

Department of Career Education: Adult Education Division

Components of a Quality Adult Education Program

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General Overview of the Components of an Adult Education Program

Personnel Requirements:

- Adult Education Director/Administrator (1)
- Instructors: Full-time and/or part-time Instructors (based on student enrollment)
- GED Examiner (1) or partner with an existing GED Examiner from another center
- GED Alternate Examiner (1) or partner with an existing GED Examiner from another center
- Career Coach/Counselor, CDF certified (1)
- Workplace Coordinator/WAGE Instructor (1)
- AERIS Specialist (1)
- Paraprofessional (1)

Personnel Recommendations:

- ESL Instructor (1)
- Lead Instructor/Instructional Specialist (1)

Operations:

- Open year-round, except state approved holidays.
- No satellite location will be established or closed without state office review and written approval.
- Classes must provide a minimum of 60 hours of instruction in a class term or semester. A minimum of two class terms or semesters in the fiscal year are required.
- The class schedule should offer flexible scheduling to include distance education, satellite sites, 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.

Types of Classes that may be offered:

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|---------------------------------------|--|
| • Adult Basic Education (ABE) | • Family Literacy |
| • Adult Secondary Education (ASE) | • Sentence to Education |
| • Computer Literacy | • Transition (recommended) |
| • Distance Learning/Education | • WAGE |
| • English Literacy/Civics (EL/Civics) | • Workplace Education |
| • English as Second Language (ESL) | • Workplace Literacy Services/Programs |

Program Planning:

- Has an active advisory committee or board.
- The membership of the advisory committee is representative of the community and is diverse.
- Program has a planning committee that is involved in the development of a three-year strategic plan with specific goals and how they will be implemented.
- The ongoing three-year plan includes specific goals, measurable objectives, and how and when they will be implemented.
- The adult education program uses the Quality Indicators as an annual self-study.

Administration:

- Program has a management system that ensures accurate accounting of personnel, budgets, inventory, and student records.
- Ongoing participatory assessment of management practices is made to make the program as effective and efficient as possible.
- Personnel possess required license and/or training according to job duties assigned.
- Separate, accurate, and complete accounting records are kept for adult education funds which are audited following local and/or state-mandated procedures.
- Monthly expenditure reports, Personal Activity Reports (PARs), and quarterly reconciliations are on file in the state office.
- An inventory that is accurate and complete (including the location) for all equipment and furniture purchased with adult education funds is completed annually and is available for review by state staff.
- Accurate and complete student records are maintained on AERIS and all reports are complete and timely.
- Clear lines of authority and job descriptions have been established for each adult education position.
- The program consistently meets state and federal deadlines.

Curriculum, Instruction, & Facilities:

- Curriculum and instructional materials used in the program meet the needs, interests, learning styles, and abilities of the students.
- Effective instruction at all levels of adult education is provided on an open-entry, open-exit basis.
- Instruction should be delivered based on a comprehensive curriculum that includes clearly articulated content/learning standards. The curriculum should be designed to enable learners to acquire the skills needed to increase their literacy levels and to achieve their goals—a high school diploma; obtaining, retaining, or advancing on the job; entering post secondary training or education.
- Uses instructional practices such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proved to be effective in teaching individuals to read.
- Student intake and orientation procedures have been established.
- Student assessment information is used to determine the functional level of students.
- 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.
- Classes must provide sufficient intensity and duration for students to meet their goals for enrollment in the program.
- The average number of attendance hours for enrolled students is at least 68 hours within a fiscal year.

Educational Gains:

- Learners advance in the instructional program or complete program educational requirements that enable them to continue their education or training.
- Thirty nine percent (39%) or more of all enrolled participants complete a level within one year.
- The program measures educational gains or progress toward student goals.

- Students demonstrate educational progress in such areas as goal attainment, learning gains, acquisition of skills and competencies, and advancement in the educational system at or higher than the state average %.
- The program has a process to help students transition into more advanced education, training, and employment.

Staffing and Staff Development:

- The program has an ongoing process to select, develop, and retain staff members who consider the specific needs of their students, offer training in the skills necessary to provide quality instruction, and include opportunities for practice and systematic follow-up.
- The program has an ongoing process to select, develop, and retain staff members who consider the specific needs of their students.
- The program implements its staff development plan for all employees, which correlates to staff responsibilities.
- Staff belong to and participate in professional educational organizations.

