

The Massachusetts Indicators of ABE Program Quality

In 1992 revisions to the National Adult Education Act created a mandate for states to adopt Indicators of Program Quality and to use those Indicators to evaluate and monitor program effectiveness. ACLS developed the Indicators of Program Quality that Massachusetts would use by engaging with the field to identify measures, standards, and resources. Although the Indicators of Program Quality have been reorganized over the years, they reflect the values identified in consultation with ABE practitioners in the early 1990s. They continue to represent the foundation on which the ACLS Program Monitoring is built. These include:

Indicators of Program Quality	
Indicator	Descriptor
Indicator 1: Curriculum Development, Implementation and Instructional Methods	Curriculum development and instruction are aligned with and incorporate learning standards from the Massachusetts ABE Curriculum Frameworks, and contribute to students' progress toward achieving their goals.
Indicator 2: Student Educational Progress	Students demonstrate gains in literacy and/or English skills and abilities that impact their roles as workers, family members, community members, and as lifelong learners.
Indicator 3: Instructional Support Services	The program offers counseling and other services to support instruction and meet students' needs.
Indicator 4: Community Linkages	The program has developed linkages that connect community assets to student needs.
Indicator 5: Program Continuous Improvement Planning	Program continuous improvement planning embodies effective organizational structures and processes to serve the needs of adult students.
Indicator 6: Professional Development	Exemplary professional development opportunities enhance educator professionalism to provide quality instruction for students.
Indicator 7: Program Management, Leadership and Accountability	Program management and accountability are efficient, and effectively address all components of service delivery

