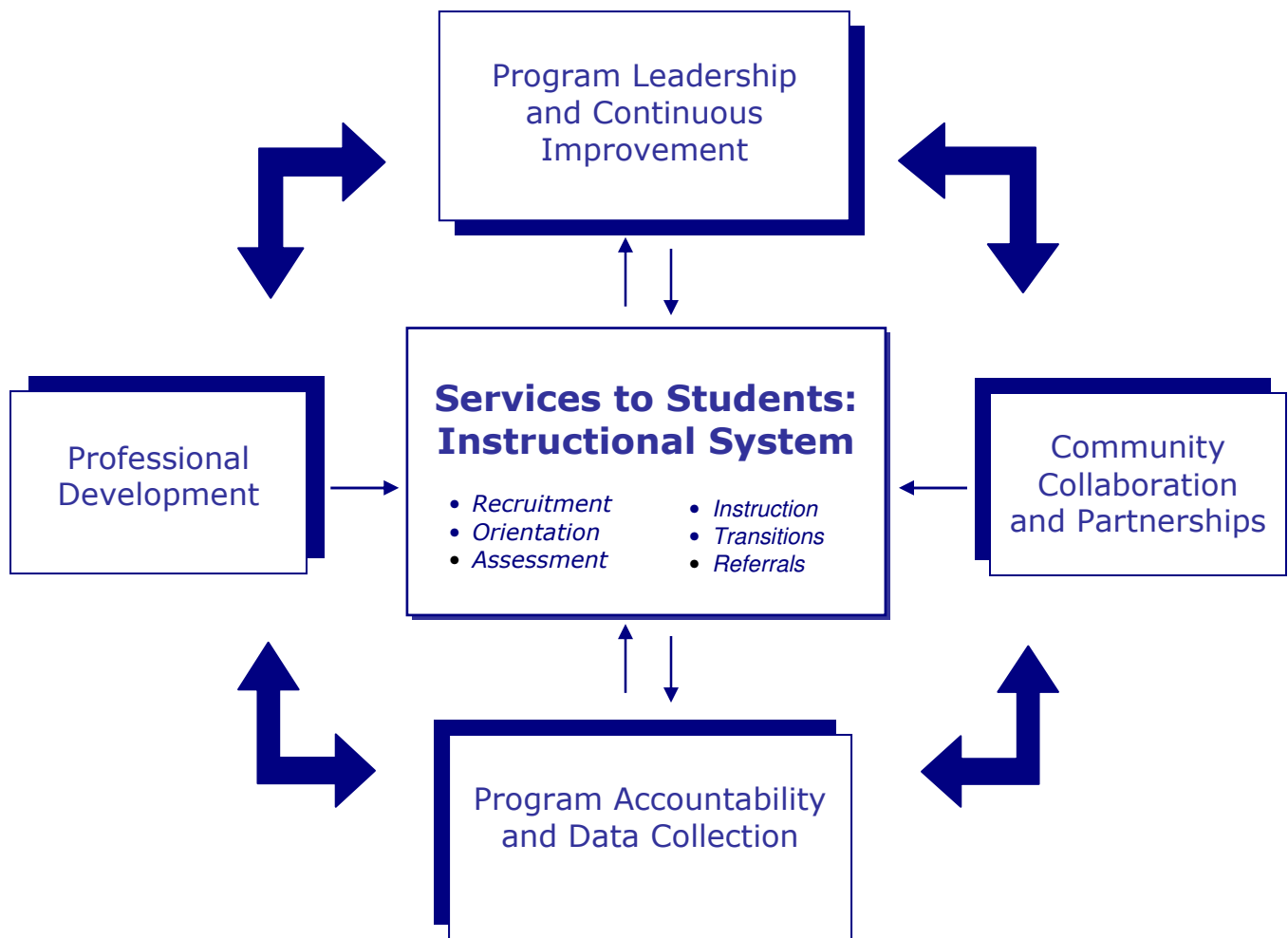


Indicators of Program Quality

Program Self-Review Guide



Kentucky Adult Education

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Overview

Indicators of Program Quality (IPQs) are processes or practices that provide evidence of the ability of adult education programs to deliver quality services.

Research from Abt Associates, Inc (2000) suggests there are specific services that a comprehensive adult education program should offer. This research indicates that certain key functions appear to be important in supporting the delivery of quality services to learners. KYAE has adopted these key functions as Indicators of Program Quality (IPQ). The IPQ's will help programs look across all components of their operations in an effort to prioritize needs and guide continuous improvement.

