

**Massachusetts Office of Adult and Community Learning Services**

**Indicators of Program Quality for Community Adult Learning Centers and Correctional Institutions**

Version 1.2, June 2017

Massachusetts Department of Elementary and Secondary Education

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**Introduction to the Indicators of Program Quality, Version 1.2**

**Background**

The National Literacy Act of 1991 required states to develop **Indicators of Program Quality (IPQ)** to be used in the development and evaluation of local adult basic education (ABE) programs. The original IPQ were developed with the field and reflected the identified values that were important for quality programs.

Over the years, Massachusetts’ IPQ have been updated to reflect changes in federal and state policy. The **FY18 Indicators of Program Quality (IPQ)** are intended to help both ABE programs and the Office of Adult and Community Learning Services (ACLS) to assess the quality of adult education programs. Each indicator contains one or more standards that further define its content.

Most recently, with input from the field, the IPQ were updated to align with the Workforce and Innovation and Opportunity Act (WIOA). WIOA is designed to strengthen and improve our nation’s public workforce system by helping Americans, including youth and those with significant barriers to employment, to advance along viable career pathways and help employers hire and retain skilled workers.

The IPQ were influenced by research in curriculum and instruction, program administration, and advising and were also informed by guidelines and standards developed by ACLS and the Office of Career, Technical and Adult Education.[[1]](#footnote-1) In addition, ACLS conducted an extensive review of indicators from other states. Finally, the IPQ were developed in consultation with an advisory group of ABE directors and amended after an open comment period with the field.

**Purposes**

The overarching goal of the IPQ is to guide the planning, delivery, and evaluation of all adult education programs in Massachusetts in order to improve services for learners enrolled in ABE programs. The IPQ have three primary purposes:

* **Guidance in Proposals to the Field:** The IPQ are used to guide the development of ACLS Requests for Proposals (RFPs).
* **Program Self-Assessment:** Adult education programs are advised to use the IPQ as benchmarks in designing high quality programs and in measuring progress in key areas. To that end, programs are encouraged to use the IPQ in tandem with the *Massachusetts Policies for Effective Adult Basic Education in Community Adult Learning Centers and Correctional Institutions* to inform continuous improvement planning.
* **Site Visits and Program Monitoring:** ACLS will use the IPQ as a guide in conducting site and program monitoring visits. During these visits, ACLS will identify promising practices and areas where further improvement and technical assistance are needed to help support the adult education program.

**Organization**

The IPQ are not sequential and are meant to support one another. They are divided into two categories:

* **Student Success**: includes indicators and standards that help programs to support students’ progress towards their next steps in postsecondary education, training, and/or employment leading to a family-sustaining wage.
* **Organizational Capacity**: includes indicators and standards that help programs to support their staff and guide directors in administering a quality program.

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| **Indicators of Program Quality**  **Community Adult Learning Centers and Correctional Institutions** | | |
| **Alignment to WIOA** | **Student Success** | **Indicator 1: Program Design:** The program implements the key design elements articulated in its funded proposal. |
| **Indicator 2: Access and Equity**: The program is responsive to the education and employment needs of the region and to individuals most in need of services. |
| **Indicator 3: Career Pathways Collaboration**: The program takes concrete steps toward implementing the Workforce Innovation and Opportunity Act (WIOA) vision as expressed in the Massachusetts state and local plan for a seamless system of education and workforce services that supports career pathways. |
| **Indicator 4: Curriculum and Instruction:** The program delivers high quality standards-based instruction that meets the academic needs of all students. |
| **Indicator 5: Student Progress**: The program consistently meets or exceeds state student performance targets for academic growth, and for postsecondary education, training and employment. |
| **Indicator 6: Advising and Student Support Services**: The program ensures effective and equitable delivery of advising and support services. |
| **Capacity** | **Indicator 7: Organizational Support:** The agency/institution (e.g., Community Based Organizations, Local Education Agency, Community College) actively builds and supports the capacity of the program and maintains quality working conditions to ensure its success. |
| **Indicator 8: Educational Leadership:** The program leadership (e.g., executive director, director, program manager, program coordinator, principal) ensures that the vision for academic success is shared by staff and students and that the program engages in a continuous improvement planning process with the goal of improving student outcomes. |
| **Indicator 9: Professional Culture:** The program promotes a culture that is ethical, culturally proficient, and collaborative that builds the expertise and experience of staff to grow in their career and assume leadership roles. |
| **Indicator 10: Fiscal and Data Accountability:**  The agency/institution maintains a stable financial condition operating in a financially sound and publicly accountable manner. The program has a system for collecting and reporting data that ensures its integrity. |

