

**PROGRAM IMPROVEMENT:
A CROSSWALK BETWEEN THE CONTINUOUS IMPROVEMENT MEASURE (CIM), THE COORDINATED
COMPLIANCE REVIEW (CCR), PROGRAMS OF EXCELLENCE, AND FOCUS ON LEARNING**

During the fall of 2004, the California Evaluation Team – an advisory committee to the CASAS WIA II Program Evaluation Project – requested that the *Program Improvement: A Crosswalk Between CIM/WASC/California CCR* document created in 2001 be updated to:

- reflect the revised California CCR for FY 04-05
- include a crosswalk to the California’s Programs of Excellence components¹

The four documents now included as part of the updated crosswalk (see Table 1) serve different purposes, but have a common goal – facilitating program improvement.

1. The CASAS *Continuous Improvement Measure (CIM)* “...provides a comprehensive program needs assessment, planning tool, and evaluation instrument that allows agencies to identify priority program and instructional needs and develop an action plan for continuous program improvement; a framework for systematic evaluation of adult education programs including the respective roles of program managers and instructors; and systematic and consistent assessment of instruction – a process which allows for self-assessment, peer-evaluation, and supervisory evaluation.” The revised CIM reflects new research, the requirements of the Workforce Investment Act (WIA), and other recent legislation.

2. The California Department of Education (CDE) *Coordinated Compliance Review (CCR)* is a California state-mandated review of the educational programs in a school district including adult education programs. The review is generally conducted once every four years and includes accountability for programs, funding, and budgeting. The CCR document includes items the California Department of Education will check to ensure school compliance with the education code in California. “This program instrument is a guide for monitoring compliance and, in some cases, contains only a sampling of compliance issues. This document does not cover the complete list of state and federal regulations or other legal mandates governing Adult Education with which local educational agencies must comply.”

3. *Programs of Excellence*, established by CDE and administered by the California Adult Literacy Professional Development Project (CALPRO), addresses criteria for exemplary programs in five areas: curriculum and instruction, learner support services, leadership and planning, learner accomplishment, and community involvement and collaboration. Agencies that apply to be a Program of Excellence must complete a self-assessment, submit a written application for review, and if the program qualifies, then participate in an on-site review to document the exemplary program components are a functioning part of the program.

4. *Focus on Learning*, a new protocol developed by the Western Association of Schools and Colleges (WASC), is used in the accreditation process for adult schools and non-credit community college programs. “Through the use of empowering criteria, new communication patterns, evidence gathering techniques, and insight from fellow educators, the appropriate accreditation process can serve as a vehicle to move school community members into meaningful school-wide improvement and accountability.”

1. Marilyn Knight Mendelson and Sue Gilmore prepared the Programs of Excellence crosswalk.

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There is a high level of commonality in the items found on the four documents that reflect an effective program. Table 1 shows the resulting crosswalk. Most importantly, information gained from thoughtful completion of the CIM can be used as support documentation and preparation for the WASC and the CCR process. If a program is involved in either the WASC or CCR process, it can easily use information directly from that task to complete the CIM. The crosswalk document can also be used for:

1. Nuts and bolts training for new administrators
2. Agency self-review and strategic program planning and improvement
3. A local professional development needs assessment tool
4. Preparation for a Program of Excellence application
5. Identification of Promising Practices
6. Meeting the continuous improvement requirement of WIA Title II
7. Provision of baseline data that can later be reassessed to determine progress toward goal attainment
8. Prioritizing program and instructional needs

HISTORY OF THE ORIGINAL DOCUMENT

At the May 15, 2001, meeting of the California Field Evaluation Design Team, an advisory committee to the CASAS WIA II Program Evaluation Project, participants noted that California's new professional development project, CALPRO, was administering the CASAS *Continuous Improvement Measure* as a needs assessment to determine the focus for adult education professional development in California for the coming year. Participants discussed the possible relationships between the key elements included on the CIM and those included on two other documents widely used to promote program improvement: the California Department of Education *Coordinated Compliance Review* document, and the Western Association of Schools and Colleges *Focus on Learning* accreditation document. The group's questions: Are the three documents citing similar or different indicators of program quality? Would the definition of an effective program be the same using any one of the three documents? The group agreed that the creation of a document that correlated elements of the CIM, with those included on the CCR and WASC documents, would be of assistance to agencies in consolidating the information needed for accreditation, for compliance, and for determining professional development needs. The document also would assist in the evaluation of individual programs as agencies strive to meet new legislative requirements and demonstrate continuous program improvement.

The 2001 Field Evaluation Design Team charged a committee consisting of Kathy Block-Brown, Sharon Brannon, Nancy Brooks, Sue Gilmore, Autumn Keltner, Barbara Moss, Vicki Prater, and Adriana Sanchez-Aldana with this initial effort. The committee first met on June 27, 2001, to begin the task and later met on August 29, 2001, to complete the task, as initially defined. The committee used the 45 program level items on the CIM as the basis for drafting the crosswalk. Members then examined each item on the CCR document and determined whether or not it correlated with a CIM item and, if so, which item (see columns one, two, and three on the original crosswalk document). The next step was to examine each item on the WASC document (both the Self-Study Document and the Accreditation Manual) and identify the CIM item with which it correlated. The committee found a high level of commonality on those items that reflect an effective program.

Table 1 Program Improvement: A Crosswalk Between the Continuous Improvement Measure (CIM), the Coordinated Compliance Review (CCR), Programs of Excellence, and Focus on Learning

CIM #s	Continuous Improvement Measure (CIM) topics	California CCR 04-05	California Programs of Excellence components	WASC Focus on Learning tasks
1	Mission Statement	A-II 16	3-I	Task 2
2	Staff participates in developing mission statement	A-II 16	3-I	Task 2
3	Specific competencies identified	A-I 1 A-II 16 A-II 18	1-III	Task 2 and 6
4	Staff participates in development of a list of competencies	A-I 1 A-II 18	1-I and 3-III	Task 2 and 6
5	Course outlines	A-I 1 A-II 17 A-II 18	1-I	Task 6
6	Staff participates in developing course outlines	A-I 1 A-II 17	1-I and 3-III	Task 6
7	Instructional materials appropriate to course outline	A-I 7 A-II 18	1-V	Task 6
8	Teachers select appropriate materials	A-I 7 A-II 18	1-V	Task 6
9	Student orientation program	A-II 17	2-I	Task 2 and 6
10	Staff assists in student orientation program	A-II 17	2-I	Task 2 and 6
11	Procedures for student placement	A-II 17	2-IV	Task 5 and 6
12	Appraisals to identify student skills	A-II 17	2-IV	Task 4, 5 and 6
13	Procedure for student data collection	A-II 17	4-I	Task 1B, 4 and 5
14	Use data for lesson planning	A-II 17	4-I	Task 6
15	Needs assessment global	A-II 17	1-I	Task 4
16	Teacher conducts needs assessment	A-II 17	1-I	Task 4
17	Teacher uses needs assessment		1-I	Task 4
18	Teachers use standardized tests and other assessments	A-II 17	2-IV	Task 4 and 5
19	Learning plans with competency objectives	A-II 17	2-II	Task 6
20	Instructors develop lesson plans with competency objectives	A-II 17	1-I	Task 6
21	Student progress monitoring	A-II 17	1-IV	Task 2, 5 and 6

Table 1 Program Improvement: A Crosswalk Between the Continuous Improvement Measure (CIM), the Coordinated Compliance Review (CCR), Programs of Excellence, and Focus on Learning

CIM #s	Continuous Improvement Measure (CIM) topics	California CCR 04-05	California Programs of Excellence components	WASC Focus on Learning tasks
22	Instructors continually monitor student progress	A-II 17	1-IV	Task 2, 5 and 6
23	Instructors share assessment results with students	A-II 17	4-II	Task 2, 5 and 6
24	Criteria and procedures for competencies and exit	A-II 11 A-II 17	4-III	Task 4, 5 and 6
25	Instructors use competencies and exit	A-II 11 A-II 17	4-III	Task 4, 5 and 6
26	Training in legal rights of ADA and implementation	A-II 16	2-I 3-III	Task 6
27	Teachers identify and refer ADA		2-I	
28	Students receive counseling and guidance	A-II 16 A-II 17	2-II	Task 5
29	Instructor addresses priority competencies	A-II 17 A-II 18	1-III	Task 6
30	Teachers plan lessons WPPAE	A-II 18	1-II	Task 6
31	Lesson plan diversity	A-II 18	1-I	Task 6
32	Lesson plan good instructional strategies	A-II 17 A-II 18	1-I	Task 6
33	Teacher's evaluation focuses on GIS in 32	A-I 5		Task 6
34	Teacher self-evaluation	A-II 11 A-II 18	3-IV	Task 6
35	Evaluation questions based on student achievement	A-II 17	3-II	Task 1B, 5 and 6
36	Evaluation of program is data driven	A-II 17	3-II 4-III	Task 1B, 5 and 6
37	Teacher reports data to administration	A-II 17	3-III	Task 1B, 5 and 6
38	Manager reports data to community	A-II 17	3-III	Task 1B, 5, 6 and 8
39	Ongoing data process	A-II 17	4-I	Task 1B, 5 and 6
40	Enrollment and attendance accountability	A-I 2; A-II 17		Task 1B, 5 and 6

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CIM #s	Continuous Improvement Measure (CIM) topics	California CCR 04-05	California Programs of Excellence components	WASC Focus on Learning tasks
41	Collaboration with businesses and local agencies	A-I 9 A-II 16	2-II and III 5-I and IV	Task 1A, 2 and 9
42	Collaboration by staff in goal setting		3-I and II	Task 7, 8 and 9
43	Professional development plan based on needs assessment	A-I 5 A-II 11 A-II 18	3-IV	
44	Staff professional development	A-I 5 A-II 11 A-II 18	3-IV	
45	Administrator professional development	A-I 5	3-IV	

CCR items not used: A-I 3, A-I 4, A-I 6, A-I 8, A-II 10, A-II 12, A-II 13, A-II 14, and A-II 15

Programs of Excellence items not used: Components 1-VI, 3-V, 5-II, 5-III, 5-V, and 5-VI