The IPQ's apply to all adult education programs, however but there is no expectation that every program will demonstrate every indicator and they are not intended to create a prescriptive requirement for Kentucky's adult education programs. Using the Indicators of Program Quality will help programs gain insight into their services to insure quality teaching and learning is provided for Kentucky's adult learners .

Summary of Indicators of Program Quality

1. Effective Support Systems

- *Leadership & Continuous Improvement*
Key Concept: Program directors create strategies, directions, and expectations for performance as well as create a focus on continuous improvement.
- *Professional Development*
Key Concept: Committed to activities that to high performing adult educators to ensure a strong focus on students and learning.
- *Community Collaboration & Support*
Key Concept: Through community collaboration and support, students receive seamless services that enable them to reach their educational goals in an effective and efficient manner.
- *Data Collection & Accountability*
Key Concept: Quality is ultimately judged by student outcomes.

2. Recruitment

Key Concept: A plan and process to scale up enrollment and reach the target population.

3. Orientation

Key Concept: A process to help student and adult educators make informed decisions based on student skills.

4. **Assessment**

Key Concept: Process to measure student skill level at entry, program placement, progress, and gains at exit.

5. **Instruction**

Key Concept: The instructional system integrates ongoing assessments, planning, curriculum aligned to content standards, research-based instructional practices, and multiple instructional delivery methods geared to students with diverse education and cultural backgrounds.

6. **Transition**

Key Concept: Students advance to postsecondary or the workplace based on achievement of learning goals.

7. **Support Services**

Key Concept: The resources and services that support student participation and success.

Instructions for Completing This Self-assessment Form

Step 1: Complete the program self-assessment individually or as a group. Mark each item as either **yes**, **needs improvement**, or **no**. At the end of each indicator, there is a section called Required Evidence. Check those that you have. There is also another box called Evidence of Quality. This is for you to list any additional evidence that will show your program is providing quality services.

Step 2: Once the form is completed, determine the program strengths and weaknesses.

Step 3: Develop a program improvement plan based on the areas needing improvement.

Step 4: If your program is scheduled for an onsite review from KYAE, you will need to return the completed self-assessment to KYAE two weeks prior to the visit.

Required Evidence: This is what is required by policy or your contract.

Evidence of Quality: This is what you might be doing to provide quality services. It is something that is not necessarily mandated by KYAE.

Scoring:

- **No** - no evidence or you don't do this.
- **Yes** - there is evidence.
- **Needs Improvement** - little evidence of effort in this category. Practices and policies are often undocumented. We may do some planning but it is not written out in detail. We have poor results and are not capturing data accurately.

Program Name _____ Date _____

Person(s) Completing Form _____

I. Effective Support Systems			
<p>Key Concept: Effective services that support student learning include leadership and continuous improvement, professional development, community partnerships, and accurate data collection for accountability.</p> <p>Goal: To examine your values, directions and expectations for performance.</p> <p>Outcome: Program meets its performance and enrollment goals each year.</p>	Needs Improvement	Yes	No
The local program . . .			
Leadership And Continuous Improvement			
Key Concept: Program leaders create values, directions and expectations for performance structure that promotes continuous improvement for students.			
1. Has written mission statement and goals aligned to state and federal goals.			
2. Instructional leader, who has experience and understanding of the specific needs of adult students, visits and observes the classrooms.			
3. Uses facilities that meet safety standards, are appropriate for adult students, and meet the Americans with Disabilities Act's requirement of reasonable accommodations.			
4. Ensures all staff participates in the continuous improvement process.			
5. Provides services for 42-46 weeks/year to students.			
6. Has adequate financial resources, personnel, facilities, instructional materials, equipment, computers, and student services to support a quality program.			
7. Program operation is guided by a written continuous improvement plan. Program progress in meeting plan goals is evaluated on a regular basis.			
8. Program leadership participates in regular professional development to build administrative and leadership skills.			
9. Leadership has developed clear, consistent processes to guide all program services.			
Required Evidence:			
<ul style="list-style-type: none"> ▪ Program plan is tied to grant narrative. ▪ Class schedules and hours of operation for all sites are prominently displayed in each site. ▪ For larger programs with more than 10 instructors- an organizational chart ▪ For larger programs with more than 10 instructors- staff meeting agendas/notes that address, federal and state goals, program services and professional development. ▪ Inventories of instructional equipment and materials are current. ▪ In each staff folder a signed form that they reviewed the current KYAE Policy and Procedures Manual. 			