Student Support Services:

- The program identifies student needs for support services, and makes services available to students directly or through referral to other educational and service agencies.
- The program has a written intake and orientation procedure.
- 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.
- The program utilizes an up-to-date directory of services available in the community to meet student needs such as childcare facilities, transportation, workforce services, etc.
- A student handbook is available to each student during intake/orientation.
- There is a designated person responsible for assisting students in setting goals.

Recruitment Plan:

- The program successfully recruits the population in the community identified in the Adult Education Act or other authorizing legislation as needing services.
- Program has a process to recruit different target populations.
- Program's recruitment process effectively recruits the targeted population(s) and has different recruiting methods that may include a combination of audio, print, and personal contacts.

Retention Plan:

- Students remain in the program long enough to meet their educational goals.
- Program has a process to retain students.
- Program effectively enrolls at minimum the state average enrollment % or higher of served students.
- Ten percent (10%) of absentee or stop out students return to the program.

What determines a program in distress? (From Advisory Meeting: May 18, 2011)

- Low percentage of enrolled below 80% of county eligibles (adults between the ages of 18-64 without a high school diploma)
- Low percentage, below 80% state %, of educational gains by students
- Low retention rate below 80% state %

- Financial Distress: those that run out of money before fiscal year ends
- (Special project is a onetime occurrence, not a continuance.)
- Director turnover rate (Is this an LEA problem or state problem?)
- Poor program management as determined by quality, timeliness, and professionalism of reports, site visits, desk audits, and program reviews.
- Facility location continuously moves; current facility constantly needs repairs
- Low Effective and Efficient (E &E) two consecutive
- Lack of timely data entry
- Late expenditure reports
- Ratio of employees to students (understaffed/overstaffed)
- Excessive student turnover due to other agencies (WIA, DWS, TEA, etc.) (come in simply for testing)
- Lack of technology use in the classroom
- Qualified teaching staff
- High cost per education gain above 130% state average %
- Low number of eligible's earning a GED which results in the program percent to fall below 80% of the state average.
- Cost per contact hour above 130% of state average % of contact per hour cost
- Less than 75% of the state average of eligible's enrolled compared to the state average enrolled.
- Cost of assessment materials
- High percentage of students not eligible for the workforce
- Non functioning advisory committee, no meaningful minutes, meets less than twice a year
- Decreasing or no active satellite locations

Measures the State should take to assist the program in recovery

- Conduct a New Directors' orientation with all new administrators.
- Get feedback from the local programs on processes and issues that arise
- Ask if the LEA is still interested in continuing the program
- Place the program on an Individual Program Improvement Plan

Terminology

Personnel Requirements:

1. **Adult Education Director/Administrator:** The Administrator must have a minimum of a master's degree in education, administration, or related field. If not already licensed in adult education, administrators must become licensed in adult education within four years of the date of initial employment as an adult education administrator. Knowledge of and experience in Adult Education, program development, supervision, grants management, and fiscal program management is also a requirement.
2. **Instructional Staff:**
 - a. **Lead Instructor/Instructional Specialist** shall provide leadership for instructional improvement and serve as a resource for all instructional staff
 - b. **Full-time Instructors:** Teachers must hold a current AR teacher's license. If teachers do not already have a license in Adult Education, they must obtain an Adult Education additional license within four years of the date of their initial employment as a full-time adult education teacher.
 - c. **Part-time Instructors:** Part-time Adult Education teachers must hold a current AR teacher's license.
3. **GED Examiner:** GED examiner must hold at least a bachelor's degree from a nationally accredited college or university and shall have experience in teaching, training, counseling, or testing.
4. **Intake/Assessment Specialist** shall provide leadership for appropriate intake, assessment, and goal setting of learners.
5. **Career Coach/Counselor** shall provide early outreach to adult education students and assist students with enrolling in postsecondary education or training programs, develop individual career plans and portfolios, which includes interest inventories and skills assessments, provide information on careers, career pathways, and educational requirements, teach basic academic skills, provide an overview of financial literacy, develop a summer bridge program for GED graduates that helps them transition into college.
6. **Workforce Alliance for Growth in the Economy (WAGE) Coordinator/Instructor** shall be certified in an approved Department of Workforce Education Literacy Task Analysis/Functional Hooks (LTA/FH) training and hold a current Arkansas Department of Education Teacher's License. Full-time licensed employees must obtain adult education endorsement within four years of being hired to a full time position.
7. **The Adult Education Reporting Information System (AERIS) Specialist** shall provide leadership for the program's AERIS data entry.
8. **Paraprofessional:** Part-time and full-time paraprofessionals must have a high school diploma, GED or its equivalent. Paraprofessionals may not teach a class unless they meet the qualifications of a full-time or part-time adult education teacher.

