Ohio | Department of Education

William F. Goodling Even Start Family Literacy Program
Title I, Part B, Subpart 3 of the No Child Left Behind Act of 2001

Definitions and Terms

ABLE (Adult Basic and Literacy Education) - ABLE is a program that 1) assists adults to become literate and obtain skills necessary for employment and self-sufficiency; 2) assists parents in obtaining the educational skills necessary to become full partners in the educational development of their children, and 3) assists adults in their completion of a secondary level education.

Ohio Even Start has adopted four of the established performance indicators of the Ohio Adult Basic and Literacy Education (ABLE) program. Ohio ABLE developed these indicators as part of the Ohio Performance Accountability System (O-PAS) to address federal requirements for accountability as designated by the National Reporting System (NRA).

The four indicators adopted by Even Start to measure progress for adult participants are appropriate and applicable for the family literacy adult education component even when ABLE is not the service provider for that component. **Even Start program development does not require that ABLE provide the adult education component, but the provider of the adult education services for Ohio Even Start will use these specified indicators**.

Terms associated with the ABLE program:

NRS - The National Reporting System for Adult Education (NRS) was created at the national level to develop accountability requirements for federally-funded adult education programs in response to Title II of the Workforce Investment Act (WIA) of 1998.

WIA – The Workforce Investment Act (WIA) requires adult education programs to report on Core Indicators of Performance (CIPs) with associated outcome measures in order to receive federal funding.

O-PAS - The Ohio Performance Accountability System (O-PAS) is the Ohio Department of Education/Adult Basic and Literacy Education's (ODE/ABLE) response to the federally legislated National Reporting System for Adult Education (NRS).

Adult Eligibility - To be eligible for Even Start, an adult must be the "parent" of an eligible child (birth through age 7), and either be:

(1) eligible for participation in adult basic education programs under the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998, Public Law 105-220; or

(2) within the State's compulsory school attendance age range, so long as the Local Educational Agency (LEA) provides (or ensures the availability of) the basic education as required by the Even Start statute. See Section 1236 of the Even Start legislation.

Under the Adult Education and Family Literacy Act, adults are eligible for Adult Basic and Literacy Education who have less than a twelfth-grade education or its functional equivalence and who are not required to be enrolled in school.

Under the amended Even Start statute, Even Start may serve Teen Parents who are within the State's compulsory attendance age range (for example, age 16 or under) so long as the parent is among those most in need of Even Start services and the local educational agency (LEA) provides or ensures the availability of the basic education component. A teen parent who is older the State's compulsory attendance range (for example, over age 16) is eligible to participate in an Even Start program under two circumstances: (1) the teen parent is eligible for services under the Adult Education and Family Literacy Act (the parent cannot be attending school under this eligibility requirement); or (2) the teen parent previously has participated in the Even Start program and is continuing to participate under the "special rule" provision (Section 1236 b2) , in which case the teen parent may continue to participate in the Even Start program until two years after the oldest participating child reaches the age of eight (the parent can be attending school under this eligibility provision).

It is important to keep in mind, however, that projects are required to ensure that eligible families most in need of services are selected for Even Start. See sections 1235(1) and 1237(c)(1)(E)(i) of the Act.

Parents -The definition of "parent" includes, in addition to a biological or adoptive parent, a legal guardian or other person standing "in loco parentis." Section 1236 of the statute also states that "Family members of eligible participants …may participate in activities and services provided…when appropriate to serve the purpose" of Even Start.

Family Literacy Services - Services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

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

Local Education Agency (LEA) - Per Education Department General Administrative Regulations (EDGAR) 34 CFR Part 77, Local Education Agency means:

(a) A public board of education or other public authority legally constituted within a State for other administrative control of or direction of, or to perform services functions for, public elementary or secondary schools in:
(1) A city, county, township, school district, or other political subdivision of a State: or
(2) Such combination of school districts or counties a State recognizes as an administrative agency for its public elementary or secondary schools; or

(b) Any other public institutions or agency that has administrative control and direction of a public elementary or secondary school.
(c) As used in 34CFR parts, 400, 525, 526, 527 (vocational education programs), the term also includes any other public institutions or agency that has administrative control or direction of a vocational education program.

Most In Need - Projects are required to serve those eligible participants most in need of Even Start activities and services. See sections 1235 (1) and 1237 (c)(1)(E)(i) of the Act. **If not all eligible families can be served, a project must determine which eligible families in the community are most in need.** Projects are encouraged to consider a number of criteria in determining which eligible families are most in need of Even Start services. Criteria must include the level of adult literacy or level of English language proficiency, and a low level of income. See section 1235(1) of the Act. Examples of the other-related indicators that a project could consider are homelessness, disability, and unemployment.

