

Indicators of Program Quality Workbook

Indicator One:	Educational Gains
Indicator Two:	Educational Outcomes
Indicator Three:	Retention
Indicator Four:	Recruitment
Indicator Five:	Program Orientation
Indicator Six:	Program Planning and Evaluation
Indicator Seven:	Curriculum and Instruction
Indicator Eight:	Support Services
Indicator Nine:	Staff Development
Indicator Ten:	Technology Integration

This workbook was adapted from the Diagnostic and Prescriptive Instrument for Quality Indicators (DPI), developed by Florida IDEAL @ Florida Atlantic University

- Measured by:
- ✓ perception from student regarding educational climate and overall effectiveness of the program
 - ✓ self-report checklist to include assessments on barriers to participation and perception of ones progress
 - ✓ mentor/mentee opportunities
 - ✓ number of students volunteering in the program
 - ✓ learning contracts and peer learning
 - ✓ staff attendance
 - ✓ periodic surveys from teachers

Resources to consider: _____

1.5 Attainment of personal, academic, or career goals by participants.

- Measured by:
- ✓ empowerment issues
 - ✓ needs assessment
 - ✓ enrollment numbers
 - ✓ length of participation and exit interviews
 - ✓ characteristics of the population served, including demographic data, employment status, handicapped status, immigrants and numbers of high school drop-outs
 - ✓ summative evaluation

Resources to consider: _____

Indicator Two: Educational Outcomes

Learners advance in the instructional program or complete program education requirements that allow them to continue their education or training.

2.1 Number of students advancing to a higher level of skills or competency in the program.

- Measured by:
- ✓ proper placement at enrollment
 - ✓ retention in program
 - ✓ progress reports
 - ✓ test scores

Resources to consider: _____

2.2 Number of students leaving this program and transitioned to other education and training programs which require higher level of skills or competency.

- Measured by:
- ✓ evidence of completion of program
 - ✓ graduation
 - ✓ test scores
 - ✓ employment entry
 - ✓ avocational changes
 - ✓ family role changes

Resources to consider: _____

2.3 Number of students attaining a GED or high school diploma.

- Measured by:
- ✓ evidence of completion of the program
 - ✓ enrollment vs. retention rates at beginning of the program
 - ✓ number of students enrolled in each of four (4) literacy levels

Resources to consider: _____

2.4 Number of students who attained employment or upgraded employment position after exiting the program.

Measured by: _____

Resources to consider: _____

Indicator Three: Retention

Learners remain in the program long enough to meet their immediate educational & employment goals and re-enter and exit as their goals change.

3.1 Number of students who remain in the program and attain immediate goals.

- Measured by:
- ✓ enrollment vs. drop-out rates
 - ✓ exit interviews
 - ✓ perception of learning environment

 - ✓ average class size (student/teacher ratio)
 - ✓ average cost: * per enrollee
 - * per credit hour
 - * per clock hour
 - ✓ units of credit awarded each student
 - ✓ process in place for contacting frequently absent students

Resources to consider: _____

3.2 Number of students leaving the program for reasons unrelated to attainment of immediate adult education needs.

- Measured by:
- ✓ enrollment vs. drop-out rates
 - ✓ exit interview
 - ✓ instructor perception
 - ✓ number of suspensions (in and out of school)
 - ✓ number of expulsions

Resources to consider: _____

3.2 Number of students who re-enter the program within a specified period of time.

- Measured by:
- ✓ student re-entrance into adult education programs
 - ✓ student tracking in adult education programs

Indicator Four: Recruitment

Program successfully recruits the population in the community as identified by needs assessment.

4.1 Number of target population enrolled compared to local demographics.

- Measured by:
- ✓ enrollment compared to demographic data
 - ✓ census mapping to identify where the highest percentage of population reside
 - ✓ labor market studies

Resources to consider: _____

4.2 Types of recruitment activities performed for the program.

- Measured by:
- ✓ defined orientation program of services in adult and community education
 - ✓ referral rate by other agencies
 - ✓ publicity campaigns (flyers, newspapers, etc.)
 - ✓ outreach efforts (local agencies)
 - ✓ community forums (church groups, etc.)

