

**Ohio Board of Regents  
Adult Basic and Literacy Education Program  
Revised Indicators of Program Quality  
Fiscal Year 2010**

**Indicator:** An indicator is a variable that reflects effective and efficient program performance.

**Measure:** A measure defines the quantitative level of performance. For example, retention may be measured by the number of hours students remain in the program.

**Standard:** A standard defines a level of acceptable performance in terms of a specific numeric criterion. For example, a retention performance standard may be established for a single point in time or to measure changes in performance over time.



1.0 Student Achievement

INDICATOR	MEASURE
<p>Students demonstrate progress toward attainment of literacy skills, including reading, writing and speaking in English, computing and solving problems at levels of proficiency necessary to function on the job, in the family of the individual and in society.</p>	<p>A. Documentation of students' performance as measured on standardized and/or competency assessment instruments or alternative assessments such as instructor and student reports of achievement, student surveys, student journals and observed student performance.</p> <p>B. Students clarify their purposes for learning and to achieve their purposes and goals. Each student has identified and documented one or more objectives that require instruction and result in student gains.</p>

STANDARD
<p>A.1 Students will meet or exceed Minimum Performance Level (MPL) completion percentages set by the state for all Educational Functioning Levels (EFL).</p>
<p>A.2 A minimum of 60% of students have on file a pretest and posttest score on a state-approved standardized test.</p>
<p>A.3 At least 75% of all students demonstrate level completion and progress as evidenced by the local program's Portfolio System.</p>
<p>A.4 Instructors and students identify the ways in which students are progressing along a continuum toward expertise within a skill and across skills. Programs put in place a system to collect and analyze data about student progress in relation to the Standards, Components of Performance (COPs) and Benchmarks and the student learning goals. Program provides ongoing documented and dated evidence for all students regarding progress/achievements and/or competencies. These achievements and competencies will be correlated to the educational functional levels in the National Reporting System.</p>
<p>B.1 All students have a portfolio that includes an Individual Learning Plan (ILP) and work samples. The ILP must include: student name; teacher name; program name; orientation site if different from program name; primary goal, secondary goal (if applicable); and long term goal. It must also include: a short-term goal; steps and activities to accomplish the short-term goal; timeframe for meeting the short-term goal; comments; results of a learning styles inventory; and results of an LD screening, if applicable.</p>
<p>B.2 Instructors structure an ongoing goal-setting/needs assessment dialogue with all students to provide ongoing and systematic documentation of goal progress or achievement of student-centered and/or employer-identified goals.</p>
<p>B.3 At least 85% of students rate the program as satisfactory or better in terms of services that are of sufficient intensity and duration for them to achieve substantial learning gains. Students report increased sense of ownership of their learning and in the program.</p>

1.1 Student Advancement

INDICATOR	MEASURE
Students transfer learning from the classroom to the rest of life; articulate what they know and are able to do in relationship to their goals; demonstrate increased proficiency in the use of multiple skills that allow them to be placed in postsecondary education or training; gain unsubsidized employment or retain employment; earn a secondary school diploma or the Ohio High School Equivalence Diploma/GED; and achieve family literacy outcomes, as defined below.	A. Number and percent of students who persist in program until personal learning goals are met.

TARGETED STATE STANDARD
A.1 At least 93% of all students with this as a primary or secondary goal will be placed in postsecondary education or training, including adult career tech education.
A.2 At least 82% of unemployed students enrolled (and in the workforce) with this as a primary or secondary goal will obtain unsubsidized employment.
A.3 At least 64% of employed students with this as a primary or secondary goal will retain employment.
A.4 At least 86% of all students with this as a primary or secondary goal will earn a secondary school diploma or the Ohio High School Equivalence Diploma/GED.
A.5 75% of the parents who have participated in family literacy for a minimum of four months within the reporting year will demonstrate at least a 0.3 gain in supporting children's learning in formal educational settings as indicated on Scale III on the Parent Educational Profile.
A.6 80% of the parents who have participated in family literacy for a minimum of four months within the reporting year will demonstrate at least a 0.3 gain in supporting interactive literacy activities as indicated on Scale II on the Parenting Education Profile.

