



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Jesse H. Ruiz
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

January 2009

TO: Eligible Applicants

FROM: Christopher A. Koch, Ed.D.
State Superintendent of Education

SUBJECT: REQUEST FOR PROPOSALS (RFP): Even Start Family Literacy—Breaking the Cycle of Intergenerational Poverty and Illiteracy

General Information

Eligible Applicants: Applicants must be partnerships composed of *both* of the following:

1. a school district, Regional Office of Education, public university laboratory school approved by the Illinois State Board of Education, charter school, or area vocational center; *and*
2. a not-for-profit community-based organization, public agency other than a local education agency, an institution of higher education, or a public or private not-for-profit organization of demonstrated quality other than a local education agency.

Grant Award: It is anticipated that approximately \$2.4 million will be available for Even Start projects in FY 2010. Of this amount, approximately \$1.8 million will be available for new applicants responding to this RFP. A grant award will not be less than \$75,000 per year, except in the ninth or subsequent years. The minimum grant award is \$52,500.

Grant Period: The grant period will begin no sooner than July 1, 2009, and will extend from the execution date of the grant until June 30, 2010. Successful first-year, fifth-year, and ninth-year proposals will be approved for a four-year period; continuation in each subsequent fiscal year will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

Application Deadline: Mail the **original and five copies** to Cindy Zumwalt, Illinois State Board of Education, 100 North First Street, E-225, Springfield, Illinois 62777-0001, to ensure receipt no later than 4:00 p.m., **April 2, 2009**. (Applicants that are in partnership with City of Chicago School District #299 should refer to page 2 for application deadlines.) Proposals received after the deadline will not be considered.

Proposals also may be hand-delivered to the following locations:

Springfield Office
Information Center
1st Floor
100 North First Street

Chicago Office
Reception Area
Suite 14-300
100 West Randolph Street

No FAX copies will be accepted.

Bidders' Phone Conference: A bidders' conference will be held by conference call on February 20, 2009, at 10:00 a.m. To participate in the meeting, call the following toll-free and follow the directions.

Toll-Free Phone Number: 1-800-553-0358

Should the conditions of this RFP change as a result of the bidders' conference, the State Board of Education will notify all recipients of the RFP of the changes.

Contact Person: For more information on this RFP, contact:

Cindy Zumwalt

217/524-4835

e-mail: czumwalt@isbe.net

Special Instructions for Applicants Partnering with City of Chicago School District #299 Applicants

Eligible applicants are listed in the General Information section of this RFP. Either partner may be the fiscal agent. City of Chicago School District #299 partnerships must be submitted in partnership with the *school district* not with *attendance centers* and have the approval of the district office prior to submission to the Illinois State Board of Education (ISBE). A letter of partnership support from the principal of the school designated as a partner must be submitted to the district office. Applicants should contact the district office immediately. All Chicago applicants must submit the application to the City of Chicago School District #299 by 4:00 p.m., March 12, 2009. The district estimates three to four weeks will be required to review, approve and obtain appropriate signatures. Chicago applicants are responsible for submission of the proposals to ISBE by April 2, 2009. Even Start contacts at City of Chicago School District #299 are:

Sonja Griffin

773/553-1958

e-mail: sogriffin@cps.k12.il.us

Lucille Clark

773/553-2006

e-mail: lclark@cps.k12.il.us

Background and Program Specifications

The Even Start Family Literacy program, amended and reauthorized under the No Child Left Behind Act of 2001 (Subpart 3 of Part B of Title I), is an education program for low-income families that is designed to improve the academic achievement of young children and their parents, especially in the area of reading.

The purpose of Even Start Family Literacy grants is to help break the cycle of poverty and illiteracy by improving the educational opportunities of low-income families through the integration of early childhood education, adult literacy, parenting education, and interactive parent and child literacy activities into a unified family literacy program for parents and children, primarily from birth through age 7. All four of these components must be present in each Even Start program in order to meet the goals of the program, which are to:

- help parents improve their literacy or basic educational skills,
- help parents become full partners in educating their children, and
- assist children in reaching their full potential as learners.

In order to accomplish these goals, each Even Start program must:

1. be implemented through cooperative projects that build on high-quality existing community resources to create a new range of services;
2. promote the academic achievement of children and adults;
3. assist children and adults from low-income families to achieve challenging state content standards and challenging state student performance standards; and
4. use instructional programs based on scientifically-based reading research and the prevention of reading difficulties for children and adults, to the extent such research is available.

Further specifics about the Even Start program can be found in the federal document titled “Guidance for the William F. Goodling Even Start Family Literacy Programs,” and in the Even Start law, both of which can be accessed at <http://www.ed.gov/programs/evenstartformula/legislation.html>. Applicants are advised to carefully review the law and guidance before completing their applications.

Target Population: Even Start is designed to serve children ages birth through 7 years and their parents, provided that the parent or parents are:

1. eligible for participation in adult education and literacy activities under the Adult Education and Family Literacy Act; or
2. within Illinois’ compulsory attendance age of 7 to 17 years old, so long as a local education agency provides or ensures availability of basic education components required under the program; or
3. attending secondary school.

Programs must be designed to target and serve those eligible participants who are most in need of services as indicated by high levels of poverty, illiteracy, unemployment, limited English proficiency, or other need-related indicators.

Local projects may allow children over the age of 7 to participate in project services if the local project collaborates with a program under Title I, Part A of the No Child Left Behind Act of 2001, and Title I, Part A funds contribute to the cost of providing Even Start project services to those children, as long as the focus of the project remains on families with young children. Likewise, other family members may also participate in Even Start projects, in cases where their participation would help to accomplish the goals of the family.

Each Even Start project should serve areas where there is a high percentage of children who are in need of such services, for example those who reside in a school attendance area that is eligible for participation in programs identified in Title I, Part A of the No Child Left Behind Act of 2001.

If an Even Start project serves a parent who is within the Illinois compulsory school attendance age, then the school district of the parent's residence must provide or ensure the availability of the required education component.

Private school students are eligible to participate in Even Start projects on an equitable basis. An Even Start project must consult with private school officials to determine how to provide Even Start services to eligible families in Even Start that have children enrolled in private elementary schools or parents enrolled in private secondary schools.

Project Elements: The 15 required program elements correspond to the "Narrative Requirements," starting on page 8 of this application. These elements result in the provision of family literacy services that are of sufficient intensity and duration to make sustainable changes in a family and that integrate the four core components of the program:

- age-appropriate education to prepare children for success in school and life experiences,
- parent literacy training that leads to economic self-sufficiency,
- training for parents regarding how to be the primary teacher for their children and full partners in the education of their children, and
- interactive literacy activities between parents and their children.

Even Start services for children must be provided for at least a three-year age range that may begin at birth. Participants must be encouraged to remain in the project for the period of time necessary for them to meet their educational goals and gain the skills that will enable them to improve their economic opportunities. Even Start projects operate on a year-round basis, including the provision of instructional and enrichment services during the summer months.

Staff Qualifications: A majority of staff paid for in whole or in part with Even Start funds must meet the following requirements (see Section 1235(5) of the Act).

1. The majority of the individuals providing academic instruction must hold an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education, and if applicable, meet qualifications established by the State for early childhood education, elementary or secondary school education, or adult education provided as part of an Even Start program or another family literacy program.
2. The individual responsible for administration of family literacy services provided with federal Even Start funds has received training in the operation of a family literacy program.
3. Paraprofessionals who provide support for academic instruction must have a high school diploma or its recognized equivalent.

In addition, any staff hired after December 21, 2004, who will be providing academic instruction must meet the requirements of (1) above.

Collaborative Services: Even Start projects should collaborate with local entities to provide direct instructional or support services to participating families; these entities may contribute to the local project matching or cost share. Even Start projects should build on high-quality existing community

resources – or bolster the quality of these community resources, if necessary, by supplementing those services – in order to create a new range of services to serve families' educational needs.

Performance Indicators: States are required to develop performance indicators (see Appendix A). The performance indicators demonstrate a significant shift in emphasis from measurement of programmatic factors (e.g., number of families served, number of hours of parent-child time offered) to measurement of specific child, parent, and family **performance outcomes** (e.g., measurable improvements in a child's reading or reading readiness, parent's reading or language acquisition improvements as demonstrated by test score gains or completion of a GED). Additionally, the indicators must be used for **rigorous and objective evaluation** of the project's objectives and for continuing use of evaluation data for **program improvement**.

Independent Evaluation: Each Even Start project is required to obtain the services of an independent evaluator (See Appendix B). The term "independent" means that the evaluator is not a member of the program implementation staff nor employed by the grant recipient or partner agencies.

These evaluations should provide local projects with objective data about the achievement of performance indicators, activities and services provided by the project, the participants served, the retention rates of those participants, and the achievement of the families in the project. The written evaluation report must follow the Evaluation Report Format provided by ISBE. Local projects must use their independent local evaluation for program improvement (see Section 1235(15) of the Act).

Section 427 of the General Education Provisions Act (GEPA): Steps must be taken to ensure equitable access to, and participation in, this federally assisted program for students, teachers and other program beneficiaries with special needs (see Appendix C).

Fiscal Information

It is anticipated that approximately \$1.8 million will be available for new applicants. A grant award will not be less than \$75,000 per year, except in the ninth or subsequent years. The minimum grant award is \$52,500. In the event that these funds do not become available to the Illinois State Board of Education, no proposals submitted under this RFP will be funded.

An Even Start grant comprises a federal portion and a local contribution. The federal share may not exceed:

- 90 percent of the total cost of the project in the first year,
- 80 percent in the second year,
- 70 percent in the third year,
- 60 percent in the fourth year,
- 50 percent in the fifth through eighth years, or
- 35 percent in the ninth and any succeeding years.

The local share may be provided in cash or in-kind, fairly evaluated, and may be obtained from any source, including other federal sources (note: federal funds may only be used for matching one grant). The source of the local share must be shown in detail on the Even Start Family Literacy FY 2009 Budget Information (Attachment 4a). An Even Start program may only use allowable costs to satisfy the project's local share.

Even Start funds may not be used for indirect costs, and indirect costs may not be included as part of the local share. Applicants that use an indirect cost rate for other programs or projects may not directly charge the same costs used to calculate the indirect rate for the federal or local share.

For the purposes of compliance with Section 511 of P.L. 101-166 (the “Stevens Amendment”), applicants are advised that in determining the proportion of federal funding for each project, the appropriate percentage should be used (e.g., 90 percent for first-year grantees).

Proposal Format

Each proposal must be submitted in the following format. Use this format as a checklist in assembling your completed proposal.

