

FY'11 F.L.A.I.R. DATA COLLECTION FORM 2

PROJECT ENROLLMENT INFORMATION FOR CHILD PARTICIPANTS

List all enrolled children.

Project No.: _____

Project Name: _____

Child Performance Indicators																
					Progress				Promotion	Attendance						
Child's Name (Last, First)	Child ID #	Primary Adult ID #	Child Dates		Birth-3 yrs. C-1	3-5 C-2			K-3 Grade Levels C-3			K-3 Grade Levels C-7	Birth-3 C-4	3-5 C-5	K-3 Grd Lvl C-6	4+ Grade Levels
			Enrolled	Exited		3-5 C-2	Enter K Sept. 2011	LEP	K	1	2					

Note: Check the "Enter K Sept. 2010" box if the child is entering Kindergarten in September 2010. Check the "LEP" box if the child is Limited English Proficient.

FY'11 F.L.A.I.R. DATA COLLECTION FORM 4
CHILD PARTICIPANT DEMOGRAPHIC INFORMATION
List all enrolled children.

Project No.: _____

Project Name: _____

Child Name (Last, First)	Child ID # Check (✓) if the child has exited in FY'11 & re-enrolled in FY'11.	Primary Adult ID #	Date of Birth MM/DD/YYYY (Month/Day/Year)	Gender Circle Male (M) or Female (F)	Hispanic Circle Hispanic (H) or Non-Hispanic (NH)	Ethnic/Racial Background Code # (select all that apply)	Resides with the Primary Adult Circle Yes or No	Child's Current Educational Program(s) Write in <u>all</u> applicable program codes.			
								Prog. Code	Prog. Code	Prog. Code	Prog. Code
	<input type="checkbox"/>		/ /	M F	H NH		Yes No				
	<input type="checkbox"/>		/ /	M F	H NH		Yes No				
	<input type="checkbox"/>		/ /	M F	H NH		Yes No				
	<input type="checkbox"/>		/ /	M F	H NH		Yes No				
	<input type="checkbox"/>		/ /	M F	H NH		Yes No				
	<input type="checkbox"/>		/ /	M F	H NH		Yes No				
	<input type="checkbox"/>		/ /	M F	H NH		Yes No				
	<input type="checkbox"/>		/ /	M F	H NH		Yes No				
	<input type="checkbox"/>		/ /	M F	H NH		Yes No				

Key for Child Participant Demographic Codes

Record the appropriate code number(s) in the appropriate column of the chart.

CHILD DATA CATEGORIES AND CODES

Code # Ethnic/Racial Background

- 30 White
- 32 Black or African American
- 33 Asian
- 34 American Indian/Alaska Native
- 36 Native Hawaiian/Other Pacific Islander

Definitions

- White – a person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- Black or African American – a person having origins in any of the black racial groups of Africa.
- Asian – a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- American Indian or Alaska Native – a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- Native Hawaiian/Other Pacific Islander – a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Code # Hispanic or Non-Hispanic Status

- H **Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race
- NH **Non-Hispanic:** A person NOT of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race

Code # Child's Current Educational Program(s)

- 60 After-School Program
- 61 Day Care with Educational Component
- 62 Early Head Start
- 63 Early Intervention
- 64 Even Start
- 65 Family Day Care
- 66 Head Start
- 67 Home-Based Enrichment/Tutoring
- 68 Home Schooling
- 69 IL Community College Board Family Literacy
- 70 IL Department of Human Services (*e.g., Healthy Families*)
- 71 IL State Library Family Literacy
- 72 Model Parental Training
- 73 Prevention Initiative
- 74 Private Preschool (*community-based, parochial, commercial*)
- 75 Private School: K+
- 76 Public School: Pre-K
- 77 Public School: Special Education Pre-K
- 78 Public School: Kindergarten
- 79 Public School: First Grade
- 80 Public School: Second Grade
- 81 Public School: Third Grade
- 82 Public School: Grades 4+
- 83 Summer School
- 99 Other

F.L.A.I.R. DATA COLLECTION FORM 9

CHILD PERFORMANCE INDICATOR C-1: Child Ages Birth to Three Years Developmentally Appropriate Language and Emergent Literacy Goals

Project No.: _____ **Child Name:** (last) _____ (first) _____

Project Name: _____ **Child ID #:** _____ **Primary Adult ID #:** _____

Key for Performance Levels

- 1 = (Not Observed At All) Behaviors related to the developmental goal have not been demonstrated at all.
- 2 = (Observed Sporadically) Behaviors related to the developmental goal have been observed on an occasional basis.
- 3 = (Observed Consistently) Behaviors related to the developmental goal have been observed consistently and both project staff and parents feel it has been sufficiently demonstrated.