Assessment:

1. Student **assessment** information is used to determine the functional level of students.
 - a. **Test of Adult Basic Education (TABE)** is used to determine the educational functioning level placement upon entry.
 - b. **Basic English Skills Test (BEST)**
 - i. **BEST Plus** measures English language learners' listening and speaking skills;

- ii. **BEST Literacy** measures English language learners' reading and writing skills.
- c. **Comprehensive Adult Student Assessment System (CASAS)** assesses an individual's ability to apply basic listening and basic reading skills in a functional context (ESL only).
- d. **General Education Development (GED) Official Practice Tests** used to predict an individual readiness to pass the GED tests.
- e. **GED Tests** measure major academic skills and knowledge in core content areas that are learned during four years of high school.

Types of Classes Offered by Adult Education Programs:

1. **Adult Basic Education (ABE)** is instruction in the basic skills below the 9th grade level (0-8.9). Instruction designed for an adult who (1) has minimal competence in reading, writing, and computation; (2) is not sufficiently competent to meet the educational requirements of adult life in the United States; or (3) is not sufficiently competent to speak or write the English language to allow employment commensurate with the adult's real ability. This is a term that is sometimes used to refer to the total adult education program.
2. **Adult Secondary Education (ASE)** is instruction in basic skills at or above the 9th grade level (9-12). GED preparation is Adult Secondary Education. This component used to be called general adult education (GAE). Grants of state funds in Arkansas are called GAE.
3. **Computer Literacy** is instruction for the operation of a computer as is necessary in the workforce and continuing education and training.
4. **Distance Education/Learning** is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered by proxy through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, email, face-to-face meetings onsite, or online technologies and software. The Arkansas model for distance education is a blended one that combines distance learning with limited face-to-face interaction. Intake, orientation, pre-test and post-tests will occur in a face-to-face setting. Distance education may also include face-to-face contact to provide additional support for the student. Instructors must assign work and set timelines for completion of assignments during a face-to-face meeting with the student or through communication via media.
5. **EL/Civics – English Literacy and Civics Education.** An educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government. Its purpose is to help learners become active participants in their communities and develop the kinds of knowledge, skills, and strategies they need to navigate governmental, educational, workplace and other American institutions, such as banking and health care. Grants from federal funds received under AEFLA are awarded on a competitive basis.
6. **English as a Second Language (ESL)** programs are for limited English proficient students with a focus on improving English communication skills such as speaking, reading, writing, and listening.
7. **Family Literacy Services** are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in the family and integrate all of the following activities:
 - Interactive literacy activities between parents and their children (PACT)

- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
 - Parent literacy training that leads to economic self-sufficiency (ABE, ASE, and ESL)
 - An age-appropriate education to prepare children for success in school and life experiences (early childhood and school age)
 - Even Start is federally-funded state-administered grant program that assists in breaking the cycle of poverty and illiteracy by improving the educational opportunities of low-income families through the integration of adult literacy, early childhood education, interactive parent and child literacy activities, and parenting support into a unified family literacy program.
8. **Smarter Sentencing/Sentence to Education** is designed to assist first-time and non-violent offenders to complete community service hours and educational and employment goals.
 9. **Transition** classes (a) help adults who are studying to earn high school degrees to transition to college, (b) provide preparatory support to adults who have a high school degree but are not academically prepared to take college courses, and (c) provide counseling, mentoring and support services to enable these adults to successfully transition to college and earn degrees.
 10. **Workforce Alliance for Growth in the Economy (WAGE)** is an Arkansas Adult Education program designed to ensure that unemployed and under-employed Arkansans have the basic academic skills necessary to become employed and stay successful in the workplace. WAGE Certificates may be earned by meeting specific standards.
 11. **Workforce Education** is instruction related to job acquisition or improvement, job readiness or job retention.
 12. **Workplace Education** is services provided according to an agreement between employer and local adult education provider which includes participation in the provision of services by the employer. Instruction may be customized or modified curriculum based on employers' needs. Workplace education can be either on-site or off-site ABE, ESL, GED/ASE, or WAGE instruction.
 13. **Workplace Literacy Programs** are designed to improve the literacy skills needed to perform a job and at least partly under the auspices of an employer.
 14. **Workplace Literacy Services** are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills. This definition is aligned with the responsibility of the provider to coordinate activities with the local employer.