Sample processing for identifying and selecting families in need of Even Start services

(1) Prepare a clear explanation of statutory eligibility criteria, including an explanation of what methods will be used by the project to identify those eligible participants most in need of services.
(2) Disseminate information about the project and eligibility criteria to the public and appropriate cooperating agencies.
(3) Conduct thorough assessment of needs of families eligible for Even Start services in the community to be served, as well as availability of resources to meet those needs, and identify the characteristics of those eligible families **most in need** of Even Start.
(4) Actively recruit on a continual basis and select those eligible families determined to be most in need from the eligible pool using a defined process (e.g.. rank-ordering, weighting, additional criteria, etc.).
(5) Screen and prepare parents and children selected for participation by arranging as necessary for testing, counseling, or other developmental and support services such as special education, or nutritional and medical services. **Families should be aware of and ready to make the serious commitment to participate fully in all core program services.**

NCLB: Professional Development [bold type added to quoted legislature]

(34) PROFESSIONAL DEVELOPMENT- The term professional development'
(A) includes activities that —
(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
(ii) are an integral part of broad school wide and district wide educational improvement plans;
(iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
(iv) improve classroom management skills;

(v)(I) **are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and**
(II) **are not 1-day or short-term workshops or conferences**;
(vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
(vii) advance teacher understanding of effective instructional strategies that are —
(I) **based on scientifically based research** (except that this subclause shall not apply to activities carried out under part D of title II); and
(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
(viii) are aligned with and directly related to —
(I) State academic content standards, student academic achievement standards, and assessments; and
(II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
(ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
(x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
(xiii) provide instruction in methods of teaching children with special needs;
(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

(iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

• *Parenting Education Profile (PEP)* - Developed by NY Even Start SEA and program staff and RMC Research, this profile record is designed to help summarize the status of parent progress in family literacy programs by summarizing observations of behaviors related to literacy and learning made by parents themselves and those who know them well.

The record is designed to trace the progress of development of parents and to capture the highest level of typical behaviors within each area of development, that is, the level of behaviors that represents patterns that are consistently observable. In each area, statements of behavior are arranged from one to five in approximate order of development; the statements are arranged hierarchically.

Ratings should be made by a team that knows the parent well and based on evidence of behaviors from logs, portfolios, and interviews or discussions with the parent over a several month period. Observations would be made on everyday activities and routine program opportunities rather than specially constructed demonstrations. Thus, the focus of attention is on behavior initiated by the parent.

The scales, topics within scales, and levels of behavior are based on the U.S. Department of Education's Parenting Education Framework, Equipped for the Future, the findings about stages of parent development in New York's Even Start Longitudinal study, and the family behaviors identified for New York's Performance Indicators.

Summary of Parenting Education Profile Scales:

II. Parent's Role in Interactive Literacy Activities
E. Expressive and Receptive Language
F. Reading with Children G. Supporting Book/Print Concepts
III. Parent's Role in Supporting Child's Learning in Formal Educational Settings
H. Parent-School Communication I. Expectations of Child and Family J. Monitoring Progress/Reinforcing Learning K. Partner with Educational Setting
L. Expectations of Child's Success in Learning

Reading Readiness - The emergent literacy perspective—contrasting with traditional views of reading acquisition—suggests that children construct their knowledge of print much like they construct their knowledge of the physical and social world. Their ideas of how print works is constructed through activities and experiences that families provide for them and engage them in such as story reading, sending cards and letters, writing out checks and forms, reading for information (TV guides, newspaper), reading on the bus, reading at church, reading menus, reading labels at grocery stores, etc.

Given the premise that children have ideas of what print is for and understanding that as they participate in writing and reading, they begin to construct ideas about how it works, quality early childhood education programs should focus on the following activities:

- Children will demonstrate an increase in and/or expand their vocabulary and conceptual knowledge;
- Children will participate in conversations about their experiences, their ideas, their questions;
- Children will demonstrate their awareness of the sounds of words through poems, rhyming games and songs—this is not about phonics;
- Children will demonstrate recognition of the alphabet letters—particularly those in their names;
- Children will demonstrate an understanding of story—through acting out, retells, and asking questions relating to their own experiences;
- Children will demonstrate the concepts of print—front of book, back of book, pointing to the words in the book, pointing to the picture in the book that is about the word or phrase, labeling items, finding letters that they know, etc.

Therefore, all children are "ready" to learn. **Readiness to read is actually readiness to receive formal instruction to assist children in reading and writing development.**

Scientifically Based Reading Research

(A) means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and

(B) shall include research that—

(i) employs systematic, empirical methods that draw on observation or experiment

(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and

(iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous objective, and scientific review.

Federal and Local Share - An Even Start project's funding is comprised of a Federal portion of funds (Federal share) and a portion contributed by the project (local share). The amount of the local share in the first year of the local project's grant is at least 10 percent of the total cost of the project. In the second year of Federal funding, the project must provide at least 20 percent of the total cost of the second year budget; in the third year, at least 30 percent of the third year budget; in the fourth year, at least 40 percent of the fourth year budget; in the fifth through eighth year, at least 50 percent of the budget; in any preceding year, at least 35 percent of the total project budget for that year. See the following for an example of how to calculate the Federal and local share.

CALCULATING FEDERAL AND LOCAL SHARE

In the first year of federal funding, a project is responsible for providing at least 10 percent of the **total** cost of the project. To determine the minimum local share from the total cost of the proposed project, the total cost is multiplied by 10 percent. For example, if the total cost of a project is $250,000, that figure is multiplied by 10 percent ($250,000 x .10 = $25,000). Then, the federal share is calculated by subtracting the local share from the total project cost ($250,000 -$25,000 = $225,000). In this example where the total project cost is $250,000, the federal share is $225,000 and the local share is $25,000.

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