



# Determining the Quality of Adult Basic Skills Programs: Possible Directions and Perspectives from Europe and North America

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BOLD  
THINKERS  
DRIVING  
REAL-WORLD  
IMPACT

# Today's Panel: Determining the Quality of Adult Basic Skills Programs



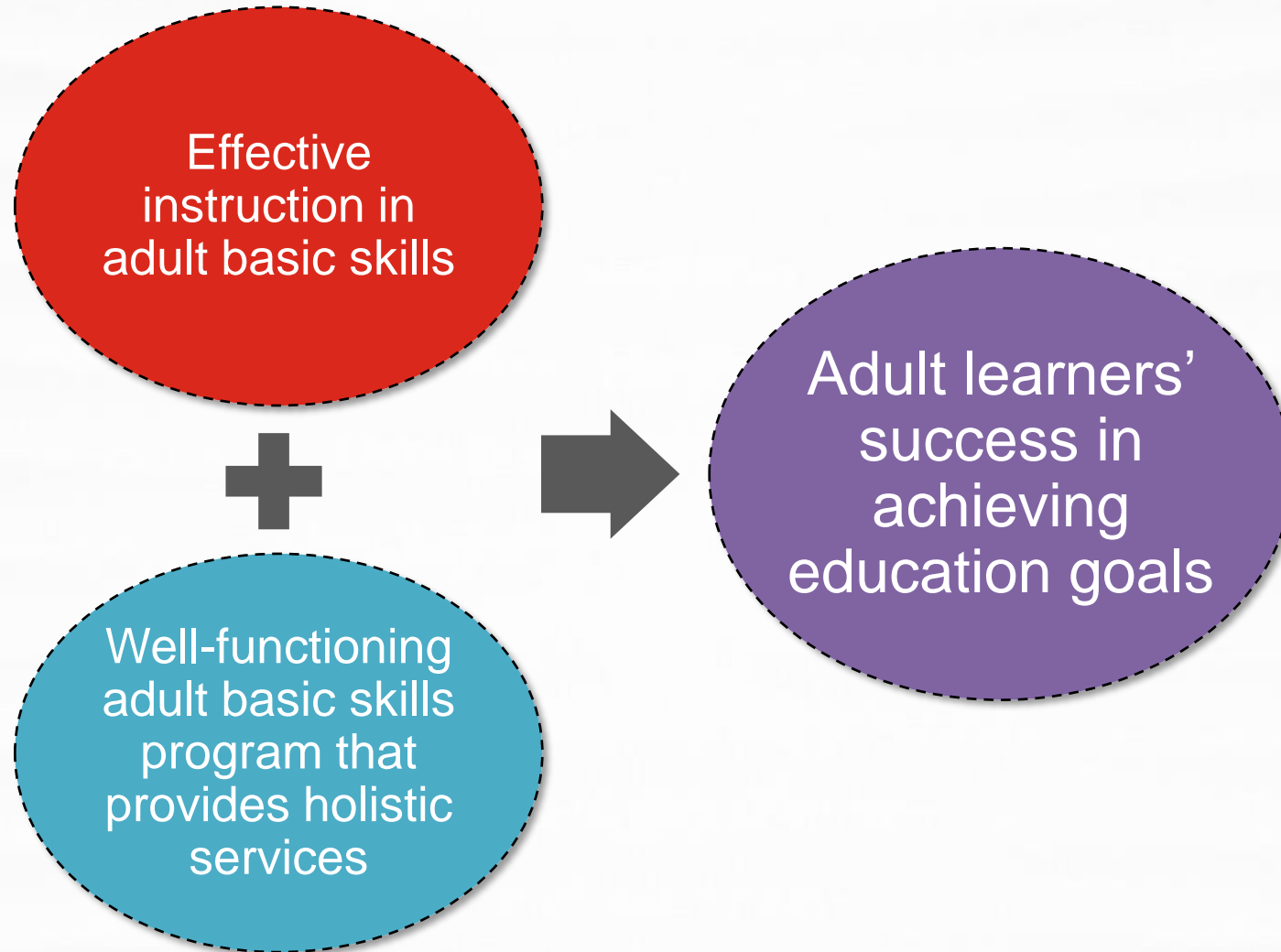
## Panel to Discuss:

- Aspects of quality adult basic skills programs being explored
- Types of data and information that are being collected about quality programs
- Factors that should be considered in efforts to improve quality of adult basic skills services

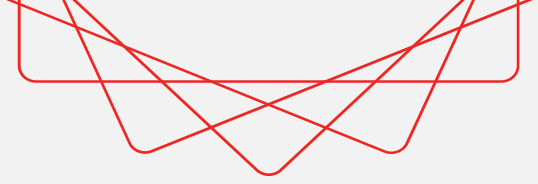
### ✓ **Questions from participants**

- ✓ **Question to participants:** *What aspects of quality of adult basic skills programs is your organization examining or would you like to examine? What types of assistance would help you determine quality?*

