

# **Minnesota Even Start evaluation report for 2005-06**

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# Minnesota Even Start evaluation report for 2005-06

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**Prepared for:**

The Minnesota Department of Education

**Prepared by:**

Dan Mueller, Edith Gozali-Lee, and Jennifer Lee Schultz

Wilder Research

1295 Bandana Boulevard North, Suite 210

Saint Paul, Minnesota 55108

651-647-4600

[www.wilder.org](http://www.wilder.org)

# Contents

Summary.....	1
Introduction.....	7
Evaluation purpose and design .....	7
Even Start.....	8
Contents of the report.....	8
Findings.....	9
Profile of participants.....	9
Participation and attendance .....	12
Participant performance .....	15
Conclusion and recommendations .....	23
Recommendations.....	23
Appendix.....	27
Minnesota Even Start evaluation forms .....	29
Figures A1-A18 .....	39

# Figures

1. Number of families, adults, and children with 12 or more hours of participation in the 2005-06 school year .....	9
2. Family conditions.....	11
3. Adults' length of program participation .....	13
4. Adult education results for 2005-06 .....	16
5. Early childhood education results for 2005-06.....	19
6. Parent education results for 2005-06 .....	21
7. Summary of results for all performance indicators.....	22

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# Summary

Descriptive and effectiveness information is reported on Even Start programs from across Minnesota for the 2005-06 school year (September, 2005 – June, 2006). This is the fifth year in which results are reported on how programs are doing in meeting the Minnesota Even Start Family Literacy Participant Performance Standards. Results from 2005-06 are compared to results from the previous year when possible. The performance standards include 16 performance indicators in the areas of adult education, early childhood education, and parent education. Results from this report can be used to: provide a profile of Even Start programs in Minnesota, help guide program planning and policy development, and communicate with decision-makers and others about family literacy.

Even Start programs are education programs that integrate instruction for adults and their children. Adults in the program usually do not have a high school diploma or equivalency degree, or are learning English as a second language. Even Start programs are a subset of family literacy programs that have received federal funds, administered through the state. The programs seek to increase the English literacy skills of adults, provide quality education experiences for their children, and assist parents as their child's first teacher. To accomplish this, programs have four basic components: adult literacy, including English Language Learner (ELL) and adult basic education (ABE) services; early childhood education; parent education; and interactive literacy activities (formerly parent and child together time, or PACT).

Information in this report is based on the Minnesota Even Start evaluation system, which requires programs to report both program and individual participant data, including data used in measuring the accomplishment of the Participant Performance Standards. For the 2005-06 year, all 14 Even Start programs reported data for the evaluation.

## **Numbers served and their characteristics**

In 2005-06, the 14 Even Start programs served a total of 391 families. In most cases, one adult was served per family along with one or more children. On average, Even Start programs in 2005-06 served 28 families, 31 adults, and 40 children. However, the numbers of families, adults and children served by individual Even Start programs varied widely.

Two-thirds of the adults were in the 22 to 34 age group. The percentage of children in each age group varied widely from program to program, but about 60 percent were two years old or younger for the majority of the programs. About three-quarters of the adults and children were native speakers of languages other than English, with Spanish being the most common first language. Most of the adults were not employed or minimally

employed, and nearly all the adults and children qualified for free or reduced-price lunch, indicating low family incomes.

Many families experienced adverse conditions, often appearing to be related to their low incomes. The most common conditions families experienced included lack of health insurance for children or adults (37%); inadequate transportation (37%); isolation and lack of knowledge of community resources (32%); and mental health, drug/alcohol, or violence problems (23%). Older participants (age 25+), ELLs, and employed participants had significantly fewer family conditions as compared to younger participants (ages 13 – 24), non-ELLs, and unemployed participants, respectively. Among the ELLs, fewer Spanish speakers experienced each of the conditions than speakers of other languages, except in the case of lacking health insurance. Most families who experienced adverse conditions upon program entry were referred for services by Even Start staff.

### **Program schedules, participation, and home visiting**

Even Start programs ran from September to late May or June, with an average of 74-75 hours per month and 670 hours per school year. Eleven of the 14 Even Start programs held special family events outside the normal classroom day.

The median length of enrollment for adult participants was six months. However, length of participation varied greatly by program. The majority of adults attended 80 percent or more of the time, and children's attendance rates were similar. Groups that tended to have higher participation rates included ELLs, older participants (age 25+), and parents whose children were age 3 or older.

All Even Start programs conducted home visits. Even Start staff visited almost all the families they served, averaging three to four visits per family. The most common areas covered during the visits included parent education/interactive literacy activities and early childhood education, followed by adult education and attention to family needs.

### **Results on the performance standards**

#### **Adult education**

Progress in adult education is measured using six performance indicators summarized briefly below:

1. Academic gains in reading (measured using the CASAS test)
2. Academic gains in math (measured using the CASAS test)

3. Obtaining or progressing toward a high school diploma or GED (for those with this goal)
4. Advancing to post-secondary education (for those with this goal)
5. Obtaining employment (for those with this goal)
6. Retaining or advancing in employment (for those with this goal)

For the first and second indicators, CASAS reading and CASAS math, 100 percent of the programs that reported results met the standards. The proportion of participants making expected gains was 64 percent for reading and 66 percent for math.

Some significant differences in CASAS gains were found between groups. Individuals who started at lower skill levels were more likely to move up at least one skill level by posttest. ELL participants tended to make larger point gains in reading than non-ELL participants. Among the ELLs, those with more hours of participation made significantly higher gains than those with fewer hours for both reading and math. Unemployed ELLs and ELLs with consistent attendance made significantly higher gains on reading than employed ELLs and ELLs with less consistent attendance. Non-Hispanic ELLs made significantly higher gains on math than did Hispanic ELLs.

With regard to the third indicator (obtaining or progressing toward a high school diploma/GED), the number of programs reporting that met the standard was 60 percent, with 81 percent of participants overall meeting their goal.

The percentage of programs reporting that met the standard was also 60 percent for the fourth indicator, advancing to post-secondary programs. Less than half of the participants (46%) met their goal.

For the two employment performance indicators, obtaining employment and retaining/advancing in employment, high proportions of participants met their goals. All programs met the standard for obtaining employment and 92 percent met the standard for retaining/advancing in employment.

Results on the adult education performance standards were similar to the previous year with the exception of the advancing to higher education indicator, for which the proportion achieving the goal was lower in 2005-06.



## **Early childhood education**

Children's progress was measured using six performance indicators summarized briefly below:

- 1-3. Developmental progress of 3-5 year olds (using Work Sampling checklist) in three areas:
  - Personal and social development
  - Language and literacy
  - Mathematical thinking
4. Attendance of children in grades K-1
5. Promotion to the next grade for children in grades K-1
6. Reading level of children in grades 1-3

The first three of the early childhood education indicators assess progress in three developmental domains: personal and social development, language and literacy, and mathematical thinking. The domain for which the highest percentage of programs met the standard was personal and social development (86%). Fewer programs met the standard for language and literacy (64%) and mathematical thinking (64%). An average of about nine preschool-age children were assessed per program and 84-92 percent of the children met the standard for growth across the three developmental domains. Length of participation was significantly related to improvements in all three domains, and consistent attendance was significantly related to improvements in language and literacy.

Almost all of the school-age children met expectations for the attendance indicator (indicator 4), and all of the children were promoted to the next grade level (indicator 5). On the other hand, a smaller proportion of children met the reading level standard (indicator 6). Fifty-eight percent of the children were reading at or above grade level, with 60 percent of the programs meeting the standard.

Results on the early childhood education performance indicators were similar to the previous year with two exceptions. Small decreases were observed for the percentage of programs meeting expectations for growth in language and literacy and for the percentage of children reading at or above grade level.

## **Parent education**

Participants' progress in this area is measured using four performance indicators summarized below:

1. Improved parental nurturance and guidance
2. Improved parental support for early learning and literacy
3. Up-to-date on children's immunizations
4. Early childhood screening before child enters kindergarten

Results on the first two indicators were based on pretest and posttest staff assessments using the Parenting Growth Inventory. Fifty-seven percent of the Even Start programs met the standard for both indicators. The percentage of participants making expected gains was 67 percent for parental nurturance and guidance and 69 percent for parental support for early learning and literacy. Participants who tended to make higher gains were those who began with higher levels of education (significant for indicators one and two) and Hispanics (significant for indicator one).

For the third indicator (child immunizations), the percentage of programs meeting the standard was 79 percent. The proportion of parents meeting the expectation across programs was very high (98%).

The early childhood screening results indicated that 71 percent of programs met the standard and 86 percent of parents met expectations.

In comparison to the previous year, the parent education results indicate improvement on indicators one and two (Parenting Growth Inventory). For the third indicator (child immunizations), the proportion of programs meeting the standard was lower than the previous year, but the proportion of parents meeting the expectation was slightly higher. For the fourth indicator (early childhood screening), the proportion of programs meeting the standard was higher than the previous year, although the proportion of parents meeting expectations was lower.

## **Overall results on the performance indicators**

Overall, summing across the 14 Even Start programs, results were reported on performance indicators in 197 cases out of a possible 224 (88%) in 2005-06, a slight increase from 85 percent in the previous year.

Across all Even Start programs, 76 percent of the performance indicators measured were met, the same percentage as in 2004-05.

## *Recommendations*

### **Program recommendations**

- Consider ways to help ensure that the number of adult education hours Even Start participants receive is adequate for them to achieve substantial gains in literacy skills.
- Strengthen attendance policies and practices.
- Determine the reasons most participants seeking to advance into higher education are not achieving their goal, and what might be done to increase goal attainment.
- Determine why some age-eligible children are not receiving early childhood screening and if any action is warranted.
- A couple of programs may need individualized assistance to achieve stronger gains in participants' parenting skills.

### **Evaluation recommendation**

- Consider adding an assessment of infant/toddler developmental progress.

# Introduction

## *Evaluation purpose and design*

This report describes findings from the Minnesota Even Start evaluation system for the 2005-06 school year (September 2005 – June 2006). The evaluation system includes the uniform reporting of information from the 14 Even Start programs in Minnesota. In 2005-06, information was reported on program characteristics (program schedule, hours of programming offered during the year, special family events held), family and individual participant characteristics (adverse family conditions, demographics, length and hours of participation, attendance rate), and participant outcomes (in adult education, parent education, and early childhood education). Results from this report can be used to: provide a profile of Even Start programs in Minnesota, help guide program planning and policy development, and communicate with decision-makers and others about family literacy.

The 2005-06 program year was the fifth year that information was gathered to determine how programs were doing on the Minnesota Family Literacy Participant Performance Standards. These standards, developed during 2001, set goals for participant progress and comply with statutory requirements of the William F. Goodling Even Start Family Literacy Programs (P.L. 106-554). There are a total of 16 performance indicators that relate to program performance in adult education, early childhood education, and parent education. Several revisions of the original indicators have been made since 2001.

Information for the evaluation was gathered from programs through four forms that asked for information on families, adult participants, child participants and program characteristics. These forms could be completed electronically by program staff using an Access database or submitted as paper copies. The family form gathered information on family income, adverse family conditions, and home visits program staff conducted with participating families. The adult form gathered individual participant information on demographics, length and hours of participation, attendance rate, progress in reading and math, attainment of adult education goals, and growth in parenting skills. The child form gathered individual participant information on demographics, length and hours of participation, attendance rate, developmental progress (personal and social, language and literacy, mathematical thinking), immunizations, and early childhood screening. The program form gathered aggregate information on several indicators for school-age children of the families served, program schedule, hours of programming, number of special family events held, and type of assessment done of infants and toddlers, if any. Copies of the forms are provided in the Appendix.

Wilder Research conducts the evaluation under contract with the Minnesota Department of Education.

## ***Even Start***

Even Start is a federally funded family literacy program administered through the states. In 2005-06, 14 Even Start programs were funded in Minnesota, a decrease from the previous year when 17 were funded. Even Start programs are education programs that integrate instruction for adults and their children. Adults in the program usually lack a high school diploma or GED, or are learning English as a second language. The aims of Even Start programs are to: break the cycle of illiteracy in families, increase the literacy skills of adults, provide quality learning opportunities for the children of participating adults, assist parents in their role as their child's first teacher, and increase the economic self-sufficiency of adults.

To address these aims Even Start programs have four basic components:

1. adult literacy, including English Language Learner (ELL) services, and adult diploma and GED preparation services;
2. early childhood education for children from infancy to kindergarten;
3. parent education; and
4. interactive literacy activities (formerly Parent and Child Time or PACT).

These components are provided in an integrated program that emphasizes the equal value of each component, although the time devoted to each may vary. Even Start programs collaborate with other services providers, community organizations and businesses to strengthen and enhance their services.

## ***Contents of the report***

Based on the information provided by the 14 Even Start programs, this report presents findings in the following areas: profile of the families and individual participants within these families; participation levels, including length, total hours and attendance rate; performance on the statewide participant performance indicators, including individual participant outcomes; analysis of the association of demographic characteristics, family conditions, and participation levels to participant outcomes. The report ends with conclusions and recommendations based on the evaluation findings.

# Findings

## *Profile of participants*

### **Numbers served**

Including only those with 12 or more hours of program participation, the total number of families served in the 2005-06 school year by the 14 Even Start programs was 391, including 437 adults and 555 children (see Figure 1). The number of families served by individual programs ranged widely, from 9 to 61. The average number of families served per program was 28, an increase of one from the previous year. The average number of adults served per program was 31, indicating that two adults were served in some families. The average number of children served per program was 40, down from 48 the previous year.

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#### **1. Number of families, adults, and children with 12 or more hours of participation in the 2005-06 school year**

<b>Site</b>	<b>Families</b>	<b>Adults</b>	<b>Children</b>
Albert Lea	27	31	42
Bemidji	17	24	25
Bloomington	30	30	38
Fridley-Columbia Heights	17	17	22
Minneapolis	40	62	78
Moorhead	22	23	41
Mounds View	21	21	25
Northland	9	12	12
Robbinsdale	50	51	72
Rochester	61	62	83
Sauk Rapids	18	21	23
Shakopee	25	25	27
Watonwan	25	25	34
Worthington	29	33	33
Average	28	31	40
Total	391	437	555

## **Family income and adverse family conditions**

Overall, 83 percent of the families served were reported to have incomes at or below the federal poverty line. The proportion of families in poverty differed across the programs (see Figure A1 in the Appendix). For example, just over half of the families had poverty-level incomes in two programs while all of the families were poor in three programs. However, of those families that were not poor, nearly all had incomes near poverty – 90 percent qualified for free lunch (incomes at or below 135% of the poverty line) and 7 percent qualified for reduced-price lunch (incomes 135-185% of the poverty line). Hence, only 3 percent had incomes above 185 percent of poverty.

Programs were asked to indicate if a number of different adverse conditions applied to families served by the program. Results indicated that many families had adverse conditions that often appeared to be related to their low incomes. Over one-third (37%) of the families lacked health insurance for children or adults and the same proportion had inadequate transportation to meet daily needs. Almost one-third (32%) were isolated from family and friends, and had little knowledge of community resources. Almost one-quarter (23%) had mental health, drug/alcohol, or violence problems in the family, and 16-17 percent had serious housing problems (including homelessness) or were not getting enough food. Most of the families (80-94%) experiencing these adverse conditions were referred for services by Even Start staff. In those cases where staff had information, most referred families were reported to have received services (see Figure 2).

Analysis by individual programs revealed large variations across programs in the proportions of families that had the different conditions.

## 2. Family conditions

Please indicate whether any of the following conditions applied to the family upon or after program entry (N=391)

Condition	IF YES			4b. Referral made for services?*			4c. Family received services?		
	Yes	No	Don't know/missing	Yes	No	Don't know/missing	Yes	No	Don't know/missing
a. Homeless, temporary housing or unsafe living conditions?	16%	80%	4%	80%	12%	8%	62%	8%	30%
b. Not enough food and not accessing food resources when entered program?	17%	79%	4%	94%	3%	3%	75%	1%	24%
c. Lack of health insurance coverage for children or adults, or both?	37%	57%	6%	89%	1%	10%	48%	12%	40%
d. Isolated from family and friends, and little knowledge of community resources?	32%	60%	8%	94%	3%	3%	59%	4%	37%
e. Mental health problems, drug/alcohol or family violence?	23%	52%	25%	93%	3%	3%	70%	7%	24%
f. Transportation inadequate to meet daily needs?	37%	51%	12%	94%	3%	3%	75%	13%	12%

\* A referral can be either making direct contact with the agency or providing the information to the family.

### Demographic characteristics of adult participants

Over 9 in 10 (93%) adult participants were female and two-thirds were 22-34 years old. Almost three-quarters (73%) of adult participants were English Language Learners, with Spanish being the first language for 71 percent of these participants. Consistent with this finding, over half (53%) of all adult participants were of Hispanic ethnicity. Other racial/ethnic groups included Black or African American (17%), White (15%), American Indian (6%), and Asian (4%), as well as small numbers of biracial and other groups. Three-quarters of the participants were born outside the United States.

About half of the participants (52%) had a ninth grade education or less, 27 percent attended 10<sup>th</sup> -12<sup>th</sup> grade but had no high school diploma or GED, and 21 percent had a high school diploma or GED. Of those with a high school diploma or GED, two-thirds obtained it outside the United States. Seven percent of the adult participants had received special education services in the past and one percent were currently receiving them. Most participants (69%) were not employed or minimally employed; only 13 percent were employed full-time. See Figure A2 in the Appendix for further details on the demographic characteristics of adult participants.



Demographic profiles of adult participants varied across programs. For example, all participants were ELL in five programs while none were ELL in two programs.

### **Demographic characteristics of child participants**

About 6 in 10 child participants were two years old or younger. Across programs, the percentage of children two years old or younger ranged from 18 to 82 percent although the percentage was close to 60 percent for the majority of the programs. The children were quite evenly split between boys and girls. The first language for 77 percent was not English, with about two-thirds of these children having Spanish as their first language. Six percent of the child participants were receiving special education services. See Figure A3 in the Appendix for further details.

### **Differences in number of family conditions by demographic characteristics**

Older participants (age 25+), ELLs, and employed participants had significantly fewer family conditions as compared to younger participants (ages 13 – 24), non-ELLs, and unemployed participants, respectively.

