Tutor/Instructor Services	
13. Tutor/Instructor Recruitment	The organization has a plan for the recruitment of tutors/instructors
14. Tutor/Instructor Intake	The organization has a process for intake of tutors/instructors.
15. Tutor/Instructor Support and Supervision	The organization supports and supervises tutors/instructors.
16. Training System	The organization has a system to provide quality training and ongoing professional development to all instructional personnel.



PROLITERACY



Appendix D: Promising Practices

Promising Practices

Overview

ProLiteracy collects promising practices for dissemination through the network.

The accreditation process provides your program with a great opportunity to collect information about practices and policies that have been beneficial to you. ProLiteracy staff will review these and publish on the Web site those that are most appropriate.

Rationale

The ProLiteracy network has vast know-how. One of ProLiteracy's roles is to facilitate the transfer of this knowledge across geographically dispersed affiliates. We believe that the benefits to all affiliates include:

- Stimulating ideas that will facilitate continuous improvement.
- Not reinventing the wheel. Experienced individuals provide shortcuts to solutions so those with less experience do not have to build an answer from scratch.
- Developing a sense of community or coherence.
- Creating an organizational memory. When people leave, knowledge lasts.

Identification

By using the term "promising practices," ProLiteracy transmits the message that there are multiple approaches and solutions to key issues. What works in one environment may not work well in another.

You can identify your promising practices anytime. The site reviewer also will be looking for promising practices. What do you do well that might be a model for other affiliates? This can be in the area of board development, volunteer recruitment, training, student management, outcome documentation, policy creation, fund development, community relations, technology, workplace education, etc.

How do you know that something is a promising practice? Perhaps a new policy or practice changed something for the better; perhaps individuals considered it significant; or there was a result that would not normally be expected or achieved. There are many clues:

1. It was observable. It was effective in improving some outcome.
 - *Our volunteer tutors noticed the difference. For example, students were less likely to miss a session.*
 - *After we started this program, we attracted a new segment of students. Using this software has allowed students to more quickly increase their fluency in English.*

- 
2. It was quantifiable.
 - *We raised \$2,000 more than expected.*
 - *We attracted 20 new volunteers.*
 - *Student retention increased by 12 percent.*
 - *Because we formed a partnership with X and developed this program, we now serve Y. It has attracted considerable community interest.*

 3. The practice or policy created an “aha” moment. The answer to a difficult issue arose almost instinctively based on your past experience and knowledge. It was tested and worked. You are excited about it.
 - *All of a sudden, we knew the answer and did X. It worked!*
 - *We finally figured out the answer and wrote a new policy that addressed all the issues.*

What Happens with Promising Practices?

If you or your site reviewer identify one or more promising practices that you'd like to share, please use the forms on pages D3– D4 to describe the practice and submit it to ProLiteracy for review.



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Promising Practices Submission Form

Submit to: ProLiteracy Accreditation
 1320 Jamesville Ave.
 Syracuse, NY 13210
 Fax: 315-422-6369
 E-mail: accreditation@proliteracy.org



Name of Affiliate:			
Date:		Affiliate ID:	
Address:			

City State Zip Code

Affiliate Representative:

Name:			
Title:			
Telephone:		E-mail:	

Promising Practices occur in a variety of areas. Check the box that best fits this practice:

- Child and Family Literacy
- Community Engagement
- English Language Learning and Citizenship
- Governance
- Literacy Instruction
- Learning Disabilities
- Personnel and Finance
- Planning
- Public Relations/Marketing
- Resource Development
- Student Recruitment and Intake
- Student Support and Involvement
- Technology
- Training
- Volunteer Management
- Workforce Education

If the practice submitted is already in writing (organizational policy, student intake form, etc.), please attach it to this form. If this practice is not in writing (special event, volunteer recruitment activity, use of technology, workplace education program, etc.), please describe below or on a separate document.

Continued

Please include a response to the following questions in submitting your promising practice:

- How can the practice be of value to other affiliates?
- How long has this practice been in place?
- What results have occurred by implementing this practice (increased retention, improved satisfaction, reduction in waiting list, improved fundraising, etc.)?

ProLiteracy will review this submission to determine if it will be placed in the online Information Center and/or be distributed as a promising practice.

Consent to Use

The undersigned hereby grants to ProLiteracy permission to disseminate the information and support materials included in this submission for use by ProLiteracy or its affiliates. Dissemination may include placement on ProLiteracy’s online Information Center. ProLiteracy has the exclusive right to make any and all editorial and graphic decisions related to the inclusion or deletion of these materials in any print, audiovisual, or electronic form.

ProLiteracy agrees to include an acknowledgement that the affiliate listed below is the original source for these materials.

To the extent that ProLiteracy Worldwide copyrights any product that incorporates materials included in this submission, ProLiteracy shall be entitled to obtain and retain sole rights to any and all such copyrights and copyrighted materials.

Name of Affiliate:	
--------------------	--

_____ (Authorized signature)

_____ (Title)

Date: _____



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