

# TANF PROGRAM EVALUATION

Technology Center

Date

## **Purpose:**

In accordance with the contract between the Oklahoma Department of Human Services (OKDHS) and the Oklahoma Department of Career and Technology Education (ODCTE), technology center TANF programs must undergo on-site reviews from state agency staff annually. Traditionally, the annual program reviews have been devoted to issues pertaining to operational processes and relationships with each county's OKDHS partners. Limited time is spent determining the quality of the program's delivery of training and supportive services. Therefore, in an effort to improve program quality, an in-depth evaluation process has been implemented in conjunction with ODCTE's accreditation schedule.

## **Process:**

The evaluation instrument includes the following standards:

- Intake/Assessment
- Basic Academic Skills Essential for Training and Job Success
- Vocational Training
- Program Retention/Completion
- Workbased Training
- Placement Assistance: Job Placement/Development
- Follow-up
- Operation

Each standard includes quality indicators that can be measured to determine if standards have been met. When a standard is not met, a specific recommendation for improvement will be described, and institutions are expected to write plans of corrective action that will be submitted to the ODCTE program manager for approval. These improvement plans should provide a detailed description of how the standard will be met and/or approved and reasonable timeframes for implementation.

Occasionally, reviewers may discover specific problems that would cause the institution financial, legal, and/or programmatic harm. In such instances, these problems will also be addressed under specific recommendations.

General recommendations include best practices and/or recommendations for improving weak areas of the program that the evaluators believe would enhance or improve quality and/or performance of the TANF program.

# DIRECTIONS

Evaluators using this instrument should strive to rate the Quality Indicators in relationship to the standards.

## Questionnaire Rating

To complete the questionnaire, carefully read each standard and the Quality Indicators that follow. For each question, the evaluator should indicate if the State Agencies standards are met by marking the appropriate box in the column on the right.

- Met
- Not Met

All other Quality Indicators are assessed by circling the appropriate ratings in the column on the right. The numbers on the rating scale indicate the following:

Exceeds Standard

|   |
|---|
| 5=Outstanding<br>4=Above Minimum Standard |
|---|

Meets Standards

3=Meets Minimum Standard

Falls Below Standards

|   |
|---|
| 2=Below Minimum Standard<br>1=Poor (Need Major Improvement) |
|---|

or

By marking the appropriate box in the column on the right

- |   |
|---|
| <input type="checkbox"/> Yes=3 (not averaged in the points ranked)<br><input type="checkbox"/> No=0 |
|---|

To determine if a standard is met, the evaluator should:

1. Determine if all standards are met.
  - a. Sum the ratings in the column on the right to find the total points.
  - b. Compare the Total Points to Minimum Points Required to Meet the Standard as stated at the end of the standard.
  - c. If any questions were not applicable, use the chart at the end of the standard to determine the Minimum Point Needed to Meet the Standard.

## **STANDARDS FOR THE EVALUATION OF WORK PREP/TANF PROGRAMS**

STANDARD Intake/Assessment

STANDARD Basic Academic Skills Essential to Training

STANDARD Career & Technical Training/Vocational

STANDARD Workbased Training

STANDARD Program Retention/Completion

STANDARD Job Placement/Development

STANDARD Follow-up

STANDARD Operations

# INTAKE/ASSESSMENT

## STANDARD

=====

Each Work Prep/TANF Program funded by DHS will provide all program participants with information on career options and advise them on appropriate educational paths to meet career goals.

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*QUALITY INDICATORS*

*QUESTION*

TO WHAT EXTENT:

|  |  |   |
|--|--|---|
| <p>1. Does the program and DHS follow procedures for appropriate program placement decisions based on documented program participant interest, ability to benefit from training, work history, individual career major plans of studies, employability plans, assessment results, and input from program participants?</p> | <p>Interest and achievement results; individual career major plan of study; employability plan; enrollment applications; TW-2; TW-3; assessments; school's policies and procedures; other enrollment forms required by campus.</p> | <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> |
| <p>COMMENTS:</p>   |  |   |
| <p>2. Are program training plans developed and on file for all students, identifying and documenting supplemental services needed for maximized program success and potential employability of individuals students?</p>   | <p>Randomly selected career major plans; employability plans; accommodation plan. Randomly selected student cumulative files or folders.</p>   | <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> |
| <p>COMMENTS:</p>   |  |   |