<p>Evidence of Program Quality: (These are provided by the program. The following are suggestions.)</p> <ul style="list-style-type: none">▪ For larger programs with more than 10 instructors- staff meeting notes/agendas and action items address program plan, grant design, continuous improvement, and professional development.▪ Mission statement is prominently displayed in the learning center, recruitment materials, and orientation materials.▪ Staff handbook addresses PD requirements, staff duties, mission statement, AE services, collaborative partners, community contacts, etc.▪ Charts of program achievement in relation to program goals.▪ Staff members confirm that an instructional leader visits classrooms on a regular basis, that questions about instruction are answered promptly, the classroom materials are provided as needed.▪ Staff members are familiar with program goals and objectives as outlined in the plan. They know the relative progress of their own classes. They confirm that the plan is referred to regularly at staff meetings and in staff communications.▪ Other:			
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<p>Professional Development Key Concept: Professional Development activities contribute to well-trained adult educators to ensure quality teaching that maximizes student outcomes.</p>			
<p>10. All staff are qualified for their position and new instructional hires hold a minimum of a bachelor's degree.</p>			
<p>11. Instructor-to-student ratio allows the program to meet its planned goals and ensure stability and consistency of instruction.</p>			
<p>12. Staff performance is evaluated annually with a form appropriate for adult education.</p>			
<p>13. IPDP's are based on identified needs of the program and of the staff person and are negotiated between instructor and supervisor.</p>			
<p>14. Ensure they have trained staff in the following:</p> <ul style="list-style-type: none"> ▪ Foundations in Family Literacy ▪ KAELI ▪ Leadership Institute ▪ Learning Disabilities ▪ Literacy Link ▪ PLATO ▪ WIN/WorkKeys 			
<p>15. Full-time and part-time staff continuously improve their practice through regular participation in professional development.</p>			
<p>16. Current, completed IPDP on file for all instructional staff.</p>			
<p>Required Evidence:</p> <ul style="list-style-type: none"> ▪ Job description on file for all positions. ▪ Copies of teaching certificates are on file, if applicable. ▪ Copies of staff transcripts (if degreed) or diplomas are on file. ▪ Copy of current IPDP in PD portfolios. ▪ Minimum PD credits earned each year by staff and supporting documentation (up to three years, if applicable) is in PD portfolio. ▪ Completed, signed and dated teacher evaluations and classroom observations. ▪ In each staff folder a signed form documenting staff's review of the current KYAE Professional Development Handbook. 			
<p>Evidence of Program Quality: (These are provided by the program. The following are suggestions.)</p> <ul style="list-style-type: none"> ▪ Defined ratio of instructional staff to students. ▪ Schedule of annual staff evaluations. ▪ Standardized staff evaluation form. ▪ Evaluation process has documented opportunities for constructive feedback. ▪ For larger programs with more than 10 instructors- staff meeting agendas and action items reflect staff participation in the evaluation process. ▪ For larger programs with more than 10 instructors- a checklist or written tracking system of current instructors indicating their teaching certificate is on file (if applicable); transcript or diploma is on file; PD credits required; and earned PD year-to-date are tracked. ▪ Student written evaluations of teachers on file. ▪ Written pre-service orientation process ▪ Other: 			

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Community Collaboration and Partnerships			
Key Concept: Through community collaboration and support, students receive seamless services that enable them to reach their educational goals in an effective and efficient manner.			
17. Develops community plan with partners to include P-16 Council and One-Stops Center input.			
18. Demonstrates respect for the diversity of students, staff.			
19. Develops and follows a coordinated, written outreach and marketing plan with objectives, benchmarks, methods, and timelines.			
20. Where appropriate, base funding is enhanced by collaborative efforts and community contributions.			
Required Evidence:			
<ul style="list-style-type: none"> ▪ Collaborative plan ▪ List of community partners ▪ Planning team meeting agendas and action items ▪ List of contributors and nature of contribution, e.g., cash or in-kind. 			
Evidence of Program Quality: (These are provided by the program. The following are suggestions.)			
<ul style="list-style-type: none"> ▪ Data on existing community services and service gaps. ▪ Customer/Student satisfaction survey. ▪ Display of collaborated services and brochures. ▪ Other: 			
Program Accountability and Data Collection			
Key Concept: Quality is ultimately judged by student outcomes.			
21. Has written process for record keeping, invoicing, data collection, and reporting procedures consistent with KYAE policies.			
22. Provides staff with a clear description and understanding of her/his role and responsibilities for data collection and analysis.			
23. Data are collected and analyzed in relation to both performance goals and improvement goals.			