Incomplete proposals will not be considered. Unrequested attachments or letters of endorsement are removed and discarded prior to review of proposals. Proposals should be clipped or stapled, not bound, and unrequested cover pages should not be included.

A previously funded program submitting a proposal as a first-year program must show sufficient evidence that the proposal is for a new program (e.g., new partner, new service area).

Applicants may download this RFP and use the “fill-in” forms at <http://www.isbe.net/earlychi/>, then click on Even Start Family Literacy Programs. Fill-in forms allow you to enter the information while the form is displayed by an Adobe Acrobat product. You can save the document before resetting/printing. The completed form can be printed.

Also available on the Even Start website are two resources which may be beneficial in the development of the proposal: 1) Even Start Guide to Quality, and 2) Definition of Illinois Family Literacy Programming.

1. ___ **Cover Page (Attachment 1):** The Cover Page must be signed by the superintendent (or designee) of the local education agency and the official of the partner agency authorized to submit the proposal. Complete contact information for each partner must be provided and the fiscal agent designated. The partners may be contacted by telephone or email to clarify certain aspects of the proposal.
2. ___ **Coordination Information (Attachment 1a):** List the name, address and telephone number for the school district, Even Start sites and adult education provider with whom the project is coordinating. Provide complete contact information for the project coordinator.
3. ___ **Proposal Abstract (Attachment 1b):** Summarize the proposed program, including outcomes. Provide enough explanation of the project that this page may be duplicated and distributed to individuals who request information about this project.
4. ___ **Roles and Responsibilities of Partners (Attachment 2):** Identify the agency designated as the fiscal agent and list and summarize the specific roles and responsibilities of each partner.

5. ___ **Collaborations (Attachment 3):** Describe agencies that will be collaborating with the partnership and the nature of the collaboration.
6. ___ **Proposal Narrative:** Follow the specifications found under “Narrative Requirements,” beginning on page 8.
7. ___ **FY 2010 Budget Summary and Payment Schedule (Attachment 4):** A budget summary and payment schedule must be submitted on the form provided and must include an original signature. See Appendix D for definitions of budget functions and objects. All budget amounts should be rounded to the nearest whole dollar.
8. ___ **FY 2010 Budget Information (Attachment 4a):** Budget information must include specific descriptions of proposed expenditures in each budget function for both the federal and local share.
9. ___ **Proposed Subcontractors (Attachment 5):** If applicable, applicants must include subcontract information (see item 7 of the document titled “Certifications and Assurances, and Standard Terms of the Grant,” Attachment 8).
10. ___ **Organizational Chart (Attachments 6 and 6a):** Complete an organizational chart for the Even Start project. Complete the staff qualifications chart.
11. ___ **Project Outcomes and Strategies (Attachment 7):** Attachment 7 (A1, A2, A3, C1, C2, C3, C4, C5, C6, C7, F1, F2, and F3) documents the specific project outcomes and their relation to the performance indicators and identifies strategies to meet the outcomes. The sample format on Attachment 7 is recommended and is designed to complement the narrative section of the proposal rather than repeat it.
12. ___ **Certifications and Assurances (Attachments 8, 9, 10, and 11):** Each applicant, *including each entity that is participating in the partnership*, is required to submit the certification forms attached (“Even Start Program-Specific Terms of the Grant,” “Certifications and Assurances, and Standard Terms of the Grant,” “Certification Regarding Debarment” and “Certification Regarding Lobbying for Grants and Cooperative Agreements,” for applicants requesting more than \$100,000) with the proposal. The forms must be signed by the school district superintendent or authorized official of the fiscal agent who is legally authorized to submit the proposal and bind the applicant to its contents. The forms need to be attached to the original proposal only.
13. ___ **Evidence of Not-for-Profit Status:** If a public or private not-for-profit agency is the designated fiscal agent, then documentation of not-for-profit status must be provided, as well as verification from an independent auditor that the agency uses standard accounting practices.

Proposal Narrative Requirements

Address the following in the order in which each is presented. Limit proposal narratives to **15 pages** with a minimum font size equivalent to Arial 12.

Statement of Need

Describe the need for an Even Start project in the attendance area, including:

1. Identification of community demographics;
2. Characteristics of the children and adult population as they relate to poverty, illiteracy, unemployment, or limited-English proficiency; and
3. Statistics that address children and adults with special needs, individuals with disabilities, domestic violence, and eligibility for social services.

Experience

Describe prior experience in providing family literacy services similar in scope and type to the ones called for in this RFP. Provide information that demonstrates knowledge of the needs of the population to be served. Describe how these experiences will assist families who are most in need of family literacy services to be successful. Include outcome data for families who have received services.

Activities and Services

Describe the proposed activities and services to be provided, focusing on how the Even Start project will integrate the four core components and incorporate the 15 program elements listed below.

Include a statement of how the Even Start project will promote equity, including a description of the steps the applicant proposes to take to overcome barriers to equitable program participation for families and students with special needs, as required under Section 427 of the General Education Provisions Act (See Appendix C).

Indicate if there are any private schools in the area served by the Even Start project. If there are, include a description of the process the Even Start project uses in consulting with private school officials to determine how to provide Even Start services to eligible families in Even Start that have children enrolled in private elementary schools or parents enrolled in private secondary schools.

Core Components

1. **Early Childhood Education** – Age-appropriate education to prepare children for success in school and life experiences.
2. **Adult Literacy** – Adult basic and secondary-level education and/or instruction for English language learners.
3. **Parenting Education** – Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.

4. ***Interactive Literacy Activities (ILA) Time between Parents and their Children*** – Reciprocal learning activities that offer both parents and children time to share and reinforce skills learned in other components.

Program Elements

1. ***Identification and Recruitment of Families Most in Need of Even Start Services*** (Section 1235(1)). Each project must identify and recruit families most in need of Even Start services, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators. It is important to note the distinction between families that are considered “eligible” for Even Start services and those actually served by a project. Even Start projects serve a small subset of the “eligible” population and must target families who are most in need of family literacy services.
2. ***Screening and Preparation of Participants*** (Section 1235(2)). Each project must screen and prepare parents (including teenage parents) and children to enable such parents and children to participate fully in Even Start activities and services. This includes testing of parents to ensure eligibility for services, referral to necessary counseling, other developmental and support services, and related services. A project should ensure that each member of an eligible family is fully ready to commit to the entire four-component Even Start program prior to considering them for program participation.
3. ***Flexible Scheduling and Support Services*** (Section 1235(3)). Each project must be designed to accommodate participants’ work schedules and other responsibilities. This includes providing support services, when such services are unavailable from other sources, which are necessary for full participation in the Even Start program. Flexibility in scheduling classes in order to optimize family participation and retention is especially critical given the demands of work participation requirements for public assistance, as is providing support services such as transportation, child care, and meals. However, the main focus of the Even Start program should still remain on providing high-quality instructional services and ensuring that participants make literacy gains.
4. ***High-Quality, Intensive Instructional Programs*** (Section 1235(4)). Each project must provide high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood services, and preparation of children for success in regular school programs. Each of the four core components is considered an instructional program.
5. ***Staff Qualifications*** (Section 1235(5)). Each project must meet staff qualification requirements (see Background and Specifications, pages 4 and 5 for staff whose salaries are paid in whole or in part with Even Start funds. Staff who are not paid with Even Start funds, such as staff supported by collaborators or partners, are not subject to the requirements of this program element. However, whatever the funding source, the project is encouraged to make a concerted effort to use the most highly qualified staff available.
6. ***Staff Training*** (Section 1235(6)). Each project must train staff, including child care staff, to develop the skills necessary to work with parents and young children in the full range of Even Start instructional services offered. Effective staff development may include a set of activities that

produce a demonstrable and measurable effect on student academic achievement, and may include activities such as coaching and mentoring.

- Include a staff development plan that describes how the needs of staff will be determined, how staff training will be provided and how the effectiveness of staff development will be evaluated.
- If out-of-state travel is being requested, then describe the event, cost, and value to the project.

7. ***Home-Based Instructional Services*** (Section 1235(7)). Each project must provide and monitor integrated instructional services to participating parents and children through home-based services. These services should be designed to improve the literacy skills of parents or their children, or both, and communicate the message that the home is a child's first classroom, just as the parent is a child's first teacher.
8. ***Year-Round Services*** (Section 1235(8)). Each project must operate on a year-round basis, including the provision of some program services (instructional and enrichment) during the summer months. This allows families to receive continuous opportunities to improve their learning and avoid the decrease in achievement that often occurs during long breaks or vacations. Therefore, the families served during the summer should be the same families served during the school year.
9. ***Coordination with Other Programs*** (Section 1235(9)). Each project must coordinate with relevant programs, such as Title I, Part A, Early Reading First, Reading First, Migrant Education, 21st Century Community Learning Centers, Head Start, and volunteer literacy programs. Local projects must also coordinate with any relevant programs authorized under the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, Title I of the Workforce Investment Act of 1998, Illinois Secretary of State literacy projects, and any other relevant programs.
10. ***Instructional Programs Based on Scientifically Based Reading Research*** (Section 1235(10)). Each project must use instructional programs based on scientifically based reading research (as defined in Section 1208) for children and adults, to the extent such research is available. The underlying premise of basing instructional programs on scientifically based reading research is that using strategies and techniques that are demonstrated to be effective through the application of scientific research methods will give states, districts, and schools a higher probability that children will enter school prepared to learn to read, and adults will significantly improve their literacy and help their children succeed in school.
11. ***Attendance and Retention*** (Section 1235(11)). Each project must encourage participating families to attend regularly and to remain in the program for a sufficient amount of time to meet their program goals.
12. ***Reading Readiness Activities Based on Scientifically Based Reading Research*** (Section 1235(12)). Each project must base its reading readiness activities for preschool children on scientifically based reading research (as defined in Section 1208), to the extent available, to ensure children enter elementary school with the language and early reading skills necessary for reading success. Research shows that the most effective ways to reach this goal include: 1) creating classroom environments rich in age-appropriate print (from sources such as books, labeling, and posting the alphabet and children's pre-writing work); 2) teachers who deliver intentional, contextualized, and explicit instruction that supports children's age-appropriate development of oral language, phonological awareness, print awareness, and alphabet knowledge; 3) progress monitoring to

determine which skills children are learning; and 4) intensive and ongoing professional development that includes mentoring and coaching in the classroom.

