Adult Workforce Diploma Program Implementation Review Tool

Provider Quality • Implementation Fidelity • Continuous Improvement

Department of Education & Workforce

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Introduction

The Adult Workforce Diploma Program (AWDP) provides adults with a structured pathway to fulfill high school graduation requirements while connecting academic achievement to workforce preparation and future opportunities in education, training, apprenticeships, military service, and employment. The program offers two options for demonstrating competency: Option 1, based on approved assessments or workforce-readiness measures, and Option 2, based on the completion of specified course credits. Participants pursuing either option must also complete two additional workforce-aligned program requirements.

Purpose Of The Implementation Review

This tool supports a consistent, evidence-based evaluation of how approved providers implement the AWDP. The review examines whether essential structures, practices, documentation, participant supports, partnerships, and follow-up processes are established and operating as intended. It is designed to identify effective practices, implementation gaps, technical-assistance needs, and priority actions that advance continuous improvement.

Review approach

Ratings should be informed by multiple sources of evidence, including participant records, program documentation, performance data, discussions with staff and stakeholders, and examples of routine practice. Reviewers should assess both whether a process has been established and whether it is implemented consistently across participants.

Review Information

Provider Name:		**Review Date:**	
Program Location(s):		**Review Type:**	Initial / Annual / Follow-up
Provider Attendees:		**Partner/Stakeholder Attendees:**	
Other Notes:			

How to Use This Review

1. Review evidence – Examine documentation and participant records, discuss implementation with staff and partners, and review available data.

2. Select one rating – Choose the rating that best reflects the provider's current level of implementation for each indicator.

3. Document evidence – Record concise evidence that supports the rating, including examples of strengths, gaps, or inconsistencies.

4. Identify next steps – Use the final summary and action plan to assign priority actions, owners, evidence of completion, and due dates.

Implementation Rating Scale

Code	Rating	Definition
NIP	Not in Place	The required process, structure, or practice is not established, is not being used, or sufficient evidence of implementation is not available.
E	Emerging	The process or practice is being developed or has begun, but implementation is partial, inconsistent, or dependent on limited staff or informal procedures.
I	Implementing	The process or practice is established and generally carried out as intended. Evidence demonstrates consistent implementation, with only targeted refinements needed.
S	Sustaining	The process or practice is fully integrated, documented, monitored, and maintained over time. Multiple staff can support continuity, and the provider uses evidence to strengthen implementation.

AWDP Program Alignment Reference

Use this reference when reviewing whether the provider accurately determines, delivers, and documents the participant's selected competency pathway and additional program requirements.

Pathway	Core requirement	Additional program requirements
Option 1	• Achieve a competency score on the Algebra I and English Language Arts II end-of-course assessments; OR • Attain the workforce-readiness score on the current approved assessment (shown in the source document as WorkKeys, currently 12 across three sections with a minimum of 4 points per section).	• Complete two of the following: • Industry-recognized credential • Proficient or higher on three or more state technical assessments (WebXam) • Complete a pre-apprenticeship and gain acceptance into a registered apprenticeship, or complete a registered apprenticeship • Complete 250 hours of work-based learning with documented positive evaluations • Obtain an OhioMeansJobs-Readiness Seal
Option 2	• 4 credits in English Language Arts • 4 credits in mathematics (one credit may be career-based mathematics) • 3 credits in science • 3 credits in social studies • 0.5 credit in financial literacy (may be applied toward the total credits in mathematics or social studies)	• Complete two of the same five additional program requirements listed above.

Key Alignment Questions

- Does the provider consistently determine and document the appropriate pathway for each participant?
- Can staff clearly articulate the requirements for Option 1, Option 2, and the two additional program requirements?
- Do participant records contain clear, verifiable evidence that each completed requirement has been satisfied?
- Are instruction, advising, support services, and partnerships intentionally aligned with each participant's documented completion plan?

Implementation Domain 1: Access, Intake, and Individualized Planning

The provider has clear and consistent processes to recruit eligible adults, review prior records and goals, determine the appropriate AWDP pathway, and develop an individualized plan for completion.