Significant differences were found when comparing non-ELLs, ELLs whose first language is Spanish (ELL-Spanish), and ELLs whose first language is other than Spanish (ELL-others) with regard to the percentage within each group who experienced each of the adverse conditions upon program entry. Of the three groups, ELL-Spanish fared the best, with the smallest percentage of families facing adverse conditions. The non-ELLs tended to have the highest percentage facing adverse conditions, with the ELL-others group falling in between. This pattern was observed among the groups for most of the adverse conditions, except for lack of health insurance coverage, which applied to more of the ELL-Spanish (57%) than to the ELL-others (24%) and fluent English speakers (20%). See Figure A4 for details.

## ***Participation and attendance***

### **Classroom program hours offered and special events**

Even Start classroom programs during the 2005-06 school year ran from early or mid-September to late May or June. The average number of classroom hours offered during the school year was 670, or about 74-75 hours per month. However, total hours offered varied widely, from 360 to 1248 across the 14 programs. Two programs offered more than 1,000 hours and two programs offered fewer than 500 hours.

Most programs (11 of 14) held special family events outside the normal classroom day during the 2005-06 school year. Of those programs holding such events, the number held varied from 1 to 20. Most programs held between two and five.

### **Length of enrollment, hours of participation and attendance**

Length of program enrollment was calculated for those who participated in the program for at least 12 hours during the 2005-06 school year. Length of enrollment was counted through the end of the school year although many families may continue in the program beyond this time. Calculated in this way, the median length of enrollment for adult participants was six months (see Figure 3). Three in 10 participants were enrolled for nine or more months. Median length of participation varied greatly by program, ranging from 2 to 21 months (see Figure A5 for details). The median rather than the mean was used because some extremely high lengths of enrollment tended to pull the mean up misleadingly. Since children accompanied parents to the program, children's length of participation tended to be similar to parents'.

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### **3. Adults' length of program participation**

<b>Number of months of participation</b>	<b>Number</b>	<b>Percent</b>
<1 month	33	7.6%
1-2 months	84	19.3%
3-5 months	85	19.5%
6-8 months	103	23.6%
9-11 months	53	12.2%
12-23 months	40	9.2%
24-35 months	24	5.5%
36+ months	14	3.2%
Total	436	100.0%
Mean		8.9
Median		6.0

The average (mean) number of total hours adult participants had in the program during the 2005-06 school year was 269. (See Figure A6 for detailed data on adults' total hours.) This broke down into an average of 167 hours of adult education, 39 hours of parent education, and 63 hours of interactive literacy activities. Similar to adults, children had an average of 266 hours in the program, which broke down into an average of 204 hours of early childhood education and 62 hours of interactive literacy activities.

Average program hours per participant varied considerably across the 14 programs (see Figure A7).

The median attendance rate for both adults and children was 82 percent. (The median was used rather than the mean because some very low attendance rates pulled the mean down to 75 percent misleadingly.) The majority of adults (57%) had attendance rates of 80 percent or higher, including one-quarter with rates of 90 percent or better. Figure A8 provides a detailed breakdown of adult attendance rates. Children's rates of attendance were similar to the adults'. Most programs had median attendance rates in the 80 percent range, with a few in the 70 percent range. Just one program had a very low average attendance rate (18%).

### **Differences in participation by demographic characteristics**

In comparison to non-ELLs, ELLs participated in the program for significantly more months and attended significantly more program hours. In addition, older participants (age 25+) and parents whose children were age 3 or older participated in the program for significantly more months and attended significantly more program hours as compared to younger participants (ages 13 – 24) and parents whose children were younger than age 3. On the other hand, no significant differences were found between the groups in percentage of days attended. See Figure A9 for details.

### **Home visits**

Even Start programs conducted home visits with participating families periodically during the year. Almost all families were visited at least once, with the average number of visits being between three and four per family during 2005-06. About three-quarters of these visits included parent education/interactive literacy activities and early childhood education. Slightly over half included adult education and attention to family needs. The initial visit with the family often included information or activities related to intake into the program.

## *Participant performance*

### **Adult education**

In this section, results are reported for each of the six adult education performance indicators. The six indicators are as follows:

1. 50 percent or more of adult learners who have participated in at least 45 hours of adult education instruction will demonstrate expected gains (5+ scale points from pretest to posttest) in **reading** on CASAS.
2. 50 percent or more of adult learners who have participated in at least 45 hours of adult education instruction will demonstrate expected gains (5+ scale points from pretest to posttest) in **math** on CASAS.
3. 50 percent or more of adult learners who have participated in at least 45 hours of adult education instruction and enrolled to “obtained a high school diploma or GED” will accomplish or progress toward that goal. Progress for diploma students includes earning credits or passing a Basic Skills Test(s), and for GED students, passing one or more GED tests.
4. 50 percent or more of adult learners who have participated in at least 45 hours of adult education instruction and identified “advanced into higher education or other post-secondary training” within the program year as a goal in their personal education plan will have been admitted to an appropriate institution.
5. 50 percent or more of adult learners who have participated in at least 45 hours of adult education instruction and who have a stated goal in their personal education plan of “gaining employment” during the program year will accomplish that goal.
6. 50 percent or more of adult learners who have participated in at least 45 hours of adult education instruction and who have a stated goal in their personal education plan of “retaining or advancing in employment” during the program year will accomplish that goal.

Figure 4 summarizes the Even Start results for the six adult education performance indicators for 2005-06. For each indicator, it shows the number of the 14 programs reporting information and the percentage of those programs that met the standard. It also shows the total number of participants assessed across programs and the percentage of those participants who met the goal or expectation for that indicator.

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#### 4. Adult education results for 2005-06

Performance indicator	Programs		Adult participants	
	Number reporting	Percentage meeting the standard	Number assessed	Percentage meeting the goal/ expectations
CASAS reading	13	100%	269	64%
CASAS math	12	100%	201	66%
High school diploma/GED	10	60%	62	81%
Advance to post-secondary	10	60%	28	46%
Obtain employment	13	100%	86	77%
Retain/advance in employment	12	92%	85	81%

#### Reading and math results (CASAS)

For indicators one and two, CASAS reading and math, the number of programs reporting was 13 and 12, respectively, and all programs reporting met the standard for both reading and math. The proportion of adults with pre-post assessments who met the expectation of at least a five-point score gain was similar for reading and math (64% and 66%, respectively), although fewer adults were assessed in math. Compared to the previous year, results were slightly better on CASAS reading and math even though the minimum number of hours between pretest and posttest was reduced in 2005-06 (from 70 to 45 hours).

Further analysis indicated that ELL participants tended to make larger point gains in CASAS reading than non-ELL participants, although point gains in math were similar for the two groups (see Figure A10). Other analyses indicated that those who started at lower skill levels in CASAS reading and math were more likely to move up at least one skill level by posttest. This pattern was seen for both ELL and non-ELL groups, but was stronger for non-ELL participants (see Figures A11 and A12).

Among the non-ELLs, no significant differences in CASAS gains were found based on age, ethnicity, education, employment, age of child, number of family conditions, months in program, percentage of days attended, or hours of adult education. On the other hand, average gains did significantly differ among the ELLs based on some of these factors. ELLs who participated in 200 or more hours of adult education made significantly higher gains on both CASAS reading and CASAS math in comparison to ELLs who participated in 199 hours or less. Unemployed ELLs and ELLs with better attendance (80% – 100% of days) made significantly higher gains on CASAS reading than employed ELLs and ELLs with less consistent attendance (79% or less), respectively. Non-Hispanic ELLs

made significantly higher gains on CASAS math than did Hispanic ELLs. See Figure A13 for details.

### **Adult learner goals**

With regard to the high school diploma/GED indicator, 10 programs reported information and 60 percent met the standard. The 10 programs reported on a total of only 62 participants, and 81 percent of them met their goal of making progress or obtaining a diploma/GED. This included 12 participants who obtained a high school diploma and eight who obtained a GED. For further results for this indicator see Figure A14.

For the advancing to post-secondary programs indicator, 10 programs reported information and 60 percent met the performance standard. Of the 28 participants with a higher education goal, 46 percent achieved their goal of being admitted to a post-secondary education program.

For the two employment performance indicators, obtaining employment and retaining/advancing in employment, almost all programs reported information and almost all met the performance standard. About 8 in 10 participants achieved their goal in each case.

Results on the adult learner goals were similar to the previous year with the exception of the advancing to high education indicator, for which the proportion achieving the goal was lower in 2005-06.

Besides the goals included in the performance indicators, some adult participants achieved other goals. Ten participants achieved their goal of becoming a U.S. citizen and 11 achieved their goal of obtaining a driver's license.

### **Early childhood education**

This section reports results for the six child education performance indicators. The six indicators are as follows:

1. Of the 3-5 year old preschoolers who have participated in Early Childhood Instruction for a minimum of 100 hours or four months, whichever comes first, 80 percent will show growth (gains on 50% or more of the items on which the child was not proficient at initial assessment) on the **personal and social development** domain of the Work Sampling developmental checklist.
2. Of the 3-5 year old preschoolers who have participated in Early Childhood Instruction for a minimum of 100 hours or four months, whichever comes first, 80 percent will show growth (gains on 50% or more of the items on which the

- child was not proficient at initial assessment) on the **language and literacy** domain of the Work Sampling developmental checklist.
3. Of the 3-5 year old preschoolers who have participated in Early Childhood Instruction for a minimum of 100 hours or four months, whichever comes first, 80 percent will show growth (gains on 50% or more of the items on which the child was not proficient at initial assessment) on the **mathematical thinking** domain of the Work Sampling developmental checklist.
  4. Of those kindergarten and first grade children whose families are enrolled in Even Start by November 1 and are continuously enrolled until the end of the school year, 90 percent will have 10 or fewer unexcused absences from school during the year.
  5. Of those kindergarten and first grade children whose families are enrolled in Even Start by November 1 and are continuously enrolled until the end of the school year, 95 percent will be promoted to the next grade level at the end of the year.
  6. 50 percent of children in grades 1-3 whose families are enrolled in Even Start by November 1 and are continuously enrolled until the end of the school year will read on grade level or above by June 1, as reported by the child's school district.

