

**Department of Career  
Education: Adult Education  
Division**

**Standards of a Quality  
Adult Education Program**

# **General Overview of the Standards of a Quality Adult Education Program**

## **Personnel Needs:**

- **Adult Education Director/Administrator (1)**
- **Instructors: Full-time and/or part-time Instructors (based on X student enrollment require 2 F/T)**
- **GED Examiner (1 and alternate) or partner with an existing GED Examiner from another center**
- **Career Coach/Counselor, CDF certified (1)**
- **AERIS Specialist (1) back up(1)**
- **Paraprofessional (1)**
- **Secretary(1)**
- **Part-time bookkeeper (1)**

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## **Personnel Recommendations:**

- **ESL Instructor (1)**
- **Lead Instructor/Instructional Specialist in  
each content area (1)**
- **Workplace Coordinator/WAGE Instructor (1)**
- **Intake/Assessment Specialist (1)**

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## **Operations:**

- **Classes are offered year-round, except state approved holidays.**
- **To establish or close a satellite location requires prior written state office notification.**
- **The state employee calendar, not the LEA calendar, will be followed and will include 245 days of instruction per fiscal year.**
- **Adult education approved salary pay schedule will be followed.**
- **Teachers may or may not be contracted.**

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- **It is strongly recommended that full time teachers work 40 hours per week; 35 hours with students and 5 hours in preparation.**
- **The class schedule should offer flexible scheduling to include distance education, on or offsite workplace classes, satellite sites, and day and evening classes. Weekend classes may also be an option depending on the needs of the adult student.**
- **Cost of rent and utilities may not exceed 10% of the total budget and available for use year round on a continual basis. Office space may be rented, with a fair market value insured, and will be available for use year round on a continual basis.**

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## Approved Adult Education Classes:

- Any program/class offered must be approved in writing by the Adult Education Division
- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
- Computer Literacy
- Distance Learning/Education
- English Literacy/Civics (EL/Civics)
- English as Second Language (ESL)
- Family Literacy
- Sentence to Education (state)
- Transition (state)
- WAGE™ – Workforce Alliance for Growth in the Economy (state)
- Workforce Education

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## **Program Planning:**

- **A quality program has an advisory committee/board.**
- **A quality program has a planning process.**
- **A program plan has been implemented.**
- **The program revises the plan periodically based on various factors, including, but not limited to, changing needs, evaluation results, and staff and student/client input.**
- **The program's planning process identifies areas requiring coordination with other entities and includes mechanisms for coordinating with them.**
- **The Local Education Agency (LEA) provides support for the program.**

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- Administration:
- Ongoing participatory assessment of management practices is made to make the program as effective and efficient as possible.
- Personnel possess required certification and/or training according to job duties assigned. Paid staff will be evaluated annually.
- Separate, accurate, and complete accounting records are kept for adult education funds which are audited following local and/or state-mandated procedures.
- Financial reports are completed as required.
- An inventory is completed annually and is submitted for review by state staff.
- Student records are maintained in the Adult Education Reporting Information System (AERIS).
- Clear lines of authority and job descriptions have been established for each adult education position.
- Program staff, materials, equipment, and class locations are efficiently utilized to meet student needs.

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## Curriculum, Instruction, & Facilities:

- The program has a participatory process to develop a curriculum and instructional plan in accordance with Common Core Standards and Arkansas Adult Education approved curriculum.
- The program implements the curriculum and instruction contained in the curriculum and instruction plan.
- Student intake and orientation procedures have been established and implemented.
- Student assessment information is used to determine the educational functioning level of students and educational gains.
- Student learning plans are developed which incorporate student goals and assessment results.
- Curriculum, instruction, and facilities are evaluated by students.
- The adult education facilities meet the intent of the American with Disabilities Act (ADA).
- The adult education facilities provide a safe and optimum learning environment.
- The program uses instructional software, audio/visual materials, and technology as part of classroom instruction.

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## **Educational Gains:**

- **Classroom instruction is of sufficient duration and intensity for the student to achieve substantial educational gains.**
- **The program measures educational gains or progress toward student goals and monitors for program improvement.**
- **Students demonstrate educational progress in such areas as goal attainment, educational gains, and acquisition of skills and competencies consistent with negotiated benchmarks.**
- **The program has a process to help students transition into more advanced education, training, and employment.**

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## **Staffing and Staff Development:**

- **The program has an ongoing process to select and develop staff members who consider the specific needs of their students.**
- **The program has a process to offer training to staff in the skills necessary to provide a quality program that includes opportunities for practice and systematic follow-up.**
- **The program implements its staff development plan.**
- **Staff are encouraged to belong to and participate in professional educational organizations.**

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## **Student Support Services:**

- **The program has a process that utilizes students to help the program identify their need for services.**
- **The program makes identified support services available to students either directly or through referral to other education and service agencies.**

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- Recruitment Plan:
- Program has a plan to recruit different target populations.
- Program's recruitment process effectively recruits the targeted population(s).
  
- Retention Plan:
- Program has a process to retain students.
- Program effectively retains the student population.
- Efforts are made to utilize other agencies' support services to meet student needs other than instruction.