UNITED WAY OF SOUTHEASTERN PENNSYLVANIA
BASELINE STANDARDS FOR ADULT EDUCATION PROGRAMS

Section 1: Customer Results and Program Accountability
Key Concept: Quality is ultimately judged by learner outcomes and customer satisfaction.

Standard / ABLE Indicator	***Evidence***
1. Learners' progress is demonstrated by advancing through instructional levels; obtaining appropriate educational credentials or certificates; pursuing postsecondary education, training and employment; and/or achieving other goals identified by the learner (for example, helping children with homework or other family-focused goals). (Adapted from ABLE 1.1)	Learner goals and progress are documented in student folders.
2. Learners remain in the program long enough to meet their educational goals. (ABLE 1.2)	Evidence of periodic updates is included in student folders; information regarding the program's ability to track and attain educational goals.
3. The program articulates outcome targets, using ABLE Performance Standards in all applicable areas for guidance: • Enrollment (defined as completing 12 hours of instruction) • Retention • Educational gains • GED achievement • Placement and retention in unsubsidized employment • Placement in unsubsidized education or training • Achievement of other appropriate goals articulated by the learner or program (Adapted from ABLE 1.3) *NOTE: UWSEPA will not require that programs set or meet ABLE performance standards; programs may set their own targets.*	Report on outcome targets identified by the program.
4. The program maintains an information management system with the capacity to report participant outcomes and monitor program performance. (ABLE 1.4)	Program provides information regarding the information management system in place, and sample reports produced through this system.
5. The program measures customer satisfaction by periodically gathering feedback from participants and using the information to continuously improve services. (ABLE 1.5)	Sample customer satisfaction surveys and/or information regarding other methods to solicit feedback, such as focus groups.

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Section 2: Instructional System
Key Concept: The instructional system integrates ongoing assessment, individualized instructional planning, the use of appropriate curriculum frameworks, research-based instructional practices, and multiple-delivery systems.

Standard / ABLE Indicator	***Evidence***
1. Trained practitioners use standardized and informal assessments appropriately to produce valid and reliable results. (ABLE 2.1)	Program maintains its capacity to utilize appropriate standardized and informal assessments (i.e., new staff attend the Assessment Module training; continuing staff participate in professional development activities in this area, etc.).
2. Learner assessment is ongoing and addresses the informational needs of various stakeholders through appropriate use of formal and informal measures. (ABLE 2.2)	Enrolled ABE, GED, and ESL students are pre- and post-tested utilizing an approved standardized test (i.e., TABE 9&10, Best, BestPlus, CASAS). Program provides information regarding any additional informal assessments utilized. *NOTE: For non-ABE, GED, and ESL students, the program must also have a system to measure learner progress.* *NOTE: In limited cases, additional standardized tests or assessment methods may be approved by United Way. Providers should utilize the ABLE performance standards for guidance (i.e., 95% of enrolled students are pre-tested and 50% of enrolled students are post-tested).*
3. Assessment results are used to place learners within the instructional program and to continuously update the instructional process. (ABLE 2.3)	Policies for timing of assessments, sharing results with students, and utilizing results to place learners and update the instructional process.
4. Program staff and learners jointly develop, regularly evaluate, and update instructional plan that incorporates the individual's learning styles and preferences, and short- and long-term educational and employment goals. (ABLE 2.4)	Sample individual learning plan (ILP) and/or classroom plan; policies for review and updating of plans.
5. Instruction of sufficient intensity and duration is offered to enable learners to achieve substantial learning gains. (ABLE 2.5)	Description of the program's rationale and methods to determine class schedules and hours of operation (e.g., surveys, analysis of attendance patterns, models from other providers, etc.) Program provides evidence that students are retained long enough to produce learning gains.