<p>Required Evidence:</p> <ul style="list-style-type: none"> ▪ Written budget, data collection and reporting procedures. ▪ For larger programs with more than 10 instructors- staff meeting notes, agendas or action items address budget, data collection/reporting data collection process. ▪ Program registration form is consistent with AERIN. ▪ Staff schedule/s set apart time to enter student data into AERIN. ▪ Reports to KYAE of program design and staff changes. ▪ In each staff folder, a copy of the signed AERIN Computer Usage form. ▪ Copy/ies of the AERIN Data Users Manual for all staff that use AERIN. 			
<p>Evidence of Program Quality: (These are provided by the program. The following are suggestions.)</p> <ul style="list-style-type: none"> ▪ Staff handbook addresses budget; data collection/reporting data collection process; and blank staff signature forms required by KYAE. ▪ Other: 			

III Orientation			
<p>Key Concept: A process to help students and program providers make informed decisions about enrollment and participation based on student goals and skills.</p> <p>Goal: The enrollment and participation of appropriate students.</p> <p>Outcomes: Increase in the percentage of students who attend orientation. Students make informed decisions about participation and persistence improves.</p>	Yes	Needs Improvement	No
The local program . . .			
1. Plans and prioritizes methods for delivering orientation.			
2. Identifies and defines orientation content. The process is in writing and includes: <ul style="list-style-type: none"> ▪ Welcome; program policy and processes; instructional programs available; transition opportunities; commitment requirements; and communicates program expectations for students.. ▪ Orientation links to student assessment. ▪ Identifies support services, accommodations, and refer student if necessary. ▪ Is culturally and linguistically appropriate for all students. 			
3. Identifies a process for delivering orientation that includes defining a schedule and location.			
4. Evaluates orientation (content, methods, and delivery) plan and improves plan based on evaluation data (students should be able to articulate).			
<p>Required Evidence:</p> <ul style="list-style-type: none"> ▪ Written orientation procedure. ▪ Orientation materials for each student, includes: program services available, learning center/satellite hours, support services available (transportation, childcare, etc), and program expectations. 			
<p>Evidence of Program Quality: (These are provided by the program. The following are suggestions.)</p> <ul style="list-style-type: none"> ▪ Written orientation plan or checklist. ▪ Evaluations of orientation process by staff and students. ▪ Incentives for attendance. ▪ Other: 			
Goal Setting:			
5. Has established procedures for goal setting.			
6. Structures ongoing goal setting dialogue with students to provide systematic documentation of progress toward and/or achievement of student centered and/or employer identified goals.			
7. Has established procedures for student change of goal			
8. Accurately identifies and tracks student goals.			

<p>Required Evidence:</p> <ul style="list-style-type: none">▪ Individual learning plans on file include evidence of orientation, assessment and goal setting.▪ Student folders show correlation between student program goals and instructional activities.▪ Student folders contain appropriate documentation of a student goal change (NRS).			
<p>Evidence of Program Quality: (These are provided by the program. The following are suggestions.)</p> <ul style="list-style-type: none">▪ Completed learning style inventory surveys.▪ Orientation activities▪ Students mentoring new students.▪ Others.			

