**Family Literacy Indicators of Program Quality**

**Observation Rubric**

| **Indicator of Program Quality** | | | **Observation** | | | **Comments** |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | **Yes** | **No** | **Some**  **what** |  |
| **Program Operations** | | |  |  |  |  |
| ***General Program Operations*** | | |  |  |  |  |
| 1.1 | Program fully integrates all components | |  |  |  |  |
| 1.2 | Flexible scheduling and services to support families participation | |  |  |  |  |
| ***Accountability*** | | |  |  |  |  |
| 1.3 | Attain and exceed enrollment; Recruitment in the community to meet families most in need | |  |  |  |  |
| 1.4 | Families retained for sufficient duration and intensity to develop skills for short- and long-term goals | |  |  |  |  |
| 1.5 | Exceeds expected results, activities, and milestones to improve adults & children literacy skills and interactions. | |  |  |  |  |
| 1.6 | High-quality information management system maintained; paper and electronic versions that document learning outcomes and progress. | |  |  |  |  |
| ***Learning Environment*** | | |  |  |  |  |
| 1.7 | Organizational and learning environments reflect the culture, community, language, and special needs of families. | |  |  |  |  |
| 1.8 | Facilities are safe, accessible, and clean and appropriate for learners. | |  |  |  |  |
| ***Program Improvement*** | | |  |  |  |  |
| 1.9 | Measure family satisfaction through feedback to improve services for families | |  |  |  |  |
| 1.10 | Well-defined program improvement plan in place | |  |  |  |  |
| 1.11 | Leadership ensures all staff a part of continuous improvement | |  |  |  |  |
| ***Staff and Professional Support*** | | |  |  |  |  |
| 1.12 | Qualified staff have knowledge and skills for all components | |  |  |  |  |
| 1.13 | Staff regularly attend professional development activities. All new staff receive an orientation to program and family literacy education. | |  |  |  |  |
| 1.14 | Ongoing assistance and supervision exists for all staff; instructional leadership provided and there is support for communities of practice. | |  |  |  |  |
|  | Instructional Systems | |  |  |  |  |
| *Assessment* | | |  |  |  |  |
| 2.1 | Assessments are used that produce valid and reliable results in all components | |  |  |  |  |
| 2.2 | Results analyzed from ongoing assessments and are used to document student progress, guide instruction, and update goals. | |  |  |  |  |
|  | 2.2.1 | AE/PE – Assessments results place adult learners, develop instructional activities, and update instructional plans. Results also develop knowledge and skills to support their child’s development. |  |  |  |  |
|  | 2.2.2 | ECE/K-3 – Assessment results (if possible and appropriate) to guide curriculum development and learning environment, meet children’s developmental needs and assist in early intervention. |  |  |  |  |
|  | 2.2.3 | ILA – Assessment results needed to develop activities that assist caregivers in applying PE knowledge and to support positive relationship between parent and child. |  |  |  |  |
|  | 2.2.4 | Informal assessments and personal/family goals help guide parents in being advocates for their child. |  |  |  |  |
| ***Planning for Instruction*** | | |  |  |  |  |
| 2.3 | Instructional plans developed to support the learning and development of adults, children, and families. | |  |  |  |  |
| 2.4 | Staff communicate regularly with families about the child’s assessment results to guide curriculum, learning environment, and to design activities for the home environment | |  |  |  |  |
| 2.5 | Staff and caregivers jointly develop, regularly evaluate and update education plans about personal/family goals and opportunities for families | |  |  |  |  |
| ***Curricula*** | | |  |  |  |  |
| 2.6 | Curricula provide for learning and skill-building in real-life and culturally appropriate contexts to support learners | |  |  |  |  |
| 2.7 | Curricula developed is based on learning theory, proven practices, current materials and technologies, and well-articulated instructional goals of reasonable scope and sequence. | |  |  |  |  |
|  | 2.7.1 | Curriculum for EC/K-3, when possible and appropriate, is connected to ages and stages of child development and that supports all areas of a child’s physical, social, emotional, aesthetic, linguistic, and cognitive development. |  |  |  |  |
|  | 2.7.2 | Curricula increases the knowledge and skills of caregivers to support their children’s language and literacy development. |  |  |  |  |
|  | 2.7.3 | Curriculum supports language and literacy development and includes activities that allows adults to apply knowledge learned about children’s development. |  |  |  |  |
| 2.8 | Regular, comprehensive review and revision of curricula occurs to incorporate new technology, materials, and research/evidence-based teaching methods | |  |  |  |  |
| ***Instructional Practices and Delivery*** | | |  |  |  |  |
| 2.9 | Programs use research/evidence-based instructional practice and multiple delivery systems for adults, families, and children. | |  |  |  |  |
| 2.10 | Instructional staff use multiple approaches to build positive relationships between caregivers and children and to support caregivers’ new knowledge learned during ILA in family and community settings. | |  |  |  |  |
| 2.11 | Instructional staff connect effective practices to ages and stages of child development and learning. | |  |  |  |  |
| 2.12 | Instructional practices address parent and family needs and accommodate the parenting needs of a diverse population. | |  |  |  |  |
| **Community Collaboration** | | |  |  |  |  |
| 3.1 | All family support services are coordinated with partners that provide services related to family literacy to ensure non-duplicative and integrated services in the community. | |  |  |  |  |
| 3.2 | Cross training encouraged with community partners to ensure comprehensive interagency knowledge and ongoing communication. | |  |  |  |  |
| 3.3 | Timely and accurate information provided to partners to clarify the roles and responsibilities of their respective agencies in terms of recruitment, programming, delivery, and reporting requirements. | |  |  |  |  |
| 3.4 | Connect with other initiatives in the community to provide better services for families. | |  |  |  |  |
| **Learner Outcomes** | | |  |  |  |  |
| 4.1 | Learners advance through instructional levels. | |  |  |  |  |
| 4.2 | Learners demonstrate skills needed to understand, critically evaluate, and manage life skills (such as digital literacy, financial literacy, health literacy, civic involvement, and citizenship). | |  |  |  |  |
| 4.3 | Children meet developmental milestones, are ready for school, and demonstrate proficiency in school. | |  |  |  |  |
| 4.4 | Learners persist in instruction long enough to acquire skills necessary to achieve their personal, educational, and/or career goals. | |  |  |  |  |
| 4.5 | Leaners provide feedback regarding services used to guide program improvement and address child, adult, and family learning goals. | |  |  |  |  |