|  |   |   |
|--|---|---|
| <p>3. Does the program provide participants with information about career options and (1) appropriate career pathways, (2) strategies to overcome sex bias and stereotyping, (3) nontraditional program enrollment, (4) necessary support for success in their career program?</p> | <p>brochures or videos; student handbook; description of services provided by the institution; policies and</p> | <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> |
|--|---|---|

|  |  |              |
|--|--|--------------|
| COMMENTS:  | procedures outlining nondiscrimination assurances. Recruitment strategies.   |              |
| 4. Are program participants provided with current information regarding the salary range of occupations and the supply and demand in local area and around state of occupations for which training is available? Do participants complete a personal budget with expected salary from interested careers to see how their life might be different? | A schedule of when information is disseminated. Materials such as Oklahoma Career Information System; O*Net; Job Link. OKCareerGuide. Other documents and information. | NA 1 2 3 4 5 |
| COMMENTS:  |  |              |
| 5. Other than the DHS statewide assessment contracts, what other assessments are being used to determine career majors?  | Description of assessment instruments; process for reviewing instruments that are free from bias.  | NA 1 2 3 4 5 |
| COMMENTS:  |  |              |

Sum the rating in the preceding columns..... Total Points

In order to meet the standard, the first 3 must be met and the total point must equal or exceed 6 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard.

(The Number of Questions Rated should include the first four questions.)

|  |                             |                 |    |    |
|--|-----------------------------|-----------------|----|----|
| Total Number of Questions Rated          | 2 multiple choice questions | # 3             | #2 | #1 |
| Minimum Points Required To Meet Standard | 6                           | All Must Be Met |    |    |

**Based upon the Quality Indicators, which reflect factors influencing the quality of the program, this standard is \_\_\_Met \_\_\_Not Met.**

# BASIC ACADEMIC SKILLS ESSENTIAL TO TRAINING AND JOB SUCCESS

## STANDARD

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All Work Prep/TANF program participants will receive basic skills training necessary for the completion of a career and technical training program and essential in their work.

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### QUALITY INDICATORS

#### QUESTION

TO WHAT EXTENT:

|  |  |  |
|--|--|--|
| <p>6. How is academic support provided for math, reading, and communication skills related to the program participants' vocational skill training? Does the program help participants with advanced concepts? How are students' academic gains measured?</p> | <p>Career major plan specifying basic academic skills related to career major.<br/>Documentation of Academic Center's schedules. Samples of curricula (electronic and written); Compilation of Career Readiness achievement by level of competencies (i.e., KeyTrain Reports).</p> | <p><input type="checkbox"/> Met<br/><input type="checkbox"/> Not Met</p> |
| <p>COMMENTS:</p>   |  |  |
| <p>7. Does the program assist program participants in attaining the HSE/GED via community programs, academic center, and/or in a program component?</p>  | <p>List of students from different educational sites or resources.</p>   | <p>NA 1 2 3 4 5</p>  |
| <p>COMMENTS:</p>   |  |  |
| <p>8. Are adequate computerized instructional resources and other non-consumable and consumable instructional materials available to support varied learning applications?</p>   | <p>List of equipment and materials utilized by the program.</p>  | <p>NA 1 2 3 4 5</p>  |

|           |  |  |
|-----------|--|--|
| COMMENTS: |  |  |
|-----------|--|--|

Sum the rating in the preceding columns.....\_\_\_\_\_Total Points

In order to meet the standard, the first indicator must be met and the total point must equal or exceed 6 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard.  
 (The Number of Questions Rated should include the first questions.)

|  |                             |             |
|--|-----------------------------|-------------|
| Total Number of Questions Rated          | 2 multiple choice questions | #6          |
| Minimum Points Required To Meet Standard | 6                           | Must Be Met |

