

Colorado Family Literacy State Performance Measures

Goal 1: Program staff will provide high quality, well-integrated services designed to meet the needs of participating families in their community.

Performance Indicator	Resources/Definitions
<p>1.1 One hundred percent of programs will provide the following four components of service in a well-integrated, intensive manner of substantial duration, which facilitates sustainable changes in families, as measured by local evaluation and monitoring visits:</p> <ul style="list-style-type: none"> • Parent literacy training that leads to economic self-sufficiency {Adult Education}; • Training and support for parents regarding how to be the primary teacher for their children and how to be full partners in the education of their children {Parenting Support}; • Interactive literacy activities between parents and their children {Parent and Child Together [PACT] Time}; and • An age-appropriate education to prepare children for success in school and life experiences {Early Childhood Education}. 	<p>Program staff are personnel employed by a family literacy program to coordinate or provide the required four components of service, as defined by the National Center for Family Literacy (http://www.familit.org).</p> <p>The Literacy Involves Families Together [LIFT] Act of 2000, enacted by Public Law 106-554, amends Section 14101 of the Elementary and Secondary Education Act [ESEA] of 1965 to include a common definition of "family literacy services" for all ESEA programs, including Title I.</p> <p>Guide to Quality: Even Start Family Literacy Programs, prepared by RMC Research Corporation, identifies quality indicators for effective Even Start programs, including a self-review for staff development and program improvement.</p> <p>The Colorado Quality Standards for Early Childhood Care and Education Services, developed by the Colorado Department of Education (CDE), is a planning document which assists programs in providing quality services for children from birth through eight years of age.</p>
<p>1.2 One hundred percent of programs will offer year-round services, as measured by program records.</p>	
<p>1.3 One hundred percent of programs will collaborate with public schools through coordination with Title I programs, and through participation with school staff in implementing Individual Literacy Plans (ILPs) for primary-grade children who are reading below grade level, as measured by local evaluation and monitoring visits, and by program records.</p>	<p>The Colorado Basic Literacy Act (H.B. 96-1139) requires schools to develop Individual Learning Plans (ILPs) for children who are reading below grade level.</p> <p>Implementing The Colorado Basic Literacy Act is a resource guide which includes information about literacy assessments (K-3) and the development of ILPs, and provides answers to frequently asked questions (available on the CDE website at http://www.cde.state.co.us/cdeassess/pdf/asimp_cbla.pdf).</p>

Goal 2: The literacy of participating parents will improve.

Performance Indicator	Resources/Definitions
<p>2.1 After 100 hours of participation in the adult education program, 75% of parents will achieve their short-term education goals outlined in their family education plan, as measured by staff assessment.</p> <p>Adult Education Goals</p> <ul style="list-style-type: none"> ▪ Adult English Language Learner advancement to the next instructional level ▪ Adult Basic Education Student advancement to the next instructional level ▪ Earning of a Colorado Certificate of Accomplishment by completing an Adult Learner Assessment Notebook ▪ Enrollment in a skills/occupational-specific training program ▪ Completion of a semester of course work at an institution of higher education 	<p>One hundred (100) hours of participation in adult education classes are obtained after approximately four months of regular attendance (Time varies depending upon program design).</p> <p>Adult education is defined as services or instruction below the postsecondary level for individuals who:</p> <ul style="list-style-type: none"> • Have attained 16 years of age; and • Are not enrolled or required to be enrolled in secondary school under State law; and ✓ Lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; ✓ Do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or ✓ Are unable to speak, read, or write the English language. <p>Adult Basic Education (ABE) is a component of adult education. ABE is instruction in the basic skills below the 9th grade level.</p> <p>Adult Secondary Education (ASE) is component of adult education. ASE is instruction in basic skills at or above the 9th grade level. Adult High School (AHS) and GED preparation are Adult Secondary Education.</p> <p>Basic skills include English language, math, problem-solving, reading, and writing.</p> <p>English as a Second Language (ESL) is a component of adult education. ESL is a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.</p> <p>Colorado Certificates of Accomplishment are earned by English Language Learners and Adult Basic Education Students through the completion of an Adult Learner Assessment Notebook, in a process authorized by the Colorado Department of Education (CDE) Office of Adult Education and Family Literacy.</p>

