

Minnesota Even Start

2003-04 evaluation report

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Summary

Descriptive and effectiveness information is reported on Even Start programs from across Minnesota for the 2003-04 program year (July 1, 2003 – June 30, 2004). This is the third year in which results are reported on how programs are doing in meeting the Minnesota Even Start Family Literacy Participant Performance Standards. Results from 2003-04 are compared to results from the previous year when possible. 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 Even Start programs in Minnesota, help guide program planning and development efforts, and communicate with policy-makers and others about family literacy.

Even Start programs are education programs that integrate instruction for adults and their children. Adults in the program usually do not have a high school diploma or equivalency degree, or are learning English as a second language. Even Start programs are a subset of family literacy programs that have received federal funds, administered through the state. The programs seek to increase the 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 2003-04 year, all 17 Even Start programs completed the form, the same as the previous year.

Numbers served and their characteristics

In 2003-04, the 17 Even Start programs served a total of 498 families (49 more than the previous year). In most cases, one adult was served per family along with one or more children. On average, Even Start programs in 2003-04 served 29 families, 30 adults, and 48 children. However, the numbers of families, adults and children served by individual Even Start programs varied widely.

Over half of the adults were in the 25 to 44 age group. The largest group of children served by Even Start programs was 0-35 months old. Most adults and children were qualified for free or reduced-price lunch. Most participants in the Even Start 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. Spanish was the most common first language, followed by English, Somali, and Arabic.

Program schedules and home visiting

Even Start programs met for an average of 34 weeks during the 2003-04 school year with an average of 17 hours of programming per week (down from 18 hours the previous year). All Even Start programs provided summer programming.

All Even Start programs also made home visits. Even Start staff visited almost all the families they served an average of six times during the year.

Results on the performance standards

Adult education

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

1. Academic gains in reading (measured using the CASAS test)
2. Academic gains in math (measured using the CASAS test)
3. Obtaining or progressing toward a high school diploma or GED (for those with this goal)
4. Advancing to post-secondary education (for those with this goal)
5. Obtaining employment (for those with this goal)
6. Retaining or advancing in employment (for those with this goal)

Overall, Even Start programs improved in meeting these goals in 2003-04 compared to the previous year. For the first indicator, CASAS reading, 82 percent of the programs met the standard. The proportion of participants meeting expected gains in reading was down slightly from 78 percent in the previous year to 76 percent. However, the definition of expected gains in reading was changed for ELL participants in 2003-04. For CASAS math (indicator 2), 80 percent of the programs that reported results for math met the standard. The proportion of participants making expected gains in math was up slightly, increasing from 62 in the previous year to 69 percent.

With regard to the third indicator (obtaining or progressing toward a high school diploma/GED), the number of programs reporting results and the number of participants

assessed decreased in 2003-04 compared to the previous year. This may reflect the growing proportion of participants who are ELL. The number of programs meeting the standard for this indicator (75%) and the number of participants meeting their goal (77%) were higher in 2003-04, compared to 2002-03.

Similarly, for the advancing to post-secondary programs (indicator 4), the number of programs reporting and the number of participants assessed in 2003-04 was down slightly from the previous year. Seventy-eight percent of the programs met the standard. A higher proportion of participants met their goal in 2003-04, compared to 2002-03 (56% vs. 28%).

Because the employment performance indicator was split into two indicators (5 and 6) in 2003-04, obtaining employment and retaining/advancing in employment, results cannot be directly compared to the previous year. High proportions of participants met their goals in 2003-04. It appears that these proportions were higher than in 2002-03.

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

The first early childhood education indicator assesses progress in three developmental domains: personal and social development, language and literacy, and mathematical thinking. Slightly over half of the programs (53%) met the standard. An average of about 10 children were assessed per program and 85-87 percent of the children met the standard for growth across the three developmental domains.

For the second indicator, reading level for first to third graders, fewer Even Start programs reported information in 2003-04 compared to the previous year, but the number of children reported on was somewhat larger. The percentage of children reported to be reading at grade level increased, from 43 percent in 2002-03 to 51 percent in 2003-04.

The number of programs reporting information on the attendance and promotion performance indicators also decreased from 2002-03 to 2003-04. The number of kindergartners and first graders reported on decreased as well. Almost all of these children met expectations for these two indicators (indicators 3 and 4).

Parent education

Participants' progress in this area is measured using three 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. Seventy-six percent of the Even Start programs met the standard and 85 percent of the participants made gains. These results were higher than last year, but are probably due to lowering the criterion for making expected gains in 2003-04 (from improvement on 75% of the items to 50%).

For the second indicator (child immunizations), the proportion of programs meeting the standard was 76 percent, a decrease from 88 percent in the previous year. However, the proportion of parents meeting the expectation across programs was almost as high as the previous year (97% vs. 98% in the previous year).

The early childhood screening results indicated slight improvement in the proportion of programs meeting the standard (53% compared to 42% in the previous year) and the proportion of parents meeting expectations (84% compared to 79%).

Overall results on the performance indicators

Overall, summing across the 17 Even Start programs, results were reported on performance indicators in 185 cases out of a possible 221 (84%) in 2003-04, a slight decline from 89 percent in the previous year.

Across all Even Start programs, 77 percent of the performance indicators measured were met, an increase over the previous year when 64 percent were met.

These changes in the overall performance indicator results from the previous year may be due to: 1) changes in the population served (more ELL participants), resulting in some indicators in adult education being less applicable, and 2) changes made in the performance indicators.

Program staffing

Even Start programs had primarily part-time staff. Staffing patterns did not change much from the previous year. Most Even Start 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

Even Start staff most often attended the following training events: Minnesota Family Literacy Conference/Pre-conference, cultural diversity training, assessment training, and behavior management. All professional staff from 94 percent of Even Start programs attended training events during 2003-04. All paraprofessional staff from 71 percent of Even Start programs also attended training events during the year. Most Even Start programs reporting information (14 out of 16) had staff who attended eight or more hours of cross-training during the year.

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 programs received funding and regular services from Adult Basic Education and Early Childhood Family Education. Most Even Start programs received funding from Title I, II, or III. Fewer programs received funding or services from Head Start. None of the programs received funding from special education or institutions of higher education. Most programs received supplemental services from Early Childhood Family Education, special education, and public health. 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 services.

Recommendations

Program recommendations

1. **Increase participant retention.** Even Start programs should strengthen efforts to retain participants in the program long enough that major gains in skills are possible. Although there was some improvement over the previous year, only about half of the adult participants were in the program sufficient time to have both pretests and posttests completed in adult education and parenting education.
2. **Improve results on performance indicators in some areas.** Overall, results were quite strong but there appeared to be room for improvement in several areas:
 - Math instruction and assessment could be increased in some programs.
 - Reading skills for school-age children need improvement. Only about half of first to third graders in Even Start families could read at grade level.
 - Early childhood screening needs improvement so that all eligible children are screened.

