

Technical College System of Georgia
Office of Adult Education
Family Literacy Indicators of Program Quality

PURPOSE

The Georgia Family Literacy Indicators of Program Quality guide the implementation of high-quality, inclusive family literacy programs that coordinate and integrate existing literacy efforts.

DEFINITION OF TERMS

Adult Education is academic instruction and services below the postsecondary level that increases an individual's ability to: (a) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; (b) transition to postsecondary education and training, or (c) obtain employment (WIOA Section 203(1)).

Braided Funding: Lacing together funds from multiple sources to support the implementation of family literacy programming.

Curriculum: A written plan that includes the goals for learning, the experiences through which the goals will be achieved, what instructional staff and learners will do to achieve those goals, and the materials needed to support the implementation.

Delivery Systems: Various processes for providing instruction, including center-based, home-based, large-group, small-group, individual (one-on-one tutoring), distance, and computer-assisted instruction.

Family Instructional/Education Plan: An instructional and education plan written for each participating family that outlines the goals for participation and the needs and steps to meet those goals (curriculum, instructional strategies, wrap around services, etc.). The plan should take into account the needs of all participating family members.

Family Literacy: programs aim to make sustainable improvements in the economic prospects for a family and better enable parents or family members to support their children's learning needs. Per WIOA Section 203(9), family literacy programs integrate the following four components:

- Adult education activities that prepare parents or caregivers to transition into postsecondary education, training programs or the workforce;
- Interactive literacy activities between parents and caregivers and their children;
- Training activities that support parents and caregivers in becoming their children's first teachers and full partners in their children's education; and

- Age-appropriate education that prepares children for success in school and beyond (ex: mentoring, tutoring, etc.).

Interactive Literacy Activities (ILA): A FL component that consists of regularly scheduled sessions for parent-child interaction, in which parents and children learn and play together as a family unit and acquire ideas for transferring learning to the home. Parent Education (PE) and ILA are closely connected so that the knowledge gained by parents during PE can be applied during ILA. Guidance about what to do and expect during ILA's is provided to parents during Parent Education or within the ILA Take-Home packets. Further, ILA may be conducted during home visits with family literacy staff or conducted by parents at home without staff facilitation if documented and debriefed.

National Reporting System (NRS): The outcome-based reporting system for the State-administered, federally funded adult education program.

Needs Assessment: A method of getting information from families about areas where they want to learn more or may need additional support to reach their goals. The needs assessment informs the Family Education Plan, as well as the parent education and interactive parent and child activities.

Parenting Education (PE): A FL component that focuses on strengthening parents' support of their children's language and literacy development and early school success.

Participants:

- *Adult learner:* the family member who is enrolled in the adult education component. Adult learners must meet the eligibility criteria to participate in adult education.
- *Parent:* Adult learners who are parents or primary caregivers.
- *Child:* child aged zero to sixteen.
- *Families:* at least one parent (or primary caregiver) and one child in his/her/their care who participate in the required components of a family literacy program.

BENCHMARKS OF QUALITY

I. PROGRAM OPERATIONS

Program Design

- 1.1 The program has procedures and processes to fully integrate the family literacy components (Adult Education/Parenting Education, Early Childhood Education, and Interactive Literacy Activities) to maximize families' learning gains.
- 1.2 The program provides flexible scheduling, hybrid or virtual learning opportunities, and other services to support families' participation in all educational components.
- 1.3 The program collaborates with its leadership, instructional staff, families, community partners (including the Certified Literate Community Program, if applicable) and its Literacy Advisory Committee to review and analyze family literacy data and make recommendations for program improvement.
- 1.4 The program actively listens to family voice by regularly and systematically gathering feedback from families on all components of the family literacy programming. The program uses this feedback to improve the program and better meet families' needs.
- 1.5 The program's organizational and learning environments reflect the culture, community, language, and developmental needs of participating families.
- 1.6 The facilities are safe, accommodate families of all ability levels, and comply with relevant state and federal laws, including the American with Disabilities Act and Title IX.
- 1.7 The program has an onboarding process for new staff and volunteers that provides an overview of the program operations and the field of family literacy.
- 1.8 Program leadership, such as the instructional lead, regularly observes and provide feedback on family literacy instruction, including adult education, parent education, and parent and child together time.
- 1.9 Program staff improve their practice through regular participation in professional development activities in alignment with OAE's required professional development hours.

Outcomes

- 1.10 The program attains and exceeds family literacy enrollment expectations, actively recruiting in the community to reach those families most in need and eligible for family literacy services.
- 1.11 The program retains participating families for sufficient duration and intensity to develop the knowledge and skills needed to meet educational, career and family goals.
- 1.12 The program meets or exceeds its anticipated performance related to family literacy participants' adult educational attainment and the NRS Family Literacy indicators (See Appendix A)
- 1.13 Children make progress towards or reach developmental milestones and progress in school.

