

Minnesota Even Start and Family literacy

2002-03 evaluation report

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Summary

Descriptive and effectiveness information is reported on Even Start and other family literacy programs from across Minnesota for the 2002-03 program year (July 1, 2002 – June 30, 2003). This is the second year in which results are reported on how programs are doing in meeting the Minnesota Family Literacy Participant Performance Standards. Results from 2002-03 are compared to results from the previous year. The performance standards include 13 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 family literacy programs in Minnesota, help guide program planning and development efforts, and communicate with policy-makers and others about family literacy.

Family literacy 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. Family literacy programs seek to increase the 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 parent-child interaction time.

Information in this report is based on the Minnesota Even Start and Family Literacy Programs Evaluation Reporting Form, completed by programs at the end of the program year. For the 2002-03 year, all 17 Even Start programs and 47 other family literacy programs completed the form. While not all non-Even Start family literacy programs completed the form, most of them did (33 completed the form the previous year). Hence, this year's report provides a quite full picture of family literacy in Minnesota. Results are analyzed separately for Even Start programs and the other non-Even Start family literacy programs. This latter group is referred to simply as "family literacy programs."

Numbers served and their characteristics

In 2002-03, the 17 Even Start programs served a total of 449 families (15 more than the previous year when there were 13 Even Start programs) and the 47 family literacy programs served 968 families, for a total of 1,417 families. Even Start programs tended to serve more families than family literacy programs – a per program average of 26 versus 21 families – although the average number served per Even Start program was lower than the previous year. In most cases, one adult was served per family, but often

multiple children were served. The average number of children served in Even Start programs was 43, and in family literacy programs, 30. The numbers of families, adults and children served by individual Even Start and family literacy programs varied widely.

Over half of the adults served by these two sets of programs were 25 to 44 years old. The largest group of children served by Even Start programs was 0-35 months old, while family literacy programs served approximately equal numbers of children age 0-35 months and 36 months-5 years. Most adults and children in both sets of programs qualified for free or reduced-price lunch, although the proportion qualifying tended to be higher in Even Start programs, indicating that Even Start serves a somewhat more impoverished population. Most participants in both Even Start and family literacy programs are now English Language Learners (ELL), representing a shift in the population served that has been occurring for a number of years. Program participants had many different first languages. Besides English, Spanish was the most common first language, followed by Somali, Vietnamese, Arabic, Chinese, and Russian.

Program schedules and home visiting

Even Start programs met for an average of 34 weeks during the 2002-03 school year with an average of 18 hours of programming per week (up from 16 hours the previous year). The comparable figures for family literacy programs were 29 weeks and 8 hours per week. All Even Start programs also provided summer programming while 30 percent of family literacy programs did so.

All Even Start programs and about half of family literacy programs made home visits. Even Start staff visited almost all the families they served an average of six times during the year (up from four the previous year). Family literacy programs that conducted home visits, visited slightly less than half the families they served, averaging 5-6 visits per family.

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 and math (measured using the CASAS test)
2. Obtaining a driver's license (for those with this goal)
3. Ability to complete everyday forms independently

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

Overall, Even Start programs improved in meeting these standards in 2002-03 compared to the previous year. Five of the 17 Even Start programs met the standard for the first indicator (academic gains based on the CASAS) in 2002-03 compared to one program in 2001-02. More participants made expected gains in reading in 2002-03 than the previous year. Another positive sign in 2002-03 was that test results were available for more participants, especially in math. A large improvement was seen in 2002-03 in the proportion of Even Start programs meeting the standard on the second indicator, obtaining a driver's license, although the number of program participants with this goal was small. Over 90 percent of Even Start programs met the standard for the third indicator (completing forms independently). Almost two-thirds met the standard for the fourth ((high school diploma/GED) and sixth (employment) indicators. Results on these two indicators didn't change much from the previous year. The proportion of Even Start programs meeting the standard for the fifth indicator (advancing to post-secondary education) decreased – from 56 percent in 2001-02 to 36 percent in 2002-03. However, only a small number of participants had this goal.

Many family literacy programs were not able to provide information on some of the adult education indicators. For example, on the first indicator (academic gains), 26 programs provided results on CASAS reading and 11 on CASAS math. Overall, reading results showed some improvement from the previous year while math results declined. Nearly 90 percent of the programs met the standard for the third indicator (completing forms independently). Results for the fourth indicator (high school diploma/GED) declined from the previous year, with 41 percent of the programs meeting the standard in 2002-03. For the second (driver's license) and fifth (advance to post-secondary education) indicators, information was available for only a small number of programs and participants. Many more programs reported on the sixth indicator (employment), and about 80 percent met the performance standard.

Early childhood education

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

1. Developmental progress of 3-5 year olds (using Work Sampling checklist)
2. Reading level of children in grades 1-3

3. Attendance of children in grades K-1
4. Promotion to the next grade for children in grades K-1

Just over half (53%) of Even Start programs met the standard for the first indicator, children's developmental progress based on the Work Sampling System. This is down from 67 percent the previous year. Nevertheless, about 9 in 10 children assessed made expected gains in each of the three domains: personal and social development, language and literacy, and mathematical thinking. For the remaining three indicators involving school-age children, the proportion of Even Start programs meeting the standard improved for the second (reading level) and third (attendance) indicators. However, the percentage of school-age children meeting expectations on these indicators didn't change much. In 2002-03, slightly less than half were reading at grade level (Indicator 2), about 90 percent met attendance expectations (Indicator 3), and almost all were promoted to the next grade (Indicator 4).

The number of family literacy programs able to report information was low – 7 to 17 programs of the 47 reported information across the four indicators. On the first indicator (developmental progress), high percentages of children made expected gains in each domain, but the percentage of programs meeting the standard was just over half, mainly due to programs having missing information in one of the three domains. Information on school-age children was limited. For those programs reporting, 88 percent of the children were reading at grade level (Indicator 2), 62 percent met attendance expectations (Indicator 3), and all were promoted to the next grade (Indicator 4).

Parent education

Participants' progress in this area is measured using 3 performance indicators summarized below:

1. Improved parent-child interaction
2. Up-to-date on children's immunizations
3. Early childhood screening before child enters kindergarten

Results on the first indicator were based on pretest and posttest staff assessments using Glen Palm's Adult Growth and Development through Family Literacy Checklist, Parenting Skills section. All Even Start programs and only 7 of 47 family literacy programs reported information on this indicator. Results improved on this measure for Even Start programs, yet still only 38 percent of these programs met the standard and 53 percent of the parents had expected gains. Family literacy programs had somewhat better results for the few programs reporting.

For the second indicator (child immunizations), 88 percent of Even Start programs and 71 percent of family literacy programs met the standard. Results declined on the third indicator (early childhood screening) for Even Start programs with 42 percent meeting the standard. Because of a “glitch” on the evaluation reporting form, information wasn’t available for some Even Start programs and most family literacy programs on this indicator.

Overall results on the performance indicators

Providing information on the performance indicators was quite high for Even Start programs, with results being reported 89 percent of the time (compared to 81 percent the previous year). Family literacy programs reported results about 41 percent of the time, or slightly less than half the rate of Even Start programs.

Across all Even Start programs, 64 percent of the performance indicators measured were met, an increase over the previous year when 57 percent were met. Family literacy programs met the standard for 61 percent of the indicators measured.

Program staffing

Both Even Start and family literacy programs had primarily part-time staff, with Even Start programs having somewhat higher numbers of such staff. Even Start programs also had more volunteers. Staffing patterns did not change much from the previous year. Almost all Even Start and family literacy programs had part-time managers or administrators, and most had licensed staff working in adult education, early childhood education, and parent education. Non-licensed or paraprofessional staff most often worked in the early childhood education component.

Training

The training events to which Even Start and family literacy programs most frequently sent staff in 2002-03 (i.e., 28 or more programs sending staff) were as follows: Minnesota Family Literacy Conference/ Pre-conference, cultural diversity training, Family Literacy Fall Institute, assessment training, and ESL/Family Literacy Conference. All professional staff from 94 percent of Even Start programs and 60 percent of family literacy programs attended training events during 2002-03. All paraprofessional staff from 53 percent of Even Start programs and 42 of family literacy programs also attended training events during the year. All Even Start programs reporting information had staff who attended eight or more hours of cross-training during the year, while slightly over half of family literacy programs had staff who attended such training.

Collaboration

Programs were asked to indicate whether they received funds, regular services, or support services from each of the following agencies: Adult Basic Education; Early Childhood Family Education; Head Start; Title I, II or III; special education; public health; or institutions of higher education. Results indicated that most Even Start and family literacy programs received funding and regular services from Adult Basic Education and Early Childhood Family Education. Fewer programs received funding or services from Head Start or Title I, II or III, with the exception of Title I, II, or III funding for Even Start programs. Most Even Start programs received regular services from special education, and many Even Start and family literacy programs received supplemental services from public health. Some of both sets of programs received services from higher education institutions. Overall, results were similar to the previous year.

Even Start collaborating partners and other collaborating organizations provided a variety of important services and support to Even Start and family literacy programs – i.e., facilities, testing, speakers, transportation, meals, sibling care, and other things.

Implications

The results of this evaluation point to several implications and issues.

1. **Progress seen on performance standards for Even Start programs.** Even Start programs showed improvement both in reporting information on the performance indicators and in meeting the standards. Overall, the proportion of indicators reported upon rose from 81 percent in 2001-02 to 89 percent in 2002-03. The proportion of performance standards met rose from 57 to 64 percent during the same period. Despite this increase, there is still considerable room for improvement. It was difficult to assess progress for the other family literacy programs because there was a large change in the programs reporting from 2001-02 to 2002-03.
2. **Increased numbers of non-Even Start family literacy programs are reporting, but much information is missing.** The number of programs reporting information increased from 33 in 2001-02 to 47 in 2002-03, a 42 percent increase. However, these programs were often not able to provide information on many of the indicators – overall, the proportion of indicators they reported on was less than half (41%). This raises the question of what is an appropriate expectation for these programs. It seems that a subset of the performance indicators may be appropriate, but not all of them.
3. **Boosting the number of program participants assessed.** Although the total number of persons served per program went down in 2002-03, it appeared that the ratio of number assessed to number served went up slightly. This was especially noticeable in CASAS math. This is a good sign as past results have suggested

that significant numbers of participants may be missed – e.g., they don't have both pretests and posttests on the CASAS, Work Sampling, or the parenting skills measure. Programs need to continue to work on ways to make sure participants with substantial time in the program are not missed on posttest assessments. This is challenging due to the mobility of the population served. More frequent assessments may be needed in some cases. Also, the appropriateness/usefulness of the assessment instrument may be an issue for some participants (e.g., CASAS for very low or high functioning participants).