13. ***Continuity of Services*** (Section 1235(13)). Each project must promote the continuity of family literacy, to the extent applicable, to ensure that individuals retain and improve their educational outcomes. Educational services supplementing in-school instruction provided through the early school years can be critical to sustaining gains made during the preschool years.
14. ***Providing Services to Families Most in Need*** (Section 1235(14)). Each project must ensure that the program will serve those families most in need of Even Start activities and services. This is related to Program Element #1.
15. ***Local Independent Evaluation*** (Section 1235(15)). Each project must provide for an independent evaluation of the program that it will use for program improvement (See Appendix B). The independent evaluation is conducted annually and provides critical data and information to the local program on the performance of each family, as well as on the quality of the implementation of the core components and program elements. The project must use the data and information for participant progress monitoring and continuous program improvement to lead to better participant outcomes.
 - The written evaluation report must follow the Evaluation Report Format provided by ISBE.
 - Indicate who will conduct the evaluation or how that entity will be chosen.

Fifth Year and Ninth Year and Beyond Applicants Only

For programs applying for 5th and 9th years, describe why additional years of federal funding will be necessary to complete the development of a system.

Criteria for Review and Approval of Proposals

Proposals will be evaluated in comparison with other Even Start proposals received by the ISBE, based upon the criteria below.

A previously funded program submitting a proposal as a first-year program must show sufficient evidence that the proposal is for a new program (e.g., new partner, new service area).

Proposals will be reviewed by a panel of at least three members that includes one early childhood professional, one adult education professional, and one individual with expertise in family literacy programs.

It is the intent of the ISBE to fund projects that will serve those families who are most in need of Even Start services. A proposal in a geographic area not currently served by an Even Start Family Literacy program and in an area designated as an empowerment zone or enterprise community will be given higher consideration.

Statement of Need (10 points)

Sufficient evidence is presented to demonstrate that the area to be served has a high number of children and families determined to be the most in need of Even Start services as indicated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, or other need-related indicators, such as a high percentage of children who reside in a school attendance area eligible for participation in programs under Title I, Part A, a high number or percentage of parents who have been victims of domestic violence, or a high number or percentage of parents who are receiving assistance under the Temporary Assistance for Needy Families (TANF) program.

Experience (20 points)

The applicant demonstrates sufficient knowledge of the needs of and past effectiveness in providing services for families who are most in need of family literacy services.

Activities and Services (20 points)

The activities and services are thorough and provide sufficient evidence that the proposed Even Start project will produce a family-centered education project of the size, quality, and duration necessary to promote literacy of participating parents, strengthen parent-child relationships, and prepare children for success in school. The activities and services integrate the four core Even Start components of early childhood education, adult education, parenting education, and interactive parent and child literacy activities; services will be provided for children in at least a three-year age range. The description demonstrates the greatest possible cooperation and coordination between a variety of relevant service providers in all phases of the project. The project shows the greatest promise for providing a model that may be adopted by other family literacy projects and other local education agencies.

Staffing and Staff Development (10 points)

Staff are qualified and hold appropriate licenses and certifications. The staff development plan includes training in integration of components with emphasis on developing a holistic approach to serving families.

Evaluation (10 points)

The application includes a plan for a rigorous and objective independent project evaluation based on performance objectives that will be used for continuous program improvement. The independent evaluator is named or a description of how the evaluator will be chosen is provided.

Budget (10 points)

The proposed budget is consistent with the proposed activities and appears to be cost-effective given the scope of the application. The number of people to be served is reasonable for the requested level of funding based on actual participant outcomes related to the performance indicators. The applicant demonstrates the ability to provide the local match.

Outcomes and Strategies for Performance Indicators (Attachment 7) (20 points)

The project's proposed outcomes and strategies to meet the outcomes are consistent with the state performance indicators and the activities and services to be provided. The proposed strategies will be successful in meeting the outcomes. All required performance indicators have been selected. Other appropriate indicators have been declared.

APPENDIX A

PERFORMANCE INDICATORS

ILLINOIS FAMILY LITERACY PERFORMANCE INDICATORS FOR ADULTS

**Illinois Even Start
Adult Performance
Indicator A-1:**

FLAIR Form 5

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.

Sample statement: Sixty-five percent of adults who have completed at least 75 hours of adult education instruction and who entered the project at a beginning literacy level will demonstrate an average test score gain on the TABE-R of at least 20 points.

SUBJECTS (ABE ¹ and ASE ² student categories ³ for Even Start adults)	PERFORMANCE WITH THRESHOLD	EXPECTATIONS (at a minimum, 65% of Even Start adults)	TIME PERIOD	MEASURES
Beginning Literacy	Will demonstrate at or above specified test scale score ⁴ gains on the TABE-R Forms 7 & 8 or Forms 9 & 10. ⁵ ↓	20 point gain	At least 75 hours of instruction ⁶ ↓	TABE-R test taken on or after March 3 rd of the preceding project year can be considered a pre-test for adults who continue into the new project year.
Beginning ABE		30 point gain		TABE-R Forms 7 & 8 pre- and post-tests ⁷ sequence appropriate to student educational level
Low Intermediate ABE		30 point gain		TABE-R Forms 9 & 10 pre- and post- tests ⁸ sequence appropriate to student educational level
High Intermediate ABE		20 point gain		
Low Advanced ASE		10 point gain		
High Advanced ASE		10 point gain		

Definitions:

¹ ABE (Adult Basic Education) includes life skills, math computation, and language literacy. Language literacy includes speaking, listening, reading, writing, and computer skill at 0 - 8.9 grade level equivalent, as determined by standardized testing (Reference: Adult Education and Family Literacy Provider Manual, Illinois Community College Board, November 2001).

² ASE (Adult Secondary Education) includes life skills, math computation, and language literacy. Language literacy includes speaking, listening, reading, writing, and computer skills at 9.0 and above grade equivalent, as determined by standardized testing (Reference: Adult Education and Family Literacy Provider Manual, Illinois Community College Board, November 2001). Anyone preparing for the GED should have TABE-R scores and is encouraged to have a goal related to passing or preparing for the GED as listed in Performance Indicator A-3.

Definitions continue on the next page.

Performance Indicator A-1, Page 2

Definitions (continued):

³ Student categories are listed in the chart below. *ABE students whose skills are insufficient to take the TABE-R Forms 7 & 8 or 9 & 10 can be entered using the lowest scale score of 160. These students must have documentation in their file stating that they were unable to take a test and the lowest possible TABE-R score was used for STAIRS.*

NRS Educational Functioning Level	Reading Grade Level Equivalency (GLE)	Test Level	TABE-R 7 & 8 or 9 & 10 Scale Scores
Beginning Literacy	0 - 1.9	L (Literacy)	160 - 367
Beginning ABE	2 - 3.9	L or E (Easy)	368 - 461
Low Intermediate ABE	4 - 5.9	M (Medium)	462 - 517
High Intermediate ABE	6 - 8.9	M or D (Difficult)	518 - 566
Low Advanced ASE	9 - 10.9	A (Advanced)	567 - 595
High Advanced ASE	11 - 12.9	A	596 +

⁴ *TABE-R scale scores are units of a single, equal-interval scale that is applied across all levels of TABE-R 7 & 8 or 9 & 10. These scores are numbers that may range from 160 - 999. The equal interval property of the scale makes scale scores especially appropriate for statistical purposes. (Reference: TABE Norms Book Forms 7 & 8 or 9 & 10.)*

⁵ *The TABE-R is listed as an appropriate test in the current Illinois Community College Board (ICCB) policy manual. TABE-R Forms 7 & 8 or 9 & 10 forms for pre- and post-testing include both vocabulary and comprehension sections. ABE students may move to higher student categories; however, generally, they should be pre- and post-tested using*

the same test level. The Spanish TABE-R may not be reported as a TABE-R score. Programs need to confirm that Forms 7 & 8 are being used for testing. Some adult education providers are using Forms 5 & 6. There are tables available from the test distributors, CTB, Inc. (www.ctb.com/products_services/tabe/index.htm), to convert Form 5 scores to the Form 7 scale. If a transition to Form 7 becomes necessary for a student who has already pre-tested with Form 5, be certain to convert the pre-test score to the Form 7 scale for reporting.

⁶ *Hours of instruction reflect the time (50 - 60 minutes equal one hour) in which adults participate in ABE/ASE instruction. Instruction can be delivered in a variety of settings through various modes. Settings and modes can include the program's center (classes), the participants' homes (e.g., home visit or distance learning), or in community locations (e.g., tutoring in the library, a field trip to a museum, or completing an independent project). Seventy-five (75) hours of instruction may be completed during one fiscal year or across two fiscal years.*

Listed below are student testing guidelines for adult education providers funded through the ICCB: (Update Reference: ICCB Policy Memorandum for FY07, dated 7/24/06)

- *Be sure to use a different form when testing within the same level of TABE-R.*
- *If a program believes a student has progressed enough to register a level gain when post-tested, use the same form, but a different level of TABE-R. (For example, if a student pre-tested at a 1.9 grade level equivalency in Level L, Form 7, a program may want to post-test with Level E, Form 7.)*
- *Pre-tests should be administered by the third class meeting in an enrollment period. Testing must occur prior to the fourth meeting. A score from a test administered within the 120 days prior to a new enrollment period, re-enrollment, or new fiscal year can be used as a pre-test. [March 3rd is 120 days before July 1st, the start of a new project year.]*
- *UPDATE: The last test administered during the fiscal year must be entered as the post-test.*
- *UPDATE: The test publisher of the TABE recommends at least 60 hours of instruction between pre and post tests. ICCB recommends the following:*

	Hours of Instruction Between TABE Tests 7 & 8 or 9 & 10
ABE/ASE	40-60* hours
High School Credit Only	60 – 80* hours

** If you know a student will not be returning to class, it is appropriate to administer a post-test early. OR If you believe based on the student's work in class, that gains have been made and that it would be beneficial to the student to see those gains, it would be appropriate to administer the post-test early as a tool for retention and motivation for the*

student.

⁸ UPDATE: Programs can not use all four TABE forms (7, 8, 9 and 10) for one student. Even though the forms are on the same scale, pre and post test by alternating with forms 7 and 8 or pre and post alternating with 9 and 10. Rotating among all four forms for post-testing students is not allowed.

Illinois Even Start Adult Performance Indicator A-2:

FLAIR

- Form 6: Best Literacy**
- Form 6.1: Best Plus**
- Form 7: CELSA**

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 Combined English Language Skills Assessment (CELSA) 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.

Sample Statement: Sixty-five percent of adults who have completed at least 75 hours of adult ESL instruction and who entered the project at a beginning literacy level or who are continuing students who entered this fiscal year at a beginning literacy level will demonstrate an average scale score gain on the BEST Literacy of at least 14 points.