Evaluation recommendations

1. **Enhance the capacity to report on participant progress and factors contributing to it.** Currently, the state Even Start evaluation is limited to reporting the proportions of participants who make expected gains on the state performance indicators. The state evaluation would be more useful if information could be reported on changes in functioning levels and the size of the gains participants make while in the program and the factors contributing to smaller or larger gains. To do this, the information that local programs report would need to be expanded to include individual level data.
2. **Improve reporting of participant performance indicator results to local Even Start programs.** Currently, programs receive a brief summary of how they did on the state performance indicators each year. If the recommended enhancements to the state evaluation just mentioned are made, local programs could receive a more useful report, indicating the level of progress participants are making, and what factors may be contributing to stronger or weaker gains.
3. **Increase reporting of data on school-age children by local programs.** The number of such children included in performance indicator reporting is quite small, suggesting that there may be missing data on some children. It may be helpful to

determine if some programs are having difficulty obtaining the data from their school districts, and if so, what might be done to resolve the problem.

4. **Add an assessment of infant/toddler developmental progress.** Many of the children served by Even Start programs are under age 3, yet there is no assessment of their developmental progress as part of the state evaluation. The state evaluation would be enhanced by including an assessment of this age group.

Introduction

Purpose and background

This report describes findings from the Minnesota Even Start and Family Literacy Programs Evaluation Reporting Form for the 2003-04 program year (July 1, 2003 – June 30, 2004), the sixth 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 2003-04 program year was the third 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. Some revisions in the original indicators were made in early 2003 and applied to the 2003-04 program year.

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 2003-04, the same as in 2002-03, but this was 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. In previous years, evaluation reports provided information for both Even Start and other family literacy programs in Minnesota. The 2003-04 evaluation report only provides information for the 17 Even Start programs.

Even Start programs are education programs that integrate instruction for adults and their children. Adults in the program usually lack a high school diploma or GED, or are learning English as a second language. The aims of Even Start programs are 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 Even Start 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. Even Start 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 three times 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 programs. Each program was asked to complete the form based on the 2003-04 program year and return it by August 2004. Forms were received from all 17 Even Start programs.

Even Start programs in 2003-04:

1. Albert Lea
2. Bemidji
3. Bloomington/Richfield
4. Chaska
5. Detroit Lakes
6. Fridley-Columbia Heights
7. Minneapolis
8. Moorhead
9. Mounds View
10. Northland
11. Osseo
12. Rochester
13. St. James
14. St. Paul
15. Sauk Rapids
16. Shakopee
17. Worthington

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.

Contents of the report

The report describes the information provided by the 17 Even Start programs. 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 2003-04 results when feasible and appropriate. Next, summary information is provided on how Even Start programs are staffed. Then, participation of staff in training events and conferences is described. Finally, information is presented regarding with whom Even Start programs collaborate and for what types of services.

Findings

Numbers served and demographics

The total numbers of families, adults and children served in Even Start programs during 2003-04 are indicated in Figure 1 – i.e., those with 12 or more hours of program participation. The 17 Even Start programs served 498 families, including 509 adults and 815 children in 2003-04.

On average, Even Start programs in 2003-04 served more families, adults and children compared to the previous year. Even Start programs served an average of 29 families in 2003-04, an increase from 26 in 2002-03. In 2003-04, Even Start programs served an average of 48 children compared to 43 in the previous year. In terms of adults, the programs served an average of 30 adults in 2003-04, compared to 28 in 2002-03.

1. Total families, adults and children served by Even Start programs: 2002-03 and 2003-04

	Even Start N=17 2002-03		Even Start N=17 2003-04	
	Total number	Average	Total number	Average
Families	449	26	498	29
Adults	471	28	509	30
Children	723	43	815	48

The characteristics of adults, children, and families who were served by the programs are shown in Figure 2. Over half of the adults served were in the 25 to 44 year-old age group. The programs tended to serve low numbers of persons age 18 or younger and age 45 or older. Almost all adults qualified for free or reduced-price lunch. Over 60 percent of adults were English Language Learners.

The range in the numbers of families, adults and children served by individual programs varied widely. For example, the number of families served by Even Start programs ranged from 7-75. About half of the families were enrolled for the first time in the program. Almost all of these families' income levels were at or below the federal poverty level and nearly all of the newly enrolled adults did not have a high school diploma or a GED.

More than half of the newly enrolled families stayed in the program more than three months.

The breakdown by age in number of children served is also shown in Figure 2, which indicates the mean and range for each age group. The largest group of children served by Even Start programs was age 0 to 35 months. Most children in the programs were qualified for free or reduced-price lunch.

2. Characteristics of adults, children, and families

	Number of participants served by program	
	Mean	Range
Adults' age		
<16 years old	<1	0-3
16-18 years old	2	0-9
19-24 years old	10	3-32
25-44 years old	18	2-37
45-59 years old	<1	0-2
60 or more years old	<1	0-1
Total adults	30	7-78
Number qualifying for free or reduced-price lunch	28	6-78
Number of adults who are English Language Learners	19	0-49
Number of newly enrolled participants without a high school diploma or GED	15	5-48
Number of newly enrolled participants who have not gone beyond the 9 th grade	9	1-29
Total families	29	7-75
Number of families who were enrolled first time in the program	16	6-44
Number of newly enrolled families at or below the federal poverty level	15	5-44
Number of newly enrolled families that remained in the program three months or less	7	0-24
Number of newly enrolled families that remained in the program from 4-6 months	4	1-9
Number of newly enrolled families that remained in the program from 7-12 months	6	0-23
Children's age		
0-35 months old	23	7-49
36 months to 5 years	16	3-37
5-7 years old	4	0-15
8 or more years old	5	0-14
Total children (all ages)	48	12-110
Number qualifying for free or reduced-price lunch	42	10-108

The first languages of participants in Even Start programs are indicated in Figure 3. The figure shows the number of Even Start programs that had participants for each language spoken. For example, Spanish was the first language of one or more participants in 14 Even Start programs. A total of 25 languages were mentioned by the 17 Even Start programs.

3. First language of program participants

Language	Number of programs with language
Spanish	14
English	13
Somali	6
Arabic	5
Chinese	2
Amharic (Ethiopian)	2
Khmer/Cambodian	2
Oromo	2
Liberian English, Liberian dialects (Sapo, Grebo, Bassa)	2
Vietnamese	1
Tagalog (Philippines)	1
Laotian/Lao	1
Kurdish	1
Russian	1
Korean	1
Hmong	1
Sudanese	1
Thai	1
French and Creole	1
Nuer (Sudan)	1
Tigrigna	1
Burmese	1
Mandinka	1
Dinka	1
Ojibwe	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 programs in Figure 4. The average number of weeks Even Start programs were offered during the 2003-04 school year was 34, the same as the previous year. Even Start programs met for an average of 17 hours per week during the 2003-04 school year, one hour less than the previous year. The number of hours per week individual programs provided varied widely, ranging from 5 to 28 hours per week across the 17 programs.