4. **Gaining a better sense of participant progress while in the program.** Currently, information is reported on the number of participants making expected progress or achieving expected growth. However, information is not provided on where participants started or how far they progressed (i.e., what level they entered and what level they reached). This seems to be important information to have in order to describe the accomplishments of family literacy programs more clearly. To do this, programs may need to provide individual-level data on participants. At a minimum they would need to indicate where participants were as a group at initial assessment (e.g., initial average score) and where they were at posttest or follow-up assessment (e.g., posttest average score).
5. **Assessing the developmental progress of infants and toddlers.** Many of the children served by family literacy programs are under three years old. In fact, for Even Start programs, this age group represents slightly over half of the children served. Yet, currently only 3-5 year olds are assessed for developmental progress for state reporting purposes. It would enhance the value of the state evaluation if an infant-toddler developmental measure could be added.
6. **Information appears to be available for too few school-age children.** For the performance indicators applying to school-age children, the numbers of children for whom information was reported seemed lower than expected (especially since these children did not have to be enrolled in the family literacy program, but only be part of a family that was enrolled). Both Even Start and other family literacy programs reported low numbers. This suggests that programs may be encountering difficulty in obtaining the information (reading level, attendance, promotion to the next grade level) from school districts. It may be useful for program staff to discuss barriers to obtaining this information and how to successfully overcome these barriers.
7. **Revisions in state evaluation report form needed.** Weaknesses in the evaluation reporting form made determining whether programs met performance standards for several indicators more difficult than necessary. These indicators were concerned with early childhood screening, obtaining a high school diploma or GED, and employment. The form has since been revised to correct these problems.

Introduction

Purpose and background

This report describes findings from the Minnesota Even Start and Family Literacy Programs Evaluation Reporting Form for the 2002-03 program year (July 1, 2002 – June 30, 2003), the fifth year in which the form has been used. (See the Appendix for a copy of the form.) The form was implemented for the first time during the 1998-99 program year to systematically gather descriptive and effectiveness information from Even Start and other family literacy programs across Minnesota.

The 2002-03 program year was the second year that information was gathered through this form 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 13 performance indicators that relate to program performance in adult education, early childhood education, and parent education.

Information gathered through the state evaluation reporting form is intended to be useful in identifying areas of program strength and need, and consequently, to help in program planning, development and improvement efforts. Other expected benefits and uses of the evaluation reporting form include: obtaining uniform data from family literacy programs in Minnesota, providing an overall profile of family literacy programs in Minnesota, and informing local and state policymakers about these programs.

Even Start is a federally funded family literacy program administered through the states. There were 17 Even Start programs in Minnesota during 2002-03, an increase from the 13 in 2001-02. There are many other family literacy programs in Minnesota that do not receive funding through Even Start.

Family literacy 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 family literacy programs are as follows:

- 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
- Increase the economic self-sufficiency of adults.

To address these aims, family literacy programs have four basic components:

1. adult literacy, including English Language Learner (ELL), Adult Basic Education and GED preparation services;
2. early childhood education for children from infancy to kindergarten;
3. parent education; and
4. parent-child interaction.

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

Methods

A committee worked with staff from the Minnesota Department of Children, Families and Learning (now the Minnesota Department of Education) to develop the evaluation reporting form. The committee was composed of staff from local Even Start programs, local evaluators, and state staff. The form has been revised twice since it was first used in 1998-99. Most recently it was revised so that the information collected was consistent with what was needed to assess how programs were doing on the performance standards.

The form was distributed to all Even Start and other family literacy programs. Each program was asked to complete the form based on the 2002-03 program year and return it by August 2003. Forms were received from all 17 Even Start programs and 47 other family literacy programs, for a total of 64 programs. The number of non-Even Start programs completing the form was a large increase from the previous year when 33 completed the form, and represents most of such programs in the state. Figure 1 lists the programs that returned forms.

The Minnesota Department of Education developed a contract with Wilder Research Center to process and analyze the data from the form and produce a report describing the results.

1. Programs from whom reports were received: 2002-03

Even Start sites (N=17)	Family literacy sites (N=47)	
Albert Lea	Albert Lea	Granite Falls
Bemidji	Alexandria	Hopkins
Bloomington/Richfield	Apple Valley – Grace	Lakeville
Chaska	Austin	LeSueur
Detroit Lakes	Barnum	Mankato
Fridley-Columbia Heights	Blaine AM	Marshall
Minneapolis	Blaine PM	Osseo
Moorhead	Brainerd	Robbinsdale
Mounds View	Brooklyn Center	St. Cloud
Northland	Cass Lake	St. Cloud Southside
Osseo	Cloquet	St. Croix River
Rochester	Crookston	St. Francis
St. James	Duluth – Lincoln Park	St. Louis Park
St. Paul	Duluth – Mother/Child	St. Paul – Lao Family
Sauk Rapids	Eagan – Bridgepoint	St. Paul – Hubbs Center
Shakopee	Eagan – Rahnclyff	St. Peter
Worthington	East Grand Forks	Stillwater
	Elk River	South St. Paul (Family Connections)
	Faribault	South St. Paul (Roots and Wings)
	Farmington	South Washington Co.
	Forest Lake	Thief River Falls
	Franzee-Vergas	Warren
	Grand Rapids	Waseca
		Winona

Contents of the report

The report describes the information provided by the 64 programs, separating out the results for the Even Start programs and for the other, non-Even Start family literacy programs (referred to, simply, as “family literacy” programs throughout the report). First, the numbers of families, adults and children enrolled in each program and their demographic characteristics are described, followed by information on program schedules and home visits. Then, results are presented for each of the performance indicators, starting with adult education indicators, followed by early childhood education indicators and parent education indicators. Results from the previous year are compared to the 2002-03 results. Next, summary information is provided on how family literacy programs are staffed. Then, participation of staff in training events and conferences is described. Finally, information is presented regarding with whom family literacy programs collaborate and for what types of services.

Findings

Numbers served and demographics

The total number of families, adults and children served in Even Start and family literacy programs during 2002-03 is indicated in Figure 2 – i.e., those with 12 or more hours of program participation. The 17 Even Start programs served 449 families, including 471 adults and 723 children. The comparable numbers for the 47 family literacy programs reporting were 968 families, 993 adults and 1,428 children. An additional (48th) family literacy program sent in some information but did not complete the evaluation reporting form. This program served 29 adults in 2002-03.

2. Total families, adults and children served by Even Start and Family literacy programs: 2002-03

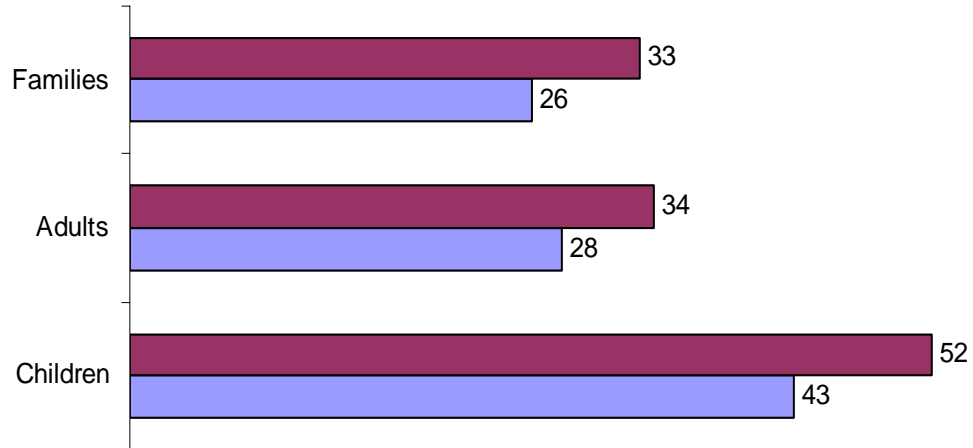
	Even Start N=17	Family literacy N=47	Total served N=64
Families	449	968	1,417
Adults	471	993	1,464
Children	723	1,428	2,151

Figure 3 indicates the average (mean) number of families, adults and children served for the two sets of programs in 2001-02 and 2002-03. Even Start program, on the average, served fewer families, adults and children in 2002-03 compared to the previous year. For example, Even Start programs served an average of 33 families in 2001-02, but this dropped to 26 in 2002-03. Family literacy programs also tended to serve slightly fewer families, adults and children in 2002-03 than the previous year.

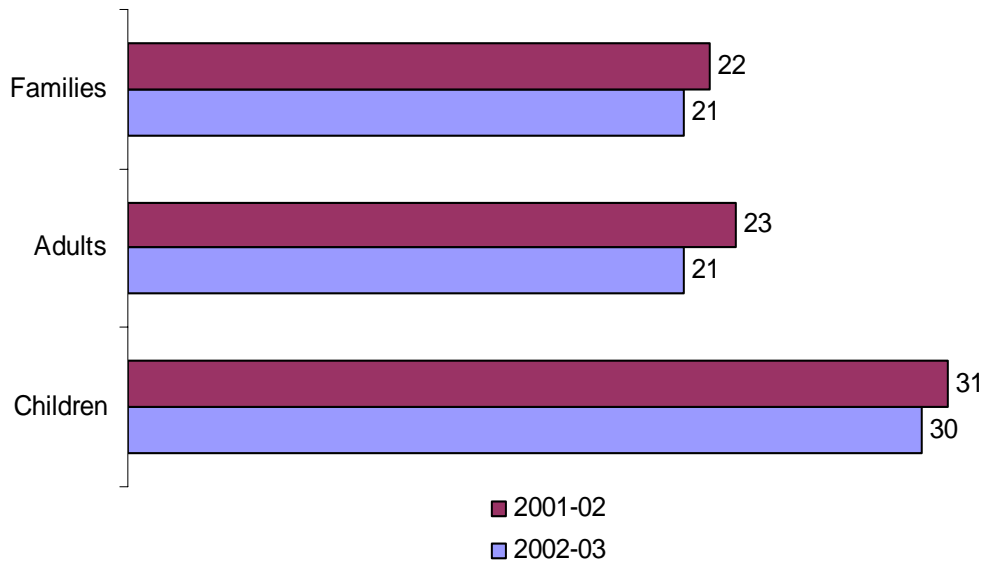
Even Start programs generally served more families, adults and children than family literacy programs. In 2002-03, for example, Even Start programs served an average of 43 children compared to 30 in family literacy programs.

3. Mean number of families, adults and children served by Even Start and family literacy programs: 2001-02 and 2002-03

A. Even Start (17 programs)



B. Family literacy (47 programs)



The number of adults served by age group is shown in Figure 4. The mean and range are reported for each age group for the Even Start and family literacy programs, separately, as well as for the totals. Over half of adults served were in the 25 to 44 year-old age group for both the Even Start and family literacy programs. The programs tended to serve low numbers of persons age 18 or younger and age 45 or older. Most adults served by Even Start and family literacy programs qualified for free or reduced price lunch, although the proportion was somewhat higher for Even Start families (see Figure 4). Data on free/reduced-price lunch were not available from six of the family literacy programs reporting.

The breakdown by age in number of children served is shown in Figure 5, which indicates the mean and range for each age group for the two sets of programs. The largest group of children (slightly over half) served by Even Start programs were age 0 to 35 months, while family literacy programs tended to serve about equal numbers of children age 0 to 35 months and 36 months to 5 years. Most children in both Even Start and family literacy programs qualified for free or reduced price lunch. Again, the proportion was higher in Even Start programs (see Figure 5).

The range in the number of families, adults and children served by individual programs varied widely. For example, the number of families served by Even Start programs ranged from 4 to 66, and for family literacy programs it ranged from 3 to 104.