**Based upon the Quality Indicators, which reflect factors influencing the quality of the program, this standard is \_\_\_Met \_\_\_Not Met.**

# CAREER AND TECHNICAL TRAINING/VOCATIONAL

## STANDARD

Each Work Prep/TANF program will provide skills training in high demand occupations to provide a wage that will allow participants to become economically self-sufficient. All Work Prep/TANF students will have access to training through instructional classes that offer a variety of career majors. The ODCTE Accreditation Division is responsible for conducting five year evaluations of the career and technical training offered by each technology center. Therefore, quality indicators 17, 18 and 19 will not need to be completed unless programs provide a career and technical training component.

### QUALITY INDICATORS

#### QUESTION

TO WHAT EXTENT:

|  |   |              |
|--|---|--------------|
| 9. Does the institution change policies, procedures, and training programs in order to eliminate barriers for program participants?<br>COMMENTS: | Open entry/open exit documentation; twelve-month training programs; Pell eligible training programs; short-term training programs for niche markets and/or individualized training. | NA 1 2 3 4 5 |
|  |   |              |
|  |   |              |

Sum the rating in the preceding columns..... Total Points

In order to meet the standard, the first indicator must be met and the total point must equal or exceed 3 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard.

(The Number of Questions Rated should include the first questions.)

|  |                            |
|--|----------------------------|
| Total Number of Questions Rated          | 1 multiple choice question |
| Minimum Points Required To Meet Standard | 3                          |

**Based upon the Quality Indicators, which reflect factors influencing the quality of the program, this standard is \_\_\_ Met \_\_\_ Not Met.**



# WORKBASED TRAINING

## STANDARD

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Each Work Prep/TANF program will provide a supervised, scheduled and structured work experience that is related to the student's career major plan.

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### QUALITY INDICATORS

#### QUESTION

TO WHAT EXTENT:

|   |  |  |
|---|--|--|
| 10. Are there Workbased Agreements on file for each student participating in a workbased/internships experience? Do Workbased agreements include nondiscrimination assurances? Are employers and students made aware of insurance coverage in the Workbased Agreements? | Sampling of Workbased Agreements.  | <input type="checkbox"/> Met<br><input type="checkbox"/> Not Met |
| COMMENTS:   |  |  |
| 11. How are reasonable accommodations made for individuals with disabilities, when applicable?  | Written transitional service plan.   | <input type="checkbox"/> Met<br><input type="checkbox"/> Not Met |
| COMMENTS:   |  |  |
| 12. How are competencies documented?  | Duty task list, competencies, performance standards and measurements, evaluation methods, evaluation criteria, evaluation records. | NA 1 2 3 4 5   |
| COMMENTS:   |  |  |
| 13. Are Workbased Training Experiences structured, supervised, monitored, and scheduled by program staff members? In what ways is the workbased training experience supervised?   | Evaluation instruments, schedules, attendance,   | NA 1 2 3 4 5   |

|   |   |              |
|---|---|--------------|
| COMMENTS:   | employer progress notes,<br>staff progress notes. |              |
| 14. Are Workbased experiences related to their career major plans?<br>COMMENTS: | Sampling of career major plans.                   | NA 1 2 3 4 5 |

Sum the rating in the preceding columns..... Total Points

In order to meet the standard, the first 2 indicators must be met and the total point must equal or exceed 9 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard.

(The Number of Questions Rated should include the first four questions.)

|  |                             |                 |
|--|-----------------------------|-----------------|
| Total Number of Questions Rated          | 3 multiple choice questions | #10 #11         |
| Minimum Points Required To Meet Standard | 9                           | All Must Be Met |

**Based upon the Quality Indicators, which reflect factors influencing the quality of the program, this standard is \_\_\_Met \_\_\_Not Met.**

## PROGRAM RETENTION/COMPLETION STANDARD

Each Work Prep/TANF Program funded by DHS will provide all program participants with the necessary support for success in their career major.

