

Kentucky Family Literacy PERFORMANCE INDICATORS

Goal of Kentucky Even Start and Family Literacy Programs: (Even Start and KY AE—CPE-funded) “To break the cycle of under education and poverty through integrated family literacy programs of sufficient quality, intensity, and duration to move families toward self-sufficiency.”

Programs serve families in sufficient numbers to impact Kentucky’s literacy needs and provide services at a reasonable cost per family.

1.0 The Program

- 1.1 Enrollment
 - 1.1a. Adult Enrollment
 - 1.1b. Children’s Enrollment

Participating adults improve literacy skills and life skills.

2.0 The Adult Learner

- 2.1 Adult Education Achievement
- 2.2 Adult GED/High School Completion
- 2.3 Adult Placement in Post Secondary Education or Training
- 2.4 Adult Employability Skills

Participating children improve developmental skills, reading readiness, and literacy skills.

3.0 The Child Learner

- 3.1 Early Childhood
 - 3.1a Infant / Toddler Birth – 3
 - 3.1b Pre-school 3 - 5
- 3.2 School Age
 - 3.2a Primary K – 3
 - 3.2b Grades 4th – 12th

Parents improve their ability to participate as a full partner in the education of their child(ren).

4.0 The Parent As Teacher

- 4.1 Parent Support of Child’s Education
- 4.2 Parent – Child Interactive Literacy Activities

1.0 THE PROGRAM

SUBJECT	Performance	Expectation	Time Period	Measures
<p>1.1 Family Enrollment Families enrolled in family literacy programs</p> <p>1.1a—Adult enrollment</p> <p>1.1b—Children’s enrollment</p>	<ul style="list-style-type: none"> Enrollment goals will be based on the funding formulas as outlined in the programs’ grant proposal. Families are counted as enrolled after they have had 12 hours of services and the adult has completed the initial assessment. Pre-services (screening, intake and testing) can count towards the 12 hours. Program ensures that children are enrolled in an age-appropriate educational setting (e.g. preschool or elementary school) that addresses children’s developmental needs. 	100%	Per program year	<p>State Data Collection System</p> <ul style="list-style-type: none"> Attendance forms Enrollment records Intake / Exit forms
Retention	<p>REFER TO GUIDANCE DOCUMENT</p> <p>There is no indicator for retention; however, it is understood that programs will be unlikely to meet other performance goals if families are not retained long enough for them to make progress.</p>			

2.0 THE ADULT LEARNER

SUBJECT	Performance	Expectation	Time Period	Measures
2.1 Adult Education Achievement	Enrollees will acquire basic skills needed to complete the educational functioning level. Goals are set based on the pre-test. Progress toward goals is recorded via post test at exit or end of program year.	Programs meet or exceed the following levels, which are expected of all KY adult education programs for the 2003 – 2004 program year.	Within the program year	ABE
Beginning ABE (0-1.9)	↓	32%		TABE 7/8 or higher Functional levels 1 to 5 (0.0 to 10.9)
Beginning ABE (2-3.9)		37%		Work Place TABE Functional levels 4 & 5 (6.0 to 10.9)
Low Intermediate ABE (4 - 5.9)		39%		
High Intermediate ABE (6.0-8.9)		42%		ESL
Low Adult Secondary Education (9.0-10.9)		45%		CASAS
High Adult Secondary (11.0-11.9)		N/A		BEST (Oral & Literacy)
Beginning Literacy ESL		33%		ESLOA
Beginning ESL		32%		
Low Intermediate ESL		38%		
High Intermediate ESL		39%		
Low Advanced ESL High Advanced ESL		35% 28%		

2.0 THE ADULT LEARNER

SUBJECT	PERFORMANCE	EXPECTATION	TIME PERIOD	Measures
<p>2.2 Adult GED / High School Completion. Adults with a high school completion goal.</p>	<ul style="list-style-type: none"> Will earn a GED, high school diploma or recognized equivalent. 	<p>Programs will meet or exceed the level set for all Ky. adult education programs. 50%</p>	<p>Within the program year</p>	<p>GED Test High School Diploma</p>
<p>2.3 Adult placement in postsecondary education or training. Adult learners with a goal of advanced education or training</p>	<ul style="list-style-type: none"> Will enroll in postsecondary education or training. 	<p>50%</p>	<p>Within the program year.</p>	<p>Data matching and verification with Council on Postsecondary Education</p>
<p>2.4 Employability Skills Adult learners not employed with an employment goal. Adults employed at enrollment with a job retention goal</p>	<ul style="list-style-type: none"> Will obtain unsubsidized employment. Will retain unsubsidized employment. 	<p>46%</p> <p>50%</p>	<p>Within the program year</p> <p>Within the program year.</p>	<p>Data matching and verification with Department of Employment Services (Unemployed Insurance records)</p> <p>Department of Employment Services</p>

3.0 THE CHILD

Subject	Performance	Expectation	Time Period	Measures
<p>3.1 Early Childhood</p> <p>a. Infant Toddler Birth -3</p> <p>b. Pre-School Ages 3 - 5</p>	<p>Will demonstrate progress in the following developmental areas:</p> <ul style="list-style-type: none"> • Language/communication • Social/emotional • Fine/gross motor • Cognitive/intellectual • Self-help • Use of English language (as appropriate) 	<p>80% in all areas</p>	<p>After 80 hours of participation in early childhood component.</p>	<p>*As measured by standardized pre- and post-assessment tool, aligned with curriculum. (See Guidance Document for definition.) Examples: Developmental Profile II (DP-II, Birth -9 ½ years) Child Observation Record (COR, 2 ½ - 6 years) Early Learning Accomplishment Profile (ELAP, Birth – 36 mos) Learning Accomplishment Profile-Diagnostic (LAP-D, 30 – 72 mos.) Learning Accomplishment Profile-Revised (LAP-R, 36 – 72 mos.) Ages and Stages System and Questionnaires (4 – 48 mos.)</p> <p><i>Note: Programs are encouraged to use DP-II wherever possible for consistency; results from other instruments will be correlated with the DP-II.</i></p>

3.2 School Age	Will maintain 95% attendance	75% of children	Within the program year	School attendance records
a. Primary (K – 3)	Will demonstrate continuous progress in reading/reading readiness.	85% of children	School year (9 months)	Locally designed reporting systems (report card, portfolios, PFES Worksheet)
b. 4 th – 12 th grade	Will maintain 93% attendance. Will demonstrate progress in content area: Language Arts or English	75% of children. 85% of children show progress	Within program year. School year (9 months)	School attendance records. Assessment reporting systems aligned with Program of Studies (POS); PFES Worksheet.

4.0 THE PARENT

SUBJECT	PERFORMANCE	EXPECTATION	TIME PERIOD	Measures
<p>4.1 Parent Support of Child's Education Adult parents involved in a family literacy programs</p>	<p>Adults support their child's reading by talking with and/ or reading with or to their child(ren) daily.</p>	<p>85%</p>	<p>Within a program year.</p>	<p>Parental Involvement measurement tools. (PFES Worksheet)</p>
<p>4.2 Parent –Child Interactive Literacy Activities Adult and child(ren) enrolled in a family literacy program</p>	<p>Parent and child will participate in four or more interactive literacy activities planned by the family literacy program.</p>	<p>90%</p>	<p>DAEL Programs: Minimum of 4 hours per month with 2 of the hours being center based.</p> <p>Even Start: Minimum of 20 hours per month with 10 of the hours center-based.</p>	<p>Program survey Attendance Report – PACT Sign In and recorded data.</p>