



# **Adult Basic and Literacy Education**

## **Indicators of Program Quality**

## Terms

**Indicator:** An indicator is a variable that reflects effective and efficient program performance.

**Measure:** A measure defines the quantitative level of performance. For example, retention may be measured by the number of hours students remain in the program.

**Standard:** A standard defines a level of acceptable performance in terms of a specific numeric criterion. For example, a retention performance standard may be established for a single point in time or to measure changes in performance over time.

1.0 Student Achievement

<b>INDICATOR</b>
Students demonstrate progress toward attainment of literacy skills, including reading, writing and speaking in English, computing and solving problems at levels of proficiency necessary to function on the job, in the family of the individual and in society.

<b>Measure</b>	<b>STANDARD</b>
A. Documentation of students' performance as measured on standardized and/or competency assessment instruments or alternative assessments such as instructor and student reports of achievement, student surveys, student journals and observed student performance.	A.1 Students will meet or exceed Minimum Performance Level (MPL) completion percentages set by the state for all Educational Functioning Levels (EFL).
	A.2 A minimum of 65% of students have on file a pretest and posttest score on a state-approved standardized test.
	A.3 At least <b>80%</b> of all students demonstrate level completion and progress as evidenced by ABLELink data.
	A.4 Instructors and students identify the ways in which students are progressing along a continuum toward expertise within a skill and across skills. Programs put in place a system to collect and analyze data about student progress in relation to the Standards and Benchmarks and the student learning goals. Program provides ongoing documented and dated evidence for all students regarding progress/achievements and/or competencies. These achievements and competencies will be correlated to the educational functional levels in the National Reporting System (NRS).
B. Students clarify their purposes for learning and for achieving their goals. Each student has identified and documented one or more objectives that require instruction and result in student gains.	B.1 All students have a portfolio that includes an Individual Learning Plan (ILP) and work samples. The ILP must include: student name; teacher name; program name; orientation site, and long term goal. It must also include: a short-term goal; steps and activities to accomplish the short-term goal; timeframe for meeting the short-term goal; results of a learning styles inventory; and results of an LD screening, if applicable.
	B.2 Instructors structure an ongoing goal-setting/needs assessment dialogue with all students to provide systematic documentation of progress or achievement of student-centered and/or employer-identified goals.
	B.3 At least 85% of students rate the program as satisfactory or better in terms of services that are of sufficient intensity and duration for them to achieve substantial learning gains as reported on a satisfaction survey. Students report increased sense of ownership of their learning and in the program.

1.1 Student Advancement

<b>INDICATOR</b>
Students transfer learning from the classroom to real life; articulate what they know and are able to do; demonstrate increased proficiency in the use of multiple skills that allow them to successfully transition through the University System of Ohio; gain unsubsidized employment or retain employment; earn a secondary school diploma or the Ohio High School Equivalence Diploma/GED®; and achieve family literacy outcomes, as defined below.

	<b>TARGETED STATE STANDARD</b>
A. Number and percent of students who persist in program until learning goals are met.	A.1 At least <b>27%</b> of all students who are in a transition program, have a secondary credential at entry, and/or obtain a secondary credential while enrolled will be placed in postsecondary education or training, including adult career technical education.
	A.2 At least <b>42%</b> of students who are not employed, but looking will obtain employment.
	A.3 At least <b>64%</b> of students who are employed full-time, employed part-time, or unemployed at entry and obtain employment during the program year will retain employment.
	A.4 At least <b>76%</b> of students taking all GED® tests within the reporting period will earn a secondary school diploma or the Ohio High School Equivalence Diploma/GED®.
	A.5 80% of the parents who have participated in family literacy for a minimum of four months within the reporting year will demonstrate at least a 0.3 gain in supporting children’s learning in formal educational settings as indicated on Scale III on the Parent Educational Profile.
	A.6 85% of the parents who have participated in family literacy for a minimum of four months within the reporting year will demonstrate at least a 0.3 gain in supporting interactive literacy activities as indicated on Scale II on the Parenting Education Profile.
	A.7 13% of all GED® completers will enter postsecondary education or training, including adult career technical education.