Language and Emergent Literacy Developmental Goal Category <i>Write in Code # of category</i>	Date Goal First Discussed and Identified	Observation of Child's Behaviors			Date Goal Last Discussed and Assessed	Notes (Continual discussions between project staff and parent.)
		Not Observed At All (1)	Observed Sporadically (2)	Observed Consistently (3)		

**CHILD PERFORMANCE INDICATOR C-1:
Birth to Three Years Developmentally Appropriate Language and Emergent Literacy Goals**

Key for Developmental Goal Category Codes
Record the appropriate code number(s) in the first column of the chart.

DEVELOPMENTAL GOAL CATEGORIES FOR CHILD’S AGE RANGE: BIRTH THROUGH 8 MONTHS

Goal Code #	Goal Statement	<i>Examples of Language and Literacy Goal Behaviors (Language and literacy behaviors are not limited to what is listed.)</i>
01	Responds to Frequently Heard Sights and Sounds	<ul style="list-style-type: none"> • Follows an object with the eyes as it is moved back and forth • Uses vocal and non-vocal communication to express interest and exert influence • Responds to human voices/Gazes at faces
02	Uses a Variety of Sounds and Motions to Communicate	<ul style="list-style-type: none"> • Cries to signal pain or distress • Smiles or vocalizes to initiate social contact/Stretches arms to be taken • Shows displeasure at loss of social contact • Babbles all types of sounds • Engages in private conversations when alone • Combines babbles • Understands names of familiar people and objects • Laughs • Listens to conversation
03	Develops Book-Handling Behaviors	<ul style="list-style-type: none"> • Makes eye contact with pictures, but does not make hand contact • Looks intently at pictures • Holds onto book to suck and chew, exploring how the book works

CHILD PERFORMANCE INDICATOR C-1:

Key for Developmental Goal Category Codes
Record the appropriate code number(s) in the first column of the chart.

DEVELOPMENTAL GOAL CATEGORIES FOR CHILD’S AGE RANGE: 8 MONTHS THROUGH 18 MONTHS

Goal Code #	Goal Statement	<i>Examples of Language and Literacy Goal Behaviors (Language and literacy behaviors are not limited to what is listed.)</i>
04	Shows Increased Understanding of Words and Gestures	<ul style="list-style-type: none"> • <i>Laughs when a silly song is sung</i> • <i>Looks concerned if spoken to harshly</i> • <i>Understands many more words than can say</i> • <i>Looks toward 20 or more objects when named</i> • <i>Demonstrates intense attention to adult language</i> • <i>Shows pleasure and takes part in a familiar finger play (e.g., “Open, Shut Them”)</i> • <i>Follows simple one-part directions (e.g., “Please hand me the book on the floor”)</i> • <i>Walks toward familiar person when arms open for a hug</i> • <i>Begins to use “me,” “you,” and “I”</i> • <i>Creates long, babbled sentences</i> • <i>Uses marker or crayon on paper</i>
05	Uses Consistent Sounds, Gestures and Some Words to Communicate	<ul style="list-style-type: none"> • <i>Coos and smiles when fed a familiar favorite food</i> • <i>Uses single words for familiar objects and people and in familiar situations (e.g., says “baba” for bottle , “mama” for mommy)</i> • <i>Shakes head no</i> • <i>Says two or three clear words</i> • <i>Uses vocal signals other than crying to gain assistance</i>
06	Develops Book-Handling Behaviors	<ul style="list-style-type: none"> • <i>Gives a book to someone to read</i> • <i>Turns pages</i> • <i>Increases visual attention to book over physical manipulation of book</i> • <i>Turns an inverted book right side up or tilts head to try to see pictures right side up</i>
07	Begins Attending to and Interacting with Pictures in Books	<ul style="list-style-type: none"> • <i>Looks intensely at pictures</i> • <i>Laughs or smiles when a picture is recognized</i> • <i>Points to objects when asked, “Where’s the ... ?”</i> • <i>Makes animal sounds, and points to picture and asks, “What’s that?”</i>
08	Develops Picture and Story Comprehension	<ul style="list-style-type: none"> • <i>Relates an object or an action in the book to the real world</i> • <i>Frequently selects a book that relates to child’s life</i> • <i>Shows a preference for a specific book or a page in a book</i>
09	Develops Story-Reading Behaviors	<ul style="list-style-type: none"> • <i>Talks about pictures while pointing</i> • <i>Pretends to be reading the book</i> • <i>Says a word or phrase that goes with the text as soon as an illustration is seen</i>

CHILD PERFORMANCE INDICATOR C-1:

Key for Developmental Goal Category Codes

Record the appropriate code number(s) in the first column of the chart.

DEVELOPMENTAL GOAL CATEGORIES FOR CHILD’S AGE RANGE: 18 MONTHS THROUGH 3 YEARS

Goal Code #	Goal Statement	<i>Examples of Language and Literacy Goal Behaviors (Language and literacy behaviors are not limited to what is listed.)</i>
10	Understands Questions and Simple Directions	<ul style="list-style-type: none"> • Responds to simple requests, such as, “Please sit down.” • Responds to simple questions, such as, “Where is the book?” • Draws a circle when asked • Imitates a horizontal crayon stroke
11	Uses Words and Some Conventions of Speech to Express Thoughts and Ideas	<ul style="list-style-type: none"> • Combines words • Defines use of many household items • Uses adjectives and adverbs. Recounts events of the day • Uses compound sentences
12	Participates in Conversation	<ul style="list-style-type: none"> • Repeats a story just told by another person, showing the desire to be part of the conversation • Has a speaking vocabulary that may reach 200 words • Asks frequent and meaningful questions
13	Shows An Interest in Writing and the Tools To Do It	<ul style="list-style-type: none"> • Draws to convey a concept and meaning (e.g., draws picture for a dictation, illustrates family members) • Scribbles with marker or crayon
14	Develops Book-Handling Behaviors	<ul style="list-style-type: none"> • Holds book right-side up • Recognizes when a picture is meant to be upside down • Moves a finger or whole hand across a line of print • Attends to and interacts with pictures in books
15	Develops Picture and Story Comprehension	<ul style="list-style-type: none"> • Initiates questions to learn more about picture • Imitates an action that is shown or mentioned in a book • Makes associations across books • Asks questions related to a story or in relation to a story • Shows empathy for characters or situations in books • Talks about characters and events in storybooks in ways that suggest an understanding of what has been said or read • Talks about events in storybooks in ways that suggest an understanding of the story’s sequence
16	Develops Story-Reading Behaviors	<ul style="list-style-type: none"> • Listens to story for a short while • Fills in the next word or phrase in the text when the reader pauses • Says the next word before it is read or reads along with the reader when a highly predictable text is read (e.g., responding to rhyme and repeating sounds) • Pretends to read • Asks to read books to other people and may be able to recite some books fairly accurately • Protests when reader misreads a word from a familiar or predictable story • Pretends to read while moving a finger or whole hand across line of text

F.L.A.I.R. DATA COLLECTION FORM 10

CHILD PERFORMANCE INDICATOR C-2: Child Ages 3-5, Continuous Progress in Language Development and Literacy

Project No.: _____ Child Name: (last) _____ (first) _____

Project Name: _____ Child ID #: _____ Primary Adult ID #: _____

Key for Performance Levels

- 1 = (Not Yet) The skill, knowledge, or behavior has not been demonstrated.
- 2 = (In Process) The skill, knowledge, or behavior is emerging but is not demonstrated consistently.
- 3 = (Proficient) The skill, knowledge, or behavior is firmly within the child's range of performance.