2.0 Physical Environment

INDICATOR	MEASURE
<p>Program is housed in a safe, physical environment with adequate space and access to facilities and equipment which contribute to creating an adult appropriate learning environment.</p>	<p>A. Facility is in compliance with fire and safety laws and regulations for facilities' normal use.</p> <p>B. Facility and grounds are clean, well maintained, secure and free from hazards.</p> <p>C. Facilities are accessible to students:</p> <ul style="list-style-type: none"> <li>• on a bus line, if bus service is available</li> <li>• in compliance with Americans with Disabilities Act minimal requirements for persons with disabilities</li> <li>• has adequate parking within two blocks of the program</li> <li>• is in an area where the target population lives/works</li> </ul> <p>D. Buildings are readily identifiable as instructional sites and posted directions to classrooms are present.</p> <p>E. Secure storage facilities are available for records, supplies and equipment.</p> <p>F. The facility provides an appropriate adult learning environment.</p>

STANDARD
A.1 Programs will maintain current documentation of all facilities' compliance with fire and safety laws and regulations.
B.1 At least 85% of students and program staff rate the facility as satisfactory or better in terms of their personal and property safety.
B.2 At least 85% of students and program staff rate classrooms as satisfactory or better for being clean, free from clutter and hazard and in good repair.
C.1 At least 85% of students and program staff rate facilities as satisfactory or better in terms of physical location.
C.2 Program sites are in full compliance with ADA requirements for persons with disabilities.
D.1 At least 85 % of students rate as satisfactory or better the easy identification of instructional sites and classrooms.
E.1 All sites will have secured records, supplies and equipment.
F.1 At least 85% of students and program staff rate classroom as satisfactory or better in terms of temperature, noise levels, and lighting.
<p>F.2 All learning environments will include:</p> <ul style="list-style-type: none"> <li>a. separate, quiet areas</li> <li>b. computer area</li> <li>c. reading library</li> <li>d. discussion areas</li> <li>e. visually stimulating materials</li> </ul>
F.3 85% of students and program staff rate facility as satisfactory or better in terms of adult appropriateness of furniture, restrooms and classrooms.
F.4 85% of students and staff rate facility as satisfactory or better in terms of adequate space for instruction and storage.

### 3.0 Program Planning and Administration

INDICATOR	MEASURE
<p>Program planning and administration is a process that is based on a written plan, is implemented, and guided by evaluation.</p>	<p>A. A written plan exists that responds to workplace, family and community needs. The approved grant may serve as the basis of this written plan.</p> <p>B. Program administration facilitates the implementation and evaluation of the written plan.</p> <p>C. The program utilizes standard accounting and auditing procedures which are sound, ethical and consistent with program policy and funding requirements.</p> <p>D. Records and reporting systems are consistent with program policy and with legal and funding requirements.</p>

STANDARD	
<p>A.1 A written program plan will include at least:</p> <ul style="list-style-type: none"> <li>a. vision/mission statement</li> <li>b. strategic plan</li> <li>c. needs assessment</li> <li>d. provision for special needs population, e.g. Learning Disabilities Policy and Planning Guide</li> <li>e. marketing plan</li> <li>f. community survey/environmental scan</li> <li>g. evaluation plan</li> </ul> <p>Note: The approved ABLE grant will serve as the foundation of this plan. Other components referenced above may be added to it.</p>	
<p>A.2 All programs will continuously review and evaluate program policies and results to assure that they reflect students' needs and goals, and update the written plan annually and/or as needed.</p>	
<p>A.3 Program will describe the "provision for special needs population," the steps it proposes to take to ensure equitable access to and participation in its program for students, maintain an updated plan for serving special needs students (LD Policy and Planning Guide), including staff and other program beneficiaries with special needs.</p>	
<p>B.1 An advisory committee consists of no fewer than five members and represents each of the following stakeholder groups: education, government, social services, business and the local community.</p>	