Resources to consider: _____

4.4 Collaborative relationships with public schools, libraries, governmental agencies, and volunteers for the identification of adults in need of adult education services.

- Measured by:
- ✓ existence of cooperative agreements with such agencies, etc.
 - ✓ inclusion of representatives from each group on advisory boards
 - ✓ formalized networking procedure

Resources to consider: _____

Indicator Five: Program Orientation

Program services, procedures, and policies reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life.

5.1 References to adult education purposes, services, and target population(s) in program literature, policies and procedures.

- Measured by:
- ✓ established Mission Statement
 - ✓ documentation in Policy and Procedure Manual
 - ✓ documentation on applicable marketing material
 - ✓ documentation of strategic plan
 - ✓ documentation of publicity plan

Resources to consider: _____

5.2 Existence of documents, policies, and procedures which guide the operation of the adult education program.

- Measured by:
- ✓ philosophy statement developed for working with clientele
 - ✓ confirming presence and availability of items
 - ✓ existence of guide for Adult Literacy Volunteers
 - ✓ directory of qualified Literacy Volunteers
 - ✓ directory of Family Literacy Centers and Full Service Schools

Resources to consider: _____

5.3 Scope of services provided to the adult population by the program site and/or other sites in the community.

- Measured by:
- ✓ questionnaires/surveys to participants
 - ✓ inquiries to staff and other community leaders involved
 - ✓ secure a conducive learning environment (# of incidents of violence, weapons, vandalism, etc.)
 - ✓ posted information bulletins on services available

Resources to consider: _____

Indicator Six: Program Planning and Evaluation

Program has a planning process that is on-going and participatory, guided by evaluation and based on a written plan that considers community demographics, needed resources, economic trends, technological trends, and local labor market conditions.

6.1 Types and scope of program plans.

- Measured by:
- ✓ an established site-accreditation team or self study team
 - ✓ published schedule of public hearings
 - ✓ identification of strategic plan
 - ✓ program is consistent with State and Federal plans
 - ✓ availability of funding sources at local levels
 - ✓ matrix of program offered

Resources to consider: _____

6.2 Business and Community input in program planning.

- Measured by:
- ✓ business roundtable focused on adult education
 - ✓ key decision-makers involved in planning
 - ✓ identification of community leaders, agencies
 - ✓ involvement in community forums
 - ✓ program/participant survey
 - ✓ telephone hotline

Resources to consider: _____

6.3 Program evaluation activities

- Measured by:
- ✓ various assessment methods
 - ✓ on-going evaluations by staff, students and administrators
 - ✓ clearly defined objectives with time lines
 - ✓ relationship of early exit with program needs

Resources to consider: _____

6.4 Procedures for student tracking and follow-up.

- Measured by:
- ✓ determination of student tracking process
 - ✓ procedures packet for tracking

Resources to consider: _____

6.5 Student involvement in program planning and evaluation.

- Measured by:
- ✓ student interview
 - ✓ student representation on planning and policy board
 - ✓ student evaluation teams

Resources to consider: _____

6.6 Number and types of staff members (e.g. full-time, part-time, degree levels, volunteers, etc.)

- Measured by:
- ✓ organization chart review
 - ✓ matrix of positions by degrees, full-time, part-time/volunteer status, degree in specialization, gender, ethnicity, etc.
 - ✓ staff-student ratio
 - ✓ staff-administrative ratio

Resources to consider: _____

- Measured by:
- ✓ specific method documented to select and evaluate that utilizes both instructor and student input
 - ✓ development of resource guide with cross-referencing
 - ✓ materials should be appropriate for student abilities
 - ✓ materials are adult oriented

Resources to consider: _____

Indicator Eight: Support Services

Program identifies students' needs for support services and makes services available to students directly or through referral to other educational and/or service agencies.