<p>SKILLS TO BE ASSESSED</p> <p><i>Note: All skills listed assess Illinois State Goal 1: Read with understanding and fluency. The letter in parentheses next to the skill number indicates the Early Learning Standard being assessed.</i></p> <p><small>(A)=Apply word analysis & vocabulary skills to comprehend selections (B)=Apply reading strategies to improve understanding & fluency (C)=Comprehend a broad range of reading materials</small></p>	PERFORMANCE LEVEL					
	Baseline Assessment			Most Recent Assessment		
		Date: _____	Teacher: _____	School: _____	Latest Entry Date: _____	Teacher: _____
	<i>Check (✓) baseline performance level.</i>			<i>(Write in date of assessment)</i>		
	Not Yet #1	In Process #2	Proficient #3	Not Yet #1	In Process #2	Proficient #3
1. (A) Understands that print carries a message						
2. (A) Understands that reading progresses from left to right and top to bottom						
3. (A) Understands that pictures and symbols have meaning						
4. (A) Identifies some of the one-to-one letter-sound correspondences						
5. (A) Identifies some letters, including those in own name						
6. (A) Identifies some labels and signs in the environment						
7. (B) Makes predictions based on illustrations or portions of stories						
8. (B) Actively participates in rhyming games or other rhyming activities						
9. (B) Recognizes separable and repeating sounds in spoken language						
10. (C) Retells information from stories read aloud						
11. (C) Responds to simple questions about stories read aloud						
12. (C) Demonstrates understanding of literal meaning of stories by making comments						

F.L.A.I.R. DATA COLLECTION FORM 11.K (Kindergarten)

CHILD PERFORMANCE INDICATOR C-3: Reading Readiness and Reading Level for Kindergarten

Project No.: _____ Child Name: (last) _____ (first) _____

Project Name: _____ Child ID #: _____ Primary Adult ID #: _____

Key for Performance Levels (as outlined in Title I)

- 1 = (Academic Warning) Student's work shows an inconsistent command of basic knowledge and skills. Student has major gaps in his/her knowledge and skills and little knowledge to apply them. May have serious errors or misunderstandings.
- 2 = (Below Standards) Student's work shows basic knowledge and skills in the learning area. However, student has some gaps in his/her learning and can only apply it in limited ways.
- 3 = (Meets Standards) Student's work shows that he/she has knowledge and skills in the learning area. Student consistently uses and applies his/her knowledge and skills to solve problems.
- 4 = (Exceeds Standards) Student's work is outstanding and shows comprehensive knowledge and skills in the learning area. Student consistently uses his/her knowledge and skills to solve problems and evaluate the results.

SKILLS TO BE ASSESSED <i>Note: All skills listed assess Illinois State Goal 1: Read with understanding and fluency. The letter in parentheses next to the skill number indicates the Early Elementary Learning Standard being assessed.</i> (A)=Apply word analysis & vocabulary skills to comprehend selections (B)=Apply reading strategies to improve understanding & fluency (C)=Comprehend a broad range of reading materials	PERFORMANCE LEVEL							
	Classroom Entry Assessment Date: _____				Most Recent Assessment Date: _____			
	Teacher: _____ School: _____				Teacher: _____ School: _____			
	<i>Check (✓) appropriate performance level.</i>							
	Academic Warning #1	Below Standards #2	Meets Standards #3	Exceeds Standards #4	Academic Warning #1	Below Standards #2	Meets Standards #3	Exceeds Standards #4
1. (A) Understands the concept of word								
2. (A) Tracks print; e.g., finger-point reads								
3. (A) Identifies many of the one-to-one letter-sound correspondences								
4. (A) Identifies word segments into a target word — c-a-t equals cat								
5. (A) Recognizes and can name upper and lower case letters								
6. (A) Recognizes a few sight words such as names and common words								
7. (B) Makes meaningful predictions based on illustrations or portions of stories								
8. (B) Identifies rhyming words								
9. (B) Selects book and views/"reads" independently								
10. (C) Listens and correctly answers questions to stories read aloud								
11. (C) Can name some book titles and authors								
12. (C) In stories appropriate for kindergarten-aged children, uses background knowledge to make meaningful predictions with justification								

F.L.A.I.R. DATA COLLECTION FORM 11.1st (First Grade)

CHILD PERFORMANCE INDICATOR C-3: Reading Readiness and Reading Level for First Grade

Project No.: _____ Child Name: (last) _____ (first) _____

Project Name: _____ Child ID #: _____ Primary Adult ID #: _____

Key for Performance Levels (as outlined in Title I)