SUBJECT (ESL student categories ² for Even Start adults)	PERFORMANCE WITH THRESHOLD	EXPECTATIONS (at a minimum, 65% of Even Start adults)	TIME PERIOD	MEASURES <i>BEST, BEST Plus, or CELSA test taken on or after March 3rd of the preceding project year can be considered a pre-test for adults who continue into the new project year.</i>
Beginning ESL Literacy	Will demonstrate at or above average specified scale score ³ gain on the BEST Literacy ⁴ or specified raw score ⁵ on the BEST Plus ⁶	12 point gain on BEST Literacy or 8 point gain on BEST Plus	At least 75 hours of ESL instruction ⁸	BEST Literacy pre- and post-test ⁹ sequence
Low Beginning ESL		9 point gain on BEST Literacy or 20 point gain on BEST Plus or		
High Beginning ESL	Will demonstrate at or above average specified scale score gain on the BEST Literacy, specified raw score on the BEST Plus, or a specified raw score gain on the CELSA ⁷	6 point gain on BEST Literacy or 17 point gain on BEST Plus or 8 point gain on CELSA		BEST Literacy or CELSA pre- and post-test sequences
Low Intermediate ESL		6 point gain on BEST Literacy or 17 point gain on BEST Plus or 6 point gain on CELSA		BEST Plus pre- and post- test sequence
High Intermediate ESL		6 point gain on BEST Literacy or 17 point gain on BEST Plus or 6 point gain on CELSA		
Advanced ESL ¹	Will demonstrate at or above average specified raw score gain on the CELSA	6 point gain on BEST Literacy or 17 point gain on BEST Plus 3 point gain on CELSA		

Definitions:

¹ Scores of 55 or higher on the CELSA; 78 or higher on the BEST Literacy; or 540 or higher on the BEST Plus are counted as exit scores for the Advanced ESL

If a student scores an exit score on these ESL assessments, the student is NOT ELIGIBLE for ESL classes funded by the IL Community College Board (ICCB).
However, the student may be eligible for other classes such as ABE or ASE or work on higher education or employability/employment goals under Performance Indicator A-3.

Definitions continue on the next page.

Definitions (continued):

² ESL instruction focuses on improving English language literacy skills to improve English acquisition.. NRS ESL student categories are listed in the chart below:

NRS Educational Functioning Level	Student Performance Levels *	BEST Literacy Scale Score	CELSA Raw Score	BEST Plus Scale Score
Beginning ESL Literacy	0, 1, 2	0- 20	NA	400 & below
Low Beginning ESL	2, 3	21 - 52	NA	401 - 417
High Beginning ESL	3, 4	53 - 63	20 - 23	418 - 438
Low Intermediate ESL	4, 5	64 - 67	24 - 29	439 – 472
High Intermediate ESL	BEST Plus: 5 BEST Literacy: 5, 6, 7 CELSA: 5-6	68 - 75	30 - 41	473 – 506
Advanced ESL	BEST Plus: 6 BEST Literacy: 7, 8 CELSA: 7	76 – 78** +	42 – 55**	507 – 540 **

* The Student Performance Levels (SPLs) are general descriptions of adult ESL students’ language ability from levels 0 (zero) through X (ten). Each level is described in terms of students’ general language ability by descriptions in each of the skill areas of listening comprehension, oral communication, reading and writing.

** Bold scores indicate an exit score from an Advanced ESL level classroom.

³ The BEST Literacy scale score permits comparisons of scores between all forms of the BEST Literacy. The raw scores are correlated to scale scores. A BEST Literacy scale score gain generally reflects a gain in the raw score .

⁴ The BEST Literacy skills section is a group-administered test which measures students’ ability to read and write English in the context of various life- skill situations, such as understanding food labels and writing a rent check. Students should be pre- and post-tested using the same test, i.e., those students pre-tested with the BEST Literacy must be post-tested with the BEST Literacy.

⁵ A raw score reflects the number of correct test answers. A raw score gain is an increase in the pre-test score to the post-test score.

⁶ The BEST Plus assesses the oral language proficiency (listening and speaking skills) of students (e.g., student’s ability to understand and use unrehearsed, conversational, every-day language within topic areas generally covered in adult English language classes). The BEST Plus is an individually-administered test used for pre- and post-testing.

⁷ The CELSA Test is a group administered test that measures reading comprehension and grammatical proficiency. Forms 1 and 2 have 75 multiple-choice items.

⁸ Hours of instruction reflect the time (50 - 60 minutes equal one hour) in which adults participate in ESL instruction. Instruction can be delivered in a variety of settings through various modes. Settings and modes can include the program’s center (e.g., classes), the participants’ homes (e.g., home visit or distance learning), or in community locations (e.g., tutoring in the library, a field trip to a museum, or completing an independent project). Seventy-five (75) hours of instruction may be completed during one fiscal year or across two fiscal years.

Definitions continue on the next page.

Definitions(continued):

- ⁹ Listed below are student testing guidelines for adult education providers funded through the ICCB, (Update Reference: ICCB Policy Memorandum for FY07, dated 7/24/06)
- Pre-tests should be administered by the third class meeting in an enrollment period. Testing must occur prior to the fourth meeting. A score from a test administered within the 120 days prior to a new enrollment period, re-enrollment, or new fiscal year can be used as a pre-test. [March 3rd is 120 days before July 1st, the start of a new project year.]
 - The instrument used to post-test a student must be the same instrument used to pre-test a student. When multiple forms of the same test exist, use one form for the pre-test and another for the post-test. The last test administered during the fiscal year must be entered as the post-test.
 - UPDATE: The test publishers recommend the following instructional time between their pre and post tests.

	Test Publishers Guidelines
BEST Literacy	Minimum of 60 hours of instruction; Recommended 80-100 hours of instruction
BEST Plus	Minimum of 60 hours of instruction; Recommended 80-100 hours of instruction
CELSA	2½ months of instruction

- UPDATE: ICCB recommends the following:

	Hours of Instruction Between Pre and Post Tests of BEST Literacy; BEST Plus; and CELSA
ESL Tests	50 – 100* hours

* If you know a student will not be returning to class, it is appropriate to administer a post-test early. OR If you believe based on the student’s work in class, that gains have been made and that it would be beneficial to the student to see those gains, it would be appropriate to administer the post-test early as a tool for retention and motivation for the student.

Illinois Even Start Adult Performance Indicator 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.

FLAIR Form 8

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Even Start adults ¹	Will attain at least one education goal ² , employability skills goal ³ or one employment goal ⁴	80% of adults	Within a prescribed period of time ⁵ to be determined jointly by the adult participant and project staff	Pre- and post-assessments ⁶

Definitions:

¹ *The Even Start adults who are required to address this indicator are the adults who are not taking ABE, ASE or ESL classes (i.e., are not under performance indicators A-1 or A-2). However, A-3 is optional for adults who are currently taking ABE, ASE or ESL classes. Although it is optional for A-1 and A-2 adults, programs should still be setting goals with all their adult participants.*

A score of 70 on the CELSA is counted as a completion of the High Advanced ESL level. If a student scores 70 on the CELSA pre-test, the student may be eligible for other classes such as ABE or ASE. In addition, a student scoring 70 on the CELSA pre-test is eligible to work on higher education or employability/employment goals.

² *Education goals might include:*

- *Study for Citizenship Test*
- *Attain U. S. citizenship*
- *Enroll in a GED or high school diploma/adult education and literacy program*
- *Take Illinois/US Constitution Test*
- *Pass Illinois/US Constitution Test*
- *Take the GED exams*
- *Pass the GED exams*
- *Earn credits toward a high school diploma*
- *Earn at least one semester's credit toward high school graduation*
- *Earn a high school diploma or state-recognized equivalent documenting satisfactory completion of secondary credential*
- *Enroll in a post-secondary education program, an occupational skills training program, or certificate program*
- *Complete a post-secondary education program, an occupational skills training program, or certificate program*

Definitions continue on the next page.

Definitions (continued):

³ *Employability skill goals might include:*

- *Address possible barriers to employment (e.g., child care, transportation)*
- *Conduct job research (e.g., career/job exploration, using media: newspapers, computers, job fairs; and accessing local and statewide employment agencies)*
- *Conduct a job search (e.g., develop a resume or job skills portfolio, complete an application, communicate orally and in writing, participate in an interview)*
- *Demonstrate workplace retention skills (e.g., communication, punctuality, dress, anger management, and attendance)*
- *Learn appropriate personal skills for the workplace*
- *Participate in an unpaid work experience (e.g., job shadowing, internship, and volunteering)*
- *Improve computer skills via a class or individual practice*

⁴ *Employment goals might include:*

- *Enter into employment (a paid part-time or full-time position)*
- *Retain employment for at least six (6) consecutive months*
- *Retain employment for at least twelve (12) consecutive months*
- *Enter a job retraining program (a program focused on teaching specific skills applicable to employment)*
- *Complete a job retraining program*
- *Advance career or employment possibilities (Advancement is defined as obtaining a job that has increased pay, benefits, higher levels of responsibility, or that requires a higher level of skills, compared to current or most recent position.)*
- *Get a better/different job*
- *Transfer/translate certificate/degree*

⁵ *The type of goal identified will factor into determining the prescribed time period in which it will be accomplished. Both program staff and participants will identify goals as either short-term goals, intermediate goals or long-term goals. They are:*

- *Short-Term Goals = up to 3 months to attain*
- *Intermediate Goals = up to 6 months to attain*
- *Long-Term Goals = up to 12 months to attain*

The time period may extend across fiscal years.

⁶ *Assessment might include an interview, a self-report, documentation, etc.*

ILLINOIS FAMILY LITERACY PERFORMANCE INDICATORS FOR CHILDREN

<p>Illinois Even Start Child Performance Indicator C-1:</p> <p>FLAIR Form 9</p>	<p>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.</p>			
SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURE
<p>Children ages birth to three¹, who have been enrolled and have participated in Even Start²</p>	<p>Will be observed consistently³ exhibiting behaviors which are associated with at least two developmentally appropriate language⁴ and emergent literacy⁵ goals⁶</p>	<p>80% of children</p>	<p>Within a project year⁷</p>	<p>Identified and regularly monitored⁸ by project staff and parents</p>
<p><i>Definitions:</i></p> <p>¹ Children aged three are children who turn three after September 1st during the project's fiscal year and aren't old enough to be or are not enrolled in a pre-school program.</p> <p>² "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).</p> <p>³ "Consistently" means that the child has been observed over time exhibiting behaviors on a habitual basis associated with at least two developmentally appropriate language and emergent literacy goals as identified by the parent and project staff member.</p> <p>⁴ The term "language" is not limited to only verbiage expressive language, but is inclusive of all communicative intent.</p> <p>⁵ The term "emergent literacy" refers to any sharing and creation of any printed materials (e.g., sharing books, making marks on paper, coloring).</p> <p>⁶ Language and emergent literacy goals are listed beginning on the next page.</p>				

Definitions continued on the next page.