B.2	The advisory committee is given a formal orientation to the program and meets formally for planning at least two times per year. Agendas are prepared and minutes are taken for all advisory committee meetings. These reflect active involvement by the advisory committee members in the planning process as evidenced by the following: a. discussion of current community conditions, needs and resources b. action steps in the minutes that indicate how the program will address the information acquired c. acceptance and completion of assignments given to advisory committee members.
B.3	Evidence of local community partnerships, reflecting common purposes and goals exist that supports the implementation and evaluation of the written plan.
B.4	All staff are formally evaluated, in writing, on a yearly basis.
B.5	Program administration will maintain documentation that all professional development assurances are met.
B.6	All staff rate their participation level and value in the planning process as satisfactory or better.
B.7	Program conducts a minimum of one staff meeting per quarter as evidenced by the minutes.
B.8	All staff rate the receipt of needed program information as satisfactory or better.
B.9	Programs support collaborative staff teams.
B.10	Programs establish and maintain a structured Intake and Orientation process for all students as evidenced by a written procedure, which includes: a. an explanation of programs and services (as student language proficiency allows) b. completion of appropriate paperwork c. may include initial assessment.
B.11	The Intake and Orientation materials will include: a. intake form b. program policy, guidelines c. written class schedule d. student handbook e. student/instructor/program contracts f. goal-setting forms g. support services information
B.12	Intake and orientation occurring during instructional hours must be conducted by designated staff other than the instructor.
B.13	Student Experience Model (SEM) elements are aligned with program goals.
B.14	Students are recognized for academic and non-academic achievements as evidenced by formal and informal award ceremonies or events. Success is described in terms of real-life results in students' lives.
C.1	Program administration utilizes a dual accounting system to monitor ABLE expenditures and revenue as evidenced by a ledger. This may be electronic.
C.2	Program administration submits accurate fiscal reports as required by the OBR State ABLE Program.
C.3	Program administration maintains documentation of staff hours worked as required in the approved grant's General Assurances.
C.4	Program administration establishes a budget that supports the written plan.
D.1	Program administration employs ABLE staff qualified for the positions they hold, as evidenced by current job descriptions, applications, resumes and certifications on file, including a completed and current Staff Certification Form.
D.2	All new staff receive an orientation about the local ABLE program within the first two weeks of employment as evidenced by administrative documentation.

D.3	Program recruits volunteers to fully implement the written plan.
D.4	Program administration recognizes staff achievements and contributions as documented in their personnel file.
D.5	Program administration maintains records and submits accurate reports as required by the OBR State ABLE Program
D.6	Program utilizes the ABLELink system: to collect and analyze data about student progress, to report program outcomes as required by the OBR State ABLE Program and to periodically review program components in order to revise program goals.
D.7	Program administration ensures that all staff meets reporting and record keeping requirements of the OBR State ABLE Program.

#### 4.0 Curriculum and Instruction

INDICATOR	MEASURE
Program has a written curriculum and provides instruction matching student needs and learning styles.	<p>A. Assessment results are used to guide development of learning plans to meet individual student needs.</p> <p>B. All programs have a written curriculum that is adult appropriate and built on a strong foundation of research and effective educational practice.</p> <p>C. Instructional strategies meet individual student needs.</p>

STANDARD
A.1 Learning styles are determined by formal or informal assessment as documented by written records.
A.2 All students have Individual Learning Plans on file based on assessment results, learning styles and individual student goals.
A.3 Students use results of performance assessments to monitor their progress and revise their learning goals.
A.4 Instructors use assessment results to evaluate their lessons.
B.1 Programs structure curriculum around real-life contexts related to student goals and Standards, Components of Performance (COPs) and Benchmarks.
B.2 Programs ensure that instructional practices promote meaning-making as well as development of skills and knowledge.
B.3 Program maintains a written curriculum that is supported by a wide variety of materials for use by adult students, including texts of various levels, current reading materials (i.e. magazines, newspapers), learning games, manipulatives and special materials for persons with learning and/or physical disabilities, Limited English proficiency. This curriculum is aligned with ABLE Standards, Components of Performance (COPs) and Benchmarks.
<p>B.4 The written ESL curriculum is based on the language acquisition principles (see definitions) and includes:</p> <ul style="list-style-type: none"> <li>a. communication competencies through the four language skills - listening, speaking, reading, writing</li> <li>b. U.S. cultural knowledge and skills</li> <li>c. non-verbal communication.</li> </ul> <p>This curriculum is aligned with ESOL Standards and Benchmarks.</p>
B.5 Instructors use lesson plans to help guide their organization of materials for the purpose of achieving intended learning outcomes and focusing on student goals and needs. Lesson plans are organized around ABLE Standards, Components of Performance (COPs) and Benchmarks.
C.1 Instructors use technology, including computers, various adult appropriate instructional strategies, including but not limited to, lecture, small group and individualized instruction designed to meet student goals and learning style needs as evidenced by documented observation reports.
C.2 Instructors and students construct contextualized learning opportunities that focus on the development and practice of skills students need in order to carry out activities and accomplish purposes in their lives.
C.3 Instructors integrate lessons that arise from in-class or out-of-class student needs into an overall learning plan.
C.4 Instructors create opportunities for students to reflect on and monitor their own learning.
C.5 Instructors help students examine and clarify prior knowledge in order to construct new meaning.

