



**California
Department of Education**

**Adult Education
Quality Indicators for
Programs of Excellence:
A Tool for Self-review
and Identification
2007-2008**

Quality Indicators for Programs of Excellence: A Tool for Self-review and Identification 2007-2008 Edition

Sally Ianiro
CALPRO Research Analyst
American Institutes for Research



California Adult Literacy Professional Development Project
2880 Gateway Oaks Drive, Suite 220 • Sacramento, CA 95833
(800) 427-1422 • (916) 286-8816 • (916) 286-8840 Fax
<http://www.calpro-online.org>

Contributors (2002-2006)

Nicole A. Amador, Research Analyst, CALPRO
Mary Ann Corley, CALPRO Director
Sue Gilmore, Principal, A. Warren McClaskey Adult Center
Erik Jacobson, Research Analyst, CALPRO
Marilyn Knight-Mendelson, Assistant Principal, Napa Valley Adult School
Margaret Kirkpatrick, Principal, Berkeley Adult School
Jacques LaCour, Administrator, Performance Management and Professional Development,
Oakland Adult and Career Education
Wendi Maxwell, CDE Consultant/Project Monitor
Ellen Oka, CALPRO Executive Assistant
Carole Roberds, Principal, Merced Adult School

Contributors to the Development of Programs of Excellence (1996)

Karen Angarano	Jacques LaCour
Nancy Arnold	LaRanda Marr
Alan Bernstein	Judith Moon
Caroline Casida	Judith Perlite
Gayle Forgey	Joan Dailey Polster
Maritza Giberga	Lynn Porter
Kathryn Gorman	Husein Toubat
Autumn Keltner	Fe Woods
Margaret Kirkpatrick	Susanne Wong

Contents

Foreword	v
Programs of Excellence Program Components and Quality Indicators	1
Curriculum and Instruction	3
Learner Outcomes	17
Learner Support Services	25
Leadership and Planning	33
Community Involvement and Collaboration	41
Programs of Excellence Summary Form	49
Frequently Asked Questions	51
Glossary	55

Foreword

This document provides adult education programs in California with a description of the desired program components and quality indicators to be found in exemplary programs—Programs of Excellence. The California Department of Education (CDE) encourages programs to use this document as a tool for conducting continuous self-review and improvement. It can aid in long-term program planning and improvement by providing well-defined criteria and a means to measure progress.

A committee of adult education field practitioners from across the state contributed to the development of the Program of Excellence criteria. The CDE convened the committee in 1996 to establish quality indicators for Programs of Excellence across five program components:

- Curriculum and instruction
- Learner outcomes
- Learner support services
- Leadership and planning
- Community involvement and collaboration.

The quality indicators contained in this document address the range of authorized instructional program areas, the differing conditions under which local programs operate, and the variety of organizational structures of classes and programs in the state. The Programs of Excellence quality indicators are intentionally generic, allowing for the *unique qualities* of programs in a large, diverse state. They are appropriate for the following areas of adult education:

- Adult Basic Education
- Adults with Disabilities
- Citizenship
- English as a Second Language
- Health and Safety
- High School Diploma or General Educational Development (GED)
- Home Economics
- Older Adults
- Parent Education
- Vocational Education (Career Technical Education)

In September of each year, the CDE offers adult education agencies the opportunity to apply for recognition as Programs of Excellence. Eligible agencies include those receiving state apportionment or Workforce Investment Act Title II, Adult Education and Family Literacy Act funds (225/231 or English Literacy). This includes programs in correctional facilities and other institutions. The Programs of Excellence application is available online each September at www.calpro-online.org.

Those programs that complete the self-review processing (using this document) with a score in the range of 3 to 4 should consider applying for a Programs of Excellence award. For more information on Programs of Excellence, contact CALPRO at 800-427-1422 or calpro@air.org.

Programs of Excellence

Program Components and Quality Indicators

Curriculum and Instruction

- I. Curriculum Organization
- II. Life Skills Application
- III. Materials Selection
- IV. Instructional Strategies
- V. Organization and Delivery of Lessons
- VI. Monitoring and Communication

Learner Outcomes

- I. Learner Goal Setting
- II. Skills Attainment
- III. Learner Advancement

Learner Support Services

- I. Assessment and Placement
- II. Educational Options
- III. Advisement and Counseling

Leadership and Planning

- I. Organizational Structure and Decision-making Processes
- II. Continuous Improvement
- III. Professional Development

Community Involvement and Collaboration

- I. Assessing and Meeting Community Needs
- II. Learner Community Experience
- III. Promoting the Agency Mission

Curriculum and Instruction

- I. Curriculum Organization
- II. Life Skills Application
- III. Materials Selection
- IV. Instructional Strategies
- V. Organization and Delivery of Lessons
- VI. Monitoring and Communication

Curriculum and Instruction

Indicator I: Curriculum Organization

The overall organization of the program indicates that the curriculum is organized and planned around learner needs; aligned with *Model Standards for Adult Education Programs*, as appropriate; research-based; and reflective of the four adult roles (productive worker, participating family member, lifelong learner, responsible community member), as appropriate.

Scoring Criteria

4	<ul style="list-style-type: none"> <input type="checkbox"/> Each teacher has a copy of the course of study for courses taught, and lessons clearly relate to this plan. <input type="checkbox"/> Curriculum is aligned with <i>Model Standards for Adult Education Programs</i> or other appropriate performance standards. <input type="checkbox"/> Program staff draw on current research to inform decisions on curriculum and instruction. <input type="checkbox"/> Curriculum is reviewed and revised at regular intervals to ensure relevance to learner needs. <input type="checkbox"/> There is a planned, articulated sequence of courses. <input type="checkbox"/> The curriculum is clearly consistent with the mastery of competencies in the four adult roles (i.e., productive worker, participating family member, lifelong learner, and responsible community member), as appropriate. <input type="checkbox"/> A wide variety of delivery systems provides flexible access to the curriculum.
3	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers have access to a written course of study. <input type="checkbox"/> Course outlines are in place to guide lesson planning, and in most cases the relationship between lessons is clear (e.g., one segment has a clear relationship to another). <input type="checkbox"/> Curriculum largely aligns with the applicable <i>Model Standards for Adult Education Programs</i> or other appropriate performance standards. <input type="checkbox"/> Program staff often use current research to inform decisions about the curriculum. <input type="checkbox"/> Curriculum is generally consistent with the mastery of competencies in the four adult roles (i.e., productive worker, participating family member, lifelong learner, and responsible community member), as appropriate. <input type="checkbox"/> Curriculum is reviewed and revised periodically. <input type="checkbox"/> Several different instructional delivery systems are employed.
2	<ul style="list-style-type: none"> <input type="checkbox"/> A course of study exists but is not aligned to a clear sequence of courses or with current research. <input type="checkbox"/> The course of study for each program is not completely aligned or articulated to meet instructional objectives. <input type="checkbox"/> Curriculum offers limited instruction addressing parts of one or more of the four adult roles (i.e., productive worker, participating family member, lifelong learner, and responsible community member), as appropriate. <input type="checkbox"/> Curriculum is delivered primarily through only one or two delivery systems.
1	<ul style="list-style-type: none"> <input type="checkbox"/> The course of study, if accessible, is inflexible and unresponsive to learner needs. <input type="checkbox"/> Curriculum specified in the plan is not implemented in the classrooms. <input type="checkbox"/> Courses of study do not reflect a planned, logical, articulated sequence of study. <input type="checkbox"/> Curriculum is not consistent with current research or goals associated with relevant adult roles (i.e., productive worker, participating family member, lifelong learner, and responsible community member), as appropriate. <input type="checkbox"/> A single delivery system is employed to deliver all instruction.