# Assumptions Guiding Quality: US Perspective



# Stages of Determining Quality Instruction in Adult Basic Skills Programs



## Define Quality to Guide Instruction

### Identify Benchmarks, Source of Quality for Teaching

- Academic Standards
- Life & Work Competencies
- Policy (Legislation)
- Research on Instruction

### Define Quality by Using:

- Frameworks
- Standards
- Theory of Change, Logic Model

## Support Use of Quality

### Develop Curricula/Teaching Materials Based on Benchmarks

### Specify Guidelines, Policies

### Test Curricula/Guidelines, Policies with Programs

### Refine Based on Pilot Test

### Provide Professional Development to Scale

### Monitor Implementation of Curricula/Teaching Materials

## Assess Effects

### Collect Data on Use and Effects of Curricula or Teaching Materials

#### Use

- Class Observations, Teacher Logs
- Survey of Teachers
- Interviews with Teachers, Learners

#### Effects

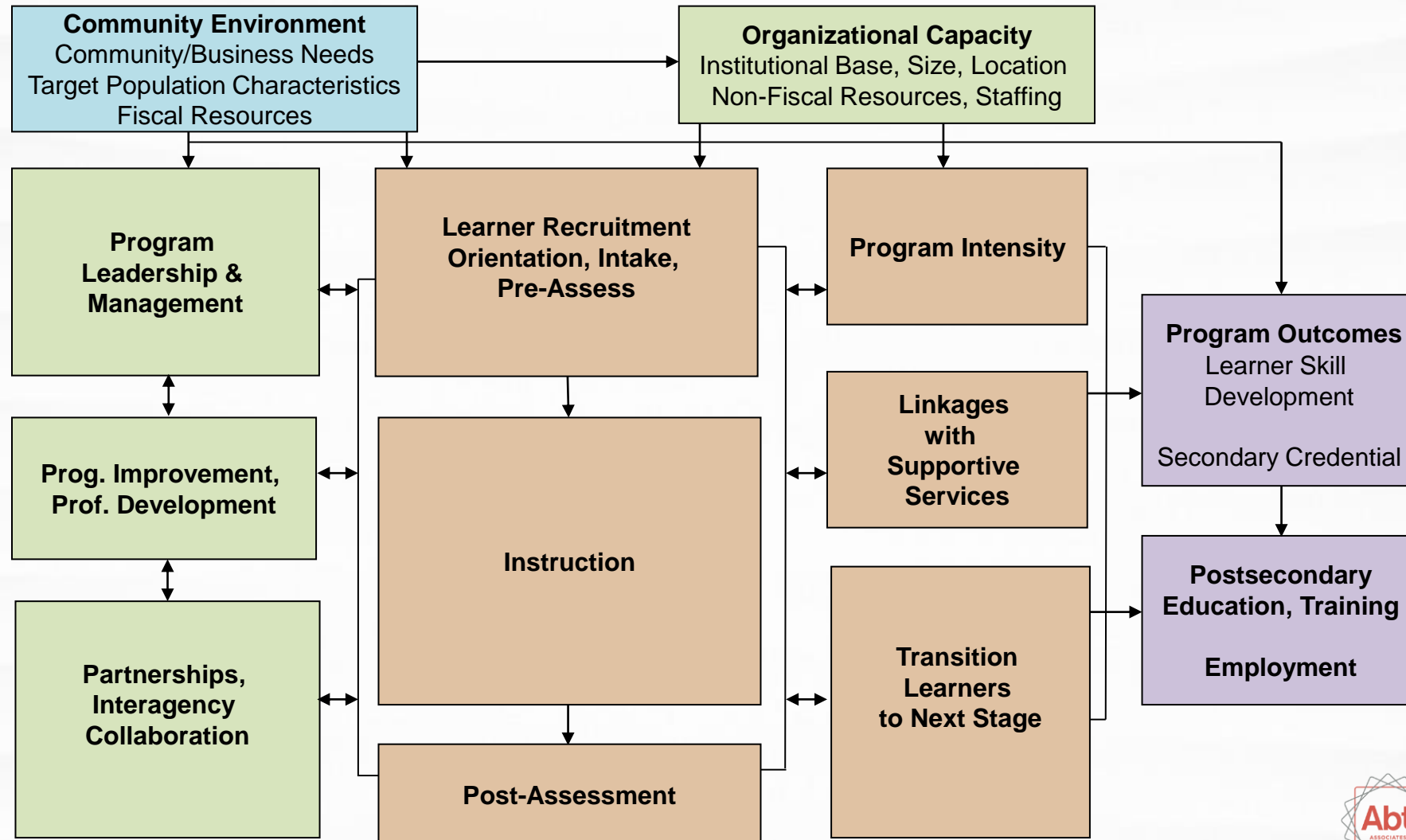
- Interviews with Teachers, Learners
- Other Measures of Teacher Change
- Pre-Post Assessments of Learners
- Other Measures of Learner Growth or Change

