

Section 5. Policies on Research-based Practice

5.1 Programs must make every effort to assist adults via methods reflecting research-based, evidence-based, effective practice during orientation and throughout instruction.

The Workforce Investment Act Title II - Adult Education and Family Literacy Act (AEFLA) legislation calls for a “program design and implementation process for all programs sites . . . based on research and effective educational practice {AEFLA, Section 231 (e)(4)(B) and (e)(5). The legislation further requires that “programs offer flexible schedules and support services {AEFLA, Section 231 (e)(10).”

“Section 231

(e) Considerations.--In awarding grants or contracts under this section, the eligible agency shall consider--

- (1) the degree to which the eligible provider will establish measurable goals for participant outcomes;
- (2) the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under section 212, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy;
- (3) the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;
- (4) whether or not the program--
 - (A) is of sufficient intensity and duration for participants to achieve substantial learning gains; and
 - (B) uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;
- (5) whether the activities are built on a strong foundation of research and effective educational practice;
- (6) whether the activities effectively employ advances in technology, as appropriate, including the use of computers;
- (7) whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- (8) whether the activities are staffed by well-trained

instructors, counselors, and administrators;

(9) whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;

(10) whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

(11) whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and

(12) whether the local communities have a demonstrated need for additional English literacy programs.”

5.2 Adult Education must incorporate the following evidence-based reading components into their adult education instruction.

- Alphabetics
- Fluency
- Vocabulary
- Comprehension

5.3 Research and evidence-based practices are to be implemented into:

- Orientation
- Assessment
- Individual prescriptive results
- Instruction and monitoring
- GED test-taking
- Transition to community

Local programs may adapt these elements into the needs of the learner. For example, in the area of goal setting, learners who set goals during orientation may revisit and change those goals.