<p>2.2 After 100 hours of participation in adult education, 75% of parents in the ABE/ASE program will progress through one level, as measured by CASAS or TABE scores, or adequate yearly progress as measured by appropriate assessment.</p>	<p>Adult Basic Education (ABE) and GED test benchmarks, as defined by the Colorado Department of Education (CDE) Office of Adult Education and Family Literacy, based on CASAS or TABE scores are as follows:</p> <ul style="list-style-type: none"> ▪ Beginning ABE Literacy ▪ Beginning Basic Education ▪ Low Intermediate Basic Education ▪ High Intermediate Basic Education ▪ Low Adult Secondary (GED/AHS) ▪ High Adult Secondary (GED/AHS).
<p>2.3 After 100 hours of participation in adult education, 75% of parents in the ESL program will progress through one level, as measured by Oral BEST, BEST Plus, or CASAS scores.</p>	<p>Adult English Language Learner test benchmarks, as defined by the Colorado Department of Education (CDE) Office of Adult Education and Family Literacy, based on Oral BEST, BEST Plus, and CASAS scores are as follows:</p> <ul style="list-style-type: none"> ▪ Beginning Literacy/Pre-Beginning ▪ Low Beginning ▪ High Beginning ▪ Low Intermediate ▪ High Intermediate ▪ Advanced/Bridge to Academics.
<p>2.4 After 100 hours of participation in adult education, 50% of parents in the ASE program will pass the GED exam, or high school seniors will earn a high school diploma, as measured by program records.</p>	<p>General Educational Development (GED) tests measure the major academic skills and concepts associated with four years of regular high school instruction. They provide an opportunity for persons who have not graduated from high school to earn a high school equivalency diploma. The GED tests measure competency in five subject areas: Language Arts-Writing, Social Studies, Science, Language Arts-Reading, and Mathematics.</p>
<p>2.5 After 100 hours of participation in adult education, 60% of parents seeking to enroll in higher education or training, with access to financial aid, will enroll, as measured by program records.</p>	

Goal 3: Participating parents will foster their children’s literacy development and success in school.

Performance Indicator	Resources/Definitions
<p>3.1 After 300 hours of family participation in the program, 75% of parents will achieve parenting goals according to their family education plans, as measured by staff assessment.</p> <p>Goals for parents with infants (birth to 18 months of age)</p> <ul style="list-style-type: none"> • Sustained provision of simple verbal stimulation, frequent eye contact, and responsiveness to child’s cues and language attempts • Sustained, frequent playing with, talking to, singing to, and use of infant’s name • Demonstrated understanding of appropriate expectations of child’s language, social, emotional and motor skills <p>Goals for parents with toddlers (18 months to 3 years of age) and preschool children (3 to 5 years of age)</p> <ul style="list-style-type: none"> • Sustained participation in frequent and complex verbal interactions, including asking meaningful open-ended questions, being an attentive listener, and participating in imaginative play • Sustained participation in active, shared reading of a variety of high-quality books • Sustained, regular interactions related to child’s interests and abilities • Sustained provision of simple art materials such as crayons, markers, and large paper for exploring and manipulating • Sustained, regular interactions related to numeracy <p>Goals for parents with primary-grade children (kindergarten through grade 3)</p> <ul style="list-style-type: none"> • Sustained homework assistance • Sustained school involvement through participation in parent-teacher conferences, classroom PACT activities, and/or school volunteer work • Sustained, active participation in the home reading plan outlined in child’s Individual Literacy Plan, or regular reading with child • Demonstration of an understanding and ability to support child in meeting the Colorado academic content standards in reading, writing, and math • Demonstration of an understanding of the Colorado Student Assessment Program (CSAP), including interpreting child’s scores 	<p>300 hours of participation are obtained after approximately one year of regular attendance in a family literacy program, including a home-visitation/ personal-visitation component.</p> <p>A sustained goal requires the behavior to be maintained for a minimum of six months.</p> <p>Guide to Improving Parenting Education in Even Start Family Literacy Programs is based on a review of research about family contributions to children’s literacy development. It is a U.S. Department of Education publication and is available through ED Pubs at 1-877-4ED-PUBS (1-877-433-7827).</p> <p>Building Blocks to Colorado’s Content Standards: Reading and Writing offers examples of experiences, appropriate for young children, which provide the foundation necessary for preschool learners to meet academic standards when they enter elementary school (available on the CDE website at http://www.cde.state.co.us/download/pdf/building_blocks4-26.pdf).</p> <p>Building Blocks to Colorado’s Content Standards: Mathematics offers examples of experiences, appropriate for young children, which provide the foundation necessary for preschool learners to meet academic standards when they enter elementary school (available on the CDE website at http://www.cde.state.co.us/earlychildhoodconnections/docs/pdf/MathBB.pdf).</p> <p>Colorado K-12 Academic Standards for Reading and Writing and Suggested Grade Level Expectations provide guidance to schools and parents regarding the content that students should study and master in order to become fluent and effective readers, writers, and speakers (available on the CDE website at http://www.cde.state.co.us/index_stnd.htm).</p> <p>Colorado K-12 Academic Standards for Mathematics and Suggested Grade Level Expectations provide guidance to schools and parents regarding the content that students should study and master in order to develop mathematical literacy (available on the CDE website at http://www.cde.state.co.us/index_stnd.htm).</p>

