Indicators of Program Quality

All funded Aspire instructional programs operate within a quality-driven framework that reflect effective and efficient program performance. Indicators of quality include:

1. **Student Achievement**
   - Students demonstrate progress toward attainment of literacy skills, including reading, writing, and speaking in English, and computing and solving problems at levels of proficiency necessary to function on the job, in the family and in society.
   - Students transfer learning from the classroom to the rest of life; articulate what they know and are able to do in relationship to their goals; demonstrate increased proficiency in the use of multiple skills that allow them to be placed in postsecondary education or training; gain unsubsidized employment or retain employment; or earn secondary school diplomas or Ohio High School Equivalency Diplomas or HSEs.

2. **Physical Environment**
   - The program is housed in a safe, age-appropriate and student-friendly learning environment that is in good condition and properly maintained with adequate space and equipment. Buildings are readily identifiable as instructional sites and posted signage is present.

3. **Program Planning and Administration**
   - The program planning and administration process is based on a written plan, the grant(s), implemented and guided by evaluation.
   - All staff paid from Aspire funds are formally evaluated, in writing, on a yearly basis to include evidence of staff observations.

4. **Curriculum and Instruction**
   - The program has a written curriculum and plans instruction matching students' needs and learning styles.
   - Assessment results are used to guide development of individual learning plans.
   - All programs have a written curriculum that is adult appropriate and is built on a strong foundation of research and effective educational practice.

5. **Professional Development**
   - The program has an ongoing professional development process linked to a professional development plan that supports program and organizational goals
   - Program determines individual and program professional development needs.

6. **Support Services**
   - The program provides a system for support services that promotes students' achievement of goals.
   - Program staff possesses the knowledge and skills necessary to make appropriate, informed referrals to support services offered within the program and in the community to reduce student barriers.

7. **Program Promotion and Recruitment**
   - The program successfully recruits from the populations in the community identified in the AEFLA, Title II of the WIOA as needing literacy services.

8. **Transitions**
   - The program provides Aspire transitions services that facilitate students successfully progressing to postsecondary education, training, and/or employment.
   - The program provides instruction aimed at addressing the gaps in knowledge and skills needed for success in postsecondary education and the workplace (e.g., integrated education and training (IET), algebra, advanced and writing, critical thinking).
   - The program provides support in the areas of career assessment and advising.