IV. Assessment			
<p>Key Concept: A process to measure student skill level for entry, program placement, progress, and student gains prior to exit.</p> <p>Goal: Students are appropriately assessed, and results are documented in AERIN.</p> <p>Outcomes: Increase in the percentage of students who are assessed and documented showing progress and achievement. Students are placed in appropriate instructional program.</p>	Yes	Needs Improvement	No
The local program . . .	Yes	Needs Improvement	No
1. Uses assessment results to complete diagnostic profile for individualized curriculum development.			
2. Has an assessment process for measuring entry skills educational progress and/or gains.			
3. Has a written process to ensure that student folders are complete and current Determines who is to be involved in selecting the student material that should be included in the folder or Learning Plan (interview sheet, skills inventory, TABE etc.).			
4. Selects additional informal assessment tools for each instructional program (e.g., journals, logs, learner portfolios, technology, self-assessments).			
5. Assures that all formal assessments are timed, follow the examiner manual, and are given in a quiet, proctored environment.			
6. Uses assessment data for program planning and continuous improvement.			
7. Establishes who will administer assessments, when and where assessments will be given.			
8. Analyzes assessment information by instructional category (reading, math, language) to target curriculum alignment.			
9. Has available additional assessments on observation and other diagnostic information, e.g., reading inventories and career assessments.			
<p>Required Evidence</p> <ul style="list-style-type: none"> ▪ The learning center and each satellite doing assessments has sufficient copies of: the test publisher examiner’s manuals, norms books, etc. for assessments reported via AERIN. ▪ Suitable testing area away from the classroom. ▪ Program assessment policy complies with state policy and test publisher’s examiner manual. ▪ Original tests are on file and kept in a locked cabinet. ▪ Student folders show entry levels and periodic reviews during participation. ▪ All instructors have a copy of the GED Kentucky Adult Educators Handbook. ▪ Use of a stopwatch or timer. 			
<p>Evidence of Program Quality: (These are provided by the program. The following are suggestions.)</p> <ul style="list-style-type: none"> ▪ Written evaluation of staff administering assessments by supervisor. ▪ Separate testing area. ▪ Practice materials and sessions for students prior to testing, including review of 			

<p>test taking skills.</p> <ul style="list-style-type: none">▪ Use of Getting to Know the TABE, if appropriate.▪ Training on using the CASIO calculator for students prior to TABE, OPT and GED.▪ Other:			
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V. Instruction			
<p>Key Concept: The instructional system integrates ongoing assessments, instructional planning, appropriate curriculum, researched-based instructional practices, and multiple instructional delivery methods geared to students with diverse education and cultural backgrounds.</p> <p>Goal: To maximize student and program attainment of goals.</p> <p>Outcomes: Program meets—</p> <ul style="list-style-type: none"> ▪ Performance indicators (NRS measures) ▪ Student goals 	Yes	Needs Improvement	No
The local program . . .			
1. Defines the purpose of instruction and learning to reflect individual student goals and selects instructional programs that reflect student needs and specific skills needs.			
2. Identifies and defines the content of each instructional program and regularly reviews and revises content if applicable. (E.g., course outline for each skills level)			
3. Uses assessment results to organize instruction, monitor student progress, and revising teaching techniques.			
4. Uses commercially published, researched-based, and teacher developed materials.			
5. Requires instructors of groups of three or more to have lesson plans for each day/week that describe: <ul style="list-style-type: none"> ▪ Learner outcomes and objectives ▪ Warm-up activities to activate background knowledge ▪ Instruction, check for understanding, practice ▪ Feedback, review, wrap-up ▪ Opportunities for transfer of new knowledge 			
6. Instructor and student develop Individual Learner Plan that include: <ul style="list-style-type: none"> ▪ Learner goals ▪ Learner assessment results at entry ▪ On-going outcomes and gains ▪ Periodic reviews and updates to document learner progress, changes to learner goals, and learner transitions to next steps. 			
7. Uses variety of instructional strategies and delivery methods			
8. Delivers instruction at a variety of times and locations and maintains sufficient intensity and duration to meet needs of learners. (... Aligned to ADP benchmarks)			
9. Uses instructional practices, such as phonemic awareness, phonics, fluency, and reading comprehension that research has proven to be effective in teaching adults to read e.g., instructor has been KAELI trained; teacher notes and lesson plans			
10. Encourages extended learning at home.			
11. Ensures that instructional practices include focusing on real-life contexts related to student goals.			
12. Ensures that instructional practices include helping students examine and clarify prior knowledge in order to construct new meaning.			
13. Evaluates and improves instructional system and modifies funding grant			

