

Bureau of ABLE Policy Guidance

Subject: **Family Literacy Performance Standards**
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The following Policy Guidance is issued to agencies with Family Literacy programs funded by the Bureau of Adult Basic and Literacy Education (Bureau) to establish PY 2006-07 performance standards and associated reporting requirements.

INTRODUCTION

Adult education component standards are included herein in their entirety. In Family Literacy programs, there are three *additional* instructional components: parenting education, interactive literacy instruction, and early childhood education. Standards for these components are included in the Family Literacy standards.

PART ONE: ADMINISTRATIVE PERFORMANCE

1.1 Administrative Reporting: Each Family Literacy program provider will submit 100% of the reports required by the grant contract and/or the Bureau grant Application Procedures and Program Guidelines on time. These include the following:

Report	Medium	Destination	Deadline
End of School Year Progress Report	Hard Copy	*ISAL	July 31
Final Expenditure Report	Hard Copy	*Bureau	Aug. 30
Even Start Local Evaluation	E-mail	*Bureau/ISAL/TIU	Sep. 30

Note: If the deadline date falls on a Saturday or Sunday, the deadline is the following Monday.

* ISAL – Institute for the Study of Adult Literacy, Penn State University

* TIU – Tuscarora Intermediate Unit

* Bureau – Bureau of Adult Basic and Literacy Education, PA Department of Education

Measure: *The number of required reports submitted on time and in acceptable form divided by the number of reports required by the Bureau Application Procedures and Program Guidelines and this document.*

1.2 Enrollment: Each Family Literacy program provider will enroll a minimum of 100% of the families contracted for in the grant application. Enrolled is defined as follows:

A family will achieve enrolled status after receiving services in all components according to the following measures:

- **ADULT EDUCATION:** At least one adult accumulates a minimum of twelve (12) hours of adult education; and
- **PARENTING EDUCATION:** At least one parent accumulates a minimum of one (1) hour of parenting education instruction; and
- **INTERACTIVE LITERACY ACTIVITIES (ILA):** At least one parent and one child accumulate a minimum of three (3) hours of ILA; and
- **EARLY CHILDHOOD EDUCATION:** At least one preschool child (ages 3 – 5 or older if not enrolled in compulsory schooling) accumulates a minimum of 12 hours of early childhood education instruction.

Notes: For enrolled status purposes, for families who have *only* children ages' birth to age 3 and/or children enrolled in kindergarten and higher, their Early Childhood Component hours are defined through participation in a minimum of three hours of ILA.

Exemptions from the adult education guideline of 12 hours are: 1.) Adults (Even Start and Act 143) who have met their adult education goals, and 2.) Teen parents (Even Start ONLY) enrolled in secondary school.

Measure: *The number of families enrolled divided by the number of families contracted.*
[NOTE: For performance funding, the measure is to be capped at 100%.]

PART TWO: PROGRAM PERFORMANCE STANDARDS (PROCESS)

Retention

2.1 Adult Education: In each Family Literacy program, adults in families that have reached enrolled status will receive an average of 50 hours of instruction in adult education during the program year.

Note: Exemptions from the adult education guidelines are: 1.) Adults (Even Start and Act 143) who have met their adult education goals, and 2.) Teen parents (Even Start ONLY) enrolled in secondary school.

***Measure:** The number of hours of adult education instruction received during the program year by adults in families that have reached enrolled status divided by the number of adults in families that have reached enrolled status during the program year.*

2.2 Parenting Education: In each Family Literacy program, parents in families that have reached enrolled status will receive an average of 25 hours of parenting education instruction during the program year.

***Measure:** The number of hours of parent education instruction received during the program year by parents in families that have reached enrolled status divided by the number of parents in families that have reached the enrolled status during the program year.*

2.3 ILA: In each Family Literacy program, families that have reached enrolled status will participate an average of 35 hours in ILA instruction during the program year.

***Measure:** The number of hours of ILA instruction received during the program year by families that have reached enrolled status divided by the number of families that have reached the enrolled status during the program year.*

2.4 Early Childhood Education: In each Family Literacy program, pre-school children (ages 3 – 5) in families that have reached enrolled status will participate an average of 150 hours of early childhood instruction during the program year.