<p>3.2 After 300 hours of family participation in the program, 85% of parents with infants will demonstrate sustained use of simple verbal stimulation, frequent eye contact, and responsiveness to child’s cues and language attempts, as measured by staff assessment.</p>	<p>BrainWonders Early Literacy pages provide information about how literacy skills begin in the early years in relation to the developing brain. The collaborative project was developed by Boston University School of Medicine, the Erikson Institute, and Zero to Three (available on the Zero to Three website at http://www.zerotothree.org/brainwonders/EarlyLiteracy.html).</p>
<p>3.3 After 300 hours of participation in the program, 85% of parents with infants will provide sustained exposure to age-appropriate books, as measured by staff assessment.</p>	
<p>3.4 After 300 hours of participation in the program, 85% of parents with toddlers will participate in sustained, frequent, and complex verbal interactions, as measured by staff assessment.</p>	<p>The Erikson Institute has described The Beginnings of Literacy (available on the Zero to Three website at http://www.zerotothree.org/ztt_parents.html Parenting A-Z pages).</p>
<p>3.5 After 300 hours of participation in the program, 85% of parents with toddlers will provide involvement in sustained, active, shared reading of a variety of high quality books, as measured by staff assessment.</p>	<p>Zero to Three has formulated Bridges to Literacy: Early Routines that Promote Later School Success (available on the Zero to Three website at http://www.zerotothree.org/ztt_parents.html Parenting A-Z pages).</p>
<p>3.6 After 300 hours of participation in the program, 85% of parents with preschoolers will participate in sustained, frequent, and complex verbal interactions, as measured by staff assessment.</p>	
<p>3.7 After 300 hours of participation in the program, 85% of parents with preschoolers will provide involvement in sustained, active, shared reading of a variety of high quality books, as measured by staff assessment.</p>	<p>Building Blocks to Colorado's Content Standards: Reading and Writing offers examples of experiences, appropriate for young children, which provide the foundation necessary for preschool learners to meet academic standards when they enter elementary school (available on the CDE website at http://www.cde.state.co.us/download/pdf/building_blocks4-26.pdf).</p>
<p>3.8 After 300 hours of participation in the program, 85% of parents with primary-grade children will participate in sustained homework help, as measured by staff assessment.</p>	

<p>3.9 After 300 hours of participation in the program, 80% of parents with primary-grade children will demonstrate sustained school involvement, as documented by school records and staff assessment.</p>	<p>Colorado School–Home Links is a school-home reading program aligned with the Colorado model content standards for reading and writing. The series provides 100 reading activities in both English and Spanish for families with children in kindergarten through grade three. The links encourage greater family and community involvement in helping children to improve their reading skills and achievement (available on the Colorado Family Literacy Consortium website at http://www.coloradoliteracy.net/parents.html#school-home).</p>
<p>3.10 After 300 hours of participation in the program, 85% of parents with primary-grade children will participate in sustained, active, shared reading, as measured by staff assessment.</p>	

Goal 4: Participating children will demonstrate success in school.