application based on evaluation results.			
14. Creates a physical climate conducive to learning.			
15. Has written process for the selection, acquisition, and review of materials.			
<p>Required Evidence:</p> <ul style="list-style-type: none"> ▪ Individual learning plans for students. ▪ Posted class schedule. ▪ Lesson plans for classes include multilevel activities and activities using technology. ▪ Documentation of classroom observations in staff folders. ▪ Availability of computers, distance learning, manipulative and other technology as appropriate. ▪ Adult oriented instructional materials are varied. ▪ Culturally respectful materials. ▪ Program equipment and materials inventory. 			
<p>Evidence of Program Quality: (These are provided by the program. The following are suggestions.)</p> <ul style="list-style-type: none"> ▪ Instructional philosophy on file ▪ Documentation of staff training in learning styles and teaching modalities; ▪ Anonymous evaluations by students, suggestion boxes, focus groups. ▪ List of core materials by level and subject ▪ Curriculum materials for new instructors or instructors new to a program. ▪ Adult oriented instructional materials are varied ▪ Copy of program budget outlining purchases of instructional materials; ▪ List of individuals who participated in the selection and review of course materials. ▪ Instructional format for new instructors that identifies a variety of curriculum products and follows up with new instructors assure tools are used, if applicable. ▪ Other: 			

I. Transitions and Follow-Up			
<p>Key Concept: Students advance to postsecondary or the workplace based on achievement of learning goals.</p> <p>Goal: Students advance to next steps in their roles as worker, family member, and citizen.</p> <p>Outcome: Increase in percentage of learners who—</p> <ul style="list-style-type: none"> ▪ Completed or advanced one or more educational functioning levels ▪ Entered employment that identified employment as a goal ▪ Achieved employment retention that identified employment retention as a goal ▪ Were placed in post-secondary education that identified post-secondary education as a goal ▪ Received a GED that identified GED as a goal ▪ Still progressing within the same level. 			
The local program . . .	Yes	Needs Improvement	No
1. Has an exit process to determine next steps.			
2. Identifies goals and resources for learner transition (NRS goals)			
3. Implements transition strategies for: <ul style="list-style-type: none"> ▪ Skill gain. ▪ Entered employment. ▪ Employment retention. ▪ Placement into postsecondary education or training. ▪ GED attainment. ▪ Secondary performance measures. 			
4. Has written procedure for recording students' self-reporting job placement and retention.			
5. Has written timeline for tracking GED and postsecondary education/training enrollment that supports completions reported for incentives.			
6. Students stay in program long enough to meet their identified goals.			
<p>Required Evidence:</p> <ul style="list-style-type: none"> ▪ Written exit process ▪ Student attendance records ▪ GED results from AERIN in student folder ▪ Written process for documenting self-reported NRS follow-up indicators that occur while students are still in the program ▪ Signed release of confidential information form in student folder, if applicable. 			
<p>Evidence of Program Quality: (These are provided by the program. The following are suggestions.)</p> <ul style="list-style-type: none"> ▪ Written process for contacting non-attending students including carry-over achievements reported in the first quarter of the next program year ▪ Attendance expectations included in orientation materials. ▪ Student folders contain evidence that student was made aware of transition 			

<p>resources, if applicable.</p> <ul style="list-style-type: none">▪ Transition meetings, field trips to campuses, visits by campus transitions staff.▪ Remediation classes.▪ Other:			
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VII. Support Services			
	Yes	Improvement Needs	No
<p>Definition: The resources and services that support learner participation and success. Goal: The program provides referrals to appropriate agencies. Outcome: Instructors understand support services available and make appropriate referrals; program interfaces with other service agencies.</p>			
The local program . . .			
1. Has a process in place for identifying support services that promote learner participation and success as well as identifying gaps in support services.			
2. Has a plan that includes formal and informal strategies for providing and linking learners to support services.			
3. Has a process in place for follow-up and feedback to determine if learner needs were met. This includes: When to conduct follow-up and which students to follow-up with.			
4. Additional assessments are available based on pre-test or other diagnostic placement information			
5. Is prepared to make reasonable accommodations for disabled student to attend class.			
6. Provides with partners comprehensive family literacy services (four components)			
7. Has a business-labor-education partnership			
8. Partnership with Even Start and other agencies that offer early childhood education			
<p>Required Evidence:</p> <ul style="list-style-type: none"> ▪ Up-to-date referral list of supporting services ▪ Referral forms or referral log. ▪ Supporting services display. 			
<p>Evidence of Program Quality: (These are provided by the program. The following are suggestions.)</p> <ul style="list-style-type: none"> ▪ Presentations by support service staff. ▪ Student evaluations of support services. ▪ Presentations/Endorsements of support services by students. ▪ Other: 			