***Measure:** The number of hours of early childhood instruction received during the program year by pre-school children (ages 3 – 5) in families that have reached enrolled status divided by the number of pre-school children (ages 3 – 5) in families that have reached enrolled status during the program year.*

2.5 School-Age Children—Attendance: 85% of children in families that have reached enrolled status, attending kindergarten or higher, will have a maximum of three unexcused absences as reported by the End of the School Year Progress Report. (Pennsylvania School Code defines Excused and Unexcused Absences.)

Note: Program identification, family and child codes on the hard copy must correctly match

information in the e-Data system.

Measure: *The number of school-age children in families that have reached enrolled status for whom End of the School Year Progress Reports indicate the maximum number of unexcused absences as three divided by the number of children in families that have reached enrolled status for whom End of the School Year Progress Reports are submitted during the program year.*

2.6 Home Visits (Even Start only): In each Even Start Family Literacy program, families that have reached enrolled status will receive an average of one (1) home visit per month of participation during the program year.

Measure: *The number of home visits received during the program year by families that have reached enrolled status divided by the number of months of participation by families that have reached the enrolled status during the program year.*

Assessment

2.7 Adult Education (Pretest): Each Family Literacy program provider will submit a pretest score for a minimum of 95% of the adults in families that have achieved enrolled status during the program year. [NOTE: Students pretested with Official GED Tests or Official GED Practice Tests are automatically placed in the High Adult Secondary Educational Functioning Level and will be included in the denominator for the agency's GED Achievement performance.]

Note: Exemptions from the adult education guidelines are: 1.) Adults (Even Start and Act 143) who have met their adult education goals, and 2.) Teen parents (Even Start ONLY) enrolled in secondary school.

Measure: *The number of adults in families that have reached enrolled status and for whom scores are recorded divided by the number of adults in families that have reached enrolled status.*

2.8 Adult Education (Pretest & Posttest): Each Family Literacy program provider will submit a validly matched pretest and posttest result for a minimum of 50% of adults in families that have reached enrolled status. [NOTE: For students with an Official GED Practice Test or an Official GED Test as a pretest, no posttest information is entered into e-Data. Instead, scores are obtained from the Oklahoma Testing Service, which electronically forwards Official GED Test scores for Pennsylvania residents into a separate GED database. When a data match is found for a GED test in the PDE database of GED scores, and that test is dated after the pretest, credit for a validly matching pretest/posttest will be given regardless of whether the student passes or fails the GED tests.]

Notes: Exemptions from the adult education guidelines are: 1.) Adults (Even Start and Act 143) who have met their adult education goals, and 2.) Teen parents (Even Start ONLY) enrolled in secondary school. Only posttest assessments administered during the program year will be included in the calculations.

Measure: *The number of adults in families that have reached enrolled status for whom validly matched pretests and posttests are submitted divided by the number of adults in families that have reached enrolled status.*

2.9 Preschool Children Pretest (Time 1): Each Family Literacy program provider will submit a pretest (Time 1) score from an approved early childhood assessment instrument for a minimum of 70% of children in families that have reached enrolled status, who are not in kindergarten or higher during the program year. The approved early childhood assessments for Pennsylvania include the following: for children birth-age 3, the Early Learning Accomplishment Profile (ELAP) and the Infant and Toddler Child Observation Record (IT-COR); for children age 3-5, the Learning Accomplishment Profile-3(LAP-3), the Child Observation Record (COR), and *The Creative Curriculum's* Developmental Continuum.

Measure: *The number of children in families that have reached enrolled status and are not in kindergarten or higher and for whom Time 1 scores are submitted divided by the number of children in families that have reached enrolled status and not in kindergarten or higher.*

2.10 Preschool Children Pretest & Posttest (Time 1 and Time 2): Each Family Literacy program provider will submit a validly matched pretest (Time 1) and posttest (Time 2) result from an approved early childhood assessment for a minimum of 50% of children with a valid Time 1 in families that have reached enrolled status and who are not in kindergarten or higher during the program year. The approved early childhood assessments for Pennsylvania include the following: for children Birth-age 3, the Early Learning Accomplishment Profile (ELAP) and the Infant and Toddler Child Observation Record (IT-COR); for children age 3-5, the Learning Accomplishment Profile-3 (LAP-3), the Child Observation Record (COR), and *The Creative Curriculum's* Developmental Continuum.

Note: No fewer than 90 days should elapse between pretest and posttest assessments.

Measure: *The number of children in families that have reached enrolled status and who are not in kindergarten or higher for whom matched pretest (Time 1) and posttest (Time 2) scores from approved early childhood assessments are submitted divided by the number of children in families that have reached enrolled status and who are not in kindergarten or higher with a valid Time 1 assessment.*

2.11 PPVT-III Pretest: In addition to the early childhood assessments covered in 2.9 and 2.10, each Family Literacy provider will submit a pretest for a minimum of 70% of pre-school children who are entering the year prior to beginning Kindergarten (typically between 48-72 months old) and are in families who have reached enrolled status, using the approved **Peabody Picture Vocabulary Test-III (PPVT-III)**.

Measure: *The number of pre-school children who are entering the year prior to beginning Kindergarten (typically between 48-72 months old) and in families that have reached enrolled status and for whom pretest scores are submitted divided by the number of pre-school children who are entering the year prior to beginning Kindergarten (typically between 48-72 months old) and in families that have reached enrolled status.*

2.12 PPVT-III Pretest and Posttest: In addition to the early childhood assessments covered in 2.9 and 2.10, each Family Literacy provider will submit a validly matched pretest and posttest result for a minimum of 50% of pre-school children who have a valid pretest and who are entering the year prior to beginning Kindergarten (typically between 48-72 months old) and are in families who have reached enrolled status, using the approved **Peabody Picture Vocabulary Test-III (PPVT-III)**.

Note: It is recommended that 6 months lapse between pretest and posttest, however no fewer than 90 days should elapse between pretest and posttest assessments.

Measure: The number of pre-school children who are entering the year prior to beginning Kindergarten (typically between 48-72 months old) and in families that have reached enrolled status and for whom validly matched pretest and posttest scores are submitted divided by the number of pre-school children who are entering the year prior to beginning Kindergarten (typically between 48-72 months old) and in families that have reached enrolled status with pretest scores.

2.13 PALS Pre-K Pretest: In addition to the early childhood assessments covered in 2.9 and 2.10, each Family Literacy provider will submit a pretest for a minimum of 70% of pre-school children who are entering the year prior to beginning Kindergarten (typically between 48-72 months old) and are in families who have reached enrolled status, using the approved **Phonological Awareness Literacy Scale for Pre-Kindergarten (PALS Pre-K)**.

Measure: Same as for 2.11

2.14 PALS Pre-K Pretest and Posttest: In addition to the early childhood assessments covered in 2.9 and 2.10, each Family Literacy provider will submit a validly matched pretest and posttest result for a minimum of 50% of pre-school children who have a valid pretest and who are entering the year prior to beginning Kindergarten (typically between 48-72 months old) and are in families who have reached enrolled status, using the state approved **Phonological Awareness Literacy Scale for Pre-Kindergarten (PALS Pre-K)**.

Note: Same as for 2.12.

Measure: Same as for 2.12.

2.15 Parent-Child Literacy Activities Pretest: Each Family Literacy program provider will enter into e-Data Parent-Child Literacy Activities Pretest Items for a minimum of 95% of the families that have reached enrolled status. The pretest items are located on the intake form and should be administered at intake.

Measure: The number of families that have reached enrolled status for whom Parent-Child Literacy Activities Pretest items have been submitted divided by the number of families that have reached enrolled status.

2.16 Parent-Child Literacy Activities Pretest & Posttest: Each Family Literacy program

provider will enter into e-Data items for Parent-Child Literacy Activities Pretest and Posttest Items for a minimum of 80% families with valid pretests that have reached enrolled status. The pretest items are administered at intake with families. The posttest items are administered at the end of the fiscal year or when the family leaves the program, whichever comes first and can be found on the intake/exit form.

Notes: No fewer than 90 days should elapse between pretest and posttest assessments. Program identification and family code on the pretest and posttest hard copy must correctly match information in the e-Data system.

Measure: *The number of families that have reached enrolled status for whom valid matched pretests and posttests have been submitted divided by the number of families that have reached enrolled status who have a pretest.*

2.17 End of School Year Progress Report for School-age Children: Each Family Literacy program provider will enter into e-Data an End of School Year Progress Report completed by the child's primary teacher for a minimum of 60% of children in Kindergarten or higher and who are in families that have reached enrolled status. (The End of the School Year Progress Report is to be completed by each child's primary teacher.)

Notes: Program identification and family code on the End of School Year Progress Report hard copy must correctly match information in the e-Data system.

