



SABES ABE Administrator Self-Assessment

October-December 2002

Summary of Results

March 31, 2003

Survey Participants

The ABE Administrator Self-Assessment was administered at workshops at the ABE Directors Conference in October and subsequently at workshops in the Northeast, Southeast, and Greater Boston SABES offices. It was also distributed in the packets given to all participants at the Directors Conference. A total of 42 people completed the long forms, with the following distribution:

SABES Region

Boston	14
Central	1
Northeast	11
Southeast	11
West	3
Unidentified	2

Type of Program

CBO	22
LEA	5
Corrections	8
Community College	6
Municipality	1

Years of Experience as ABE Administrator

0-1 year	4
2-5 years	20
More than 5 years	18

Over half of the people with 5 years or less of experience were from Greater Boston programs. The Northeast respondents were fairly evenly divided in terms of years of experience. Almost 40% of those from the Southeast and all of those from the West and Central had more than 5 years of experience.

Areas of Greatest Strength

These are the areas in which at least 33% of participants (and at least 12 people) rated themselves as “expert”. Numbers following each item indicate the number of people rating themselves as “expert” on that item.

Communication

- Encourages and allows opportunity for staff to confer and present issues and problems affecting instruction and other program-related services (19)
- Shares information of interest to and affecting stakeholders (17)

Human Resource Management

- Provides recognition, guidance, and support to staff (16)
- Demonstrates fairness, consistency, and respect for individual differences (23)
- Promotes an environment in which linguistic and cultural differences are valued and appreciated (20)
- Respects and honors diversity in everyday interactions (23)

Planning and Decision Making

- Engages in and promotes ethical conduct (24)

Data Collection and Analysis

- Maintains appropriate confidentiality of staff and student records (17)

Financial Management

- Ensures that expenditures are allowable and appropriate and that allocated funds are available throughout the fiscal year (14)
- Tracks expenditures and submits invoices regularly and in a timely fashion (13)
- Implements a written budget (12)

Areas of Greatest Weakness

The competencies where the greatest number of people (at least 33% of respondents and at least 12 people) rated themselves as “novice” or “basic” were the following. Numbers following each item indicate the number of people rating themselves as “novice” or “basic” on that item.

Human Resource Management

- Ensures that new staff receive a formal orientation (13)
- Provides for a regularly scheduled system of instructor observations and evaluations (21)
- Recognizes when staff are not performing effectively and follows a clear process leading to improvement or termination if necessary (19)

Educational Leadership

- Ensures that there are appropriate procedures for assessment of students for special learning needs and that appropriate programming is provided (15)

Planning and Decision Making

- Promotes the use of data for program planning (18)

Data Collection and Analysis

- Guides staff in deciding what data to collect based on requirements and program improvement initiatives (15)
- Establishes and monitors a process for collecting, documenting, and reporting data in a timely and accurate way (15)

- Oversees assessment of community needs to determine service and employment needs and opportunities (19)
- Analyzes and disseminates data to stakeholders in an accessible and timely manner (14)

Program Evaluation

- Leads the development and implementation of an overall program review process to assess program strengths and areas for improvement (15)
- Involves staff, students, and community representatives (including ABE Advisory Council) in program evaluation and subsequent use of evaluation data (18)
- Uses a variety of methods for program evaluation (20)

Fundraising

- Identifies funding sources and applies for funding (15)
- Applies for funding through grants, contracts, and other sources (13)
- Is successful in raising funds to create, maintain, and expand programs (17)

Community Collaboration/Community Planning

- Establishes partnerships and alliances with businesses, institutions of higher education, local educational agencies, child cares centers, health centers, employment and job training centers, etc. to expand understanding of adult education, assess needs, enhance program resources, and improve services for adult learners (12)

Advocacy

- Disseminates information in the community about the program (12)
- Participates in professional organizations that advocate for the advancement of adult education (15)
- Engages and encourages staff and students to be active advocates for adult education, including through curricular activities (15)

Priorities

These are the areas people selected to focus on for a staff development plan. Some individuals did not write a plan at the workshop, while others chose between one and three topics.