Definitions, continued.

⁶ *The language and emergent literacy goals are listed in broad developmental categories under the age ranges of birth to 8 months, 8 months to 18 months, and 18 months to 3 years.*

<i>Developmental Goal Number</i>	<i>Examples of Language and Literacy Behaviors (Behaviors demonstrating behavior goals are not limited to what is listed.)</i>
Child's Age Range: Birth to 8 Months	
<p>GOAL #1: <i>Responds to frequently heard sights and sounds</i></p>	<ul style="list-style-type: none"> • <i>Follows an object with the eyes as it is moved back and forth</i> • <i>Uses vocal and non-vocal communication to express interest and exert influence</i> • <i>Responds to human voices or gazes at faces</i>
<p>GOAL #2: <i>Uses a variety of sounds and motions to communicate</i></p>	<ul style="list-style-type: none"> • <i>Cries to signal pain or distress</i> • <i>Smiles or vocalizes to initiate social contact, i.e., stretches arms to be taken</i> • <i>Shows displeasure at loss of social contact</i> • <i>Babbles all types of sounds</i> • <i>Babbles when alone</i> • <i>Combines babbles</i> • <i>Understands names of familiar people and objects</i> • <i>Laughs</i> • <i>Listens to conversations</i>
<p>GOAL #3: <i>Develops book-handling behaviors</i></p>	<ul style="list-style-type: none"> • <i>Makes eye contact with pictures, but does not make hand contact</i> • <i>Looks intently at pictures</i> • <i>Holds onto book to suck and chew, exploring how the book works</i>

Definitions continue on the next page.

Definitions, continued.

⁶ Language and emergent literacy goals, continued.

<i>Developmental Goal Number</i>	<i>Examples of Language and Literacy Behaviors (Behaviors demonstrating behavior goals are not limited to what is listed.)</i>
Child's Age Range: 8 Months to 18 Months	
<p>GOAL #4: <i>Shows increased understanding of words and gestures</i></p>	<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>
<p>GOAL #5: <i>Uses consistent sounds, gestures, and some words to communicate</i></p>	<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 and "mama" for mommy)</i> • <i>Shakes head no</i> • <i>Can say two or three clear words</i> • <i>Uses vocal signals other than crying to gain assistance</i>
<p>GOAL #6: <i>Develops book-handling behaviors</i></p>	<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 books</i> • <i>Turns an inverted book right side up or tilts head to try to see pictures right side up</i>
<p>GOAL #7: <i>Begins attending to and interacting with pictures in books</i></p>	<ul style="list-style-type: none"> • <i>Looks intently 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 pictures, and asks, "What's that?"</i>

Definitions continued on the next page.

Definitions, continued.

⁶ Language and emergent literacy goal categories, continued.

<i>Developmental Goal Number</i>	<i>Examples of Language and Literacy Behaviors (Behaviors demonstrating behavior goals are not limited to what is listed.)</i>
Child's Age Range: 8 Months to 18 Months	
GOAL #8: <i>Develops picture and story comprehension</i>	<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>
GOAL #9: <i>Develops story-reading behaviors</i>	<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's Age Range: 18 Months to 3 Years	
GOAL #10: <i>Understands questions and simple directions</i>	<ul style="list-style-type: none"> • <i>Responds to simple requests, such as, "Please sit down."</i> • <i>Responds to simple questions, such as, "Where is the book?"</i> • <i>Draws a circle when asked</i> • <i>Imitates a horizontal crayon stroke</i>
GOAL #11: <i>Uses words and some conventions of speech to express thoughts and ideas</i>	<ul style="list-style-type: none"> • <i>Combines words</i> • <i>Defines use of many household items</i> • <i>Uses adjectives and adverbs and can recount events of the day</i> • <i>Uses compound sentences</i>
GOAL #12: <i>Participates in conversation</i>	<ul style="list-style-type: none"> • <i>Repeats a story just told by another person, showing the desire to be part of the conversation</i> • <i>Has a speaking vocabulary that may reach 200 words</i> • <i>Asks frequent and meaningful questions</i>
GOAL #13: <i>Shows an interest in writing and the tools to do it</i>	<ul style="list-style-type: none"> • <i>Draws to convey a concept and meaning (e.g., draws picture for a dictation, illustrates family members)</i> • <i>Scribbles with marker or crayon</i>

Definitions continued on the next page.

Definitions, continued.

⁶ Language and emergent literacy goal categories, continued.

Developmental Goal Number	Examples of Language and Literacy Behaviors (Behaviors demonstrating behavior goals are not limited to what is listed.)
Child's Age Range: 18 Months to 3 Years, continued	
GOAL #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 • Asks questions related to a story or in relation to a story • Attends to and interacts with pictures in books
GOAL #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
GOALS #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 <p>Sources: <i>Developmentally Appropriate Practice in Early Childhood Programs</i>, revised edition, NAEYC, 1997 <i>Much More Than The ABC's, The Early Stages of Reading and Writing</i>, Judith A. Schickedanz, NAEYC, 1999 <i>The Ounce Scale, Standards for the Developmental Profile Birth-42 Months</i>, S. Meisels, D. Marsden, A. Dombro, D. Weston, A. Jewkes, Pearson Education, Inc., 2003</p>

⁷ Project year is the same as a project's fiscal year.

⁸ Monitoring is accomplished through continual observations over time by both project staff and parents. (For example, observations can be recorded through anecdotal notes, developmental checklists, video tapes of interactions, and home journals.)

**Illinois Even Start
Child Performance
Indicator C-2:**

Seventy-five percent (75%) of children ages three to five, who have been enrolled and have 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.

FLAIR Form 10

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Children ages three ¹ to five, who have been enrolled and have participated in Even Start ²	Will demonstrate progress in language development and literacy ³	75% of children	A baseline will be established within 45 calendar days of the family's enrollment in Even Start and reported after the family has participated in Even Start	Through authentic ⁴ , ongoing ⁵ assessment documenting baseline and progress ⁶ as recorded on a checklist ⁷ by their teacher

Definitions:

- ¹ Children aged three are those children who turn three before the September 1st of the project's fiscal year and are old enough to be enrolled in a preschool program.
- ² "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).
- ³ For three-to-five-year olds, the language development and literacy skills listed below reflect the Illinois State Goal 1 from the Early Learning Standards. State Goal 1: Read with understanding and fluency.
- Learning Standard 1A: Apply word analysis and vocabulary skills to comprehend selections.
 - Benchmark 1.A.ECa: Understand that pictures and symbols have meaning and that print carries a message.
 - Benchmark 1.A.ECb: Understand that reading progresses from left to right and top to bottom.
 - Learning Standard 1A (continued)
 - Benchmark 1.A.ECc: Identify labels and signs in the environment.
 - Benchmark 1.A.ECd: Identify some letters, including those in own name.
 - Benchmark 1.A.ECe: Make some letter-sound matches.

Definitions continued on the next page.

Definitions (continued)

- *Learning Standard 1B: Apply reading strategies to improve understanding and fluency.*
 - *Benchmark 1.B.ECa: Predict what will happen next using pictures and content for guides.*
 - *Benchmark 1.B.ECb: Begin to develop phonological awareness by participating in rhyming activities.*
 - *Benchmark 1.B.ECc: Recognize separable and repeating sounds in spoken language.*

- *Learning Standard 1C: Comprehend a broad range of reading materials.*
 - *Benchmark 1.C.ECa: Retell information from a story.*
 - *Benchmark 1.C.ECb: Respond to simple questions about reading material.*
 - *Benchmark 1.C.ECc: Demonstrate understanding of literal meaning of stories by making comments.*

Source: Illinois Early Learning Standards, 2002, Illinois State Board of Education.

⁴ *“Authentic assessment” will be documented through a checklist of language development and literacy skills for children aged three to five. Teachers will determine progress through observations, work sampling, and other ongoing documentation.*

⁵ *“Ongoing assessment” will be conducted continually and reported each project fiscal year.*

⁶ *“Progress” means growth shown in performance. Performance is rated as: “Not Yet” (the skill, knowledge, or behavior has not been demonstrated), “In Process” (the skill, knowledge, or behavior is emerging and is not demonstrated consistently) and “Proficient” (the skill, knowledge, or behavior is firmly within the child’s range of performance). If baseline assessment is at level 3, then progress means maintaining level 3 over time.*

⁷ *A checklist of 12 language development and emergent literacy skills are listed on the F.L.A.I.R. Data Collection Form 10.*

**Illinois Even Start
Child Performance
Indicator C-3:**

Seventy-five percent (75%) of children in kindergarten to third grade (K-3), who have been enrolled and have 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.

FLAIR Forms 11.K, 11.1st,
11.2nd or 11.3rd

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Children in kindergarten to third grade (K-3), who have been enrolled and have participated in Even Start ¹	Will demonstrate progress ² in reading readiness and reading skills ³	75% of children	A baseline will be established within 45 days of the family's enrollment in Even Start and reported after the family has participated in Even Start	Through ongoing assessment ⁴ documenting baseline and progress as recorded on a checklist ⁵ by the teacher

Definitions:

¹ “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).

² “Progress” means a student’s assessment results reflect growth in performance. If baseline assessment is at levels 3 and 4, then “progress” means maintaining level 3 or 4 over time. “Progress” also means students who move to a higher performance level (e.g., a student moves from Level 1 to Level 2).

- *Level 1: Academic Warning: Students’ work shows an inconsistent command of basic knowledge and skills. Students have major gaps in their knowledge and skills and little knowledge to apply them. They may have serious errors or misunderstandings.*
- *Level 2: Below Standards: Students’ work shows basic knowledge and skills in the learning area. However, students have some gaps in their learning and can only apply it in limited ways.*
- *Level 3: Meets Standards: Students’ work shows that they have knowledge and skills in the learning area. Students consistently use and apply their knowledge and skills to solve problems.*
- *Level 4: Exceeds Standards: Students’ work is outstanding and shows comprehensive knowledge and skills in the learning area. Students consistently use their knowledge and skills to solve problems and evaluate the results.*

Definitions continued on the next page.