8.1 Procedures used to identify and provide student support service needs.

- Measured by:
- ✓ service guide of types and availability of support services (e.g. counseling, transportation, child care, etc.)
 - ✓ through student satisfaction surveys, and/or cooperative MAPS agreements, etc., demonstrate adequacy of services
 - ✓ discrepancy survey between students needs and support needed

Resources to consider: _____

8.2 Collaborative partnerships or linkages between the program and service providers for education, social, health, and employment referrals.

- Measured by:
- ✓ adequacy of formal/informal agreements
 - ✓ membership on various boards and advisory councils

Resources to consider: _____

Indicator Nine: Staff Development

Program has an on-going staff development process that considers the specific needs of its faculty and staff, offers training in the skills necessary to provide quality instruction and includes opportunities for proactive and systematic follow-up.

9.1 Process for identifying staff development needs.

- Measured by:
- ✓ staff interviews
 - ✓ review process
 - ✓ needs assessments and references to various positions
 - ✓ staff and teacher turnover
 - ✓ number of years teaching experience
 - ✓ number of teachers teaching out of field

Resources to consider: _____

9.2 Pre-service orientation and in-service staff development opportunities

- Measured by:
- ✓ competency checklists
 - ✓ percent of staff time devoted to in-service training
 - ✓ documentation of all in-service & other applicable staff development programs
 - ✓ regularly scheduled staff meetings
 - ✓ orientation activities for new staff
 - ✓ complaint or suggestions procedures intact

Resources to consider: _____

9.3 Number of staff involved in staff development activities.

- Measured by:
- ✓ publication
 - ✓ records of attendance in activities
 - ✓ memberships in adult education professional associations
 - ✓ presentations to local, state, and national professional association conferences

Resources to consider: _____

9.4 Staff performance procedures.

- Measured by:
- ✓ district evaluation
 - ✓ identification of specific job descriptions
 - ✓ staff portfolios
 - ✓ peer evaluations in reference to benchmark items
 - ✓ self-evaluation checklists developed

Resources to consider: _____

9.5 Effectiveness of staff development activities as viewed by participants.

Measured by: _____

Resources to consider: _____

9.6 Staff perspectives on staff development activities.

- Measured by:
- ✓ attitude survey regarding staff development
 - ✓ attendance at in-service or staff development activities
 - ✓ requests for attending professional workshops
 - ✓ employee suggestions box
 - ✓ follow-up evaluations on in-service/staff development
 - ✓ technology available for staff use and/or training available in technology

Resources to consider: _____

Indicator Ten: Technology Integration

Program successfully integrates technology as demonstrated by state-of-the-art classroom learning experiences, staff development opportunities, and enhanced administrative functions.

10.1 Program reflects an optimum learning environment for all learners.

- Measured by:
- ✓ Access to adequate computer equipment and software.
 - ✓ Access to the Internet in designated classrooms and/or libraries.
 - ✓ Access to multimedia labs for enhancing learning opportunities.
 - ✓ Existence of a Technology Plan and Technology Support Team.

Resources to consider:

10.2 Program enhances use of technology by all learners.

- Measured by:
- ✓ Acquisition of basic technology skills.
 - ✓ Understanding of social, ethical and human issues in technology use.
 - ✓ Technology integration present in the curriculum.
 - ✓ Use of technology for communication, research, and problem-solving issues.

Resources to consider:

10.3 Program enhances the use of technology by all staff.

- Measured by:
- ✓ Use of technology as an administrative support service.
 - ✓ Acquisition of basic technology skills.
 - ✓ Understanding of social, ethical and human issues in technology use.
 - ✓ Staff development training opportunities.
 - ✓ Integration of technology in the curriculum.

Resources to consider:
