

ILLINOIS FAMILY LITERACY EVEN START PERFORMANCE INDICATORS FY'11

This full list of the Even Start Performance Indicator statements as well as the individual indicator charts can be found on the F.L.A.I.R. web board at http://www.thecenterweb.org/adult/flair_main.htm.

In addition, they are available on the ISBE, Early Childhood Division, Even Start website at: http://isbe.net/earlychi/html/even_start_family_literacy.htm.

Adult Performance Indicators

Illinois required indicators:

A-1 and A-2 *Select at least one for all adults. (See exceptions below.)*

EXCEPTIONS: A-1 and A-2 are not appropriate for participating teen parents who are enrolled in regular school.

In addition, these two indicators are not required for adults who are prepared to take the GED® tests, have already attained their GED Certificate, or have already attained a high school diploma during their participation in Even Start.

A-3 *Required for adults, who are not ABE, ASE or ESL classes (i.e., are not addressed in performance indicators A-1 or A-2). Optional for all other adults.*

A-1 At a minimum, sixty-five percent (65%) of Even Start adults who have completed at least 75 hours of Adult Basic Education (ABE) or Adult Secondary Education (ASE) instruction will demonstrate at or above the average specified test score gains on the Test of Adult Basic Education-Reading (TABE-R), based upon the entry test score for new students and the most recent test score dated on or after March 3rd of the preceding project year for continuing students.

A-2 At a minimum, sixty-five percent (65%) of Even Start adults, who have completed at least 75 hours of English as Second Language (ESL) instruction, will demonstrate at or above the average specified test score gains on the Basic English Skills Test (BEST) Literacy, the CASAS Life and Work Series, Reading Assessment (CASAS) or the BEST Plus based upon the entry test score for new students and the most recent test score dated on or after March 3rd of the preceding project year for continuing students.

A-3 Eighty percent (80%) of Even Start adults who are not taking ABE, ASE or ESL classes (i.e., are not addressed in performance indicators A-1 or A-2) will attain one or more education, employability skill or employment goal within a prescribed period of time as measured by pre- and post-assessments completed by the adult participant and project staff.

Child Performance Indicators

Illinois required indicators:

- C-1 and C-4 Programs serving children ages birth – 3 years old*
- C-2 and C-5 Programs serving children 3-5 years old (Pre-K)*
- C-3, C-6 and C-7 Programs serving children ages 5-8 years old (K-3rd grade)*

- C-1 Eighty percent (80%) of children ages birth to three, who have been enrolled and have participated in Even Start*, will be observed consistently exhibiting behaviors which are associated with at least two developmentally appropriate language and emergent literacy goals that are identified and regularly monitored by project staff and parents within a project year.
- C-2 Seventy-five percent (75%) of children ages three to five, who have been enrolled and participated in Even Start*, will demonstrate progress in language development and literacy as determined by their teacher through authentic, ongoing assessment documenting baseline and progress as recorded on a checklist.
- C-3 Seventy-five percent (75%) of children in kindergarten to third grade (K-3), who have been enrolled and participated in Even Start*, will demonstrate progress in a given school year in reading readiness or reading skills as determined by their teacher through ongoing assessment documenting baseline and progress as recorded on a checklist.
- C-4 Forty-five percent (45%) of children ages birth to three, who have been enrolled and have participated in Even Start*, will participate in seventy percent (70%) of the child developmental/educational program activity hours offered in center-based or home-based settings as measured by project attendance records.
- C-5 Seventy percent (70%) of children ages three to five, who have been enrolled and have participated in Even Start*, will participate in seventy percent (70%) of the child developmental/educational program activity hours offered in center-based or home-based settings as measured by project attendance records.
- C-6 Seventy percent (70%) of children in kindergarten to third grade (K-3), who have been enrolled and have participated in Even Start*, will attend school at the same or better rate as the building attendance rate reported in school records.
- C-7 Ninety percent (90%) of children in kindergarten to third grade (K-3), who have been enrolled and have participated in Even Start*, will be promoted to the next grade level each school year as measured by school records.

* “Enrolled and participated in Even Start” means that the family, adult(s) and child(ren), have been in Even Start for at least 30 calendar days and are attending project activities in all four components (adult education, child education, parenting education and interactive literacy parent-child activities).

Family Performance Indicators

Illinois required indicators:

F-1, F-2, F-3 All Projects must address F-2 family indicator. F-1 and F-3 are considered optional.

- F-1 Eighty percent (80%) of Even Start families with children ages birth to eight years old will participate in at least two transition activities in a project year as measured by sign-in sheets, self-reporting, or portfolio documentation completed by families or project staff.

- F-2 Eighty percent (80%) of Even Start families with children ages birth to eight years old will independently demonstrate at least one of the interactive behaviors identified or learned during interactive literacy parent-child activities or parenting education activities within a project year as measured by artifacts, self-reporting forms or checklists specifically related to interactive behaviors that are completed by either families or project staff.

- F-3 Eighty percent (80%) of Even Start families with children ages birth to eight years old will attain one or more family needs or community involvement goals within a prescribed period of time as measured by pre-and post-assessments completed by the adult participant and project staff.