2.0 Physical Environment

<b>INDICATOR</b>
Program is housed in a safe, age-appropriate and student-friendly learning environment that is in good condition and properly maintained with adequate space and equipment.

	<b>STANDARD</b>
A. Facility is in compliance with fire and safety laws and regulations for facilities' normal use.	A.1 Programs will maintain current documentation of all facilities' compliance with fire and safety laws and regulations.
B. Facility and grounds are clean, well maintained, secure and free from hazards.	B.1 At least 85% of students and program staff rate the facility as satisfactory or better in terms of their personal and property safety.
	B.2 At least 85% of students and program staff rate classrooms as satisfactory or better for being clean, free from clutter and hazard and in good repair.
C. Facilities are accessible to students: <ul style="list-style-type: none"> <li>• on a bus line, if bus service is available</li> <li>• in compliance with Americans with Disabilities Act minimal requirements for persons with disabilities</li> <li>• has adequate parking within two blocks of the program</li> <li>• is in an area where the target population lives/works</li> </ul>	C.1 At least 85% of students and program staff rate facilities as satisfactory or better in terms of physical location.
	C.2 Program sites are in full compliance with ADA requirements for persons with disabilities.

	<b>STANDARD</b>
D. Buildings are readily identifiable as instructional sites and posted signage is present.	D.1 At least 85 % of students rate as satisfactory or better the easy identification of instructional sites and classrooms.
E. Secure storage facilities are available for records, supplies and equipment.	E.1 All sites will have secured records, supplies and equipment.
F. The facility provides an appropriate adult learning environment.	F.1 At least 85% of students and program staff rate classroom as satisfactory or better in terms of temperature, noise levels and lighting.
	F.2 All learning environments will include: <ul style="list-style-type: none"> <li>a. separate, quiet areas</li> <li>b. computer area</li> <li>c. reading library</li> <li>d. discussion areas</li> <li>e. visually stimulating materials</li> </ul>
	F.3 85% of students and program staff rate facility as satisfactory or better in terms of adult appropriateness of furniture, restrooms and classrooms.
	F.4 85% of students and staff rate facility as satisfactory or better in terms of adequate space for instruction and storage.

### 3.0 Program Planning and Administration

INDICATOR
Program planning and administration is a process that is based on a written plan, is implemented, and guided by evaluation.

Measure	STANDARD
A. A written plan exists that responds to workplace, family and community needs. The approved grant may serve as the basis of this written plan.	A.1 A written program plan will include at least: <ul style="list-style-type: none"> <li>a. vision/mission statement</li> <li>b. needs assessment</li> <li>c. provision for special needs population, e.g. Learning Disabilities Policy and Planning Guide</li> <li>d. strategic plan</li> <li>e. communication/recruitment plan</li> <li>f. community survey/environmental scan</li> <li>g. evaluation plan</li> </ul>
	A.2 All programs will continuously review and evaluate program policies and data to assure that they reflect students' needs and goals, and update the written plan annually and/or as needed.
	A.3 Program will describe the "provision for special needs population," the steps it proposes to take to ensure equitable access to and participation in its program for students, maintain an updated plan for serving special needs students (LD Policy and Planning Guide), including staff and other program beneficiaries with special needs.
B. Program administration facilitates the implementation and evaluation of the written plan.	B.1 An advisory committee will be maintained that consists of no fewer than five members and represents adult education stakeholders including, but not limited to, the University System of Ohio, education, government, social services, business and the local community.
	B.2 All staff paid from ABLE funds are formally evaluated, in writing, on a yearly basis to include evidence of staff observations.
	B.3 Program administration will maintain documentation that all professional development (PD) assurances are met and have a written policy for staff not meeting the PD requirements.
	B.4 All staff rate their participation level and value in the planning process as satisfactory or better.
	B.5 Program conducts a minimum of one staff meeting per quarter as evidenced by the minutes.
	B.6 All staff rate the receipt of needed program information as satisfactory or better.
	B.7 Programs support collaborative staff teams.