4. Adults served by age

Age group	Number of adults served by program					
	Even Start (17 programs)		Family literacy (47 programs)		Total (64 programs)	
	Mean	Range	Mean	Range	Mean	Range
16-18 years old	2 ^a	0-10	1	0-10	1	0-10
19-24 years old	8	0-27	7	0-74	7	0-74
25-44 years old	15	1-39	12	0-56	13	0-56
45-59 years old	<1	0-2	1	0-9	1	0-9
60 or more years old	<1	0-3	<1	0-3	<1	0-3
Total adults	28	5-68	21	1-104	23	1-104
Number qualifying for free or reduced price lunch	26	5-67	16 ^b	0-104	19	0-104
Total families	26	4-66	21	3-104	23	3-104

^a Sixteen Even Start programs reported information by age group.

^b Forty-one family literacy programs reporting.

5. Children served by age

Age group	Number of children served by program					
	Even Start (17 programs)		Family literacy (47 programs)		Total (64 programs)	
	Mean	Range	Mean	Range	Mean	Range
0-35 months old	22	5-52	13	0-68	15	0-68
36 months to 5 years	15	1-36	12	0-60	13	0-60
5-7 years old	3	0-16	3	0-43	3	0-43
8 or more years old	3	0-11	2	0-35	3	0-35
Total children (all ages)	43	6-110	30	4-133	34	4-133
Number qualifying for free or reduced price lunch	41	6-110	24 ^a	0-133	29	0-133

^a Forty-one family literacy programs reporting.

Many of the participants in both Even Start and other family literacy programs were English Language Learners (ELL). The first languages of participants in Even Start and family literacy programs are indicated in Figure 6. (Note that in some instances programs listed the country of origin of participants rather than the language.) The figure shows the number of Even Start and family literacy programs that had participants for each language spoken. For example, Spanish was the first language of one or more participants in 11 Even Start programs and 37 family literacy programs. Other languages, besides English, found in 10 or more programs were Somali, Vietnamese, Arabic, Chinese, and Russian. A total of 23 languages were mentioned by the 17 Even Start programs and 42 languages were mentioned by the 47 Family literacy programs.

6. First language of program participants

Language	Number of programs with language		
	Even Start N=17	Family Literacy N=47	Total N=64
Spanish	11	37	48
English	13	25	38
Somali	4	12	16
Vietnamese	4	12	16
Arabic	4	10	14
Chinese	2	9	11
Bosnian	1	5	6
Tagalog (Philippines)	2	2	4
Laotian/Lao	2	6	8
Amharic (Ethiopian)	2	4	6
Japanese	0	5	5
Ukrainian	0	5	5
Kurdish	1	1	2
Russian	2	8	10
Korean	0	9	9
Khmer/Cambodian	1	4	5
Hmong	1	6	7
Oromo	1	6	7
Sudanese	1	4	5
Thai	1	1	2
Anauk	1	1	2

6. First language of program participants (continued)

Language	Number of programs with language		
	Even Start N=17	Family Literacy N=47	Total N=64
Portuguese	0	5	5
Lithuanian	0	1	1
Indian	0	3	3
Farsi (Iran)	0	4	4
French	1	3	4
Moldovan	0	2	2
Onyuwak	0	1	1
Nuer (Sudan)	0	2	2
Nour	1	2	3
Tigerga (Eritrea)	0	2	2
Lebanese	0	2	2
Telugu (India)	1	1	2
Tigrigna	2	2	4
Liberian English Liberian dialects (Sapo, Grebo)	1	0	1
Hebrew	0	1	1
Urda/Urdu/Urdee	0	3	3
Dmka	0	1	1
Burmese	0	3	3
Bulgarian	0	1	1
Mon	0	1	1
Khazikstan	0	1	1
Kenyan	0	1	1

Program schedules and home visits

Schedules

The number of weeks programming was offered and the number of hours per week are shown for Even Start and family literacy programs in Figure 7. The average number of weeks Even Start programs were offered during the 2002-03 school year was 34, the same as the previous year. Even Start programs met for an average of 18 hours per week during the 2002-03 school year, which is a two-hour increase over the previous year. However, the number of hours per week individual programs provided varied widely, ranging from 12 to 36 hours per week across the 17 programs. Family literacy programs tended to be offered for fewer weeks during the school year than Even Start programs (average of 29 weeks) and met for fewer hours per week – eight hours on average. Although these were the averages, there was a very wide range across the 47 family literacy programs in the number of weeks offered (4 to 38 weeks) and in the hours of programming per week (2 to 40 hours).

All 17 Even Start programs offered summer programming. These programs averaged five weeks in length and 16 hours per week, an increase of two hours per week from the previous year. Only 30 percent of the family literacy programs offered summer programming. Both the number of weeks the summer program was offered and the hours of programming per week varied greatly across Even Start and family literacy programs.

7. Program schedules

	Number of programs reporting	School year				Summer program			
		Weeks offered		Hours per week		Weeks offered		Hours per week	
		Mean	Range	Mean	Range	Mean	Range	Mean	Range
Even Start	17	34	28-41	18	12-36	5	2-8	16	4-36
Family literacy	46	29	4-38	8	2-40	6	3-12	12	2.5-40
Total	63	30	4-41	11	2-40	6	2-12	14	2.5-40

Note: Only 14 of the 47 (30%) family literacy programs offered a summer program. All 17 Even Start programs offered a summer program.

Home visits

All Even Start programs and about half (23 of 47) of the family literacy programs reported that they made home visits. The average number of families per program receiving visits was 24 in Even Start programs and nine in the family literacy programs that did home visiting (see Figure 8). This suggests that almost all Even Start families with 12 or more hours of service received at least one home visit while about half of family literacy families received one. The average number of visits per family was six in Even Start programs and 5-6 in the family literacy programs doing home visiting, representing increases from the previous year. Again, the number of families receiving visits and the average number of visits per family varied considerably across Even Start and family literacy programs.

8. Home visits

	Number of programs reporting	Number of families receiving home visits		Average number of visits per family	
		Mean	Range	Mean	Range
Even Start	17	24	1-67	6.2	2.0-21.0
Family literacy	23	9	1-27	5.5 ^a	0.5-30.0
Total	40	15	1-67	5.8	0.5-30.0

^a 20 programs reporting.

Adult education

In this section, results are reported for each of the six adult education performance indicators. These results indicate the number of participants making expected gains or achievements, and the number of programs meeting the standard set by the performance indicator. Results are reported separately for Even Start and family literacy programs.

Adult education, performance indicator 1

70% of adult learners who have participated in 50+ hours of ABE instruction will demonstrate expected or greater improvements in each of the reading and math CASAS posttests. Expected improvement:

50-74 hours: 3+ point gain

75+ hours: 5+ point gain

Note that for a program to meet the performance standard, expected gains must be made by 70 percent of adult learners in both reading and math. Figure 9 shows that all 17 Even Start programs reported results for CASAS reading, and 11 of the 17 programs (65%) met the standard. Summing across all the Even Start programs, 211 participants were assessed (i.e., had CASAS reading pretests and posttests) and 164 (78%) made expected gains. This is an average of 12.4 participants assessed per program and an average of 9.6 making expected gains per program, although the number assessed and making expected gains varies widely by program as shown in Figure 9.

The number of adult participants assessed on the CASAS in Even Start programs represents less than half of those attending for 12 or more hours. Many adult participants do not stay in the program long enough to receive a posttest or they leave before a posttest can be administered. Also, a few adult learners are at too low or too high a level for CASAS pretest-posttest to be meaningful.

Turning to family literacy programs, 26 of 47 reported results for CASAS reading. Of the 26, 19 (73%) met the standard. Overall, across these programs, 67 percent of those assessed made expected gains. By individual program, the percentage of those assessed making expected gains ranged from 25 to 100 percent (see Figure 9).

9. Adult education, performance indicator 1: reading

A. Even Start

- 17 of 17 Even Start programs reporting
- 11 of 17 (65%) met the standard

	Number assessed	Number with expected gains	Percentage with expected gains
Total participants	211	164	78%
Average per program	12.4	9.6	
Range	1-34	1-29	33-100%

B. Family literacy

- 26 of 47 family literacy programs reporting
- 19 of 26 (73%) met the standard

	Number assessed	Number with expected gains	Percentage with expected gains
Total participants	311	207	67%
Average per program	12.0	8.0	
Range	1-36	1-33	25-100%

Figure 10 presents results for CASAS math. Note that 13 of the 17 Even Start programs reported results for math, with 5 of the 13 (38%) meeting the standard. Across all Even Start programs reporting, 62 percent of adult participants made expected gains. The average number of adult participants assessed per program was 11.2.

Only 11 of the 47 family literacy programs reported results for CASAS math, with 4 of the 11 (36%) meeting the standard. Overall, across programs, only a small number of participants (a total of 36) were assessed in math. Of those assessed, 56 percent made expected gains.

To meet the first performance standard, programs had to meet the standard in both reading and math. Given this criterion, only 5 of the 17 (29%) Even Start programs met the standard, compared to 1 of 13 (8%) the previous year. Of the 28 family literacy programs reporting some results on CASAS reading or math, three met the standard (11%).

10. Adult education, performance indicator 1: math

A. Even Start

- 13 of 17 Even Start programs reporting
- 5 of 13 (38%) met the standard

	Number assessed	Number with expected gains	Percentage with expected gains
Total participants	146	91	62%
Average per program	11.2	7.0	
Range	1-26	1-19	33-100%

B. Family literacy

- 11 of 47 family literacy programs reporting
- 4 of 11 (36%) met the standard

	Number assessed	Number with expected gains	Percentage with expected gains
Total participants	36	20	56%
Average per program	3.3	1.8	
Range	1-8	0-4	0-100%

Adult education, performance indicator 2

33% of adult learners who have “obtained a driver’s license” as part of their Personal Learning Plan will accomplish that goal.

Overall, the number of Even Start and family literacy program participants with the goal of obtaining their driver’s license was quite small. Figure 11 indicates that 15 of the 17 Even Start programs reported that they had adult participants with the goal of obtaining a driver’s license. Of the 15, 11 (73%) met the standard. An average of 3.9 participants per program reporting information had the goal of obtaining a driver’s license. Across programs, 25 of 58 participants (43%) met their goal.

Fifteen family literacy programs reported on this performance indicator, with 9 of 15 (60%) meeting the standard. These programs had an average of two participants with the goal of obtaining a driver’s license. Across the 15 programs, 12 of 30 (40%) participants met their goal.

11. Adult education, performance indicator 2: driver’s license

A. Even Start

- 15 of 17 Even Start programs reporting
- 11 of 15 (73%) met the standard

	Number assessed	Number obtaining license	Percentage obtaining license
Total participants	58	25	43%
Average per program	3.9	1.7	
Range	1-10	0-4	0-100%

B. Family literacy

- 15 of 47 family literacy programs reporting
- 9 of 15 (60%) met the standard

	Number assessed	Number obtaining license	Percentage obtaining license
Total participants	30	12	40%
Average per program	2.0	0.8	
Range	1-8	0-2	0-100%

Adult education, performance indicator 3

30% of ELL/ESL and 70% of ABE level adult learners with 100+ hours of ABE instruction will independently* complete 3+ of the following:

- Library card application,
- Public assistance forms,
- School-related forms,
- Emergency health card,
- Voter registration form,
- Application for free or reduced price lunch, or
- Various immigration forms.

* "Independently" is defined as completing a form with no more than 3 prompts.

As Figure 12 indicates, 16 of the 17 Even Start programs reported results for performance indicator 3, and 15 of the 16 met the standard. Results are reported separately for ELL and ABE participants. Overall, high percentages of both groups (81% and 100%, respectively) completed three or more forms independently, although the percentages for ELL participants in individual programs ranged widely.