Definitions (continued):

³ *The reading readiness and reading skills in the checklist reflect the Early Elementary School English/Language Arts State Goals 1 and 2 and their related standards and related benchmarks listed in Illinois Learning Standards (ILS), 1997, Illinois State Board of Education. Information on ILS performance descriptors and classroom assessments*

can be found on the following website, <http://www.isbe.state.il.us>.

State Goal 1: Read with understanding and fluency

- *Learning Standard 1A: Apply word analysis and vocabulary skills to comprehend selections.*
 - *Benchmark 1.A.1a: Apply word analysis skills (e.g., phonics and word patterns) to recognize new words.*
 - *Benchmark 1.A.1b: Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.*
- *Learning Standard 1B: Apply reading strategies to improve understanding and fluency.*
 - *Benchmark 1.B.1a: Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.*
 - *Benchmark 1.B.1b: Identify genres (forms and purposes) of fiction, nonfiction, poetry, and electronic literary forms.*
 - *Benchmark 1.B.1c: Continuously check and clarify for understanding (e.g., reread, read ahead, use visuals and context clues, ask questions, retell, and use meaningful substitutions).*
 - *Benchmark 1.B.1d: Read age-appropriate material aloud with fluency and accuracy.*
- *Learning Standard 1C: Comprehend a broad range of reading materials.*
 - *Benchmark 1.C.1a: Use information for form questions and verify predictions.*
 - *Benchmark 1.C.1b: Identify important themes and topics.*
 - *Benchmark 1.C.1c: Make comparisons across reading selections.*
 - *Benchmark 1.C.1d: Summarize content of reading material using text organization (e.g., story and sequence).*
 - *Benchmark 1.C.1e: Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, mood, and characterization).*
 - *Benchmark 1.C.1f: Use information presented in simple tables, maps, and charts to form an interpretation.*

Read and understand literature representative of various societies, eras, and ideas.

State Goal 2A:

- *Learning Standard: 2A: Understand how literacy elements and techniques are used to convey meaning.*
 - *Benchmark 2.A.1a: Identify the literary elements of theme, setting, plot, and character within literary works.*
 - *Benchmark 2.A.1b: Classify literary works as fiction or nonfiction.*
 - *Benchmark 2.A.1c: Describe differences between prose and poetry.*
- *Learning Standard 2B: Read and interpret a variety of literary works.*
 - *Benchmark 2.B.1a: Respond to literary materials by connecting them to their own experience and communicate those responses to others.*
 - *Benchmark 2.B.1b: Identify common themes in literature from a variety of eras.*
 - *Benchmark 2.B.1c: Relate character, setting, and plot to real-life situations.*

⁴ *“Ongoing assessment” will be conducted continually and reported each project fiscal year.*

⁵ *Checklists of 10-12 reading readiness and reading skills are listed for each grade level (kindergarten through third grade) on F.L.A.I.R. Data Collection Forms 11.K, 11.1st, 11.2nd, and 11.3rd.*

11.1

**Illinois Even Start
Child Performance
Indicator 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.

FLAIR Form 12

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURE
Children ages birth to three, who have been enrolled and have participated in Even Start ¹	Will participate in 70% of the child developmental/ educational program activity ² hours ³ offered in center-based or home-based settings	45% of children	At least 30 calendar days from date of enrollment until exit or end of the project year ⁴	Project attendance records

Definitions:

¹ “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).

² The environments for child developmental/educational program activities include:

- center-based locations for children from different families, with instruction delivered to a group in an agency, school, or other community locale.
- home-based locations for child(ren), with instruction delivered individually at their place of residence.

³ Hours of child developmental/educational program activities can be associated with average lengths of sessions held in center-based and home-based locations. For example, if a child is present for a day and the usual session length is 45 minutes, then that child is given .75 (3/4 of an hour) credit even if he is late or has to leave early. Other scheduled child developmental/educational program activities will also be recorded in quarter hours with partial quarter hours rounded up. For example, if a home visitor works with a child for 15 minutes, the time is recorded as .25 (1/4 of an hour).

⁴ Project year is the same as the project’s fiscal year.

**Illinois Even Start
Child Performance
Indicator 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.

FLAIR Form 13

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURE
Children ages three to five, who have been enrolled and have participated in Even Start ¹	Will participate in 70% of the child developmental/ educational program activity ² hours ³ offered in center-based or home-based settings	70% of children	At least 30 calendar days from date of enrollment until exit or end of the project year ⁴	Project attendance records

Definitions:

¹ “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).

² The environments for child developmental/educational program activities include:

- center-based locations for children from different families, with instruction delivered to a group in an agency, school, or other community locale.
- home-based locations for child(ren), with instruction delivered individually at their place of residence.

³ Hours of child developmental/educational program activities can be associated with average lengths of sessions held in center-based and home-based locations. For example, if a child is present for a day and the usual session length is 3 hours, then that child is given 3 hours credit even if she is late or has to leave early. Other scheduled

developmental/educational program activities will also be recorded in quarter hours with partial quarter hours rounded up. For example, if a home visitor works with a child for 25 minutes, the time is recorded as .50 (1/2 of an hour).

⁴ Project year is the same as the project’s fiscal year.

**Illinois Even Start
Child Performance
Indicator 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.

FLAIR Form 14

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURE
Children in kindergarten to third grade (K-3), who have been enrolled and have participated in Even Start ¹	Will attend school at the same or better rate as the building attendance rate ²	70% of children	For each school year	School records

Definitions:

¹ “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).

² To obtain school report card data (e.g., school attendance rate), go to the following site, www.isbe.state.il.us.

**Illinois Even Start
Child Performance
Indicator 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.

FLAIR Form 14

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURE
Children in kindergarten to third grade (K-3), who have been enrolled and have participated in Even Start ¹	Will be promoted to the next grade level	90% of children	For each school year	School records

Definitions:

¹ “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).

ILLINOIS FAMILY LITERACY PERFORMANCE INDICATORS FOR FAMILIES

Illinois Even Start Family Performance Indicator 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.

FLAIR Form 15

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Even Start families ¹	Will participate in at least two transition activities ²	80% of parents and children (families)	Within a project year ³	Sign-in sheets, self-reporting, ⁴ or portfolio documentation completed by families or project staff

Definitions:

¹ An Even Start family is one in which at least one adult and one child are participating in all appropriate project components. When the term “parent” is used, it refers to the significant adult(s) or primary caregiver(s). Some changes or transitions that Even Start families might experience include:

- Horizontal Transitions (e.g., between Even Start and Head Start or day care)
- Vertical Transitions (e.g., between basic adult literacy to GED preparation class)
- Home-to-Program Transitions (e.g., between home and preschool, between home and day care)
- Children-to-School Transitions (e.g., between pre-k to kindergarten class)
- Employment Transitions (e.g., between unemployment to part-time employment)
- Family Transitions—Status (e.g., divorce, birth, death, domestic abuse, serious illness)
- Family Transitions—Housing (e.g., moving into a more/less suitable dwelling)
- Family Transitions—Transportation (e.g., getting a car so can now attend program, loss of formerly available transportation)
- Family Transitions—Structure (e.g., change of primary adult)
- Family Transitions—Immigration (e.g., change from undocumented to documented)
- Family Transitions—Health (e.g., puberty, pregnancy, health concerns, toilet training)
- Family Transitions—Mental Health (e.g., self-esteem, obtaining help)
- Family Transitions—Financial (e.g., improvement/decrease in family economic resources)
- School Transitions—Relocation (e.g., moving from one school to another because of residency change or redistricting.)

Definitions continued on the next page.

Definitions (continued):

² *Transition activities are planned project activities that reflect the project's goals and the families' needs and goals. Transition activities for parents and children might*

- include:*
- *Provide special reading readiness workshops for families in the summer*
 - *Take children or parents to visit new school and classroom (e.g., field trips and site visits)*
 - *Conduct joint activities for the families with current and new classroom/program staff*
 - *Include "planning for transition" as a topic within parenting education classes, home visits, or support groups*
 - *Discuss "separation issues" as a topic within parenting education classes, home visits, or support groups*
 - *Bring new school staff to current program for visit with parents and children*
 - *Conduct parent-teacher conferences*
 - *Hold open houses and orientations about programs and schools for parents and children*

³ *"Project year" is the same as a project's fiscal year.*

⁴ *"Self-reporting" means that it is the participant's responsibility to inform project staff when experiencing a transition activity outside of project services (e.g., parents attend an orientation program with their child, and then either write about it in a journal/log or orally report it to project staff).*

**Illinois Even Start
Family Performance
Indicator 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 structured 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.

FLAIR Form 16

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Even Start families ¹	Will independently ² demonstrate at least one of the interactive behaviors ³ identified or learned during structured interactive literacy parent-child activities ⁴ or parenting education ⁵ activities	80% of families	Within a project year ⁶	Artifacts, ⁷ self-reporting forms, or checklists related to specific interactive behaviors that are completed by either families or project staff

Definitions:

- ¹ *An Even Start family is one in which at least one adult and one child are participating in all appropriate project components. When the term “parent” is used, it refers to the significant adult(s) or primary caregiver(s).*
- ² *“Independently” refers to adults and children demonstrating interactive behaviors outside planned interactive literacy activities. (For example, a staff member may observe a parent disciplining his child in a positive way while entering the school building, or a parent may tell a staff member about a weekend family trip taken to a local museum. Both activities occurred outside of the project’s interactive literacy activities.)*
- ³ *Interactive behaviors are activities that involve the family (both adults and children) and are organized under the following broad categories:*
- Supports Age-Appropriate Language and Literacy Development , Reading, and Writing [The behaviors in this categories take place between the parent and child. In some behaviors the children are responding to what the parents are doing. In other behaviors the parents are responding to what the children are doing.]*
- *Talks and listens (e.g., parent responds to or repeats child utterance/talking, asks/answers questions, sings, recites nursery rhymes, expands on child’s responses, describes everyday tasks)*
 - *Tells/shares stories or parts of stories (e.g., tells oral stories about every day/special events, tells pretend stories, acts out stories)*
 - *Reads environmental print (e.g., menus, food container labels, street signs, posters on buses)*
 - *Shares non-fiction books/other reading materials (e.g., points and looks at pictures, discusses pictures, relates what is read to real-life situations, asks/answers questions about vocabulary words, asks simple or complex questions concerning the content)*
 - *Shares fiction books/other reading materials (e.g., points and looks at pictures, discusses pictures, repeats familiar phrasing, finishes sentences, asks/answers questions about vocabulary words, discusses the progression of the story sequence, elaborates on storylines, relates what is read to real-life situations, asks simple or complex questions concerning the story’s content)*
 - *Pretends to read to adult (e.g., recites large sections of a book, recites the entire book, points and looks at pictures)*
 - *Does joint writing activities (e.g., scribbles or draws together and shared journals)*
 - *Does joint art/craft or cooking activities (e.g., colors, cooks, cuts, assembles)*

Definitions (continued):

Interactive Behavior Categories (continued):

Supports Children's Development Throughout All Age-Groups

- Talks on a regular basis (e.g., adult/child discuss: what happened today, what was on the news, books that they have read, TV shows or movies they have watched)
- Plays together in activities selected/initiated by the child (e.g., board games, age-appropriate toys)
- Supports creative expression (e.g., pretend play, art, singing, dancing, music, humor)
- Supports age-appropriate behavior in social situations

Sets Limits and Structures for Children *

- Develops age-appropriate routines with children (e.g., bedtime, getting to places on time, mealtimes, homework versus playtime)
- Works on mastering age-appropriate self-help skills (e.g., getting dressed, selecting clothes to wear, washing hands, brushing teeth, fixing hair, self-bathing, cleaning)
- Monitors TV watching and playing video games
- Provides opportunities for children to make age-appropriate choices within limits
- Employs problem-solving strategies
- Uses communication patterns that demonstrate mutual respect
- Provides consistent, supportive, and appropriate discipline
- Employs age-appropriate techniques when separating from child

* Sets the environment for parent-child activities to happen.

