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| **Adult and Community Learning Services**  **Indicators of Program Quality for**  **Transition to College Programs** |
| **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 maintains a minimum enrollment of 15 students, including at least 12 former DESE adult education students. |
| Standard 1.2: The program offers a *College for Success* course that prepares students to understand college culture, navigate college systems, identify barriers to attainment of postsecondary education goals and strategies for overcoming these barriers, and acquire the readiness skills that are essential for postsecondary education success. |
| Standard 1.3: The program ensures that students function as members of a learning community or cohort within the college by incorporating at least one cohort strategy (e.g., students’ enrollment in a common course, ongoing group advising, a study group). |
| Standard 1.4: The program provides access to an array of credit-bearing courses. |
| **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 is responsive to the educational needs of DESE program graduates and other eligible individuals who, upon admission to the Transition Program, are recognized by the institution as college students. |
| 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. |
| Standard 2.5: The college grants Transitions students all the rights and privileges of its college students and provides them access to college resources, including college identification cards, academic support services, health and counseling centers, athletic center, library, information technology, career services, student organizations, and college activities. |
| Standard 2.6:The program makes an effort to get students involved in college activities and student organizations. |
| **Indicator 3: Career Pathways Exploration** |
| **Indicator 3: Career Pathways Exploration**: The program helps students identify career pathways. |
| Standard 3.1: The program provides students with an awareness of both the world of work and emerging career pathways in the local workforce area. |
| Standard 3.2: The program makes students aware of career resources in the college and the community and works within the college to link Transition students to activities, clubs, and organizations that would help them get greater career exposure. |
| **Indicator 4: Student Progress** |
| **Indicator 4: Student Progress**: The program helps students make consistent progress toward degree or certificate completion. |
| Standard 4.1: The program tracks progress on student advancement through any required developmental course sequences that lead to credit-bearing courses toward a certificate or degree. |
| Standard 4.2: The program provides access to credit-bearing courses toward a certificate or degree. |
| Standard 4.3: By the end of the program, all students have identified a certificate or degree program of study. |
| **Indicator 5: Advising and Student Support Services** |
| **Indicator 5:** Advising and Student Support Services: The program ensures effective and equitable delivery of advising and support services. |
| Standard 5.1: The program help students explore career pathway options, including degree and certificate programs, required courses, course sequences, and other requirements. |
| Standard 5.2: The program communicates 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. |
| Standard 5.3: The program facilitates the development of self-management competencies of students as evidenced by students monitoring their own progress; directing the choice of courses, memberships, and activities; and taking an active role in course registration and applying for financial aid. |
| **Indicator 6: Organizational Support** |
| **Indicator 6: Organizational Support:** The organization’s policies, practices, and facilities sufficiently support the Transition Program. |
| Standard 6.1: The college works to integrate the Transition Program into the college and provides it with financial and other supports (e.g., access to credit-bearing courses for Transition students and all college resources at no cost). |
| Standard 6.2: The college provides the program with a site that meets all city, state, and federal accessibility and safety requirements, and provides the program with classrooms that are 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 6.3: 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 6.4: The organization meets regularly with program leaders to support program improvement informed by data. |
| Standard 6.5: The organization provides adequate time for planning and professional development. |
| Standard 6.6: The organization, in collaboration with 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 7: Collaboration and Coordination** |
| **Indicator 7: Collaboration and Coordination:** The program develops and maintains relationships with key college departments, faculty, staff, and external partners. |
| Standard 7.1: The program collaborates with local DESE-funded adult education programs to ensure that at least 12 students make a smooth transition into the program. |
| Standard 7.2: The program establishes connections and relationships with key college departments, as evidenced by students applying for financial aid, registering for courses, and using campus resources such as academic advising, disability resources, health services, and career services. |
| Standard 7.3: The program works with local WIOA and other external partners and participates in collaborations in an effort to develop and enhance connections, resources, and support services for students. |
| **Indicator 8: Fiscal and Data Accountability** |
| **Indicator 8: Fiscal and Data Accountability:** The college 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 8.1: 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 8.2: The college 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 8.3: The program develops an annual budget that supports the services approved in the grant. |
| Standard 8.4: The college annually certifies its tax and regulatory filings and produces an independent audit report. |
| Standard 8.5: 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)