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| **Adult and Community Learning Services**  **Indicators of Program Quality for**  **Community Adult Learning Centers and County Houses of Correction** |
| **Indicator 1: Program Design** |
| **Indicator 1: Program Design:** The program, in alignment with its mission, implements the services approved by ACLS. |
| Standard 1.1: The program is designed with sufficient intensity to ensure a smooth transition to education, training, and employment leading to family-sustaining wages for all students. |
| Standard 1.2: The program is designed to address the unique needs of students with barriers to participation (e.g., out of school youth, parents and caregivers of school age children, and individuals with disabilities). |
| Standard 1.3: The program is designed to deliver services in a variety of modalities (e.g., in person, virtual face-to-face, remote) with options for synchronous and asynchronous instruction, including co-enrollment). |
| **Indicator 2: Equitable Access** |
| **Indicator 2: Equitable Access:** Guided by data and a responsibility for diversity, equity[[1]](#endnote-2) and inclusion,[[2]](#endnote-3) the program ensures that all adult learners in the local workforce area have equitable access to high quality educational services. |
| Standard 2.1: The program coordinates with other adult education providers in the local workforce area to facilitate access to high quality education for all learners, including those most in need of services. |
| Standard 2.2: The program creates an environment that is welcoming, inclusive, and provides students with the tools to navigate systems. |
| Standard 2.3 The program has documented strategies to provide reasonable accommodations for staff and students with self-disclosed disabilities and/or makes referrals within and outside the agency. |
| Standard 2.4: The program intentionally seeks to remedy disparities in students’ educational experiences and outcomes by analyzing quantitative and qualitative data through a diversity, equity, and inclusion lens. |
| **Indicator 3: Career Pathways Collaboration** |
| **Indicator 3: Career Pathways Collaboration:** The program ensures all staff understand the essential role that the program plays to access career pathway opportunities as outlined in the local plan. |
| Standard 3.1:  Designated program staff meet regularly with representatives from other local partner agencies (education, workforce development, training, social services) to plan and coordinate service delivery for students. |
| Standard 3.2: Program staff work together, and in coordination with other agency staff, to assist students in exploring and pursuing postsecondary education, training, and employment opportunities aligned with the local plan and/or most recent workforce data. |
| **Indicator 4: Curriculum** |
| **Indicator 4: Curriculum:** Curriculum is standards-based, vertically and horizontally aligned[[3]](#endnote-4) in all content areas and levels, contextualized and relevant, and supports the diverse needs of all learners. |
| Standard 4.1: The program’s documented ESOL curriculum and instruction are aligned to the Massachusetts English Language Proficiency Standards (MA ELPS). The program’s documented ABE curriculum and instruction are aligned to the College and Career Readiness Standards for Adult Education (CCRSAE). |
| Standard 4.2: The program’s curriculum is vertically and horizontally aligned[[4]](#endnote-5) in all content areas and levels, informed by qualitative and quantitative assessment data, revised regularly with staff, and implemented in all classrooms. |
| Standard 4.3 The program’s curriculum is responsive to and inclusive of diverse identities[[5]](#endnote-6) and cultures. |

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| **Indicator 5: Instruction and Assessment** |
| **Indicator 5:** **Instruction and Assessment:** The program consistently uses high quality instructional strategies to meet all students’ academic needs and prepare them for family sustaining employment and/or postsecondary education, and civic engagement. The program has an assessment system to inform planning and decision-making, monitor and communicate learner progress, and improve teaching and learning. |
| Standard 5.1: Instruction is grounded in research and evidence-based practices and high expectations for all learners. |
| Standard 5.2 Instruction demonstrates deliberate use of differentiated, universally designed, and culturally responsive and sustaining strategies to address individual learning needs, ensure rigor, and engage learners at all levels. |
| Standard 5.3 Instruction intentionally uses a variety of technologies to develop students’ essential digital literacy skills including: finding, evaluating, consuming, creating, organizing, communicating, and sharing digital content. |
| Standard 5.4 The program staff use assessment data to determine student needs, place learners appropriately, inform curriculum development and revision, and guide lesson planning. |
| Standard 5.5 The program staff use assessment data to monitor student progress towards standards and benchmarks, adjust instruction, implement differentiated interventions, and evaluate the overall effectiveness of instruction. |
| Standard 5.6. The program staff regularly discuss assessment results with students to inform and improve teaching and learning. |
| **Indicator 6: Student Progress** |
| **Indicator 6: Student Progress:** The program consistently meets or exceeds state student performance targets for academic growth, and for postsecondary education, training, and employment. |
| Standard 6.1: The program consistently meets or exceeds its state-assigned Measurable Skill Gain (MSG) target for educational functioning level completion, high school credential attainment, and enrollment in postsecondary education and training. |
| Standard 6.2: The program consistently follows up on all post-exit student outcomes. |
| **Indicator 7: Advising and Student Support Services** |
| **Indicator 7: Advising and Student Support Services:** The program ensures effective and equitable delivery of advising and support services. |
| Standard 7.1: Staff with advising responsibilities facilitate students’ career development by providing all students with accurate and up-to-date information and equal opportunities to explore and evaluate postsecondary education, training, and employment options. |
| Standard 7.2: All program staff communicate regularly with students and analyze data to identify barriers to program access, participation, and completion and then take steps to overcome them including referring students to outside social service agencies as needed. |
| **Indicator 8: Organizational Support** |
| **Indicator 8:** **Organizational Support:** The organization’s policies, practices, and facilities sufficiently support the adult education program. |
| Standard 8.1: The organization takes steps to ensure in-person facilities and classes are equipped to support high quality teaching and learning. |
| Standard 8.2: The organization takes steps to support high quality distance education that is accessible to all students and staff. |
| Standard 8.3: The organization sets high standards in its hiring practices regarding the level of education, experience and professional licensure and actively recruits candidates with diverse backgrounds. |
| Standard 8.4: The organization meets regularly with program leaders to support program improvement informed by data. |
| Standard 8.5: The organization provides adequate time for planning and professional development. |

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| **Indicator 9: Educational Leadership** |
| **Indicator 9:** **Educational Leadership:** Educational leaders guide a continuous improvement planning process that supports high quality practices and a shared vision for student and staff success with the goal of improving student outcomes. |
| Standard 9.1: Educational leaders use the adult education professional standards to provide on-going observation and supervision and ensure that all teachers design and deliver high quality curriculum and instruction. |
| Standard 9.2: Educational leaders analyze a variety of program and regional data, including feedback from students, teachers, and local partners, to inform program planning and evaluation, educator effectiveness, and professional development. |
| Standard 9.3: Educational leaders, in collaboration with staff, students, and relevant stakeholders, establish culturally responsive and sustaining policies and practices to support a diverse and inclusive environment, promote reflection, shared responsibility, clear communication, and maintain high expectations for all. |
| **Indicator 10: Fiscal and Data Accountability** |
| **Indicator 10: Fiscal and Data Accountability:** The organization maintains a 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 federal and state 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 organization annually certifies its tax and regulatory filings and produces an independent audit report. |
| Standard 10.5: The program records, maintains, and reports accurate program and student data in a consistent and timely manner through the state’s data management and accountability system. |

1. Equity: A heightened focus on groups, particularly racial groups, experiencing disproportionate impact through the development of systems to remediate disparities in their experiences and outcomes. Inclusion: The representation of people from a wide range of races, identities, abilities, experiences, values, and perspectives, and the recognition of intersectionality. [↑](#endnote-ref-2)
2. The program ensures that all adult learners in the local workforce area have access to high quality education services. [↑](#endnote-ref-3)
3. Vertical alignment: What students learn in one level builds on what they learned in the previous level and prepares them for what they learn the next. Connections from one level’s curriculum to another are explicit and understood by students themselves. Horizontal alignment: What students learn across different content areas of the same level is coordinated and the curriculum supports connections across subject areas. [↑](#endnote-ref-4)
4. See (ii) [↑](#endnote-ref-5)
5. Race, ethnicity, sex, gender, ability, culture, language, socio-economic status, immigration status. [↑](#endnote-ref-6)