All 17 Even Start programs offered summer programming. These programs averaged five weeks in length and 14 hours per week, a decrease from 16 hours per week the previous year. Both the number of weeks the summer program was offered and the hours of programming per week varied greatly across the programs.

4. 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	28-40	17	5-28	5	3-7	14	4-28

Home visits

All Even Start programs reported that they made home visits. The average number of families per program receiving visits was 26 (see Figure 5). This suggests that almost all Even Start families with 12 or more hours of service received at least one home visit. The average number of visits per family was six. Again, the number of families receiving visits and the average number of visits per family varied considerably across the programs.

5. 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	26	2-75	5.7	1.7-16.0

Adult education

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

Adult education, performance indicator 1

50% of adult learners who have participated in 50+ hours of ABE instruction will demonstrate expected or greater improvements in **reading** on CASAS posttests. Expected improvement:*

50-74 hours: 3+ point gain

75+ hours: 5+ point gain

** Expected gains for ELL reading were defined from a chart based on a national study. Expected gains in the chart vary from 2.7 to 11.3 points depending on ELL functioning level at pretest and hours of instruction.*

The performance indicator was revised in several ways in 2003-04. Progress on the CASAS was separated into two indicators: one for reading and one for math. Reading and math progress had been combined into one indicator previously. Second, the target for the proportion of participants making expected gains was lowered from 70 percent to 50 percent. Third, the definition of expected gains in reading for ELL participants was changed. A chart was used to take functioning level and hours of instruction into account.

Figure 6 shows that all 17 Even Start programs reported results for CASAS reading, and 14 of the 17 programs (82%) met the standard of 50 percent or more of the participants making expected gains. Summing across all the Even Start programs, 250 participants were assessed (i.e., had CASAS reading pretests and posttests) and 189 (76%) made expected gains. This is an average of 14.7 participants assessed per program and an average of 11.1 making expected gains per program, although the number assessed and making expected gains varies widely by program as shown in Figure 6.

The number of adult participants assessed on the CASAS in Even Start programs represents about 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 the CASAS results to be meaningful.

6. Adult education, performance indicator 1: reading

- 17 of 17 Even Start programs reporting
- 14 of 17 (82%) met the standard

	Number assessed	Number with expected gains	Percentage with expected gains
Total participants	250	189	76%
Average per program	14.7	11.1	
Range	1-33	0-23	0-100%

Adult education, performance indicator 2

50% of adult learners who have participated in 50+ hours of ABE instruction will demonstrate expected or greater improvements in **math** on CASAS posttests. Expected improvement:
50-74 hours: 3+ point gain
75+ hours: 5+ point gain

Figure 7 presents results for CASAS math. Note that 15 of the 17 Even Start programs reported results for math, with 12 of the 15 (80%) meeting the standard. Across all Even Start programs reporting, 69 percent of adult participants made expected gains. The average number of adult participants assessed per program was 13.5, although the number assessed varied widely by individual program.

7. Adult education, performance indicator 2: math

- 15 of 17 Even Start programs reporting
- 12 of 15 (80%) met the standard

	Number assessed	Number with expected gains	Percentage with expected gains
Total participants	203	141	69%
Average per program	13.5	9.4	
Range	1-28	0-22	0-100%

Adult education, performance indicator 3

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

** For GED students, progress is defined as passing one or more GED tests. For diploma students, progress is defined as completing high school credits or passing at least one Minnesota Basic Skills Test.*

For this performance indicator, participants could have the goal of making progress toward a high school diploma or GED or completing it. Figure 8 indicates that 12 of 17 Even Start programs reported results, and 9 of the 12 (75%) met the standard. An average of 11.1 participants per program reporting had a goal related to obtaining a high school diploma or GED. Across programs, 77 percent of all participants with this goal made progress toward or completed their high school diploma or GED. The proportion of participants meeting their goal varied widely for individual programs.

Figures 9 and 10 present results on goal achievements for school-age adults (age 20 or younger) and non-school-age adults (age 21 or older), respectively. For those participants who had the goal of completing their high school diploma, 83 percent of school-age adults and 89 percent of non-school-age adults met their goal. For those participants who had the goal of completing their GED, 77 percent of school-age adults and 66 percent of non-school-age adults met their goal.

8. Adult education, performance indicator 3: high school diploma or GED progress or completion

- 12 of 17 Even Start programs reporting
- 9 of 12 (75%) met the standard

	Number assessed	Number meeting goal	Percentage meeting goal
Total participants	133	102	77%
Average per program	11.1	8.5	
Range	1-31	0-22	0-100%

9. School-age adults

	Number of programs reporting	School Age adults		
		Number with the goal	Number meeting goal	Percentage meeting goal
Pass one or more GED tests	5	16	13	81%
Complete a GED	6	13	10	77%
Complete high school credit or pass a MN Basic Skills Test	4	19	16	84%
Complete a high school diploma	3	6	5	83%

Note: *A participant can only choose one of the four goals above*

10. Non-school age adults

	Number of programs reporting	Non-School Age adults		
		Number with the goal	Number meeting goal	Percentage meeting goal
Pass one or more GED tests	8	23	18	78%
Complete a GED	8	29	19	66%
Complete high school credit or pass a MN Basic Skills Test	3	17	13	76%
Complete a high school diploma	4	9	8	89%

Note: *A participant can only choose one of the four goals above*

Adult education, performance indicator 4

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.*

** Examples of higher education or other post-secondary training include one-year certificate programs, two-year associate programs, and four-year baccalaureate programs.*

A small number of Even Start program participants had advancing to higher education or post-secondary training as a goal. As Figure 11 indicates, 9 of the 17 Even Start programs reported results for this indicator with 7 of the 9 (78%) meeting the standard. The proportion of participants meeting their post-secondary education goal across Even Start programs was over half (56%). However, the percentage of participants meeting their goal ranged widely for individual programs.

11. Adult education, performance indicator 4: advance to post-secondary education

- 9 of 17 Even Start programs reporting
- 7 of 9 (78%) met the standard

	Number assessed	Number advancing	Percentage advancing
Total participants	39	22	56%
Average per program	4.3	2.4	
Range	1-9	0-5	0-100%

Adult education, performance indicator 5

50% of adult learners who have **obtaining employment** as a goal in their Personal Learning Plan will accomplish that goal.*

* *Employment may include part-time (at least 12 hours per week), full-time, or seasonal employment.*

The employment performance indicator was changed in 2003-04, splitting it into two indicators: one regarding obtaining employment and one regarding retaining or advancing in employment for those already employed. As Figure 12 indicates, all 17 Even Start programs reported results on obtaining employment, with 16 (94%) meeting the standard. Across programs, 84 percent of the participants met their goal of obtaining employment. An average of 5.6 participants per program had the goal of obtaining employment.