### QUALITY INDICATORS

#### QUESTION

TO WHAT EXTENT:

|   |  |   |
|---|--|---|
| <p>15. Does the program coordinate services and activities (i.e. joint staffings, case management) with partners through regularly planned informational meetings and correspondence?</p> | <p>Descriptions of meetings and/or staffings; dates of visits to agencies and programs; documentation of purpose of the visit.</p>   | <input type="checkbox"/> Met<br><br><input type="checkbox"/> Not Met                                    |
| <p>COMMENTS:</p>  |  |   |
| <p>16. Have all program participants received racial and sexual harassment inservice that explains the institution's policies and grievance procedures?</p>                               | <p>Describe method to ensure all program participants receive the information. Copy of sexual harassment policy and grievance procedure (posted or printed in student and employer handbooks); racial/sexual harassment inservice documentation.</p> | <input type="checkbox"/> Met<br><br><input type="checkbox"/> Not Met                                    |
| <p>COMMENTS:</p>  |  |   |
| <p>17. Are life skills (ex.: money management, parenting skills, nutrition, etc.) taught in addition to the 30 hours of core and noncore work activities?</p>                             | <p>Participants' roster; agendas; records of activities; lesson plans; resources, and speakers.</p>  | <input type="checkbox"/> Met<br><br><input type="checkbox"/> Not Met<br><br><input type="checkbox"/> NA |
| <p>COMMENTS:</p>  |  |   |
| <p>18. Has the program met its minimum retention/completion rate?</p>   | <p>Student accounting records</p>  | <input type="checkbox"/> Met<br><br><input type="checkbox"/> Not Met                                    |
| <p>COMMENTS:</p>  |  |   |

|  |  |  |
|--|--|--|
| <p>19. How does the program identify and provide appropriate supplemental services – accommodations- (including classroom modifications, equipment modifications, curriculum modifications, supportive personnel, and instruction aids and devices) for program participants with special needs and are these specific needs and strategies communicated to instructors and other appropriate personnel?</p> | <p>Career Major Plan; modified curriculum samples; list of specialized equipment and its use.</p>                    | <p><input type="checkbox"/> Met<br/><input type="checkbox"/> Not Met</p> |
| <p>COMMENTS:</p>   |  |  |
| <p>20. Has the partnership identified a comprehensive community network of appropriate agencies for counseling referrals and other student support that is outside the scope of the program and expertise of the staff (drug treatment program, domestic violence counseling, etc.)? What type of partners need to be added or are currently missing?</p>  | <p>List of referral agencies; school policies and procedures; student assistance plan; crisis intervention plan.</p> | <p>NA 1 2 3 4 5</p>  |
| <p>COMMENTS:</p>   |  |  |
| <p>21. Does the program alert DHS to childcare issues?</p>   | <p>Case notes; e-mails; telephone logs.</p>  | <p>NA 1 2 3 4 5</p>  |
| <p>COMMENTS:</p>   |  |  |
| <p>22. Does DHS collaborate with the program to provide or resolve transportation issues?</p>  | <p>Describe methods of transportation; student supportive services plans; Case notes; e-mails; telephone logs.</p>   | <p>NA 1 2 3 4 5</p>  |
| <p>COMMENTS:</p>   |  |  |
| <p>23. Is each program participant's progress in his/her Career and technical training monitored to assure progress toward passing competency tests or meeting worksite expectations?</p>  | <p>Access to competency profiles; regular visits with instructors; TW-13.</p>  | <p>NA 1 2 3 4 5</p>  |
| <p>COMMENTS:</p>   |  |  |
| <p>24. Do the program and DHS staff members confer and, when necessary, take appropriate action based on unsatisfactory performance and attendance?</p>  | <p>TW-3, Case notes; e-mails; telephone logs.</p>  | <p>NA 1 2 3 4 5</p>  |
| <p>COMMENTS:</p>   |  |  |

Sum the rating in the preceding columns..... Total Points

In order to meet the standard, the first 5 must be met and the total point must equal or exceed 15 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard.

(The Number of Questions Rated should include the first five questions.)

|  |                             |                     |
|--|-----------------------------|---------------------|
| Total Number of Questions Rated          | 5 multiple choice questions | #15 #16 #17 #18 #19 |
| Minimum Points Required To Meet Standard | 15                          | All Must Be Met     |

***Based upon the Quality Indicators, which reflect factors influencing the quality of the program, this standard is \_\_\_Met \_\_\_Not Met.***

# JOB PLACEMENT/DEVELOPMENT

## STANDARD

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Each Work/Prep TANF Program funded by DHS will provide activities that lead to placement in occupations related to all program participants' training.

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### QUALITY INDICATORS

#### QUESTION

TO WHAT EXTENT:

|   |  |   |
|---|--|---|
| <p>25. Does the program staff assist all program participants to develop employability and job search skills prior to program completion? How does the program evaluate its employability and job search skills components? What ways could you improve your employability curriculum/activities?</p> | <p>Course core curriculum for employability of job search elements; examples of student competency in course; list of presentations from outside sources; student profiles or records.</p> | <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> |
| <p>COMMENTS:</p>  |  |   |
| <p>26. Are 75% of program completers placed in jobs that are related to their training?</p>   | <p>Student records.</p>  | <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> |
| <p>COMMENTS:</p>  |  |   |
| <p>27. Does the program provide opportunities for worksite experiences in order to develop relationship with potential employers?</p>   | <p>List of job worksites; list of students who have participated.</p>  | <p>NA 1 2 3 4 5</p>   |
| <p>COMMENTS:</p>  |  |   |
| <p>28. Does the program maintain a pool of job openings that are accessible to all staff and instructors involved in student job search and referrals?</p>  | <p>Job board; job listings; additional placement related services; data base of employers; computer bulletin board; job bank.</p>  | <p>NA 1 2 3 4 5</p>   |
| <p>COMMENTS:</p>  |  |   |

|  |  |              |
|--|--|--------------|
| 29. Does the program maintain and utilize job placement records as reported to state agency through the TANF completion and follow-up reports to plan and redesign course offerings and services? When do program staff reflect on successful and unsuccessful placements and trends in placements? How do program staff alter advice to students/program structure as a result of reflection? | Placement report; curriculum review process; school policy and procedures; program advisory committee recommendations; completion and follow-up reports. | NA 1 2 3 4 5 |
| COMMENTS:  |  |              |

Sum the rating in the preceding columns..... Total Points

In order to meet the standard, the first 2 must be met and the total point must equal or exceed 9 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard.  
 (The Number of Questions Rated should include the first three questions.)

|  |                             |                 |
|--|-----------------------------|-----------------|
| Total Number of Questions Rated          | 3 multiple choice questions | #25 #26         |
| Minimum Points Required To Meet Standard | 9                           | All Must Be Met |

**Based upon the Quality Indicators, which reflect factors influencing the quality of the program, this standard is \_\_\_ Met \_\_\_ Not Met.**

# FOLLOW-UP

## STANDARD

=====

All Work Prep/TANF program participants will receive up to six months employment retention services.

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*QUALITY INDICATORS*

*QUESTION*

TO WHAT EXTENT:

|  |  |  |
|--|--|--|
| 30. Are wages and benefits tracked monthly for up to six months for each employed past student? Are wages and benefits tracked monthly for up to six months to determine trends? How does program stay in contact with past students for six months? | Wage information; Work Prep/TANF student accounting report; Electronic Case Records. | <input type="checkbox"/> Met<br><br><input type="checkbox"/> Not Met |
| COMMENTS:  |  |  |
|  |  |  |

Sum the rating in the preceding columns.....\_\_\_\_\_ Total Points

In order to meet the standard, the first indicator must be met.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard.

(The Number of Questions Rated should include the first questions.)

|  |             |
|--|-------------|
| Total Number of Questions Rated          | #30         |
| Minimum Points Required To Meet Standard | Must Be Met |

**Based upon the Quality Indicators, which reflect factors influencing the quality of the program, this standard is \_\_\_Met \_\_\_Not Met.**



# OPERATIONS

## STANDARD

Each Work Prep/TANF program will provide all the necessary personnel, equipment, facilities, and office supplies and be responsible for their performance.