5.0 Professional Development

INDICATOR	MEASURE
Program has an ongoing professional development process that is linked to a professional development plan which supports program and organizational goals.	<p>A. Program determines individual and program professional development needs.</p> <p>B. Staff participates in professional development activities to meet program goals.</p>

STANDARD
A.1 All staff that support ABLE activities will complete a professional development needs assessment annually, as evidenced by documentation on file.
A.2 All ABLE paid staff will have a completed Individual Professional Development Plan (IPDP) provided by the OBR State ABLE Program on file for each program year.
A.3 Program administration summarizes IPDPs to generate a Program Professional Development Plan (PPDP) and submits to the OBR State ABLE Program and regional resource center annually.
B.1 All staff participates in professional development activities to meet the Professional Development assurances in this application as evidenced by documentation on file.
B.2 All staff participates in required PD activities, if applicable, as determined by the OBR State ABLE Program's Professional Development Policy, e.g., New ABLE Staff Training, New ABLE Administrators training, LD training, etc.
B.3 All staff reflect on their learning goals.

6.0 Support Services

INDICATOR	MEASURE
<p>Program provides a system for support services that promotes student achievement of goals.</p>	<p>A. Program has a written plan that describes the system for providing student support services and follow-up, including but not limited to;</p> <ol style="list-style-type: none"> <li>1. child care services</li> <li>2. transportation services</li> <li>3. flexible schedules</li> <li>4. special accommodations</li> </ol> <p>B. Program staff possesses the knowledge and skills necessary to make appropriate, informed referrals to support services offered within the program and in the community.</p> <p>C. Program establishes linkages or agreements between the ABLE program and other educational and/or community providers and systems, including but not limited to One-Stops.</p>

STANDARD
<p>A.1 Program identifies student support service needs by formal or informal assessment as evidenced by documentation on file.</p>
<p>A.2 Program uses assessment information to provide support services directly and/or through referrals as evidenced by written documentation kept on file.</p>
<p>A.3 Program follows-up on student support service referrals as evidenced by written documentation.</p>
<p>A.4 Program follows-up with students who have not attended classes during the past month to identify current needs and possible course of action to re-engage student in the educational program as evidenced by written documentation.</p>
<p>B.1 All sites maintain a current listing of community, educational and/or workplace support services reviewed annually.</p>
<p>B.2 All program staff have a copy of the program's written plan that describes the system for providing student support services.</p>
<p>C.1 Program activities coordinate with other available resources in the community resulting in strong linkages with:</p> <ol style="list-style-type: none"> <li>a. elementary schools</li> <li>b. secondary schools</li> <li>c. postsecondary educational institutions</li> <li>d. one-stop centers</li> <li>e. job training programs</li> <li>f. social services agencies</li> </ol> <p>as evidenced by letters of support, contracts, and/or agreements.</p>

7.0 Recruitment

INDICATOR	MEASURE
<p>Program successfully recruits from the populations in the community identified in the Adult Education and Family Literacy Act, WIA, Title II, as needing literacy services.</p>	<p>A. The percentage of target population enrolled compared with the demographics of the program service area.                      B. Program has a written marketing and recruitment plan that is evaluated and updated annually, as needed.</p>

STANDARD
<p>A.1 Program will demonstrate achievement of its projected enrollment levels as evidenced by reports required by the OBR State ABLE Program.</p>
<p>B.1 A written marketing and recruitment plan includes:</p> <ul style="list-style-type: none"> <li>a. Environmental scan to determine customers, competitors, partners and resources</li> <li>b. Expected outcomes</li> <li>c. Activities describing personnel responsible and timelines</li> <li>d. Materials</li> <li>e. Professional Development</li> <li>f. Evaluation</li> </ul>
<p>B.2 Cumulative enrollment outcomes are evaluated at least every three months and are used to update program's marketing and recruitment plan as evidenced by ABLELink Quarterly Data Reports as submitted to the OBR State ABLE Program.</p>
<p>B.3 Program will involve students, instructors and advisory committee members in marketing and recruitment activities as documented in the written plan.</p>
<p>B.4 Program evaluates the means by which entering students became aware of the program and the effectiveness of various recruitment activities as evidenced by documentation on file.</p>