Measure	STANDARD
	B.8 Programs establish and maintain a structured Intake and Orientation process for all students as evidenced by a written procedure, which includes: <ul style="list-style-type: none"> <li>a. an explanation of the University System of Ohio and transitions' priorities</li> <li>b. completion of appropriate paperwork</li> <li>c. an explanation of programs and services (as student language proficiency allows)</li> <li>d. may include initial assessment.</li> </ul>
	B.9 The Intake and Orientation materials will include: <ul style="list-style-type: none"> <li>a. intake form</li> <li>b. program policy, guidelines</li> <li>c. written class schedule</li> <li>d. student handbook</li> <li>e. student/instructor/program contracts</li> <li>f. goal-setting forms</li> <li>g. support services information</li> <li>h. University System of Ohio and transitions-related information</li> </ul>
	B.10 Intake and orientation occurring during instructional hours must be conducted by designated staff other than the instructor.
	B.11 Student Experience Model (SEM) elements are aligned with program goals.
	B.12 Students are recognized for academic and non-academic achievements as evidenced by formal and informal award ceremonies or events. Success is described in terms of real-life results in students' lives.
C. The program utilizes standard accounting and auditing procedures which are sound, ethical and consistent with program policy and funding requirements.	C.1 Program administration utilizes a dual accounting system to monitor ABLE expenditures and revenue as evidenced by a ledger. This may be electronic.
	C.2 Program administration submits accurate fiscal reports as required by the ODHE State ABLE Program.
	C.3 Program administration maintains documentation of staff hours worked as required in the approved grant's General Assurances.
	C.4 Program administration establishes a budget that supports the written plan.
D. Records and reporting systems are consistent with program policy and with legal and funding requirements.	D.1 Program administration employs ABLE staff and recruits volunteers qualified for the positions they hold, as evidenced by current job descriptions, applications, resumes and certifications on file, including the completed Program Personnel page from the grant application that identifies the credentials of each staff member.
	D.2 <b>All new staff receive an ABLE orientation within the first thirty days of employment per the Professional Development policy</b>
	D.3 Program administration enters all staff and volunteers into ABLELink including Advisory Committee members.
	D.4 Program administration recognizes staff achievements and contributions as documented in their personnel file.



Measure	STANDARD
	D.5 Program administration maintains records and submits accurate reports as required by the ODHE State ABLE Program.
	D.6 Program utilizes the ABLELink system: to collect and analyze data about student progress, to report program outcomes as required by the ODHE State ABLE Program and to periodically review program components to revise program goals and facilitate continuous improvement.
	D.7 Program administration ensures that all staff meets reporting and record keeping requirements of the ODHE State ABLE Program.

4.0 Curriculum and Instruction

<b>INDICATOR</b>	
Program has a written curriculum and provides instruction matching student needs and learning styles.	
<b>Measure</b>	<b>STANDARD</b>
A. Assessment results are used to guide development of learning plans to meet individual student needs.	A.1 Learning styles are determined by formal or informal assessment as documented by written records.
	A.2 All students have Individual Learning Plans on file based on assessment results, learning styles and individual student goals.
	A.3 Students use results of performance assessments to monitor their progress and revise their learning goals.
	A.4 Instructors use assessment results to evaluate their lessons.
B. All programs have a written curriculum that is adult appropriate, has the six framework components and is built on a strong foundation of research and effective educational practice.	B.1 Programs structure curriculum around real-life contexts related to student goals and the ABLE Standards and Benchmarks.
	B.2 Program maintains a written curriculum that is supported by a wide variety of materials and technology for use by adult students, including texts of various levels, current reading materials (i.e. magazines, newspapers), learning games, manipulatives, online and computer-assisted resources and special materials for persons with learning and/or physical disabilities, and/or limited English proficiency. The curriculum has the six framework components of 1. Alignment with the ABLE Standards and Benchmarks; 2. Learner expectations; 3. Teaching strategies; 4. Learning activities; 5. Resources and 6. Assessment.
	B.3 The written ESL curriculum is based on the language acquisition principles, the ESOL Standards and Benchmarks and includes: <ul style="list-style-type: none"> <li>a. communication competencies through the four language skills - listening, speaking, reading, writing</li> <li>b. U.S. cultural knowledge and skills</li> <li>c. non-verbal communication.</li> </ul>
	B.4 Instructors use lesson plans to help guide their organization of materials for the purpose of achieving intended learning outcomes and focusing on student goals and needs. Lesson plans are organized around ABLE Standards and Benchmarks.
C. Instructional strategies meet individual student needs.	C.1 Instructors use various adult appropriate instructional strategies, including but not limited to: lecture, small group, individualized instruction and computer-assisted instruction designed to meet student goals and learning style needs.
	C.2 Instructors and students use technology, including computers, for various educational experiences.
	C.3 Instructors and students construct contextualized learning opportunities that focus on the development and practice of skills students need in order to carry out activities and accomplish purposes in their lives.
	C.4 Instructors integrate lessons that arise from in-class or out-of-class student needs into an overall learning plan.
	C.5 Instructors create opportunities for students to reflect on and monitor their own learning.