### QUALITY INDICATORS

#### QUESTION

TO WHAT EXTENT:

|  |   |  |
|--|---|--|
| <p>31. Is the composition of staff (experience of and amount of) sufficient to meet the program participants' varied needs?</p>  | <p>Resume; job descriptions; recommendation letters.</p>  | <input type="checkbox"/> Met<br><br><input type="checkbox"/> Not Met |
| <p>COMMENTS:</p>   |   |  |
| <p>32. Is a staff evaluation process in place that reviews the performance of personnel, makes recommendations for improvement and, when necessary, provides training for improvement?</p>   | <p>Performance objectives; names of supervisor(s).</p>  | <input type="checkbox"/> Met<br><br><input type="checkbox"/> Not Met |
| <p>COMMENTS:</p>   |   |  |
| <p>33. Are all of the budget's personnel and operational line items necessary to run the program budgeted and expended according to the approved line items unless revised by the program and approved by the state agency partners?</p> | <p>Time and effort documentation of all personnel employed less than 100% time; job descriptions outlining responsibilities related to program for all program personnel; budgets reflecting the correct match between DHS grant and nonfederal dollars; quarterly claims prepared and submitted accurately and on time with appropriate documentation.</p> | <input type="checkbox"/> Met<br><br><input type="checkbox"/> Not Met |

|   |  |  |
|---|--|--|
| COMMENTS:   |  |  |
| 34. Does the program coordinator have input into the development of the annual budget and expenditures?   | List of specific coordinator's recommendation; description of involvement process. | <input type="checkbox"/> Met<br><input type="checkbox"/> Not Met |
| COMMENTS:   |  |  |
| 35. Are all line item changes made with the state agency partnership approval?  | Letters or e-mails sent to the state agency; copies of approval notices.           | NA 1 2 3 4 5   |
| COMMENTS:   |  |  |
| 36. Are program current status and outcomes collected, reported, and shared with DHS?   | Copies of reports sent to DHS; student files.                                      | NA 1 2 3 4 5   |
| COMMENTS:   |  |  |
| 37. Is there an active advisory council that has a membership of business and industry leaders, social agencies representatives, and DHS liaisons, former student? Has program staff sought out new members for advisory council? | Meeting agendas, membership list, recommendations.                                 | NA 1 2 3 4 5   |
| COMMENTS:   |  |  |

Sum the rating in the preceding columns..... Total Points

In order to meet the standard, the first 4 must be met and the total point must equal or exceed 9 points.

If any questions are not applicable, the chart below can be used to determine the total points needed to meet the standard.

(The Number of Questions Rated should include the six four questions.)

|  |                             |                 |
|--|-----------------------------|-----------------|
| Total Number of Questions Rated          | 3 multiple choice questions | #31 #32 #33 #34 |
| Minimum Points Required To Meet Standard | 9                           | All Must Be Met |

**Based upon the Quality Indicators, which reflect factors influencing the quality of the program, this standard is \_\_\_Met \_\_\_Not Met.**

# Work Prep/TANF PROGRAM PROFILE

School \_\_\_\_\_

Date \_\_\_\_\_

Chairpersons \_\_\_\_\_

|                 |  | Standard<br>Met | Standard<br>Not Met* |
|-----------------|--|-----------------|----------------------|
| <b>STANDARD</b> | Intake/Assessment  |                 |                      |
| <b>STANDARD</b> | Basic Academic Skills Essential for Training and Job Success |                 |                      |
| <b>STANDARD</b> | Work Prep/Vocational Training                                |                 |                      |
| <b>STANDARD</b> | Workbased Training   |                 |                      |
| <b>STANDARD</b> | Program Retention/Completion                                 |                 |                      |
| <b>STANDARD</b> | Placement Assistance: Job Placement/Development              |                 |                      |
| <b>STANDARD</b> | Follow-up  |                 |                      |
| <b>STANDARD</b> | Operations   |                 |                      |

*\*Refer to Specific Recommendations for Improvement*