Curriculum and Instruction

Indicator I Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Accessible courses of study
- Classroom observations
- Lesson plans reflect a logical, research-based, and articulated sequence of learning experiences
- Documentation of current research used in the planning and revising of curriculum
- Documentation that curriculum reflects model program standards and SCANS competencies
- Evidence of results of learner needs assessment integrated into courses of study
- Variety of instructional deliveries, as appropriate, such as distance learning, use of technology, independent study, learning centers, or traditional classrooms
- Documentation showing how curriculum reflects four roles of adult learners, as appropriate
- Curriculum meeting notes or agendas reflect responsiveness to learner needs
- Learner interviews

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Curriculum and Instruction

Indicator II: Life Skills Application

Lessons reflect life skills application and transfer of learning to the four adult roles (productive worker, participating family member, lifelong learner, responsible community member).

Scoring Criteria

4	<ul style="list-style-type: none"> <input type="checkbox"/> The curriculum is clearly consistent with the mastery of competencies in the four adult roles (i.e., productive worker, participating family member, lifelong learner, and responsible community member), as appropriate. <input type="checkbox"/> Clear objectives are evident for each lesson, and these objectives are transferable to real-life situations. <input type="checkbox"/> Content of lessons address learner needs. <input type="checkbox"/> Teachers and learners discuss or identify the life skill applications of each lesson, and there are consistent opportunities for practice.
3	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum is generally consistent with the mastery of competencies in the four adult roles (i.e., productive worker, participating family member, lifelong learner, and responsible community member), as appropriate. <input type="checkbox"/> Clear objectives are evident for each lesson, and in most cases these objectives appear to be transferable to real-life situations, although applications may be unclear in some instances. <input type="checkbox"/> Content of lessons, for the most part, addresses learner needs, although some of the skills taught do not always appear essential to meet learner goals.
2	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum offers limited instruction addressing parts of one or more of the four adult roles (i.e., productive worker, participating family member, lifelong learner, and responsible community member), as appropriate. <input type="checkbox"/> Objectives for lessons are not clear, and the content of the lessons is only occasionally transferable to real-life situations. <input type="checkbox"/> The content of lessons may not address learner needs, as evidenced by lack of learner attention.
1	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum is not consistent with goals associated with relevant adult roles (i.e., productive worker, participating family member, lifelong learner, and responsible community member). <input type="checkbox"/> Objectives for lessons are not clear. <input type="checkbox"/> Content of lessons does not seem to address learner needs. <input type="checkbox"/> Transfer of classroom knowledge to the real world is left to the learner.

Curriculum and Instruction

Indicator II Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Lesson plans
- Classroom observations
- Learner interviews/surveys/evaluations
- Learner outcome data related to four adult roles, as appropriate
- Ongoing learner needs assessments that guide instruction

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Curriculum and Instruction

Indicator III: Materials Selection

Teachers select appropriate materials. Classes incorporate real-life materials whose content and strategies are research-based, as well as a variety of text types (print, electronic). Classes include non-text materials (e.g., video), when appropriate. There are supplemental materials available for individual learners.

Scoring Criteria

4	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional materials are carefully selected, reflect current research, and in all cases support the objectives of lessons. <input type="checkbox"/> Assorted materials address a variety of reading levels, and learners with special needs are accommodated. <input type="checkbox"/> Alternative materials are available and used with different groups of learners at different levels of proficiency. <input type="checkbox"/> Materials are selected to reflect adult needs and varied cultural backgrounds. <input type="checkbox"/> There is a close match between the materials and lesson objectives, including real-life applications. <input type="checkbox"/> There are enough materials for all learners to use. <input type="checkbox"/> Teachers do not rely solely on texts for classroom instruction; they supplement texts with related materials and activities, including the use of technology.
3	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers rely largely on texts and handouts for classroom instruction. <input type="checkbox"/> In most classes, the materials support lesson objectives. <input type="checkbox"/> Materials are appropriate for most learners, including those with special needs. <input type="checkbox"/> In most cases, materials hold the learners' interests. <input type="checkbox"/> Teachers are alert to learner difficulties, making adjustments to keep the class on task when needed. <input type="checkbox"/> Materials, in general, appear appropriate in format, adult orientation, and absence of bias, and have a clear research basis. <input type="checkbox"/> There are enough materials for all learners to use.
2	<ul style="list-style-type: none"> <input type="checkbox"/> In all classes, materials sometimes relate to lesson objectives, but not always. <input type="checkbox"/> At times, it is unclear how the materials are used to support lesson goals. <input type="checkbox"/> Some teacher-generated materials are clearly designed to meet lesson objectives, but others appear unrelated. <input type="checkbox"/> Few attempts have been made to provide different materials for a variety of reading levels or for learners with special needs. <input type="checkbox"/> There is some attempt to use materials that are research-based, and there is evidence of some attempt to ensure that materials are appropriate in format, adult orientation, and absence of bias. <input type="checkbox"/> In most cases, there are enough materials for all learners to use.
1	<ul style="list-style-type: none"> <input type="checkbox"/> Many of the materials used in classes appear inappropriate and unrelated to lesson objectives, and they seem designed to keep learners busy without apparent reference to practicing or applying real-life skills. <input type="checkbox"/> There is no effort to select materials that reflect current research. <input type="checkbox"/> No attempts appear to have been made to provide different materials for different skill levels or learners with special needs. <input type="checkbox"/> All learners appear to be studying the same materials for all lessons. <input type="checkbox"/> There may not be enough materials available for all learners to have copies.

Curriculum and Instruction

Indicator III Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Evaluation of materials based on the following criteria:
 - Current research
 - Levels of difficulty
 - Variety of approaches to learning
 - Format and print size
 - Adult orientation
 - Lack of bias (culture, race, age, gender)
 - Special needs accommodations
 - Appropriateness of technology
 - Alignment to *Model Standards for Adult Education Programs*
- Lists of types of classroom materials, including non-text based materials
- Classroom observations
- Learner interviews
- Evidence of appropriate technology to support learning

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Curriculum and Instruction

Indicator IV: Instructional Strategies

Research-based instructional strategies and awareness of individual student approaches to learning lead to an effective learning environment.

