Section 2.   Indicators of Program Quality

Program Quality Indicators are used as guidance for local programs to use in evaluating their effectiveness in running a program receiving funding under the Adult Education and Family Literacy Act. This is the way to look at the accountability and performance of your program.

In Title II of the Workforce Investment Act (WIA) refers to research-based practice, use of technology, and the ability to produce documented learner outcomes. An interwoven theme through out WIA is the emphasis on continuous program improvement, use of high quality assessment practices linked to curriculum and instruction, and participation in comprehensive community planning. Additional concepts of measuring customer satisfaction and meeting the needs of employers must be considered.

Think of Indicators of Program Quality as a framework for local evaluation and self-assessment.

Summary of Indicators of Program Quality
1. **Customer Results and Program Accountability**
    Key Concept: Quality is ultimately judged by learner outcomes and customer satisfaction.
    - 1.1 Learners' progress is demonstrated by advancing through instructional levels, obtaining appropriate educational credentials or certificates, and/or pursuing postsecondary education, training and employment.
    - 1.2 Learners remain in the program long enough to meet their educational goals.
    - 1.3 The program demonstrates effectiveness in improving adult's literacy skills by meeting or exceeding performance standards established by the state.
    - 1.4 The program maintains a high-quality information management system with the capacity to report participant outcomes and monitor program performance.
    - 1.5 The program measures customer satisfaction by systematically gathering feedback from participants and using the information to continuously improve services.

2. **Instructional System**
    Key Concept: The instructional system integrates ongoing assessment, individualized instructional planning, the use of appropriate curriculum frameworks, research-based instructional practices, and multiple delivery systems.
    Assessment
    - 2.1 Trained practitioners use standardized assessments appropriately to produce valid and reliable results.
    - 2.2 Learner assessment is ongoing and addresses the informational needs of various stakeholders through appropriate use of formal and informal measures.
    - 2.3 Assessment results are used to place learners within the instructional program and to continuously update the instructional process.
    Planning
    - 2.4 Program staff and learners jointly develop, regularly evaluate, and update an instructional plan that incorporates the individual's learning style and preferences, and short- and long-term educational and employment goals.

2.5　Instruction of sufficient intensity and duration is offered to enable learners to achieve substantial learning gains.

Curriculum Frameworks

2.6　Curriculum provides for learning and skill building in real-life contexts that allows learners to become effective family members, workers, and citizens.

2.7　Curriculum development is based on best theory and practice, a comprehensive review of available materials and technologies, well-articulated instructional goals, reasonable scope and sequence, and coordination with instructional staff.

Instructional Practices and Delivery

2.8　Programs use research-based instructional practices, technology, and multiple-delivery systems to address learner needs and preferences, and to accommodate the instructional needs of a diverse student population.

3. **Leadership and Continuous Improvement**

   Key Concept: Program leaders create strategies, systems, and methods for achieving excellence and demonstrating accountability to all customers and stakeholders.

   3.1　Program leaders ensure full staff participation in the continuous improvement process.

   3.2　The programs strategic plan reflects a comprehensive planning process to deliver adult education services based on the community's needs and is linked to the five-year comprehensive unified state plan.

   3.3　Program leaders supervise and conduct regular performance appraisals with all staff, including volunteers.

4. **Professional Development**

   Key Concept: Professional development activities contribute to well-trained administrators and practitioners, including volunteers, to ensure quality teaching that maximizes learner outcomes.

   4.1　Programs have well-trained administrators and practitioners who consistently demonstrate effective teaching strategies.

   4.2　Administrators and practitioners continuously improve their practice through regular participation in professional development activities offered through the state leadership grant and locally.

   4.3　Program volunteers receive high-quality pre-service and regular in-service training.

5. **Community Interaction and Outreach**

   Key Concept: Through community collaboration and support, learners receive seamless services that enable them to reach their educational goals in an efficient and effective manner.

   5.1　Educational and support services are coordinated with available resources in the community such as links with elementary and secondary schools, postsecondary institutions, career Learning centers, job training programs, one-stop centers, and social services to ensure non-duplicative and seamless services to learners.

   5.2　Recruitment targets populations most in need of educational and is consistent with organizational mission, student and volunteer capacity, and area demographics.

5.3 The program offers flexible schedules and coordinates support services to enable individuals, including individuals with disabilities or other special needs, to achieve learning goals.

5.4 The program communicates regularly with employers and provides basic instruction that meets the demands of the workplace.

5.5 The program participates in public awareness activities to promote community understanding of the importance of adult basic and literacy education.

5.6 The program supports the recruitment and use of volunteers.