# Questions to Ask

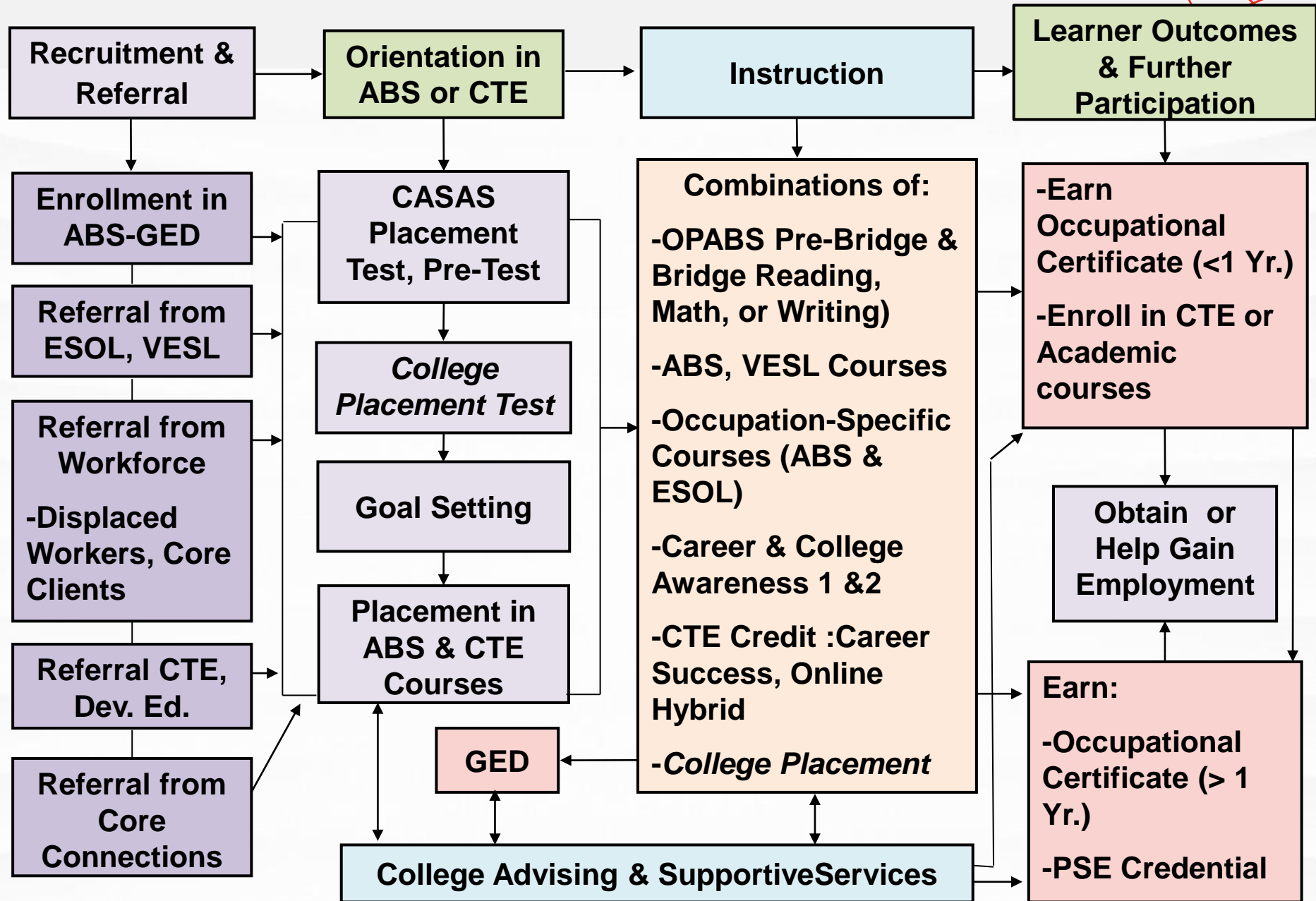


- **Framework** → **Translate into Instructional Materials**
- **Instructional Materials** → **Implemented as Intended**
- **Instruction Based on Framework** → **Provide Skills Adults Need**

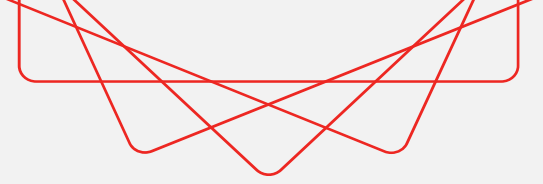
# Framework of Adult Basic Skills Program Operations



# Oregon Adult Basic Skills Career Pathway Learner Model



# Questions for Panel



What aspects of the quality of adult basic skills programs is your organization exploring or would like to explore?

What types of data or information has your organization collected or is your organization considering collecting to understand quality? What insights have those data revealed or what insights do you hope to learn from data?

What factors should be considered in efforts to improve the quality of adult basic skills services (e.g., data about effectiveness of programs, professional development, policy, funding)? What types of EBSN initiatives could be beneficial to members in their efforts to assess or promote the quality of adult basic skills programs