Indicator and Review Look-Fors	NIP	E	I	S	Evidence / Strengths / Gaps	Next Steps / Technical Assistance
1.1 Recruitment and participant access • Uses intentional outreach strategies to reach adults who may benefit from AWDP. • Provides accurate, accessible information about the program, expectations, and available pathways. • Maintains referral relationships with schools, community partners, workforce agencies, and other relevant organizations.	☐	☐	☐	☐		
1.2 Intake and records review • Reviews available high school transcripts, credits, assessment history, credentials, and other relevant documentation. • Uses a consistent intake process and identifies staff responsible for reviewing records. • Documents the information used to establish the participant's starting point.	☐	☐	☐	☐		
1.3 AWDP pathway determination • Determines whether Option 1 or Option 2 is appropriate based on participant records and program requirements. • Explains the selected pathway and remaining requirements to the participant. • Documents the pathway decision and any subsequent changes.	☐	☐	☐	☐		

Indicator and Review Look-Fors	NIP	E	I	S	Evidence / Strengths / Gaps	Next Steps / Technical Assistance
1.4 Individualized education and completion plan • Develops a written plan that identifies remaining academic/competency and additional program requirements. • Connects the plan to the participant's career, training, postsecondary, military, or employment goals. • Updates the plan as progress, needs, or goals change.	☐	☐	☐	☐		
1.5 Participant expectations and orientation • Communicates attendance/engagement, conduct, communication, documentation, and completion expectations. • Provides orientation materials in accessible formats for in-person and/or virtual participation. • Confirms participants know how to request assistance and how progress will be monitored.	☐	☐	☐	☐		

Rating reminder: NIP = Not in Place | E = Emerging | I = Implementing | S = Sustaining. Base the rating on evidence available at the time of review.

Implementation Domain 2: Academic, Assessment, and Competency Requirements

The provider implements AWDP academic and competency requirements accurately, aligns instruction and preparation to the selected pathway, and maintains evidence that requirements have been completed.

Indicator and Review Look-Fors	NIP	E	I	S	Evidence / Strengths / Gaps	Next Steps / Technical Assistance
2.1 Option 1 assessment/workforce-readiness pathway • Staff understand the approved Option 1 assessment alternatives and apply them accurately. • Participants receive appropriate preparation and support for the selected assessment route. • Scores and evidence of meeting the requirement are verified and documented.	☐	☐	☐	☐		
2.2 Option 2 course-credit pathway • Staff accurately identify remaining required credits in English Language Arts, mathematics, science, social studies, and financial literacy. • Coursework is aligned to the credit requirements shown in the AWDP program reference. • Completed credits are verified and documented consistently.	☐	☐	☐	☐		
2.3 Two additional program requirements • Participants are guided to complete two allowable additional requirements. • Provider verifies that selected credentials, technical assessments, apprenticeship/pre-apprenticeship, work-based learning, and/or readiness-seal evidence meet program expectations. • Documentation demonstrates completion before the participant is considered program-complete.	☐	☐	☐	☐		

Indicator and Review Look-Fors	NIP	E	I	S	Evidence / Strengths / Gaps	Next Steps / Technical Assistance
2.4 Instruction and preparation aligned to requirements • Instruction, tutoring, practice, and learning materials are aligned to the participant's documented requirements. • Staff use formative information and participant work to adjust instruction. • Learning experiences include appropriate rigor, application, problem-solving, and workforce relevance.	☐	☐	☐	☐		
2.5 Quality assurance for requirement completion • Provider has an internal review process before a requirement is recorded as complete. • Supporting documentation can be produced for sampled participant records. • Staff address discrepancies promptly and use findings to strengthen procedures.	☐	☐	☐	☐		

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Implementation Domain 3: Career Advising and Workforce Alignment

The provider integrates career advising and workforce preparation throughout participation so that academic choices and additional requirements support meaningful next steps.

Indicator and Review Look-Fors	NIP	E	I	S	Evidence / Strengths / Gaps	Next Steps / Technical Assistance
3.1 Career exploration and goal setting • Uses career-interest, strengths, or skills information to help participants identify realistic goals. • Connects participant goals to education, training, apprenticeship, military, or employment opportunities. • Revisits goals as the participant progresses.	☐	☐	☐	☐		
3.2 Career advising resources and services • Provides access to career-planning tools, resume/interview preparation, job-search assistance, and other relevant resources. • Staff know when and how to refer participants for specialized workforce services. • Career advising is documented as part of the participant experience.	☐	☐	☐	☐		
3.3 Credential and technical-assessment alignment • Helps participants select credentials or technical assessments that fit career goals and program requirements. • Uses available labor-market and employer information when guiding selections. • Provides or coordinates appropriate preparation for the selected requirement.	☐	☐	☐	☐		

