



Missouri Quality Indicators

1. The program shows evidence of successful student recruitment.

Evidence of this being a successful indicator may include:

- Marketing plan on file
- Web listing
- Newspaper clippings
- Fliers, posters, brochures
- Copy of Public Service Announcements
- “How did you find us?” responses from students
- Testimonials from students
- Referrals from other agencies
- Increase in student enrollments

Performance that can be impacted by this indicator:

- Enrollment
- Contact hours
- Pretest rates
- Posttests rates
- Level attainments

2. The program shows evidence of successful student intake/orientation process.

Evidence of this being a successful indicator may include:

- Structured contact with new students including either one-on-one counseling or a structured orientation class.
- Introduction to the program and how the process will work.
- Guidelines on how the class site operates, i.e. site schedule, classroom rules, etc.
- Additional services the program can offer or refer student to.
- Discussion with student in establishing realistic student goals.
- Proper administration of assessments.
- LD screening process in place.

Performance that can be impacted by this indicator:

- Persistence Rate (percentage of students enrolled for more than 12 hours)
- Pretest Rates
- Posttest Rates
- Level attainments
- Goal Attainments

3. The program shows evidence of successful retention of students.

Evidence of this being a successful indicator may include:

- High persistence rate
- High level of average hours per student ratio.
- High level of word of mouth recruitment.
- Established intake/orientation process.
- Progress plans are monitored and kept up-to-date.
- Positive responses on student satisfaction surveys.

Performance that can be impacted by this indicator:

- Posttest rates
- Level attainments
- GED attainment

4. The program shows evidence of a successful student progress planning process.

Evidence of this being a successful indicator may include:

- The program administered assessment according to publisher's guidelines.
- Results of assessments are reviewed with student identifying areas of need.
- A Student Progress Plan is created based on assessment results.
- The Student Progress Plan has a clear direction of what the student needs to work on to meet their goals and is discussed with the student.
- The Plan is student driven (androgogy) and not teacher driven (pedagogy).
- The Plan is continually monitored by teacher to ensure it is being followed and adjusted according to student need.

Performance that can be impacted by this indicator:

- Persistence Rate
- Post Test Rates
- Level Attainments
- Goal Attainments

5. The program shows evidence of a successful curriculum and instruction process which is appropriate to individual student needs.

Evidence of this being a successful indicator may include:

- Use of appropriate assessment tools.
- Individual student progress plan used.
- Progress plans are correlated to content standards.
- Progress plans are tied to assessment results.
- Variety of instructional materials focusing on; literacy, intermediate skills, GED preparation, LD accommodations, employability, and technology.
- Variety of instruction strategies are being used in classrooms including; tutoring, group instruction, differentiated instruction, peer teaching, and computer assisted instruction.
- Instructional strategies are linked to students' learning styles.

Performance that can be impacted by this indicator:

- Persistence Rate
- post tests
- Level Attainments.
- Goal achievement

6. The program shows evidence of successful staff training and professional development.

Evidence of this being a successful indicator may include:

- Program provides orientation, mentoring, and training for all new staff, including volunteers.
- Program provides PD based on local needs assessment.
- Program provides on-going PD to improve best practices.
- Program evaluates classroom activities for PD effectiveness.
- The program can produce local new teacher training materials including a local handbook.
- A mentoring program is used with new teachers.
- The program can produce an outline of its evaluation process including a yearly performance-based teacher evaluation.
- The program has a means of educating teachers on yearly available PD and recording that which is completed.
- Program and classroom activities show strategies and techniques offered in PD sessions.
- The local program has a system of recording PD activities of instructors

Performance that can be impacted by this Indicator:

- Increased student enrollment
- Increased student retention
- Decreased staff turnover
- Student goal attainment

7. The program shows evidence of a successful process for reviewing and managing data reports.

Evidence of this being a successful indicator may include:

- Program director has a working knowledge of the various reports and how they can be analyzed.
- Program director reviews reports on a consistent basis.
- Program director can identify areas of need based on reports.
- Reports are being communicated and explained to teachers and other program staff on a regular basis.
- Action steps are developed to address areas of improvement.

Performance that can be impacted by this indicator:

- Enrollments

- Persistence Rate
- Pre Test Rates
- Post Test Rates
- Goal Attainments

8. The program shows evidence of successful management of fiscal procedures.

Evidence of this being a successful indicator may include:

- Accounting system to track expenses
- Accounting system that separates AEL and all special projects
- Accounting system that track DESE receipts
- Accounting system that tracks In-Kind services
- Support from host agency including in kind and/or monetary funding.
- An up-to-date Staff Handbook.
- Consistent communication structure with all staff within the program.
- Budget allocation and managed based on prioritized needs of program.
- The Director submits financial reports in a timely manner

Performance that can be impacted by this indicator:

- Teacher retention
- Enrollments
- Persistence rate
- Pretest rates
- Posttest rates
- Level attainments

9. The program shows evidence of a successful on-going needs assessment process.

Evidence of this being a successful indicator may include:

- Evaluations from students and staff on file
- Business/Industry surveys on file
- Input from local school districts
- Input from other local entities
- Program targets those populations identified as most-in-need.
- Program develops appropriate recruitment activities
- Program uses a variety of strategies for delivering messages

Performance that can be impacted by this indicator:

- Increased student success
- Increased enrollment/retention
- Overall program improvement
- Meeting community needs

10. The program shows evidence of community collaboration and partnering.

Evidence of this being a successful indicator may include:

- The partnerships identified in the grant application(s) are in evidence.
- The program can identify members of the advisory board that come from partnering organizations.
- The program can identify fiscal and in-kind contributions of the host agency.
- The program can identify advertising and program information that is made available to partners, other agencies, programs and organizations for referral purposes.
- MOUs on file
- Reporting forms to/from referrals
- Directory of local services available
- Correspondence from collaborating agencies
- Agency brochures in classroom
- Partners refer to class sites
- Class sites are developed with partners
- Ability to refer to partners supportive services

Performance that can be impacted by this indicator:

- Enrollment
- Retention