Quality Indicators of an Effective Adult Education Program

1. Program Planning Quality Indicator:

- A quality program has a planning process that is ongoing and participatory; student-centered, guided by evaluation; is based on a written plan that considers community demographics, needs, resources, and economic and technological trends; and is implemented to its fullest extent.

Goal 1.1: A quality program has a planning process. Examples of appropriate measures are as follows:

- Program plan includes a needs assessment that considers community demographics, needs, resources, and economic and technological trends to identify community needs.
- Program planning includes input from various internal partners (e.g., students, staff).
- Program planning includes input from external partners (e.g., other entities such as community/service agencies, local employers) to identify community needs and employment trends.
- Program identifies targeted population.
- Program identifies required education and/or support services to be delivered through cooperative arrangements.

Goal 1.2: The program plan has been implemented. Examples of appropriate measures are as follows:

- Number and percent of the targeted population are identified through the needs assessment who are enrolled.
- Program conducts education and/or support services through cooperative arrangements, as specified in the program plan.

Goal 1.3: 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. Examples of appropriate measures are as follows:

- Program conducts periodic review and evaluation of changing local and/or state demographics.
- Program revises plan and submits appropriate plan amendments to the state agency, based on the review and evaluation, if required.

Goal 1.4: The program's planning process identifies areas requiring coordination with other entities and includes mechanisms for coordinating with them. Examples of appropriate measures are as follows:

- The existing level of coordination is congruent with the level of coordination set forth in the program plan. The level of coordination specified in the program plan may include, but is not limited to, the following:
 - Area plan and application lists agencies and focus or areas of agreement
 - Independent programs working together to serve common population
 - Integrated delivery of services (e.g., shared client programming, funding, facilities)
 - Joint staff development
- The program has a plan or process to identify new coordination opportunities and to assess the limitations of service coordination with other entities.

Goal 1.5: The governing body of the adult education or other program provides support for the program.

Examples of appropriate measures are as follows:

- The goals and missions of the program and its governing body are reflective of each other.
- The adult education program is included in the organization chart of the institution.
- The governing body provides direct and/or indirect support for the adult education program (e.g., staff, space, resources, etc.).

2. Administration Quality Indicator

- Program has a management system that ensures accurate accounting of personnel, budgets, inventory, and student records.

Goal 2.1: Ongoing participatory assessment of management practices is made to make the program as effective and efficient as possible.

- The program administrator is evaluated annually by the committee, board, individual, or supervisor responsible.
- The program staff utilizes a written annual evaluation process to voice their opinions on management practices of the program administrator.

Goal 2.2: Personnel possess required certification and/or training according to job duties assigned. Paid instructional staff will be evaluated annually.

- Date documentation is provided that shows each staff person paid with adult education funds has attained the appropriate education level and is certified as appropriate for his or her position.
- Documentation is provided that paid part-time and paid full-time instructional staff are evaluated annually.

Goal 2.3: Separate, accurate, and complete accounting records are kept for adult education funds which are audited following local and/or state-mandated procedures.

- An annual audit or financial review of the organization based on local and/or state mandated procedures is provided.

Goal 2.4: Monthly expenditure reports and quarterly reconciliations are on file in the state office.

- Monthly expenditure reports and quarterly reconciliations are on file in the state office without written notification from the state because of inaccuracy or late reports.

Goal 2.5: An inventory that is accurate and complete (including the location) for all equipment and furniture purchased with adult education funds is completed annually and is available for review by state staff.

