

AmeriCorps National Performance Measures Pilot Year 2: 2011-2012 Output Instrument Packet

PARTICIPATION IN HIGH QUALITY EARLY CHILDHOOD EDUCATION PROGRAM

Education Focus Area

National Performance Measures: *If you select this national performance measure, you must measure both outputs ED20 and ED21.*

Output: Number of children accessing high quality early childhood education programs (ED22)

AmeriCorps programs that choose this national measure should be placing AmeriCorps members in high quality early childhood programs (see definition of high quality). AmeriCorps programs need to provide documentation to justify that the early childhood programs meet the definition of high quality. AmeriCorps programs are then required to document the number of children participating in these high quality programs. **If you are not placing AmeriCorps members in high quality early childhood programs, you should not choose this measure.**

Definition of Key Terms¹

- **Education program:** AmeriCorps members help pre-K students maintain enrollment in and succeed in early childhood education programs. The help that AmeriCorps members provide does not need to be in direct service to the students. However, the AmeriCorps members must provide direct support that makes the program possible.
- **High quality:** Early childhood education programs with all four of the following characteristics--
 - Teacher and assistant teacher qualifications
 - Class size limits
 - Appropriate teacher to child ratios
 - Learning and development occurs across all domains with programs that address children’s physical well-being and motor development, social/emotional development, approaches towards learning, language development and cognition.
- **Access:** By “accessing” we are referring to children enrolled in high quality early childhood education programs as opposed to children to whom such programs are available.

¹ 2011 National Performance Measures: Background Information References and Authorities, Definitions, Suggestions Regarding Data Collection, and Additional Notes, CNCS
http://www.americorps.gov/pdf/11_1018_ameri_corps_nofa_background_document.pdf

Considerations for this National Performance Measure²

Output

- Are you able to determine if the early childhood education program where AmeriCorps members serve is a high quality program? To be considered high quality, the program must possess all four characteristics:
 - 1) Teacher and assistant teacher qualifications: Teachers and teacher aides/assistants should have a Child Development Associate (CDA) credential appropriate to the age of the children or the equivalent³.
 - The table⁴ below provides criteria for:
 - 2) Recommended group size limits and;
 - 3) Appropriate teacher/staff to child ratio.

Recommended staff-child ratios within group size

Age of Children	Group Size Limit	Group Size							
		6	8	10	12	14	16	18	20
Infants (birth to 12 mos.)	8	1:3	1:4						
Toddlers (12-24 mos.)	12	1:3	1:4	1:5	1:4				
2-year-olds (24-30 mos.)	12		1:4	1:5	1:6				
2-2 ½-year-olds (30-36 mos.)	14			1:5	1:6	1:7			
3-year-olds	14					1:7	1:8	1:9	1:10
4-year-olds	20						1:8	1:9	1:10
5-year-olds	20						1:8	1:9	1:10

- 4) Learning and development occurs across all domains with programs that address children's:
 - Physical well-being and motor development
 - Social/emotional development
 - Approaches towards learning
 - Language development and cognition
- Are you able to count only those children participating in the high quality early childhood programs where AmeriCorps members are placed for this measure? (You will still need to count ALL children participating in all early childhood programs where your AmeriCorps members are placed (ED20 and ED21).

² For more on alignment of performance measures, see the AmeriCorps Toolkit, <http://nationalservicerresources.org/star/ac-program-toolkit>.

³ For more on teacher and teacher aide qualifications, http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Head%20Start%20Requirements/MS/2008/resour_ime_012_0081908.html

⁴ Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs by the *National Association for the Education of Young Children, 1991, Washington, DC: National Association for the Education of Young Children*

Data Collection Challenges

- After using data collection instruments to document students, do you have a safe place to store these documents? These “raw data” will be the evidence that you collected the outputs in a systematic manner and will verify the results reported.

Data Collection Strategies

- Some of the children you serve may be enrolled in high quality childhood education programs and some may not. For ED22, count only those children in high quality childhood education programs; this number may be a subset of the total children you are counting in early childhood programs (ED21).
- Consider an output summary sheet or data base that combines the necessary counts. The summary sheet in this packet combines the ED20-21 summary sheet with an additional column for ED22. See the ED20 and ED21 packet for additional information.

Outcome

- If AmeriCorps programs do not choose this national measure, they will be required to choose one of three outcome measures (ED23-ED25) listed in the 2011 National Performance Measures: Background Information.

Sample Instrument in this Packet***High Quality Early Childhood Program Checklist***

This checklist identifies the four characteristics and sub-characteristics required for an Early Childhood Program to be classified as high quality. This instrument should be completed at the beginning of the program year and again at the end of the program year.