- 1 = (Academic Warning) Student's work shows an inconsistent command of basic knowledge and skills. Student has major gaps in his/her knowledge and skills and little knowledge to apply them. May have serious errors or misunderstandings.
- 2 = (Below Standards) Student's work shows basic knowledge and skills in the learning area. However, student has some gaps in his/her learning and can only apply it in limited ways.
- 3 = (Meets Standards) Student's work shows that he/she has knowledge and skills in the learning area. Student consistently uses and applies his/her knowledge and skills to solve problems.
- 4 = (Exceeds Standards) Student's work is outstanding and shows comprehensive knowledge and skills in the learning area. Student consistently uses his/her knowledge and skills to solve problems and evaluate the results.

SKILLS TO BE ASSESSED <i>Note: All skills listed assess Illinois State Goal 1: Read with understanding and fluency. The letter in parentheses next to the skill number indicates the Early Elementary Learning Standard being assessed.</i> (A)=Apply word analysis & vocabulary skills to comprehend selections (B)=Apply reading strategies to improve understanding & fluency (C)=Comprehend a broad range of reading materials	PERFORMANCE LEVEL							
	Classroom Entry Assessment Date: _____				Most Recent Assessment Date: _____			
	Teacher: _____ School: _____				Teacher: _____ School: _____			
	<i>Check (√) appropriate performance level.</i>							
	Academic Warning #1	Below Standards #2	Meets Standards #3	Exceeds Standards #4	Academic Warning #1	Below Standards #2	Meets Standards #3	Exceeds Standards #4
1. (A) Blends and segments the phonemes of most one-syllable words								
2. (A) Accurately decodes phonetically regular one-syllable words								
3. (A) Uses knowledge of phonics to sound out unknown words								
4. (A) Identifies a minimum of 100 high frequency sight words								
5. (B) Monitors own reading and self-corrects when an error is made								
6. (B) Reads aloud with fluency and accuracy text that is appropriate for first grade								
7. (B) Selects books and reads independently								
8. (C) In stories appropriate for grade-1-aged children, uses background knowledge to make meaningful predictions with justification								
9. (C) Accurately describes new information gained from texts in his/her own words								
10. (C) Discusses "how," "who," and "what if" questions in nonfiction texts appropriate to first grade								

F.L.A.I.R. DATA COLLECTION FORM 11.2nd (Second Grade)

CHILD PERFORMANCE INDICATOR C-3: Reading Readiness and Reading Level for Second Grade

Project No.: _____ Child Name: (last) _____ (first) _____

Project Name: _____ Child ID #: _____ Primary Adult ID #: _____

Key for Performance Levels (as outlined in Title I)

- 1 = (Academic Warning) Student's work shows an inconsistent command of basic knowledge and skills. Student has major gaps in his/her knowledge and skills and little knowledge to apply them. May have serious errors or misunderstandings.
- 2 = (Below Standards) Student's work shows basic knowledge and skills in the learning area. However, student has some gaps in his/her learning and can only apply it in limited ways.
- 3 = (Meets Standards) Student's work shows that he/she has knowledge and skills in the learning area. Student consistently uses and applies his/her knowledge and skills to solve problems.
- 4 = (Exceeds Standards) Student's work is outstanding and shows comprehensive knowledge and skills in the learning area. Student consistently uses his/her knowledge and skills to solve problems and evaluate the results.

SKILLS TO BE ASSESSED <i>Note: All skills listed assess Illinois State Goal 1: Read with understanding and fluency. The letter in parentheses next to the skill number indicates the Early Elementary Learning Standard being assessed.</i> (A)=Apply word analysis & vocabulary skills to comprehend selections (B)=Apply reading strategies to improve understanding & fluency (C)=Comprehend a broad range of reading materials	PERFORMANCE LEVELS							
	Classroom Entry Assessment Date: _____				Most Recent Assessment Date: _____			
	Teacher: _____ School: _____				Teacher: _____ School: _____			
	<i>Check (√) appropriate performance level.</i>							
	Academic Warning #1	Below Standards #2	Meets Standards #3	Exceeds Standards #4	Academic Warning #1	Below Standards #2	Meets Standards #3	Exceeds Standards #4
1. (A) Accurately decodes phonetically regular two-syllable words								
2. (A) Uses knowledge of phonics to sound out unknown words								
3. (A) Identifies sight words appropriate for second grade								
4. (B) Reads aloud with fluency and accuracy text that is appropriate for second grade								
5. (B) Reads and comprehends fiction and nonfiction material								
6. (B) Monitors own reading and self-corrects when an error is made								
7. (B) Selects books and reads independently								
8. (C) Reads nonfiction material for answers to specific questions								
9. (C) In stories appropriate for grade-2-aged children, uses background knowledge to make meaningful predictions with justification								
10. (C) Recalls facts and details of text								
11. (C) Discusses similarities and differences in characters, settings, and events across stories								