- An accurate and complete inventory is provided. All inventory is tagged with an adult education prefix and numbers, according to state guidelines.

Goal 2.6: Accurate and complete student records are maintained on AERIS and all reports are complete and timely.

- Student records must adhere to the state deadline without written notification from the state because of inaccurate or late reports.

Goal 2.7: Clear lines of authority and job descriptions have been established for each adult education position.

- An organization chart and job description for each position is provided showing titles and positions of all personnel involved in providing adult education services.

Goal 2.8: Program staff, materials, equipment, and class locations are efficiently used to meet student needs.

- A summary is provided which explains that efforts are taken to ensure efficient use of staff, materials, equipment, and class locations to meet student needs.

3. Curriculum and Instruction Quality Indicator:

- The instructional program has appropriate curricula and a variety of methods to meet diverse student learning needs.

Goal 3.1: The program has a participatory process to develop a curriculum and instructional plan. Examples of appropriate measures are as follows:

- Students/instructors/tutors collaborate in setting appropriate instructional goals and objectives based on students' goals and instructional needs.
- Students/instructors/tutors collaborate in selecting curriculum components and instructional materials based on students' goals and instructional needs.
- Staff collaborate in developing and updating the curriculum and instructional plan.

Goal 3.2: The program implements the curriculum and instruction contained in the curriculum and instruction plan. Examples of appropriate measures are as follows:

- Traditional and alternative assessments (e.g., diagnostic, curriculum-based, skills based, and proficiency-based assessments) are conducted periodically and are used to guide the instructional process.
- Program has a core curriculum that is broad in scope and sequence and provides flexibility to meet student needs and skill levels.
- Program curriculum is reviewed on a regular basis by all constituents and is revised, as appropriate, to meet changing student needs.
- Instructional materials are current, adult-oriented, and culturally sensitive, and are based on students' levels of preparedness.
- Program uses a wide variety of delivery modes and innovative instructional approaches (e.g., technology, collaborative groups, individualized instruction, teacher-made materials, field trips, real-life situations, community involvement activities) to meet student needs and learning styles.
- Instruction is offered at various times and in various settings and locations, as appropriate to student needs.

Goal 3.3: Effective at all levels of adult education is provided on an open-entry, open-exit basis.

- Dated documentation shows that instruction is provided on an open-entry open-exit basis and must be reflected in printed materials and information used in advertising or handouts, publicity, etc.

Goal 3.4: Student intake and orientation procedures have been established.

- A copy of the orientation procedures and materials presented to students is provided.
- A student intake form is completed for each student.

Goal 3.5: Student assessment information is used to determine the functional level of students.

- There is evidence that assessment tools are used to determine the functional level of each student.
- Student **assessment** information is used to determine the functional level of students.
 - **Test of Adult Basic Education (TABE)** is used to determine the educational functioning level placement upon entry.
 - **Basic English Skills Test (BEST)**
 - **BEST Plus** measures English language learners' listening and speaking skills;
 - **BEST Literacy** measures English language learners' reading and writing skills.
 - **Comprehensive Adult Student Assessment System (CASAS)** assesses an individual's ability to apply basic listening and basic reading skills in a functional context.
 - **General Education Development (GED) Official Practice Tests** used to predict an individual readiness to pass the GED tests.
 - **GED Tests** measure major academic skills and knowledge in core content areas that are learned during four years of high school.

Goal 3.6: Student learning plans are developed which incorporate student goals and assessment results.

- Enrolled students are involved in the development of a learning plan that includes results of initial assessment; goal setting; choice of instructional activities, adult-oriented materials and strategies; and student progress results.

Goal 3.7: Curriculum, instruction, and facilities are evaluated by students.

- Dated, completed student evaluation forms/comments are provided concerning how curriculum, instruction, and facilities meet the student's needs.

Goal 3.8: The adult education facilities meet the intent of the American with Disabilities Act (ADA)

- Facilities must be free of barriers; one restroom is equipped with a raised stool, 32" door, handrails, etc.
- The program has a written process for screening, referrals, diagnosis, and tracking of students with disabilities.
- The program provides public notice of its commitment to equal access to all programs and services.

Goal 3.9: The adult education facilities provide a safe and optimum learning environment.