Note that for indicators 4-6, the school-age children were in families enrolled in Even Start but they usually were not enrolled themselves.

Figure 5 summarizes the Even Start results for the six early childhood education performance indicators for 2005-06. These results are very similar to the previous year.

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## 5. Early childhood education results for 2005-06

Performance indicator	Programs		Children	
	Number reporting	Percentage meeting the standard	Number assessed	Percentage meeting the goal/expectation
Development: Personal & social	14	86%	127	92%
Development: Language & literacy	14	64%	128	87%
Development: Mathematical thinking	14	64%	128	84%
Attendance (grades K-1)	9	78%	49	94%
Promotion to next grade (grades K-1)	9	100%	49	100%
Reading level (grades 1-3)	10	60%	62	58%

### Preschool-age child results (Work Sampling)

All 14 programs reported information on the first three indicators measuring preschool-age children's developmental progress in three domains of the Work Sampling System. The majority of the programs met the performance standard in each of the domains, although more met it for personal and social development (86%) than for language & literacy and mathematical thinking (64% for both). Most of the children (84%-92%) showed expected growth in each of the three domains. The average percent of items on which children were proficient grew from 20-31 percent across the three domains at pretest to 71-85 percent at posttest (see Figure A15).

### Differences in Work Sampling results by participation

Length of participation in Even Start was significantly related to improvements in Work Sampling results. Children who participated in the program for six or more months improved on significantly more items than children who participated for five months or less. This difference was found to be statistically significant for all three domains of the Work Sampling System: personal and social development, language and literacy, and mathematical thinking. In addition, children with better attendance (80% – 90% of days) improved on significantly more language and literacy items than children with less consistent attendance (79% or less). See Figure A16 for details.



### **School-age child results**

Turning to school-age children in participating families, nine programs reported information on attendance and grade promotion of kindergarten-first grade children. All of these programs met the standard for grade promotion as 100 percent of the children across programs were promoted to the next grade. For attendance, 78 percent of the programs met the standard and 94 percent of the children met the expectation of 10 or fewer unexcused absences. For the last performance indicator regarding reading level for first to third graders, 60 percent of the 10 programs reporting information met the performance standard. The percentage of children reading at grade level was 58 percent.

### **Infant-toddler assessment**

An infant-toddler developmental assessment was not included in the state Even Start evaluation in 2005-06. However, 12 of the 14 programs reported that they were doing pre and post developmental assessments of infants/toddlers. Seven of these programs were using the Ounce Developmental Scale and two were using the COR. The following tools were used by one program each: Ages and Stages Questionnaire, Denver II, and the Hawaii Early Learning Profile.

### **Parent education**

This section reports results for the four parent education performance indicators. The four indicators are as follows:

1. After participating in 50 hours of parent education time, including both parent-child interactive literacy time and parenting sessions, 80 percent of parent participants will demonstrate an increase in positive interactions with their child(ren) on 50 percent or more of the items on which they were not already at the highest levels for the **parental nurturance and parental guidance** subscales of the Parenting Growth Inventory:
2. After participating in 50 hours of parent education time, including both parent-child interactive literacy time and parenting sessions, 80 percent of parent participants will demonstrate an increase in positive interactions with their child(ren) on 50 percent or more of the items on which they were not already at the highest levels for the **parental support for early learning and literacy** subscale of the Parenting Growth Inventory:
3. 95 percent of parents who have participated for three or months in Even Start will maintain current immunization records and will be up-to-date on their children's immunizations as determined by their health care provider.

4. All parents with eligible preschoolers who have participated for three or more months in Even Start will complete mandated early childhood screening, or its equivalent.

Figure 6 summarizes Even Start results for the parent education performance indicators in 2005-06. All 14 programs reported information on each of the four parent education performance indicators. Overall, results were similar to the previous year.

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## 6. Parent education results for 2005-06

Performance indicator	Programs		Adult participants	
	Number reporting	Percentage meeting the standard	Number assessed	Percentage meeting the goal/expectation
Parental nurturance and guidance	14	57%	209	67%
Parental support for early learning and literacy	14	57%	203	69%
Child immunizations	14	79%	402	98%
Early childhood screening	14	71%	119	86%

### Parenting results (Parenting Growth Inventory)

For the first two indicators based on the Parenting Growth Inventory (PGI), slightly over half of the programs met the performance standard for each indicator. The proportion of parents who made expected gains (improvement on 50% or more of eligible items) was almost 7 in 10 for each indicator. Results differed by program as indicated in Figure A17.

In comparison to individuals who entered Even Start with lower levels of education (9<sup>th</sup> grade or less), individuals who joined with higher levels of education (10<sup>th</sup> grade or higher) made gains on significantly more items on the PGI subscales (parental nurturance and guidance, and parental support for literacy and learning). In addition, Hispanics made gains on significantly more parental nurturance and guidance items than did non-Hispanics. See Figure A18 for details.

### Immunization and screening results

For the immunization indicator, the proportion of programs meeting the performance standard was 79 percent, and 98 percent of the parents kept their children's immunizations up-to-date. Results on the early childhood screening indicator showed

that 71 percent of the programs met the performance standard, and 86 percent of the age-eligible children were screened.

### **All performance indicators**

Figure 7 provides an overall summary of how programs did on the performance indicators. Summing across all programs, it shows the total number of indicators measured (i.e., for which data were reported), and the number and percentage met, as well as the per program average and the range across programs for these items. Overall, summing across the 14 Even Start programs, results were reported on performance indicators in 196 cases out of a possible 224 (88%) in 2005-06, slightly higher than the previous year (85%). Even Start programs reported on an average of 14 of the 16 indicators, and met the standard on an average of 10.6 indicators. Across all Even Start programs, 76 percent of the indicators measured were met in 2005-06, the same percentage as in 2004-05. For individual programs in 2005-06, the percentage of performance indicators met ranged from 56 to 100 percent.

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### **7. Summary of results for all performance indicators**

**(16 performance indicators, 14 programs reporting)**

	<b>Number measured</b>	<b>Number met</b>	<b>Percentage met</b>
Total indicators	196	149	76%
Average per program	14.0	10.6	
Range	11 – 16	8 – 13	56% – 100%

# Conclusion and recommendations

The 14 Minnesota Even Start family literacy programs served 391 families in 2005-06, including 437 adults and 555 children. These programs served a primarily English Language Learner population, most of whom speak Spanish as their first language. Most families have poverty-level incomes and many struggle to meet basic needs. Most adult participants are female and not employed, and over half have children enrolled in the program who are under age 3.

The length of time families participate in the program varies greatly, with slightly over half participating for six or more months. The average number of hours of program attendance per participant was about 270 during the 2005-06 school year.

Overall, programs succeeded in meeting participant performance standards in adult education, early childhood education, and parent education 76 percent of the time. Almost two-thirds of adults assessed made expected gains in reading and math skills. Most participants with goals of progressing toward or obtaining a high school diploma or GED, or with employment-related goals, met their goals. Only a minority of those with a goal of advancing to higher education achieved their goal.

Most preschool-age child participants assessed made expected developmental progress in personal and social development, language and literacy, and mathematical thinking. Almost all school-age children in participating families met school attendance and grade promotion expectations, and just over half of 1<sup>st</sup> – 3<sup>rd</sup> graders were reading at grade level.

Two-thirds of parents made expected gains in parenting skills in the areas of parental nurturance, parental guidance, and parental support for early learning and literacy. Almost all parents met expectations for keeping their children up-to-date on their immunizations, and most age-eligible children received early childhood screening.

## ***Recommendations***

The following recommendations are offered as potential actions that could be taken to further improve Even Start participants' performance and outcomes.

### **Program recommendations**

***Consider ways to help ensure that the number of adult education hours Even Start participants receive is adequate for them to achieve substantial gains in literacy skills.***

Results indicated that higher gains in reading and math are closely tied to the number of adult education hours participants received. Yet programs varied widely in the average

number of such hours that participants received (from 57 to 272). This difference across programs is due to a number of factors: 1) differences in the number of classroom hours programs offer per week, month, and year; 2) differences in the proportion of classroom hours programs devote to adult instruction; 3) differences among programs in participant mobility or turnover (i.e., how long participants stay in the program); 4) differences in participant attendance rates across programs. In 2005-06, the total number of classroom hours Even Start programs offered during the school year ranged from 360 to 1,248. Currently, 62 percent of adult participants have pre-post CASAS reading assessments, and of these, 64 percent are meeting expectations for reading and math skill gains. This means that 40 percent of all adult participants are making expected gains in reading skills (that programs were able to document). The comparable figure for CASAS math is 30 percent.

To make the best use of program resources with regard to improving literacy outcomes for the most participants, a review of current expectations concerning total classroom hours offered, and the proportion of these that are for adult instruction, might be undertaken. The review would have the aim of developing or revising hours' policies or other policies that could help strengthen Even Start participant outcomes. These policies should take into account what the data show regarding the length of stay of Even Start participants.