12. Adult education, performance indicator 5: obtain employment

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

	Number assessed	Number meeting goal	Percentage meeting goal
Total participants	95	80	84%
Average per program	5.6	4.7	
Range	1-15	1-15	25-100%

Adult education, performance indicator 6

50% of adult learners who have **retaining or advancing in employment** as a goal in their Personal Learning Plan will accomplish that goal.*

* *Advancement includes obtaining a job with higher pay, benefits or level of responsibility, or that requires higher levels of skill than current or most recent job.*

For the retaining or advancing in employment performance indicator, 13 Even Start programs reported information (see Figure 13). Of these 13 programs, 12 (92%) met the standard. Across programs, 92 percent of the participants met their goal. For the programs reporting, an average of 6.5 participants had a retaining/advancing in employment goal.

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

- 13 of 17 Even Start programs reporting
- 12 of 13 (92%) met the standard

	Number assessed	Number meeting goal	Percentage meeting goal
Total participants	85	78	92%
Average per program	6.5	6.0	
Range	1-20	1-19	20-100%

Figure 14 summarizes the Even Start results for the six adult education performance indicators for 2003-04, with results also reported for 2002-03 where comparisons are appropriate. 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 who met the goal or expectation for that indicator. For the first indicator, CASAS reading, we see that there was an increase in the total number of participants assessed across the 17 programs from 2002-03 to 2003-04, rising from 211 to 250. For CASAS math, more programs reported results in 2003-04 than 2002-03 and the total number assessed also increased. The proportion of participants making expected gains in math was up slightly, increasing from 62 to 69 percent.

With regard to the high school diploma/GED indicator, the number of programs reporting results and the number of participants assessed decreased in 2003-04 compared to the previous year. This may reflect the growing proportion of participants who are ELL. The number of programs meeting the standard for this indicator, and correspondingly, the

number of participants meeting their goal rose in 2003-04. Similarly, for the advancing to post-secondary programs indicator, the number of programs reporting and the number of participants assessed in 2003-04 were down slightly from the previous year. However, a higher proportion of the participants met their goal in 2003-04.

Because the employment performance indicator was split into two indicators in 2003-04, obtaining employment and retaining/advancing in employment, results cannot be directly compared to the previous year. High proportions of participants met their goals in 2003-04. It appears that these proportions were higher than in 2002-03.

14. Adult education results for 2002-03 and 2003-04

Performance indicator	Year	Programs		Adult participants	
		Number reporting	Percentage meeting the standard	Number assessed	Percentage meeting the goal/expectations
CASAS reading	2002-03	17	- ^a	211	- ^a
	2003-04	17	82%	250	76%
CASAS math	2002-03	13	- ^a	146	62%
	2003-04	15	80%	203	69%
High school diploma/GED ^b	2002-03	14	64%	149	58%
	2003-04	12	75%	133	77%
Advance to post-secondary ^c	2002-03	11	36%	46	28%
	2003-04	9	78%	39	56%
Obtain employment	2002-03	- ^a	- ^a	- ^a	- ^a
	2003-04	17	94%	95	84%
Retain/advance in employment	2002-03	- ^a	- ^a	- ^a	- ^a
	2003-04	13	92%	85	92%

^a 2003-04 data are not comparable to previous years due to a change in the performance indicators.

^b A slight change in the definition of progress toward obtaining a high school diploma (i.e., including passing a MN Basic Skills Test in 2003-04) could have affected the comparability of results between 2002-03 and 2003-04.

^c A slight change in the definition of advancing to a post-secondary education program in 2003-04 could have affected the comparability of 2002-03 and 2003-04 results.

Early childhood education

This section reports results for the four early childhood education performance indicators.

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. To meet the standard, 80 percent of eligible participants had to meet growth expectations in all three areas assessed. Figure 15 reports Work Sampling System developmental checklist results in the 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. An average of about 10 children were assessed per program and 85-87 percent of the children met the standard for growth across the three areas of assessment.

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

- 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	174	148	85%	10.2
Language and literacy	173	151	87%	10.2
Mathematical thinking	173	150	87%	10.2

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 16 indicates that 11 of 17 Even Start programs reported information on this indicator. It is possible that some programs may have had difficulty obtaining information on reading level from the school districts. For the 11 programs reporting, seven (64%) met the standard. Across the programs, 51 percent of the children in grades 1 to 3 were reported to be reading at grade level or above. The number of children assessed was small, an average of about five per program reporting, with a range from 1 to 19.

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

- 11 of 17 Even Start programs reporting
- 7 of 11 (64%) met the standard

	Number assessed	Number reading at grade level	Percentage reading at grade level
Total participants	57	29	51%
Average per program	5.2	2.6	
Range	1-19	0-8	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, 90% will have 10 days or fewer unexcused absences from school during the academic year.

The performance indicator regarding attendance of kindergartners and first graders was changed in 2003-04. The percentage of children needing to meet the attendance expectation was lowered slightly from 95 to 90 percent. Figure 17 indicates that 11 of the 17 Even Start programs reported information on this indicator, with 10 of the 11 (91%) meeting the standard. Across programs, 98 percent of the kindergartners and first graders met the attendance expectation of having 10 or fewer unexcused absences. Again, the average number of children reported on per program was quite small.

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

- 11 of 17 Even Start programs reporting
- 10 of 11 (91%) met the standard

	Number assessed	Number meeting attendance expectation	Percentage meeting attendance expectation
Total participants	51	50	98%
Average per program	4.6	4.5	
Range	1-14	1-14	80-100%

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 18 indicates that 11 of the 17 Even Start programs reported information on kindergarten and first graders' promotion to the next grade level, and 10 of the 11 (91%) met the standard. Just one child across all the Even Start programs reporting was not promoted to the next grade.

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

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

- 11 of 17 Even Start programs reporting
- 10 of 11 (91%) met the standard

	Number assessed	Number promoted	Percentage promoted
Total participants	48	47	98%
Average per program	4.4	4.3	
Range	1-14	0-14	

Figure 19 summarizes the Even Start results for the four early childhood education performance indicators for 2003-04 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. The percentage of programs meeting expectations for growth in the language and literacy domain was lower in 2003-04 than the previous year, 65 and 88 percent, respectively. Percentages meeting expectations for the other two domains were quite similar across the two years. Slightly larger numbers of 3 to 5 year-olds were assessed on Work Sampling in 2003-04 than in 2002-03.

For the performance indicator regarding reading level for first to third graders, fewer Even Start programs reported information in 2003-04 compared to the previous year, but the number of children reported on was somewhat larger. The percentage of children reported to be reading at grade level increased, from 43 percent in 2002-03 to 51 percent in 2003-04. The number of programs reporting information on the attendance and promotion performance indicators also decreased from 2002-03 to 2003-04. The number

of kindergartners and first graders reported on decreased as well, only about 50 children across the 11 programs reporting in 2003-04. Very high percentages of these children met expectations for these two indicators.

19. Early childhood education results for 2002-03 and 2003-04

Performance indicator	Year	Programs		Children	
		Number reporting	Percentage meeting the standard	Number assessed	Percentage meeting the goal/expectation
Development: Personal & social	2002-03	17	76%	162	88%
	2003-04	17	71%	174	85%
Development: Language & literacy	2002-03	16	88%	161	91%
	2003-04	17	65%	173	87%
Development: Mathematical thinking	2002-03	16	69%	160	88%
	2003-04	17	71%	173	87%
Reading level (grades 1-3)	2002-03	13	46%	49	43%
	2003-04	11	64%	57	51%
Attendance (grades K-1) ^a	2002-03	15	87%	61	89%
	2003-04	11	91%	51	98%
Promotion to next grade (grades K-1)	2002-03	15	93%	61	98%
	2003-04	11	91%	48	98%

^a A change in the performance indicator in 2003-04 (i.e., reducing the percentage of children that need to meet the attendance expectation from 95 to 90 percent) may affect the comparability of results from 2002-03 to 2003-04.

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 50% of the items for which participants weren't at the highest level at pretest.*

Expected gain (i.e., positive change) was revised on this performance indicator in 2003-04 to improvement on 50 percent or more of the items on which the participant was not at the highest level at pretest (compared to 75% previously). 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. All 17 Even Start programs reported results for this indicator with 13 meeting the standard of 80 percent of the parents making expected gains. An average of about 16 parents were assessed per program (see Figure 20). Across all programs, 85 percent were reported to have made expected gains, with the percentage varying between 30 and 100 percent for individual programs.

20. Parent education, performance indicator 1: improved parent-child interaction

- 17 of 17 Even Start programs reporting
- 13 of 17 (76%) met the standard

	Number assessed	Number meeting expectation	Percentage meeting expectation
Total participants	271	229	85%
Average per program	15.9	13.5	
Range	3-26	3-25	30-100%

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.

All 17 Even Start programs reported information about immunizations being up-to-date in families served for three or more months, with 13 programs (76%) meeting the standard (see Figure 21). An average of about 20 parents were assessed per program, ranging from 5 to 48 for the individual programs. Across all the programs, 97 percent of parents were reported to be up-to-date on their children's immunizations.

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

- 17 of 17 Even Start programs reporting
- 13 of 17 (76%) met the standard

	Number assessed	Number meeting expectation	Percentage meeting expectation
Total participants	343	333	97%
Average per program	20.2	19.6	
Range	5-48	2-48	40-100%

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.

All 17 Even Start programs reported information on the performance indicator, with 9 (53%) meeting the standard. Across programs, 168 children were screened which was 84 percent of eligible children (Figure 22).

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

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

	Number reported eligible	Number screened	Percentage screened
Total participants	201	168	84%
Average per program	11.8	9.9	
Range	1-40	0-36	0-100%

Figure 23 summarizes Even Start results for the parent education performance indicators in 2003-04 and compares these results to 2002-03 where appropriate. For the parent-child interaction indicator, the number of parent participants reported on increased somewhat in 2003-04 compared to the previous year. The percentage of programs meeting the standard and the percentage of participants making expected gains also increased, but this was anticipated due to lowering the criterion for making expected gains in 2003-04 (from improvement on 75% of the items to 50%). For the immunization indicator, the proportion of programs meeting the standard decreased slightly in 2003-04, but the proportion of parents meeting the expectation across programs was almost as high as the previous year. Useable data on the early childhood screening indicator were available for all programs in 2003-04 due to making a correction in the reporting form. Results indicated slight improvement in the proportion of programs meeting the standard and the proportion of parents meeting the expectation.

23. Parent education results for 2002-03 and 2003-04

Performance indicator	Year	Programs		Adult participants	
		Number reporting	Percentage meeting the standard	Number assessed	Percentage meeting the goal/expectation
Parent-child interaction ^a	2002-03	16	- ^a	245	- ^a
	2003-04	17	76%	271	85%
Child immunizations	2002-03	16	88%	288	98%
	2003-04	17	76%	343	97%
Early childhood screening	2002-03	12	42%	116	79%
	2003-04	17	53%	201	84%

^a A change in the performance indicator in 2003-04 (i.e., reducing the expectation to growth on 50% of the items instead of 75%) makes 2002-03 and 2003-04 results not comparable.

All performance indicators

Figure 24 provides an overall summary of how programs did on the performance indicators. Summing across all programs, it shows the total number of indicators measured (i.e., for which data were reported), and the number and percentage met, as well as the per program average and the range across programs for these items. Overall, summing across the 17 Even Start programs, results were reported on performance indicators in 185 cases out of a possible 221 (84%) in 2003-04. This is down from 197 (89%) in 2002-03, and may be due to the changes made in the performance indicators and the changes in the population served (increasingly ELL). That is, these changes might have increased the likelihood that some performance indicators would not apply (e.g., some of the adult education indicators). Even Start programs reported on an average of 10.9 indicators of the 13, and met the standard on an average of 8.4 indicators. Across all Even Start programs, 77 percent of the indicators measured were met in 2003-04. This is an increase over the previous year but is likely to be due to the changes made in the performance indicators. For individual programs in 2003-04, the percentage of performance indicators met ranged from 33 to 100 percent.

24. Summary of results for all performance indicators

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

	Number measured	Number met	Percentage met
Total indicators	185*	142	77%
Average per program	10.9	8.4	
Range	8-13	3-12	33-100%

* The maximum possible is 221. Hence, Even Start programs provided data on most of the performance indicators (185 of 221, or 84%).

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 25 indicates the mean number of referrals made per program and the total number of referrals (in categories) made to each of these services. 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 4.1, slightly higher than the previous year, with 5 programs making no referrals, 8 making 1-5 referrals, 2 making 6-10, 1 making 11-20, and 1 program making 21 or more.

On average, Even Start programs made the most referrals to county health nurses and Head Start. Referrals to Early Childhood Family Education from Even Start (per program average of 5.6) were lower than the previous year (per program average of 9.5).

Even Start 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 (44.1), but this average is skewed by three programs that reported making 135-292 referrals to such services. The types of agencies or services to which these referrals were made are indicated in the Appendix.

25. Referrals

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	4.1	5	8	2	1	1
County Health Nurse	8.6	6	5	1	3	2
Early Childhood Family Education	5.6	4	9	1	2	1
Head Start	6.6	4	8	1	3	1
School Readiness	4.0	4	7	4	2	-
Other agencies	44.1	2	5	2	1	7

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 (see Figure 26). 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 26 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 in each program ranging from 1 to 3), and one program had volunteer managers or administrators.

26. Even Start staff information (N=17)

Unduplicated count of all 2003-04 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	2
Licensed instructional staff working with adults	Number of programs with position	1	16	3
	Range in number of staff	1	1-37	1-4
Non-licensed instructional staff working with adults	Number of programs with position	0	3	6
	Range in number of staff	-	1-2	1-33
Preschool teaching staff	Number of programs with position	5	11	0
	Range in number of staff	1-3	1-4	-
Infant/toddler teaching staff	Number of programs with position	0	9	1
	Range in number of staff	-	1-4	43
Paraprofessional preschool staff	Number of programs with position	2	12	3
	Range in number of staff	1-2	1-6	4-31

26. Even Start staff information (N=17) (continued)

Unduplicated count of all 2003-04 Even Start staff by function and job status

Staff function		Full time	Part time	Unpaid volunteer staff
Paraprofessional infant/toddler staff	Number of programs with position	2	14	2
	Range in number of staff	1-3	1-8	2-24
Licensed parent educator working in parent education	Number of programs with position	1	14	3
	Range in number of staff	1	1-2	1-7
Non-licensed staff working in parent education	Number of programs with position	0	3	1
	Range in number of staff	-	1	2
Other staff	Number of programs with position	0	6	3
	Range in number of staff	-	1-3	1-5

Figure 27 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 positions. Programs were staffed primarily by part-time employees. Figure 27 indicates that Even Start programs had a mean of 12.9 part-time staff, slightly higher than the previous year (mean of 11.4). The range in number of part-time staff was 3-63, indicating large differences in the number of part-time staff across individual programs. The Even Start programs averaged less than one full-time position per program. Even Start programs in 2003-04 averaged just under 12 volunteers per program, compared to 8 in the previous year.

27. Total number of staff

Staff		Even Start programs (N=17)
Full-Time	Mean	0.9
	Range	0-6
Part-Time	Mean	12.9
	Range	3-63
Volunteer	Mean	11.7
	Range	0-115

Staffing patterns did not appear to change much from the previous year. Most Even Start 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 Figure 26 (see the last row of the figure). The types of positions included under “other staff” were: administrative assistant, interpreter, public health nurse, home visitors, family support worker, after school program staff, and psychologist/mental health staff.

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 2003-04. Figure 28 shows the number of Even Start programs that had staff attending each of 21 types of events.

Events or conferences attended most frequently by Even Start program staff were as follows: Minnesota Family Literacy Conference/Preconference, cultural diversity training, assessment training, and behavior management. On average, Even Start programs had staff attending events in 8 of the categories listed in Figure 28 during 2003-04. However, the number varied widely by individual program, from 3 to 15.

28. Participation in staff development events in 2003-04

Topic	Number of programs with staff participating in the following trainings or conferences
MN Family Literacy Conference/Preconference	17
Cultural Diversity Training	12
Assessment	11
Behavior Management	10
Developmentally Appropriate Practices	9
Child Abuse and Neglect	8
Principles in Teaching	8
Family Violence Prevention	6
Work with Disabilities Training	6
Family Literacy Quality Indicators Training	6
Life Skills	6
ESL/Family Literacy Conference	5
Screening	5

28. Participation in staff development events in 2003-04 (continued)

Topic	Number of programs with staff participating in the following trainings or conferences
Drugs and Alcohol Use Prevention	5
Work Readiness Training	4
Anecdotal Records	4
Family Literacy Fall Institute	3
Whole Language	3
Time Management	3
National Even Start Association Conference	3
National Family Literacy Conference/Preconference	2
Average number of these events attended	8.0
Range	3-15

Figure 29 shows the percentage of professional and paraprofessional staff who attended training events during 2003-04. All professional staff from 16 Even Start programs (94%) and all paraprofessional staff from 12 programs (71%) attended training events in 2003-04.

29. Professional and paraprofessional staff participation in training or conference events in 2003-04

	Percentage of staff participating by program	
	Professional staff	Para-professional staff*
0%	-	-
1-19%	-	-
20-39%	-	1
40-59%	-	-
60-79%	-	3
80-99%	1	-
100%	16	12
Total	17	16

* One program did not provide information

The percentage of staff who participated in at least eight hours of cross-training in 2003-04 is indicated in Figure 30. Fourteen of 16 Even Start programs had staff who participated in such cross-training, including 8 programs with 60 percent or more of their staff participating. The percentage of staff from each program participating in cross-training decreased slightly from the previous year.

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

	Number of Even Start programs*
0%	2
1-19%	1
20-39%	3
40-59%	2
60-79%	1
80-99%	2
100%	5
Total	16

* One program did not provide information

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. Figure 31 indicates the number of Even Start programs that reported receiving these things from each program or agency. Results show that most Even Start programs received funding and regular services from Adult Basic Education and Early Childhood Family Education. For example, 12 Even Start programs received funding and 13 received regular services from Adult Basic Education. Eleven programs received funding from Title I, II, or III. None of the programs received funding from special education or institutions of higher education. Many Even Start programs (10 of 17) received regular services from special education and most Even Start programs reported receiving supplemental services from public health. Some Even Start programs received regular or supplemental services from institutions of higher education. The pattern of results in Figures 31 was similar to the previous year.

31. 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	12	13	6
Early Childhood Family Education	11	13	12
Head Start	5	8	9
Title I, II, or III	11	5	4
Special Education	0	10	11
Public Health	1	5	15
Institution of Higher Education	0	5	8

Even Start 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 32 indicates the types of services provided by these collaborating partners. For example, the collaborating partner of five Even Start programs provided facilities, the collaborating partner of seven programs provided testing, and the collaborating partner of 12 programs provided speakers.

Finally, Figure 33 indicates the types of services and support that other collaborating organizations provided to Even Start programs. Note, for example, that collaborating agencies provided speakers for 13 Even Start programs, testing for seven programs, and facilities for six programs.

32. 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	5
Testing	7
Speakers	12
Transportation	3
Meals	2
Sibling Care	2
Other ^a	15

^a Other services or supports included the following: ABE staff, ESL teacher, support staff, volunteers, social work, health and mental health services, nutrition, learning supplies, home visits, help with immigration issues, other early childhood services, employment, training for staff, and funding.

33. Services or support provided by other collaborating agencies

Services or support provided by collaborating agencies	Even Start (N=17)
Facilities	6
Testing	7
Speakers	13
Transportation	2
Meals	3
Sibling Care	2
Other ^a	9

^a Other services and supports included the following: volunteers, nutrition classes, funding, housing assistance, employment assistance, training for staff, other early childhood services, legal services, health and mental health services, job training, extension services, educational materials, screenings, library services, and teachers/staff.

Conclusions and recommendations

In program year 2003-04, the 17 Minnesota Even Start programs served about 500 families, or an average of 29 families per program, an increase over the previous year. On average, each program served 30 adults and almost 50 children. Over 60 percent of the adult participants were English Language Learners, having many different languages as their first language with Spanish being the most common. Most of the families were low income – that is, almost all program participants qualified for free or reduced price lunch.

Even Start programs reported results on the state participant performance indicators in the areas of adult education, early childhood education, and parent education. In 2003-04, across the 17 programs, results were reported on 84 percent of the performance indicators. This percentage is somewhat lower than the previous year (89%) and may be due to some indicators not applying to some programs because they serve almost exclusively English Language Learners (e.g., indicators concerning high school graduation, post-secondary enrollment, or retaining/advancing in employment).

For those performance indicators reported on, the 17 Even Start programs, taken together, met the performance standard 77 percent of the time, up from 64 percent the previous year. This suggests improvement in performance although part of the increase from the previous year is due to revisions in the performance indicators.

Program recommendations

- 1. Increase participant retention.** The number of participants with pre-post assessments in adult education, early childhood education, and parent education increased in 2003-04 compared to 2002-03. This is a positive trend, suggesting that more participants are staying in the program longer, permitting posttests to be done. However, even with this increase, only about half of the adult participants (with 12 program hours or more) had pre-post assessments on the CASAS and parenting skills measure. This suggests that many participants are leaving the program after a short time, perhaps too short to benefit substantially from program services. Hence, it appears that more efforts need to be made to keep participants in the program longer so that major gains in skills are possible.
- 2. Improve results on performance indicators in some areas.** Overall, results were quite strong on the performance indicators. Results also suggested that there was room for improvement in several areas:

- *Increase math instruction.* More participants were tested in math in 2003-04 than the previous year, suggesting that math instruction increased in Even Start programs. However, two programs did not report results in CASAS math suggesting that there is still room for improvement.
- *Improve reading skills of school-age children.* Although results improved over the previous year, still only about half of school-age children (grades 1-3) in Even Start families were reported to be reading at grade level. This raises the question of what more Even Start programs could do to help improve the reading skills of these children. Could parents be equipped and encouraged to do more to help their school-age children? Are there additional services or supports Even Start programs could offer that might help?
- *Increase early childhood screening.* The proportion of children screened in Even Start programs is increasing (84% in 2003-04 compared to 79% in 2002-03), but the goal of having all eligible children screened hasn't been reached yet.

Evaluation recommendations

- 1. Enhance capacity to report on participant progress and the factors contributing to it.** Currently, information is reported on the number of participants making expected progress or achieving expected growth in each program. However, information is not provided on where participants started or how far they progressed (i.e., at what level did they enter the program and what level did they reach). This seems to be important information to have in order to describe the accomplishments of Even Start programs more clearly. Second, information on factors that might be associated with stronger or weaker participant progress (i.e., participant demographic or background characteristics, length of time in the program or hours of service received for each participant, and program features) cannot be linked currently to information on participant progress. It would be helpful to be able to make this linkage to increase understanding of factors contributing to participant progress.

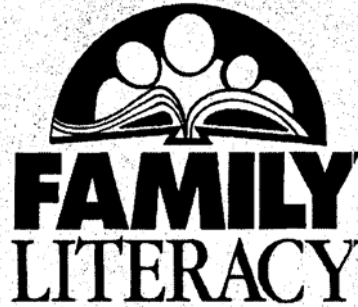
To improve reporting on participant progress and factors contributing to it, the information gathered from local Even Start programs needs to be revised. Individual-level participant data needs to be collected on: demographics/background; hours of program participation/attendance; pre-post assessment results in adult education, parent education and early childhood education. It would also be helpful to collect information on factors related to program quality such as: participant-staff ratio, curriculum and instructional materials, staff qualifications and training, and accessibility of services (e.g., time of day program meets, transportation, and sibling care).

- 2. Improve reporting of participant performance indicator results to local Even Start programs.** Currently, local programs receive a one-page summary of how they did on the performance indicators each year. It seems desirable to increase the usefulness of this report to local programs. The changes just described above would enable more detailed reporting of results of potentially greater value for program development or improvement efforts – for example, reporting of results on characteristics of participants who do better or worse in the program.
- 3. Increase reporting of data on school-age children by local programs.** For the performance indicators applying to school-age children, the numbers of children for whom information was reported, and the number of programs reporting, appears to be too low (especially since these children did not have to be enrolled in the Even Start program, but only be part of a family that was enrolled). 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 to have a discussion of this issue among local program coordinators to identify barriers to obtaining this information and ways to successfully overcome these barriers.
- 4. Add an assessment of infant/toddler developmental progress.** Many of the children served by Even Start programs are under three years old. In fact, this age group represents nearly 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.

Appendices

*Minnesota Even Start and Family Literacy Programs Evaluation
Reporting Form (2003-04)*

Referrals to other agencies (2003-04)



*Minnesota
Even Start and
Family Literacy
Program Evaluation
Report
2003-2004*

COMMISSIONER:
CHERIE PIERSON-YECKE

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alternative formats including Braille, audio tape,
computer disk and large print.

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MINNESOTA

EVEN START AND

FAMILY LITERACY PROGRAMS

EVALUATION REPORTING FORM 2003-04 (revised)

AN INTRODUCTION TO THE MINNESOTA EVEN START AND FAMILY LITERACY EVALUATION REPORT

This Minnesota Even Start and 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 1st to June 30th.

**MINNESOTA EVEN START AND FAMILY LITERACY PROGRAMS EVALUATION REPORTING
FORM 2003-04**

Program Identification

Name of Program: _____ School District: _____

Program Director/Contact: _____

Program Address: _____

Program Phone: _____ Program FAX #: _____

e-mail address: _____

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

Signature of Program Coordinator

Date

INCLUDE ONLY THOSE WHO PARTICIPATED IN THE PROGRAM 12 HOURS OR MORE IN THIS REPORT.

Demographics

Please indicate numbers of children (by placement at entrance) and adults served in each category.

CHILDREN

Infant & toddler (ages 0-35 months) _____
Preschool (ages 36 months – five years) _____
K-12 _____
Ages 5-7 _____
8+ _____

ADULTS

Ages <16 _____
16-18 _____
19-24 _____
25-44 _____
45-59 _____
60+ _____

Total number of families served _____

Total number of these families who enrolled for the first time this program year (newly enrolled): _____

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

List the first language of program participants.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total number of adults who are English language learners: _____

Number of newly enrolled families at or below the federal poverty level: _____

Number of newly enrolled participants without a high school diploma or GED: _____

Number of newly enrolled participants who have not gone beyond the 9th grade: _____

Number of newly enrolled families that remained in the program:

- a) three months or less: _____
- b) from 4-6 months: _____
- c) from 7-12 months: _____

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 received per family in program year: _____

Adult Education Performance

PARTICIPANT SUCCESSES: Report the information requested below for adults who participated in the program for at least 12 hours or completed their personal education plan goals in less time. (Even Start Adult Education Indicators 3-6 are included in this chart.) Only include participant goals in the chart that could be realistically achieved during the 2003-04 program year.

