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

Ohio Even Start Performance Indicators Guide

In accordance with Sec. 1210. [20 U.S.C. 6369a] of the Even Start Statute as of December 31, 2000, Ohio has developed "indicators of program quality" for programs assisted under this legislation. These indicators are based upon the best available research and evaluation data and include, but are not limited to, the six areas specified in the Federal legislation related to performance for participants in the Even Start program. Ohio's Performance Indicators are based on existing assessment processes and tools that have been found to be effective in measuring progress for adults and children in Ohio.

Through collaborative partnerships, Even Start programs strive to provide intense, high quality educational services and retain families for sufficient time so they can make meaningful gains and achieve change in their lives. The Ohio Performance Indicators will assist programs in documenting changes within families as they move forward. Therefore, these indicators should be used to inform program design and operation and to strengthen collaborative partnerships. By providing the foundation for continuous improvement efforts, these indicators play a critical role in the monitoring and evaluation process for each program.

The following document provides 1) a statement of each indicator with associated legislative language, 2) definitions and/or clarifications of terms related to each indicator, 3) information on data collection for each indicator, and 4) data elements for record keeping for each indicator. After a summary of all of the state indicators, information for each indicator is presented as a separate chapter. Chapters are arranged around the comprehensive family literacy core components:

early childhood education (Indicators 1-4)
adult education (Indicators 5-8)
parenting (parent education and parent/child time together) (Indicators 9-10)

summer program intensity (Indicator 11)

This guidance document is meant to serve as an aid for understanding Ohio's Even Start Indicators and should not be seen as an in-depth training manual. Instead, the State Even Start Coordinator encourages all program staff to take advantage of opportunities for study and discussion of each indicator and associated tools that are offered throughout the year.

Ohio's Performance Indicators Summary Chart

With respect to eligible participants in a program who are children –

Early Childhood Education: Performance Indicator 1
For improvement in the area of reading readiness –
1.a. 100% of children, ages 0-3, whose families have participated in Even Start for at least four months, will demonstrate progress in reading readiness as measured by the set of child observation scales called the Measurement and Planning System (MAPS) found in the Galileo software package.
1.b. 100% of children, ages 3-5 (and not in kindergarten), whose families have participated in Even Start for at least four months will demonstrate progress in reading and reading strategies as measured by the assessment called Individual Growth and Developmental Indicators (IGDI).

Early Childhood Education: Performance Indicator 2
For improvement in the area of ability to read on grade level or reading readiness -
100% of children who are age eligible for admittance to kindergarten by Ohio law and whose families have participated in Even Start for at least four months will have written transition plans to maintain educational continuity.

Early Childhood Education: Performance Indicator 3
For improvement in the areas of grade retention and promotion -
90% of children, grades 1 through 3, whose families are enrolled in Even Start from at least November 1 to June 1 of the program year are promoted as determined by school district policy.

Early Childhood Education: Performance Indicator 4
For improvement in the area of school attendance -
80% of children attending school grades K-3 whose families have participated in Even Start for at least four months will have a school attendance rate of 90% or better.

With respect to eligible participants in a program who are adults –

Adult Education: Performance Indicator 5
For improvement in the area of achievement in the areas of reading, writing, English language acquisition, problem solving, and numeracy -
75% of adult Even Start participants who have identified achievement in basic skills (i.e., reading, writing, English language acquisition, problem solving, and numeracy) as a primary or secondary goal will complete or progress toward this goal during the program year.

Adult Education: Performance Indicator 6
For improvement in the area of entry into a post-secondary school or job training/retraining program or in the area of career advancement -
20% of adult Even Start participants who have identified enrollment in post-secondary education or training, including adult career-technical education, as a primary or secondary goal will enroll in such an educational training program during the program year.

Adult Education: Performance Indicator 7
For improvement in the area of employment -
25% of adult Even Start participants who have identified placement in unsubsidized employment as a primary or secondary goal will become employed during the program year.

Adult Education: Performance Indicator 8
For improvement in the area of receipt of a high school diploma or general equivalency diploma -
40% of adult Even Start participants who have identified receipt of a secondary school diploma or Ohio High School Equivalence Diploma/GED as a primary or secondary goal will earn a secondary school diploma or Ohio High School Equivalence Diploma/GED during the program year.

Other indicators as developed by the State of Ohio—

Parenting: Performance Indicator 9
For improvement in the area of support of children's literacy development -
75% of the parents who have participated in Even Start for at least four months within the reporting year will demonstrate at least a 0.3 gain in supporting interactive literacy activities as indicated on the Parenting Education Profile.

Parenting: Performance Indicator 10
For improvement in the area of support of children's learning in formal educational settings -
50% of the parents who have participated in Even Start for at least four months within the reporting year will demonstrate at least a 0.3 gain in supporting children's learning in formal educational settings as indicated on the Parenting Education Profile.

Summer Program Intensity Indicator 11
To fulfill Even Start Required Program Element 8 [Sec.1235]
100% of Ohio Even Start programs will conduct summer instructional and enrichment activities in all four components for at least seven weeks within the months of June, July and August. The hours of service offered will be at minimum: at least 6 hours adult education per week, at least 8 hours early childhood education per week, at least 2 hours parenting education per week, at least 2 hours PACT per week (with instructor), and at least one home visit per month.

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Ohio's Early Childhood Education Performance Indicators Background Information

Ohio Even Start has developed four performance indicators for the Early Childhood Education core component. The age group categories of the Early Childhood Education Performance Indicators are: 0-5 year old children, children who are age-eligible for kindergarten, and/or school-age children kindergarten through grade 3. Programs will collect early childhood education indicator data for only the age group(s) the program serves. For example, if an Even Start program serves only children 0-3 years old, the program will collect early childhood education data for State Performance Indicator 1. In this case, the other three early childhood education indicators would be labeled NA (non-applicable) on ODE report forms.

The four indicators adopted by Ohio to measure progress for children enrolled in Even Start are appropriate and applicable for the family literacy early childhood education component no matter the service provider for that component. **The providers of the early childhood education services for Ohio Even Start programs will use the specified data collecting instruments for the appropriate age groups and will report data for the Even Start program records.**

The Ohio Indicators and associated instruments of measurement were chosen to achieve congruence among Ohio's early childhood education programs and should serve to strengthen collaborative partnerships across the state.

Clarification of Early Childhood Education General Terms

Emergent Literacy – This phrase, first used by Marie Clay (1966), refers to a developmental process that begins at birth by which children construct their knowledge about oral and written language. As Lesley Morrow states in *Literacy Development in the Early Years: Helping Children Read and Write* (2001), "Emergent literacy assumes that the child acquires some knowledge about language, reading, and writing before coming to school….Development occurs in everyday contexts of the home, community, and school through meaningful and functional experiences that require the use of literacy in natural settings." Families' talking with their children, reading stories, writing cards and letters, filling out forms, and reading for information at home and outside the home (TV guides, newspapers, menus, logos, labels, etc.) are just a few activities that help children to develop knowledge of language and literacy.

For improvement in the area of reading readiness -

Early Childhood Education: Performance Indicator 1

1.a. 100% of children, ages 0-3, whose families have participated in Even Start for at least four months, will demonstrate progress in reading readiness as measured by the set of child observation scales called the Measurement and Planning System (MAPS) found in the Galileo software package.

1.b. 100% of children, ages 3-5 (and not in kindergarten), whose families have participated in Even Start for at least four months will demonstrate progress in reading and reading strategies as measured by the Individual Growth and Developmental Indicators (IGDI) child assessment.

Definitions/Clarifications

Reading readiness - All children are "ready" to learn. Readiness to read is actually readiness to receive formal instruction to assist children in the development of their reading and writing skills.

Progress in reading and reading strategies – The age-appropriate scales of MAPS (discussed under term MAPS) will define what is considered progress in young children's literacy development.

Individual Growth and Developmental Indicators (IGDI)–Also known as Get IT, Got It, Go! (GGG) is the common assessment tool for all state funded Early Learning Initiative, Early Childhood Education, Preschool Special Education, and Even Start early childhood education classrooms in Ohio. Training in the use of this assessment tool is provided for new teachers by the Early Childhood Coordinators in 16 State Support Team regions. For more information on GGG please see, www.ggg.umn.edu

The Ohio Department of Education has developed **Early Learning Content Standards** for pre-school aged children. These content standards should be embedded in all preschool curricula used in Ohio Even Start programs. You can read or download the standards by going to the department web site at www.ode.state.oh.us. From this site, you might also want to read *Preparing for Kindergarten Success: A Guide for Families* which is information for parents about the academic content standards.

More information about early literacy may be found in *Connections: An Early Childhood Education Curriculum Framework for Continuity*; information about this document is available at www.ode.state.oh.us/ece/ under Office of Early Learning and School Readiness

Data Collection:

Galileo - Agencies providing the early childhood education component will assess all children enrolled in the Even Start program birth through age 2. The initial observation assessment will be administered at the time of enrollment. From that time on, the assessment data is required to be reported twice a year in the 3rd and 4th Even Start Quarterly Reports.

Individual Growth and Developmental Indicators – Agencies providing the early childhood education component will assess all children enrolled in the Even Start program in the age 3 up to kindergarten entry range. The initial observation assessment will be administered in the fall and the subsequent assessment will be done in the Spring. Assessment data is required to be reported twice a year in the 3rd and 4th Even Start Quarterly Reports.

Data Elements:

Galileo-Galileo Individual Observation Record (to be kept in early childhood education program files)

- Date of birth
- Dates of administration of the Galileo Observation Assessment
- Total number of children ages birth through age 2 enrolled for at least four months
- Total number of children assessed
- Total percent of children, birth through age 2, who have demonstrated progress in reading and reading strategies as measured by MAPS/Galileo

Individual Growth and Developmental Indicators-IGDI record to be kept in early childhood education program files

- Date of birth
- Dates of administration of the IGDI assessment
- Total number of children ages 3 up to kindergarten entry enrolled for at least four months
- Total number of children assessed
- Total percent of children, ages 3 up to kindergarten entry, who have demonstrated progress in reading and reading strategies as measured by IGDI.

For improvement in the area of ability to read on grade level or reading readiness -

Early Childhood Education: Performance Indicator 2

100% of children who are age eligible for admittance to kindergarten by Ohio law and whose families have participated in Even Start for at least four months will have written transition plans to maintain educational continuity.

Definitions/Clarifications

Age eligible – Section 3301-52-01 (B) (3) (a) of Ohio Revised Code states that **"screening and assessment data cannot be used to determine eligibility to enter kindergarten."** Section 3301-52-01 (B) (3) (b) of Ohio Revised Code states that the "only criterion for kindergarten entrance is age eligibility."

Programs must use the date specified by the resident district when determining age eligibility for kindergarten.

Transition Plan – This kind of plan describes how to efficiently assist children and their families to move between or within a service delivery system. A child moving from preschool to kindergarten, for example, is making a transition that calls for a plan. Transition is not a discreet event, however. Successful transition processes are ongoing and future focused. Therefore the development of a transition plan development and the provision of services related to the plan occur over a period of time.

Sample Guidance for Transition Services – Head Start Performance Standards offer concrete guidance to developing systems which facilitate a successful transition process from any early childhood education program. This guidance indicates programs should implement the following steps:

- Coordinating with the schools or other agencies to ensure that individual children's relevant records are transferred to the school or next placement in which a child will enroll or from earlier placements to an early childhood education program;
- Outreach to encourage communication between early childhood education program staff and their counterparts in the schools and other child care settings including principals, teachers, social workers and health staff to facilitate continuity of programming;
- Initiated meetings involving early childhood education teachers to discuss the developmental progress and abilities of individual children; and
- Initiating joint transition-related training for early childhood education staff and school or other child development staff.

Data Collection

Related to Early Childhood Education Performance Indicator 2, a written Transition Plan is developed for each child identified as age eligible for admittance to kindergarten. This plan is based on each child's individual needs and outlines responsibilities and specific procedures to assure each child's successful transition from an early childhood program (Early Childhood Education, Early Learning Initiative, Preschool Special Education, or other appropriate services) to kindergarten. This plan will identify the responsibilities of each participating agency and the role of the family during the transition process.

The Transition Plan is developed by the child's family and appropriate staff of programs involved in ensuring the successful transition. The individualized transition plan should coordinate with any other existing service provider's plan. (Example: Children with disabilities will have an Individual Educational Plan.) **Families must be included** in the development of the plan and have a right to decide who is invited to transition planning conferences. A record of the dates for transition planning conferences and attendees are to be kept with the plan itself.

Discussions during the transition planning conferences may include, but are not limited to:

- the child's progress
- whether or not there are concerns about the child's development
- areas of concern in the transition process itself (Example: In going to kindergarten, the child will experience his/her first bus ride alone.)
- services and/or activities that need to occur so the child can experience a successful transition process
- individual(s) responsible for each service and/or activity
- a timeline for completion of each procedure and/or activity.

Development of a written Transition Plan must **begin no later than March** of the program year. **If a family enrolls between March and August, the development of the plan must be initiated immediately.** The format for these plans may be locally designed.

Because the transition process is continuous, several planning conferences should occur throughout the year. Records of the transition planning conferences (dates and attendees) and the Even Start transition plan must be kept in each child's program file for review at any time.

Data Elements

- Child's name, date of birth, date of enrollment in Even Start
- Individual Transition Plan (to be kept in each child's program file) with record of planning conference dates and attendees
- Checklist of completed procedures and/or activities related to transition
- Total number of enrolled children in this age eligible category
- Total percent of children in this category who have a written transition plan

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For improvement in the areas of grade retention and promotion -

Early Childhood Education: Performance Indicator 3

90% of children, kindergarten through grade 3, whose families enrolled in Even Start from at least November 1 to June 1 of the program year are promoted as determined by school district policy.

Definitions/Clarifications

Promoted – This term refers to a child's advancement from one grade to a higher grade. For example, a child is enrolled in first grade. At the completion of a normal school year (typically June), the child is assessed by his or her teacher and recommended to progress to second grade. Therefore, the child is promoted. In those cases in which a child is recommended for retention in his/her specific grade, the child is not promoted, repeats the specific grade, and would not achieve this indicator. If a child is enrolled in a special education program, promotion is defined by school district policy.

Grade promotion and retention policy – Section 3313.60.9 (B) of the Ohio Revised Code states, "The board of education of each city, exempted village, local, and joint vocational school district shall adopt a grade promotion and retention policy for students. The policy shall prohibit the promotion of a student to the next grade level if the student has been truant for more than ten per cent of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level."

Data Collection

All children, kindergarten through grade 3, from a family enrolled in Even Start from November 1 to June 1 of the program year are included in this indicator. Each child's initial grade level is determined at the time of the family's enrollment in Even Start. Each child's promotion will be determined at the end of that school year (typically June) and reported within the data of the final quarterly report.

For example, a family with two eligible children enrolls in an Even Start program on October 15, 2008. One child is in first grade, and the other is in third grade. At the end of the school year, June 2009, the Even Start program obtains information from the school district regarding if one child is promoted to second grade and the other child is promoted to fourth grade, or if one or both are retained in their respective grades. The Even Start final quarterly report will include data for both children in the family. In an instance when a child's family enrolled in Even Start on April 10, 2008, the child's promotion or retention would not be reported in the program's June 2008 (end of school year) data. The child's data, however, would be reported for the following school year that begins in the fall of 2008 if the child is still enrolled in the Even Start program.

The Even Start program is responsible for obtaining/accessing this retention and promotion data from an appropriate source such as the school district.

Data Elements

- Child's name, grade level, and date of enrollment in Even Start
- Was child promoted at the end of the school year? Yes or No
- Total number of enrolled children in kindergarten through grade 3 category

• Total percent of enrolled children in kindergarten through grade 3 who are promoted

For improvement in the area of school attendance -

Early Childhood Education: Performance Indicator 4

80% of children attending school grades K-3 whose families have participated in Even Start for at least four months will have a school attendance rate of 90% or better.

Definitions/Clarifications

Attendance rate - Attendance is calculated based on the local school district policy for excused and unexcused absences and the number of hours a child must be in school in order to be listed as attended. The child's attendance rate will be determined by the following calculation:

$$\text{A Student's Attendance Rate} = \frac{\text{Total attendance days of student}}{\text{Total student attendance days + Total absence days}} \times 100$$

For example, a child whose family has been enrolled in Even Start for six months attends a total of 115 days during the six-month period. The number of days the child was absent in the same six-month period was one. In this case, the Even Start child has an attendance rate of 115/116 x 100, or 99%. This child's attendance rate will contribute toward the indicator's requirement that 80% of Even Start children, K-3, have a school attendance rate of 90% or better.

Data Collection

All children, K-3, whose families are enrolled in Even Start for at least four months are included in this indicator. Attendance data will be collected on each child **beginning four months from the date of enrollment** in Even Start Family Literacy. Attendance rate will be calculated for each child with the formula given above.

To be counted as having achieved this indicator, the child needs to have an attendance rate of 90% or better beginning four months from the date of enrollment in the Even Start program. The Even Start program is responsible for obtaining/accessing this attendance data from an appropriate source such as the school district.

Data Elements

• Child's name, grade level, and date of enrollment in Even Start
• Date collection of attendance data began
• Days of attendance and days of absence for same time period
• Total number of enrolled children in this K-grade 3 category
• Overall percentage calculation for attendance (see formula)

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Ohio's Adult Education Performance Indicators
Background Information

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 performance for each of the Core Indicators is defined by Title II, the Adult Education and Family Literacy Act (PL 105 – 220), of the Workforce Investment Act of 1998.

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**.

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).

Even Start Exemption

At this time, a reporting exemption for the Ohio Adult Education Performance Indicators is given for adult Even Start participants who are currently enrolled in high school or an instructional program conducted by a secondary school. Reporting requirements for these teen parents enrolled in middle or high school are:

- Total number of participants in this category
- School attendance rate
- Promotion rate
- Graduation rate for seniors

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Definitions Associated with the Adult Education Performance Indicators

Goal-setting – This process of defining personal choices begins at each student's orientation and is an ongoing process throughout the student's education. Effective goals are realistic, measurable, precise, action-oriented, and time-bound. In order to make goal-setting more manageable, students will need assistance to break larger goals (long term) into smaller goals (short term).

Primary and Secondary Goals – Students' personal goals must be translated into program tracking goals in order to achieve outcome measurements. With adoption of Ohio ABLE Core Indicators for the adult education component, Ohio Even Start requires that all adult participants identify a primary adult education goal which can be achieved within the program year from a list of goals provided in Question #13 and #14 of the Ohio ABLE Registration Form. In addition, students in family literacy programs must select at least one of the Family Literacy Goals in item 15 on the registration form. (Also see the ABLE web pages at www.ode.state.oh.us/ctae/

Each Even Start program may develop its own form for goal setting, but **the list for primary and secondary goals provided on the Ohio ABLE Registration Form must be included on the Even Start program form.** Choice of a secondary goal is optional in ABLE and, therefore, optional in Even Start.

Please note that participants may have several goals, but reporting is required for at least a primary (and secondary, if applicable) goal related to the Ohio Even Start Performance Indicators.

For improvement in the area of achievement in the areas of reading, writing, English language acquisition, problem solving, and numeracy -

Adult Education: Performance Indicator 5

75% of adult Even Start participants who have identified achievement in basic skills (i.e., reading, writing, English language acquisition, problem solving, and numeracy) as a primary or secondary goal will complete or progress toward this goal during the program year.

Definitions/Clarifications

Please see Ohio's Adult Education Performance Indicators Background Information in this document for the definitions of the terms *Goal-setting* and *Primary and Secondary Goals.*

Ohio Even Start Performance Indicator 5 reports data for only those participants that chose as their primary or secondary goal one of the following:

- To improve basic skills
- To improve English language skills

Data Collection

The provider of the adult education component for the Even Start program will assess adult Even Start participants (except for teens enrolled in school) for placement, progress and advancement with a standardized assessment adopted from the State ABLE approved list.

Portfolios may be used to determine progress and when standardized post testing may be appropriate. Uniform Portfolio System (Ohio–UPS) is used to collect and analyze student work. The Ohio–UPS is built on standards and competencies developed for Ohio based on the NRS standards. Because a portfolio shows student growth over time, it presents a more holistic picture of the student than standardized test results do. In addition, the portfolio involves instructor/student collaboration that emphasizes the importance of self-evaluation by students and the need for students to develop awareness of their increasing skills. While the portfolio is a valid instructional tool and may be used to determine progress, it may not be used to determine level completion or advancement. The Ohio Even Start process for appraisal and assessment of progress is based upon the Ohio ABLE process and is required for the adult education component of all Ohio Even Start programs regardless of the adult education provider.

When an adult participant enters the program, a locator/initial appraisal is administered to determine which diagnostic level of standardized assessment is appropriate for the student. Then, diagnostic testing using a standardized assessment is administered to determine the student's Educational Functioning Level. These Educational Functioning Levels were determined by the National Reporting System and are used to determine increments of progress for outcome measurement. For more information, see the ODE website as described above.

For Ohio ABLE programs, progress and/or advancement assessment results for the area in which the student is being monitored must be recorded on the Student Progress Form at least every 90-days. The portfolio must be reviewed at this time, also. This recording process is required for the adult education component for all Ohio Even Start programs regardless of the adult education provider.

Therefore, the provider of the adult education component in the Even Start Partnership will follow the ABLE process and procedures for measuring progress in basic skills for adult Even Start participants with this goal (primary and, if applicable, secondary).

The Even Start program is responsible for obtaining/accessing progress data from the program's provider(s) of adult education. The Even Start program is responsible for reporting required data as designated in ODE's reporting forms.

Data Elements

- Name of adult participant with this goal
- Results of locator / initial appraisal / instrument used / date administered (All assessment information is retained in the adult education program files)
- Results of diagnostic assessment / instrument used/date administered / Educational Functioning Level (All assessment information is retained in the adult education program files)

- Results of subsequent diagnostic assessment /instrument used/date administered/ Educational Functioning Level (All assessment information is retained in the adult education program files)
- Completion of goal during reporting quarter YES or NO (The number of successful participants is reported in quarterly report)

  OR Progress made toward goal during reporting quarter YES or NO (The number of successful participants is reported in quarterly report)
- Calculation of percentage of adult Even Start participants who completed or made progress toward this goal during the program year (recorded in final report for program year); the percentage is calculated by dividing the number of participants who achieved this goal by the number of participants who chose this goal

For improvement in the area of entry into a post-secondary school or job training/retraining program or in the area of career advancement -

Adult Education: Performance Indicator 6

20% of adult Even Start participants who have identified enrollment in post-secondary education or training, including adult career-technical education, as a primary or secondary goal will enroll in such an educational training program during the program year.

Definitions/Clarifications

Please see Ohio's Adult Education Performance Indicators Background Information in this document for the definitions of the terms *Goal-setting* and *Primary and Secondary Goals.*

Ohio Even Start Performance Indicator 6 reports data for only those participants that chose as their primary or secondary goal the following:

- To enter post-secondary education or training

Post-secondary Education – This term includes credit and non-credit programs offered by a two or four year post-secondary educational institution.

Post-secondary Educational Institution – This institution of higher education provides not less than a two-year program of instruction that is acceptable for credit towards a bachelor degree; a tribally controlled community college; or, a nonprofit educational institution offering certificate or apprenticeship programs at the post-secondary level, including post-secondary adult vocational education.

Training – Vocational or occupational courses or programs designed to enable participants to develop job-related skills for employment or career development.

Data Collection

The provider of the adult education component for the Even Start program will record when a participant enrolls in post-secondary education or training, including adult career-technical education. The Even Start program is responsible for obtaining/accessing enrollment data for adult Even Start participants with this goal (primary and, if applicable, secondary). The Even Start program is responsible for reporting required data as designated in ODE's reporting forms.

Data Elements

- Name of adult participant with this goal
- Did the participant enroll in a post-secondary education or training program? YES or NO (The number of successful participants is reported in quarterly reports)
- Total number of participants who chose this goal
- Percentage of adult Even Start participants with this goal who achieved this goal (percentage is calculated by dividing the number of participants who achieve this goal by the number of participants who chose this goal)

For improvement in the area of employment -

Adult Education: Performance Indicator 7

25% of adult Even Start participants who have identified placement in unsubsidized employment as a primary or secondary goal will become employed during the program year.

Definitions/Clarifications

Please see Ohio's Adult Education Performance Indicators Background Information in this document for the definitions of the terms *Goal-setting* and *Primary and Secondary Goals.*

Ohio Even Start Performance Indicator 7 reports data for only those participants that chose as their primary or secondary goal the following:

- To obtain a job

Unsubsidized Employment – Adult secures and begins working in a paid, unsubsidized job full or part-time. Jobs that are subsidized by a federal, state, or county program may not be counted towards achievement of this indicator.

Data Collection

The provider of the adult education component for the Even Start program will record when a participant secures and begins unsubsidized employment. The Even Start program is responsible for obtaining/accessing data for adult Even Start participants with this goal (primary and, if applicable, secondary). The Even Start program is responsible for reporting required data as designated in ODE's reporting forms.

Data Elements

- Name of adult participant with this goal
- Did the participant enter into unsubsidized employment? YES or NO (The number of successful participants is reported in quarterly reports)
- Total number of participants who chose this goal
- Percentage of adult Even Start participants with this goal who achieved this goal (percentage is calculated by dividing the number of participants who achieve this goal by the number of participants who chose this goal)

For improvement in the area of receipt of a high school diploma or general equivalency diploma -

Adult Education: Performance Indicator 8

40% of adult Even Start participants who have identified receipt of a secondary school diploma or Ohio High School Equivalence Diploma/GED as a primary or secondary goal will earn a secondary school diploma or Ohio High School Equivalence Diploma/GED during the program year.

Definitions/Clarifications

Please see Ohio's Adult Education Performance Indicators Background Information in this document for the definitions of the terms *Goal-setting* and *Primary and Secondary Goals.*

Ohio Even Start Performance Indicator 8 reports data for only those participants that chose as their primary or secondary goal the following:

- To earn GED or secondary school diploma

GED – Ohio High School Equivalence Diploma

Data Collection

The provider of the adult education component for the Even Start program will record when a participant receives a GED or secondary school diploma. The Even Start program is responsible for obtaining/accessing data for adult Even Start participants with this goal (primary and, if applicable, secondary). The Even Start program is responsible for reporting required data as designated in ODE's reporting forms.

Data Elements

- Name of adult participant with this goal
- Did the participant receive a high school diploma or general equivalency diploma? YES or NO (The number of successful participants is reported in quarterly reports)
- Total number of participants who chose this goal
- Percentage of adult Even Start participants with this goal who achieved this goal (percentage is calculated by dividing the number of participants who achieve this goal by the number of participants who chose this goal)

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Ohio's Parenting Performance Indicators
Background Information

The New York Even Start SEA and program staff and RMC Research developed and piloted an instrument called Parent Observation Profile (POP) which was revised in September 2001 and newly named the **Parenting Education Profile (PEP)**. This instrument 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. With permission from the New York State Even Start staff, Ohio has adopted the September 2001 PEP version of this assessment instrument to record progress for Ohio's two Parenting Performance Indicators. **Ohio will use two of the four PEP scales**: Scale II (Parent's Role in Interactive Literacy Activities) and Scale III (Parent's Role in Supporting Child's Learning in Formal Educational Settings). The Ohio PEP is included as a separate document in the Documents Library.

This tool consists of Observation Scales to be used in recording observations with a companion rubric for consistent rating of observations. 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 on a regular basis.

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, 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.

The two indicators adopted by Ohio to help summarize the status of parent progress in Even Start are appropriate and applicable for the family literacy parenting elements no matter the service provider for these. **Each Even Start program will use the specified data collecting instrument (PEP) and will report data as requested by the State no matter the provider(s) of Parent Education and PACT components for the program.**

For improvement in the area of support of children's literacy development -

Parenting: Performance Indicator 9

75% of the parents who have participated in Even Start for at least four months within the reporting year will demonstrate at least a 0.3 gain in supporting interactive literacy activities as indicated on the Parenting Education Profile.

Revised 10-01-01

Definitions/Clarifications

Interactive literacy activities – For the purpose of the Parenting Education Profile, these activities reflect a parent's support of a child's learning as measured through a child's expressive and receptive language, parent's shared reading with the child, and other activities between parent and child that connect oral language to print.

Parenting Education Profile (PEP) – An instrument developed by New York State Education Department and RMC Research to measure the status of parent progress in family literacy programs by summarizing observations of behaviors related to literacy and learning made by parents themselves and by those who know them well. (See Data Collection below.)

Data Collection

The Parenting Education Profile used in Ohio presents two categories of parenting related to literacy: parent's role in interactive literacy activities AND parent's role in supporting child's learning in formal educational settings. Ohio Performance Indicator 9 measures parent progress in the category Parent's Role in Interactive Literacy Activities (Scale II).

A record of observations is made by a team that knows the parent well and is based on evidence of behaviors from logs, portfolios, and interviews and/or discussions with the parent over a several month period. Observations are made on everyday activities and routine program opportunities rather than specifically constructed demonstrations. Therefore, the focus of the observation record is on behavior initiated by the parent on a regular basis.

The Parenting Education Profile record is designed to trace the progress of development of parents through the use of a specific rating rubric provided by the Ohio Department of Education State Even Start Team. The record captures the highest level of typical behaviors within the area of development related to the indicator. That is, the observation data will reflect the level of behaviors that represent patterns that are consistently observable.

Through the use of the specific rating rubric, an initial score will be entered at enrollment of the family into Even Start. Thereafter, observation data will be collected at four- to six-month intervals. A score is calculated in the area of Parent's Role in Interactive Literacy Activities by adding rating scores derived from the observation rubric for the three elements of the category (E. Child's Expressive and Receptive Language; F. Reading with the Child; and, G. Connecting Oral Language to Print) and then dividing the total by 3. A difference between the initial

Parenting Education Profile score and subsequent scores of 0.3 reflects achievement of this indicator.

Data for families with more than one child may be collected on observations of a parent's behaviors related to one child in the family vs. all children in the family enrolled in Even Start. The parent's behaviors will be observed in relationship to the same child for the program year.

Data Elements

- Parent's name
- Initial Parenting Education Profile scores on Scale II: Parent's Role in Interactive Literacy Activities (Scores E, F, and G)
- Four- to six-month administration scores (Scores E, F, and G)
- Second four- to six-month administration scores (Scores E, F, and G)
- Calculation of differences in scores

For improvement in the area of support of children's learning in formal educational settings -

Parenting: Performance Indicator 10

50% of the parents who have participated in Even Start for at least four months within the reporting year will demonstrate at least a 0.3 gain in supporting children's learning in formal educational settings as indicated on the Parenting Education Profile.

Definitions/Clarifications

Formal Educational Settings – These settings include licensed day care or family day care; Federal or State-funded Head Start (all options); Early Head Start (all options); public preschool; preschool special education; early childhood education provided by Even Start programs; and, public and private elementary schools.

For purposes of the Parenting Education Profile, support of formal education is measured through: parent-school communication; parent's expectations of child and family; parent's monitoring of a child's progress and reinforcing learning; parent's partnering with the educational setting; and, parent's setting expectations for a child's success in learning.

Parenting Education Profile – An instrument developed by New York State Education Department and RMC Research to measure the status of parent progress in family literacy programs by summarizing observations of behaviors related to literacy and learning made by parents themselves and by those who know them well. (See Data Collection below.)

Data Collection

The Parenting Education Profile used in Ohio presents two categories of parenting related to literacy: parent's role in interactive literacy activities AND parent's role in supporting child's learning in formal educational settings. Ohio Performance Indicator 10 measures parent progress in the category Parent's Role in Supporting Child's Learning in Formal Educational Settings (Scale III).

A record of observations is made by a team that knows the parent well and is based on evidence of behaviors from logs, portfolios, and interviews and/or discussions with the parent over a several month period. Observations are made on everyday activities and routine program opportunities rather than specifically constructed demonstrations. Therefore, the focus of the observation record is on behavior initiated by the parent.

The Parenting Education Profile record is designed to trace the progress of development of parents through the use of a specific rating rubric to be provided by the Ohio Department of Education State Even Start Team. The record captures the highest level of typical behaviors within the area of development related to the indicator. That is, the observation data will reflect the level of behaviors that represent patterns that are consistently observable.

Through the use of the specific rating rubric, an initial score will be entered at enrollment of the family into Even Start. Thereafter, observation data will be collected at four- to six-month intervals. A score is calculated in the area of Parent's Role in Supporting Child's Learning in Formal Educational Settings by adding rating scores derived from the observation rubric for the five elements of the category (H. Parent-School Communication; I. Expectations of Child and Family; J. Monitoring Progress/Reinforcing Learning; K. Partner with Educational Setting; and, L. Expectations of Child's Success in Learning) and then dividing the total by 5. A difference between the initial Parenting Education Profile score and subsequent scores of 0.3 reflects achievement of this indicator.

Data for families with more than one child may be collected on observations of a parent's behaviors related to one child in the family vs. all children in the family enrolled in Even Start. The parent's behaviors will be observed in relationship to the same child for the program year.

Data Elements

- Parent's name
- Initial Parenting Education Profile score on Scale III: Parent's Role in Supporting Child's Learning in Formal Educational Settings (Scores H, I, J, K, and L)
- Four- to six-month administration scores (Scores H, I, J, K, and L)
- Second four- to six-month administration scores (Scores H, I, J, K, and L)
    - Calculation of differences in scores

Definitions and Clarifications

Instructional and Enrichment Activities
Adult and child instruction provided in all four components. Field trips are appropriate as enrichment but must have academic content included to be considered part of the instructional component.

Data Collection
Programs must report the proposed summer days/hours in each component for June, July and August of 2009 on the 3rd quarter data report.

Data Elements
All four components must be offered for the minimum required times (see indicator) for at least 7 weeks.

- Days
- Hours
- Location
- Provider of services

To Fulfill Even Start Required Program Element 8

Summer Program Intensity: Indicator 11

Ohio Even Start programs will conduct summer instructional and enrichment activities in all four components for at least seven weeks within the months of June, July, and August. The hours of service offered will be at minimum: at least 6 hours adult education per week, at least 8 hours early childhood education per week, at least 2 hours parenting education per week, at least 2 hours PACT per week (with instructor), and at least one home visit per month.