Turning to family literacy programs, 23 of 47 reported results for this indicator, and 20 of these 23 (87%) met the standard. Overall, across programs, high percentages of both ELL and ABE participants (86% and (93%, respectively) were reported to have completed three or more forms independently. Again, however, the proportions able to do this in individual programs ranged widely.

Increasingly, ELL participants are becoming a larger part of Even Start and family literacy programs across the state. Some programs only have ELL participants, many have both ELL and ABE, and a few have only ABE.

12. Adult education, performance indicator 3: completion of forms independently

A. Even Start

- 16 of 17 Even Start programs reporting
- 15 of 16 (94%) met the standard

		Number assessed	Number completing 3+ forms	Percentage completing 3+ forms
Total participants	ELL ^a	142	115	81%
	ABE ^b	79	79	100%
Average per program	ELL	10.9	8.8	
	ABE	7.9	7.9	
Range	ELL	1-39	0-34	0-100%
	ABE	1-17	1-17	100%

^a 13 programs reporting

^b 10 programs reporting

B. Family literacy

- 23 of 47 family literacy programs reporting
- 20 of 23 (87%) met the standard

		Number assessed	Number completing 3+ forms	Percentage completing 3+ forms
Total participants	ELL ^a	257	221	86%
	ABE ^b	57	53	93%
Average per program	ELL	11.7	10.0	
	ABE	4.1	3.7	
Range	ELL	1-39	0-38	0-100%
	ABE	1-18	0-18	0-100%

^a 22 programs reporting

^b 14 programs reporting

Adult education, performance indicator 4

50% of adult learners who have “obtained a high school diploma or GED” as a goal in their Personal Learning Plan will accomplish or progress* toward that goal.

** Progress is defined as completing 1+ GED tests or completing high school credits.*

For this performance indicator, participants could have the goal of making progress toward a high school diploma or GED or completing it. Figure 13 indicates that 14 of 17 Even Start programs reported results, and 9 of the 14 (64%) met the standard. Across programs, 58 percent of all participants with a goal of this type made progress or completed their high school diploma or GED. The proportion of participants meeting their goal varied widely for individual programs.

Twenty-seven of 47 family literacy programs reported results, with 11 of the 27 (41%) meeting the standard. Across the 27 programs, 47 percent of the participants were reported to have met their education goals, although the percentage varied widely by individual program.

Figure 14 presents results on goal achievement only for those participants who had the goal of completing their high school diploma or GED (those with the goal of making progress toward a diploma or GED are excluded). For Even Start programs, 46 percent of participants with completion as their goal achieved it, and for family literacy programs, 25 percent did so.

13. Adult education, performance indicator 4: high school diploma or GED progress or completion

A. Even Start

- 14 of 17 Even Start programs reporting
- 9 of 14 (64%) met the standard

	Number assessed	Number meeting goal	Percentage meeting goal
Total participants	149	87	58%
Average per program	10.6	6.2	
Range	2-24	0-18	0-100%

B. Family literacy

- 27 of 47 family literacy programs reporting
- 11 of 27 (41%) met the standard

	Number assessed	Number meeting goal	Percentage meeting goal
Total participants	170	80	47%
Average per program	6.3	3.0	
Range	1-22	0-21	0-100%

14. High school diploma or GED completion

	Number of programs reporting	Adult participants		
		Number with completion as a goal	Number meeting goal	Percentage meeting goal
Even Start	14	97	45	46%
Family literacy	24	142	35	25%

Adult education, performance indicator 5

50% of adult learners who have “advanced into higher education or other post-secondary training” as a goal in their Personal Learning Plan will accomplish that goal.*

** Defined as enrolled in post-secondary training, for credit or no credit, offered by 2 or 4 year institutions.*

A small number of Even Start and family literacy program participants had advancing to higher education or post-secondary training as a goal. As Figure 15 indicates, 11 of the 17 Even Start programs reported results for this indicator with 4 of the 11 (36%) meeting the standard. The percentage of participants meeting their post-secondary education goal across Even Start programs was quite low – 28 percent. However, the percentage meeting their goal ranged widely for individual programs.

Only 15 of the 47 family literacy programs reported results for this performance indicator, with 7 of the 15 (47%) meeting the standard. The percentage of participants meeting their post-secondary goal across family literacy programs was 38 percent.

15. Adult education, performance indicator 5: advance to post-secondary education

A. Even Start

- 11 of 17 Even Start programs reporting
- 4 of 11 (36%) met the standard

	Number assessed	Number advancing	Percentage advancing
Total participants	46	13	28%
Average per program	4.2	1.2	
Range	1-18	0-3	0-100%

B. Family literacy

- 15 of 47 family literacy programs reporting
- 7 of 15 (47%) met the standard

	Number assessed	Number advancing	Percentage advancing
Total participants	32	12	38%
Average per program	2.1	0.8	
Range	1-7	0-2	0-100%

Adult education, performance indicator 6

50% of adult learners who have employment related goals in their Personal Learning Plan will accomplish those goals.*

* Includes goals of obtaining, retaining or advancing in employment.

Employment goals included in this performance indicator were as follows: becoming employed, going off public assistance due to employment, retaining employment, and obtaining a job advancement. As Figure 16 indicates, all 17 Even Start programs reported results, with 11 (65%) meeting the standard. Across programs, 63 percent of the participants met their employment goals.

Thirty-six of the 47 family literacy programs reported results, with 29 of the 36 (81%) meeting the standard. Across programs, 67 percent of the participants were reported to have met their employment goals. Again, the percentages of participants meeting their goals in individual Even Start and family literacy programs varied greatly.

16. Adult education, performance indicator 6: obtain, retain or advance in employment

A. Even Start

- 17 of 17 Even Start programs reporting
- 11 of 17 (65%) met the standard

	Number assessed	Number meeting goal	Percentage meeting goal
Total participants	195	123	63%
Average per program	11.5	7.2	
Range	1-24	0-21	0-100%

B. Family literacy

- 36 of 47 family literacy programs reporting
- 29 of 36 (81%) met the standard

	Number assessed	Number meeting goal	Percentage meeting goal
Total participants	277	186	67%
Average per program	7.7	5.2	
Range	1-31	0-13	0-100%

Figure 17 summarizes the Even Start results for the six adult education performance indicators for both 2001-02 and 2002-03. For each indicator, it shows the number of 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 that met the goal or expectation for that indicator. For the first indicator, CASAS reading, we see that the percentage of Even Start programs meeting the standard improved substantially from 2001-02 to 2002-03, from 38 to 65 percent. Correspondingly, the number of participants across programs who made expected gains also increased, from 66 to 78 percent. Smaller numbers of programs reported results for math and the percentage of programs meeting the standard was lower than for reading, although the percentage did improve, from 25 percent in 2001-02 to 38 percent in 2002-03. However, the percentage of participants making expected gains in math did not improve, remaining at 62 percent. For a program to meet the standard for the first adult education performance indicator, 70 percent of the adult participants must make expected gains in both reading and math. Five of the 17 Even Start programs met this standard in 2002-03.

Even Start results for the other indicators showed a quite large improvement from 2001-02 to 2002-03 in the percentage of programs and participants meeting the driver's license standard/goal, a slight improvement in the percentage completing forms independently, and a slight decrease in the percentage meeting the standard/goal for the high school diploma/GED indicator. The other indicators either showed little change across years or a mixed pattern of results (i.e., different trends for programs and participants).

Figure 18 presents the same information for family literacy programs. As noted, the number of programs reporting increased from 2001-02 to 2002-03. Results indicated some improvement in CASAS reading over this period and a decline in CASAS math. There was slight improvement in the percentages completing forms independently. Substantial declines were seen in three performance indicators: driver's license, high school diploma/GED, and advancement to post-secondary education. Results for the employment indicator also declined slightly.

17. Adult education results for 2001-02 and 2002-03: Even Start

Performance indicator	Year	Programs		Adult participants	
		Number reporting	Percentage meeting the standard	Number assessed	Percentage meeting the goal/expectations
CASAS reading	2001-02	13	38%	153	66%
	2002-03	17	65%	211	78%
CASAS math	2001-02	8	25%	73	62%
	2002-03	13	38%	146	62%
Driver's license	2001-02	9	33%	66	27%
	2002-03	15	73%	58	43%
Completion of forms: ELL	2001-02	10	92% ^a	104	73%
	2002-03	13	94% ^a	142	81%
Completion of forms: ABE	2001-02	7	92% ^a	58	97%
	2002-03	10	94% ^a	79	100%
High school diploma/GED	2001-02	11	73%	138	65%
	2002-03	14	64%	149	58%
Advance to post-secondary	2001-02	9	56%	70	23%
	2002-03	11	36%	46	28%
Employment goals	2001-02	12	75%	202	58%
	2002-03	17	65%	195	63%

^a Total including both the ELL and ABE groups.

18. Adult education results for 2001-02 and 2002-03: family literacy

Performance indicator	Year	Programs		Adult participants	
		Number reporting	Percentage meeting the standard	Number assessed	Percentage meeting the goal/expectations
CASAS reading	2001-02	19	53%	233	61%
	2002-03	26	73%	311	67%
CASAS math	2001-02	6	83%	33	91%
	2002-03	11	36%	36	56%
Driver's license	2001-02	10	90%	18	67%
	2002-03	15	60%	30	40%
Completion of forms: ELL	2001-02	20	82% ^a	211	69%
	2002-03	22	87% ^a	257	86%
Completion of forms: ABE	2001-02	10	82% ^a	61	90%
	2002-03	14	87% ^a	57	93%
High school diploma/GED	2001-02	19	74%	164	71%
	2002-03	27	41%	170	47%
Advance to post-secondary	2001-02	12	83%	33	58%
	2002-03	15	47%	32	38%
Employment goals	2001-02	23	91%	257	70%
	2002-03	36	81%	277	67%

^a Total including both the ELL and ABE groups.

Early childhood education

This section reports results for the four early childhood education performance indicators. Again, results are presented separately for Even Start and family literacy programs.

Early childhood education, performance indicator 1

80% of 3-5 year olds with 100+ hours or 4 months participation in Early Childhood Instruction will show growth* in each of the following areas using the Work Sampling checklist:

Personal and social development

Language and literacy

Mathematical thinking

** Growth is defined as having gains on 50% or more of the indicators on which the child was not proficient on the initial assessment.*

All 17 Even Start programs reported results with nine (53%) meeting the standard. Figure 19 reports Work Sampling System developmental checklist results in three areas: personal and social development, language and literacy, and mathematical thinking. The figure shows the total number of children assessed across programs, the number of children meeting the expectation for growth, the percentage meeting the expectation, and the average number of children assessed per program. For Even Start programs, an average of approximately 10 children were assessed per program and about 9 in 10 children met the standard for growth in each of the three areas of assessment.

Seventeen of the 47 family literacy programs reported results, with 9 of the 17 (53%) meeting the standard for this indicator. Similar to the Even Start programs, 10-11 children were assessed per program reporting. Over 9 in 10 children met the expectation for growth in each of the three domains.

19. Early childhood education, performance indicator 1: child development measured by Work Sampling

A. Even Start

- 17 of 17 Even Start programs reporting
- 9 of 17 (53%) met the standard

	Number assessed	Number meeting expectation	Percentage meeting expectation	Average number assessed per program
Personal and social development	162	143	88%	9.5
Language and literacy*	161	147	91%	10.1
Mathematical thinking*	160	141	88%	10.0

* Sixteen programs reporting.