Scoring Criteria

4	<ul style="list-style-type: none"> <input type="checkbox"/> Depending on lesson objectives, class size, and learner needs or interests, teachers use a variety of research-based instructional strategies such as grouping, cooperative learning, computer-assisted instruction, and tutoring. <input type="checkbox"/> These strategies challenge learners to use problem solving and higher-order thinking skills. <input type="checkbox"/> Teachers have clearly planned lessons to ensure that a variety of learning modalities are addressed (i.e., auditory/oral, visual, and kinesthetic). <input type="checkbox"/> Modalities clearly fit the learning objectives. <input type="checkbox"/> Technology supports lesson objectives, as appropriate.
3	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers use some variety in grouping strategies, such as paired practice, and they alternate whole-group, small-group, and cooperative learning activities. <input type="checkbox"/> Teachers attempt a variety of strategies that require use of different sensory modalities (i.e., aural/oral, visual, kinesthetic) and address learning objectives. <input type="checkbox"/> Some activities challenge learners to use higher-order thinking skills. <input type="checkbox"/> Technology, when used, supports lesson objectives.
2	<ul style="list-style-type: none"> <input type="checkbox"/> In some classes, teachers occasionally divide learners into groups for learning activities. <input type="checkbox"/> Teaching strategies used are not designed to specifically encourage learner problem solving or higher-order thinking skills. <input type="checkbox"/> Teachers may address more than one sensory modality (though not all three modalities), but the modalities addressed may be inappropriate to lesson content.
1	<ul style="list-style-type: none"> <input type="checkbox"/> In almost all cases, teachers employ only one grouping strategy (usually whole-group or individualized). <input type="checkbox"/> Teachers address only one sensory modality and do not challenge learners to employ critical thinking skills. <input type="checkbox"/> Technology, if used, may not be appropriate for lesson objectives. <input type="checkbox"/> Instructional strategies are not consistent with current research.

Curriculum and Instruction

Indicator IV Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Classroom observations
- Lesson plans
- Interviews with learners, teachers, and paraprofessionals
- Learner surveys or questionnaires
- Documentation of current research used to support instructional strategies
- Learner outcome data
- Documentation of staff attendance and involvement in professional development

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Curriculum and Instruction

Indicator V: Organization and Delivery of Lessons

Lessons are effectively organized and delivered and adjusted to meet learner needs.

Scoring Criteria

4	<ul style="list-style-type: none"><input type="checkbox"/> Teachers have explicit, detailed plans that guide lessons.<input type="checkbox"/> Sufficient time is allocated to meet objectives.<input type="checkbox"/> There is a clear, logical, and articulated sequence of learning experiences that use a variety of activities and resources and lead to aligned assignments.<input type="checkbox"/> Pacing is appropriate and learners are engaged.<input type="checkbox"/> When appropriate, teachers make adjustments to meet individual learner needs, abilities, and approaches to learning.<input type="checkbox"/> Connections are made to prior learning and future instruction so that learners better understand the material and are aware of the scope and sequence of instruction.
3	<ul style="list-style-type: none"><input type="checkbox"/> Teachers have basic plans to guide lessons.<input type="checkbox"/> There is a set sequence of learning experiences that use a variety of activities and resources.<input type="checkbox"/> Pacing is usually appropriate but may, at times, create problems for learner attention and comprehension.<input type="checkbox"/> Some teachers attempt to make instructional adjustments to meet individual learner needs. Through these attempts, some connections are made to prior learning and future instruction.
2	<ul style="list-style-type: none"><input type="checkbox"/> Teachers appear to have lesson plans, but lesson delivery may appear disjointed and unfocused.<input type="checkbox"/> Pacing often is either too fast or too slow, as evidenced by some learner frustration or inattention.<input type="checkbox"/> Instructional plans are not adjusted to address individual learner needs, abilities, approaches to learning, or classroom conditions.
1	<ul style="list-style-type: none"><input type="checkbox"/> Lessons do not appear to have clear plans, foci, or sequences.<input type="checkbox"/> Pacing is uneven, and learners are confused and restless.<input type="checkbox"/> There is no adjustment to meet individual needs.

Curriculum and Instruction

Indicator V Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Lesson plans
- Classroom observations
- Learner interviews/surveys/evaluations
- Teacher reports/documentation that adjust lessons to meet the needs of individual learners
- Learner Outcomes

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Curriculum and Instruction

Indicator VI: Monitoring and Communication

Teacher responsiveness and classroom communication result in a classroom climate that ensures effective student learning.

Scoring Criteria

4	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers model respect for and sensitivity to learner differences in the classroom. <input type="checkbox"/> Teachers make a concerted effort to encourage active participation by all learners and provide feedback and positive reinforcement. <input type="checkbox"/> Learners in all classes are on task and appear to be engaged in activities, which are varied. <input type="checkbox"/> There is evidence of learner-to-learner communication and positive interaction. Teachers continually make instructional adjustments based on monitoring of learner performance. <input type="checkbox"/> Teachers assist, when necessary, using a variety of effective questioning and other monitoring techniques. <input type="checkbox"/> Explanations are clear, and transitions between activities are smooth.
3	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers are respectful of learner differences and include most learners in classroom activities. <input type="checkbox"/> Most of the time, learners appear to be on task and engaged in the activities. <input type="checkbox"/> Teachers generally make effective use of positive feedback, use more than one activity per class, and in most cases monitor continually and assist when necessary. <input type="checkbox"/> Activities generally relate to the stated purpose of the classes. <input type="checkbox"/> Teachers make some adjustments to lessons as needed.
2	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are sometimes attentive although not always engaged. <input type="checkbox"/> Only a small number of learners regularly and enthusiastically participate in all aspects of classroom activities. <input type="checkbox"/> Teachers may not always be consistent in the use of positive feedback, sometimes failing to reinforce desirable learner behavior and sometimes reinforcing inappropriate behaviors. <input type="checkbox"/> The main device for monitoring learners is a question/answer approach. <input type="checkbox"/> Once the lesson is planned, teachers do not adjust the lesson plan regardless of learner response.
1	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are seldom attentive, appearing disengaged or even bored, and not seriously involved in lesson activities. <input type="checkbox"/> Teachers fail to use positive feedback effectively; little praise is given because the correct response is expected. <input type="checkbox"/> Teachers monitor by correcting papers or by learner response to the teacher's literal comprehension questions. <input type="checkbox"/> No adjustments to the lesson plan are made to respond to learner feedback or expressed needs.

Curriculum and Instruction

Indicator VI Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Classroom observations
- Interviews with learners and teachers
- Learner surveys or questionnaires
- Evidence of data analysis used to make instructional decisions

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Learner Outcomes

- I. Learner Goal Setting
- II. Skills Attainment
- III. Learner Advancement

Learner Outcomes

Indicator I: Learner Goal Setting

The program supports adult learners in efficiently and effectively setting goals. Learners set goals for the four adult roles, as appropriate: participating family member, responsible community member, lifelong learner, and productive worker.

Scoring Criteria

4	<ul style="list-style-type: none"> <input type="checkbox"/> The program has a documented, ongoing process for assisting adult learners in setting goals and monitoring progress toward reaching those goals. <input type="checkbox"/> Goals reflect the four roles of adult learners. <input type="checkbox"/> Program staff regularly revisit goals with learners to increase motivation and interest for learning. <input type="checkbox"/> Program staff assist learners in revising goals as needed. <input type="checkbox"/> Formative and cumulative learner goal data is used for program planning and improvement.
3	<ul style="list-style-type: none"> <input type="checkbox"/> Although not a formal process of the program, learner goal setting is used widely by staff and learners and encouraged by the program. <input type="checkbox"/> Documentation of learner goal setting may exist but is not used in program planning or improvement.
2	<ul style="list-style-type: none"> <input type="checkbox"/> Learner goal setting is applied inconsistently within the program, and only at the initiative of individual staff or learners. <input type="checkbox"/> Goal-setting activities are not documented.
1	<ul style="list-style-type: none"> <input type="checkbox"/> Learner goal setting is not a process used within the program.

Learner Outcomes

Indicator I Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Documented process for assisting learners in setting useful goals
 - Specific and measurable
 - Challenging and realistic
 - Stated start and completion date
- Documented process for assisting learners in analyzing goals
 - Conflicting goals (e.g., academic vs. Career or personal goals)
 - Commitment to goal(s)
 - Short-term, long-term, enabling goals
- Documented process for assisting learners in using goals to guide learning and in determining progress toward meeting goals
 - Motivation
 - Interest
 - Enabling goals
 - Short-term goals
- Learner outcome data
- Evidence that formative and cumulative learner goal data is used in program planning and improvement

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Learner Outcomes

Indicator II: Skills Attainment

The program monitors learner progress toward attainment of skills and competencies that address identified needs and goals of adult learners. The program effectively and regularly communicates with students about the results of assessments and their progress.

Scoring Criteria

4	<ul style="list-style-type: none"> <input type="checkbox"/> The program consistently and systematically supports and promotes learner progress in attainment of skills and competencies that address identified needs and goals of adult learners. <input type="checkbox"/> Learner progress is documented on a continuing basis using a variety of measures that validate attainment of competencies, and continual feedback is provided to learners. <input type="checkbox"/> Assessment is scheduled at regular intervals. <input type="checkbox"/> Learners demonstrate competence in one or more of the four adult roles (i.e., productive worker, participating family member, lifelong learner, and responsible community member), as appropriate. <input type="checkbox"/> Program helps students monitor their progress. <input type="checkbox"/> Program uses multiple assessment instruments. <input type="checkbox"/> Students understand the program's assessment system and receive guidance in interpreting the results.
3	<ul style="list-style-type: none"> <input type="checkbox"/> The program generally supports and promotes learner progress in attainment of skills and competencies that address identified needs and goals of learners. <input type="checkbox"/> Learner progress is monitored and documented using a limited number of measures of attainment of basic skills and competencies. <input type="checkbox"/> Assessment is intermittently scheduled or performed only at teacher or learner request. <input type="checkbox"/> Students are informed of the results of assessments and are provided general information about the implications of the results. <input type="checkbox"/> The program communicates with students throughout the semester about their progress.
2	<ul style="list-style-type: none"> <input type="checkbox"/> The monitoring and documenting of learner progress toward attainment of skills and competencies are erratic and inconsistent. <input type="checkbox"/> The assessment process is less formalized and is based on the use of a single measure. <input type="checkbox"/> Students are provided the results of assessments, but the program does not work with students to interpret results. <input type="checkbox"/> Programs communicate with students about their progress only once or twice a semester.
1	<ul style="list-style-type: none"> <input type="checkbox"/> Monitoring learner progress toward attainment of skills and competencies is fragmented and occurs only at the discretion of individual teachers. <input type="checkbox"/> No standards, assessments, or criteria are established for program-wide use. <input type="checkbox"/> Students do not receive guidance in interpreting results of assessments, and the program does not communicate with students about their progress.

Learner Outcomes

Indicator II Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Documentation of process for identifying needs and goals
- Learner test score gains
- Teacher records of learning gains/improvements in course competencies
- Documented progress toward learner attainment of identified goals
- Alternative assessments
 - Portfolios
 - Learner self-reports of attainment (e.g., logs, journals)
 - Documentation of improvement in specific skills
 - Observation checklists
- Completed student learning contracts and/or independent study assignment sheets
- Established schedule of learner assessment and reporting of results to students and teachers

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Learner Outcomes

Indicator III: Learner Advancement

The program promotes learner advancement in the instructional program, supporting transition from one educational level to the next and encouraging and supporting adult learners in continuing their education or training.

Scoring Criteria

4	<ul style="list-style-type: none"> <input type="checkbox"/> The program promotes and documents progress to higher levels of learning or training or the attainment of skills for advancement through the instructional program. <input type="checkbox"/> The program has a systematic process for transitioning learners through the educational levels of the program. <input type="checkbox"/> Certification for advancement or completion is based on assessment measures that verify learner completion. <input type="checkbox"/> Completion data are collected regularly and systematically from completers and non-completers, and this information is used for program improvement, validation, and learner promotion.
3	<ul style="list-style-type: none"> <input type="checkbox"/> The program promotes advancement to higher levels of learning in the instructional program. <input type="checkbox"/> Documentation of attainment certification is in place. <input type="checkbox"/> Some data are collected and sometimes used for program planning in a consistent manner. <input type="checkbox"/> Completers fill out exit evaluations. <input type="checkbox"/> Follow-up with non-completers is inconsistent.
2	<ul style="list-style-type: none"> <input type="checkbox"/> Learners tend to move through the program based on seat time rather than attainment of competency. <input type="checkbox"/> Certification of attainment is limited. <input type="checkbox"/> Minimal data are collected. <input type="checkbox"/> No follow-up is attempted for non-completers.
1	<ul style="list-style-type: none"> <input type="checkbox"/> Validation of competencies occurs inconsistently or not at all. <input type="checkbox"/> No organized data collection process is in place.

Learner Outcomes

Indicator III Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Documentation of learner advancement to a higher level of skill or competency in the program
- Certification of proficiency or competency attainment
- Attainment of a GED or high school diploma
- Evidence of learner employment or advancement in the workplace
- Completion of Individual Learning Plan
- Attainment of state license or certification
- Documentation of learner transition from one program to another
- Evidence of program exit evaluation and follow-up data from non-completers
- Evidence that learner outcome data is used for program improvement

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Learner Support Services

- I. Assessment and Placement
- II. Educational Options
- III. Advisement and Counseling

Learner Support Services

Indicator I: Assessment and Placement

The program has a systematic process for assessing and placing learners in appropriate classes consistent with their abilities and goals.

Scoring Criteria

4	<ul style="list-style-type: none"><input type="checkbox"/> There is systematic assessment of learners for placement into all ESL, ABE, high school diploma, and GED classes and for identified vocational classes.<input type="checkbox"/> Assessment results are used to guide and enroll learners in appropriate classes and monitor their progress.<input type="checkbox"/> Learner goals are considered in placement.
3	<ul style="list-style-type: none"><input type="checkbox"/> There is assessment of learners for placement in most classes.<input type="checkbox"/> Assessment results are usually used to guide and enroll learners in appropriate classes and monitor their progress.<input type="checkbox"/> Learner goals are sometimes noted in decisions about placement.
2	<ul style="list-style-type: none"><input type="checkbox"/> There is little learner assessment.<input type="checkbox"/> Learners are placed into classes unsystematically.
1	<ul style="list-style-type: none"><input type="checkbox"/> There is no assessment for placement into classes.

Learner Support Services

Indicator I Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Evidence of learner placement based on assessment
- Learner intake and pre-enrollment appraisal forms
- Evidence of correlation of appraisal test scores and learner goals with course placement
- Documentation of procedures related to intake and placement
- Interviews with intake staff and learners

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Learner Support Services

Indicator II: Educational Options

The agency makes learners aware of educational options within the agency, which may include postsecondary education and/or career training as appropriate.