- Facilities include appropriate:
 - Classroom space for number of students
 - Work/study space for staff
 - Work/study space for administrators
 - Storage for materials and equipment
 - Furniture designed for adults
 - Equipment and furnishings to meet all program objectives and minimum standards
 - Restroom(s) for both men and women
 - Safe parking area
 - Equipment is installed and functional
 - Indoor and outdoor lighting

Goal 3.10: The program uses instructional software, audio/visual materials, and technology as part of classroom instruction.

- The program has an adequate number and quality of computers, software, and other equipment to facilitate student learning.

4. Educational Gains Quality Indicator:

- Learners demonstrate progress toward attainment of basic skills and competencies that support their educational needs.
- Learners advance in the instructional program or complete program educational requirements that allow them to meet their goals, continue their education or training, or become employed.
- Classroom instruction is one of duration and intensity

Goal 4.1: Classroom instruction is one of duration and intensity in which the learner is making progress towards an education functioning level. Duration refers to how long a learner participates in instruction; whereas, intensity refers to how often a learner participates in instruction. Examples of appropriate measurements are as follows:

- Classes provide a minimum of 60 hours of instruction in a class term or semester. A minimum of two class terms or semesters in the fiscal year is required.
- Classes must provide sufficient intensity for students to meet their goals for enrollment in the program.
- The average number of participant hours for all participants is 68 or more hours.
- Thirty percent or more of all participants complete a level within one year.
- The class schedule should offer flexible scheduling to include distance education, day, evening, and weekend class unless there is a viable reason why this is not feasible.
- Class enrollment must be accomplished by a managed enrollment system. Managed enrollment systems include intake (orientation, assessment, and goal setting) and counseling to transition learners to other education, training, or employment.

Goal 4.2: The program measures educational gains or progress toward student goals. Examples of appropriate measures are as follows:

- Use of a state-determined standardized pre-test and post-test and/or use of additional/alternative methods to measure educational gains or progress towards student goals (e.g., observations, self-assessments, peer evaluations, anecdotal records, competency checklists, portfolios).
- Students have an opportunity to articulate their own goals and evaluate their progress in attaining their articulated goals.
- Number and percent of eligible students who are both pre-tested and post-tested on state-determined standardized test are tracked.

Goal 4.3: Students demonstrate educational progress in such areas as goal attainment, learning gains, acquisition of skills and competencies, and advancement in the educational system. Examples of appropriate measures are as follows:

- Number and percent of students who demonstrate progress in attainment of individual goals
- Number and percent of students who demonstrate learning gains on state determined, standardized tests

- Number and percent of students who demonstrate learning gains on alternative types of student assessments
- Number and percent of students who attain skills and competencies within the same educational level
- Number and percent of students who complete the educational level in which they enroll and/or advance to a higher class level
- Number and percent of students who take and/or pass GED practice tests
- Number and percent of students who attain secondary completion
- Number and percent of students who advance to higher education
- Number and percent of GED completers who advance to higher education

Goal 4.4: The program has a process to help students transition into more advanced education, training, and employment. Examples of appropriate measures are as follows:

- Number and percent of students who meet with a staff member to discuss education and career plans
- Number and percent of students who are referred within the organization or to outside organizations for advanced education, training, or employment

Goal 4.5: Students demonstrate progress in non-academic areas. Examples of appropriate measures are as follows:

- Number and percent of students who attain jobs and/or advance in their employment
- Number and percent of students whose welfare payments are reduced and/or are no longer on welfare
- Number and percent of students who transition into training

5. Staffing and Staff Development Quality Indicator:

- The program has an ongoing process to select, develop, and retain staff members who consider the specific needs of their students, offer training in the skills necessary to provide quality instruction, and include opportunities for practice and systematic follow-up.

Goal 5.1: The program has an ongoing process to select, develop, and retain staff members who consider the specific needs of their students. Examples of appropriate measures are as follows:

- Program has an administrator; AERIS support specialist, an instructional specialist, certified teacher(s), and career coach.
- Job descriptions reflect the needs of students.
- Staff qualifications reflect student demographics (e.g., language, ethnicity, program type).
- Evaluation of staff performance is conducted and used for program/professional development.
- Orientation training is conducted for newly appointed, part-time and full-time teachers, support staff, and volunteers.