Measure	STANDARD
	C.6 Instructors help students examine and clarify prior knowledge in order to construct new meaning.
	C.7 Instructors use evidenced – based instructional methods such as Student Achievement in Reading (STAR), Teachers Investigating Adult Numeracy (TIAN) and so on.
D. All programs use the Transitions Framework to assist students to move from ABLE to postsecondary education and employment.	D.1 Instructors facilitate student success within the Transitions Framework.
	D.2 Instructors integrate transition-related activities in their lessons.
	D.3 Instructors assist students in building awareness and access that leads to enrollment in postsecondary education/training and employment.

#### 5.0 Professional Development

INDICATOR
Program has an ongoing professional development process that is linked to a professional development plan which supports program and organizational goals.

MEASURE	STANDARD
A. Program determines individual and program professional development needs.	A.1 Program administration summarizes program needs to generate a Program Improvement Consultation Plan (PICP) and submits to the ODHE State ABLE Program annually.
	A.2 Staff Professional Development is documented in online ABLE PD database.
B. Staff participates in professional development activities to meet program goals.	B.1 <b>Staff participates in required PD activities per the Professional Development policy.</b>
	B.2 Staff reflect on their learning goals.

6.0 Support Services

<b>INDICATOR</b>
Program provides a system for support services that promotes student achievement of goals.

<b>MEASURE</b>	<b>STANDARD</b>
<p>A. Program has a written plan that describes the system for providing student support services and follow-up, including but not limited to;</p> <ol style="list-style-type: none"> <li>1. child care services</li> <li>2. transportation services</li> <li>3. flexible schedules</li> <li>4. special accommodations</li> </ol>	A.1 Program identifies student support service needs by formal or informal assessment as evidenced by documentation on file.
	A.2 Program uses assessment information to provide support services directly and/or through referrals as evidenced by written documentation kept on file.
	A.3 Program follows up on student support service referrals as evidenced by written documentation.
	A.4 Program follows up with students who have not attended classes during the past month to identify current needs and possible course of action to re-engage student in the educational program as evidenced by written documentation.
<p>B. Program staff possesses the knowledge and skills necessary to make appropriate, informed referrals to support services offered within the program and in the community to reduce student barriers.</p>	B.1 All sites maintain a current listing of community, educational and/or workplace support services reviewed annually.
	B.2 All program staff have a copy of the program's written plan that describes the system for providing student support services.

MEASURE	STANDARD
<p><b>C. Program establishes linkages or agreements between the ABLE program and other educational and/or community providers and systems.</b></p>	<p><b>C.1 Program activities coordinate with other available resources in the community resulting in strong linkages as evidenced by MOUs with:</b></p> <ul style="list-style-type: none"> <li><b>a. University System of Ohio providers, e.g. Ohio Technical Centers, community colleges</b></li> <li><b>b. other postsecondary educational institutions</b></li> <li><b>c. Ohio Means Job centers</b></li> <li><b>d. job training programs and apprenticeships</b></li> <li><b>e. social services agencies</b></li> <li><b>f. employers</b></li> <li><b>g. correctional facilities</b></li> <li><b>h. secondary schools</b></li> <li><b>i. elementary schools as evidenced by letters of support, contracts and/or agreements.</b></li> </ul>