Scoring Criteria

4	<ul style="list-style-type: none"> <input type="checkbox"/> Upon enrollment, all learners are provided with information in various formats about available program options and special services. <input type="checkbox"/> Written and/or electronic information about classes is available to the public. <input type="checkbox"/> Classroom visitations and/or presentations to explain options are regularly scheduled. Individual learning plans are in evidence for all learners in higher-level programs, when appropriate. <input type="checkbox"/> Most learners know the requirements for advancement through the program. <input type="checkbox"/> Career planning assistance and support for transition to postsecondary education or training are available to all learners. <input type="checkbox"/> Pre-employment skills, including communication, problem solving, and interpersonal and job search skills, are part of the program’s curriculum plan across all levels. <input type="checkbox"/> The program or its partners make job placement services available for all students for whom employment is a primary goal.
3	<ul style="list-style-type: none"> <input type="checkbox"/> Learners have access to information about available program options and special services. <input type="checkbox"/> Written and/or electronic information is available to the public. <input type="checkbox"/> Individual learner planning is often provided, and information about other programs is accessible upon request. <input type="checkbox"/> Classroom visitations and/or presentations about options are occasionally provided. <input type="checkbox"/> Some but not all learners have an understanding of requirements for advancement through the program. <input type="checkbox"/> Career planning assistance is available, including information about transition to postsecondary education or training. <input type="checkbox"/> Learners have access to this assistance, although it may not be publicized. <input type="checkbox"/> Pre-employment preparation skills are part of the program’s curriculum plan and are implemented in the majority of classes. <input type="checkbox"/> Job placement is available for vocational classes.
2	<ul style="list-style-type: none"> <input type="checkbox"/> Learners have access to information about program options only upon request. <input type="checkbox"/> Written information is not available to the public. <input type="checkbox"/> There is little evidence of individual learner planning. <input type="checkbox"/> Most learners do not have an understanding of requirements for advancement. <input type="checkbox"/> There is some career planning assistance, such as career exploration and college information, but learners may not be aware of its availability. <input type="checkbox"/> There are few, if any, career activities. <input type="checkbox"/> The program offers instruction in career planning at advanced instructional levels, but pre-employment preparation skills are not part of classroom instruction. <input type="checkbox"/> Some job placement services are available for vocational classes
1	<ul style="list-style-type: none"> <input type="checkbox"/> Information about learner options is provided inconsistently or not at all. <input type="checkbox"/> There is no career planning or continuing education transition assistance. <input type="checkbox"/> Only a few instructors teach employment preparation skills. <input type="checkbox"/> Job placement services are unavailable.

Learner Support Services

Indicator II Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Evidence of learner access, including multi-lingual access, to information about program options and services; published and electronic course schedules; class and support service information
- Documentation of regular orientation process for new students
- Evidence of learner referrals to other educational or career programs
- Learner progress reports
- Educational plans, transitional plans, or individual career plans

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Learner Support Services

Indicator III: Advisement and Counseling

Advisement and counseling are an integral part of the overall program.

Scoring Criteria

4	<ul style="list-style-type: none"><input type="checkbox"/> All staff have an understanding of their responsibility for advising and guiding learners.<input type="checkbox"/> Knowledgeable staff with appropriate, documented training provide guidance services.<input type="checkbox"/> There is extensive documentation of advisement/guidance sessions and referrals.<input type="checkbox"/> Clerical and teaching staff members are clearly informed about program options.<input type="checkbox"/> Learners meet regularly with teachers and/or guidance staff.<input type="checkbox"/> Guidance assistance is available on a daily basis.<input type="checkbox"/> The program provides several support services to address learner needs and makes referrals to other service agencies if services are not directly provided through the agency.
3	<ul style="list-style-type: none"><input type="checkbox"/> Most guidance services are provided by trained guidance staff, although some teachers take responsibility for guidance functions in the classroom.<input type="checkbox"/> Guidance staff members are appropriately trained.<input type="checkbox"/> There is some documentation of counseling/guidance sessions and referrals.<input type="checkbox"/> Clerical staff members provide some information about program options.<input type="checkbox"/> Guidance assistance is available on a daily basis.
2	<ul style="list-style-type: none"><input type="checkbox"/> Guidance services are provided by staff, but not on a daily basis.<input type="checkbox"/> Some members of the guidance staff are appropriately trained.<input type="checkbox"/> Clerical staff are able to provide only limited information about options.<input type="checkbox"/> Support services and referrals are provided on a limited basis.
1	<ul style="list-style-type: none"><input type="checkbox"/> Few or none of the staff members performing guidance services are appropriately trained.<input type="checkbox"/> Guidance services are not readily accessible.<input type="checkbox"/> There are no existing support services.<input type="checkbox"/> Referrals are not documented.

Learner Support Services

Indicator III Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Resumes of guidance and counseling staff
- Interviews with clerical and teaching staff and learners
- Schedule of meetings, agendas, and/or minutes
- Evidence of learner folders with counseling/guidance notes
- Collaborative efforts and formal agreements for referrals to other educational and service agencies such as One-Stop Centers, Learning Networks, etc.

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Leadership and Planning

- I. Organizational Structure and Decision-making Processes
- II. Continuous Improvement
- III. Professional Development

Leadership and Planning

Indicator I: Organizational Structure and Decision-making Processes

The program has an organizational vitality that encourages and supports excellence. Program leadership provides an environment that actively involves all staff in collegial decision-making processes that promote student learning.

Scoring Criteria

4	<ul style="list-style-type: none"> <input type="checkbox"/> Leadership involves all program stakeholders in a systematic process that formally reviews, regularly revises, and effectively communicates program goals and objectives. <input type="checkbox"/> The program has philosophy, goals, and mission statements that address all key elements in a comprehensive and accurate fashion, expressed largely in terms of learner outcomes. <input type="checkbox"/> Policies, procedures, and resources are in place to accomplish the program’s goals and priorities successfully. <input type="checkbox"/> There is an established process that enhances effective communication among all stakeholders and encourages participatory problem solving and decision-making. <input type="checkbox"/> Teachers and support staff participate in the problem-solving and decision-making processes concerning curriculum, instruction, professional development, program evaluation, and other policy matters. <input type="checkbox"/> Program policies and practices ensure that all learners can participate in all aspects of the program.
3	<ul style="list-style-type: none"> <input type="checkbox"/> The program’s philosophy, goals, and mission statement may address all of the key elements in a comprehensive fashion, but they may not be expressed in terms of learner outcomes. <input type="checkbox"/> Policies, procedures, and resources may not be consistent with the accomplishment of the program’s goals and priorities. <input type="checkbox"/> Effective communication among all stakeholders may be lacking. <input type="checkbox"/> Teachers and support staff may participate in decision-making processes concerning curriculum, instruction, professional development, program evaluation, and other policy matters. <input type="checkbox"/> Program policies and practices ensure that most learners can participate in all aspects of the program.
2	<ul style="list-style-type: none"> <input type="checkbox"/> The program’s philosophy, goals, and mission statements address some key elements in a comprehensive fashion, but the elements are not expressed in terms of learner outcomes. <input type="checkbox"/> Stakeholders are informed of program policies, procedures, and resources, but are not involved in participatory problem solving or decision-making. <input type="checkbox"/> Communication is primarily top-down. <input type="checkbox"/> A limited number of teachers and support staff may participate in decision-making processes. <input type="checkbox"/> Program policies and practices do not consistently ensure that all learners have access to all aspects of the program.
1	<ul style="list-style-type: none"> <input type="checkbox"/> Philosophy, goals, and mission statements are not written in terms of learner outcomes. <input type="checkbox"/> Policies, procedures, and resources necessary for successful program operations are not in place. <input type="checkbox"/> There is limited participation by stakeholders, and communication is top-down. <input type="checkbox"/> Decision-making and problem solving are solely administrative responsibilities. <input type="checkbox"/> Program policies and practices do not ensure that all learners have access to all aspects of the program.