B. Family literacy

- 17 of 47 family literacy programs reporting in at least one of the three domains
- 9 of 17 (53%) met the standard

	Number assessed	Number meeting expectation	Percentage meeting expectation	Average number assessed per program
Personal and social development*	170	158	93%	11.3
Language and literacy**	174	166	95%	10.2
Mathematical thinking***	119	111	93%	10.8

* Fifteen programs reporting.

** Seventeen programs reporting.

*** Eleven programs reporting.

Early childhood education, performance indicator 2

50% of children in grades 1-3 whose families are enrolled in family literacy programming by November 1 and are continuously enrolled until the end of the school year will read at grade level or above by June 1, as reported by the child's school district.

Figure 20 indicates that 13 of 17 Even Start programs and 7 of 47 family literacy programs reported information on this indicator. Some programs probably had difficulty obtaining information on reading level from the school districts. For those reporting, 46 percent of Even Start and 71 percent of family literacy programs met the standard. Across the 13 Even Start programs, 43 percent of the children in grades 1 to 3 were reading at grade level or above. Across the seven family literacy programs, 88 percent were reading at grade level or above. The total number of children assessed was small.

20. Early childhood education, performance indicator 2: reading level of children in grades 1-3

A. Even Start

- 13 of 17 Even Start programs reporting
- 6 of 13 (46%) met the standard

	Number assessed	Number reading at grade level	Percentage reading at grade level
Total participants	49	21	43%
Average per program	3.8	1.6	
Range	1-8	0-4	0-100%

B. Family literacy

- 7 of 47 family literacy programs reporting
- 5 of 7 (71%) met the standard

	Number assessed	Number reading at grade level	Percentage reading at grade level
Total participants	26	23	88%
Average per program	3.7	3.3	
Range	1-13	0-13	0-100%

Early childhood education, performance indicator 3

Of those kindergarten and first grade children whose families are enrolled by November 1 in the family literacy program, and continuously enrolled during the school year, 95% will have 10 days or fewer unexcused absences from school during the academic year.

Figure 21 indicates that 15 of 17 of the Even Start programs reported information on this indicator, with 13 of the 15 (87%) meeting the standard. Across Even Start programs, 89 percent of the kindergartners and first graders met the attendance expectation.

Eleven of the 47 family literacy programs reported information with 6 of the 11 (55%) meeting the standard. Across these programs, 62 percent of the children met the attendance expectation. Again, the total number of children for whom information was reported was quite small.

21. Early childhood education, performance indicator 3: attendance of kindergarten/first grade children

A. Even Start

- 15 of 17 Even Start programs reporting
- 13 of 15 (87%) met the standard

	Number assessed	Number meeting attendance expectation	Percentage meeting attendance expectation
Total participants	61	54	89%
Average per program	4.1	3.6	
Range	1-9	0-9	0-100%

B. Family literacy

- 11 of 47 family literacy programs reporting
- 6 of 11 (55%) met the standard

	Number assessed	Number meeting attendance expectation	Percentage meeting attendance expectation
Total participants	34	21	62%
Average per program	3.1	1.9	
Range	1-7	0-7	0-100%

Early childhood education, performance indicator 4

Of those kindergarten and first grade children whose families are enrolled by November 1 in the family literacy program, and continuously enrolled during the school year, 95% will be promoted to the next grade level.

Figure 22 indicates that 15 of the 17 Even Start programs reported information on kindergarten and first graders promotion to the next grade level, and 14 of the 15 met the standard. All but one of the children across all the Even Start programs reporting was promoted to the next grade.

Fourteen of the 47 family literacy programs reported information for this indicator. All 14 reported that they met the standard. All the children were reported to have been promoted to the next grade.

Many school districts in Minnesota promote to the next grade level as a matter of policy.

22. Early childhood education, performance indicator 4: promotion to the next grade level

A. Even Start

- 15 of 17 Even Start programs reporting
- 14 of 15 (93%) met the standard

	Number assessed	Number promoted	Percentage promoted
Total participants	61	60	98%
Average per program	4.1	4.0	
Range	1-9	1-9	

B. Family literacy

- 14 of 47 family literacy programs reporting
- 14 of 14 (100%) met the standard

	Number assessed	Number promoted	Percentage promoted
Total participants	53	53	100%
Average per program	3.8	3.8	
Range	1-13	1-13	100%

Figure 23 summarizes the Even Start results for the four early childhood education performance indicators for both 2001-02 and 2002-03. For the first early childhood education indicator, results are shown for the three Work Sampling domains used: personal and social development, language and literacy, and mathematical thinking. Across the three domains, the percentage of Even Start programs that reported meeting the standard (80% of children having expected growth) in 2002-03 varied between 69 and 88 percent. These percentages are lower than they were in 2001-02 for two of the three domains. To meet the standard for the indicator, programs must meet the standard of 80 percent of children having expected growth in all three domains. Just over half (53%) of Even Start programs met this standard in 2002-03, compared to 67 percent in 2001-02. The percentage of children across all Even Start programs having the expected growth decreased slightly in 2002-03, but still was about 9 in 10 children for each of the three domains.

The proportion of Even Start programs meeting the standard for school-age children reading at grade level increased sharply from 14 percent in 2001-02 to 46 percent in 2002-03, even though the percentage of all children reading at grade level dropped somewhat. The percentage of programs meeting the standard for attendance of school-age children increased, although the percentage of children meeting the attendance expectation remained stable at 89 percent. With regard to the last indicator, nearly all children were promoted to the next grade level. Not all Even Start programs reported information on these indicators involving school-age children. The total number of school-age children on whom information was reported was quite small (49-61 children in 2002-03 across the three indicators).

Figure 24 presents the same information for family literacy programs. The number of family literacy programs able to report information on the early childhood education indicators was low – 7 to 17 programs out of the 47, across the four indicators, reported results. With regard to the first indicator, a high percentage of programs reporting (about 9 in 10) met the standard in each domain in 2002-03. However, only 53 percent met the standard for the indicator in 2002-03 primarily because some programs had incomplete information in one of the domains, especially the mathematical thinking domain. Over 9 in 10 children across all the programs reporting met growth expectations in each domain.

A very small number of family literacy programs (seven) reported on the second indicator concerning school-age children (grades 1-3) reading at grade level in 2002-03, and only 26 children were assessed overall. Most of these programs met the standard and 88 percent of the children assessed were reported to be reading at grade level. In 2002-03, just over half of family literacy programs reporting met the standard for attendance of school-age children (kindergarten and first grade), and all met the standard for promotion

to the next grade. The results for these latter two indicators were similar to the previous year.

23. Early childhood education results for 2001-02 and 2002-03: Even Start

Performance indicator	Year	Programs		Children	
		Number reporting	Percentage meeting the standard	Number assessed	Percentage meeting the goal/expectation
Development: Personal & social	2001-02	12	100%	120	96%
	2002-03	17	76%	162	88%
Development: Language & literacy	2001-02	12	83%	120	93%
	2002-03	16	88%	161	91%
Development: Mathematical thinking	2001-02	12	83%	119	95%
	2002-03	16	69%	160	88%
Reading level (grades 1-3)	2001-02	7	14%	47	51%
	2002-03	13	46%	49	43%
Attendance (grades K-1)	2001-02	9	53%	38	89%
	2002-03	15	87%	61	89%
Promotion to next grade (grades K-1)	2001-02	8	100%	34	100%
	2002-03	15	93%	61	98%

24. Early childhood education results for 2001-02 and 2002-03: family literacy

Performance indicator	Year	Programs		Children	
		Number reporting	Percentage meeting the standard	Number assessed	Percentage meeting the goal/expectation
Development: Personal & social	2001-02	9	100%	144	100%
	2002-03	15	87%	170	93%
Development: Language & literacy	2001-02	9	100%	144	100%
	2002-03	17	94%	174	95%
Development: Mathematical thinking	2001-02	7	100%	139	100%
	2002-03	11	91%	119	93%
Reading level (grades 1-3)	2001-02	8	100%	18	89%
	2002-03	7	71%	26	88%
Attendance (grades K-1)	2001-02	15	53%	38	63%
	2002-03	11	55%	34	62%
Promotion to next grade (grades K-1)	2001-02	17	94%	44	95%
	2002-03	14	100%	53	100%

Parent education

This section reports results for the three parent education performance indicators.

Parent education, performance indicator 1

80% of parent participants, after attending 16 PACT and 16 parenting sessions, will demonstrate an increase in positive interactions with their child(ren) during the PACT time* on those indicators on which they were not already at the highest level.

** Increases are based on staff observation using the Parenting Skills items in Glen Palm's Adult Growth and Development through Family literacy Staff Checklist. Positive change is defined as improvement on 6 of the 8 items.*

Results for this indicator are based on pretest and posttest assessments by staff using Glen Palm's Adult Growth and Development through Family Literacy Checklist, Parenting Skills section. Sixteen of 17 Even Start programs reported results for this indicator with an average of about 15 parents being assessed per program (see Figure 25). Thirty-eight percent of Even Start programs met the standard of 80 percent of parents showing improvement on 6 of the 8 items in the instrument. Across all programs, just over half of the participants (53%) showed such improvement, although the percentage for individual programs ranged widely (0-100%).

Only 7 of the 47 family literacy programs reported results for this indicator, and 4 of the 7 met the standard. Across the seven programs, 76 percent of the participants were reported to have met expectations for improvement.

25. Parent education, performance indicator 1: improved parent-child interaction**A. Even Start**

- 16 of 17 Even Start programs reporting
- 6 of 16 (38%) met the standard

	Number assessed	Number meeting expectation	Percentage meeting expectation
Total participants	245	130	53%
Average per program	15.3	8.1	
Range	2-41	0-28	0-100%

B. Family literacy

- 7 of 47 family literacy programs reporting
- 4 of 7 (57%) met the standard

	Number assessed	Number meeting expectation	Percentage meeting expectation
Total participants	58	44	76%
Average per program	8.3	6.3	
Range	4-13	1-12	25-100%

Parent education, performance indicator 2

95% of parents who have participated for 3+ months in family literacy programming will maintain current immunization records and will be up-to-date on their children's immunizations as determined by their health care provider.

Sixteen of the 17 Even Start programs reported information about immunizations being up-to-date in families served for three or more months (see Figure 26). Most of these programs (88%) met the standard. Across all the programs, 98 percent of parents were up-to-date on their children's immunizations.

Thirty-four of the 47 family literacy programs reported information on this indicator with 24 (71%) meeting the standard. Across all of the programs, 94 percent of the parents were up-to-date on their children's immunizations.

26. Parent education, performance indicator 2: up-to-date children's immunizations

A. Even Start

- 16 of 17 Even Start programs reporting
- 14 of 16 (88%) met the standard

	Number assessed	Number meeting expectation	Percentage meeting expectation
Total participants	288	278	98%
Average per program	19.2	18.5	
Range	3-51	3-51	57-100%

B. Family literacy

- 34 of 47 family literacy programs reporting
- 24 of 34 (71%) met the standard

	Number assessed	Number meeting expectation	Percentage meeting expectation
Total participants	522	491	94%
Average per program	15.4	14.4	
Range	2-44	1-44	50-100%

Parent education, performance indicator 3

All parents with 3-5 year olds who have participated for 3+ months in the family literacy program will complete mandated Early Childhood Screening, or its equivalent, before the child enters kindergarten.

