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| **Alignment to WIOA** | **Student Success** | **Indicator 1: Access and Equity: The program is responsive to the education and employment needs of the region and to individuals most in need of services.**  |
| Standard 1.1: The program design addresses access and equity and is responsive to the program’s mission and the regional needs identified by key stakeholders and the workforce plan, including students most in need of services. |
| Standard 1.2: The program’s educational offerings are based on rigorous research and/or promising practices and are of sufficient intensity to effect student outcomes.  |
| Standard 1.3: The program makes reasonable accommodations for students with self-disclosed disabilities through its own resources and/or referrals to outside agencies.  |
| **Indicator 2: 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.**  |
| Standard 2.1: The program collaborates with the local workforce system to jointly support students’ next steps with regard to education, training, and employment leading to family sustaining wages. |
| Standard 2.2: The program’s collaborations result in increased options for students in postsecondary education, training, and employment. |
| **Indicator 3: Curriculum and Instruction: The program delivers high quality standards-based instruction that meets the academic needs of all students.**  |
| Standard 3.1: The program’s documented ESOL curriculum and instruction are aligned to the Massachusetts ABE Framework for English Speakers of Other Languages (ESOL) and the College and Career Readiness (CCR) Standards for Adult Education. The program’s documented ABE curriculum and instruction are aligned to the College and Career Readiness (CCR) Standards for Adult Education.  |
| Standard 3.2: Instruction is based on current research, evidence-based practices, and high expectations for all students. |
| Standard 3.3: Digital literacy enhances curriculum and instruction at every level. |
| Standard 3.4: The program uses formative and summative assessments to evaluate the quality and effectiveness of instruction and to modify it accordingly. |
| **Indicator 4: Student Progress: The program consistently meets or exceeds state student performance targets for academic growth, and for postsecondary education, training, and employment.** |
| Standard 4.1: 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 4.2: The program consistently follows up and accurately reports all post-exit student outcomes. |
| **Alignment to WIOA** | **Student Success** | **Indicator 5: Advising and Student Support Services**: **The program ensures effective and equitable delivery of advising and support services.**  |
| Standard 5.1: Students actively pursue options for postsecondary education, training, and employment based on informed decisions. |
| Standard 5.2: The program addresses barriers to participation by referring students to outside social service agencies as needed. |
| Standard 5.3: The advisor and instructional staff work collaboratively to create a culture of student self-efficacy and persistence. |
| **Capacity** | **Indicator 6: Organizational Support: The wider organization (i.e., Community Based Organization, Local Education Agency, Community College, Correctional Institution) actively supports the Adult Basic Education program.** |
| Standard 6.1: Organizational leadership actively builds the capacity of the program and ensures its success. |
| Standard 6.2: Organizational leadership establishes and maintains high standards for director qualifications. The wider organization adequately trains and supports program leadership, including staff appointed to an acting or interim leadership role. |
| Standard 6.3: Classrooms 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. |
| Standard 6.4: The program operates at a site that is clean, safe, and comfortable and that meets all city, state, and federal accessibility and safety requirements. |
| **Indicator 7: Educational Leadership: The program leadership (i.e. executive director, director, program manager, program coordinator) ensures that the vision for academic success is shared by staff and students.**  |
| Standard 7.1: The program ensures that staff members are highly qualified. |
| Standard 7.2: The program provides on-going supervision for all staff which includes regular supervision meetings, and an annual evaluation; for teachers it also includes classroom observations with written feedback and follow up that leads to improved teaching practice and student outcomes. |
| Standard 7.3: The program makes informed decisions for providing professional development to staff based on student outcome data and program needs. |
| **Indicator 8: Continuous Improvement Planning: The program engages in a continuous improvement planning process with the goal of improving** **student outcomes.** |
| Standard 8.1:The program collects and analyzes a variety of program and regional data to inform decisions. |
| Standard 8.2: The process involves all stakeholders, including students, and incorporates their feedback, reflections, and recommendations for improvement.  |
| **Indicator 9: Professional Culture and Working Conditions: The program provides fair and adequate compensation and equitable access to professional development for all staff.**  |
| Standard 9.1: To the extent possible, the program provides paid professional development and career growth opportunities including full-time employment to staff. |
| Standard 9.2: The program retains a qualified, experienced staff in the content area they teach, provides regionally competitive compensation, rewards experience and education/licensure; job responsibilities, teacher paid prep time, and additionally required tasks are compensated for.  |
| Standard 9.3:The program ensures a professional culture of high expectations for all staff. |

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| **Alignment to WIOA** | **Capacity** | **Indicator 10: Fiscal and Data Accountability: The program maintains a sound 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 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 program annually certifies its tax and regulatory filings and produces an independent audit report. |
| Standard 10.5: The program records, maintains, and reports accurate data in a consistent and timely manner through the state’s data management and accountability system.  |