Performance Indicator	Resources/Definitions
<p>4.1 After 300 hours of family participation in the program, 85% of preschool-age children will be functioning at age-appropriate levels of development; or preschoolers will demonstrate one year's growth in reading readiness skills within one year, as measured by age-appropriate assessment instruments.</p>	<p>Building Blocks to Colorado's Content Standards: Reading & Writing and Building Blocks to Colorado's Content Standards: Mathematics are guides for parents and teachers that reference early childhood education to Colorado's K–12 Content Standards. They support understanding of early childhood foundational skills and describe appropriate teaching strategies (available on the CDE website at http://www.cde.state.co.us/download/pdf/building_blocks4-26.pdf and at http://www.cde.state.co.us/earlychildhoodconnections/docs/pdf/MathBB.pdf).</p>
<p>4.2 After 300 hours of family participation in the program and 90% school attendance, 80% of primary-grade children will be reading at grade level [and will not be placed on Individual Literacy Plans]; or primary-grade children will demonstrate one year's growth in literacy skills within one year, as measured by age-appropriate assessment instruments.</p>	
<p>4.3 After 300 hours of family participation in the program, 80% of primary-grade children with an Individual Literacy Plan at the beginning of the school year will demonstrate one year's growth in literacy skills within one year, as measured by age-appropriate assessment instruments.</p>	<p>An Individual Literacy Plan (ILP) must be developed for any child not reading at grade level. A plan indicates a child's reading strengths and weaknesses and identifies activities to help improve her/his reading skills, including a home reading plan.</p> <p>Implementing The Colorado Basic Literacy Act is a resource guide which includes information about literacy assessments (K-3) and the development of ILPs, and provides answers to frequently asked questions (available on the CDE website at http://www.cde.state.co.us/cdeassess/pdf/asimp_cbla.pdf).</p>
<p>4.4 After 300 hours of family participation in the program, 75% of primary-grade children will attend public school 90% of the time, as documented by school records.</p>	
<p>4.5 After 300 hours of family participation in the program, 90% of primary-grade children will be promoted to the next grade level, as documented by school records.</p>	

Goal 5: Participating families will become more self-sufficient.

Performance Indicator	Resources/Definitions
<p>5.1 After 300 hours of family participation in the program, 75% of parents will achieve self-sufficiency goals according to their family education plan, as documented by program records and staff assessment.</p> <p>Self-sufficiency Goals</p> <ul style="list-style-type: none"> ❑ Keeping a job for six months ❑ Improving employment status ❑ Securing improved housing ❑ Remaining in one residence for one school year ❑ Reducing or stopping the receipt of public assistance ❑ Returning children from foster placement ❑ Sustaining an increase in community participation ❑ Following a budget for six months 	<p>Sustained increase in community participation includes any of the following:</p> <ul style="list-style-type: none"> ◆ Registering to vote and/or voting ◆ Regularly using the public library ◆ Obtaining a driver's license ◆ Entering a branch of the armed services ◆ Obtaining U.S. citizenship.
<p>5.2 After 300 hours of family participation in the program, 50% of parents seeking employment will obtain a job*, as documented by program records.</p>	
<p>5.3 After 300 hours of family participation in the program, 40% of parents seeking employment will hold a job for six months during the year*, as documented by program records.</p>	
<p>5.4 After 300 hours of family participation in the program, 25% of employed parents will improve their employment status*, as documented by program records.</p>	<p>Improved employment status includes obtaining a raise, a promotion, or a different job with better hours, wages, or working conditions.</p>
<p>5.5 After 300 hours of family participation in the program, 50% of parents learning English will demonstrate a sustained use of English in the community, as measured by staff assessment.</p>	
<p>5.6 After 300 hours of family participation in the program, 100% of eligible parents who want to enter the military will do so, as documented by program records.</p>	

* while maintaining their enrollment in the program