Goal 5.2: 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. Examples of appropriate measures are as follows:

- Program conducts a needs assessment of paid and unpaid staff that is ongoing and consistent with the mission of the institution, the program, and the ICCB.
- Program develops a strategic plan based on the needs assessment.

Goal 5.3: The program implements its staff development plan. Examples of appropriate measures are as follows:

- Program provides staff with a diversity of opportunities for development (e.g., distance learning; action research; cross training among teachers, staff, and other agencies; peer coaching; learning circles).
- Staff participates in staff development activities. Staff include paid and unpaid, full-time and part-time instructional, support, and administrative staff.
- Staff development activities result in the incorporation of improved practices in the program.
- Program conducts systematic follow up and ongoing evaluations of staff development to determine whether it is effective and whether the contents are applied and incorporated into the program.
- Number and percent of instructional, support, and administrative staff who participate in staff development activities.

Goal 5.4: Staff belong to and participate in professional educational organizations.

- Dated documentation via membership cards or official roster(s) of a state or national professional educational organization is provided on full-time paid staff.

6. Student Support Services Quality Indicator:

- The program identifies student needs for support services, and makes services available to students directly or through referral to other educational and service agencies.

Goal 6.1: The program has a process that utilizes students to help the program identify their need for services. Examples of appropriate measures are as follows:

- Program staff conducts either a formal or informal assessment of students' service needs at program entry (e.g., interviews, focus groups, etc.).
- Program has a process to identify emerging needs on an ongoing basis.

Goal 6.2: The program makes identified support services available to students either directly or through referral to other education and service agencies. Examples of appropriate measures are as follows:

- Program informs staff and students of support services available in the community, current resources, and referral procedures designed to meet student needs.
- Program refers students to or provides students with needed support services consistent with its mission, structure, size, and other factors.
- Number and percent of students reporting need for specific support services, receive services from the program, or are referred to other service providers by the program are tracked.

7. Recruitment Quality Indicator:

- The program successfully recruits the population in the community identified in the Adult Education Act or other authorizing legislation as needing services.

Goal 7.1: Program has a process to recruit different target populations. Examples of appropriate measures are as follows:

- Program employs diverse recruitment strategies appropriate to different target population(s), as identified through the program planning process (e.g., mentor/student referrals/activities, language/culturally sensitive materials).
- Program's recruitment efforts provide information to enable participants to make informed choices about programs (e.g., program purposes, alternatives available, support services available, success at purposes, costs).
- Program evaluates the effectiveness of recruitment efforts in enrolling the targeted population(s) and modifies the efforts based on the evaluation.
- Program coordinates recruitment within its own agency and with other agencies, where appropriate.

Goal 7.2: Program's recruitment process effectively recruits the targeted population(s). Examples of appropriate measures are as follows:

- Number and type of recruitment strategies utilized
- Number and percent of targeted population recruited by program
- Number and percent of targeted population who register in the program
- Number and percent of targeted population who enroll in the program

8. Retention Quality Indicator:

- Students remain in the program long enough to meet their educational goals.

Goal 8.1: Program has a process to retain students. Examples of appropriate measures are as follows:

- Program employs diverse retention strategies appropriate to different student populations (e.g., staff and student follow-up, use of volunteers, tutoring, and incentives).
- Program evaluates the effectiveness of retention strategies and modifies strategies based on the evaluation.

Goal 8.2: Program effectively retains the student population. Examples of appropriate measures are as follows:

- Number and percent of students who attend classes for X hours
- Number and percent of students who attend X percent of scheduled classes

Goal 8.3: A written retention policy to contact absentees is available with evidence that follow-up activities were implemented.

- A copy of the written retention policy is provided.
- Documented evidence is provided that follow-up activities are conducted to contact absent students.
 - Examples of documentation may include: letters, phone calls, visitation logs, drop-out surveys, etc.)

Goal 8.4: Efforts are made to utilize other agencies' support services to meet student needs other than instruction.

- Dated documentation is provided that efforts are made to utilize other agencies' support services to meet student needs other than instruction. (Examples may include: list of support agencies in the community, referral, activity logs, referral forms, etc.).

Goal 8.5: Students accrue between 12 and 40 hours of instructions within a program year.

Goal 8.6: Ten percent of absentee students return to the program.