Figure 27 reports results for this performance indicator regarding early childhood screening. Because of a “glitch” in the evaluation form it wasn’t possible to report whether many of the programs met the standard, especially the family literacy programs. The problem was that although programs reported the number of children screened, they weren’t asked to report how many children were eligible to be screened, which is necessary to determine whether the standard has been met. Despite this problem, useable data were available for 12 Even Start programs with 5 of the 12 (42%) meeting the standard. Across all the Even Start programs reporting, 79 percent of the 3 to 5 year olds eligible to be screened were screened.

There was too much missing information on family literacy programs to report results.

27. Parent education, performance indicator 3: early childhood screening

A. Even Start

- 12 of 17 Even Start programs reporting
- 5 of 12 (42%) met the standard

	Number reported eligible	Number screened	Percentage screened
Total participants	116	92	79%
Average per program	9.7	7.7	
Range	3-26	2-20	22-100%

Figure 28 summarizes Even Start results for the parent education performance indicators in 2001-02 and 2002-03. For the parent-child interaction indicator, the proportion of programs meeting the standard improved from 2001-02 to 2002-03 (from 15% to 38%). The proportion of parents making expected gains also increased slightly (from 49% to 53%). The proportion of Even Start programs meeting the standard for the immunizations indicator also increased, although the percentage of parents meeting the expectation remained stable at 98 percent. Results declined on the early childhood screening indicator, both with regard to the number of programs meeting the standard and the number of parents meeting the expectation.

Figure 29 presents the same information for family literacy programs on the first two parent education indicators. The third indicator is not reported due to data problems. Although very few programs provided information on the parent-child interaction indicator, the proportion of reporting programs that met the standard went up from 2001-02 to 2002-03, as did the proportion of parents who made expected gains. For the immunization indicator, results declined somewhat, but still 71 percent of the programs met the standard and 94 percent of the parents met the expectation that their children be up-to-date on immunizations.

28. Parent education results for 2001-02 and 2002-03: Even Start

Performance indicator	Year	Programs		Adult participants	
		Number reporting	Percentage meeting the standard	Number assessed	Percentage meeting the goal/expectation
Parent-child interaction	2001-02	13	15%	233	49%
	2002-03	16	38%	245	53%
Child immunizations	2001-02	13	77%	300	98%
	2002-03	16	88%	288	98%
Early childhood screening	2001-02	9	78%	105	88%
	2002-03	12	42%	116	79%

29. Parent education results for 2001-02 and 2002-03: family literacy

Performance indicator	Year	Programs		Adult participants	
		Number reporting	Percentage meeting the standard	Number assessed	Percentage meeting the goal/expectation
Parent-child interaction	2001-02	3	33%	35	69%
	2002-03	7	57%	58	76%
Child immunizations	2001-02	30	83%	457	96%
	2002-03	34	71%	522	94%
Early childhood screening	2001-02	Insufficient data		Insufficient data	
	2002-03				

All performance indicators

Figure 30 provides an overall summary of how programs did on the performance indicators, presenting results separately for Even Start and family literacy programs. 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 17 Even Start programs, results were reported on performance indicators in 197 cases out of a possible 221 (89%) in 2002-03. That is, Even Start programs reported on an average of 11.6 indicators of the 13. This seems to be a quite high rate of reporting taking into consideration that not all of the performance indicators would necessarily apply to the families served by all programs (e.g., advancing to higher education/post-secondary training indicator). It is higher than the previous year when the average number of indicators measured was 10.5. Across all Even Start programs, 64 percent of the indicators measured were met in 2002-03, an increase from the previous year when 57 percent were met. For individual programs in 2002-03, the percentage of performance indicators met ranged from 36 to 85 percent.

Understandably, family literacy programs reported on fewer performance indicators than Even Start programs. The third parent education indicator was excluded in calculating results for the family literacy programs due to data problems. With this exclusion, summing across the 47 programs, results were reported on performance indicators in 233 cases out of a possible 564, or 41 percent, in 2002-03. This is slightly less than half the proportion for Even Start programs (89%). Family literacy programs reported on an average of 5.0 indicators of the 12 included. Overall, family literacy programs met the standard on 61 percent of the indicators they measured. However, the proportion of indicators on which the standards were met varied widely by program.

30. Summary of results for all performance indicators

A. Even Start (13 performance indicators, 17 programs reporting)

	Number measured	Number met	Percentage met
Total indicators	197*	126	64%
Average per program	11.6	7.4	
Range	9-13	4-11	36-85%

* The maximum possible is 221. Hence, Even Start programs provided data on almost all of the performance indicators (197 of 221, or 89%).

B. Family literacy (12* performance indicators, 47 programs reporting)

	Number measured	Number met	Percentage met
Total indicators	233**	141	61%
Average per program	5.0	3.0	
Range	0-10	0-8	0-100%

* Performance indicator 3 for Parent Education was excluded due to data problems.

** The maximum possible is 564. Hence, programs tended to provide data on less than half of the performance indicators (233 of 564, or 41%).

Referrals

Programs were asked to indicate the number of referrals that they had made to the following services during the past year: Birth to Three programs, county health nurse, Early Childhood Family Education (ECFE), Head Start, School Readiness, and other agencies. Figure 31 indicates the mean number of referrals made per program and the total number of referrals (in categories) made to each of these services for each program. For example, the first row of the figure indicates that the average number of referrals, per Even Start program, made to Birth to Three programs was 3.2, the same as the previous year, with 7 programs making no referrals, 7 making 1-5 referrals, 2 making 6-10, and 1 program making 21 or more. The per program average for family literacy programs was only 0.5, with 29 programs making no referrals to Birth to Three programs and 11 making 1-5 referrals.

On the average, Even Start programs made the most referrals to Early Childhood Family Education and county health nurses, with referrals to both of these services increasing compared to the previous year. Referrals to Head Start from Even Start (per program average of 4.7) were lower than the previous year. Referrals from family literacy

programs were generally lower, averaging 2 referrals per program or fewer for the specific services listed.

Even Start and family literacy programs also made referrals to a variety of other services beyond those listed. The average number of referrals that Even Start programs made to other services is high (27.2), but this average is skewed by three programs that reported making 92-145 referrals to such services. The types of agencies or services to which these referrals were made are indicated in the Appendix.

31. Referrals^a

Referral type	Mean number of referrals per program	Total number of referrals made by the program				
		0	1-5	6-10	11-20	21+
Birth to Three Program						
Even Start	3.2	7	7	2	0	1
Family literacy	0.5	29	11	-	-	-
County Health Nurse						
Even Start	8.3	6	5	2	2	2
Family literacy	1.1	23	17	-	-	-
Early Childhood Family Education						
Even Start	9.5	5	4	2	4	2
Family literacy	2.0	11	24	5	-	-
Head Start						
Even Start	4.7	3	8	4	2	-
Family literacy	1.6	18	21	1	-	-
School Readiness						
Even Start	2.4	8	5	4	-	-
Family literacy	2.0	17	18	5	-	-
Other agencies						
Even Start	27.2	1	8	1	4	3
Family literacy	9.7	14	13	4	4	5

^a Seventeen Even Start and 40 Family literacy programs reported information on referrals.

Staffing

Programs were asked to delineate how they were staffed. This included administrative or managerial staff, and licensed and non-licensed staff working in the adult education, early childhood education and parent education components. In each of these areas, programs were to indicate the number of staff who were full-time and part-time, and the number of unpaid volunteer staff. Figures 32 and 33 present this information for Even Start and family literacy programs, respectively. For each type of position, these figures indicate the number of programs that report having full-time staff, part-time staff and unpaid volunteer staff, and the range in number of staff programs report having for each of these categories. For example, the first row of Figure 32 shows that no Even Start programs had a full-time manager or administrator, 16 had part-time managers or administrators (with the number of part-time managers/administrators each program had ranging from 1 to 3), and one program had a volunteer manager or administrator. Similarly, the first row of Figure 33 indicates that two family literacy programs had full-time managers/administrators (these programs reported having two each), 36 had part-time managers/administrators (ranging from 1-3 per program), and none had volunteer managers/administrators.

32. Even Start staff information (N=17)

Unduplicated count of all 2002-03 Even Start staff by function and job status

Staff function		Full time	Part time	Unpaid volunteer staff
Manager or Administrator	Number of programs with position	0	16	1
	Range in number of staff	-	1-3	1
Licensed instructional staff working with adults	Number of programs with position	0	16	2
	Range in number of staff	-	1-6	1-5
Non-licensed instructional staff working with adults	Number of programs with position	0	5	7
	Range in number of staff	-	1	1-12
Preschool teaching staff	Number of programs with position	3	13	3
	Range in number of staff	1-2	1-4	1-10
Infant/toddler teaching staff	Number of programs with position	0	10	2
	Range in number of staff	-	1-3	1-18
Paraprofessional preschool staff	Number of programs with position	3	12	4
	Range in number of staff	1-2	1-3	1-12
Paraprofessional infant/toddler staff	Number of programs with position	0	15	3
	Range in number of staff	-	1-5	1-16
Licensed parent educator working in parent education	Number of programs with position	0	16	1
	Range in number of staff	-	1-3	1
Non-licensed staff working in parent education	Number of programs with position	0	4	3
	Range in number of staff	-	1	1-5
Other staff	Number of programs with position	1	8	4
	Range in number of staff	1	1-5	1-5

33. Family literacy staff information (N=44)

Unduplicated count of all 2002-03 family literacy staff by function and job status

Staff function		Full time	Part time	Unpaid volunteer staff
Manager or Administrator	Number of programs with position	2	36	0
	Range in number of staff	2	1-3	-
Licensed instructional staff working with adults	Number of programs with position	3	40	4
	Range in number of staff	1-6	1-8	1-2
Non-licensed instructional staff working with adults	Number of programs with position	1	19	7
	Range in number of staff	4	1-4	1-9
Preschool teaching staff	Number of programs with position	3	37	0
	Range in number of staff	1-4	1-2	-
Infant/toddler teaching staff	Number of programs with position	2	13	0
	Range in number of staff	1-6	1-2	-
Paraprofessional preschool staff	Number of programs with position	1	33	4
	Range in number of staff	1	1-5	2-7
Paraprofessional infant/toddler staff	Number of programs with position	0	20	4
	Range in number of staff	-	1-5	1-7
Licensed parent educator working in parent education	Number of programs with position	1	36	2
	Range in number of staff	1	1-2	1
Non-licensed staff working in parent education	Number of programs with position	0	11	1
	Range in number of staff	-	1-2	1
Other staff	Number of programs with position	1	9	6
	Range in number of staff	1	1-3	1-7

Figure 34 provides a summary of the total number of staff programs had in full-time, part-time and volunteer positions. This figure reports the mean and range for each of these three categories for Even Start and family literacy positions. Programs were staffed primarily by part-time employees. The middle rows of Figure 34 indicate that Even Start programs had a mean of 11.4 part-time staff while family literacy programs had a mean of 8.5 part-time staff. The range in number of part-time staff was 5-26 for Even Start programs and 1-22 for family literacy programs, indicating large differences in the number of part-time staff across individual programs. Both Even Start and family literacy programs averaged less than one full-time position per program. Even Start programs averaged just under eight volunteers per program while family literacy programs averaged just under two.