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Section 2: Instructional System (continued)

Standard / ABLE Indicator	***Evidence***
6. Curriculum provides for learning and skill building in real-life contexts that allows learners to become effective family members, workers, and citizens. (ABLE 2.6)	Sample curriculum.
7. Curriculum development is based on best theory and practice, a comprehensive review of available materials and technologies, well-articulated instructional goals, reasonable scope and sequence, and coordination with instructional staff. (ABLE 2.7)	Information regarding how curriculum is developed.
8. Programs use research-based instructional practices, technology, and multiple-delivery systems to address learner needs and preferences, and to accommodate the instructional needs of a diverse student population. (ABLE 2.8)	Program provides information about how research-based instructional practices, technology, and/or multiple-delivery systems are utilized to meet the instructional needs of the population served.

Section 3: Leadership and Continuous Improvement
Key Concept: Program leaders create strategies, systems, and methods for achieving excellence and demonstrating accountability to all customers and stakeholders.

Standard / ABLE Indicator	***Evidence***
1. The program engages in service planning which takes into consideration: • Continuous quality improvement • Coordination with the agency's overall strategic plan • Coordination with local adult education coalitions, the local Workforce Investment Board, and/or other community partners/resources • Input from staff, volunteers, and learners • A system for monitoring the plan (Adapted from ABLE 3.1, 3.2, 5.1)	Planning document and/or description and documentation of the planning process.
2. Program leaders supervise and conduct regular performance appraisals with all staff, including volunteers. (ABLE 3.3)	Sample staff appraisal forms. Sample volunteer appraisal forms or description of process for monitoring volunteer performance (i.e., classroom observation, self-assessments, student evaluations, etc.)
3. All staff and volunteers have job descriptions.	Sample staff and volunteer job descriptions.

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Section 4: Professional Development
Key Concept: Professional development activities contribute to well-trained administrators and practitioners, including volunteers, to ensure quality teaching that maximizes learner outcomes.

Standard / ABLE Indicator	***Evidence***
1. All **VOLUNTEERS** will: • Attend an agency-specific initial orientation session before being matched with a student. • Attend at least 8 hours of basic tutor training before being matched with a student. • If a GED tutor, complete at least an additional 8 hours of GED-specific training within 3 months of being matched with a student. • If an ESL tutor, complete at least 8 hours of ESL tutor training (instead of basic tutor training) before being matched with a student.*	Policy regarding volunteer training requirements; sample training agendas and certificates of completion.
2. All paid **TEACHERS/PRACTITIONERS** complete 9 hours of core teacher training within 3 months of hire.*	Policy regarding staff training requirements; sample training agendas and certificates of completion.
3. All program **ADMINISTRATORS** complete 9 hours of new administrator training within 3 months of hire.*	Policy regarding administrator training requirements; sample training agendas and certificates of completion.
4. Program demonstrates active use of PA Adult Teacher and Administrator Competencies. (Adapted from ABLE 4.1)	Documents explaining use of Competencies in hiring, training, evaluation, etc.; certificates of completion for training on these topics.
5. Administrators and staff continuously improve their practice through regular participation in professional development activities. Specifically: • All paid staff complete 6 hours of continuing professional development training (approved by their supervisor) each year. • The program makes available continuing professional development training opportunities for staff and volunteers (can be provided either on-site or off-site). (Adapted from ABLE 4.2 and 4.4)	Policy regarding staff requirements for continuing professional development; sample agendas, training calendars, and/or certificates of completion. Plan for on-going in-house or off-site training opportunities.

**NOTE: In limited cases, United Way may approve the substitution of previous experience in adult education for some training requirements.*

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Section 5: Community Interaction and Outreach

Key Concept: Through community collaboration and support, learners receive seamless services that enable them to reach their educational goals in an efficient and effective manner.

Standard / ABLE Indicator	***Evidence***
1. Recruitment targets populations most in need of educational services and is consistent with organizational mission, student and volunteer capacity and area demographics. (ABLE 5.2)	Description and documentation of program's methods to recruit students.
2. The program offers flexible schedules and coordinates support services to enable individuals, including individuals with disabilities or special needs, to achieve learning goals; or, the program has mechanisms to provide appropriate referrals if the program is not able to meet a learner's needs. (Adapted from ABLE 5.3)	Schedule of classes; description and documentation of program's methods to identify and provide supports to overcome barriers.
3. The program supports the recruitment and use of volunteers. (ABLE 5.6)	Description and documentation of program's methods to recruit and manage volunteers.