**7.0 Program Promotion and Recruitment**

INDICATOR
<p>Program successfully recruits from the populations in the community identified in the Adult Education and Family Literacy Act, WIA, Title II, as needing literacy services.</p>

MEASURE	STANDARD
<p><b>A. Program recruits from the target population in the program service area.</b></p>	<p>A.1 Program will demonstrate achievement of its projected enrollment levels as evidenced by reports required by the ODHE State ABLE Program.</p> <p>A.2. Program will utilize appropriate means and methods to promote ABLE services to eligible populations, e.g. website(s), social media, print materials, partnerships, etc.</p>
<p><b>B. Program has a written plan that is evaluated and updated annually, as needed. The approved grant may serve as the basis of this written plan.</b></p>	<p>B.1 A written plan includes:</p> <ul style="list-style-type: none"> <li>a. Environmental scan to determine customers, competitors, partners and resources</li> <li>b. Expected outcomes</li> <li>c. Activities describing personnel responsible and timelines</li> <li>d. Materials</li> <li>e. Professional Development</li> <li>f. Evaluation</li> </ul>

MEASURE	STANDARD
	B.2 Cumulative enrollment outcomes are evaluated at least every three months and are used to update program's communication and recruitment plan as evidenced by ABLELink Data.
	B.3 The advisory committee is given a formal orientation to the program and meets formally for planning at least two times per year. Agendas are prepared and minutes are taken for all advisory committee meetings. These reflect active involvement by the advisory committee members in the planning process as evidenced by the following: <ul style="list-style-type: none"> <li>a. discussion of current community conditions, needs and resources</li> <li>b. action steps in the minutes that indicate how the program will address the information acquired</li> <li>c. acceptance and completion of assignments given to advisory committee members.</li> </ul>
	B.4 Program will involve students, instructors and advisory committee members in communication and recruitment activities as documented in the written plan.
	B.5 Program evaluates the means by which entering students became aware of the program and the effectiveness of various communication and recruitment activities as evidenced by documentation on file.
	B.6 Evidence of local community partnerships, reflecting common purposes and goals that support the implementation and evaluation of the written plan.

## 8.0 Transitions

INDICATOR	
The program provides ABLE transitions services, defined in the Transitions Framework, that facilitate students successfully transitioning to postsecondary education, training, and/or employment.	
Measure	STANDARDS
A. The program provides instruction aimed at addressing the gaps in knowledge and skills needed for success in postsecondary education and the workplace (e.g., algebra, reading, critical thinking).	A.1 Program provides an instructional program that is relevant to students' educational/career interests.
	A.2 Program provides student access to career pathways or other features of postsecondary education and training.
	A.3 Program collects data to track and report postsecondary and training goals and to revise instructional outcomes to address the overall program needs.
B. The program provides support generally applicable across ABLE, and in the areas of career assessment and counseling.	B.1 Program identifies and establishes relationships with key student support services within the organization/community/region.
	B.2 Program facilitates cross-training with resource partners.
	B.3 Program conducts ongoing labor market analysis for employment trends/career pathways needed to target high employment demand and growth sectors
	<b>B.4 The program provides students with access to postsecondary education information, resources and services such as <a href="http://www.ohiomeansjobs.org">www.ohiomeansjobs.org</a>.</b>
	B.5 Program provides career, individual, and/or group advising as part of overall instruction.
	B.6 Staff assists students in setting realistic long- and short-term transition goals that take into consideration their academic achievements and assessment scores.
C. The program participates in collaborative activities to connect with agencies that support ABLE students in meeting their goal of completing postsecondary education or workforce training.	C.1 Program engages a team of cross-agency partners at the regional/local levels to access and plan comprehensive student support services.
	C.2 Program creates formal agreements (Memorandum of Understanding) that defines partners' roles/responsibilities and the working relationships to include assessment, referral, instruction, placement, and follow-up processes.