***Strengthen attendance policies and practices.*** Although overall average attendance rates for Even Start programs were quite high, many individual participants had low rates of attendance. For example, one-quarter of the participants had attendance rates below 70 percent. Results indicated that both adult and child participants with higher attendance had greater gains in literacy skills. Hence, better participant outcomes were associated with better attendance. This suggests that it may be worthwhile to examine current attendance policies and their implementation with the aim of strengthening policies and practices, as warranted. What policies and practices have been most effective based on experience? Sharing of strategies across programs may be helpful in this regard. What approaches work best with those having attendance problems?

***Determine the reasons most participants seeking to advance into higher education are not achieving their goal, and what might be done to increase goal attainment.***

Although the number of participants with the goal of advancing into higher education or post-secondary training was small, less than half (46%) achieved their goal. It would be helpful to gain a better understanding of why participants are not reaching their goal and if there are things that programs could do to help increase goal attainment. For example, do participants need more help with identifying post-secondary education programs that would be a good match for them or do they need assistance with the application process? To what extent are the costs of post-secondary education a barrier? Would strengthening linkages between Even Start programs and some local post-secondary education institutions be helpful?

***Determine why some age-eligible children are not receiving early childhood screening and if any action is warranted.*** Results indicated that about 14 percent of age-eligible children were not screened. These children not screened were in 4 of the 14 Even Start programs. It may be useful to explore what the reasons were for these children not being screened. Are there significant barriers preventing children from being screened? Depending on what is found, actions to address the reasons or remove barriers may be warranted.

***A couple of programs may need individualized assistance to achieve stronger gains in participants' parenting skills.*** The majority of participants assessed in most programs made expected gains in parenting skills as measured by the Parenting Growth Inventory. However, in a couple of programs only low percentages of parents made expected gains (0-25%). It may be useful to work with these programs to understand why parent gains were low and how the issue might be addressed effectively.

### **Evaluation recommendation**

***Consider adding an assessment of infant/toddler developmental progress.*** About 60 percent of the children served by Even Start programs are under age 3, yet their developmental progress is not assessed as part of the state evaluation. Most of the programs are already using an infant/toddler assessment tool such as the Ounce Developmental Scale for local assessment purposes. Consideration should be given to adding an infant/toddler assessment to the state evaluation.



# Appendix

*Minnesota Even Start evaluation forms*

*Figures A1-A18*





*Minnesota Even Start evaluation forms*

**Minnesota Even Start Evaluation**  
**AGGREGATE DATA**  
**(Submit by June 15, 2006)**

Site ID: \_\_\_\_\_

**A. Infant-Toddler Development Assessment**

1a. Did you do both pre and post assessments of infant/toddler development in 2005-06?

<sup>1</sup> Yes

<sup>2</sup> No

1b. If yes, which measurement tool did you use?

\_\_\_\_\_

**B. School-Age Children**

This section refers to children in participating families, regardless of whether these children are enrolled in the program or not. Use school district definitions in this section.

1. Indicate the number of school-age children (grades K-1) in families who have been continuously enrolled in Even Start from November 1<sup>st</sup> until June 1<sup>st</sup>.

\_\_\_\_\_

2. Indicate the number of children counted in #1 who had ten or fewer unexcused absences during the school year.

\_\_\_\_\_

3. Of the children counted in #1, indicate the number retained in grade.

\_\_\_\_\_

4. Of the children counted in #1, indicate the number promoted to the next grade

\_\_\_\_\_

5. Indicate the number of children in grades 1-3 in families who have been continuously enrolled in Even Start from Nov. 1<sup>st</sup> to June 1<sup>st</sup>.

\_\_\_\_\_

6. Of those children counted in #5, indicate the number able to read at grade level by June 1<sup>st</sup> (the child's reading level is to be reported by the school district based on the district's definition)

\_\_\_\_\_

**C. Program Schedule (2005-06 school year)**

a. First day of classroom program: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

b. Last day of classroom program: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

c. Number of classroom hours offered each month

September \_\_\_\_\_

January \_\_\_\_\_

May \_\_\_\_\_

October \_\_\_\_\_

February \_\_\_\_\_

June \_\_\_\_\_

November \_\_\_\_\_

March \_\_\_\_\_

December \_\_\_\_\_

April \_\_\_\_\_

d. Number of special family events held (outside of normal classroom schedule) during the 2005-06 school year: \_\_\_\_\_

Note. The 2006 summer program schedule will be included in next year's (2006-07) data collection.

**Minnesota Even Start Evaluation  
FAMILY INFORMATION  
(Submit by June 15, 2006)**

Site ID: \_\_\_\_\_

Complete for each family with 12 or more hours of participation during the 2005-06 school year.

1. Family ID Number: \_\_\_\_\_

2. Household income at/below poverty line: <sup>1</sup> Yes <sup>2</sup> No  
(see below for poverty guidelines)

3. Household eligible for free or reduced-price lunch: <sup>1</sup> Free <sup>2</sup> Reduced <sup>3</sup> Not eligible

4a. Please indicate whether any of the following conditions applied to the family upon or after program entry.

Condition	IF YES			4b. Referral made for services?*		4c. Family received services?		
	Yes	No	Don't know	Yes	No	Yes	No	Don't know
a. Homeless, temporary housing or unsafe living conditions?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>8</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>8</sup>
b. Not enough food and not accessing food resources when entered program?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>8</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>8</sup>
c. Lack of health insurance coverage for children or adults, or both?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>8</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>8</sup>
d. Isolated from family and friends, and little knowledge of community resources?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>8</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>8</sup>
e. Mental health problems, drug/alcohol or family violence?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>8</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>8</sup>
f. Transportation inadequate to meet daily needs?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>8</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>8</sup>

\* A referral can be either making direct contact with the agency or providing the information to the family.

5. For each home visit made to the family during the 2005-06 school year (including an initial visit that may have been made in August), please indicate:

- Date of visit
- Areas included in the visit (**CHECK ALL THAT APPLY**)

Date	Areas included in the visit				
	Intake	Adult education	Early childhood education	Parent education/PACT	Family needs
1.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>5</sup>
2.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>5</sup>
3.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>5</sup>
4.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>5</sup>
5.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>5</sup>
6.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>5</sup>
7.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>5</sup>
8.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>5</sup>
9.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>5</sup>
10.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>5</sup>

**2004 HHS Poverty Guidelines (annual income at or below the levels indicated)**

<b>Household size</b>	<b>Poverty threshold</b>	
	<b>2004</b>	<b>2005</b>
1	\$ 9,310	\$ 9,570
2	12,490	12,830
3	15,670	16,090
4	18,850	19,350
5	22,030	22,610
6	25,210	25,870
7	28,390	29,130
8	31,570	32,390
For each additional person, add	3,180	3,260

Minnesota Even Start Evaluation  
ADULT PARTICIPANT  
(Submit twice: by January 16, 2006 and June 15, 2006)

Site ID: \_\_\_\_\_

Complete for each adult with 12 or more hours of participation during the 2005-06 school year.

1. Family ID number: \_\_\_\_\_
2. Participant ID number: \_\_\_\_\_

**A. Demographics**

1. Birthdate: \_\_\_\_/\_\_\_\_/\_\_\_\_  
                                  month      day      year
2. Gender:  
<sup>1</sup> Female      <sup>2</sup> Male
- 3a. English Language Learner (ELL)?  
<sup>1</sup> Yes      <sup>2</sup> No
- 3b. If yes, first language: \_\_\_\_\_
4. Born in the U.S.A.?  
<sup>1</sup> Yes      <sup>2</sup> No
5. Ethnicity:  
<sup>1</sup> Hispanic/Latino      <sup>2</sup> Not Hispanic/Latino
6. Race:  
<sup>1</sup> American Indian or Alaskan Native      <sup>5</sup> White  
<sup>2</sup> Asian      <sup>6</sup> Biracial  
<sup>3</sup> Black or African American      <sup>7</sup> Other (Specify: \_\_\_\_\_)  
<sup>4</sup> Native Hawaiian or Other Pacific Islander
- 7a. Education:  
<sup>1</sup> 9<sup>th</sup> grade or less      <sup>3</sup> High school diploma/GED  
<sup>2</sup> 10<sup>th</sup> to 12<sup>th</sup> grade but no high school diploma/GED
- 7b. If have high school diploma or GED, was it obtained in U.S.A.?  
<sup>1</sup> Yes      <sup>2</sup> No
8. Employment status:  
<sup>1</sup> Employed 12-34 hours per week      <sup>3</sup> Not employed/minimally employed  
<sup>2</sup> Employed 35 or more hours per week
- 9a. Special education services (IEP):  
<sup>1</sup> Currently receiving services      <sup>3</sup> Never received  
<sup>2</sup> Received in the past      <sup>8</sup> Don't know
- 9b. If receiving or have received special education services, indicate specific disability:  
\_\_\_\_\_

10. Attended high school in 2005-06 while participating in the program?

<sup>1</sup> Yes      <sup>2</sup> No

**B. Program Participation and Attendance (2005-06 school year)**

1. Program entry date: \_\_\_\_/\_\_\_\_/\_\_\_\_ (if enrolled more than once, record most recent enrollment date)  
    month    day    year

2. Enrolled previously (i.e., previous program enrollment with a gap before most recent enrollment)?

<sup>1</sup> Yes      <sup>2</sup> No

3. Program exit date: \_\_\_\_/\_\_\_\_/\_\_\_\_ (enter "zeros" if still enrolled)  
    month    day    year

	9/1/05-12/31/05	1/1/06- end of school year
4. Hours of adult education (round to nearest whole number)	_____	_____
5. Hours of parent education (round to nearest whole number)	_____	_____
6. Hours of PACT (round to nearest whole number)	_____	_____
7. Percentage of days attended while enrolled in 2005-06 school year	_____	_____

**Note:** Total hours should equal adult ed. hours plus parent ed. hours plus PACT hours: classroom hours only

**C. Test results**

**Instructions:**

CASAS: Report CASAS scores only for those participants with 45 or more hours of Adult Education in the 2005-06 school year. For those who participated the previous year, the "pretest" would be the last test given in the previous program year (i.e., April to June, 2005). If no test was given during April-June, 2005, the "pretest" would be the first test given in the 2005-06 program year. The posttest is always the last test given in the 2005-06 school year.

For those entering the program, the initial assessment is done within one month of enrollment. An interim assessment is done after 45-60 hours of adult education instruction after the initial assessment. A last assessment is done near the end of the school year.

**CASAS Reading**

Pretest	Posttest
Date: ____/____/____	Date: ____/____/____
Scaled score: _____	Scaled score: _____
Functioning level: _____	Functioning level: _____

**CASAS Math**

Pretest	Posttest
Date: ____/____/____	Date: ____/____/____
Scaled score: _____	Scaled score: _____
Functioning level: _____	Functioning level: _____

**Instructions:**

TABE (optional): Instructions same as for CASAS. Report TABE only for participants with pretest CASAS scores of 235 or higher.

**TABE Reading**

**Pretest**

**Posttest**

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Scaled score: \_\_\_\_\_

Scaled score: \_\_\_\_\_

Grade equivalent: \_\_\_\_\_

Grade equivalent: \_\_\_\_\_

**TABE Math**

**Pretest**

**Posttest**

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Scaled score: \_\_\_\_\_

Scaled score: \_\_\_\_\_

Grade equivalent: \_\_\_\_\_

Grade equivalent: \_\_\_\_\_

**Instructions:**

BEST Plus (optional): Instructions same as for CASAS. Report Best Plus only for low-level (needs definition) ELL participants.

**BEST Plus**

**Pretest**

**Posttest**

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Scaled score: \_\_\_\_\_

Scaled score: \_\_\_\_\_

Performance level: \_\_\_\_\_

Performance level: \_\_\_\_\_

**D. Adult Education goals**

**Instructions:**

Adult education goals: report adult goal data only for participants who meet the following criteria:

- Had 45 or more hours in Adult Education in the 2005-06 school year.
- Had designated it (see below) as a goal in 2005-06.
- Could realistically achieve the goal by the end of the 2005-06 school year.

1. Diploma/GED participants only: a participant can only have one of the four goals listed below (a-d). Answer "yes" or "no" to one, and "not applicable" to the rest.

- |  |   |  |  |
|--|---|--|--|
| a. Pass one or more of the 5 GED tests – achieved?                                       | <input type="checkbox"/> <sup>1</sup> Yes | <input type="checkbox"/> <sup>2</sup> No | <input type="checkbox"/> <sup>9</sup> Not applicable |
| b. Complete a GED – achieved? (yes, no)  | <input type="checkbox"/> <sup>1</sup> Yes | <input type="checkbox"/> <sup>2</sup> No | <input type="checkbox"/> <sup>9</sup> Not applicable |
| c. Complete high school credits (.25 or more) or pass a MN Basic Skills Test – achieved? | <input type="checkbox"/> <sup>1</sup> Yes | <input type="checkbox"/> <sup>2</sup> No | <input type="checkbox"/> <sup>9</sup> Not applicable |
| d. Complete a high school diploma – achieved?  | <input type="checkbox"/> <sup>1</sup> Yes | <input type="checkbox"/> <sup>2</sup> No | <input type="checkbox"/> <sup>9</sup> Not applicable |



2. Advance into higher education or post-secondary training (includes any one-year certificate, two-year associate, or four-year baccalaureate program) – achieved? <sup>1</sup> Yes <sup>2</sup> No <sup>9</sup> Not applicable
3. Obtain employment – includes part-time (at least 12 hours per week), full-time, and seasonal employment – achieved? <sup>1</sup> Yes <sup>2</sup> No <sup>9</sup> Not applicable
4. Retain/advance in employment: a participant can only have one of the two goals listed below (a or b)
- a. Retain employment – employment includes part-time (at least 12 hours per week), full-time, and seasonal employment – achieved? <sup>1</sup> Yes <sup>2</sup> No <sup>9</sup> Not applicable
- b. Obtain a job advancement – advancement includes obtaining a job that has increased pay, benefits, higher levels of responsibility, or that requires a higher level of skills compared to current or most recent job. A participant who remains in the same job and earns a raise in wages or salary would be considered to be advancing – achieved? <sup>1</sup> Yes <sup>2</sup> No <sup>9</sup> Not applicable

Other accomplishments (for participants with 45 or more hours in the 2005-06 school year)

5. Became a U.S. citizen? <sup>1</sup> Yes <sup>2</sup> No <sup>9</sup> Not applicable
6. Obtained a driver's license? <sup>1</sup> Yes <sup>2</sup> No <sup>9</sup> Not applicable
7. Other major accomplishment? <sup>1</sup> Yes <sup>2</sup> No <sup>9</sup> Not applicable

If yes, specify: \_\_\_\_\_  
 \_\_\_\_\_

## E. Parental Growth Inventory (PGI)

### **Instructions:**

Only includes participants with 50 or more hours of parent education (includes both parenting sessions and PACT) in the 2005-06 school year, and only those with both pre and post assessments. For those who participated the previous year, the pre-assessment would be the last assessment done in the previous program year (i.e., April-June 2005). For those new to the program in 2005-06, pre-assessment is done after at least 4 weeks and before 6 weeks of attendance. The post-assessment is done near the end of the school year or the end of the family's program participation, whichever comes first. The parent must have a minimum of three months of program participation between assessments. The assessment is based on observations over a 4-6 week period, the rating given is the modal judgment over that period. If there are multiple children in the family, complete the PGI with reference to the oldest child attending PACT.

**Submit both pre and post assessment rating forms. Include family/participant ID numbers and dates of pre and post assessments on the forms.**

**(Do not submit rating form if participant only has a pre-assessment.)**

**Minnesota Even Start Evaluation  
CHILD PARTICIPANT  
(Submit twice: by January 16, 2006 and by June 15, 2006)**

Site ID: \_\_\_\_\_

Complete for each child with 12 or more hours of participation in 2005-06 school year.

1. Family ID number: \_\_\_\_\_
2. Participant ID number: \_\_\_\_\_

**A. Demographics**

1. Birthdate: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
month      day      year
2. Gender:  
<sup>1</sup> Female      <sup>2</sup> Male
3. First language: \_\_\_\_\_
- 4A. Receiving special education services (IEP)?  
<sup>1</sup> Yes      <sup>2</sup> No
- 4B. If yes, specific disability: \_\_\_\_\_

**B. Program Participation and Attendance (2005-06 school year)**

1. Program entry date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ (if enrolled more than once, record most recent enrollment date)  
month      day      year
2. Enrolled previously (i.e., previous program enrollment with a gap before most recent enrollment)?  
<sup>1</sup> Yes      <sup>2</sup> No
3. Program exit date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ (enter "zeros" if still enrolled)  
month      day      year

	<b>9/1/05-12/31/05</b>	<b>1/1/06- end of school year</b>
4. Hours of early childhood education (round to nearest whole number)	_____	_____
5. Hours of PACT (round to nearest whole number)	_____	_____
6. Percentage of days attended while enrolled in 2005-06 school year	_____	_____

**Note:** Total hours should equal early childhood ed. hours plus PACT hours: classroom hours only

**C. Immunizations**

1. Only for children enrolled in program 3 or more months: Parent(s) maintains current immunization record and is up-to-date on child's immunizations or is on schedule as determined by their health care provider?  
<sup>1</sup> Yes      <sup>2</sup> No      <sup>9</sup> Not applicable

## D. Early Childhood Screening

### Instructions:

Report Early Childhood Screening data if child meets the following two criteria:

- Child was age 39 months to 5 years at program entry.
- Child was enrolled in the program 3 or more months.
  1. Completed Early Childhood Screening or its equivalent?  
<sup>1</sup> Yes      <sup>2</sup> No      <sup>9</sup> Not applicable

## E. Work Sampling System Developmental Checklist

### Instructions:

Report for 3-5 year olds not in kindergarten with 100 or more hours of Early Childhood Education or enrolled 4 or more months (in the 2005-06 school year), whichever comes first. Pre-assessment is done after at least 4 weeks and before 6 weeks of attendance. For children continuing from the previous year, complete a fall assessment (for their "pre-assessment" for 2005-06). Complete the post-assessment near the end of the school year, or at the end of the child's program participation, whichever comes first. The pre and post assessments must be done using the same form (P3, P4 or K). The Personal and Social Development, Language and Literacy, and Mathematical Thinking domains need to be completed.

**Submit the WSS Developmental Checklist form only if it has been completed for two or more assessment periods.**

**Make sure family/participant ID numbers and the dates of each assessment are included on the form.**

Were WSS Developmental Checklist pre and post assessments completed for child?      <sup>1</sup> Yes      <sup>2</sup> No      <sup>9</sup> Not applicable

## F. Assessments for 4 year olds

To be completed for children who were 4 years old by 9/1/05. Allow 6 months between pre and post assessments.

### 1. Peabody Picture Vocabulary Test 3<sup>rd</sup> edition (PPVT)

Were PPVT pre and post assessments completed for child?      <sup>1</sup> Yes      <sup>2</sup> No      <sup>9</sup> Not applicable

### 2. PALS PreK upper-case letter naming test

Were PALS pre and post assessments completed for child?      <sup>1</sup> Yes      <sup>2</sup> No      <sup>9</sup> Not applicable

**Submit the PPVT and PALS forms only if pre and post assessments have been completed for the child.**

**Make sure family/participant ID numbers and the dates of each assessment are included on the forms.**

## *Figures A1-A18*

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### **A1. Household income at/below poverty line**

<b>Site</b>	<b>Total N</b>	<b>Percent</b>
Albert Lea	27	93%
Bemidji	17	100%
Bloomington	30	57%
Fridley-Columbia Heights	17	100%
Minneapolis	40	100%
Moorhead	22	100%
Mounds View	21	81%
Northland	9	78%
Robbinsdale	50	70%
Rochester	60	95%
Sauk Rapids	15	93%
Shakopee	25	72%
Watonwan	25	80%
Worthington	29	52%
Total	387	83%

## A2. Demographic characteristics of adult participants

Characteristics		Number	Percent
Total adult participants		437	100%
Age (as of September 1, 2005) (N=435)	16 or less	7	2%
	17-18	30	7%
	19-21	44	10%
	22-24	82	19%
	25-29	107	25%
	30-34	100	23%
	35-44	59	14%
	45-59	5	1%
	60 or more	1	<1%
Gender (N=437)	Female	407	93%
	Male	30	7%
English Language Learner (ELL)? (N=437)	Yes <sup>a</sup>	318	73%
	No	119	27%
Born in the U.S.A.? (N=433)	Yes	109	25%
	No	324	75%
Race/ethnicity (N=437)	American Indian	28	6%
	Asian	17	4%
	Black or African American	72	17%
	Hispanic/Latino	232	53%
	White	65	15%
	Biracial	1	<1%
	Other <sup>b</sup>	22	5%
Education (N=434)	9 <sup>th</sup> grade or less	225	52%
	10 <sup>th</sup> -12 <sup>th</sup> grade, no high school diploma or GED	116	27%
	High school diploma/GED	93	21%
If you have high school diploma or GED, was it obtained in U.S.A.? (N=73)	Yes	24	33%
	No	49	67%
Attended high school in 2005-06 while participating in the program? (N=427)	Yes	0	-
	No	427	100%

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**A2. Demographic characteristics of adult participants (continued)**

<b>Characteristics</b>		<b>Number</b>	<b>Percent</b>
Special education services (IEP): (N=428) <sup>c</sup>	Currently receiving services	6	1%
	Received in the past	31	7%
	Never received	240	56%
	Don't know	151	35%
Employment status	Employed 35+ hours/week	53	13%
	Employed 12-34 hours/week	73	18%
	Not employed or minimally employed	287	69%

<sup>a</sup> The first language of 225 of 318 ELL participants (71%) was Spanish. Other first languages of more than 10 participants were Somali (22), Kurdish (13), and Oromo (11).

<sup>b</sup> Includes Kurdish (11), Mexican (9), Iraqi (1), and Arab (1).

<sup>c</sup> The most frequently mentioned disability by far was learning disability (LD), followed by emotional-behavioral disorder (EBD) and fetal alcohol syndrome (FAS).

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### A3. Demographic characteristics of child participants

Characteristics		Number	Percent
<b>Total child participants (12 or more program hours)</b>		555	100%
<b>Age (as of September 1, 2005) (N=553)</b>	Less than 6 months	74	13%
	6 months to almost one year	47	8%
	1 year old	105	19%
	2 years old	107	19%
	3 years old	108	20%
	4 years old	94	17%
	5 years old	15	3%
	6 years old or more	3	<1%
<b>Gender</b>	Female	271	49%
	Male	284	51%
<b>First language</b>	English	125	23%
	Other <sup>a</sup>	430	77%
<b>Receiving special education services (IEP)?</b>	Yes <sup>b</sup>	30	6%
	No	515	94%

<sup>a</sup> The first language of 283 of the 430 children (66%) was Spanish. Other relatively frequent first languages were Somali (36), Kurdish (25), Oromo (24), and Arabic (12).

<sup>b</sup> The most frequently mentioned disability by far was speech/language delay or impairment, followed by developmental delay.

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#### A4. Differences in family conditions

Comparisons	Mean number of family conditions	Sig.
Age 13 – 24	1.9	<i>p</i> <.01
Age 25+	1.5	
Employed	1.4	<i>p</i> <.05
Not employed	1.7	
Non-English Language Learner	2.2	<i>p</i> <.001
English Language Learner	1.4	
Non-English Language Learner	2.1	<i>p</i> <sup>a</sup>
First language Spanish (ELL)	1.4	
First language other (ELL)	1.6	
Child is less than 3 years old	1.6	Not significant
Child is 3 years old or older	1.6	
Education 9 <sup>th</sup> grade or less	1.6	Not significant
Education 10 <sup>th</sup> grade or higher	1.7	
Hispanic	1.4	<i>p</i> ≤.001
Not Hispanic	1.9	

<sup>a</sup> The difference between non-ELLs and ELL-Spanish is significant at the *p*<.001 level. The difference between non-ELLs and ELL-Other is significant at the *p*<.05 level. The difference between ELL-Spanish and ELL-Other is not significant.



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**A5. Adult's length of program participation by site**

Site	Total N	0-5 months	6+ months	Median
Albert Lea	31	81%	19%	2.0
Bemidji	24	88%	13%	3.0
Bloomington	30	30%	70%	9.5
Fridley-Columbia Heights	17	18%	82%	9.0
Minneapolis	62	55%	45%	5.0
Moorhead	23	35%	65%	8.0
Mounds View	20	70%	30%	4.0
Northland	12	25%	75%	11.0
Robbinsdale	51	49%	51%	7.0
Rochester	62	37%	63%	8.0
Sauk Rapids	21	67%	33%	3.0
Shakopee	25	36%	64%	8.0
Watonwan	25	44%	56%	7.0
Worthington	33	9%	91%	21.0
Total	436	46%	54%	6.0

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**A6. Total adult hours during 2005-06 school year**

Hours	Number	Percent
0 to 44	43	9.8%
45 to 99	58	13.3%
100 to 199	79	18.1%
200 to 299	74	16.9%
300 to 399	64	14.6%
400 to 499	65	14.9%
500 to 599	44	10.1%
600+	10	2.3%
Total	437	100.0%
Mean		269
Median		247

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**A7. Mean adult classroom hours by component and site**

<b>Site</b>	<b>Total N</b>	<b>Adult education</b>	<b>Parent education</b>	<b>Interactive Literacy Activities (PACT)</b>	<b>Total hours</b>
Albert Lea	31	136	26	42	204
Bemidji	24	72	19	31	122
Bloomington	30	189	67	85	341
Fridley-Columbia Heights	17	167	41	90	298
Minneapolis	62	181	16	63	259
Moorhead	23	235	72	64	371
Mounds View	20-21	123	55	55	227
Northland	12	220	17	44	280
Robbinsdale	50-51	272	43	56	370
Rochester	62	175	44	98	318
Sauk Rapids	19-21	117	27	23	165
Shakopee	25	179	26	33	238
Watsonwan	25	57	41	49	147
Worthington	33	112	64	80	257
Total	435-437	167	39	63	269

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**A8. Adult's attendance: Average percentage of days attended while enrolled during 2005-06 school year**

<b>Average percentage of days attended</b>	<b>Number</b>	<b>Percent</b>
0 to 49%	55	12.6%
50 to 69%	59	13.5%
70 to 79%	74	16.9%
80 to 84%	72	16.5%
85 to 89%	70	16.0%
90 to 94%	69	15.8%
95 to 100%	38	8.7%
Total	437	100%
Mean		75%
Median		82%

### A9. Differences in program months, program hours, and attendance

Comparisons	Mean number of program months		Mean total hours		Mean percentage of days attended	
		Sig.		Sig.		Sig.
English Language Learner	10.0		286.4		75.3%	
Non-English Language Learner	5.8	<i>p</i> <.001	221.0	<i>p</i> ≤.001	74.4%	Not significant
Age 13 – 24	7.7	Not significant	245.1		75.4%	Not significant
Age 25+	9.6	Not significant	283.4	<i>p</i> <.05	75.0%	Not significant
Child is less than 3 years old	7.2		250.8		72.9%	
Child is 3 years or older	10.9	<i>p</i> ≤.001	293.3	<i>p</i> ≤.01	76.6%	Not significant
Education 9 <sup>th</sup> grade or less	9.0	Not significant	267.9	Not significant	74.2%	Not significant
Education 10 <sup>th</sup> grade or higher	8.8	Not significant	268.4	Not significant	76.0%	Not significant
Employed	10.2	Not significant	279.4	Not significant	75.0%	Not significant
Not employed	8.7	Not significant	267.8	Not significant	74.9%	Not significant
Hispanic	10.7		284.9		74.2%	
Not Hispanic	6.8	<i>p</i> <.001	250.2	<i>p</i> <.05	76.1%	Not significant

### A10. Average CASAS score change from pretest to posttest

Test	Group	Scale score mean		
		Pretest	Posttest	Difference <sup>a</sup>
Reading	ELL (N=234)	209.4	218.4	9.0
	Non-ELL (N=35)	210.8	216.3	5.4
	Total (N=269)	209.6	218.1	8.6
Math	ELL (N=167)	210.4	218.1	7.7
	Non-ELL (N=34)	222.0	229.8	7.8
	Total (N=201)	212.4	220.1	7.7

**Note:** The difference was calculated using non-rounded numbers; therefore, the difference may not equal the posttest minus the pretest using the numbers in the table.

<sup>a</sup> Posttest minus pretest.

**A11. CASAS for ELL: Change in skill level from pretest to posttest**

Skill level at pretest	Reading			Skill level at pretest	Math		
	N	%	Percentage improving 1+ skills levels from pretest to posttest		N	%	Percentage improving 1+ skill levels from pretest to posttest
Beginning Literacy/ Pre-Beginning ESL	9	4%	89%	Beginning Literacy/ Pre-Beginning ESL	7	4%	100%
Low Beginning ESL	15	6%	87%	Low Beginning ESL	13	8%	85%
High Beginning ESL	45	19%	67%	High Beginning ESL	24	14%	83%
Low Intermediate ESL	54	23%	76%	Low Intermediate ESL	36	22%	69%
High Intermediate ESL	47	20%	60%	High Intermediate ESL	42	25%	62%
Advanced ESL	50	21%	26%	Advanced ESL	39	23%	21%
Adult Secondary	13	6%	62%	Adult Secondary	5	3%	40%
Proficient Skills	1	<1%	0%	Proficient Skills	1	1%	0%
Total	234	100%	60%	Total	167	100%	59%

**A12. CASAS for non-ELL: Change in skill level from pretest to posttest**

Skill level at pretest	Reading			Skill level at pretest	Math		
	N	%	Percentage improving 1+ skills levels from pretest to posttest		N	%	Percentage improving 1+ skill levels from pretest to posttest
Beginning Literacy/ Pre-Beginning	5	14%	0%	Beginning Literacy/ Pre-Beginning	1	3%	100%
Beginning Basic Skills	0	0%	0%	Beginning Basic Skills	6	18%	83%
Intermediate Basic Skills	1	3%	100%	Intermediate Basic Skills	6	18%	83%
Advanced Basic Skills	15	43%	67%	Advanced Basic Skills	18	53%	56%
Adult Secondary	10	29%	50%	Adult Secondary	2	6%	50%
Advanced Adult Secondary	4	11%	0%	Advanced Adult Secondary	1	3%	0%
Total	35	100%	46%	Total	34	100%	65%

**A13. Differences in CASAS reading and math gains for English Language Learners**

<b>Comparisons</b>	<b>CASAS Reading: Mean gain</b>	<b>Sig.</b>	<b>CASAS Math: Mean gain</b>	<b>Sig.</b>
0 – 199 hours of adult education	7.2	<i>p</i> < .05	5.6	<i>p</i> < .01
200+ hours of adult education	11.1		9.6	
Employed	6.7	<i>p</i> < .05	7.1	Not significant
Not employed	10.1		8.5	
0% – 79% of days attended	7.1	<i>p</i> < .05	6.1	Not significant
80% – 100% of days attended	10.3		8.5	
Hispanic	9.3	Not significant	6.6	<i>p</i> < .05
Not Hispanic	8.5		11.2	
Child is less than 3 years old	9.5	Not significant	6.8	Not significant
Child is 3 years or older	8.8		8.0	
0 – 1 family conditions	8.6	Not significant	7.0	Not significant
2 – 6 family conditions	9.9		8.5	
0 – 5 months in program	8.0	Not significant	7.1	Not significant
6+ months in program	9.5		7.9	
Age 13 – 24	9.6	Not significant	6.9	Not significant
Age 25+	8.9		7.9	
Education 9 <sup>th</sup> grade or less	8.9	Not significant	8.0	Not significant
Education 10 <sup>th</sup> grade or higher	9.2		7.3	

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**A14. Adult goals: Progress or attainment of high school diploma or GED**

<b>Goal</b>		<b>Achieved goal?<sup>a</sup></b>		
		<b>Yes</b>	<b>No</b>	<b>Total</b>
a. Pass one or more of the 5 GED tests	Number	9	4	13
	Percent	69%	31%	100%
b. Complete GED	Number	8	5	13
	Percent	62%	38%	100%
c. Complete high school credits (.25 or more) or pass a MN Basic Skills Test	Number	21	2	23
	Percent	91%	9%	100%
d. Complete a high school diploma	Number	12	1	13
	Percent	92%	8%	100%
Total: a-d combined	Number	50	12	62
	Percent	81%	19%	100%

<sup>a</sup> Includes only adults with 45 or more hours who had the stated goal in 2005-06.

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**A15. Work Sampling System (WSS) results: Change in average of proficient items from pretest to posttest**

<b>Average percent of items on which child was proficient</b>	<b>Work Sampling</b>		
	<b>Personal and Social Development N=139</b>	<b>Language and Literacy N=139</b>	<b>Mathematical Thinking N=138</b>
Pretest	31%	26%	20%
Posttest	85%	72%	71%
Difference	54%	46%	51%

**A16. Differences in Work Sampling results**

<b>Comparisons</b>	<b>Personal and Social Development: Mean percentage of items improved</b>	<b>Sig.</b>	<b>Language and Literacy: Mean percentage of items improved</b>	<b>Sig.</b>	<b>Mathematical Thinking: Mean percentage of items improved</b>	<b>Sig.</b>
0 – 5 months in program	72.9%	<i>p</i> <.05	54.2%	<i>p</i> <.001	60.6%	<i>p</i> ≤.01
6+ months in program	88.6%		85.5%		84.8%	
0% – 79% of days attended	81.5%	Not significant	71.2%	<i>p</i> <.05	74.4%	Not significant
80% – 100% of days attended	87.4%		83.4%		83.3%	
First language English	71.4%	Not significant	73.3%	Not significant	79.9%	Not significant
First language Spanish	87.3%		79.8%		81.3%	
Female	88.5%	Not significant	79.8%	Not significant	82.2%	Not significant
Male	81.4%		78.8%		78.2%	
<300 hours early childhood ed.	85.5%	Not significant	78.3%	Not significant	80.3%	Not significant
300+ hours early childhood ed.	85.5%		81.3%		80.6%	



**A17. PGI results by site**

Site	A. Number of adults with 12+ hours	B. Number of adults with 50+ hours of Parent Education and PACT	C. Number of adults in "B" with pre-post results	D. Percentage of "C" with expected gains <sup>a</sup>	
				Parental Nurturance and Guidance	Parental Support for Early Learning and Literacy
Albert Lea	31	10	2	100%	100%
Bemidji	24	11	11	100%	100%
Bloomington	30	30	20	84%	88%
Fridley-Columbia Heights	17	13	13	92%	85%
Minneapolis	62	39	32	63%	66%
Moorhead	23	19	14	14%	21%
Mounds View	21	15	11	90%	82%
Northland	12	7	6	80%	100%
Robbinsdale	51	39	24	61%	73%
Rochester	62	48	39	65%	47%
Sauk Rapids	21	7	4	67%	67%
Shakopee	25	15	15	82%	90%
Watonwan	25	13	12	0%	25%
Worthington	33	32	29	80%	91%
Total	437	298	232	67%	70%

<sup>a</sup> *Expected gains are gains on 50% or more of eligible items. Adults who scored at or above level four at pretest were not included in the expected gains calculation because their skill level was already high.*

### A18. Differences in PGI results

Comparisons	PGI Parental Nurture and Guidance: Mean percentage of items with 1+ point gain		PGI Parental Support for Literacy and Learning: Mean percentage of items with 1+ point gain	
		Sig.		Sig.
Education 9 <sup>th</sup> grade or less	54.8%	<i>p</i> ≤ .01	58.8%	<i>p</i> ≤ .05
Education 10 <sup>th</sup> grade or higher	67.4%		68.5%	
Hispanic	66.3%	<i>p</i> < .01	66.5%	Not significant
Not Hispanic	53.0%		59.1%	
English Language Learner	60.9%	Not significant	62.9%	Not significant
Non-English Language Learner	61.8%		65.7%	
Age 13 – 24	63.8%	Not significant	64.3%	Not significant
Age 25+	59.7%		63.1%	
Employed	61.1%	Not significant	67.2%	Not significant
Unemployed	61.1%		61.7%	
Child is less than 3 years old	61.9%	Not significant	63.3%	Not significant
Child is 3 years or older	59.4%		62.0%	
0 – 1 family conditions	59.3%	Not significant	61.7%	Not significant
2 – 6 family conditions	63.5%		65.9%	
0 – 5 months in program	62.6%	Not significant	58.4%	Not significant
6+ months in program	60.9%		64.5%	
0% – 79% of days attended	58.6%	Not significant	57.9%	Not significant
80% – 100% of days attended	62.4%		66.4%	
0 – 99 hours of parent education	68.7%	Not significant	63.9%	Not significant
100+ hours of parent education	58.8%		63.4%	