Communication

- Facilitation skills (3)
- Consistent and clear line of communication (1)

Human Resource Management

- Teacher observation/evaluation (9)
- Staff orientation (3)
- Staff performance issues (2)
- Staff handbook (1)
- General human resource management (1)
- Staff support (1)
- Learn appropriate ways of delegating (1)
- Consistency and respect for individual differences (1)
- Ensure all staff understand mission, goals, organizational chart (2)

Professional Development

- Improve staff development for staff (5)
- Keep up to date with research (3)
- Encourage peer mentoring (1)

Educational Leadership

- Assessment and curriculum (9)
- Special needs (2)
- Learn more about Equipped for the Future (1)
- Develop multicultural learning strategies (1)

Planning and Decision Making

- Student/staff input in planning (4)
- Data for program planning (1)

Data Collection and Analysis

- System for data collection and analysis (5)

Program Evaluation

- Program evaluation (3)

Fundraising

- Fundraising and marketing (7)

Financial management

- Financial management (3)

Community collaboration/community planning

- Outreach and publicity (1)
- Establish advisory board (1)
- Community connections (4)

Advocacy

- Become active in professional organizations (1)
- Become involved in policy discussions (2)

Other

- Student handbook (1)
- Learn about workforce development (1)
- Encourage teamwork (1)
- Prepare for site monitoring (2)
- Technology skills (1)

ABE Administrator Self-Assessment--Ratings

This chart details all items in which 20% or more of respondents rated themselves below competent. The final column indicates items where 33% or more or 50% or more rated themselves as below competent. Percentages are based on total responses to that item. In some cases, people chose NA for some items, so were not included in the percentages.

	Novice (%)	Basic (%)	Competent (%)	Expert (%)	Novice + Basic 33+% or 50+%
Communication					
g. Facilitation skills		23.8	59.5	16.7	
Human Resource Management					
a. Orientation	2.6	31.6	34.2	31.6	33+
b. Written material	2.6	26.3	36.8	34.2	
c. Instructor observations	5.1	48.7	30.8	15.4	50+
g. Performance issues	4.9	41.5	39.0	14.6	33+
Professional Development					
a. Keeps up to date	4.8	23.8	52.4	19.0	
c. Shares information	2.4	21.4	54.8	21.4	
d. Staff development program	8.1	21.6	43.2	27.0	
e. Staff plans	5.0	25.0	57.5	12.5	
f. Professional development system	5.4	21.6	54.1	18.9	
Educational Leadership					
a. Guides staff in curricula	7.9	15.8	65.8	10.5	
b. Instructional programs	7.9	15.8	55.3	21.1	
e. Technology	8.6	17.1	54.3	20	
g. Special needs	18.4	21.1	55.3	5.3	33+
h. Student goal-setting	2.6	28.2	64.1	5.1	

Planning & Decision Making					
b. Program goals	2.6	17.9	53.8	25.6	
d. Stakeholder involvement	7.5	17.5	55.0	20.0	
g. Data for planning	10.0	35.0	40.0	15.0	33+
h. Remains current	0	25.0	60.0	15.0	
i. Staff involvement	4.9	22.0	51.2	22.0	
k. ADA compliance	8.1	13.5	51.4	27	
Data Collection and Analysis					
a. What data to collect	4.8	31.0	57.1	7.1	33+
b. Process for data collection	7.3	29.3	51.2	12.2	33+
c. Community needs assessments	8.8	47.1	38.2	5.9	33+
d. Data requirements	7.3	14.6	51.2	26.8	
f. Student outcomes	2.4	24.4	56.1	17.1	
g. Analyzes and disseminates	7.5	27.5	52.5	12.5	33+
Program Evaluation					
a. Program review process	11.9	23.8	50.0	14.3	33+
b. Stakeholder involvement	9.8	34.1	41.5	14.6	33+
c. Variety of methods	9.8	39.0	39.0	12.2	33+
Fundraising					
a. Knowledge of funding sources	13.3	36.7	36.7	13.3	50+
b. Local fundraising	23.8	38.1	33.3	4.8	50+
c. Funding applications	10.0	33.3	40.0	16.7	33+
d. Partnerships	8.0	28.0	52.0	12.0	33+
e. Fundraising success	16.7	54.2	20.8	8.3	50+
Financial Management					
e. Board of directors	10.5	10.5	47.4	31.6	

Community Collaboration					
a. Outreach and publicity	8.3	22.2	61.1	8.3	
b. Alliances	5.3	23.7	57.9	13.2	
c. Community Planning Group	8.3	25.0	47.2	19.4	33+
Advocacy					
a. Disseminates information	5.0	25.0	52.5	17.5	
b. Professional organizations		35.7	42.9	21.4	33+
c. Staff and student involvement	4.9	31.7	43.9	19.5	33+

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