34. Total number of staff

Staff		Even Start (N=17)	Family literacy (N=44)	Total (N=61)
Full-Time	Mean	0.6	0.8	0.7
	Range	0-4	0-22	0-22
Part-Time	Mean	11.4	8.5	9.3
	Range	5-26	1-22	1-26
Volunteer	Mean	7.8	1.7	3.4
	Range	0-68	0-23	0-68

Staffing patterns did not appear to change much from the previous year. Most Even Start and family literacy programs had licensed staff working in adult education, early childhood education, and parent education. Non-licensed staff were most likely to be working in the early childhood education component. Some programs had other types of staff beyond those specified in Figures 32 and 33 (see the last row of these figures). The types of positions included under “other staff” were: administrative assistant, interpreter, community liaison, public health nurse, elementary school teacher, driver, cook, family support worker, service learning staff, mental health staff, and AmeriCorps worker.

Staff training and development

Programs were given a list of 21 types of training events and conferences and asked to indicate which ones their staff had attended during 2002-03. Figure 35 shows the number of Even Start and family literacy programs that had staff attending each of 21 types of events.

Events or conferences attended most frequently by Even Start and family literacy program staff were as follows: Minnesota Family Literacy Conference/Preconference, cultural diversity training, Family Literacy Fall Institute, assessment, and ESL/Family Literacy Conference. Nine of the 17 Even Start programs also had staff attending the Family Literacy Quality Indicators training. On average, Even Start programs had staff attending events in 7.6 of the categories listed in Figure 35 during 2002-03 while family literacy programs had staff attending 5.4. However, the number varied widely by individual program, from 0 to 16.

35. Participation in staff development events in 2002-03

Topic	Number of programs with staff participating in the following trainings or conferences		
	Even Start (N=17)	Family literacy (N=44)	Total (N=61)
MN Family Literacy Conference/Preconference	17	25	42
Cultural Diversity Training	11	26	37
Family Literacy Fall Institute	12	21	33
Assessment	11	18	29
ESL/Family Literacy Conference	9	19	28
Developmentally Appropriate Practices	6	18	24
Child Abuse and Neglect	7	14	21
Family Violence Prevention	7	11	18
Principles in Teaching	5	13	18
Behavior Management	5	12	17
Work with Disabilities Training	4	11	15
Screening	5	10	15
Family Literacy Quality Indicators Training	9	4	13
Work Readiness Training	3	9	12
Life Skills	3	8	11

35. Participation in staff development events in 2002-03 (continued)

Topic	Number of programs with staff participating in the following trainings or conferences		
	Even Start (N=17)	Family literacy (N=44)	Total (N=61)
Drugs and Alcohol Use Prevention	4	5	9
Whole Language	3	4	7
National Family Literacy Conference/Preconference	6	0	6
Anecdotal Records	2	4	6
Time Management	0	6	6
National Even Start Association Conference	1	0	1
Average number of these events attended	7.6	5.4	6.0
Range	3-16	0-14	0-16

Figure 36 shows the percentage of professional and paraprofessional staff from each program who attended training events during 2002-03. All professional staff from 94 percent of Even Start programs, and 60 percent of family literacy programs providing information, attended training events in 2002-03. All paraprofessional staff from 53 percent of Even Start programs, and in 42 percent of family literacy programs providing information, attended training events in 2002-03. In 39 percent of family literacy programs reporting information, no paraprofessional staff were reported to have attended training events in the past year.

36. Professional and paraprofessional staff participation in training or conference events in 2002-03

	Percentage of staff participating by program					
	Even Start		Family literacy		Total	
	Professional staff	Para-professional staff	Professional staff	Para-professional staff	Professional staff	Para-professional staff
0%	-	1	-	14	-	15
1-19%	-	-	1	1	1	1
20-39%	-	-	4	3	4	3
40-59%	-	2	8	1	8	3
60-79%	-	2	3	1	3	3
80-99%	1	2	1	1	2	3
100%	16	9	26	15	42	24
Total	17	16	43	36	60	52

The percentage of staff from each program who participated in at least eight hours of cross-training in 2002-03 is indicated in Figure 37. All Even Start programs reporting information (15 of 17) had staff who participated in such cross-training, including 10 programs with 60 percent or more of their staff participating. Participation in cross-training varied for family literacy programs – 15 programs reported that none of their staff had participated in such training while six programs reported that all of their staff had done so. The percentage of staff from each program participating in cross-training increased in Even Start programs compared to the previous year, and stayed about the same in family literacy programs.

37. Percentage of staff who participated in at least eight hours of cross-training by program

	Even Start	Family literacy	Total
0%	-	15	15
1-19%	-	2	2
20-39%	2	3	5
40-59%	3	4	7
60-79%	2	2	4
80-99%	3	2	5
100%	5	6	11
Total	15	34	49

Collaboration

Programs were asked to indicate whether they received funds, regular services, or support services (e.g., speakers) from each of the following programs or agencies: Adult Basic Education; Early Childhood Family Education; Head Start; Title I, II, or III; special education; public health; or institutions of higher education. Figures 38 and 39 indicate the number of Even Start and family literacy programs, respectively, that reported receiving these things from each program or agency. Results show that most Even Start and family literacy programs received funding and regular services from Adult Basic Education and Early Childhood Family Education. For example, in Figure 38, we see that 15 Even Start programs received funding and 13 received regular services from Adult Basic Education. Fewer Even Start and family literacy programs received funding or services from Head Start or Title I, II, or III, with the exception of Title I, II or III funding for Even Start programs. Most Even Start programs (12 of 17) received regular

services from special education and many Even Start and family literacy programs reported receiving supplemental services from public health. Some Even Start and family literacy programs received regular or supplemental services from institutions of higher education. The pattern of results in Figures 38 and 39 was similar to the previous year.

Programs could also list other types of organizations that provided funding, regular services, or supplemental services. These organizations are listed in the Appendix.

38. Even Start collaboration

Program/agency	Number of the 17 Even Start programs receiving funds/services from program or agency		
	Funds	Regular services	Supplemental services (e.g., speakers)
Adult Basic Education	15	13	8
Early Childhood Family Education	12	13	11
Head Start	7	9	6
Title I, II, or III	12	5	8
Special Education	1	12	2
Public Health	2	9	15
Institution of Higher Education	0	5	10

39. Family literacy collaboration

Program/agency	Of the 43 family literacy programs reporting, numbers receiving funds/services from program or agency		
	Funds	Regular services	Supplemental services (e.g., speakers)
Adult Basic Education	41	31	10
Early Childhood Family Education	37	28	13
Head Start	6	6	8
Title I, II, or III	1	3	3
Special Education	1	5	4
Public Health	2	4	18
Institution of Higher Education	0	7	7

Even Start and family literacy programs have a variety of collaborative relationships with organizations. These relationships often result in resources and support for their programming efforts. Each Even Start program has a more formal relationship with one organization, called their “collaborating partner.” Figure 40 indicates the types of services provided by these collaborating partners. For example, the collaborating partner of four Even Start programs provided facilities, the collaborating partner of nine programs provided testing, and the collaborating partner of 13 programs provided speakers.

Finally, Figure 41 indicates the types of services and support that other collaborating organizations provided to Even Start and family literacy programs. Note, for example, that collaborating agencies provided speakers for 34 family literacy programs, transportation for 28, facilities for 27, and meals for 25.

40. Services or support provided by Even Start collaborating partner

Even Start is a partnership between a school district and a: 1) community-based organization, 2) private non-profit, 3) institute of higher education, or 4) a public agency other than an education agency of demonstrated quality.

Services or support	Number of the 17 Even Start programs receiving the service/support
Facilities	4
Testing	9
Speakers	13
Transportation	5
Meals	5
Sibling Care	4
Other ^a	16

^a Other services or supports included the following: ABE staff, ESL teacher, on-site nurses, social work, health and mental health services, nutrition, counseling, family advocate, parent education, referrals, learning supplies, home visits, recruitment assistance, training for staff, and funding.

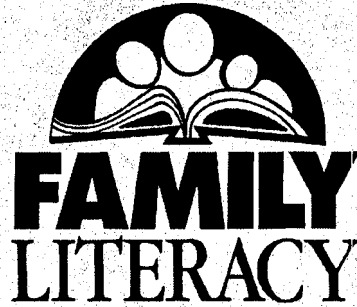
41. Services or support provided by other collaborating agencies

Services or support provided by collaborating agencies	Even Start (N=17)	Family literacy (N=40)
Facilities	6	27
Testing	6	18
Speakers	8	34
Transportation	4	28
Meals	4	25
Sibling Care	2	21
Other ^a	5	17

^a Other services and supports included the following: volunteers, staff, nutrition classes, recruitment assistance, health services, job training, extension services, educational materials, well-baby check, home visits, screenings, library services, school readiness, referrals, parent resources, outreach, teachers, family support worker, and emergency funds.

Appendices

- A. Minnesota Even Start and Family Literacy Programs
Evaluation Reporting Form (2002-03)***
- B. Referrals to other agencies (2002-03)***
- C. Other programs or agencies providing funding or services
(2002-03)***



*Minnesota
Even Start and
Family Literacy
Program Evaluation
Report*

2002-2003



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MINNESOTA

EVEN START AND

FAMILY LITERACY PROGRAMS

EVALUATION REPORTING FORM

AN INTRODUCTION TO THE MINNESOTA FAMILY LITERACY EVALUATION REPORT FORM

This Minnesota Family Literacy Evaluation Reporting Form is a companion to the Minnesota Family Literacy Quality Indicators. While the Quality Indicators address excellence of programming, the Evaluation Reporting Form addresses results and program effectiveness. Together, they form a base for determining Performance Standards for Family Literacy Programs. This edition of the Evaluation Report incorporates the Even Start Participant Performance Standards to be implemented by the Even Start programs and other Family Literacy Programs of sufficient intensity.

Used together, the Minnesota Quality Indicators and the Evaluation Reporting form can guide program planning, development and evaluation. Both will identify areas of strength and needs, and will be useful in assisting in the continuous improvement efforts of both staff and program participants.

Evaluation of Family Literacy programs is a complex task. The data collected for this reporting form does not provide a complete picture. Family Portfolios, Results Mapping, and many other instruments are used to measure success. Much of the information requested here is also gathered for Adult Basic Education and Early Childhood Family Education. Efforts were made to minimize additional requirements, yet to compile data from various sources and add important data useful to Family Literacy.

Information from the completed reports will be compiled in a Minnesota Family Literacy Evaluation Report, which will be available to participating programs in the following winter. The report will be useful to:

- 1) Provide an overall picture of Family Literacy in Minnesota, including currently funded Even Start and other Family Literacy programs.
- 2) Inform local and state policy makers about Family Literacy in Minnesota
- 3) Gather uniform information from all Minnesota Family Literacy programs
- 4) Provide information regarding the effects of staff training, intensity of services and other factors.
- 5) Provide information on the extent to which program participant standards are being met.

This evaluation report is a working document that will be revised annually, based upon feedback offered by Family Literacy program providers.

For purposes of this report, the program year is July 1 st to June 30 th .
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**MINNESOTA EVEN START AND FAMILY LITERACY PROGRAMS EVALUATION
REPORTING FORM**

Program Identification

Name of Program: _____

School District: _____

Program Director/Contact: _____

Program Address: _____

Program Phone: _____ Program FAX #: _____

E-mail address: _____

I verify that the information contained in this report is accurate and complete.