High Quality Early Childhood Education Program: Education Service Outputs Summary

This summary instrument captures ED20, ED21 and ED22 outputs: the number of students who participate in a series of educational activities, complete the program, and are a part of a high quality early childhood education program. **If you use this instrument, you do not need to use the instrument in packet ED20-ED21.**

Student Participation in High Quality Early Childhood Education Program

Sample Instrument Packets High Quality Early Childhood Program Checklist

Early Childhood Education Program: Education Service Output Summary

High Quality Early Childhood Education Program Checklist

Instructions

What is the purpose?	To determine whether your Early Childhood Program qualifies as a high quality Early Childhood Program as defined in the <i>Considerations for this National Measure</i> .
Who should complete this instrument?	Project Director or designated person (e.g., member, supervisor) should be responsible for assessing your Early Childhood Program.
When should we complete this instrument?	At the beginning of your early childhood education program year and again at the end of the program year.
What should we do to prepare?	Determine the sites where your early childhood programs are located and conduct a preliminary check to determine if programs are of high quality. For example look at the child-adult ratio; if the program does not meet this characteristic, there is no need to verify other characteristics of a high quality program. High quality programs must meet all four characteristics and the sub-sections of those characteristics.
What should we do afterwards?	Keep all the checklists together in a safe place; these are your data . After conducting the pre-assessment at the beginning of the program year, you will need to use the same instrument to conduct the post assessment. Make sure you know where you file these instruments.
Can I use an alternative instrument?	Different forms can be developed/used to document high quality early childhood programs. Your organization/institution may already document the four characteristics for a high quality program.

High Quality Early Childhood Program Checklist

Program/Class Name: _____

Location: _____

Person Completing Checklist: _____ Title: _____

Date of Assessment at the **start** of program/class year _____

Date of Assessment at the **end** of program/class year _____

Assess the Early Childhood Program and/or class where AmeriCorps members are placed at the beginning of the program year and again at the end of the program year. A high quality Early Childhood Program should have all of the characteristics and sub-characteristics checked as “yes” at the start and end of the program year. A “no” check would disqualify the program from being considered high quality.

Characteristics of a High Quality Program		Characteristics Met			
		Yes		No	Comments
		start	end		
1.a.	Teachers have Early Childhood Credential				
b.	Teacher Assistants have Early Childhood Certification				
2.	Meets Recommended Group Size				
3.	Meets Recommended Teacher/Staff to Child Ratio				
4.	Learning and Development Occurs Across all of the Following Domains				
a.	Language Development and Cognition				
b.	Social and Emotional Development				
c.	Approaches to Learning				
d.	Physical Well-being and Motor Development				
TOTAL*					

*To be considered a high quality early childhood education program, the program must have all (8) items checked “yes” at the beginning and at the end of the program year.

High Quality Early Childhood Education Program: Education Service Output Summary

Instructions

What is the purpose?	To determine how many students started your early childhood education program (ED20) and how many completed your program as measured by those attending the minimum required hours or activity sessions (ED21). To determine how many of the ED21 students that completed the program were enrolled in a high quality early childhood education program (ED22).
Who should complete this instrument?	Designated persons (e.g., member, supervisor) should be responsible for documenting attendance at all sessions.
When should we complete this instrument?	At the beginning of your early childhood education service or at the beginning of each early childhood education program session. See the “Early Childhood Education Program Student Monthly Contact Logs” in packet ED20 and ED21. It can be collected, tallied and added to this summary as they are completed.
What should we do to prepare?	Enter the names of the students you expect to work with in alphabetical order. Developing this log in an Excel Spreadsheet will allow you to easily add more names and sort for duplications.
What should we do afterwards?	Keep all the summaries together in a safe place; these are your data . You will aggregate this data later to determine if you met your output target.
Can I use an alternative instrument?	Different forms can be developed/used to document unduplicated individuals who participate in your early childhood education program’s service. It is suggested that you develop an electronic attendance summary system (e.g., Excel Spreadsheet). However, whether your instrument is in paper format or electronic format, remember to save these “raw” data as proof that a systematic process was used to document these outputs.

Early Childhood Education Program: Service Output Summary

Early Childhood Education Program Name: _____

Person completing this form: _____ **Month/Year:** _____

Instructions: Enter the students' names in the first column followed by the start date. Take the information from the tallied "Early Childhood Education Program Monthly Student Contact Logs" and enter the total number of activity sessions and the number of hours for each student for the designated period of service. Students who have attended the required number of sessions or hours will have met the program's completion requirement (output).* Document those students who met output ED21 by placing a "1" in the column. Of those children that completed the program requirements: if some or all of the children accessed high quality early childhood education, document those students that met the output (ED22) by placing a "1" in the last column.

Student Name				Activity Sessions	Hours	ED21 Place a "1" if completed the education program (at least _____ hours/sessions).	ED22 Place a "1" if the education program completed was <u>high quality</u> .**
Last	First	Start Date of Student	End Date of Student	Total # Sessions: _____	Total # of hours: _____	Met Output ED21	Met Output ED22
1.							
2.							
3.							
4.							
5.	<i>add rows</i>						

*To complete participation, students must participate in at least ___ sessions or receive ___ hours of service.

**High quality early childhood education programs have all four of the following characteristics: (1) Teacher and assistant teacher qualifications; (2) Class size limits; (3) Appropriate teacher to child ratios; (4) Learning and development occurs across all domains with programs that address children's physical well-being and motor development, social/emotional development, approaches towards learning, language development and cognition as documented by *High Quality Early Childhood Program Checklist*

Total number of students that started the early childhood education program service: _____ (ED20)

Total number of students that completed the required number of hours/sessions: _____ (ED21).

Total number of students from ED21 that accessed a high quality early childhood education program: _____(ED22).