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| **Indicators of Program Quality**  **Community Adult Learning Centers and Correctional Institutions** | | |
| **Alignment to WIOA** | **Student Success** | **Indicator 1: Program Design: The program implements the key design elements articulated in its funded proposal.** |
| Standard 1.1: The program is designed in alignment with its mission with sufficient intensity to ensure a smooth transition to education, training, and employment leading to family sustaining wages for all students. |
| Standard 1.2: The program is designed in alignment with its mission to address the unique needs of sub populations (e.g., out of school youth, parents and caregivers of school age children[[2]](#footnote-2), and individuals with disabilities). |
| **Indicator 2: Access and Equity: The program is responsive to the educational needs of the region and to individuals most in need of services.** |
| Standard 2.1: The program addresses access and equity and is responsive to regional needs identified by key stakeholders, including students most in need of services. |
| Standard 2.2: The program ensures that reasonable accommodations are made for students with self-disclosed disabilities through its own resources and/or referrals to outside agencies. |
| **Indicator 3: Career Pathways Collaboration: The program supports career pathways outlined in Massachusetts’ state plan for a seamless system of education and workforce services and is aligned with the regional employment needs identified in the local plan.** |
| Standard 3.1: The program collaborates with local education and workforce systems to jointly advance students, including students who are shared customers, to their next step with regard to education, training, and employment leading to family sustaining wages. |
| Standard 3.2: The program’s collaborations result in increased options for students in postsecondary education, training, and employment aligned with the regional employment needs identified in the local plan. |
| **Indicator 4: Curriculum and Instruction: The program delivers high quality standards-based instruction that meets the academic needs of all students.** |
| Standard 4.1: The program’s documented ESOL curriculum and instruction are aligned to the College and Career Readiness (CCRSAE) Standards for Adult Education and supported by the standards and benchmarks of the Massachusetts ABE Framework for English for Speakers of Other Languages (ESOL).The program’s documented ABE curriculum and instruction are aligned to the College and Career Readiness (CCRSAE) Standards for Adult Education. |
| Standard 4.2: Instruction is based on rigorous research, evidence-based practices, and high expectations for all students. |
| Standard 4.3: Digital literacy enhances curriculum and instruction at every level. |
| Standard 4.4: The program uses formative and summative assessments to evaluate the quality and effectiveness of instruction and to modify it accordingly. |
| **Indicator 5: Student Progress: The program consistently meets or exceeds state student performance targets for academic growth, and for postsecondary education, training, and employment.** |
| Standard 5.1: The program consistently meets or exceeds its state-assigned Measurable Skill Gain (MSG) target for educational functioning level completion, high school equivalency credential attainment, and enrollment in postsecondary education and training. |
| Standard 5.2: The program consistently follows up on all post-exit student outcomes. |
| **Indicator 6: Advising and Student Support Services**: **The program ensures effective and equitable delivery of advising and support services.** |
| Standard 6.1: Students actively pursue options for postsecondary education, training, and employment based on informed decisions. |
| Standard 6.2: The program addresses barriers to participation by referring students to outside social service agencies as needed. |
| Standard 6.3: The advisor and instructional staff work collaboratively to create a culture of student self-efficacy and persistence. |
| **Capacity** | **Indicator 7: Organizational Support: The agency/institution (e.g., Community Based Organization, Local Education Agency, Community College, Correctional Institution) actively builds and supports the capacity of the program and maintains quality working conditions to ensure its success.** |
| Standard 7.1: The program operates at a site that meets all city, state, and federal accessibility and safety requirements. |
| Standard 7.2: The agency provides regionally competitive salaries, benefits, and opportunities for full-time employment. In addition, the program compensates all job responsibilities including paid prep time for teachers. |
| Standard 7.3: The program provides career growth opportunities and rewards experience, education, and licensure. |
| Standard 7.4: Organizational leadership establishes minimum qualifications and maintains high standards for program leadership. The agency/institution provides in-depth training and on-going support to staff in leadership roles, including acting or interim staff. |
| Standard 7.5: The program has classrooms that are suitable for adults and conducive to learning, dedicated advising space that is private and secure, and up to date technology that is readily available for all staff and students. |

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| **Alignment to WIOA** | **Capacity** | **Indicator 8: Educational Leadership: Program leadership (e.g., executive director, director, program manager, program coordinator, principal) ensures that the vision for academic success is shared by staff and students and that the program engages in a continuous improvement planning process with the goal of improving student outcomes.** |
| Standard 8.1: Program leadership provides on-going supervision for all staff which includes regular supervision meetings, and an annual evaluation. Teachers receive regular classroom observations with written feedback and follow up that leads to improved teaching practice and student outcomes. |
| Standard 8.2: Program leadership makes informed decisions for providing professional development to staff based on student outcome data and program needs. |
| Standard 8.3: Program leadership collects and analyzes a variety of program and regional data to inform decisions about program planning and evaluation. |
| Standard 8.4: The program’s continuous improvement planning process involves all stakeholders, including students, and incorporates their feedback, reflections, and recommendations for improvement. |
| **Indicator 9: Professional Culture: The program promotes a culture that builds the expertise and experience of staff to grow in their career and assume leadership roles.** |
| Standard 9.1:The program ensures a professional culture of high expectations for all staff. |
| Standard 9.2: The program provides staff with quality resources and tools needed to be successful in their roles. |
| Standard 9.3: The program provides equitable access to paid high quality professional development. |
| Standard 9.4: The program recruits and retains qualified staff. |
| **Indicator 10: Fiscal and Data Accountability: The agency/institution maintains a stable financial condition operating in a financially sound and publicly accountable manner. The program has a system for collecting and reporting data that ensures its integrity.** |
| Standard 10.1: The program has a comprehensive system of internal policies and procedures over its accounting and financial information to ensure that grant funds are expended in compliance with federal and state grant requirements and are used for their intended purposes. |
| Standard 10.2: The program maintains the required match commitment annually, maintains adequate cash flow to support the program, and demonstrates the capacity for self-sustaining fiscal and program operations. |
| Standard 10.3: The program develops an annual budget that supports the services approved in the grant. |
| Standard 10.4: The agency/institution annually certifies its tax and regulatory filings and produces an independent audit report. |
| Standard 10.5: The program records, maintains, and reports accurate program and student data in a consistent and timely manner through the state’s data management and accountability system. |

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1. including the ESOL Professional Standards, 2015-2017 Program Self-Evaluation and ACLS Monitoring Tool, and the College and Career Readiness Standards for Adult Education. [↑](#footnote-ref-1)
2. family literacy [↑](#footnote-ref-2)