Signature of Program Coordinator

Demographics

Please indicate numbers of children (by placement at entrance) and adults served in each category who have participated in the program 12 hours or more.

CHILDREN

Infant & toddler (ages 0-35 months) _____

Preschool (ages 36 months-5 years) _____

K-12 Ages 5-7 _____

8+ _____

ADULTS

Ages 16-18 _____

19-24 _____

25-44 _____

45-49 _____

60+ _____

Total number of families served _____

Number qualifying for free or reduced price lunch – Adults _____ Children _____

List the first language of program participants. Use additional pages if necessary.

Program Design

Attach a weekly schedule or schedules with this Evaluation Report (including home-based program, if applicable, and center-based programs).

This program schedule is offered _____ weeks during the school year _____ hours/per week (including parent education, adult basic education, early childhood and PACT time).

Summer program is offered for _____ weeks _____ hours per week

Number of families receiving home visits _____

Average number of home visits per family per year _____

Adult Education Performance Report

PARTICIPANT SUCCESSES: Report the information below for adults who persisted in the program for at least 12 hours or completed their personal education plan goals in less (Adult Even Start Performance Standards 2-6 are included in this grid).

Academic Achievements	Number of participants who identified following as a goal	Number of participants who met this goal.
1. Advanced to Higher Education or other Post-Secondary training◆		
2. Passed a GED test but did not complete GED		
3. Completed some high school credits but did not earn diploma		
4. Completed a high school diploma		
5. Completed GED		
Work-Related Achievements		
1. Were NOT employed and secured employment		
2. Were removed from public assistance due to employment		
3. Were employed and retained employment		
4. Obtained a job advancement*		
Other		
1. Became a U.S. Citizen		
2. Obtained a driver's license		
3. Were homeless and obtained housing		

Indicate the number of ELL adults who participated in 100 hours or more _____. Of those _____ have completed independently three or more of the items listed below.

Indicate the number of ABE who participated in 100 hours or more _____. Of those _____ have completed independently▶ three or more of the items listed below.

Library card applications

Voter registration form

Public assistance forms

Application for free or reduced price lunch

School-related forms

Various immigration forms

Emergency health card

◆ Post-Secondary training may be for credit or no credit, offered by two or four year institutions.

* Advancement is defined as 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.

▶ Independently is defined as: Adult learners will complete an individual form with no more than three prompts.

Adult Education

Indicate the number of adults who have participated in 50 hours or more of ABE instruction _____.

NAME OF INSTRUMENT	NUMBER OF ADULTS HAVE PARTICIPATED IN 50 HOURS OR MORE OF ABE INSTRUCTION AND HAVE PRE AND POST TEST SCORES	NUMBER OF ADULTS WHO HAVE PARTICIAPTED IN 50 HOURS OR MORE, HAVE PRE & POST SCORES AND SHOW EXPECTD GAINS*
1. CASAS Math*		
2. CASAS Reading*		
3. CASAS Listening		
4. BEST**		
5. TABE***		
6. Other (specify)		

* On CASAS a 3+ point gain is to be expected after 50 hours of instruction. 75 hours of instruction typically translates to a gain of 5+.

** On BEST a gain in one Student Performance Level is to be expected after 50 hours of instruction.

*** On TABE a .6-1 grade level increase is to be expected after 50 hours of instruction.

Please explain reasons for lack of pre & post test scores for adults who have participated 50 hours or more.

Parent Education

Indicate the total number of parents participating in parent education _____.

Name of instrument	Number of parents who participated in at least 16 parent education sessions & 16 PACT times	Number of parents who participated in at least 16 parent education sessions & 16 PACT times and have pre and post assessments	Number of parents who participated in at least 16 parent education sessions & 16 PACT times and have pre and post assessments showing expected gains.*
Glen Palm Adult Growth and Development Parent and child interaction subset			
Other (Specify)			

* For Glen Palm Adult Growth and Development.

Expected gains are defined as advancing at least one level on 75% of the items for which parent was not already at the highest level at pretest.

Parenting Practices

Indicate the total number of parents who have enrolled for three or more months _____. Of those how many have accomplished the following:

1) maintain current immunization records and are up-to-date on their child's immunization or are on schedule as determined by their health care provider. _____

2) those parents whose three to five year olds have completed the Early Childhood screening, or its equivalent before child enters kindergarten. _____

Early Childhood Education

Indicate the number of children with 100 hours of Early Childhood Education or enrolled four or more months _____. For those children report the information requested in the chart below.

NAME OF INSTRUMENT	Number of children with at least two observations	Number of children showing expected *growth
Work Sampling Checklist:		
- personality and social development		
- language and literacy		
- math thinking		
Other (specify)		

* For Work Sampling checklist progress is indicated by gains on 50% of the indicators on which the child was not proficient on the initial assessment.

School-Age Children

1. Indicate the number of school-age children (grades K-1) in families enrolled who have been continuously enrolled in school from November 1st until June 1st _____.
2. Indicate the number of children counted in #1 who had ten or less 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 enrolled continuously from Nov. 1 – June 1 _____
6. Of those children counted in #5, indicate the number able to read as grade level by June 1st _____.

Referrals by family literacy Staff or Elementary School

	Number of Referrals Made
Birth to Three Program	
County Health Nurse	
Early Childhood Family Education	
Head Start	
School Readiness	
Others: (Specify)	

Add additional pages if necessary

Staff Information

Enter an unduplicated count of all Even Start/family literacy staff by function and job status

Staff Function	Full Time in family literacy program	Part Time in family literacy program	Unpaid Volunteer Staff in family literacy program
Manager or Administrator			
Licensed instructional staff working with adults			
Non-licensed staff working with adults			
Preschool training staff			
Infant toddler teaching staff			
Paraprofessional preschool staff			
Paraprofessional Infant-Toddler			
Licensed parent educator working in parent education			
Non-licensed staff working in parent education			
Other: (Specify)			

Staff Development

The Even Start/family literacy staff participated in the following trainings or conferences. Check all that apply.

- | | | |
|--|--|--|
| <input type="checkbox"/> MN Family Literacy Conference/Preconference | <input type="checkbox"/> Time Management | <input type="checkbox"/> Work With Disabilities Training |
| <input type="checkbox"/> Family Literacy Fall Institute | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Child Abuse and Neglect |
| <input type="checkbox"/> ESL/Family Literacy Conference | <input type="checkbox"/> Behavior Management | <input type="checkbox"/> Whole Language |
| <input type="checkbox"/> Family Literacy Quality Indicators Training | <input type="checkbox"/> Family Violence Prevention | <input type="checkbox"/> Work Readiness Training |
| <input type="checkbox"/> National Family Literacy Conference/
Preconference | <input type="checkbox"/> Drugs and Alcohol Use Prevention | <input type="checkbox"/> Cultural Diversity Training |
| <input type="checkbox"/> National Even Start Association Conference | <input type="checkbox"/> Developmentally Appropriate Practices | |
| <input type="checkbox"/> Screening | <input type="checkbox"/> Life Skills | |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Principles in Teaching | |

Please provide the number or percentage requested below.

_____ Percentage of professional staff who participated in some of the above training

_____ Percentage of paraprofessionals and professional staff who participated in at least eight hours of formal training in a Family Literacy component area other than the assigned component. (cross training)

_____ Percentage of paraprofessional staff who participated in some of the above trainings

_____ Total number of above in-service, workshops, etc. attended by staff

Collaboration

Indicate the program or agencies below that provide funding or services to the family literacy program.

Collaborating Program/Agency	Program/Agency provides funds (indicate was a ✓)	Program/Agency provides regular services (indicate with a ✓)	Program/Agency provides supplemental services e.g., speakers (indicate with a ✓)
Adult Basic Education			
Early Childhood Family Education			
Head Start			
Title I, II or III			
Special Education			
Public Health			
Institution of Higher Education			
List all others that apply. Add additional pages if necessary.			

Even Start funded programs should complete both A and B. Other family literacy programs should complete B only.

A. Even Start is a partnership between a school district and a: 1) community-based organization, 2) private non-profit, 3) institute of higher education, or 4) a public agency other than an education agency of demonstrated quality. Name of partner: (listed on your grant)

The collaborating partner(s) provides: (Check all that apply)

_____ Facilities

_____ Meals

_____ Testing

_____ Sibling Care

_____ Speakers

_____ Other (describe)

_____ Transportation

B. Even Start and family literacy programs not funded by Even Start also collaborate with other agencies. Please check below the services your collaborating partners provide.

_____ Facilities

_____ Meals

_____ Testing

_____ Sibling Care

_____ Speakers

_____ Other (describe)

_____ Transportation

Thank you for your cooperating in completing this state Even Start/family literacy evaluation. Even Start programs should mail this completed form to: Bonnie Griffiths, MN Children, Families & Learning, 1500 Hwy. 36 West, Roseville, MN 55113. Other Family literacy programs should mail completed form to: Dianne Dayton, MN Children, Families & Learning, 1500 Hwy. 36 West, Roseville, MN 55113

We gratefully acknowledge the contribution and participation of the following committee members in the development of the Minnesota Family Literacy Evaluation Reporting Form: Bonnie Griffiths, MN Department of Children, Families & Learning; Dianne Dayton, MN Department of Children, Families & Learning; Dan Mueller, Wilder Research Center; Jackie Johnston, St. Louis Park Public Schools; Julie Nigon, Rochester Public Schools; Therese Hill, South St. Paul Public Schools; Bella Hanson, MN Department of Children, Families & Learning; Glen Palm, St. Cloud State University.

B. Referrals to other agencies (2002-03)

Even Start programs (N=17)

Type of agency	Number of referrals
Healthy families	53
Community Action center	51
Social services (general)	31
WIC	23
Adult learning	42
Legal services	15
MN Extension services; libraries	33
Public schools	16
Domestic violence issues	10
Medical Assistance/services	31
Housing and energy assistance	58
Other early childhood programs/services	41
Other family programs	6
Other programs/agencies	6

Family literacy programs (N=40)

Type of agency	Number of referrals
Legal services	22
MN Extension services, libraries	41
After-school program: YMCA, Boys and Girls Club, mentoring	18
Adult learning	18
Other early childhood services	28
Medical services	41
Mental health services	6
Resources for families (e.g., transportation, clothing, social services in general)	90
Housing and emergency assistance	25
Domestic abuse agency	2
Family programs (general); family support worker	25
Public schools	15
Other programs/agencies	5

C. Other programs or agencies providing funding or services (2002-03)

Other programs or agencies that provide funding or services to the Even Start programs (N=17)

Collaborating/agency	Program/agency provides funds	Program/agency provides regular services	Program/agency provides supplemental services, e.g., speakers
Public schools	2	2	3
Churches	-	3	1
County social services	1	1	2
Clinics/hospitals/medical services	-	2	8
Libraries	-	3	2
Other agency or program, unspecified	9	10	23

Other programs or agencies that provide funding or services to the family literacy programs (N=43)

Collaborating/agency	Program/agency provides funds	Program/agency provides regular services	Program/agency provides supplemental services, e.g., speakers
Public schools	3	5	4
Clinics/hospitals/medical services	1	1	4
County social services	2	2	2
Churches	-	2	3
Libraries	1	5	6
Other agency or program, unspecified	10	20	31