F.L.A.I.R. DATA COLLECTION FORM 11.3rd (Third Grade)

CHILD PERFORMANCE INDICATOR C-3: Reading Readiness and Reading Level for Third Grade

Project No.: _____

Child Name: _____ (last) _____ (first)

Project Name: _____

Child ID #: _____ Primary Adult ID #: _____

Key for Performance Levels (as outlined in Title I)

- 1 = (Academic Warning) Student's work shows an inconsistent command of basic knowledge and skills. Student has major gaps in his/her knowledge and skills and little knowledge to apply them. May have serious errors or misunderstandings.
- 2 = (Below Standards) Student's work shows basic knowledge and skills in the learning area. However, student has some gaps in his/her learning and can only apply it in limited ways.
- 3 = (Meets Standards) Student's work shows that he/she has knowledge and skills in the learning area. Student consistently uses and applies his/her knowledge and skills to solve problems.
- 4 = (Exceeds Standards) Student's work is outstanding and shows comprehensive knowledge and skills in the learning area. Student consistently uses his/her knowledge and skills to solve problems and evaluate the results.

SKILLS TO BE ASSESSED <i>Note: All skills listed assess Illinois State Goal 1: Read with understanding and fluency. The letter in parentheses next to the skill number indicates the Early Elementary Learning Standard being assessed.</i> (A)=Apply word analysis & vocabulary skills to comprehend selections (B)=Apply reading strategies to improve understanding & fluency (C)=Comprehend a broad range of reading materials	PERFORMANCE LEVELS							
	Classroom Entry Assessment Date: _____				Most Recent Assessment Date: _____			
	Teacher: _____ School: _____				Teacher: _____ School: _____			
	<i>Check (✓) appropriate performance level.</i>							
	Academic Warning #1	Below Standards #2	Meets Standards #3	Exceeds Standards #4	Academic Warning #1	Below Standards #2	Meets Standards #3	Exceeds Standards #4
1. (A) Accurately decodes words								
2. (A) Uses knowledge of phonics and structural analysis to decode unknown words								
3. (A) Identifies sight words appropriate for third grade								
4. (B) Reads aloud with fluency and accuracy text that is appropriate for third grade								
5. (B) Reads and comprehends fiction and nonfiction material								
6. (B) Selects books and reads independently								
7. (C) Discusses cause and effect, fact and opinion, main idea and supporting details in non-fiction materials								
8. (C) In stories appropriate for grade-3-aged children, uses background knowledge to make meaningful predictions with justification								
9. (C) Summarizes major points from fiction and nonfiction texts								
10. (C) Discusses the underlying theme in fiction material								

F.L.A.I.R. DATA COLLECTION FORM 12

CHILD PERFORMANCE INDICATOR C-4: Attendance for Ages Birth to Three

Project No.: _____

Child Name: _____ (last) _____ (first)

Project Name: _____

Child ID #: _____ Primary Adult ID #: _____

Month	Center-Based Session Hours*				Home-Based Session Hours			
	Child Education Possible	Child Education Attended	Interactive Literacy ** Possible	Interactive Literacy ** Attended	Child Education Possible	Child Education Attended	Interactive Literacy ** Possible	Interactive Literacy ** Attended
July								
August								
September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

* Center-based sessions might include: early childhood education classes or daycare with an educational component.