Supports Children's Education in Schools and Programs

- Talks to children daily about their day at school/program
- Monitors their children's homework
- Attends school/program family-based activities
- Talks with children about communications* sent home from the school or program, either through the child or mail
- Solicits appointments and arranges for transportation

* Modes of communications might include flyers, announcements, newsletters, calendars, permission forms, report cards/progress reports, and graded papers.

Uses Community Resources Together

- Helps children select materials at the library
- Participates in a family activity at the library
- Attends a community or cultural event (e.g., play or concert)
- Uses recreational activities in parks, forest preserves, park districts, pools, beaches, etc.
- Visits museums or cultural centers
- Accomplishes household routines using community resources (e.g., goes to the grocery store, laundromat, post office, hair salon/barber shop, bank)
- Participates in a community group

* Community not only means the immediate neighborhoods where the families live or the program is located, but any location within the town/city or beyond which has the Potential to affect the families' lives.)

Definitions continued on the next page.

Definitions (continued):

⁴ *Structured interactive parent-child activities are literacy-based, have been planned for the families, and are initiated by staff during project time. The interactive literacy activities reflect the project's goals and the families' literacy needs and goals.*

⁵ *Parenting education activities primarily provide opportunities for parents to strengthen their knowledge and skills in supporting their children's language and literacy development, reading readiness, reading, writing and other learning. Parenting education activities may take place at the center, in the community, or in the home. Parenting education topics can be covered through classroom instruction, support group discussion, home visitations, distant learning and in other methodologies. Examples of parenting education topics might include:*

- *Understanding of how children develop*
- *Helping parents understand what to expect of their children*
- *Developing child's language and thinking development*
- *Understanding how talking with children promotes children's developing literacy skills*
- *Asking good questions of children*
- *Sharing books with their children*
- *Providing children easy access to writing and reading materials*
- *Promoting children's social skills*
- *Working effectively with their children's teachers*
- *Managing children's behavior*
- *Ensuring children's safety and well-being*
- *Building parents' understanding of good health and nutrition practices*
- *Accessing community resources*

⁶ *"Project year" is the same as a project's fiscal year.*

⁷ *Artifacts are the distinguished products of family-conducted interactive activities (e.g., a library card, an admission ticket to a museum, a book borrowed from the library, an art project from a crafts program).*

Illinois Even Start Family Performance Indicator 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.

FLAIR Form 17

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Even Start families	Will attain ¹ at least one goal related to family needs ² or community ³ involvement ⁴	80% of families	Within a prescribed period of time ⁵ to be determined jointly by the adult participant and project staff	Pre- and post-assessments

Definitions:

¹ Attainment of goals may be accomplished by either adults or children or both (e.g., parents enroll their children in a park district program and attend the program, mother seeks assistance for domestic violence, family goes to the local beach using public transportation).

² Family needs goals fall into the following areas:

- Family Health (e.g., maintain children’s immunizations; maintain an ongoing relationship with a physician, a physicians’ group, or a dentist; have appropriate medical screenings and access identified treatment as indicated; make and keep regular medical/dental/therapy appointments; get and take medicine as prescribed; improve health and safety habits -- for example, smoking reduction, nutrition, exercise, hygiene, car safety)
- Physical Environment (e.g., obtain housing that meets the family’s needs, obtain access to a phone, improve housing conditions -- for example, making the household safer)
- Family Management (e.g., have appropriate child care on an ongoing basis or for emergencies, balance available income with monetary needs, increase financial resources, manage time commitments, use problem-solving skills in a specified context)
- Family Unit (e.g., spend more time together, do more things “as a family,” create nurturing and pleasant relationships, conduct family meetings, visit extended family together, take a family vacation)
- Family Structure (e.g., resolve custody issues, maintain family unity, get married, improve relationships with extended family, adjust to death of family member)
- Family Education (e.g. support child’s education or development, including accessing additional services or helping with homework)
- Family Mental Health (e.g., seek needed help, support family members’ needs)
- Family Legal Status (e.g., complete forms/attend appointments for immigration)

³ Community not only means the immediate neighborhoods where the families live or the project is located, but any location within the town/city or beyond which has the potential to affect the families’ lives.

Definitions continued on the next page.

Definitions (continued):

⁴ *Community involvement goals fall into the following areas:*

Active Participation

- *Participate in the community and neighborhood (e.g., enroll in/attend a citizenship class, take the INS Test for Citizenship, get a voter registration card, vote for the first time, communicate in writing or orally with a political/civic office or media source)*
- *Volunteer for community service (e.g., faith-based organization, neighborhood event, school, hospital, family literacy program, community center)*
- *Join a neighborhood organization (e.g., parent-teacher organization, neighborhood watch program, school advisory committee)*
- *Attend a community or cultural event*
- *Attend family-school activities*
- *Make new friends*
- *Have better communication/interaction with neighbors*

Building Greater Mobility

- *Obtain a driver's permit*
- *Obtain a driver's license*
- *Obtain or have access to a car for the first time*
- *Use public transportation to new destination (e.g., to work, to the program, to neighborhood sites)*
- *Follow directions (e.g., oral, written, graphics/maps, schedules)*
- *Secure reliable transportation for essential purposes (e.g., using transportation to get to a doctor's office or work site.)*
- *Obtain a state ID*
- *Apply for/obtain U.S. citizenship*

Accessing Resources

- *Use library services and programs independently**
- *Attend school/park district/community center programs*
- *Visit museum or cultural centers independently**
- *Use recreation facilities (e.g., beaches, forest preserves, pools, parks)*
- *Build relationships (e.g., with neighbors, clergy, program/agency staff)*
- *Access services(s) available to meet critical needs (e.g., fire/police, emergency childcare, emergency health care, emergency housing, mental-health care, domestic violence shelters, food pantry, substance abuse programs, tenant-rights organizations, clothes closets)*
- *Obtain library card*
- *Access stores/shopping*

* "Independently" refers to activities the family (adults and/or children) do on their own, outside program time.

⁵ *The prescribed time period will take into account the type of goal identified. Both program staff and participants will identify goals as either short-term goals, intermediate goals or long-term goals. They are:*

- *Short-Term Goals = up to 3 months to attain*
- *Intermediate Goals = up to 6 months to attain*
- *Long-Term Goals = up to 12 months to attain*

The time period may extend across different fiscal years.

APPENDIX B

Selecting an Independent Local Evaluator Desired Qualifications

- 1. Evaluators possess evaluation and measurement expertise.**
 - Formal training in evaluation design and measurement.
 - Experience applying those skills in evaluations of educational programs.
- 2. Evaluators are knowledgeable about family literacy programs and practices.**
 - Ideally, evaluator has experience in evaluating family literacy programs.
 - If a project can't find an evaluator with knowledge about family literacy, projects are better served by hiring experts in family literacy or a content area to help with program development, and then selecting a program evaluator with evaluation expertise.
- 3. Evaluators work in partnership with staff and other stakeholders.**
 - Evaluation is a process based on teamwork. It requires everyone who is involved in developing and evaluating a program to work together to achieve their goals.
- 4. Evaluators possess good communication and listening skills.**
 - Defines terms and explains concepts in everyday language that a layperson can easily understand.
- 5. Evaluators demonstrate sensitivity and respect for people.**
 - Evaluation is highly interactive. Its success depends on the quality of relationships between the evaluator and those involved in the project.
- 6. Evaluators demonstrate professional integrity and honesty.**
 - Completes tasks in a cost-effective and timely manner.
 - Honors agreements about using data and findings.

*Excerpt from Chapter 8 – Selecting an Independent Evaluator
U.S. Department of Education, Guide to Local Evaluations of Even Start Family Literacy
Programs by E. M. Appel, M. C. Dwyer, S. L. Frankel and M. B. Russell, Washington,
D.C., 2005*

APPENDIX B (continued)

Expectations for Independent Local Evaluations

- **A local evaluation that meets ISBE requirements including:**
 - Conducting an independent local evaluation to inform improvements in the local program;
 - Hiring an independent evaluator who is not a member of the program implementation staff, is not employed by the grant recipient or partner agencies and does not have a conflict of interest; and
 - Producing a written report which follows the ISBE Evaluation Report Format and includes analysis for all indicators whether met or not.

- ***A written agreement with your evaluator that includes:**
 - All the tasks and functions that the evaluator is expected to perform, an estimate of the time required to complete each task, and a timeline for completing the tasks;
 - A list of deliverables with due dates for completion;
 - A list of documents or information that the project will provide the evaluator, e.g., proposal, recommendations from local evaluation report, access to FLAIR data;
 - Statement of mutual understanding about the confidentiality of records and reports;
 - Procedures for handling disputes;
 - Billing procedures and a schedule of payments; and
 - Process for amending the agreement.

- **Services to be expected from a local evaluator include:**
 - One or more site visits at a time appropriate for your program;
 - Regular phone and e-mail contact;
 - Ongoing support for data collection;
 - Review of mid-year data;
 - Analysis of evaluation data for program improvement;
 - Formative and summative evaluation data;
 - Written end-of-the year Evaluation Report.

**Written Agreement is an Excerpt from Chapter 9 – Working with an Evaluator U.S. Department of Education, Guide to Local Evaluations of Even Start Family Literacy Programs by E. M. Appel, M. C. Dwyer, S. L. Frankel and M. B. Russell, Washington, D.C., 2005*

APPENDIX C

Notice to All Applicants Regarding Section 427 of the General Education Provisions Act (GEPA)

Section 427 of GEPA affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the applicant may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with Even Start requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

The following example may help illustrate how an applicant may comply with Section 427.

- An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

APPENDIX D

DEFINITIONS OF BUDGET FUNCTIONS

Function Number	FUNCTION
1000	<u>Instruction</u> - The teaching of students or the interaction between teacher and students. A teacher may be provided for students in a school classroom, in another location such as a home or hospital, and other learning situations such as those involving co-curricular activities. Included here are the activities of aides or assistants of any type that assist in the instructional process.
2110	<u>Attendance and Social Work Services</u> - Activities for the improvement of students' attendance, such as prompt identification of patterns of nonattendance and early action on the problem. Social work activities dealing with the problems of students which involve the home, school, and community.
2130	<u>Health Services</u> - Physical and mental health services which are not direct instruction. Included are activities that provide students with appropriate medical, dental, and nurse services.
2140	<u>Psychological Services</u> - Activities concerned with administering psychological tests and interpreting the results, gathering and interpreting information about pupil behavior, working with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests and behavioral evaluation, and planning and managing a program of psychological services, including psychological counseling for students, staff, and parents.
2150	<u>Speech Pathology and Audiology Services</u> - Activities which have as their purpose the identification, assessment, and treatment of children with impairments in speech, hearing, and language.
2210	<u>Improvement of Instruction Services</u> - Activities which are designed primarily for assisting instructional staff in planning, developing, and evaluating the instructional process. Included are instructional and curriculum development services and instructional staff training services.
2300	<u>General Administration</u> - Activities concerned with establishing and administering policy in connection with operating the local education agency.
2540	<u>Operation and Maintenance of Plant Services</u> - Activities concerned with keeping the physical plant (i.e., grounds, buildings, and equipment) in an effective and safe working condition. This includes activities of maintaining safety in buildings, on the grounds, and in the vicinity of schools or funded agency.
2550	<u>Pupil Transportation Services</u> - Activities concerned with conveying students to and from schools as provided by Article 29 of the School Code. It includes trips between home and school and trips to school activities.
2560	<u>Food Services</u> - Those activities concerned with providing food to students and staff in a school or LEA. This service area includes the preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities and the delivery of food.
2620	<u>Planning, Research, Development, and Evaluation Services</u> - Those activities, on a systemwide basis, associated with conducting and managing programs of planning, research, development, and evaluation.
3000	<u>Community Services</u> - Services provided by the LEA for the community as a whole or some segment of the community, such as community recreation programs, civic organization activities, public libraries, programs of custody and child care, welfare

services, non-public school student services, and home/school services.

- 4000 **Payments to Other Districts and Governmental Units** - Payments to LEAs, generally for tuition, transportation and all other services rendered to pupils residing in the paying LEA. Where a nonoperating district pays an operating district for the education of pupils, the nonoperating district records such payments here. Flow-through funds - where payment is received by an LEA and a portion is transferred to one or more other LEAs - use object 600. (Expenditures in this function are not counted in state expenditure totals.)
- Payments for Regular Programs
 - Payments for Special Education Programs
 - Payments to University/College Programs
 - Payments for Career & Technical Ed Programs
 - Payments for Community College Programs
 - Other Payments to Governmental Units

DEFINITIONS OF BUDGET OBJECTS

Object Number	Object
100	<u>Salaries:</u> Amounts paid to permanent, temporary or substitute employees on the payroll of the local education agency (LEA). This includes gross salary for personal services rendered while on the payroll of the LEA
200	<u>Employee Benefits:</u> Amounts paid by the LEA on behalf of employees; these amounts are not included in the gross salary, but are over and above.
300	<u>Purchased Services:</u> Amounts paid for personal services rendered by personnel who are not on the payroll of the LEA and other services which the LEA may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided in order to obtain the desired results.
400	<u>Supplies and Materials:</u> Amounts paid for material items of an expendable nature that are consumed, worn out, or deteriorated in use or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
500	<u>Capital Outlay:</u> Expenditures for the acquisition of fixed assets or additions to fixed assets.

BUDGET WORKSHEET—EVEN START FAMILY LITERACY

-Use Whole Dollars ONLY-

Function	Expenditure Account	Salaries (Obj. 100s)	Benefits (Obj. 200s)	Purchased Services (Obj. 300s)	Supplies & Materials (Obj. 400s)	Cap. Outlay ** (Obj. 500s)
1000	Instruction	<ul style="list-style-type: none"> ▪ Teachers ▪ Substitutes ▪ Paraprofessionals ▪ Tutors 	<ul style="list-style-type: none"> ▪ TRS ▪ FICA ▪ IMRF ▪ Medical/Health Insur. ▪ Life Insurance ▪ Medicare 	<ul style="list-style-type: none"> ▪ Worker's Comp ▪ Unemployment Comp. ▪ Equip. Maint. & Repair ▪ In-District Travel ▪ Field Trip Fees for Students ▪ Software Licenses for Student Instruction 	<ul style="list-style-type: none"> ▪ Software ▪ Maps ▪ Consumable Supplies ▪ Books ▪ Workbooks ▪ Charts ▪ Equipment < \$500 	Equipment & Furniture > \$500 (Related directly to project instruction)
2110	Attend. & Social Work Services	<ul style="list-style-type: none"> ▪ Social Worker 	<ul style="list-style-type: none"> ▪ Related Benefits 	<ul style="list-style-type: none"> ▪ Social Worker <p>(Non-Fiscal Agency employee)</p>	<ul style="list-style-type: none"> ▪ Related Supplies 	
2130	Health Services	<ul style="list-style-type: none"> ▪ Nurse 	<ul style="list-style-type: none"> ▪ Related Benefits 	<ul style="list-style-type: none"> ▪ Health Care Provider <p>(Non-Fiscal Agency employee)</p>	<ul style="list-style-type: none"> ▪ Related Supplies 	
2140	Psychological Services	<ul style="list-style-type: none"> ▪ Psychologist ▪ Psychiatrist 	<ul style="list-style-type: none"> ▪ Related Benefits 	<ul style="list-style-type: none"> ▪ Psychologist/Psychiatrist <p>(Non-Fiscal Agency employee)</p>	<ul style="list-style-type: none"> ▪ Psychological Tests ▪ Related Supplies 	
2150	Speech Path. & Audio. Serv.	<ul style="list-style-type: none"> ▪ Speech Therapist 	<ul style="list-style-type: none"> ▪ Related Benefits 	<ul style="list-style-type: none"> ▪ Speech Therapist <p>(Non-Fiscal Agency employee)</p>	<ul style="list-style-type: none"> ▪ Related Supplies 	
2210	Improve. Of Instruction (Staff)	<ul style="list-style-type: none"> ▪ Planning time for staff (over & above regular salaries) ▪ Subs for Staff Development 	<ul style="list-style-type: none"> ▪ Related Benefits 	<ul style="list-style-type: none"> For Staff Development: ▪ Registration fees ▪ Meals ▪ Mileage ▪ Hotel Accommodations 	<ul style="list-style-type: none"> ▪ Supplies & Materials for Inservice Workshops 	
2300	General Administration	<ul style="list-style-type: none"> ▪ Administrator ▪ Director ▪ Secretary/Clerical 	<ul style="list-style-type: none"> ▪ Related Benefits 	<ul style="list-style-type: none"> ▪ Audit Fee (Prorated) ▪ Workman's Comp. ▪ Unemployment Comp. ▪ Equip. Repair & Maint. ▪ Postage 	<ul style="list-style-type: none"> ▪ Administrative Supplies & Materials ▪ Consumable Admin. Supplies & Materials 	<ul style="list-style-type: none"> ▪ Equipment & Furniture > \$500 (for Admin. Use) (related directly to project administration)
2540	Oper. & Maint. of Plant Serv.	<ul style="list-style-type: none"> ▪ Janitor ▪ Custodian ▪ Security 	<ul style="list-style-type: none"> ▪ Related Benefits 	<ul style="list-style-type: none"> ▪ Rent ▪ Custodial (Contract) ▪ Lease for Site ▪ Sanitation Services ▪ Telephone 	<ul style="list-style-type: none"> ▪ Cleaning Supplies ▪ Utilities (energy) 	
2550	Pupil Transportation Services (Students Only)	<ul style="list-style-type: none"> ▪ Bus Driver ▪ Transportation Aides 	<ul style="list-style-type: none"> ▪ Related Benefits 	<ul style="list-style-type: none"> ▪ Contractual Bus Service ▪ Mileage reimbursement for students ▪ Transportation Costs for Field Trips for Students 	<ul style="list-style-type: none"> ▪ Gas ▪ Oil ▪ Other Related Supplies 	

Function	Expenditure Account	Salaries (Obj. 100s)	Benefits (Obj. 200s)	Purchased Services (Obj. 300s)	Supplies & Materials (Obj. 400s)	Cap. Outlay ** (Obj. 500s)
2560	Food Services (Students Only)	<ul style="list-style-type: none"> ▪ Cook ▪ Kitchen Aides 	<ul style="list-style-type: none"> ▪ Related Benefits 	<ul style="list-style-type: none"> ▪ Catering Services 	<ul style="list-style-type: none"> ▪ Food for students ▪ Snacks for students ▪ Other Related Supplies 	
2620	Planning, Research, Development & Evaluation Services	<ul style="list-style-type: none"> ▪ Data Entry 	<ul style="list-style-type: none"> ▪ Related Benefits 	<ul style="list-style-type: none"> ▪ Contractual Evaluation Service ▪ Travel for Evaluators 		
3000	Community Services*	<ul style="list-style-type: none"> ▪ Parent Coordinator ▪ Parent Educator ▪ Even Start Coordinator ▪ Child Care Employees 	<ul style="list-style-type: none"> ▪ Related Benefits 	<ul style="list-style-type: none"> ▪ Guest Speaker for Parent Meetings ▪ Child Care (Contractual) ▪ Food Services for Families ▪ Field Trip Fees and Transportation for Families 	<ul style="list-style-type: none"> ▪ Parental Materials & Supplies ▪ Food and Snacks for Parents/Families 	Equipment & Furniture > \$500 (related directly to parent and family activities)
4000	Payments To Other Districts and Gov. Units			<ul style="list-style-type: none"> ▪ Services by college or ROE/ISC 		

*If non-public school students are served, the costs should be included in this function.

Please note: Indirect costs are not allowable in the federal share or the local match.