



Nevada Adult Basic Education

Quality Indicators

INDICATOR 1: Student Outcomes

The program demonstrates that students improve their basic skills consistent with their educational goals.

Standard 1.1 All students with 12 hours or more of instruction are pre-tested in accordance with state policy and prescribed testing procedures.

Evidence 1.1 TOPSpro report. Documentation that CASAS appraisal and appropriate test level are used

Standard 1.2 A percentage of the total student populations (as negotiated between each program and the state office) is post-tested according to the state assessment policy.

Evidence 1.2 TOPSpro report

Standard 1.3 All students have an educational plan based on assessment results and student goals.

Evidence 1.3 TOPSpro student profile report

Standard 1.4 The program meets or exceeds a specified percentage of the state benchmarks for completion of educational functioning levels (EFL). The percentage is determined by the state office.

Evidence 1.4 TOPSpro report

Standard 1.5 The program meets or exceeds at least 75 percent of state-negotiated benchmarks for student achievement of employment, postsecondary, and high school/GED completion goals.

Evidence 1.5 TOPSpro report

INDICATOR 2: Data Management

The program maintains a management information system that collects all pertinent program data, documents student impact, and produces reports useful for program management and continuous improvement

Standard 2.1 All programs have TOPSpro installed and functioning.

Evidence 2.1 TOPSpro reports

- Standard 2.2** All data are collected according to state policy.
Evidence 2.2 Refer to state policy on data collection procedures.
- Standard 2.3** At least one member of the program data staff, including the data manager, has received training in the operation of the MIS within the previous 12 months or in the most recent state-sponsored training event.
Evidence 2.3 State roster of trained staff
- Standard 2.4** Program data is collected and input in TOPSpro within 30 days of generation date and verified for data integrity using applicable reports.
Evidence 2.4 TOPSpro report
- Standard 2.5** The program produces reports that meet state-level accountability needs and submits data to the state on a schedule specified by state policy.
Evidence 2.5 Receipt of data by state
- Standard 2.6** The program produces reports that meet local program management and improvement needs.
Evidence 2.6 The program demonstrates how it uses reports from the MIS to guide program management and continuous improvement.

INDICATOR 3: Program Management

The program utilizes efficient management processes and procedures in providing responsive, quality educational opportunities.

- Standard 3.1** The program has a vision and mission statement that is incorporated into its planning process.
Evidence 3.1 Vision and mission statements are displayed.
- Standard 3.2** The program has a strategic plan that: (1) incorporates the most recent data that define community needs and program requirements (i.e., census data, needs assessment, legislative mandates, state policies) and (2) includes goals, objectives, and activities based on the defined needs. The plan is reviewed annually and revised as necessary.
Evidence 3.2 A written 2-3 year plan, list of data and references used, evidence that plan is reviewed and revised annually, as necessary.
- Standard 3.3** The program is open to internal and external input as evidenced by the use of at least three feedback mechanisms.
Evidence 3.3 Physical evidence to verify such mechanisms as advisory boards, staff meetings, and student questionnaires.
- Standard 3.4** The program administrator effectively manages the budget to ensure that resources are used efficiently and in compliance with state and federal requirements.
Evidence 3.4 Documentation of monetary transactions to display compliance with state and federal requirements.

Standard 3.5 An effective process is in place for recruiting, hiring, training, and supervising well-trained staff.

Evidence 3.5 Policies and procedures manual, personnel handbook, and/or other written documentation that addresses the recruiting, hiring, supervising, and training processes.

INDICATOR 4: Community Interaction and Outreach

The program is an integral component in the community's human service and adult learning system.

Standard 4.1 The program identifies and develops a minimum of five linkages with partnering agencies, organizations, businesses, and individuals who can assist in strengthening and expanding student services and/or promoting community understanding.

Evidence 4.1 Documentation of partnership activities such as meeting agendas, minutes, description of joint projects, public awareness promotions, letters of agreement, etc.

Standard 4.2 The program identifies a variety of community and/or program resources to assist adults with counseling, employment, further education and training, transportation, childcare, or other identified needs.

Evidence 4.2 Staff members have a reference list of community resources.

Standard 4.3 The program employs a variety of recruitment strategies based on demographic, geographic, employment and needs assessment data to actively identify and recruit the target population.

Evidence 4.3 Documentation to verify that actual program enrollment is reflective of local demographics in service area

INDICATOR 5: Curriculum and Instruction

A student-centered instructional system integrates ongoing assessment, individualized planning, appropriate curriculum, and research-based instructional practices to produce measurable learning results.

Standard 5.1 The program has a clearly defined orientation and intake process for new students in accordance with state policy.

Evidence 5.1 Documentation of orientation and intake process, such as student records, student interviews, flowchart, presentation materials.

Standard 5.2 Trained practitioners use ongoing formal and informal assessments appropriately to produce valid and reliable results.

Evidence 5.3 Documentation that all 12+ hour students have a CASAS test on file. Evidence that demonstrates periodic informal assessment such as portfolios, student files, instructor-generated exams, student journals, oral interviews.

Standard 5.3 Assessment results are used to guide realistic goal setting, to place learners within the instructional program, and to continuously update the instructional process.

Evidence 5.3 Learner profile demonstrates goal setting, instructional placement, and update of instructional process.

Standard 5.4 Instructional providers and learners jointly develop, regularly evaluate, and update student goal sheets.

Evidence 5.4 Student files contain evidence that instruction is based on student goals.

Standard 5.5 Instructional providers are given sufficient resources to conduct instructional planning, classroom management, and reporting responsibilities based on program capacity.

Evidence 5.5 Resources are demonstrated through administrator and staff interviews. Resources may include paid prep time, curriculum, materials (tests, videotapes, etc.), copy machine, pre-service training modules.

Standard 5.6 Individual student files (paper or electronic) are maintained that document assessment results, student goals, and educational plans in accordance with Nevada state policy. Resources may include paid prep time, curriculum, materials (texts, videotapes, etc.), copy machine, pre-service training modules.

Evidence 5.6 Student files document evidence of student assessment results and goals.

Standard 5.7 Instruction is provided in an effective and safe environment that is conducive to adult learning.

Evidence 5.7 Demonstrated through observation; facilities should include:

- Adult-appropriate seating
- Adequate heating, cooling, and lighting
- Handicap accessibility
- Safe parking area
- Signage/directions to class location
- Clean restrooms
- Telephone access

Standard 5.8 Curriculum and instructional materials reflect student goals and interests.

Evidence 5.8 TOPSpro Student Profile Report, Goals and Results by Class Report, along with other TOPSpro reports, reflect the appropriateness of the curriculum and instructional materials.

Standard 5.9 An adequate number of appropriate instructional materials is accessible to address the learning needs of the student population.

Evidence 5.9 Textbooks and other instructional materials available for review. Instructional materials match functioning levels and goals of student population.

Standard 5.10 Evidence is available to verify the use of varied instructional strategies and techniques based on research and best practices.

Evidence 5.10 Demonstrated through observation and/or interview with instruction provider and students. Varied instructional strategies can include such items as small group instruction, group projects, computerized instruction, collaborative learning, peer tutoring, individualized instruction.

Standard 5.11 Quality instruction is provided that recognizes and addresses different learning styles and special learning needs.

Evidence 5.11 Demonstrated through classroom observation and inspection of instructional materials. Evidence should include such items as learning style inventories, quiet study areas use of audiovisual equipment, manipulatives, special learning needs screening, large print materials for visually impaired students, etc.

Standard 5.12 Technology is integrated into instruction

Evidence 5.12 Demonstrated through inspection of equipment and classroom observation. Documentation of technology use can be verified by lesson plans, technology use logs, student reports, or other similar data.

Standard 5.13 Instruction is of sufficient intensity and duration to enable students to meet their identified goals.

Evidence 5.13 Demonstrated through TOPSpro federal tables and student interviews

INDICATOR 6: Retention

Students remain in the program a sufficient amount of time to achieve academic advancement or transition to postsecondary education/job training or employment.

Standard 6.1 The program provides assistance in reducing barriers to participation (i.e., transportation, child care, flexible scheduling).

Evidence 6.1 Documented evidence of assistance provided. Community directory of social and other services that students need should be available to all students and teachers.

Standard 6.2 The program employs a minimum of four specific strategies to help students feel connected to the program.

Evidence 6.2 Documentation of strategies such as student surveys, student recognitions, group projects, pair work, exit interviews, peer mentors, student leadership opportunities.

Standard 6.3 Instruction accommodates a variety of learning styles, interests, functioning levels and special learning needs.

Evidence 6.3 Refer to evidence for 5.11

Standard 6.4 The program uses active learning techniques and curriculum that is relevant to the student's goals and provides learning in real life context (i.e. field trips, guest speakers).

Evidence 6.4 Refer to evidence for 5.8

Standard 6.5 A system is in place to inform students about options for self study if situations force their temporary exit.

Evidence 6.5 Documented evidence that students are informed of self study options prior to exiting the program

Standard 6.6 Follow-up contact is made with a minimum of 25% of non-completers to determine reasons for separation and to encourage re-enrollment.

Evidence 6.6 List of telephone contacts, follow-up mailers, or other communication with non-completers.

Standard 6.7 At least 50% of the students remain in the program for 12 hours or more.

Evidence 6.7 TOPSpro reports

INDICATOR 7: Program Evaluation

A clearly articulated system is in place to assess program operations, determine strengths and weaknesses, and use the results to promote continuous improvement.

Standard 7.1 The program has an assessment process in place to annually examine program components, student data and outcomes, and current research to determine program improvement needs.

Evidence 7.1 The actual assessment instrument or process used and written results of the findings

Standard 7.2 The program has a defined process for identifying solutions and options that address the identified needs.

Evidence 7.2 Documentation of identified solutions based on the analysis

Standard 7.3 Training and support are provided for staff to pilot, implement, and evaluate the impact of the selected program improvement options.

Evidence 7.3

Standard 7.4 The program has annual activities designed to recognize and celebrate student and program success.

Evidence 7.4 List of activities conducted to celebrate success (i.e., recognition ceremonies, staff appreciation lunches)

INDICATOR 8: Professional Development

Program has an ongoing professional development system that supports dedicated, knowledgeable administrators and practitioners by providing training in current strategies and techniques. The system focuses on learner-centered outcomes and encourages integrity, professional growth, and self-improvement.

Professional development activities include those available through the state leadership team and other professional organizations as well as locally designed and implemented trainings and activities.

NOTE: Definition: Active instructional staff = Any teacher who has taught for the program for at least two 30-hour classes or for two separate six-week periods or any tutor who has tutored for at least 60 hours during the fiscal year.

Standard 8.1 The program has a professional development process or feedback mechanism for identifying staff development needs.

Evidence 8.1 Process may include but is not limited to analysis of program performance, staff input, needs assessments, etc.

Standard 8.2 Program provides at least one incentive for program staff to participate in professional development activities.

Evidence 8.2 Documentation of incentives such as stipends, release/flex time, or other incentives appropriate to the program.

Standard 8.3 At least 50% of active instructional staff annually participate in at least one professional development activity appropriate to individual program needs.

Evidence 8.3 PD records (state leadership and/or local program records)

Standard 8.4 At least 90% of program staff involved in test administration and the use of data for program improvement are trained in the use of CASAS and TOPSpro within six month of hire.

Evidence 8.4 Certificates or program records showing successful completion of training.

Standard 8.5 There is observed evidence that learned instructional strategies are being transferred to the classroom by 75% of instructional staff who participated in professional development activities.

Evidence 8.5 Evidence includes but is not limited to Certificates of Completion for state-sponsored workshops, implementation of a lesson plan, observation, teacher presentation, self-report, local program documentation of transferability, etc.

Standard 8.6 At least 50% of active instructional staff holds a current ABE Certificate of Performance.

Evidence 8.6 PD records (state leadership and/or program records)