** Interactive Literacy refers to interactive parent-child literacy activities (formerly termed "PACT").

F.L.A.I.R. DATA COLLECTION FORM 13

CHILD PERFORMANCE INDICATOR C-5: Attendance for Ages Three to Five

Project No.: _____

Child Name: _____ (last) _____ (first)

Project Name: _____

Child ID #: _____ Primary Adult ID #: _____

Month	Center-Based Session Hours*				Home-Based Session Hours			
	Child Education Possible	Child Education Attended	Interactive Literacy ** Possible	Interactive Literacy ** Attended	Child Education Possible	Child Education Attended	Interactive Literacy ** Possible	Interactive Literacy ** Attended
July								
August								
September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

* Center-based sessions might include: early childhood education classes or daycare with an educational component.

** Interactive Literacy refers to interactive parent-child literacy activities (formerly termed "PACT").

F.L.A.I.R. DATA COLLECTION FORM 14

CHILD PERFORMANCE INDICATORS C-6 AND C-7: School Attendance and Grade Promotion

Project No.: _____

Project Name: _____

<u>Child's Name</u> (Last, First)	Child ID #	Primary Adult ID #	CHILD'S SCHOOL ATTENDANCE			SCHOOL BUILDING'S ATTENDANCE RATE <i>Record in percentages (%)</i>	GRADE PROMOTION <small>(Check promotion status)</small>		
			No. of Days Present	No. of Days Absent	No. of Days Possible		yes <input type="checkbox"/>	no <input type="checkbox"/>	conditional <input type="checkbox"/>
							yes <input type="checkbox"/>	no <input type="checkbox"/>	conditional <input type="checkbox"/>
							yes <input type="checkbox"/>	no <input type="checkbox"/>	conditional <input type="checkbox"/>
							yes <input type="checkbox"/>	no <input type="checkbox"/>	conditional <input type="checkbox"/>
							yes <input type="checkbox"/>	no <input type="checkbox"/>	conditional <input type="checkbox"/>
							yes <input type="checkbox"/>	no <input type="checkbox"/>	conditional <input type="checkbox"/>
							yes <input type="checkbox"/>	no <input type="checkbox"/>	conditional <input type="checkbox"/>
							yes <input type="checkbox"/>	no <input type="checkbox"/>	conditional <input type="checkbox"/>
							yes <input type="checkbox"/>	no <input type="checkbox"/>	conditional <input type="checkbox"/>
							yes <input type="checkbox"/>	no <input type="checkbox"/>	conditional <input type="checkbox"/>
							yes <input type="checkbox"/>	no <input type="checkbox"/>	conditional <input type="checkbox"/>
							yes <input type="checkbox"/>	no <input type="checkbox"/>	conditional <input type="checkbox"/>

F.L.A.I.R. DATA COLLECTION FORM 19

NON-COMPULSORY EDUCATION K-3 CHILD ATTENDANCE DATA: For U. S. Department of Education State Reports

Project No.: _____ Child Name: (last) _____ (first) _____
 Project Name: _____ Child ID #: _____ Primary Adult ID #: _____

Month	Center-Based and Home-Based Session Hours			
	Child Education Possible	Child Education Attended	Interactive Literacy * Possible	Interactive Literacy * Attended
July				
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				

** Interactive Literacy refers to interactive parent-child literacy activities (formerly termed "PACT").*

FY'11 F.L.A.I.R. DATA COLLECTION FORM 23
Children Entering Kindergarten in Fall 2010: PPVT-III and PALS Pre-K

Project No.: _____

Project Name: _____

Child Name (Last, First)	Child ID #	Primary Adult ID #	PPVT-III Pre-Test			PPVT-III Post-Test			PALS Pre-K Pre-Test		PALS Pre-K Post-Test	
			Form <i>Circle Form #</i>	Pre-Test Score*	Date	Form <i>Circle Form #</i>	Post-Test Score*	Date	Pre-Test Score	Date	Post-Test Score	Date
			A B			A B						
			A B			A B						
			A B			A B						
			A B			A B						
			A B			A B						
			A B			A B						
			A B			A B						
			A B			A B						
			A B			A B						
			A B			A B						
			A B			A B						
			A B			A B						
			A B			A B						
			A B			A B						
			A B			A B						
			A B			A B						
			A B			A B						
			A B			A B						

* Standard Score Equivalents should be reported for PPVT-III.