Leadership and Planning

Indicator I Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Organization chart with clearly articulated leadership roles and responsibilities
- Membership list reflecting all program stakeholders (e.g., administration, classified and certified staff, learners, representatives of local businesses and agencies, community at large)
- Program philosophy, goals, and mission statements
- Meeting notes or agendas demonstrating communication and participatory problem solving among all stakeholders
- Communications between program and stakeholders
- Documentation of policies, procedures, and resources that support program goals
- Meeting notes or agendas, with attendance or committee membership lists
- Teacher or learner awards or recognition program(s)
- Staff, learner, and community member interviews
- Program policies or statement of practice granting equal access for all learners to all programs
- Community reports, program report cards, reports to teachers
- Documented processes for teacher and staff involvement in decision-making

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Leadership and Planning

Indicator II: Continuous Improvement

The program has planning and evaluation processes that are ongoing, involve all stakeholders, and are guided by data and research.

Scoring Criteria

4	<ul style="list-style-type: none"> <input type="checkbox"/> All program stakeholders are part of the program planning, evaluation, and continuous improvement processes. <input type="checkbox"/> Community and learner needs inform decisions about program development. <input type="checkbox"/> The program uses appropriate data (demographics, community resources, and economic and technological trends) to plan for program improvement. <input type="checkbox"/> Major educational reforms, the CDE Model Program Standards, learner achievement data, program evaluation data, relevant research, and current best practices are part of program planning, evaluation, and continuous improvement processes. <input type="checkbox"/> Program planning considers learner achievement in the four adult roles. <input type="checkbox"/> Program evaluation information is reported to staff, learners, and the community, and is used to modify, refine, and restructure program elements as needed. <input type="checkbox"/> Administration is supportive of teachers' and learners' innovations and creative efforts leading to improved learner achievement.
3	<ul style="list-style-type: none"> <input type="checkbox"/> Most program stakeholders are part of the program planning, evaluation, and continuous improvement processes. <input type="checkbox"/> Major educational reforms, the CDE Model Program Standards, learner data, and/or current best practices are components in program planning, evaluation, and continuous improvement processes. <input type="checkbox"/> Program planning may consider some of the following indicators: community and learner needs, demographics, resources, and economic and technological trends. <input type="checkbox"/> Program planning may include learner achievement in one or two of the four adult roles. <input type="checkbox"/> Program evaluation information is reported to staff, and occasionally to learners and the community. <input type="checkbox"/> Program evaluation information is sometimes used to modify, refine, and restructure program elements. <input type="checkbox"/> Administration usually encourages teachers' and learners' innovations and creative efforts, but support may not be formally structured.
2	<ul style="list-style-type: none"> <input type="checkbox"/> Some program stakeholders are part of the program planning, evaluation, and continuous improvement processes. <input type="checkbox"/> Program planning may not consider major educational reforms, the CDE Model Program Standards, learner data, program evaluation data, or current best practices. <input type="checkbox"/> The evaluation process includes only a few key indicators and is limited in focus to learner achievement in one adult role. <input type="checkbox"/> Program evaluation information is not reported to staff, learners, or community, and is not used to modify, refine, or restructure program elements. <input type="checkbox"/> Administration is supportive of teachers' and learners' creative efforts, but support is informal, inconsistent, and infrequent.
1	<ul style="list-style-type: none"> <input type="checkbox"/> Program stakeholders are not part of the program evaluation or planning processes. <input type="checkbox"/> Program planning does not consider major educational reforms or community needs. <input type="checkbox"/> Program evaluation information, if collected, is not reported. <input type="checkbox"/> Administration does not express support for teacher or learner creative efforts or achievements.

Leadership and Planning

Indicator II Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Written processes for program planning and formative evaluation
- Documentation of stakeholders' roles and responsibilities in program planning and evaluation
- Documentation of ongoing data collection
 - program evaluation
 - community and learner data
 - current research
 - curricular documents
- Evidence that data is used for program improvement (e.g., WASC process and documentation)
- Documentation showing how program planning and evaluation reflects four roles of adult learners, as appropriate

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Leadership and Planning

Indicator III: Professional Development

The leadership supports and encourages ongoing professional development.

The leadership collaborates with staff to plan and implement professional development opportunities.

Scoring Criteria

4	<ul style="list-style-type: none"> <input type="checkbox"/> Staff and administration jointly create professional development plans that are linked to identified staff needs, program goals and priorities, and greater learner achievement. <input type="checkbox"/> The program draws on current research to inform its professional development plan. <input type="checkbox"/> Professional development activities are varied to address teacher needs and experience as well as program goals. <input type="checkbox"/> Professional development activities are scheduled at different times and locations for total participation. <input type="checkbox"/> Included are opportunities for practice of newly learned skills, with systematic follow-up and mentoring. <input type="checkbox"/> There is encouragement and recognition of participation in professional development activities. <input type="checkbox"/> Staff achievement is supported, encouraged, and recognized, both formally and informally. <input type="checkbox"/> Administration makes an effort to ensure that teachers are informed of current and relevant research findings and provide opportunities for instructional staff to discuss implications of research for practice.
3	<ul style="list-style-type: none"> <input type="checkbox"/> Staff and administration may jointly create a professional development plan, linked primarily to staff needs and program goals and priorities. <input type="checkbox"/> Professional development activities are scheduled at different times and locations convenient for the majority of the staff but may exclude some segments of staff, such as night teachers. <input type="checkbox"/> Opportunities for practice of newly learned skills may be included.
2	<ul style="list-style-type: none"> <input type="checkbox"/> A professional development plan is developed independently, either by staff or by administration. <input type="checkbox"/> Professional development activities may be scheduled at different times and locations, but a large number of staff may not be consulted on the schedule and thus are unable to attend most activities. <input type="checkbox"/> Practice of newly learned skills may be encouraged, but there is no systematic process for follow-up or promotion of practice.
1	<ul style="list-style-type: none"> <input type="checkbox"/> No professional development plan exists. <input type="checkbox"/> Professional development activities are scheduled on an independent basis as a result of individual teacher motivation. <input type="checkbox"/> There are no formal or structured opportunities for practice or sharing of newly learned skills.

Leadership and Planning

Indicator III Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Professional development plan(s)
- Documentation of current research used in the development of professional development plan(s)
- Schedule of professional development activities and follow-up activities
- Evaluation of professional development activities
- Samples of recognition strategies for participation in professional development activities
- Teacher interviews
- Documentation of peer coaching/mentoring system
- Documented procedures or system for informing teachers of current and relevant research

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Community Involvement and Collaboration

- I. Assessing and Meeting Community Needs
- II. Learner Community Experience
- III. Promoting the Agency Mission

Community Involvement and Collaboration

Indicator I: Assessing and Meeting Community Needs and Building Community Partnerships

The program addresses local and regional needs, including workforce preparation. Local and regional needs drive program development.

