

Defining Program Quality in Minnesota ABE

Summer Institute 2018

Jodi Versaw

jodi.versaw@state.mn.us

All are invited to join the Schoology group on this topic: “ABE Program Quality Standards discussion group”

To join the group:

1. Go to www.schoology.com
2. Open a free INSTRUCTOR account (NOT a student or parent account)
3. Login
4. Click “Groups”
5. Click “Join Groups”
6. Enter access code: 4SCJ6-GX7XM

Background and history:

1991: National Literacy Act required the development of “Program Quality Indicators”

- Minnesota developed “ABE Quality Indicators”, last updated 1994

1998: Workforce Investment Act (WIA) replaced the National Literacy Act

- Changed accountability focus from program processes to student outcomes
- NRS was created

2015: Workforce Investment and Opportunities act (WIOA) replaced WIA

- Accountability focus on student outcomes remains largely unchanged

Current efforts and intentions around development of ABE program quality standards:

Intentions for the development process:

- Build on earlier work of program quality indicators
- Not another set of content standards (like ACES/TIF or CCRS)
- Bottom-up accountability (to balance existing top-down accountability)
- Focus on description and understanding of what quality ABE programming looks like in our buildings and classrooms
- Recognition that there are many factors that affect student outcomes
- Gather input, expertise and knowledge from across the field, from both staff and students

Potential uses of ABE program quality standards:

- Inform the 5-year narrative
- Inform the Program Improvement process
- Provide evidence to legislators and funders in support of additional funding

Questions under consideration/contemplation:

- How can racial equity be reflected in these standards?
- How can program quality standards be measurable?
- What about the fact that ABE programming looks very different in different settings across the state?
- What about the relationship between program quality and funding? Couldn't we provide higher quality programming with more funding?

KEY QUESTIONS FOR DISCUSSION BY TODAY'S PARTICIPANTS:

1. What should be kept from the 1994 ABE Quality Indicators? What is missing?
2. What program quality standards for ABE have been developed in other states, and what can we learn from them?
3. How do we understand the relationship between program quality and funding? What does the "Investing in Quality" study from New York adult education tell us about this?
4. How do we account for racial equity within Program Quality Standards?

Notes: