

***Hawaii Even Start Statewide Initiative Grant
Hawaii Family Literacy Consortium***

Performance Indicators: Summary

The *performance indicators* for *Even Start Family Literacy in Hawaii* were developed by a committee of Consortium members in consultation with Dr. Meta Potts and Dr. Andy Hayes working under terms of the *Even Start Statewide Initiative Grant*. These indicators, although written explicitly for *Even Start* programs, were designed to be appropriate for any family literacy program in the State. Information used to develop these indicators were gathered from policy and procedure materials for the *Workforce Investment Act (WIA)*, Hawaii's *Temporary Assistance to Needy Families (TANF)*, Hawaii's Adult Education Program, *Work Sampling System*, *Hawaii Content and Performance Standards II (HCPS II)*, *Equipped for the Future Content Standards (EFF)*, and the *National Reporting System (NRS)*. The resulting set of indicators reflects all of those program expectations and also the judgments of the representatives from those service systems, the Committee members, and the consultants.

An essential part of any set of outcome indicators for service programs is a definition of the target audience for whom outcomes will be assessed and analyzed. It is a well-established fact that not all people who enroll in programs serving adults and families remain enrolled long enough or engage in the services well enough to expect significant changes to occur from the services. Therefore, a set of standards for length of enrollment and degree of engagement was adopted to use in setting expectations of what high-quality family literacy programs can achieve. The minimum enrollment and participation criteria adopted by the State of Hawaii for inclusion in program impact assessment are:

- Attending at least 80% of days during an enrollment period of at least 120 days accumulated during no more than two calendar years. To be counted as attending a person must participate in all appropriate components of the family literacy program.
- Participating in at least 90 % of the major project activities for the 16 *Equipped for the Future* Standards during the days of enrollment.
- Preparing and maintaining a *Portfolio of Achievement* meeting the particular specifications that are negotiated by student and designated program staff person.
- Receiving at least 120 hours of academic instruction that meets the *Comprehensive Adult Student Assessment System (CASAS)* recommendations.

For all persons who enroll in family literacy programs in Hawaii that receive partial or full funding through *Even Start*, and who meet the enrollment and engagement criteria stated in the paragraph above, performance will be assessed by the State and judged against a set of indicators of minimum satisfactory accomplishment. Those indicators are the following:

For the Adult Learners

1. To demonstrate achievement of participants in reading, writing, English language acquisition, problem-solving, and numeracy:
 - At least 70% of the adult participants¹ will demonstrate a scale score gain of at least 4 points on each of the subtests of *CASAS*.
 - At least 80% of the adult participants will increase their literacy and numeracy skills at least one level on the *EFF Subject Tables* as judged by portfolio analysis at the initial and final assessments.
2. To demonstrate successful entry of participants into postsecondary education or some form of job training, or participant advancement in employment or career, including the military:
 - At least 60% of the adult participants for whom a higher education or work-related goal is judged by the staff to be appropriate at the time of initial enrollment, and who enter at *Novice +1* level or above on rubrics in reading, writing, math, problem-solving, plan, interpersonal skills of cooperation, will, within one calendar year of leaving the family literacy program, enroll in higher education, obtain a job, receive a promotion or upgrade in employment, and remain enrolled or hold the achieved position for at least 6 months.
3. To demonstrate successful achievement of high school diplomas, GED certificates, or other high-school-level certification:
 - At least 60% of the adult participants for whom high-school-level certification is an appropriate goal as demonstrated by rating of *Intermediate Level or above* on Rubrics in Reading, Writing, Math and Problem Solving on the initial assessment, will receive the appropriate credential.

1 For this indicator and all others, *participant* refers to the adult or child member of a family in which the enrolled adult meets the minimum enrollment and engagement criteria stated in text paragraph # 2 above in this summary document.

For the Child Learner

1. To demonstrate improvement in reading readiness or in the ability to read on grade level:
 - a. The *Work Sampling System* will be used. This system provides age- and grade-level standards of performance for each curricular domain and allows the user to describe the level of child performance by year or grade.

Expectations of successful child growth are that at least 80 % of participating children will demonstrate growth at least to the level above the one determined by the first assessment following enrollment in each of the curricular areas included in the assessment system, which are:

- Listening
 - Speaking
 - Literature and Reading
 - Writing
 - Spelling
- b. Other measuring procedures that provide age-equivalent normative scores will be used. On those measures, the level of performance that will be considered satisfactory is at least 80 % of participating children will improve at least one month on the normative scale for each month enrolled in the family literacy program. Instruments to be used are one of the following:
 - *Preschool Language Scales – 3 (PLS-3)*
 - *Preschool Inventory*
 - *Peabody Picture Vocabulary Test – III (PPVT- III) and Expressive Vocabulary Test (EVT)*
2. To demonstrate satisfactory school attendance of children while their parents are enrolled in the family literacy program:
 - 80% of the *Even Start* children who are in Grades K-3 and attending compulsory schooling will have a 90% or better attendance rate.
 - 80% of 3 to 4 year old preschool age children attending an *Even Start* early childhood center or a collaborative early childhood center (i.e. *Head Start*) will have a 90% or better attendance rate.
 - 80% of infant/toddlers ages birth to 3 years who are attending an *Even Start* early childhood center or a collaborative early childhood center (i.e. *Head Start*) will have a 75% or better attendance rate.
 3. To demonstrate improvement in reading readiness or in the ability to read on grade level:
 - At least 90% of the participating children who are enrolled in Grades K-3 in the community where *Even Start* was attended, will be promoted to the next grade level each school year as measured by school records.

For Other Performance Indicators

1. To demonstrate growth in parent skills in each of the EFF Broad Areas of Responsibility:
 - 1) Promote Family Members' Growth and Development
 - 2) Meet Family Needs and Responsibilities
 - 3) Strengthen the Family System
 - At least 70% of adult participants will receive at least a satisfactory rating on the Hawaii Criterion-referenced Rating Scales.

2. To demonstrate successful impact on child development and behavior, at least 90 % of child participants will receive at least a satisfactory rating on the Hawaii Criterion-referenced Rating Scales on:
 - Self Concept
 - Self Control
 - Approach to Learning
 - Interaction with Others
 - Conflict Resolution