Measure: *The number of active children in elementary school (kindergarten or higher) in enrolled families for whom an End of the School Year Progress Report is submitted for the program year, divided by the number of active children in elementary school (kindergarten or higher) in enrolled families.*

PART THREE: PROGRAM PERFORMANCE STANDARDS (ADULT LEARNING)

3.1 Educational Gain - Completion of Educational Functioning Level (EFL). Completing a level requires a posttest score that is sufficiently higher than the pretest score to indicate advancement to a higher EFL. Entry and exit EFLs are determined by NRS criteria; e-Data contains an automatic function that assigns the appropriate EFL based on the assessment scores entered. Performance targets for each EFL are approved by the Office of Vocational and Adult Education, US Department of Education and contained in the Pennsylvania Adult Education State Plan. The 2007-2008 targets are as follows:

<u>EFL</u>	<u>PY 2007-08 Target</u>
Beginning Literacy ABE	31%
Beginning ABE	40%
Low Intermediate ABE	38%
High Intermediate ABE	33%
Low ASE	35%
Beginning Literacy ESL	35%
Low Beginning ESL	28%
High Beginning ESL	37%
Low Intermediate ESL	38%
High Intermediate ESL	39%
Advanced ESL	18%

Measure: The number of enrolled students who complete one or more EFLs divided by the number of enrolled students in the program.

3.2 GED Achievement: 47% of students enrolled at a High Adult Secondary Education Functioning Level with a goal of passing the GED or obtaining a high school diploma and who exit during the program year will pass the GED or earn a high school diploma.

Measure: The number of enrolled students whose entry EFL is High Adult Secondary and who have a goal of obtaining a high school diploma or passing the GED and who obtain one of those credentials divided by the number of enrolled students whose entry level is High Adult Secondary. [NOTE: Only students who have a valid social security number and have exited the program are used in the data match. See Policy C.135 for additional data match criteria.]

3.3 Placement in Unsubsidized Employment: 48% of learners who are in the workforce, are not employed at enrollment, and have a goal of obtaining employment will obtain unsubsidized employment.

Measure: The number of enrolled students who are in the workforce, have a recorded goal of obtaining employment, and are not employed at entry who obtain unsubsidized employment before the end of the first quarter after the program exit quarter divided by the total number of enrolled students who are in the workforce, have a recorded goal of obtaining employment, and are not employed at entry. [NOTE: Only students who have a valid social security number and have exited the program are used in the data match. See Policy C.135 for additional data match

criteria.]

3.4 Retention in Unsubsidized Employment: 57% of learners who, at time of entry, are (a) employed at entry and have a goal of improved or retained employment, or (b) not employed and have a goal of obtaining employment, who enter employment by the first quarter after the exit quarter, will be employed in the third quarter after the exit quarter.

Measure: The number of students employed at program entry who have the goal of retaining employment and who are employed in the third quarter after the program exit quarter PLUS the number of students not employed at program entry who have the goal of obtaining employment and enter employment by the first quarter after the exit quarter who are employed in the third quarter after the program exit quarter

DIVIDED BY

The number of students employed at program entry who have the goal of retaining employment PLUS the number of students not employed at program entry who have the goal of obtaining employment and enter employment by the first quarter after the exit quarter. [NOTE: Only students who have a valid social security number and have exited the program are used in the data match. See Policy C.135 for additional data match criteria.]

3.5 Placement in Postsecondary Education or Training: 36% of learners who have a goal of

advanced education or training and who exited by the end of the program year will enroll in a postsecondary educational or occupational skills training program.

Measure: The number of students who have a recorded goal of advancing to postsecondary education or training that entered a postsecondary or occupational skills training program and who exited by the end of the program year divided by the number of students who have a recorded goal of advancing to postsecondary education or training and who exited by the end of the program year. [NOTE: Only students who have a valid social security number and have exited the program are used in the data match. See Policy C.135 for additional data match criteria.]

PART FOUR: PROGRAM PERFORMANCE STANDARDS (CHILDREN’S LEARNING)

4.1 Early Childhood (age 48-72 months) – Language Development: Individual child progress in language development skills must be determined for active children entering the year prior to beginning Kindergarten (typically between 48-72 months old) in families that have reached enrolled status with a valid pretest/posttest match. This subset of children is expected to achieve a minimum standard score increase of 4 points on the state approved PPVT-III for language development.

Measure: For active children in families that have reached enrolled status and who have validly matched pretest and posttest scores on the PPVT -III, the raw scores of the PPVT-III will be converted to a standard score by a state approved software system. The standard is thus based on the change in standard score between pretest and posttest.