Scoring Criteria

4	<ul style="list-style-type: none"> <input type="checkbox"/> The program regularly conducts systematic analyses of community needs and resources (e.g., community asset mapping) and then plans and develops programs accordingly. <input type="checkbox"/> The program meets regularly with community representatives, employers, advisory boards, and partners, including the Employment Development Department, to develop programs that meet the needs of the community (e.g., literacy, English language learning, citizenship preparation, vocational training). <input type="checkbox"/> The program initiates collaborations with workforce development agencies (i.e., One-Stop Center, Human Services Agency, or local Workforce Investment Board). <input type="checkbox"/> The program establishes a process for learner follow-up that evaluates the effectiveness of collaborations with community partners. <input type="checkbox"/> This evaluation system is used for ongoing program planning and improvement. <input type="checkbox"/> There is extensive documentation of collaborations and the positive effects on both learners and the community.
3	<ul style="list-style-type: none"> <input type="checkbox"/> The program frequently conducts systematic analyses of community needs and resources and then plans and develops programs accordingly. <input type="checkbox"/> The program often meets with community representatives, employers, advisory boards, and partner agencies to discuss program development. <input type="checkbox"/> The program collaborates with partners in the community (e.g., workforce development agencies) and conducts limited evaluation of the effectiveness of these collaborations. <input type="checkbox"/> The program has documentation for most of its collaborations.
2	<ul style="list-style-type: none"> <input type="checkbox"/> The program conducts limited analyses of community needs, but there is no documentation that the data generated is used consistently in program planning. <input type="checkbox"/> There is limited interaction with community representatives, businesses, and other agencies. <input type="checkbox"/> Documentation of the program's/agency's collaborations with partners is limited and/or inconsistent. <input type="checkbox"/> There is no process for evaluating these efforts to determine the benefit to adult learners or to use for program development.
1	<ul style="list-style-type: none"> <input type="checkbox"/> The program does not conduct systematic analyses of community needs. <input type="checkbox"/> There is little or no documentation of interactions with community representatives, businesses, or other agencies. <input type="checkbox"/> The program does not participate in local or regional collaborative activities that address community needs (e.g., working with workforce development agencies).

Community Involvement and Collaboration

Indicator I Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Documentation of community asset mapping
- Documentation of interagency agreements or meetings with community representatives, employers, advisory boards, and partners:
 - Local Workforce Investment Boards and One-Stop Centers
 - Agencies for homeless, refugees, disabled or other special populations
 - CalWORKs - Department of Social Services
 - Community-based organizations
 - Employment Development Department
 - State Department of Vocational Rehabilitation
- Documentation of involvement with workplace development agencies:
 - Career centers
 - Speakers' bureau and guest speakers
 - Job fairs and job postings
 - Field trips to businesses, colleges
 - Flyers of co-sponsored events
- Records of adult learner enrollment in or referrals to vocational programs, job placement, or postsecondary agencies
- Evidence of collaborative arrangements and activities with businesses:
 - Participation on advisory boards
 - Interagency contracts/memoranda of understanding
 - Provision of customized training and services
- Documentation of formative evaluation system:
 - Learner follow-up data (interviews, surveys, school records)
 - Community follow-up data (interviews, surveys, demographics)

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Community Involvement and Collaboration

Indicator II: Learner Community Experience

Opportunities for learner interaction or experience in the community are related to the four adult roles, as appropriate: participating family member, responsible community member, lifelong learner, and productive worker.

Scoring Criteria

4	<ul style="list-style-type: none"> <input type="checkbox"/> The program facilitates numerous opportunities for adult learners to interact in the community to further develop skills related to the four adult roles, as appropriate: participating family member, responsible community member, lifelong learner, and productive worker, as appropriate. <input type="checkbox"/> The program monitors and supervises these experiences, ensuring that they support and enhance individual learner plans or goals. <input type="checkbox"/> The program also determines expected outcomes from learner community involvement.
3	<ul style="list-style-type: none"> <input type="checkbox"/> The program supports some opportunities for adult learners to be actively involved in the community. <input type="checkbox"/> The program makes some efforts to place learners in community settings related to their individual experiences or goals.
2	<ul style="list-style-type: none"> <input type="checkbox"/> Staff, adult learners, and community members may plan for learner interaction or experience in the community, but only limited interaction occurs.
1	<ul style="list-style-type: none"> <input type="checkbox"/> Adult learners do not interact with the local/regional community or businesses, nor is there an evident plan to offer such experiences.

Community Involvement and Collaboration

Indicator II Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Documentation of adult learner objectives for a work/office setting
- Evidence of learner internships or other work experiences (paid or unpaid)
 - Community organizations
 - Schools
 - Businesses
 - Service organizations
 - Within an institutional setting
- Records of adult learners' interactions in community

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Community Involvement and Collaboration

Indicator III: Promoting the Agency Mission

The program employs a variety of outreach, marketing, and public relations techniques. The program actively solicits and receives community expertise and resources to support program activities. The program enters into formal or informal interactions with other businesses and agencies to promote the program mission and learner/community involvement.

Scoring Criteria

4	<ul style="list-style-type: none"> <input type="checkbox"/> The program employs a variety of outreach, marketing, and public relations techniques to actively solicit community support and to educate the public about the program mission and services. <input type="checkbox"/> Programs establish a relationship with local media and with employers. <input type="checkbox"/> Community representatives interact with both adult learners and staff to assist learners in instructional activities, or to provide financial, material, or emotional support. <input type="checkbox"/> The program initiates collaborations, formally and informally, with other agencies and with businesses to promote the program mission and learner and community involvement. <input type="checkbox"/> A process is in place to document the effectiveness of outreach efforts, and the results of the evaluation are used for program planning and improvement.
3	<ul style="list-style-type: none"> <input type="checkbox"/> The program employs several outreach, marketing, and public relations techniques. <input type="checkbox"/> The program solicits and receives some community support, but there is no organized plan or systematic process established for this type of collaboration. <input type="checkbox"/> Community support and participation depend mostly on individual staff or community member interest and initiative. <input type="checkbox"/> There is documentation of learner interaction with businesses and other agencies through informal collaborations. <input type="checkbox"/> A process is in place to document the effectiveness of outreach efforts, but these data are not analyzed or used effectively for program planning and improvement.
2	<ul style="list-style-type: none"> <input type="checkbox"/> The program employs one or more outreach, marketing, or public relations techniques. <input type="checkbox"/> Few efforts are made by the program to solicit community involvement in promoting the agency's mission. <input type="checkbox"/> There is limited interaction with businesses and other agencies. <input type="checkbox"/> Documentation of interactions is limited and/or inconsistent. <input type="checkbox"/> No formal process is in place to document effectiveness of outreach efforts.
1	<ul style="list-style-type: none"> <input type="checkbox"/> The program employs at most a single outreach technique. <input type="checkbox"/> Community involvement in promoting the agency's mission is not evident or planned. <input type="checkbox"/> Interaction with businesses and other agencies is limited or non-existent. <input type="checkbox"/> The effectiveness of the technique is not documented or evaluated.

Community Involvement and Collaboration

Indicator III Sample Measures

This page is for reference only. Do not submit this page with the completed application.

The following are samples of measures that can be used to determine the extent to which the indicator is present or achieved. These samples do not represent a comprehensive list.

- Evidence of business and community volunteers in the program
- Documentation of resources received from businesses and the community
 - Scholarships and grants
 - New technology and equipment
 - Materials
- Publications, brochures, flyers, newsletters
- Media
- Presentations and/or distribution of printed materials to local agencies such as:
 - Schools
 - Churches
 - Businesses
 - Libraries
 - Service groups
- Information to be included in One-Stop Center(s)
- Documented, formative evaluation of outreach efforts
 - Surveys/questionnaires to learners and community stakeholders
 - Interviews with learners and community stakeholders

Other measures: _____

Overall Score (circle overall score below, and enter score on Summary Form, page 49)

4 3 2 1

Programs of Excellence Summary Form

Agency _____

Program _____

FOR ADULT SCHOOLS ONLY:
 Agency ADA cap _____
 ADA served in 2006-2007 in applicant program _____

Transfer overall scores from each page of sample measures to the appropriate indicator below.