Indicator and Review Look-Fors	NIP	E	I	S	Evidence / Strengths / Gaps	Next Steps / Technical Assistance
3.4 Work-based learning and apprenticeship • Identifies and communicates work-based learning, pre-apprenticeship, and registered apprenticeship opportunities. • Has a process to document required work-based learning hours and positive evaluations when used as an AWDP requirement. • Maintains partnerships or referral processes that support participant access.	☐	☐	☐	☐		
3.5 Transition planning • Before completion, participants have a documented next-step plan. • Provider connects participants to postsecondary education, training, apprenticeship, military, and/or employment opportunities aligned to goals. • Warm handoffs or partner referrals are used when appropriate.	☐	☐	☐	☐		

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Implementation Domain 4: Participant Supports, Persistence, and Accessibility

The provider identifies barriers early, uses responsive academic and nonacademic supports, and creates an accessible environment that promotes persistence and completion.

Indicator and Review Look-Fors	NIP	E	I	S	Evidence / Strengths / Gaps	Next Steps / Technical Assistance
4.1 Needs and barrier identification • Uses a consistent process to identify academic and nonacademic barriers that may affect participation or completion. • Connects identified needs to available internal and community resources. • Reassesses needs when circumstances change.	☐	☐	☐	☐		
4.2 Academic supports and tutoring • Provides or coordinates tutoring, foundational-skills support, and additional learning assistance when needed. • Supports are connected to the participant's documented AWDP requirements. • The provider monitors whether supports are improving progress.	☐	☐	☐	☐		
4.3 Attendance, engagement, and persistence • Monitors participation and progress frequently enough to identify disengagement early. • Uses documented outreach and re-engagement strategies for participants who fall off track. • Interventions are matched to the reason for nonparticipation or slow progress.	☐	☐	☐	☐		
4.4 Accessibility and accommodations • Participants are informed how to request accommodations or accessibility supports. • Staff know how to coordinate appropriate supports for participants with disabilities or other access needs. • Virtual and in-person materials and processes are designed to reduce unnecessary barriers.	☐	☐	☐	☐		

Indicator and Review Look-Fors	NIP	E	I	S	Evidence / Strengths / Gaps	Next Steps / Technical Assistance
4.5 Participant voice and program climate • Creates meaningful opportunities for participants to provide feedback during and after participation. • Uses feedback to improve communication, supports, instruction, or program processes. • Recognizes participant milestones and promotes a respectful, strengths-based learning environment.	☐	☐	☐	☐		

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Implementation Domain 5: Data, Documentation, and Continuous Improvement

The provider maintains accurate records, uses data to monitor implementation and participant progress, and has quality-assurance processes that support consistent practice and continuous improvement.

Indicator and Review Look-Fors	NIP	E	I	S	Evidence / Strengths / Gaps	Next Steps / Technical Assistance
5.1 Complete and accurate participant records • Records contain required intake, pathway, progress, completion, and supporting documentation. • Documentation is organized and accessible to authorized staff. • Processes reduce reliance on a single staff member for record knowledge or access.	☐	☐	☐	☐		
5.2 Progress monitoring • Staff regularly review progress toward the participant's documented requirements. • Multiple data points are used, such as coursework, assessments, attendance/engagement, participant work, and milestone completion. • Participants receive timely feedback about progress and next steps.	☐	☐	☐	☐		
5.3 Program data analysis • Provider reviews aggregate data to understand enrollment, persistence, requirement completion, program completion, and transition outcomes. • Data are examined for patterns, gaps, and groups or sites that may need additional support. • Findings result in documented program adjustments or technical-assistance requests.	☐	☐	☐	☐		

Indicator and Review Look-Fors	NIP	E	I	S	Evidence / Strengths / Gaps	Next Steps / Technical Assistance
5.4 Internal quality assurance • Provider periodically samples records or processes to verify consistency and accuracy. • Findings are documented, corrected, and shared with relevant staff. • The provider tracks whether corrective steps resolved the identified issue.	☐	☐	☐	☐		
5.5 Staff training and continuity • New and existing staff receive role-specific training on AWDP requirements and provider procedures. • Written procedures, tools, and reference materials are current and available. • Cross-training and backup responsibilities are in place for critical functions.	☐	☐	☐	☐		
5.6 Continuous improvement • Provider identifies a limited number of measurable improvement priorities. • Improvement actions include owners, timelines, evidence of completion, and follow-up. • Leadership reviews progress and updates plans based on implementation evidence and outcomes.	☐	☐	☐	☐		

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Implementation Domain 6: Partnerships and Program Capacity

The provider maintains partnerships and internal capacity needed to deliver workforce-aligned opportunities, participant supports, and sustainable implementation of AWDP.

Indicator and Review Look-Fors	NIP	E	I	S	Evidence / Strengths / Gaps	Next Steps / Technical Assistance
6.1 Employer and business engagement • Engages employers or business representatives to understand workforce needs and participant opportunities. • Uses employer input to strengthen career preparation, work-based learning, and job connections. • Maintains current contact information and a process for ongoing engagement.	☐	☐	☐	☐		
6.2 Apprenticeship and work-based learning partnerships • Maintains relationships with organizations that can provide or connect participants to qualifying experiences. • Clarifies roles, documentation expectations, and participant supports with partners. • Reviews partnership effectiveness and participant access periodically.	☐	☐	☐	☐		
6.3 Postsecondary, training, military, and community partnerships • Maintains referral relationships that support participant transition and barrier reduction. • Participants receive current information about admission, training, financial-aid/support, or entry requirements as applicable. • Partner contacts and resources are reviewed and updated routinely.	☐	☐	☐	☐		

Indicator and Review Look-Fors	NIP	E	I	S	Evidence / Strengths / Gaps	Next Steps / Technical Assistance
6.4 Advisory and labor-market alignment • Uses stakeholder or advisory input to keep program practices connected to local/regional workforce needs. • Reviews available labor-market information when planning career-related supports and partnerships. • Documents how external input informs program improvement.	☐	☐	☐	☐		
6.5 Staffing and operational capacity • Staffing levels, roles, schedules, and communication structures support timely participant service. • Provider has contingency coverage for key functions and staff turnover. • Capacity is reviewed when enrollment, delivery model, or participant needs change.	☐	☐	☐	☐		

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Implementation Domain 7: Completion, Outcomes, and Post-Program Follow-Up

The provider verifies completion requirements, supports successful transition, follows up with completers, and uses outcome information to improve program delivery.

Indicator and Review Look-Fors	NIP	E	I	S	Evidence / Strengths / Gaps	Next Steps / Technical Assistance
7.1 Completion verification • Before completion, staff confirm that all requirements for the participant's pathway are met and documented. • A quality-assurance review occurs before final completion is recorded. • Any missing or conflicting evidence is resolved before closure.	☐	☐	☐	☐		
7.2 Completion and transition support • Participants understand next steps and receive relevant records, referrals, and contact information. • Provider supports connection to employment, postsecondary education/training, apprenticeship, or military pathways. • Completion is recognized in a way that reinforces participant achievement and future goals.	☐	☐	☐	☐		
7.3 Post-program contact mechanisms • Provider maintains reliable contact information and participant consent/expectations for follow-up. • Uses multiple appropriate methods to reach former participants. • Follow-up activity is documented consistently.	☐	☐	☐	☐		

Indicator and Review Look-Fors	NIP	E	I	S	Evidence / Strengths / Gaps	Next Steps / Technical Assistance
7.4 Outcome documentation • Provider captures available information about employment, apprenticeship, postsecondary education/training, military, and other relevant next-step outcomes. • Outcome evidence is maintained in a consistent format. • Staff monitor missing or incomplete follow-up information and make reasonable additional attempts.	☐	☐	☐	☐		
7.5 Use of outcomes for improvement • Provider reviews follow-up information to identify strengths and transition gaps. • Findings inform partner engagement, advising, supports, and program priorities. • Successes and lessons learned are shared with staff and relevant stakeholders.	☐	☐	☐	☐		

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Implementation Review Summary and Action Plan

Use this section to synthesize the review, identify the highest-priority implementation needs, and establish clear follow-up expectations.

Implementation Domain	Overall Rating	Key Strengths / Evidence	Priority Improvement / Follow-Up
1. Access, Intake, and Individualized Planning	NIP / E / I / S		
2. Academic, Assessment, and Competency Requirements	NIP / E / I / S		
3. Career Advising and Workforce Alignment	NIP / E / I / S		
4. Participant Supports, Persistence, and Accessibility	NIP / E / I / S		
5. Data, Documentation, and Continuous Improvement	NIP / E / I / S		
6. Partnerships and Program Capacity	NIP / E / I / S		
7. Completion, Outcomes, and Post-Program Follow-Up	NIP / E / I / S		

Priority Action Plan

Priority Area	Action Step	Owner	Evidence of Completion	Due Date	Follow-Up / DEW Support

Review Closeout

Provider Lead:	
Follow-Up Date:	