Goal	Number of participants with the goal		Number of participants who met the goal	
	School Age	Non SA	School Age	Non SA
1. Advance into higher education or post-secondary training (includes any one year certificate, two-year associate, or four-year baccalaureate program)				
2. Diploma/GED: A participant can only have <u>one</u> of the four goals listed below:				
a. Pass one or more GED tests				
b. Complete a GED ¹				
c. Complete high school credits or pass a MN Basic Skills Test				
d. Complete a high school diploma				
3. Obtain employment ²				
4. Retain/advance: A participant can only have <u>one</u> of the two goals listed below:				
a. Retain employment ²				
b. Obtain a job advancement ³				
5. Other				
a. Be removed from public assistance due to employment				
b. Become a U.S. citizen				
c. Obtain a driver's license				
d. Obtain housing (if were homeless)				

¹ A beginning score of 235 on the CASAS would indicate that this is a reasonable goal.

² Employment includes part-time (at least 12 hours per week), full-time and seasonal employment.

³ Advancement includes obtaining a job that has increased pay, benefits, higher levels of responsibility, or that requires a higher level of skills, compared to current or most recent job. A participant who remains in the same job and earns a raise in wages or salary would be considered to be advancing.

Adult Education

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

Instrument	Number of adults who have participated in 50 or more hours of ABE instruction and have pre and post test scores	Number of adults who have participated in 50 or more hours, have pre and post scores, and show expected gains
CASAS Reading ¹		
CASAS Math ¹		
CASAS Listening ¹		
BEST ²		
TABE ³		
Other (specify): _____ _____		

¹ Expected gains in CASAS are 3+ points after 50 hours of instruction and 5+ points after 75 hours of instruction. These expected gains apply, except for ELL participants taking CASAS reading tests. Use the chart on page 12 to determine whether they have made expected gains, according to level and hours of instruction.

² A gain of one Student Performance Level on the BEST is expected after 50 hours of instruction.

³ A .6-1 grade level increase on the TABE is expected after 50 hours of instruction.

Please explain reasons for lack of pre and post test scores for adults who participated in 50 or more hours of instruction. Indicate the number of students unable to pretest due to their CASAS Appraisal.

Parent Education

Indicate the total number of parents attending 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 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 the Glen Palm Adult Growth and Development Checklist expected gains are defined as advancing at least one level on 50% of the items for which the parent was not already at the highest level at pretest. If there are multiple children in the family, complete the checklist with reference to the oldest child attending PACT.

Parenting Practices

1a. Number of parents who have been enrolled in the program three or more months	_____
1b. Number of these parents who maintain current immunization records and are up-to-date on their children's immunizations or are on schedule as determined by their health care provider	_____
2a. Total number of 3-5 year-olds of parents enrolled in the program three or more months	_____
2b. Number of 3-5 year-olds who have completed Early Childhood Screening, or it equivalent, before the 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 progress*
Work Sampling Checklist:		
- personality and social development		
- language and literacy (English language skills)		
- math thinking		
Other (Specify) _____		

* For the Work Sampling checklist expected progress is indicated by gains on 50% of the indicators on which the child was not proficient on the initial assessment. A gain on an item includes moving from “not yet” to “in progress,” from “in progress” to “proficient,” and from “not yet” to “proficient.”

School-Age Children

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

1. Indicate the number of school-age children (grades K-1) in families who have been continuously enrolled in family literacy from November 1st until June 1st _____
2. Indicate the number of children counted in #1 who had ten or fewer unexcused absences during the school year _____
3. Of the children counted in #1, indicate the number retained in grade _____
4. Of the children counted in #1, indicate the number promoted to the next grade _____
5. Indicate the number of children in grades 1-3 in families who have been continuously enrolled in family literacy from Nov. 1 to June 1 _____
6. Of those children counted in #5, indicate the number able to read at grade level by June 1st _____
(The child’s reading level is to be reported by the school district.)

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 teaching staff			
Infant-toddler teaching staff			
Paraprofessional preschool staff			
Paraprofessional infant-toddler staff			
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 percentage requested below.

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

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

_____ Percentage of paraprofessional 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)

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 with 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) institution 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)

- | | | |
|-------------------------------------|---|---|
| <input type="checkbox"/> Facilities | <input type="checkbox"/> Transportation | <input type="checkbox"/> Other (describe) |
| <input type="checkbox"/> Testing | <input type="checkbox"/> Meals | _____ |
| <input type="checkbox"/> Speakers | <input type="checkbox"/> Sibling Care | _____ |

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.

- | | | |
|-------------------------------------|---|---|
| <input type="checkbox"/> Facilities | <input type="checkbox"/> Transportation | <input type="checkbox"/> Other (describe) |
| <input type="checkbox"/> Testing | <input type="checkbox"/> Meals | _____ |
| <input type="checkbox"/> Speakers | <input type="checkbox"/> Sibling Care | _____ |

Thank you for your cooperating in completing this state Even Start/Family Literacy evaluation form.

Reports must be postmarked and sent to the MN Department of Education by August 15, 2004.

Even Start programs should mail this completed form to: Wayne Kuklinski, MN Department of Education, 1500 Hwy. 36 West, Roseville, MN 55113.

Other Family Literacy programs should mail completed form to: Dianne Dayton, MN Department of Education, 1500 Hwy. 36 West, Roseville, MN 55113

ESL expected gains in CASAS Reading

Data from more than a decade of CASAS progress testing show a mean gain of about five points for every 100 hours of instruction. However, researchers conducting the National Evaluation of Adult Programs Study (1994) found a mean learning gain for ESL students of 4.7 points after only 60 to 80 hours of instruction and 9.4 points after 120-160 hours. Furthermore, gains varied substantially by level as indicated in the table below. Participants making expected gains must have at least the point gain indicated on the “progress” line below. For example, a beginning level student with 60-80 hours of instruction must have a gain of 6.0 or more points to be considered to have made the expected gain.

ESL Learning Gains Using CASAS Reading Tests

	60-80 Hours	120-160 Hours
ESL ALL		
Pretest	207.7	207.6
Posttest	212.4	217.0
Progress	4.7	9.4
Beginning		
Pretest	195.0	194.1
Posttest	201.0	205.5
Progress	6.0	11.3
Intermediate		
Pretest	212.7	212.4
Posttest	217.1	221.0
Progress	4.4	8.6
Advanced		
Pretest	225.5	224.0
Posttest	228.2	231.2
Progress	2.7	7.2

* **Source:** National Evaluation of Adult Education Programs Study

Testing exceptions

Students who are initially placed at the High Adult Secondary Education level and who have a goal of passing the GED or obtaining a high school diploma need not be post-tested. Students who will be placed at the Beginning of ESL Literacy level and for whom standardized test proves too difficult need not have a pre-test score.

Referrals to other agencies (2003-04)

Even Start programs (N=17)

Type of agency	Number of referrals
Social services (general)	208
Adult learning; MN Extension services; post secondary education	134
Other early childhood programs/services	117
Employment	61
Other family programs	48
Community Action center	45
Medical Assistance/services	42
Housing and energy assistance	31
Legal services	16
Public schools	11
Domestic violence issues	8
Other programs/agencies	21