4.2 PALS-Pre-K Language and Literacy Development: 80% of children in families that have reached enrolled status, entering the year prior to beginning Kindergarten (typically between 48-72 months old) are expected to make progress in language and literacy development as assessed by the PALS-Pre-K for active children. This subset of children is expected to achieve spring assessment scores that meet or exceed the developmental scores in the table below.

PALS-Pre-K Tasks	Developmental Score
Name Writing	5
Upper-Case Alphabet Recognition	12
Lower-Case Alphabet Recognition	9
Letter Sounds	4
Beginning Sound Awareness	5
Print and Word Awareness	7
Rhyme Awareness	5
Nursery Rhyme Awareness	6

Measure: The number of active children in families that have reached enrolled status and are entering the year prior to beginning Kindergarten (typically between 48- 72 months of age) who completed the PALS Pre-K and have scores that meet or exceed the developmental scores as defined by the PALS Pre-K test developers.

4.3 School-Age Children—Reading on grade level: 60% of children, attending kindergarten or higher who are in families that have reached enrolled status and were assessed by their teacher (i.e. the teacher did not mark “Unable to assess”) on the End of the School Year Progress Report, will demonstrate proficient or advanced performance in reading as reported by the End of the School Year Progress Report. The language and terms of the End of the School Year Progress Report are consistent with Pennsylvania’s Reading, Writing, Speaking and Listening Standards from the Pennsylvania Educational Law, Chapter 4.

- Increased proficiency in reading is to be assessed by standardized tests, portfolio, or

observation by each child's primary teacher. Teachers assess achievement and report this and the type of assessment used. The following Pennsylvania Academic Standards terms are used:

Below Basic — more than one year below expectations.

Basic — up to one year below expectations.

Proficient — meets standards.

Advanced — above grade level.

Unable to Assess

Note: Program identification, family and child codes on the hard copy must correctly match information in the e-Data system.

***Measure:** The number of active children in elementary school (kindergarten or higher) in enrolled families for whom an End of the School Year Progress Report is submitted indicating that the child meets standards or demonstrated advanced performance in reading skills, divided by the number of active children in elementary school (kindergarten or higher) in enrolled families who have an End of the School Year Progress Report for the program year and the teacher provided valid assessment data (that is, the teacher was able to assess the child).*

4.4 School-Age Children—Promotion: 90% of children in families that have reached enrolled status, attending kindergarten to third grade, will be promoted to the next grade level as reported by the End of the School Year Progress Report.

Note: Program identification, family and child codes on the hard copy must correctly match information in the e-Data system.

***Measure:** The number of active children in elementary school (kindergarten or higher) in enrolled families for whom an End of the School Year Progress Report is submitted for the program year indicating that the child will be promoted to the next grade level, divided by the number of active children in elementary school (kindergarten or higher) in enrolled families who have an End of the School Year Progress Report and the teacher provided valid data regarding the promotion status of the child.*

**PART FIVE: PROGRAM PERFORMANCE STANDARDS
(PARENT-CHILD LITERACY ACTIVITIES)**

5.1 Parent Reading to Child: 60% of parents in families that have reached enrolled status will read to or look at books more often with their children as reported by a parent-child literacy activities pretest and posttest items.

Pretest and Posttest Items:

How many days last week did you read to or look at books with your child?

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days
- 6 days
- 7 days

Note: The Parent-Child Literacy Activities Pretest is administered when families enter a Family Literacy program and Posttest when they leave or at the end of the program year.

Measure: The number of parents in families that have reached enrolled status who report a gain between the Parent-Child Literacy Activities Pretest and Posttest divided by the number of parents in families that have reached enrolled status for whom Parent-Child Literacy Activities Pretests and Posttests were submitted.

5.2 Parent Talking to Teacher: 40% of parents in families that have reached enrolled status, will talk more often to their children’s teachers (including teachers in Family Literacy early childhood programs, daycare programs, preschool, or elementary schools) as reported by parent-child literacy activities pretest and posttest items, during the program year.

Pretest and Posttest:

During the past 30 days, how many days did you speak with your child’s teacher?

Number of days: _____

Note: The Parent-Child Literacy Activities Pretest Items are administered when families enter a Family Literacy program and Parent-Child Literacy Activities Posttest Items when they leave or at the end of the program year.

Measure: The number of parents in families that have reached enrolled status who report a gain between the Parent-Child Literacy Activities Pretest and Posttest divided by the number of parents in families that have reached enrolled status for whom Parent-Child Literacy Activities Pretests and Posttests were submitted.