Program Component Averages: For each program component, divide total score by number of indicators and enter averages below.

Curriculum and Instruction	Learner Outcomes	Learner Support Services	Leadership and Planning	Community Involvement and Collaboration
I. Curriculum Organization _____	I. Learner Goal Setting _____	I. Assessment and Placement _____	I. Organizational Structure and Decision-making Processes _____	I. Assessing and Meeting Community Needs _____
II. Life Skills Application _____	II. Skills Attainment _____	II. Educational Options _____	II. Continuous Improvement _____	II. Learner Community Experience _____
III. Materials Selection _____	III. Learner Advancement _____	III. Advisement and Counseling _____	III. Professional Development _____	III. Promoting the Agency Mission _____
IV. Instructional Strategies _____				
V. Organization and Delivery of Lessons _____				
VI. Monitoring and Communication _____				
TOTAL _____	TOTAL _____	TOTAL _____	TOTAL _____	TOTAL _____
Component Average	Component Average	Component Average	Component Average	Component Average
<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>

Frequently Asked Questions

1. What is Programs of Excellence?

The purpose of Programs of Excellence is twofold. The quality indicators are a tool for adult education programs to use for self-review and continuous improvement in delivery of services. CDE also uses the Programs of Excellence quality indicators to identify and recognize exemplary programs within California. Programs of Excellence should have the following characteristics:

- Exhibit exemplary and replicable qualities
- Meet the needs of their local community
- Integrate the four adult roles of worker, family member, community member, and lifelong learner, as appropriate, into a relevant, coherent curriculum
- Link learner goals to program accountability
- Include all stakeholders in leadership and planning
- Reflect model program standards and SCANS competencies
- Use data and research effectively for continuous program improvement
- Incorporate curriculum and instruction that best meet the needs of the learners.

2. How can I use *Programs of Excellence: Program Components and Quality Indicators—A Tool for Self-review and Identification*?

Programs can use the Programs of Excellence document as a self-assessment and review tool to help identify the areas of strength in a program as well as areas still in need of attention. Programs applying for designation as a Program of Excellence should use the document as a guide for self-review and for writing the application.

3. Do the Program Components and Quality Indicators apply to every type of adult education program?

The CDE and committee of field practitioners that developed the components and indicators intended them for use in the following program areas:

- Adult Basic Education
- Adults with Disabilities
- Citizenship
- English as a Second Language
- Health and Safety
- High School Diploma or General Education Development (GED)
- Home Economics
- Older Adults
- Parent Education
- Vocational Education (Career Technical Education)

4. If a program conducts a self-review and scores low in some areas, is technical assistance available so the program can address these areas and ultimately earn the designation of Programs of Excellence?

Yes, technical assistance is available through CALPRO and its Professional Development Centers. Please contact CALPRO at 800-427-1422 for more information or visit the CALPRO Web site at www.calpro-online.org.

5. What is the relationship between Programs of Excellence and Model Standards for Adult Education Programs?

The implementation of model standards is an indication of a program's progress toward earning the Programs of Excellence designation.

6. What is the difference between Programs of Excellence and Promising Practices?

Programs of Excellence identifies entire programs that are exemplary among agencies receiving state apportionment and/or 225/231 or English Literacy Civics funding. Promising Practices identifies effective components of programs and innovations among 225/231 and English Literacy program components only. Administrators can find more information about Promising Practices on the CASAS Web site at www.casas.org.

7. Is Programs of Excellence related to Categorical Program Monitoring (CPM)?

No. CPM is a separate, mandatory process that assures schools are in compliance with regulations. Programs that apply for Programs of Excellence should demonstrate exemplary practices that far surpass issues of compliance. In addition, Programs of Excellence is a voluntary program.

8. How do the four adult roles fit into Programs of Excellence?

Where appropriate, the Programs of Excellence self-review tool asks agencies to examine their delivery of services across the four adult roles: productive worker, participating family member, lifelong learner, and responsible citizen.

9. Does every program have to address all four adult roles?

Not necessarily. Some programs may address only one or two of the roles. For example, parent education may focus primarily on the roles of adult as parent, lifelong learner, and active community participant. Vocational education may focus primarily on the adult as worker. English as a Second Language, on the other hand, may focus on all four roles. The program should address those roles that fall within the scope of the learner and the program goals.

10. What if one of the criteria doesn't apply to a particular program?

Infrequently, programs may have reasons that criteria do not apply to them. However, even if the program does not provide the service, learners may receive the service through collaborative partners. In that case, it is important that the program examine the effectiveness of its relationship with the outside provider.

11. Is a counseling credential required for staff members that perform the counseling function?

School districts have specific requirements for certification of counselors. Trained teachers, instructional aides, tutors, and other staff can perform guidance and advising activities.

12. How can a small program address the criteria?

Small programs do not need to address criteria that are not applicable. Strategies for addressing the indicators reflect the program's unique methods of meeting the criteria, and they reflect practices that are appropriate for the size of the program, the needs of the learners, community characteristics, etc.

13. Why is use of research a priority in the Program of Excellence criteria?

The CDE promotes the use of evidence-based practice in adult education program. Evidence-

based practice is defined as “the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction” (Grover Whitehurst, Director of Institute of Education Sciences; <http://www.ed.gov/news/speeches/2002/02/20020228.html>). The CDE advises teachers, administrators, and other staff to consult relevant research and localize the results to their specific situation. Although professional wisdom is a key element of good practice, it is not enough. The CDE recommends that practitioners look for research that informs decisions about all aspects of a program, including materials selection, instructional approaches, and assessment.

Glossary

CPM - Categorical Program Monitoring, conducted by the California Department of Education to ensure compliance with federal and state regulations

Collaborative - a partnership among stakeholders, resulting from a common vision and common goals to guide the partnership's activities

Community Asset Mapping – a process for developing a profile of a community that identifies the community's existing resources (both tangible and intangible)

Indicator - the standard of excellence in program organization or delivery of instruction

Individual Learning Plan - a contract between an agency and a learner, beginning with a learner goal and structuring the steps necessary for the attainment of that goal, including assessment strategies

Model Standards for Adult Education Programs – a CDE document that provides programmatic, curricular, instructional, and assessment standards for adult education programs. To order a copy of the standards, look in the Additional Resources section of the CDE publications catalog at www.cde.ca.gov/re/pn/rc/.

One-Stop Center - centralized consolidation of services, either by co-location or electronic networking, to provide educational, social, and employability services

OTAN - Outreach and Technical Assistance Network, a project funded by the California Department of Education to deliver online educational information and distance learning

Peer Coaching - a collegial process in which two or more instructors share expertise on instructional or classroom management strategies

Professional Development Plan - a plan for an educational staff member that begins with an educational goal and outlines steps to achieve the goal

SCANS - workplace competencies developed by the Secretary's Commission on Achieving Necessary Skills

Stakeholders - individuals or agencies that have an interest in a project, program, or agency

WASC - Western Association of Schools and Colleges; the accreditation process involves a self-assessment, followed by a validating visit from a team of reviewers