

# ILLINOIS FAMILY LITERACY PERFORMANCE INDICATORS FOR FAMILIES

FY'11 VERSION

**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 <sup>1</sup>	Will participate in at least two transition activities <sup>2</sup>	80% of parents and children (families)	Within a project year <sup>3</sup>	Sign-in sheets, self-reporting, <sup>4</sup> or portfolio documentation completed by families or project staff

*Definitions:*

<sup>1</sup> 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.*

## Performance Indicator F-1

### *Definitions (continued):*

<sup>2</sup> *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*

<sup>3</sup> *"Project year" is the same as a project's fiscal year.*

<sup>4</sup> *"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 <sup>1</sup>	Will independently <sup>2</sup> demonstrate at least one of the interactive behaviors <sup>3</sup> identified or learned during structured interactive literacy parent-child activities <sup>4</sup> or parenting education <sup>5</sup> activities	80% of families	Within a project year <sup>6</sup>	Artifacts, <sup>7</sup> self-reporting forms, or checklists related to specific interactive behaviors that are completed by either families or project staff

*Definitions:*

<sup>1</sup> *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).*

<sup>2</sup> *“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.)*

<sup>3</sup> *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 on the next page.**

## Performance Indicator F-2

*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 arrangements 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.***

## Performance Indicator F-2

### *Definitions (continued):*

<sup>4</sup> *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.*

<sup>5</sup> *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*

<sup>6</sup> *"Project year" is the same as a project's fiscal year.*

<sup>7</sup> *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 <sup>1</sup> at least one goal related to family needs <sup>2</sup> or community <sup>3</sup> involvement <sup>4</sup>	80% of families	Within a prescribed period of time <sup>5</sup> to be determined jointly by the adult participant and project staff	Pre- and post-assessments

*Definitions:*

<sup>1</sup> 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).

<sup>2</sup> 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)

<sup>3</sup> 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.*

## Performance Indicator F-3

### *Definitions (continued):*

<sup>4</sup> *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.*

<sup>5</sup> *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.*