Community Collaboration and Partnerships

- 1.14 The Family Literacy program integrates existing community programs and services to ensure the high-quality delivery of all four family literacy components.
- 1.15 The program partners with state and local organizations to meet the non-educational needs of family (housing, food, transportation, health, etc.)
- 1.16 If applicable, the program partners with its Certified Literate Community Program to meet the needs of family literacy participants.
- 1.17 The program establishes clear roles and responsibilities for each partner and formalizes critical partners in a Memorandum of Understanding (MOU).
- 1.18 The program participates in cross training with partners to ensure interagency knowledge and ongoing communication.

Funding

- 1.19 The program braids its AEFLA funding with other funding available, including federal funding from other allowable programs, to support the four family literacy components.
- 1.20 The program ensures its AEFLA funding is only used for eligible participants. If a program uses AEFLA funding to support children it must attempt to coordinate (and as a state requirement, have documentation of these attempts) with other programs prior to expending Title II AEFLA funds on activities directly for children.
- 1.21 The program ensures all AEFLA funds are spent in accordance with the Grant Award Notification requirements.

II. INSTRUCTIONAL SYSTEMS

Instructional Planning and Assessment

- 2.1 Instructional staff work with caregivers develop a family educational plan.
 - 2.1.1 The education plan should include: (a) educational and career goals for each participating adult, (b) developmental or academic goals for each participating child, and (c) goals for the family.
 - 2.1.2 The program regularly checks families' progress towards these goals and updates the plan when needed.
- 2.2 Instructional staff analyze results from ongoing assessments and use results to document student progress and continuously guide instruction.
 - 2.2.1 *Adult Education*– Instructional staff use assessment results to place adult learners within the instructional program, develop instructional activities, and review and update instructional plans. The program uses and implements assessments in alignment with OAE's assessment policy.
 - 2.2.2 *Parent and Caregiver Education* – The program uses a parental needs assessment to plan instructional activities that develop caregivers' knowledge and skills to

support their child's development. The program has methods to document parent/caregiver's progress in developing these knowledge and skills.

2.2.3 *Child-Focused Education* – Instructional staff use assessment results, when possible and as appropriate, to meet the developmental and educational needs of children.

2.2.4 *Interactive Literacy Activities* – Instructional staff use needs assessment results to develop activities that will foster positive relationships between caregivers and their children and allow parents/caregivers to apply parenting knowledge in context.

Curricula

When appropriate, the program utilizes an evidence-based family literacy curricula that include the following elements:

2.2.5 Is based on learning theory, proven practices, current materials and technologies, and well-articulated instructional goals of reasonable scope and sequence.

2.2.6 Provide for learning and skill-building in real-life and culturally appropriate contexts that support learners to be effective family members, workers, and citizens.

2.2.7 When appropriate, the adult education component includes opportunities for parents to participate in Integrated Education and Training or other activities that help families gain the skills they need to obtain a career.

2.2.8 Helps parents engage, partner, and advocate for their child's development and success in school.

2.2.9 Increases parent/caregiver's skills and knowledge in supporting their child's development, including their language and literacy development.

2.2.10 The early childhood program, when possible and appropriate, uses a that supports all areas of a child's physical, social emotional, linguistic, and cognitive development.

2.2.11 The school-aged program, when possible and appropriate, uses a curriculum that supports children in meeting academic standards if applicable, as well as fosters their social-emotional development and critical thinking skills.

2.3 A process is in place for the regular, comprehensive review and revision of curricula to incorporate new technology, materials, and research/evidence-based teaching methods.

Instructional Delivery

2.4 Programs use research and/or evidence-based instructional practices and multiple delivery systems for adults, families, and children.

2.5 Instructional staff support families in building positive relationships through practices such as responsive caregiving.

2.6 Instructional staff develop activities that enable caregivers to implement strategies learned during parent education courses at home and in the community.

- 2.7 Instructional staff align effective practices to ages and stages of child development and learning.
- 2.8 Instructional practices address parent and family needs and accommodate the parenting needs of a diverse population
- 2.9 Instructional practices utilize strategies to include all types of learners and families.

Appendix

Table 8
Outcomes for Participants in Family Literacy Programs (Optional)

Enter the number of participants in family literacy programs for each of the categories listed.

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			N/A

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit						
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit						
Attained a Postsecondary Credential while enrolled or within one year of exit						

Adapted by the Technical College System of Georgia from the Goodling Institute for Research in Family Literacy Family Literacy Indicators of Program Quality (2002) and the Indicators of Program Quality for Adult Basic and Family Literacy Education (2010), and the Indicators of Program Quality (2019) Pennsylvania Department of Education, Division of Adult Education within the Bureau of Postsecondary and Adult Education. October 2019; Updated January 2020

Family Literacy Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)
Increased Involvement in Children's Education			
Helped more frequently with school			
Increased contact with children's teachers			
More involved in children's school activities			
Increased Involvement in Children's Literacy Activities			
Reading to children			
Visiting library			
Purchasing books or magazines			
Left Public Assistance			

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